



NATIONAL OPEN UNIVERSITY OF NIGERIA
UNIVERSITY VILLAGE, PLOT 91, CADASTRAL ZONE,
NNAMDI AZIKIWE EXPRESSWAY, JABI, ABUJA

DEPARTMENT OF RELIGIOUS STUDIES

UNDERGRADUATE STUDENTS' HANDBOOK IN
ISLAMIC STUDIES

ACKNOWLEDGEMENTS

We appreciate the Department of Religious Studies Committees on Undergraduate Students' Handbook, both the past and present, without whose works, this Handbook on BA Islamic Studies could not have been enriched with so much information. We thank all the professors in the Department of Religious Studies for their wealth of experience that formed the nucleus of this Handbook. We may not forget the collective and individual efforts of other colleagues in the Department, which have made it possible for them to these vital pieces of the information herein.

We equally express our gratitude to the Vice-Chancellor, Professor Olufemi Peters for the moral and financial support towards the production of this handbook, the Dean of the Faculty of Arts, Professor Nwabueze Iyabode, Head of Department of Religious Studies and other sister Departments, the Registry-Academic Office, and all the technical support units in the University, for their various contributions to the success of this production.

May God bless and reward you all, Amen.

Prof. Godwin Iornenge Akper

For and on behalf of the Committee on Curriculum

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PHILOSOPHY, VISION AND MISSION STATEMENTS OF NOUN

PHILOSOPHY

The National Open University of Nigeria is a Federal Open and Distance Learning institution. It is Nigeria's largest tertiary institution in terms of student number and is popularly referred to as NOUN. NOUN takes pride in its flexibility of the delivery system, cost-effectiveness, and ability to reach the unreached. Read more: <https://www.legit.ng/1164521-national-open-university-nigeria-courses-fees-2018.html>

VISION

To be regarded as the foremost University providing highly accessible and enhanced quality education anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers.

MISSION

To provide functional, cost effective, flexible learning which adds lifelong value to quality education for all who seek knowledge.

NOUN ANTHEM

National Open University of Nigeria
Determined to be the foremost university in Nigeria
Providing highly accessible
And enhanced quality education
Anchored on 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 seek knowledge.

PHILOSOPHY, VISION AND MISSION OF DEPARTMENT OF RELIGIOUS STUDIES

PHILOSOPHY

To enhance access for all who seek knowledge, spiritual and theological development and renewal as long-life dreams through the disciplines of theology and religions, irrespective of location, number, age and time, through open and distance mode of learning.

VISION

To provide functional, cost-effective, theological and flexible learning, which adds life-long value to quality of education for all who seek knowledge, which are in line with National Policy on education and within the bounds of those of the National Open University of Nigeria.

MISSION

To bring religion and theology to the door steps of humanity, respecting the uniqueness of the individuals' cultures and creeds, and to inject their unifying elements of religion and theology into all facets of human endeavours for peace, unity and progress.

FOREWORD BY THE VICE-CHANCELLOR

It is with great delight that I welcome students and other colleagues to the Department of Religious Studies. As one of the foundation departments in Faculty of Arts (as part of the defunct School of Arts and Social Sciences) and in the National Open University of Nigeria (NOUN), the Department has developed effective programmes to

provide excellent curriculum and services to Open and Distance Learning (ODL) students. This is based on our strict adherence to the Benchmark Minimum Academic Standards (BMAS) curriculum in the disciplines within the Department as produced by the National Universities Commission (NUC). This puts the products of the Department on a competitive advantage with other universities anywhere in the world, and facilitate postgraduate studies for our students.

In order to enable effective development of enriched, comprehensive and targeted academic activities, as well maintain a balance with the current operational realities of the university, we have so far limited our programmes in the Department to those that are critical to the developmental and spiritual aspirations of the country. As demands are made, more courses will be offered to service the needs of students in aspects of Theologies, Religions and many disciplines in Humanities.

I hope you find this information package useful as a guide to the excellent offerings of the Faculty of Arts. We look forward to serving you in order to make Nigeria great.

Professor Femi Peters
Vice Chancellor

FROM THE DESK OF THE HEAD OF THE DEPARTMENT OF RELIGIOUS STUDIES

Welcome! Welcome!! Welcome!!

We, the Department members of the Department of Religious Studies, welcome you to the Department next to God, the meeting place of human and the divine in the Faculty of Arts. This is the spiritual and intellectual home of the University, where we build people as citizens and create human capital as asset for the nation.

We tell you that you have made the right decision by choosing to study theology and religion. No matter where we go and what we do, humanity and divinity remain the core of all existence and human progress. Technology without human-divine touch is a disaster awaiting an explosion!

This is the Department where your creativity and human best are moulded and activated. As a family, we are conscious of our human responsibility as builders of culture, conscience of individuals and the society at large; and champions of religion that leads to sustainable development. A society without honest religion and dependable culture exists only as a fantasy. We build minds that think critically and assess objectively human existential facts in relation to here and hereafter. We help you to learn to create and recreate a world that is desirable, where human creativity, progress and development thrive.

Our programmes are aimed at bringing out the best of you, spiritual, intellectual and psychological excellence in social engineering, thus making human interaction, progress and development productive. If you hold on to these core essential elements, your stay in our Department will be most fruitful for you and all around you.

Once again, we welcome you to the Department of Religious Studies. No matter where you are on the globe, we welcome you to our Faculty with open arms, believing that you will greatly enjoy your connection with us and gain value and impact from our interaction with you.

With this in mind, accept our love and blessings.

Michael Enyinwa Okoronkwo (PhD)
Head, Department of Religious Studies

PART I: INTRODUCTION

BRIEF HISTORY OF NATIONAL OPEN UNIVERSITY OF NIGERIA

The National Open University was first established on the 22nd July, 1983 by Act No. 6 of the National Assembly. It is the first and only single-mode university in Nigeria that is dedicated to the provision of higher education through the Open and Distance Learning (ODL) mode. Shortly after the National Open University Act of 1983 by which the University was established, it was on the 25th April 1984 suspended. In the Nation's search for a means of providing education, which is functional, cost effective and flexible, for *all* her citizens, a National Workshop on Distance Education was held in September 2000. Consequently, eighteen years after the suspension, the University was resuscitated as the National Open University of Nigeria (NOUN) on October 1, 2002

NOUN operates the open and distance education system which the National Policy on Education describes as a system that encompasses education for all, education for life, lifelong learning, and self-learning among others. The rebirth of NOUN, which has served as a springboard for ODL in Nigeria, is a demonstration of the country's irrevocable and unwavering commitment to education as a tool for personal and national development, and as a fundamental human right of her citizens.

The University's overall goal is to make education available to all who have the ability, and are willing and ready to benefit from functional and quality education provided through flexible and affordable distance learning.

STUDYING THROUGH OPEN AND DISTANCE LEARNING AT NOUN

Open and Distance Learning is a mode of learning that is characterised by the separation of the teacher in space and or time from the learner, and enables learners to exercise choice over their learning regarding what, how, where they learn, pace of learning, support for learning, when and where assessment of learning takes place. NOUN's approach to ODL has the following features:

Openness: Removal of all barriers or restrictions to learning that characterise traditional education. They include restrictions by age and location of study.

Flexibility of learning: The emphasis is on learning rather than teaching. It is students' responsibility to choose how they want to study, learn anywhere, anytime, and at their own pace mediated by technology. In other words, it is a learner-centred alternative rather than teacher-centred. Programmes can be completed up to double the normal duration of programmes.

Accessibility: Study Centres are established at State and Community levels, and Special Centres at prison, paramilitary agencies and military units. These are among the many efforts to reach all segments, communities and individuals in the society who require a continuation of their education.

Affordability: Removal of financial barriers by allowing learners to pay as they study and by providing materials and other services on a cost recovery basis.

Multi-Modal Instructional Delivery: This delivery method utilises a variety of media and technologies that is most easily available to learners. These include course materials in print, in pdf, audios, videos, and on the web as e-Courseware. They are also available in compact discs and in OER formats.

The instructional mode of delivery and learning provides the opportunity for learners who are employed or self-employed to acquire knowledge, skills and techniques relevant to their present employment or to improve their academic qualifications and aspire for higher positions in their jobs.

PART 2: ABOUT THE DEPARTMENT OF RELIGIOUS STUDIES

2.0 INTRODUCTION

You are welcomed to Department of Religious Studies in the Faculty of Arts, National Open University of Nigeria, the meeting place of human and divine.

The Department is currently housing two undergraduate programmes (i) Christian Theology and (ii) Islamic Studies, and four postgraduate programmes (PGD Christian Religious Studies, MA Christian Religious Studies, MA Islamic Studies, PhD Christian Religious Studies). These programmes focus on humanity and their complex nature in relation to their creation, creator and destiny. The bias is on moral and spiritual formations as well as academic excellence.

The programmes are established out of the need of our generation for a sense of direction amidst the various fascinating scientific, religious, cultural and technological progress and advancements. Humanity must be steered and well informed to make a difference between what is possible and what is permissible, thus the human instinct must be guided by religions and acceptable theologies.

The programmes bring humanity to the possibility of a desired just society, where every human counts. The curricula are so designed to hold in balance both learning and morality, a meeting of the heart and mind, with religious and theological emphases. They offer a unique opportunity to achieving this, and also for the continued vision and mission of the Church and the Mosque in Nigeria for a better society. The programmes are here filling the gap for the basic and advanced moral and theological education in Nigeria, forestalling the mass exodus of Nigeria's theological and religious students for schools abroad, which are not accessible and affordable to all before now. They will also be of benefits to people currently involved inter-religious dialogue projects, and also for students already involved in, or are preparing for teaching in tertiary institutions.

Contacts and Inquiry

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OTHER SERVICES AND COMPLAINTS

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2.1 HISTORICAL BACKGROUND OF THE DEPARTMENT OF RELIGIOUS STUDIES

The Department of Religious Studies in National Open University of Nigeria Abuja is an offshoot from the defunct Christian Theology Unit and Islamic Studies Unit. The two units were fused together in 2015 to create the present Department of Religious Studies. Professor Raheem Adojoro was the first head of the Department (2015-2017), and currently the Centre Director of Ado-Ekiti Study Centre. He was succeeded by Prof Olubiyi Adeniyi Adewale (2017-2020), now a Centre Director of Benin Study Centre. The current Head of Department is Michael Enyinwa Okoronkwo (Rev Fr, PhD), who assumed the leadership of the Department in 2020.

2.2 OFFICERS / STATUTORY COMMITTEES

HEAD OF DEPARTMENT: Dr Michael Enyinwa Okoronkwo

SECRETARY TO THE DEPARTMENT: Mrs Ganiyat Kehinde Sulyman

SPECIAL DUTIES

1. Dr Murtala Abdus-Salam A. Ajani
2. Mrs Ganiyat Kehinde Sulyman

ADMISSIONS

1. Dr Uzoma Amos Dike
2. Mrs Ganiyat Kehinde Sulyman
3. Mr Adeyemo Abduljeleel Taiwo (Secretary)

EXAMS

1. Dr Murtala Abdulsalaam A. Ajani
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3. Mrs Ganiyat Kehinde Sulyman (Secretary)

UNIT COORDINATORS & SECRETARIES

CTH Unit

1. Dr Abel Aor Inyaregh (Coordinator)
2. Mr Paul Eme Igwe Ajachukwu (Secretary)

ISL Unit

1. Dr Murtala Abdus-Salam A. Ajani (Coordinator)
2. Mr Daniel Itse Galadima (Secretary)

PROGRAMME COORDINATORS

BA Christian Theology

1. Dr Abel Aor Inyaregh
2. Mr Paul Eme Igwe Ajachukwu (Secretary)

BA Islamic Studies

1. Dr Murtala Abdus-Salam A. Ajani
2. Daniel Itse Galadima (Secretary)

PG Programmes

1. Dr Uzoma Amos Dike
2. Mr Adeyemo Abduljeleel Taiwo (Secretary)

DEPARTMENTAL SEMINAR / WORKSHOP

1. Dr Michael Enyinwa Okoronkwo (Chair)
2. Dr Abel Aor Inyaregh
3. Dr Uzoma Amos Dike
4. Dr Murtala Abdus-Salam A. Ajani
5. Mrs Ganiyat Kehinde Sulyman (Secretary)

PUBLIC RELATION

Dr Uzoma Amos Dike
Mrs Ganiyat Kehinde Sulyman (Secretary)

QUALITY ASSURANCE

1. Prof Godwin Iornenge Akper (Chair)
2. Prof Olubiyi Adeniyi Adewale
3. Prof Michael Nginan Ushe
4. Prof Adejoro Raheem Mustapha
5. Dr Michael Enyinwa Okoronkwo
6. Dr Abel Aor Inyaregh
7. Dr Uzoma Amos Dike
8. Dr Murtala Abdus-Salam A. Ajani
9. Mrs Ganiyat Kehinde Sulyman (Secretary)

ONLINE FACILITATION AND TRAINING

1. Prof Olubiyi Adewale (Chair)
2. Dr Michael Enyinwa Okoronkwo
3. Umar Aminu Bello (DLCMS)
4. Mr Ibrahim Garachi Nabil (DLCMS)
5. Mr Zaharaddeen Usman Sa'eed (DLCMS)
6. Ismail Bello Nazeer (DMIS)
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PUBLICATIONS / CONFERENCES

1. Prof Godwin Iornenge Akper (Chair)
2. Prof Olubiyi Adewale
4. Dr Adejoro Raheem Mustapha
5. Dr Miracle Ajah
6. Dr Philip Tachin
7. Dr Michael Enyinwa Okoronkwo
8. Dr Uzoma Amos Dike
9. Dr Murtala Abdus-Salam A. Ajani
10. Mrs Ganiyat Kehinde Sulyman (Secretary)

LIBRARY/RESOURCE CENTRE

1. Prof Adewale Olubiyi (Chair)
2. Dr Michael Nginan Ushe
3. Dr Adejoro Raheem Mustapha
4. Dr Mohammad Kamal'deen Bello
5. Mr. Paul Eme Igwe Ajachukwu (Secretary)

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3. Dr Miracle Ajah
4. Dr Uzoma Amos Dike
5. Dr Murtala Abdus-Salam A. Ajani
6. All NOUN Staff from the Department in the Study Centres and/or on secondment
 - i. Prof Olubiyi Adewale
 - ii. Dr Adejoro Raheem Mustapha
 - iii. Dr Philip Tachin
 - iv. Dr Mohammad Kamal-deen Bello
7. Mrs Ganiyat Sulyman (Secretary)

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5. Prof Adejoro Raheem Mustapha
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9. Dr Murtala Abdus-Salam A. Ajani
10. Dr Abel Aor Inyaregh
11. Dr Muhammad Kamal-deen Bello
12. Mrs Ganiyat Kehinde Sulyman (Secretary)

2.3 PROGRAMMES IN THE DEPARTMENT

This section presents briefly the programmes domiciled in the Department. It gives a general description of the programmes, the aims and objectives, the admission and graduation requirements. Details on the programmes will be stated in their respective students' handbooks.

2.3.1 The Undergraduate Programmes

- **BA Christian Theology**
- **BA Christian Religious Studies**
- **BA Islamic Studies**

Aims and Objectives

| AIMS | OBJECTIVES |
|---|--|
| <p>The aims of the programmes are:</p> <ul style="list-style-type: none"> • To acquaint the students with the broad outlines of the major religions in Nigeria and help them develop an independent and critical thinking. • To assist the students to acquire necessary skills for better understanding of the different religions in Nigeria, beliefs, practices, and appreciate to accommodate each other in a nation of multi-religious traditions and cultures. • To provide a strong foundation for further studies in theologies, histories and traditions of the various religions • To help students to acquire skill and knowledge necessary for promoting peaceful co-existence, tolerance, love and personal integrity | <p>At the end of any of the undergraduate programmes, the candidate should be able to:</p> <ul style="list-style-type: none"> • Appreciate the religion of study as a way of life • Have understanding of the religion of study and relate it to the contemporary society. • Address in his or her own little way the growing need for capacity building in Nigeria's multi-religious environment. • Interpret the Holy Books and Sacred Texts and relate them to the sociohistorical and contemporary contexts in a way that may be more acceptable to the communities that house them. • Have the competence to aspire for further studies in any of the religions of the candidate's own field of study and other studies in related fields |

Admission and Graduation Requirements

| S/N | PROGRAMME | ADMISSION REQUIREMENTS | GRADUATION REQUIREMENTS |
|-----|--|---|---|
| 1. | Bachelor of Arts (BA) in Christian Theology/Christian Religious Studies. | <p>100-Level Entry</p> <p>i. Five Ordinary Level (O/L) credit passes including English Language, Mathematics, and any other three subjects obtained in not more than two sittings (GCE O/Level, SSCE, NECO, NABTEB).</p> <p>ii. Teachers' Grade II Certificate with minimum of five merits including English Language, Mathematics and any other three subjects obtained in not more than two sittings.</p> <p>200 Level Entry</p> <p>i. A minimum of 3 credit passes in IJMB, OND, NCE or its equivalent in addition to 3 credit passes in English Language, Mathematics and any other subject obtained in GCE O/Level, SSCE, NECO, NABTEB.</p> <p>ii. Diploma in Theology from NOUN or any other recognized institution.</p> | <p>100-Level Entry</p> <p>A minimum TCE of 120-credit units in a minimum of eight (8) semesters or maximum of sixteen (16) semesters, including all core courses, the General Studies (GST) Courses and electives as specified in the Undergraduate Student Handbook of Faculty of Arts</p> <p>200 Level Entry</p> <p>A minimum TCE of 90-credit units in a minimum of six (6) semesters or maximum of twelve (12) semesters, including all core courses, the General Studies (GST) Courses and electives as specified in the Undergraduate Student Handbook of Faculty of Arts</p> |
| 2 | Bachelor of Arts (BA) in Islamic Studies | <p>100-Level Entry</p> <p>i. Five Ordinary Level (O/L) credit passes including English Language, Mathematics, and any other three subjects obtained in not more than two sittings in GCE O/Level, SSCE, NECO, NABTEB, or NBAIS</p> <p>ii. Teachers' Grade II Certificate with minimum of five merits including English Language, Mathematics and any other three subjects obtained in not more than two sittings.</p> <p>200-Level Entry</p> <p>i. Five Ordinary Level (O/L) credit passes including English Language, Mathematics, and any other three subjects obtained in not more than two sittings in GCE O/Level, SSCE, NECO, NABTEB, or NBAIS</p> <p>ii. Diploma in Arabic and/or Islamic Studies from any institution recognised by the Senate of NOUN.</p> <p>iii. GCE Advanced level, OND with evidence of proficiency in Arabic and or Islamic Studies</p> | <p>100 level Entry</p> <p>A minimum TCE of 120-credit units in a minimum of eight (8) semesters or maximum of sixteen (16) semesters, including all core courses, the General Studies (GST) Courses and electives as specified in the Undergraduate Student Handbook of Faculty of Arts</p> <p>200 Level Entry</p> <p>A minimum TCE of 90-credit units in a minimum of six (6) semesters or maximum of twelve (12) semesters, including all core courses, the General Studies (GST) Courses and electives as specified in the Undergraduate Student Handbook of Faculty of Arts</p> |

For further details on each of the programmes, you are encouraged to consult the Undergraduate Students' Handbook for the programme.

2.3.2 The Postgraduate Programmes

- The postgraduate programmes currently are:
- PGD Christian Theology / Christian Religious Studies
- MA Christian Theology / Christian Religious Studies
- MA Islamic Studies
- PhD) Christian Theology / Christian Religious Studies

Aims and Objectives

1. POSTGRADUATE DIPLOMA (PGD) IN CHRISTIAN RELIGIOUS STUDIES / CHRISTIAN THEOLOGY

Aims and Objectives

Aims

- To provide the students with general knowledge about the different types of Theology and their significance in interpersonal relationship.
- To assist the students to acquire the skill for Biblical and Theological interpretation of their faith and beliefs.
- To help students develop independent and critical thinking.
- To provide an excellent qualification for graduates who intend to apply theology in their professional lives.
- To guide graduates in the pursuit of research in theology, religious studies and religious.

Objectives

On completion of the programme, the student would be able to:

- Take up any aspect of church ministry effectively
- Apply their faith to daily living
- To counsel other Christians effectively
- Aspire for further studies in Christian Religious Studies and
- Interpret the Bible in a more acceptable manner.

2. MASTERS (MA) IN CHRISTIAN RELIGIOUS STUDIES / CHRISTIAN THEOLOGY

Aims and Objectives

Aims

The aims of the Master of Arts in Christian Religious Studies are:

- To train students to appreciate the dynamics of religion and society and to equip them with adequate skills to carry out scientific research in religion & society, and Biblical Studies.
- To prepare students for more advanced studies in religion and society or in any field of theological studies.
- To equip students for teaching careers at tertiary education level in Nigeria and around the world.
- To train religious leaders to critically analyse the influence of religion on public life and vice versa.
- To further prepare students for service in religious bodies at local, national and international levels.
- To equip students to engage in inter-religious and intra-community dialogues in such a way that peace and harmony is attained in Nigeria and Africa.
- To prepare students for sound exegetical and hermeneutical work.

Objectives

The main objectives of the programme are that on completion of the studies, the student should be able to:

- Discuss the issues pertaining to religion and society.
- Contribute in the continuous search for religious tolerance and inter-religious dialogue in Nigeria and Africa
- Acquire enhanced perspectives on the politics of religion and its impact on the Nigerian economic, social and political life.
- Explain the interplay of social issues and religion in fostering change in the 21st Century Nigerian Church and Society.

- Attain adequate preparation to pursue a teaching and research career in the field of Religion and Society.

3. DOCTOR OF PHILOSOPHY (PHD) IN CHRISTIAN RELIGIOUS STUDIES / CHRISTIAN THEOLOGY

Aims and Objectives

Aims

The aim of the Doctor of Philosophy programmes is to:

- Train students to appreciate the dynamics of religion and society and to equip them with adequate skills to carry out scientific research in religion and society and in theological studies.
- Prepare students for Research careers and opportunities in research institutes and others.
- Equip students for teaching careers at tertiary education level in Nigeria and around the world
- Train religious leaders to critically analyse the influence of religion on society and vice versa.

Objectives

The main objective of the programme is that on completion of the studies, the student should be able to:

- Display a firm understanding of issues pertaining to religion and society.
- Specialized in a specific academic area of study.
- Acquire more enhanced perspectives on the politics of religion and its impact on the Nigerian economic, social and political life in such a way that upon graduation a student will be able to relate theory to practice.
- Attain adequate preparation to pursue a teaching and research career in the field of Religion and Society.

N.B: For more details on the programmes, consult Students' Postgraduate Handbook in the School of Postgraduate Studies: spgs@noun.edu.ng

Admission and Graduation Requirements

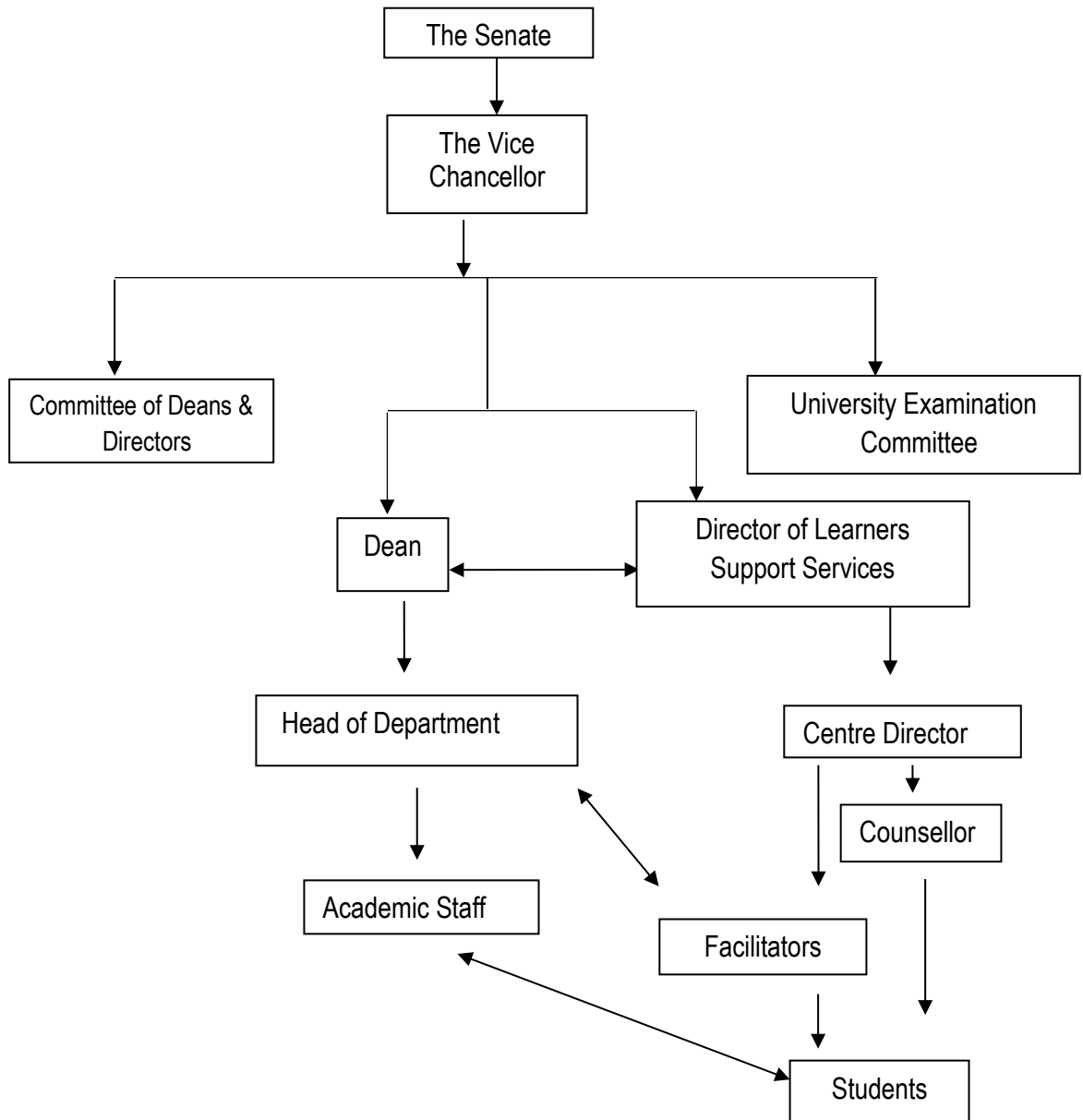
| S/N | PROGRAMME | ADMISSION REQUIREMENT | GRADUATION REQUIREMENT |
|-----|--|---|--|
| 1 | Postgraduate Diploma (PGD) in Christian Theology/Christian Religious Studies | i. A minimum of pass at Bachelor degree in any discipline from a recognized university, OR ii. A minimum of lower credit in HND or its equivalent from a recognized institution. | A minimum TCE of 30- credit units in a minimum of two (2) semesters or maximum of four (4) semesters including project, all core courses, the General Studies (GST) Courses and electives as specified in the Postgraduate Students' Handbook of School of Postgraduate Studies |
| 2 | Master of Arts (MA) in Christian Theology/Christian Religious Studies | i. First degree in Christian Religious Studies from any university/seminary recognized by the Senate of the National Open University of Nigeria (NOUN); or. ii. A Bachelor degree in the area not related to the field of Theology or Religious Studies, but also with postgraduate Diploma in Theology or Religious Studies; and iii. all other requirements for postgraduate studies as stipulated by the Senate of the University Area of Specialisation <ul style="list-style-type: none"> • Old Testament • New Testament • Church History • Systematic Theology | A minimum TCE of 30- credit units in a minimum of three (3) semesters or maximum of six (6) semesters including dissertation, all core courses, the General Studies (GST) courses and electives as specified in the Postgraduate Students' Handbook |

| | | | |
|---|--|--|--|
| | | <ul style="list-style-type: none"> ● Pastoral Theology ● Religion and Society ● Philosophy of Religion ● African Traditional Religion. | |
| 3 | Masters of Arts (MA) in Islamic Studies | <p>Applicants with the following qualifications are eligible for admission to the Master of Arts programme in Islamic Studies.</p> <p>a) BA or BA(ED) degree in Islamic Studies, Arabic Language, Literature or Translation or in any other related area of studies, with a minimum of second class (honours) from any University recognised by the Senate of the National Open University of Nigeria (NOUN)</p> <p>b) In addition, holders of the first degree in other disciplines but with postgraduate diploma in Islamic Studies or Arabic Language and/or Literature will also be considered for admission</p> <p>Area of Specialisation</p> <ul style="list-style-type: none"> ● Islamic Shari'ah ● Islamic Philosophy ● Science of Qur'an ● Science of Hadith ● Islamic Finance ● Islamic Revealed Knowledge & Heritage | A minimum TCE of 30- credit units in a minimum of three (3) semesters or maximum of six (6) semesters including dissertation, all core courses, the General Studies (GST) courses and electives as specified in the Postgraduate Students' Handbook |
| 4 | Doctor of Philosophy (PhD) in Christian Theology / Christian Religious Studies | <p>i. A Master degree in a related field of study with a minimum of 60% or 3.5 aggregate score from any University recognized by the Senate of the National Open University of Nigeria (NOUN).</p> <p>ii. In addition, candidates must satisfy all matriculation requirements as stipulated by the Senate of the University.</p> <p>iii. Any other equivalent qualification deemed by the Senate of NOUN as adequate for admission into the degree of Doctor of Theology programme/Doctor of Christian Religious Studies programme</p> <p>iv. Transcripts:</p> <p>Note: Candidates are required to request their former institutions to forward their academic records/transcripts to the Dean, Postgraduate School, to reach him/her on time to facilitate the consideration of the application. Consideration of applications of candidates whose</p> | A minimum TCE of 27- credit units in a minimum of four (4) semesters or maximum of eight (8) semesters including thesis (9 credit units), all core courses, the General Studies (GST) courses and electives as specified in the Postgraduate Students' Handbook of School of Graduate Studies NOTE: The Doctor of Philosophy degree programme is by course work and research. |

| | | | |
|--|--|---|--|
| | | <p>transcripts are not sent to the University would be delayed until such records become available. Candidates that are graduates of NOUN shall not need to fulfil this condition</p> <p>Area of Specialisation</p> <ul style="list-style-type: none"> ● Old Testament ● New Testament ● Church History ● Systematic Theology ● African Christian Theology ● Pastoral Theology ● Religion and Society ● Philosophy of Religion ● African Traditional Religion | |
|--|--|---|--|

2.4 ADMINISTRATION

The administration of the Department, and the programme are headed by the Head of the Department. Incidentally, the general organization structure of the University (NOUN) impact positively in the management of the Department and the programmes hosted by it (Department). This is clearly demonstrated in the organogram below:



The academic staff strength is built on the resident and adjunct lecturers, major and other facilitators. The resident academic staff comprises four full Professors two Associate Professors, one Senior Lecturer three Lecturers I and one Lecturer II.

The adjunct lecturers are fourteen in number: three Associate Professors, five Senior Lecturers, four Lecturer I, and two Lecturer II. In addition to the adjunct lecturers, are the major facilitators, comprising eight Professors, two Associate Professors, six Senior Lecturers and two Lecturer I.

2.5. QUALITY ASSURANCE

The Department conducts and regulates academic activities through the Department Academic Board which meets both on regular and emergency basis. The Board is headed by the Head of the Department, and constitute of members of all academic staff within the Department. Specific matters such as admission; course material development and reviews; registration; examinations, results and quality assurance are some of the issues deliberated upon.

In addition, most of the complaints from study centres that have to do with the course materials are directed to the HOD or the respective lecturer in-charge, admission officers, examination officers and research officers as the case may be. The findings and recommendations of all the above-mentioned exercises are integrated into decision of the Department.

Again, the courses within the programme(s) are handled by renowned scholars, professors and academicians who have distinguished themselves in various areas related to the courses assigned to them. The members of the staff jointly develop and approve the Self-Learning Instructional Materials, and facilitate the same through online media in order to reach every student, wherever s/he may be. The instructional materials are equally available at the various study centres spread across the country and beyond.

The Major Facilitators assist the resident and adjunct academic staff in setting questions, assessing and evaluating the students. Other facilitators are often engaged, as the need arises, especially in the areas of project supervisions and marking of exams scripts. They equally be used in a situation that a particular course requires a specialist that the Department could not immediately provide.

2.6 LIST OF STAFF

2.6.1 Resident Academic Staff

Christian Theology Unit

| S/N | NAME | RANK | QUALIFICATIONS | Dept/Unit |
|-----|---------------------------------------|---------------------|--|-------------------|
| 1 | Prof Godwin I. Akper | Professor | PhD (Systematic Theology), MTh (Church History & Polity), MA (Rel Studies), Dip. Theo, PGDE, | Religious Studies |
| 2 | Prof. Olubiyi Adeniyi Adewale | Professor | PhD (Biblical Studies), MTh (Biblical Studies), MIDT (Instructional Design), PGDE, BTh, | Religious Studies |
| 3 | Prof Michael Nginan Ushe (Rev Fr) | Professor | PhD (ATR), MPhil (ATR), PGDE, BA, Dip Rel Studies. | Religious Studies |
| 4 | Dr Miracle Ajah | Associate Professor | PhD (OT), MA (Biblical Studies), BA (Religious Studies, Dip Theo. | Religious Studies |
| 5 | Dr Philip Tachin | Associate Professor | PhD (Systematic Theo), MTh (Systematic Theology), MA (Rel Studies), BD, Dip Theo. | Religious Studies |
| 6 | Dr Michael Enyinwa Okoronkwo (Rev Fr) | Senior Lecturer | PhD (NT), MSc (ISPM), MSc (PCR), PGDE, BA (Theo), BA (Phil). | Religious Studies |
| 7 | Dr Abel Aor Inyaregh | Lecturer I | PhD (NT), MA (Rel Studies), BD. | Religious Studies |
| 8 | Dr Uzoma Amos Dike | Lecturer I | PhD (OT), MA (OT), PGDE, BA (Theo), Dip Theo. | Religious Studies |

Islamic Studies Unit

| S/N | NAME | RANK | QUALIFICATIONS | Dept/Unit |
|-----|------------------------------|-------------|---|-------------------|
| 1 | Prof Raheem Adejoro Mustapha | Professor | PhD (Islamic Studies), MA (Islamic Studies), PGDE, BA (Arabic & Islamic Studies). | Religious Studies |
| 2 | Dr Muhammad Kamal-deen Bello | Lecturer I | PhD (Islamic Studies), MA (Islamic Studies), MA (Arabic Studies), PGDE, BA (Islamic Studies). | Religious Studies |
| 3 | Dr Murtala Abdus-Salam Ajani | Lecturer II | PhD (Islamic Studies), MA (Islamic Studies), BA, PGDE (Arabic Studies). | Religious Studies |

2.6.2 Adjunct Lecturers

Christian Theology

| S/N | NAME | RANK | QUALIFICATIONS | Institution of Affiliation |
|-----|-----------------------------|-----------------|---|---------------------------------|
| 1 | Dr Fredrick L. Ikyaan | Senior Lecturer | PhD (Ethics) MA (Ethics), BA (Theo). | Benue State University, Makurdi |
| 2 | Dr Ikechukwu Maxwell Ukandu | Lecturer I | PhD (Religion and Society), M.A. (Religion and Society), BA | Veritas University, Abuja |
| 3 | Dr Okafor Emmanuel Ikenna | Lecturer I | PhD (ATR), MA (ATR) BA | Abia State University, Uturu |

Islamic Studies Unit

| S/N | NAME | RANK | QUALIFICATIONS | Institution of Affiliation |
|-----|-----------------------------------|---------------------|--|-------------------------------------|
| 1 | Dr Makinde Abdul-Fatah Kola | Associate Professor | PhD (Islamic Studies), MA (Arabic & Islamic Studies), PGDE, BA (Arabic & Islamic Studies). | Obafemi Awolowo University, Ile-Ife |
| 2 | Dr Wahab Kahar Sarumi | Associate Professor | PhD (Arabic Literary Studies/Criticism), MA (Arabic and Islamic Studies), BA (Arabic and Islamic Studies), Cert. Arabic and Islamic Studies. | NOUN Headquarters, Jabi Abuja |
| 3 | Dr Mas'ud Gata Abdullahi | Associate Professor | PhD (Arabic), MA (Arabic), PGDE, BA (Arabic Language (2002) | NOUN Headquarters, Jabi Abuja |
| 4 | Dr Hassan Bello Abdul-Majeed Bola | Senior Lecturer | PhD (Islamic Jurisprudence), MA (Islamic Jurisprudence), PGD (Islamic Law), LLB (Sharia Law). | Uni Uyo, Akwa Ibom state |
| 5 | Dr Kazeem Adekunle Adegoke | Senior Lecturer | PhD (Islamic Studies), MA (Islamic Studies), PGDE, BA (Islamic Studies). | University of Lagos |
| 6 | Dr Ahmad Abubakar Abdullahi | Lecturer I | PhD (Arabic Language), MA (Arabic Language), BA Ed. (Arabic Studies), Diploma Arabic and Islamic Studies | NOUN Headquarters, Jabi Abuja |

| | | | | |
|---|-----------------------------|-------------|--|--|
| 7 | Dr Muhammad Ameichi Bin Ali | Lecturer I | PhD (Arabic), MA (Arabic), PGDMC (Mass Communication), PGDE, BA (Arabic and Islamic Studies) | NOUN Headquarters, Jabi Abuja |
| 8 | Dr Ummulkhayr Adamu | Lecturer II | PhD (Islamic Studies), M.Ed. (Education Administration and Planning), MA (Islamic Studies), BA (Arabic and Islamic Studies). | Prince Abubakar Audu University, Anyigba, Kogi State |
| 9 | Alfatih Qaribullah | Lecturer II | MA (Arabic), BA (Arabic), PC Essentials Cert; Diploma IT (2008) | NOUN Headquarters, Jabi Abuja |

2.6.3 Major Facilitators

Christian Theology

| S/N | NAME | RANK | QUALIFICATIONS | Institution of Affiliation |
|-----|----------------------------------|---------------------|---|---|
| 1 | Prof Elias Kekong Bisong | Professor | PhD (Systematic Theology), BA (Theo), BA (Phil). | University of Calabar |
| 2 | Prof Afolunso O. Dairo | Professor | PhD (NT), MA (NT), MA (Pub Adm), BA (Rel Studies) | Redeemer's University, Ede, Osun State |
| 3 | Prof Adekunle Oyinloye Dada | Professor | PhD (Biblical Studies), MA (Religious Studies), BA (Religious Studies) | University of Ibadan |
| 4 | Prof Adwale Olukayode Ogunrinade | Professor | PhD (Religious Studies), M.A. (Religious Studies), BA (Religious Studies). | Gombe State University, Gombe. |
| 5 | Prof Kehinde Emmanuel Obasola | Professor | PhD (Religious Studies), MA (Religious Studies), BA (Religious Studies). | Olabisi Onabanjo University, Ago-Iwoye, Ogun State. |
| 6 | Prof Jake Omang Otongo | Professor | PhD (Systematic Theology), STL (Sacred Theology), MA (Religious Studies), BD (Theology), B Phil, (Phil) | Nasarawa State University, Keffi |
| 7 | Dr Abraham T. Mbachirin | Associate Professor | PhD, MTS, B.Ed (Rel) | Nasarawa State University, Keffi |
| 8 | Dr Adeola Kehinde Adedayo | Senior Lecturer | B A Hons, Christian Studies 1989, MA Christian Studies 1995, PhD Christian Studies 2010 | University of Abuja |
| 9 | Dr Bernard Onyebuchi Ukwuegbu | Senior Lecturer | PhD (NT), Post Doctorate, MA (Theol), MS Ed (Higher Ed Mgt), BA (Theol), BA (Phil). | Imo State Polytechnic, Uagwo |
| 10 | Dr Mary Jerome Obiora | Senior Lecturer | BA (Phil + Theol), MA (Science of the Bible), PhD (Science of the Bible) | University of Nigeria, Nsukka |
| 11 | Dr Ubong Ekpenyong Eyo | Lecturer I | PhD. Biblical Studies (NT), M.Th. (Ecumenical Studies), MA (Biblical Studies), BA (Rel) | University of Calabar |
| 12 | Dr Oyebode Paul Jegede | Lecturer I. | PhD 2013 (Church History), MA (Church History), PGDE, BA (Rel) | Federal University of Kashere, Gombe State |

2.6.4 Non-Teaching Staff

Registry Staff

| S/N | NAME | RANK | QUALIFICATIONS | Dept/Unit |
|-----|---------------------------------------|-----------------------------|---|-------------------|
| 1 | Mrs Ganiyat Kehinde Sulyman | Assistant Registrar | PGDE, BEd (Chemistry Education (2012), | Religious Studies |
| 2 | Mr Paul Emem Igwe Ajanwachukwu | Admin Officer II | BSc (Economics), NECO | Religious Studies |
| 3 | Mr Adeyemo Abduljeleel Taiwo | Assistant Executive Officer | BA (Islamic Studies), Advanced Arabic Studies, SSCE/GCE | Religious Studies |
| 4 | Mr Daniel Itse Galadima | Senior Clerical Officer | NECO | Religious Studies |

Technical Support Staff.

| | | | | |
|---|--------------------------------|--------------------------------------|--|-------|
| 1 | Mr Umar Aminu Bello | Network Administrator | M. Tech, BSc, WAEC. | DLCMS |
| 2 | Mr Ibrahim Garachi Nabil | System Analyst II | ISCOM, SSCE | DLCMS |
| 3 | Mr Zaharaddeen Usman Sa'eed | System Analyst II | BSc (Computer Engineering), Cisco, Cert. CCNA | DLCMS |
| 4 | Mrs Blessing Bose Alabi | Assistant Instructional Technologist | B. Ed (Educational Technology), NCE (Mathematics/Computer), Diploma (Data Processing and Computer programming) | DLCMS |
| 5 | Mr Ismail Bello Nazeer | Network Administrator I | MSC (Information Management), B.Sc. (Information Technology), | DMIS |

PART 3: INFORMATION FOR NEW STUDENTS

3.0 INTRODUCTION

You would have noticed that admissions and registration are fully automated, and that prospective students' applications pass through a set of criteria, following NUC guidelines. Successful candidates are issued provisional letters of admission subject to the presentation of their credentials for verification. The flexible nature of the University's programmes allows candidates to register online for maximum number of credit units in a semester.

The rest section acquaints you with the information on various activities concerning the students freshly admitted. These information including procedures for major and important academic activities like registration, procedures for deferment and change of programmes/course. Most of them are usually provided during the orientation programme organized for the new students of the University.

3.1 ORIENTATION PROGRAMME

An orientation programme is the first official academic programme organized to familiarize the new students with their various Centres, the University Management and the Open and Distance Learning (ODL) operations. It takes place at the beginning of every academic session, during which the students are exposed to Open and Distance Learning (ODL) systems. The orientation programme takes place at the Study Centres, and gives students the opportunity to learn about the various facilities and support services that will enhance their learning. Information about the orientation programme is sent to students through email, social media (e.g., WhatsApp) and SMS message. Students are encouraged to attend the event, for it will assist them to commence their programmes on good footing.

The Study Centres are the first contact points for students in NOUN; and they serve as the information point for all students. The staff at respective Study Centres advise and assist students, among other things, in the selection and registration of courses as well as the use of ICT facilities. They also give guidance and counselling services. Apart from this, the programme gives the great opportunity to students to ask questions on various issues concerning their academic careers. Students are, therefore, advised to attend the orientation programme, as this will assist them to commence their programme on a good footing, and of course, enjoy a stress-free journey in the attainment of their desired goal for enrolling on the programme.

3.2 DEFERMENT OF ADMISSION

To defer admission, a student is required to write to the Registrar through the Study Centre Director, with evidence of his/her admission and course registration.

3.3 CHANGE OF PROGRAMME AND COURSE

3.3.1 Change of Programme of Study

Application for change of academic programme is done at the Centre by the student in not less than 10 weeks to the commencement of examinations following the procedure below:

- Students should obtain Change of Programme Form from the Study Centre after the payment of a N5,000.00 fee. The student should fill and return same to the Study Centre attaching all the necessary credentials and evidence of payment.
- The reason(s) for the change of programme should be clearly stated, and the form signed by the Study Centre Director.
- The Department/Faculty will treat the application(s) and inform the students through the Academic Office of its decision.

3.3.2 New Students Wrongly Admitted into a Programme

1. The Study Centre Directors will inform the Faculty through the Academic Office.
2. The Directorate of MIS will enable the Department Admission Officer through the Faculty to re-initialise the admission process and access the platform for the Change of Programme.
3. Candidates will then be requested to go back to their portals to print new admission letters with the correct Programmes applied for.

3.3.3 Change of Course

See section 4.4 for procedure to add/drop a course.

3.3.4 Credit Transfer

A student may be allowed some credit for courses he/she has taken and passed previously in another university prior to his/her admission into NOUN. For credit transfer or request for exemption, the student should apply to the Registrar, and the application will be determined in line with the University's policy on credit transfer

3.4 POLICY ON DEFERMENT OF EXAMINATION

The guidelines for the deferment of examination include but not limited only to the following:

- A. Owing to the peculiarities of the Open and Distance Learning system which gives room for flexibility, students are allowed to defer their examinations as long as the following conditions are met:
 - i. Such students must have fully registered for the semester
 - ii. Such students must have registered for the Examinations
 - iii. Application for deferment must be received before the start of Examinations
- B. All applications are to be endorsed and forwarded to the Registrar through the Study Centre Directors.
- C. All applications should be backed with relevant documents and a desk officer in the Registry is assigned to check the authenticity of the documents.
- D. Students whose applications are received and approved and who have paid examination registration fees before the examinations are not to pay registration fee for the same examinations when they are ready to take them.
- E. A dedicated portal would be opened within the time frame of one month before the commencement of examinations for deferment cases.
- F. The request for deferment attracts no fee.

Applications for deferment as a result of emergencies such as illness, accident, Death or serious illness of person in the immediate family or other person with whom the student has a similarly close relationship, which requires the student's attention, etc shall be addressed at the discretion of the Management.

PART 4: PROGRAMME DEGREE AWARD REQUIREMENTS

4.0 INTRODUCTION

This section contains information on the BA Islamic Studies programme requirements, registration, courses, research projects and plagiarism. The student should take note of all the information, and also learn how to calculate his/her final grades.

4.1 THE PROGRAMME: TITLE AND CODE

The programme is officially identified as follows:

Programme Title: BACHELOR OF ARTS (BA) ISLAMIC STUDIES

Programme Code: 2208

4.2 PROGRAMME DURATION

The BA Islamic Studies programme in the Department is for a minimum of eight and maximum of sixteen semesters; for direct entry a minimum of six and maximum of 12 semesters.

4.3 COURSE REGISTRATION

Course registration is carried out online on the University's registration portal at www.nouonline.net. Students are expected to register for courses after they must have completed payments for the semester (For fee schedule, visit www.nouonline.net).

The course registration portal contains the list of all courses offered in each programme. Students are expected to register a maximum of 24 credit units per semester which must include a minimum of one elective course per semester.

4.2.1 Prerequisite Courses

Some courses have prerequisites which are courses students must complete and pass before they can register for those courses. A student is not allowed to register for a course whose prerequisite course you have not passed and awarded the credit units.

4.2.2 Registration Procedure

Students are required to visit the course registration portal at www.nouonline.net, and follow the instructions provided for registration. Upon the completion of the exercise, they should print and keep a copy of the printout of their registered courses for their records and for clearance during end-of-semester examinations. Registration is activated only if there are sufficient funds in a student's e-wallet to cover the cost of the courses registered.

4.2.3 Opening and Closing of the Course Registration Portal

The registration portal opens at the beginning of every semester and closes before the commencement of continuous assessment (TMA). Once the portal is closed, students will not be able to register for courses for the semester until it opens again for the next semester. This means that those students who were unable to register for their courses before the closure of the course registration portal are **Not Eligible** to take the TMA and examinations for the course(s).

4.4 COURSE RE-REGISTRATION

Students are not allowed to re-register for a course that they have already passed. Note that direct (200-level) entry students are required to register for GST107, which is a 2-credit Course.

4.5 ADD AND/OR DROP COURSES

The NOUN course registration portal makes provision for students to drop and add courses. To add or drop a course, visit the Course Registration portal and follow the instructions at www.nouonline.net. Students should ensure that they add or drop courses before the course registration portal is closed.

4.6 ELIGIBILITY FOR GRADUATION

For graduation, a student must have a minimum of 120 credit units, which include 18 credit units of General Studies (GST) and other compulsory courses within a minimum of eight and maximum of 16 semesters. For Direct Entry, a minimum of 90-credit units, comprising 8 GST courses, which include GST107, within a minimum of six and maximum of 12 semesters.

4.7 RESEARCH PROJECTS

The research project is one of the requirements for the award of the B.A. degree in Islamic Studies. It is a compulsory course of 6 credit units for which students must register in the first semester of their final year (400 level). It is a long essay that involves research to be conducted on a topic that is approved by the Department;

written under the supervision of a subject matter expert that is either an academic staff in the Department or a tutorial facilitator. Students are assigned project supervisors through their Study Centres.

4.8 GRADING, MODERATION AND MODE OF SUBMISSION OF PROJECTS

Submission of projects is through your Study Centre to the Faculty. Research projects are graded by the project supervisor, and subjected to external moderation in the faculty.

4.7.1 Grading of Research Projects

Research Projects are graded as follows:

| Score | Grade | Point |
|--------------|-------|-------|
| 70 and above | A | 5 |
| 60-69 | B | 4 |
| 50-59 | C | 3 |
| 45-49 | D | 2 |
| 40-44 | E | 1 |
| 39 and below | F | 0 |

4.7.2 Mode of Submission of Projects

All BA Islamic Studies projects shall be printed and approved in line with the guidelines specified for projects in the Department of Religious Studies.¹ Students are to submit 4 copies of their research projects, along with soft copies in a Compact Discs (CDs) to their respective Study Centres for upload on the University's Project Administration System (PAS S), after approval from the Department.

The approved and uploaded projects would be further moderated and evaluated by an external examiner, whose score is the final, and upholds in grading the students. Of course, this one of the ways of quality assurance to ensure that the required standard is maintained.

4.9 UNIVERSITY POLICIES

4.8.1 Copyright Policy

The university copyright policy protects the institution's works. Portions taken from the institution's course materials should be properly acknowledged and not used for commercial purposes. Students must also respect copyrights of non-institutions' materials such as text books, research projects, images, audio or video materials by properly acknowledging the source and the author. Students are liable to violating owner's copyright through acts of plagiarism and piracy.

4.8.2 Plagiarism

Plagiarism is defined as 'the practice of taking someone else's work or ideas and passing them off as one's own' (Oxford Dictionary.com). Plagiarism is a serious crime and is an infringement on the rights of the copyright owner. It is an act of academic dishonesty to take ideas or work that was not originally one's own and present it as one's own ideas or work and use it without proper acknowledgement of the source and author.

Plagiarism and the infringement of copyright owner's rights may include the following:

- Failure to obtain permission for the use of portions longer than a paragraph or to acknowledge the source and the name of the author from where sentences or passages not longer than a paragraph, figures, pictures have been taken and used word-for word;
- Paraphrasing of the ideas or works of others including those obtained from the Internet without acknowledging the source and the author of the work;
- Copying of another student's assignment and submitting it as one's own work; and
- Paying someone to do an assignment on one's behalf and submitting it as one's own work.

To avoid being guilty of copyright violations, students must ensure that they do the following:

- Cite all sources and names of authors from which information was obtained and used;

¹ See Appendix I in this Hand. In a more detailed form cf. Guidelines for Research in the Department of Religious Studies..

- Obtain permission for the use of materials that are longer than a paragraph; and
- Comply with the University's copyright policy.

Students are encouraged to avoid acts of plagiarism and other dishonest acts by learning to cite properly and acknowledge sources from which they have taken materials for their research or assignment.

4.10 DEGREE AWARD REQUIREMENTS

4.10.1 Compulsory and Elective Courses

The BA Islamic Studies comprises courses that are either compulsory or elective. Compulsory courses are core courses that must be passed to be eligible for graduation. Electives are courses that are optional in terms of the number that students must register for and pass per semester.

Compulsory courses and elective courses are listed in the table under Part 8.6 of this Handbook. You may also consult the University General Catalogue (2014-2017) or visit the Department Web Page at <https://foa.nou.edu.ng/department-of-religious-studies/>

4.10.2 Minimum Courses for Graduation

Students must pass all compulsory courses and a minimum of one (1) elective course per semester.

4.9.3 General Studies Courses (GST)

General Studies courses are designed to produce well-rounded, morally and intellectually capable graduates that: are equipped with digital skills to navigate through the ICT age; are capable of communicating effectively; have the capacity to appreciate and promote peaceful co-existence; have a broad knowledge of the Nigerian people for mutual understanding; and are independent critical thinkers capable of growing successful entrepreneurial endeavours.

General courses are compulsory courses that must be registered for and passed, in addition to the Programme's core compulsory and elective courses. Table 1 presents the general courses for the Faculty of Arts:

4.10.4 Table of Compulsory General Courses

| LEVEL | CODE | COURSE TITLE | CREDIT UNIT |
|-----------|-----------|--|-----------------------------|
| 100 level | GST101 | Use of English and Communication Skills 1 | 2 |
| | GST102 | Use of English and Communication Skills 11 | 2 |
| | GST103 | Computer Fundamentals | 2 |
| | GST104 | Use of Library | 2 |
| | GST105 | History and Philosophy of Science | 2 |
| | GST107 | The Good Study Guide | 2 |
| | 200 level | GST201 | Nigerian People and Culture |
| GST202 | | Peace Studies & Conflict Resolution | 2 |
| GST204 | | Entrepreneurship and Innovation | 2 |
| 300 level | GST302 | Business Creation and Growth | 2 |

4.10.5 Degree Award Requirements

For the award of a Bachelor of Arts (B.A.) degree in Faculty of Arts, students must obtain a minimum TCE of **120-credit units** in a minimum of eight (8) semesters or maximum of sixteen (16) semesters, including the General Studies (GST) Courses.

For Direct Entry, students must obtain a minimum TCE of **90-credit units** in a minimum of six (6) semesters or maximum of twelve (12) semesters, including the General Studies (GST) Courses. Tables in 4.9.6 present summaries of the distribution of compulsory and elective courses for the programme:

4.10.6 Tables of Distribution of Compulsory and Elective Courses

100-Level Entry

| LEVEL | G STAND GENERAL COURSES | OTHER | SUBJECT/SPECIALISATION AREA | | TOTAL |
|--------------|----------------------------|-------|-----------------------------|----------------|------------|
| | | | Compulsory | Elective (Min) | |
| 100 | 12 | | 16 | 04 | 32 |
| 200 | 04 | | 26 | 04 | 34 |
| 300 | 02 | | 20 | 06 | 28 |
| 400 | 00 | | 20 | 06 | 26 |
| Total | 18 | | 82 | 20 | 120 |

200-Level Entry

| LEVEL | G STAND GENERAL COURSES | OTHER | SUBJECT/SPECIALISATION AREA | | TOTAL |
|--------------|----------------------------|-------|-----------------------------|----------------|-----------|
| | | | Compulsory | Elective (Min) | |
| 200 | 6 (2 from year 1)* | | 26 | 04 | 36 |
| 300 | 02 | | 20 | 06 | 28 |
| 400 | 00 | | 20 | 06 | 26 |
| Total | 08 | | 66 | 16 | 90 |

4.11 GRADE POINT AVERAGE (GPA) AND CUMULATIVE GRADE POINT AVERAGE (CGPA)

At the end of examinations, the students are scored and graded. The raw scores are recorded and are weighted to produce a single point average for each of the courses registered for and for which students have written the Tutor-Marked Assignments (TMA) and the End of Semester Examinations (ESE), that is, either Electronic Examinations (eExams) for 100 and 200 levels, or Essay Examinations (Pen-On-Paper: POP) for 300 and 400 Levels.

4.11.1 Formula for Calculation of GPA and CGPA

The Grade Point Average shall be calculated by multiplying the Grade Point (GP) attained in each course by the credit units for the course. The GPA (Grade Point Average) of all the courses is added up and divided by the total number of credit units taken in a semester or session. The **GPA** is computed on semester-by-semester basis. The formula for calculating the GPA is:

$$\text{GPA: } \frac{\text{GPE}}{\text{TCC}} = \text{GPA.}$$

The cumulative grade point average (CGPA) is the Total Grade Point Earned (TGPE) divided by the Total Credits Carried (TCC). The **CGPA** is calculated at the end of two (2) or more semesters. The formula for calculating **CGPA** is the following:

$$\text{CGPA} = \frac{\text{TGPE}}{\text{TCC}}$$

KEY:

| | |
|-------------|---|
| TCC | Total Credit Carried |
| TCE | Total Credit Earned |
| TGPE | Total Grade Point Earned |
| CGPA | (Credit Point x Weighted Grade Point) Cumulative Grade Point Average |
| WGP | Weighted Grade Point |

4.11.2 Determination of GPA and CGPA

Grade Points

| | | |
|--------------|---|---|
| 70 and above | A | 5 |
| 60-69 | B | 4 |
| 50-59 | C | 3 |
| 45-49 | D | 2 |
| 40-44 | E | 1 |
| 39 and below | F | 0 |

An example of how to calculate the GPA is presented below:

| COURSES | SCORES % | GRADE | CREDIT UNIT | WEIGHTED GRADE POINT | TGPE |
|---------|-------------|-------|-------------|-------------------------|------|
| ISL101 | 67 | B | 3 | 4 | 12 |
| ISL102 | 75 | A | 3 | 5 | 15 |
| ISL111 | 46 | D | 2 | 2 | 4 |
| ISL113 | 54 | C | 3 | 3 | 9 |
| ISL121 | 73 | A | 3 | 5 | 15 |
| Total | | | 14 | 19 | 55 |

$$\text{GPA} = \frac{\text{TGPE}}{\text{CGPA}} = \frac{55}{14} = 3.92$$

4.12 CLASS OF DEGREE

Class of degree is assigned based on the CGPA upon completion of the Programme, and is presented:

| | | |
|-----------------------------|-------------|-------------|
| First Class | 4.50 | 5.00 |
| Second Class (Upper) | 3.50 | 4.49 |
| Second Class (Lower) | 2.40 | 3.49 |
| Third Class | 1.00 | 2.39 |

4.13 GOOD ACADEMIC STANDING

In order to be in good standing, students must maintain an average of 1.5 and above. Any student that falls below 1.5 is not in good standing and will be advised to withdraw.

In addition, students must meet all degree award requirements, that is, they must pass in addition all compulsory courses and required electives.

4.14 END OF PROGRAMME CLEARANCE

Upon the release of the graduation list, graduating students are required to undergo a clearance process by doing the following:

1. Log into your portal, click on clearance form which is on the left-hand side of the menu;
2. Print it out and fill in the necessary information required on the form, e.g., Name, Matric Number; etc. (student Data); Then return to the portal:
3. Click on **Study Centre** to clear any issues regarding the Centre. If there are none, an official stamp for proof.
4. Click on **Library** for clearance on books to ensure that you have returned books in your possession. If there are none, official stamp is required here for proof.
5. Click on **Bursary**; here is the final process for clearance on Alumni, project fees, IT, etc. this part will also be stamped by the Faculty/Department representative.

Having satisfied all the above, the student is ready for the graduation ceremony.

PART 5: ASSESSMENT AND EVALUATION

5.0 INTRODUCTION

Assessment and Evaluation are the means by which students' learning outcomes are measured against the stated learning objectives for each course and programme. Three types of assessment are employed in NOUN: (i) self-assessment exercise (SAE), (ii) continuous assessment (TMA), and (iii) end of semester examination (ESE).

Continuous assessments are carried out in the form of assignments and are based on the study material for each course. These assignments will constitute 30% of the total score. The pass mark for the continuous assessment is 40% of the total score. Except otherwise stated, each course will culminate in an end of semester examination. The examination constitutes 70% of the total score. The pass mark for final examination is 40% of the total score.

5.1 SELF-ASSESSMENT EXERCISES

These are exercises found within each study unit of the course materials. Although not graded, they are designed to help students assess their progress as they study.

5.2 TUTOR-MARKED ASSIGNMENTS (TMA)

The continuous assessments are designed to provide students an opportunity to assess their learning and progress over the duration of the course. They are automated in NOUN in the form of computer marked assignments and are administered online. They are uploaded unto students' portals subject to students' registration for the course. However, they are known in NOUN as Tutor Marked Assignment (TMA).

The TMAs comprise three sets of 10 Multiple Choice Questions (MCQ), totalling 30 MCQs. Arrangements are also, being made to ensure virtual assessment of students on online facilitation platforms. Students are expected to answer all the question items. They can access the TMAs in their portals from any location via the Internet. The three TMAs are automatically graded upon submission and you receive feedback on their performance in the form of a score. The TMA is an important component, constituting 30% of the final score in a course. Note that GST TMAs are inbuilt into the course.

It is important to note that students for whom there is no TMA score will not have a score for a course. You can access the TMA portal at www.tma.nouonline.net.

5.2.1 Eligibility for the TMA

Students must be duly registered for each course in the semester to be eligible for the continuous assessment and the end-of-semester examinations.

5.2.2 Opening and Closing of TMA Portal

The TMA portal opens after course registration for the semester and it closes just before the examinations begin.

5.3 END-OF-SEMESTER EXAMINATIONS

As the name implies, end of semester examinations assess students on their entire examinable courses at the end of each semester. Three types of ends of semester examinations are employed at the National Open University of Nigeria (NOUN). They are the eExaminations, the Pen-on-Paper (POP) examinations and the virtual examinable. The total mark for the ESE, whether eExams, POP or Virtual, is 70%.

5.3.1 The eExamination

This is a computer-based examination administered at 100 and 200 levels only. The examinations comprise Multi Choice Questions and Fill-in-the-Gaps (FBQs) question types. The number of questions per course is according

to the credit units of a course. Three credit unit courses have 100 MCQ and FBQ questions while two credit unit courses have 70 questions

5.3.2 Pen-on-Paper (POP) Examinations

POP examinations are a writing-based examination, administered in a face-to-face context to 300 level students and above. The number of questions per course is according to the credit units of a course. For a three-credit unit course, there are six questions of which four must be attempted while for a 2-credit unit course, there are four questions of which three must be attempted. The student is expected to attempt all questions in all language-based courses (precisely Hebrew and Greek).

On the last day of the end of the POP examination for the semester, the examination scripts are gathered and classified according to zones established by NOUN in line with the current Geopolitical zonal structure in Nigeria: North-Central, North-East, North-West, South-East, South-South and South-West. Each zone has one zonal marking centre. Lecturers from NUC accredited universities, and the NOUN facilitators residing in the different zones are invited for the conference marking and grading of the scripts. The University ensures that no script from a particular zone is marked in that very zone, from where the script is coming and that lecturers and facilitators are engaged in their specified areas of specialization.

The Subject Officers, who are the representatives of the respective Faculties in NOUN would monitor, control and evaluate the quality of the marking and scoring each script for each course within their own Faculty. The Coordinator of each zone, who must be a full professor, whose primary duty is to coordinate the activities and ensure that the Subject Officers play by the rule of game, would give his/her own accent before scores may be considered due for upload.

The Deans of the different Faculties, the Directors of various academic units in the University, and the University Management Team led by the Vice-Chancellor would visit the different locations where the exercise is going on to monitor the activities of the examinations' officers (the Coordinator, the Subject Officers and the Examiners (lecturers and facilitators from the universities around engaged in the exercise, and the technical support staff from the ICT, MIS and DLCMS).

5.3.3 Consideration of Results

At the end of the exercise, which would last about 21 days, the scores are transmitted to the University Examination portal manned by the DMIS for the Directorate for Examinations and Assessment (DEA) to access the scores. The DEA collects all the scores, including TMAs, eExams and the Virtual Exams, and send the same to the various Departments for evaluation and considerations. It would then be taken to the Faculty Board for further assessment, after which the Departments have considered them acceptable for presentation to the University Examination Committee (UEC). The UEC takes the final decision, before the results are present to the Senate for final approval. These are some of the processes to ensure quality control and that no student is disadvantaged for whatever reasons.

5.3.4 Opening and Closing of Examination Portal

As it is for course registration, students must also register for examinations they wish to undertake. The portal for examination registration opens alongside the course registration portal. Students who do not register the examinations will not be allowed to write examinations in the relevant course.

5.4 EXAMINATION PROCEDURES

Examinations are a very important component of a learning process. Therefore, credibility and integrity of the processes must be maintained. Thus, there are policies, rules and regulations to guide the conduct of examinations.

5.4.1 Policies

Policies guiding the administration of examinations in NOUN include the following:

(i) Deferment of Examinations

In conformity with the provisions of Open and Distance Learning (ODL), the University has set guidelines for the deferment of examinations and the conditions that warrant deferment thereof: For instance, students who wish to defer their examinations must apply well in advance instead of waiting until the end of semester when examinations are about to commence. These guidelines are laid out in the “**Policy on Deferment of Examinations**” (see Part 3.4). Students are advised to read the document and acquaint themselves with the requirements for deferring their examinations or even courses.

(ii) Remarking of Scripts

The University has put a policy in place to guide requests for remarking of scripts and re-computation of results. The provisions of this policy can be found on “**Policy of Re-Marking of Students’ Examination Scripts and Re-computation of Results.**” For instance, a student who wishes to request for the re-marking of his/her script(s) must appeal within 30 days from the date of publication of the results. There is a fee per course for this service (see Appendix V). Students should familiarise themselves with the procedures before making requests for the remarking of their scripts.

(iii) Examination Rules and Regulations

There are laid down rules and regulations guiding the end- of - semester examinations. Students are advised to read these rules carefully before they proceed to write any examination as examination misconduct is taken very seriously in NOUN and strict disciplinary measures have been put in place for defaulters (see Examination guidelines).

(iv) Examination Misconduct

Malpractice refers to any breach of the Matriculation oath. Examples of examination malpractice are: cheating, fighting, impersonation, verbal or physical attack on lecturer(s) and staff. Examination malpractice is regarded as a very serious offence by the university and so it attracts high sanctions. The penalty ranges from a warning to outright expulsion. Students are advised to desist from all forms of examination misconduct.

(v) Policy on Moderation of Examination Papers

The policy is designed to:

1. Provide framework for valid assessment of learning outcomes
2. Define duties/responsibilities of Departments and Faculties before, during and after moderation exercises
3. Eradicate subjectivity in the development of test items and to ensure quality

5.4.2 Disciplinary Measures for Examination Malpractice

The punishment for examination malpractice is premised on a decree promulgated by the Federal Government on Examination Malpractices in 1999. The main sections and points of the decree which every student should be familiar with are contained in the NOUN General Catalogue (2014-2017) and have been reproduced.

5.5 POLICY OF RE-MARKING OF STUDENTS’ EXAMINATION SCRIPTS AND RE-COMPUTATION OF RESULTS

- i. Appeal against examination results should be done within 30 days from the date of publication of the results;
- ii. All applications for re-marking should be addressed to the Registrar through the Study Centre Directors and a copy forwarded to the Dean in the Faculty concerned;

- iii. Applicants must submit the necessary application form (Annexure A) at the relevant Study Centre. Students must ensure that the course(s) code(s) title(s) are correct when completing the form;
- iv. A non-refundable fee of **N20, 000.00** is charged per course for the re-marking of scripts. The said amount should be paid to a bank account designated for the purpose.

(Annexure A).

Students should note that the evidence of payment of the fees must be attached to a completed application form. Also, payments without application forms would not be processed.

- v. A receipt must be issued as proof of payment for the service;
- vi. Study Centre Directors should, in all cases, ensure and supervise that payment for applications are received, receipts are issued and that all the applications are recorded;
- vii. Study Centre Directors are required to forward all applications to the Registrar electronically within 3 days of receipt of the application form. The e-mail address is academicoffice@noun.edu.ng;
- viii. The decision to remark is a prerogative of the Faculty Examinations Committee. Remarking shall be completed within two weeks. The new score awarded shall be approved by the Dean on behalf of the Faculties Academic Board;
- ix. If a student decides to withdraw his/her appeal before it is considered by the Committee, a notice of withdrawal shall be done in writing to make it valid; The Faculty Board shall communicate its decisions to the Senate within a period of 14 days for ratification.

5.6 STUDENTS' EXAMINATION GUIDELINES AND REGULATIONS

Examination constitutes a very important aspect of the University's activities. The University wishes to state categorically that the conduct of its examinations is taken seriously. Therefore, the University will not condone any form of examination misconduct. Students are advised to abide by the following rule and guidelines:

1. A student's matriculation number serves as his/her examination number. Only Matriculated students will be allowed to sit for examinations. A student must write his/her matriculation number on his/her answer booklet before commencing answering the questions.
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 an hour 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 at 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 as contained in the Students' Handbook.

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. Unauthorised materials (such as textbooks, course materials, notebooks, sheets/scrap of papers) in printed or electronic form are not allowed in examination halls.
14. Pagers 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.

PART 6: LEARNER SUPPORT SERVICES

6.0 INTRODUCTION

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 Centres who have direct contact with the students and larger society. The Directorate at the Main Campus coordinates the activities of the Study Centres 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.

6.1 DEPLOYMENT OF SUPPORT SERVICES

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 re-joining 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 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.

6.2 STUDY CENTRES

Study Centres are central to the students' learning activities in the open and distance learning context. They are the first stop for specific information about your degree programme. NOUN has over 93 Study Centres spread across the country that are equipped with facilities and support services such as library, computers, reading facilities, and student counsellors. Students are encouraged to make use of these facilities and services at their Study Centres.

6.3 FACILITATION

6.3.1 Introduction to DLCMS Platform

NOUN is leveraging on the advancements in Information, Communication Technology (ICT) by using e-Technology to mediate the distance between students and teachers who are tutorial facilitators in a distance learning and eLearning context. NOUN DLCMS is the National Open University of Nigeria's eLearning platform that is designed to enable student learn at their own pace and location. The platform has several features to support students.

The course materials for the programmes are made available to students via their respective study centres. They are also available on the platform in e-book format for students (pdf). Students who may have special needs and demands are equally advised and encouraged to contact the Department directly or through their respective study centres. Another good news is that the DLCMS is accessible on smart phones, notepads, or any system that uses Safari, iOS, Chrome or Internet Explorer. Students are encouraged to visit the DLCMS platform and register at www.nouonline.net.

6.3.2 Tutorial Support

The facilitation feature on the platform enables facilitators to interact with students through several features such as online class discussions, general forum, and assessments. The University has fully gone online as regards its facilitation activities; do well to take advantage of this. This activity is coordinated by DLCMS.

Facilitation procedure: There is currently massive and aggressive push on e-facilitation. Students are expected to ask questions about aspects of the course content that may not be clear; participate in online class discussions initiated either by the facilitator or their peers; and assess their understanding through practice quizzes provided by tutorial facilitators on the MIS platform.

Role of Students: As distance learners, students are responsible for their learning. The course materials are designed for interactive and self-instructional learning. Students are therefore expected to study their course materials before interacting with their tutorial facilitators and peers on the MIS platform.

Role of Tutorial Facilitators: The tutorial facilitators comprise academic staff of the Department and other tutorial facilitators from other universities recognised by the National University Commission (NUC), have the qualifications approved by the Senate of National Open University of Nigeria. The facilitators guide students through the course content towards achieving their learning goals. They facilitate the courses in various modes of learning both physical and electronic. Students are equally encouraged to interact with their facilitators on the various platform officially provided by the University.

6.4 LIBRARY SERVICES

National Open University of Nigeria has standard and well-equipped libraries at the Headquarters in Abuja, at the Study Centres as well as an online eLibrary known as Information Gateway to support teaching, learning, and research activities of the university. Its major aim is to facilitate access to scholarly resources that will enrich the students in their learning; hence more emphasis is given on eResources for its availability and flexibility. The main hub of the physical library, however, is located at the headquarters of the University, while each study centre also has a library. The electronic resources from the e-library of university will help you more in your studies and research in pursuit of scholarship since they move along with you anywhere and anytime. Important is that each resource provides very helpful tools to assist you navigate through the contents.

6.4.1 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.

6.4.2 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. Find attached statistics of library usage.

| | |
|--|---|
| THE ARABIC LANGUAGE: ITS RELEVANCE TO NIGERIAN DEVELOPMENT | https://core.ac.uk/download/pdf/236412804 |
| An Assessment of the Islamization of Knowledge Process in Nigeria | https://idosi.org/wjihc/wjihc4(4)14/1.pdf |
| Muslims in Northern Nigeria: Between Challenge and Opportunity | https://link.springer.com/chapter/10.1007/9 |
| Arabic as a Foreign Language in the Nigerian Higher Education Curriculum: Problems, Solutions and Prospects | https://www.21caf.org/uploads/1/3/5/2/1352 |
| Appreciation of Computer Knowledge in the Teaching and Learning of Islamic Studies in Nigeria | http://www.ajssnet.com/journals/Vol_2_No |
| Impact of Colleges of Arabic and Islamic Studies on the Integration of Islamiyyah/Qur'anic Schools into UBE Programme in Katsina State | https://www.grin.com/document/462121 |
| A HISTORY OF ISLAMIC LAW IN NIGERIA: PAST AND PRESENT | https://www.istor.org/stable/20840064?seq |
| An Introduction to Islamic Movements and Modes of Thought in Nigeria | https://africanstudies.northwestern.edu/doc/research/working-papers/HASSAN%20201 ISITA%20WP%20NO%201.pdf |
| Problems Facing Islamic Education: Evidence from Nigeria | file:///C:/Users/Crystal/Downloads/2333-Ar-20140326.pdf |
| Zakat and Poverty Alleviation: A Lesson for the Fiscal Policy Makers in Nigeria | https://ibtra.com/pdf/journal/v7_n4_article2 |
| Ethnic and religious crises in Nigeria A specific analysis upon identities (1999-2013) | https://www.accord.org.za/ajcr-issues/ethn |
| The changing religious composition of Nigeria: causes and implications of demographic divergence | https://www.cambridge.org/core/journals/journal-of-african-studies/article/abs/changing-religious-composition-and-implications-of-demographic-divergence/C780E68F677B92253395051D |
| Permissible Limitations to Freedom of Religion and Belief in Nigeria | https://brill.com/view/journals/rhrs/15/1-2/article-p57_5.xml?language=en |
| Secondary School Students' Attitude Towards Arabic Components of Islamic Studies in Kwara and Oyo States of Nigeria | https://papers.ssrn.com/sol3/papers.cfm?a |
| Islamic Law and Investments in Children: Evidence from the Sharia Introduction in Nigeria | https://www.ed.ac.uk/files/atoms/files/alfan |
| Contemporary Islamic Education in Nigeria from the Rear View Mirror | http://article.scieducationalresearch.com/6.pdf |
| Jihadi Groups and State-Building: The Case of Boko Haram in Nigeria | http://www.nsrp-nigeria.org/wp-content/uploads/2014/08/Stability-Jo |
| THE SPREAD AND DEVELOPMENT OF ISLAMIC CIVILISATION IN NORTHERN NIGERIA: CASE STUDY OF KATSINA STATE | http://ijbel.com/wp-content/uploads/ |
| Ethno-Religious Conflicts in Nigeria: Causal Analysis and Proposals for New Management Strategies | https://gisf.ngo/wp-content/uploads/2010-Nigeria-ethno-religious-conflict.p |
| Religious Conflicts and Education in Nigeria: Implications for National Security | https://www.iiste.org/Journals/index.php/IJES/issue/view/19409/19594 |
| AWARENESS AND USE OF ISLAMIC BANKING IN NIGERIA | http://arabianjbmr.com/pdfs/OM_VO |
| EVIL FORCES AND SHIRK AMONG THE YORUBA MUSLIMS IN NIGERIA WITH SPECIAL REFERENCE TO ILORIN CITY | https://etheses.bham.ac.uk/id/eprint/11111/1.pdf |
| Implementing the Islamic Paradigm for Religious Tolerance for Peaceful Co-existence in Nigeria: The Example of Jamacat Nasrul Islam of Nigeria (JNI) | https://journals.scholarpublishing.org/view/540 |
| The Trend of Arabic and Islamic Education in Nigeria: Progress and Prospects | https://www.scirp.org/pdf/OJML_201 |

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|---|---|
| PROVISION OF FORMAL EDUCATION TO ALMAJIRIS: THE ROLE OF LIBRARIES | http://eprints.covenantuniversity.edu/2017/06/01/Formal%20Education.pdf |
| The Almajiri Palaver in Northern Nigeria: How Islamic? | http://scholarsmepub.com/wp-content/uploads/2017/06/SJHSS-2539.pdf |
| The Rise of Boko Haram in Nigeria | https://ctc.usma.edu/the-rise-of-boko-haram-in-nigeria/ |
| Muslim Education in Democratic South Africa: Convergence or Divergence of Religion and Citizenship? | https://www.jstor.org/stable/10.2979/ajis.2013.28.3.323 |
| Al-Zarnūjī's Concept of Knowledge ('Ilm) | https://journals.sagepub.com/doi/full/10.1177/002202211350885 |
| WESTERN EDUCATIONAL SYSTEM-CONFUSION AND THE ISLAMIC SYSTEM OF EDUCATION: AN ANALYSIS ON THE IMPLICATION OF EDUCATIONAL DUALISM IN NIGERIA AND MALAYSIA | https://core.ac.uk/download/pdf/222497239.pdf |
| Islamic Education: The Philosophy, Aim, and Main Features | https://www.ijern.com/journal/October-2016/13961-13968.pdf |
| INNOVATION IN ISLAMIC EDUCATION | http://journal.unj.ac.id/unj/index.php/ijer/article/view/1040 |
| The state and islam in central asia: Administering the religious threat or engaging Muslim communities? | https://www.econstor.eu/bitstream/11362/43568/1/130936.pdf |
| Islam and Girls' Education: Obligatory or Forbidden | http://www.davidpublisher.com/Publication/8f351fcd1fb.pdf |
| Role of Islam in the management of Psychiatric disorders | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3260295/ |
| Reconsidering the influence of Islam on Yoruba cultural heritage, 1930-1987 | http://www.aijssnet.com/journals/Vol12_Issue4/6.pdf |
| The Concept of Islamic Work Ethic: An Analysis of Some Salient Points in the Prophetic Tradition | https://ijbssnet.com/journals/Vol_3_Issue_10/October_2012/12.pdf |
| Islamic ideology and its formative influence on education in contemporary Iran | https://www.redalyc.org/pdf/111/11133710011.pdf |

6.5 INFORMATION COMMUNICATION TECHNOLOGY (ICT/LCMS/MIS)

The Directorate of Information and Communication Technology at the National Open University of Nigeria is a unit that demonstrates the significant role that ICT plays in the institution's operations. The Directorate is responsible for providing IT services and infrastructure to facilitate electronic handling of your data and activities in the faculty relating to admissions, registration, examinations and student identity cards. The Directorate of Learning Content Management Service, as the name implies, is responsible for all eLearning Platforms in the University, and provide also other services for facilitation, assessment, and interactions with students. The Directorate for Management of Information and Services collect, preserve and make information available as when the need arises. They are responsible for the management of individual students' portal, where students could register for their courses and examinations, results and other information that could be personal and of academic interest to the students.

6.5.1 Channels of Communication

The **Visitors Information and Call Centre (VICC)** is the first point of contact with the University for enquiries. The VICC is open from 8am to 4pm on working days for contact visits. Students and visitors can also make their enquiries through the VICC by email: enquiries@nou.edu.ng, centralinfo@nou.edu.ng or by phone, using any of the following lines: +234 807 991 7938 / +234 706 470 1747.

6.5.2 Student Counsellors

Academic advising services are available at the Study Centres. This is a direct responsibility of Counsellors and Centre Directors. Students can also benefit from the University's counselling services anywhere, anytime through the NOUN online Counselling Management System (CMS) at www.nouonline.net

PART 7: STUDENTS' ISSUES

7.0 INTRODUCTION

This section informs you of your rights and responsibilities as a student of NOUN in the Faculty. Your obligation is to abide by the code of conduct of the University. It is the University's responsibility to provide high quality services and channels through which students' complaints can be addressed and resolved.

7.1 CODE OF CONDUCT

As a student, you are expected to observe all the rules and regulations of the University which include but not limited to the following:

- Students of the National Open University of Nigeria (NOUN) are required to be self-disciplined and responsible, as they study at their own pace.
- Students are strongly advised to desist from cultism and other acts that may lead to indiscipline.
- Students are expected to conduct themselves in an orderly and peaceful manner.

7.2 STUDYING TIPS

Studying at the National Open University of Nigeria gives you the unique opportunity to study while you are engaged in work or other activities. It is, therefore, important for you to note that this new mode of learning requires a different approach to studying:

- Excellent time management skills will be needed to keep up with the pace of work.
- It is necessary to study consistently as it is easier to spread out work than to do so much within a short space of time especially if you are engaged in an employment.
- You need to develop a weekly study plan – timetable.
- Review your work at the end of each week and modify your plan accordingly.
- Attempt all activities recommended in your course materials.
- Use memory enhancing aids (e.g., mnemonics, visualisation, revision, etc.).
- For self-help study groups with other NOUN students within your locality as this helps spur you on to achieving your goals as you will not want to let yourself down.

7.3 STUDENTS' COMPLAINTS

The University has made provision to address grievances or needs that students may have. And members of staff spend some quality time every day attending to the grievances and complaints of students. The students may table their complaints to the Study Centre or directly to the Department. Such complaints are discussed at Departmental Emergency Meetings. If the matters are urgent and beyond Department's control, they are made known to the University through the Faculty. The University will then involve the University-wide SERVICOM charter.

The officials responsible in handling most of the grievances are summarised in the table below:

| Redresses available to the students. Student can petition to them in the order of sequence | Official(s) Responsible for Handling Complaints in order of Sequence |
|---|--|
| <ul style="list-style-type: none">• Centre Director• HOD• Dean/Directors• Vice Chancellor• University Senate• University Council• Seek Alternative Dispute Resolution• Seek redress at the Law Court | <ul style="list-style-type: none">• The Centre Director• Head of Department• The Dean/Directors• The Vice Chancellor• The University Senate• The University Council• Arbitration Panel• Seek redress at the Law Court |

The following table is the University's service charter and it provides information on how and where to direct grievances within the University

7.4 SERVICE CHARTER

| S/N | Types of Services | Delivery Target | Redresses Available to the Students | Official(s) Responsible for Strategy Handling Complaints in order of Sequence |
|-----|--|--|---|--|
| 1 | Award of Certificates | | Petition the <ul style="list-style-type: none"> • Centre Director • HOD • Dean • University Senate • Vice Chancellor • University Council • Seek redress at the law court | <ul style="list-style-type: none"> • The Centre Director • Head of Department • The Dean • The University Senate • The Vice Chancellor • The University Council • Seek redress at the law court |
| | Diploma | 2 years full time – 2 years flexible mode | | |
| | First Degree | 4 years full time -8years flexible mode | | |
| | Post Graduate Diploma | 1 1/2 years full time- 2/3 years flexible mode | | |
| | Master's Degree | 1 1/2 years full time - 2/3years flexible mode | | |
| 2 | Enquiries Telephone E- mail Correspondences | Within 1 — 3 working days 14 working days | <ul style="list-style-type: none"> • The Dean • The Chief Public | • The Dean/Director |
| 3 | Admission Process | Within 8 weeks of conclusion of sales of forms | <ul style="list-style-type: none"> • Centre Director • Registrar • Dean/Director | • The Dean |
| 4 | Students' Orientation/ Registration | Within 4 weeks | <ul style="list-style-type: none"> • Dean/Director • Centre Director • Registrar | • Registrar |
| 5 | Change of Programme | Within 1 week | <ul style="list-style-type: none"> • Dean/Director • The Centre Director | • The Dean |
| 6 | Addition and Dropping of Courses | Within 1 week | <ul style="list-style-type: none"> • The Study Centre Director | <ul style="list-style-type: none"> • The Student Counsellor • Study Centre Director • The Dean • Head of Department • Lecturer |
| 7 | TMA's and Tutorial Classes | Within 2 weeks | <ul style="list-style-type: none"> • Study Centre Director • HOD • Lecturer | <ul style="list-style-type: none"> • Centre Director • Head of Department • The Dean |
| 8 | Administration of Examinations | Within stipulated time | <ul style="list-style-type: none"> • Dean/Director | <ul style="list-style-type: none"> • Centre Director • Head of Department • The Dean |
| 9 | Collation of Results | Within 4 weeks of Examination | <ul style="list-style-type: none"> • The Study Centre Director • The Dean | <ul style="list-style-type: none"> • Head of Department • Lecturer |
| 10 | Review of Programmes/ Courses | Normally every 5 years• | <ul style="list-style-type: none"> • The Dean/ Director | <ul style="list-style-type: none"> • Lecturer • Head of Department • The Dean |
| 11 | Organisation of Field | Within 4 weeks | <ul style="list-style-type: none"> • The Study Centre Director • The Dean | <ul style="list-style-type: none"> • Lecturer • Head of Department • The Dean |

| | | | | |
|--|-------------------------------|--|--|--|
| | Trips/Professional Experience | | | |
|--|-------------------------------|--|--|--|

PART 8: PROGRAMME OUTLINES AND DETAILS

8.0 INTRODUCTION

The curriculum for the programme is designed to hold in balance both learning and morality, a meeting of the heart and mind, with religious emphasis. It offers a unique opportunity that fosters the vision and mission of the church in Nigeria for peaceful coexistence and better society that all will long for.

8.1 PHILOSOPHY AND VISION

8.1.1 PHILOSOPHY

To enhance access for all who seek knowledge, spiritual and theological development and renewal as long-life dreams through the discipline of Islamic Studies, irrespective of location, number, age and time, through open and distance mode of learning.

8.1.2 VISION

To provide functional, cost-effective, spiritual, theological, ethical and flexible learning, which adds life-long value to quality of education for human and societal development, in line with the National Policy on education and the Open and Distance Learning as domesticated in National Open University of Nigeria.

8.2 HISTORY

In response to public demand, the University set up a technical committee to develop Degree, Diploma and Certificate programmes for Islamic and Arabic Studies. The committee has Professor Y. A. Quadri of the Department of Religions, University of Ilorin, as chairman; while Prof. M. O. Opeloye, Prof. Isiaka Pedro and Mallam Ibrahim Muazzam, were members. The Committee discussed the Course outlines, Course descriptions, entry requirements, duration of programmes and rules leading to the award of the Degree, Diploma and Certificate. It completed its work on Wednesday 17th November, 2004 and submitted its report to the Vice chancellor on the 19th November, the same year

8.3 AIMS AND OBJECTIVES

Islam as a religion and culture had been and is still the way of life of about a quarter of the world population and millions of Nigerians, particularly most of those living in areas now known as Northern States, Lagos, Oyo, Osun, Edo, Ogun, Ondo, Kwara, Ekiti and Delta States.

8.3.1 AIMS

The aims of the Bachelor of Arts Degree in Islamic Studies therefore are to:

- Acquaint the students with the broad outlines of Islam as a way of life.
- Prepare the students to understand Islam and be able to relate it to the contemporary society.
- Train the students for the growing national need for manpower in the following areas.
 - Education: with particular reference to secondary and tertiary institutions.
 - Civil Service: both public and private.
 - International Relations: Most especially the OPEC, Arab and Muslim Countries.
 - Research into impact of Arabic and Islam with reference to West Africa and Nigeria in particular.
- To meet the desire of Nigerians who want exposure to Islamic Culture, Education and Law for everyday use.

8.3.2 OBJECTIVES

On completion of the Bachelor of Arts Degree in Islamic Studies Candidate is expected to:

- have acquired a mastery of the broad outlines of Islam as a way of life.
- have understood Islam and relate it to the contemporary society.
- be competent and well prepared for the growing need for manpower in the Secondary and Tertiary Institutions, Civil Service, both public and private.
- and would have acquired adequate exposure to Islamic culture, education and law for everyday use.

8.4. STAFFING

The Programme is domiciled in the Department of Religious Studies, Faculty of Arts, National Open University of Nigeria Abuja. It is headed by the Head of Department, and administered by the staff of the Department.

The main function of the academic staff is the development of self-learning Instructional materials and the coordination of the delivery of instruction through the eLearn Platform, and at various study centre spread across the country. In addition to the academic staff in the Department, there are many instructional facilitators, registry and technical support staff, who assist learners at different levels to grasp the contents of the learning resources (cf. 2.5 in this Handbook)

8.5 ADMISSION REQUIREMENTS

To be admitted into B. A. Islamic Studies, the candidate is required to meet at least one of the following:

8.5.1 At 100 Level (A Four-Year Programme)

To be admitted for the eight semesters B.A. Degree in Islamic Studies, Candidate is expected to have the following:

- i. 5 credits in SSCE, GCE 'O' level or 5 merits in NABTED or TC II examinations in Arts or Social Science subjects. The credit passes must include English Language and Mathematics.
- ii. Certificate in Arabic and Islamic Studies in addition to three O' Level papers or the equivalent, including credit pass in English and Mathematics.
- iii. Senior Islamic Studies Certificate (SISC) or Higher Muslim Studies Certificate (HMSC) or Higher Islamic Studies Certificate (HISC) with five Credits in Arabic, Islamic Studies and any other three subjects including credit pass in English and Mathematics.

8.5.2 At 200 Level (A Three-Year Programme)

To be admitted to the six semesters B.A. Degree programme in Islamic Studies, Candidate is required to have at least one of the following:

- i. The National Certificate of Education with merit pass in English Language in addition to a credit pass in Arabic or Islamic Studies.
- ii. Diploma in Arabic and/ or Islamic Studies from reputable Institutions.
- iii. GCE Advanced level, OND with evidence of proficiency in Arabic and/ or Islamic Studies.

DEGREE RULES

8.6 DEGREE RULES

To receive the BA degree in Islamic Studies, a student must have undergone 8 semesters of full-time study or 16 semesters of flexible mode. In addition to this, the student must have earned a minimum of 120 units of courses to qualify for graduation (6 semesters and 90 credit units for Direct Entry students). This is in addition to meeting the University Senate's general regulations governing the award of undergraduate degrees in the University.

8.7 OUTLINE OF COURSE STRUCTURE/ COURSE CONTENT SPECIFICATION

The BA Islamic Studies Programme is structured into a minimum of eight semesters and maximum of sixteen semesters as contained in the Outlined Programme Plan below. However, candidates possessing Direct Entry admission requirements will enter at the 200 level for a six-semester minimum and twelve semester maximum structure.

100 Level

First Semester

| SN | Course Code | Course Title | Units | Status |
|----|-------------|--------------|-------|--------|
|----|-------------|--------------|-------|--------|

| | | | | |
|------------------------------------|--------|---|----|---|
| 1 | GST101 | Use of English and Communication Skills I | 2 | C |
| 2 | GST103 | Computer Fundamental | 2 | C |
| 3 | GST105 | History and Philosophy of Science | 2 | C |
| 4 | GST107 | The Good Study Guide | 2 | C |
| 5 | ISL101 | General Introduction to Islam | 2 | C |
| 6 | ISL111 | Studies on the Qur'ān | 2 | C |
| 7 | ISL121 | Studies on the Hadīth | 3 | C |
| 8 | ISL113 | Qur'ānic Ethics | 2 | C |
| 9 | ARA111 | Arabic Conversation | 2 | E |
| 10 | ARA113 | Arabic Reading Skills | 2 | E |
| Minimum Credit Units Required | | | | |
| GST and Other General Courses | | | 08 | |
| Core Courses (Specialization Area) | | | 09 | |
| Minimum elective required | | | 02 | |
| Sub-Total = | | | 19 | |

Second Semester

| | | | | |
|---|--------|---|----|---|
| 1 | GST102 | Use of English & Communication Skills II | 2 | C |
| 2 | GST104 | Use of Library | 2 | C |
| 3 | ISL132 | Advanced Study of Salat and Zakat | 2 | C |
| 4 | ISL142 | Islam and Inter-Religious Dialogue | 2 | C |
| 5 | ISL102 | Mosque in Islam | 2 | E |
| 6 | ISL136 | Women in Islam | 2 | E |
| 7 | ISL172 | As-Sirah: Biography of the Prophet Muhammad | 3 | E |
| 8 | INR142 | Theory and Practice of Administration | 2 | E |
| 9 | ARA114 | Arabic Grammar I | 2 | E |
| Minimum Credit Units Required | | | | |
| GST and Other General Courses | | | 4 | |
| Core Courses (Specialization Area) | | | 4 | |
| Minimum elective required | | | 2 | |
| Sub - Total = | | | 10 | |
| Grand Total of Minimum Credit Units to earn at 100 level: | | | | |
| Eight Semester Structure = 29 | | | | |
| Direct Entry = 14 | | | | |

200 Level

First Semester

| S/N | Course Code | Course Title | Units | Status |
|-----|-------------|---|-------|--------|
| 1 | GST201 | Nigerian Peoples and Culture | 2 | C |
| 2 | ISL213 | Textual Study of the Qur'ān | 2 | C |
| 3 | ISL231 | Introduction to the <i>Sharī'ah</i> | 2 | C |
| 4 | ISL241 | Prophethood and the Prophets in Islam | 2 | C |
| 5 | ISL271 | The Rightly Guided Caliphs and the Umayyads | 2 | C |
| 6 | ISL245 | <i>ʿIlm 'l-Kalām</i> and Development of Muslim <i>Firāq</i> | 2 | C |
| 7 | CSS211 | Sociology of Crime and Delinquency | 3 | E |

| | | | | |
|--|--------|----------------------|----|---|
| 8 | ENG251 | Language and Society | 3 | E |
| 9 | ARA215 | Arabic Grammar II | 2 | E |
| 10 | ARA221 | Arabic Reader II | 2 | E |
| Minimum Credit Units Required | | | | |
| GST and Other General Courses | | | 4 | |
| Core Courses (Specialization Area) | | | 8 | |
| Minimum elective required | | | 4 | |
| Minimum elective required (Direct Entry) | | | 4 | |
| Sub-Total = | | | 16 | |
| Direct Entry = | | | 16 | |

Second Semester

| | | | | |
|---|--------|---|----|---|
| 1 | GST202 | Fundamentals of Peace Studies & Conflict Resolution | 2 | C |
| | GST204 | Entrepreneurship and Innovation | 2 | C |
| 2 | ISL212 | Introduction to <i>Tajwid</i> | 3 | C |
| 3 | ISL222 | Textual Studies of Hadith | 2 | C |
| 4 | ISL272 | The Abbasid Caliphate | 3 | C |
| 5 | ISL214 | Textual Study of Qur'an II | 2 | E |
| 6 | ARA214 | Arabic Creative Writing II | 2 | E |
| 7 | ARA224 | Contemporary Arabic Prose | 2 | E |
| 8 | CRS202 | Comparative Study of Religion | 2 | E |
| 9 | PCR276 | Perception and Conflict | 3 | E |
| Minimum Credit Units Required | | | | |
| GST and Other General Courses | | | 4 | |
| Core Courses (Specialization Area) | | | 8 | |
| Minimum elective required | | | 4 | |
| Minimum elective required (Direct Entry) | | | 4 | |
| Sub-Total = | | | 14 | |
| Direct Entry = | | | 16 | |
| Grand Total of Minimum Credit Units to earn at 200 level: | | | | |
| Eight Semester Structure = 31 | | | | |
| Direct Entry = 30 | | | | |

300 Level

First Semester

| SN | Course Code | Course Title | Units | Status |
|----|-------------|---|-------|--------|
| 1 | ISL343 | Introduction to Islamic Theology | 2 | C |
| 2 | ISL339 | Islamic Family Law | 3 | C |
| 3 | ISL355 | Introduction to <i>Taşawwuf</i> | 2 | C |
| 4 | ISL361 | Islamic Philosophy | 3 | C |
| 5 | ISL313 | Introduction to World Religions | 2 | E |
| 6 | ISL373 | Islam in North Africa and Spain | 2 | E |
| 7 | ARA313 | Arabic Creative Writing and Composition | 3 | E |
| 8 | ARA321 | Arabic Rhetoric II (<i>Al-Ma'ani</i>) | 2 | E |

| | |
|--|----|
| Minimum Credit Units Required | |
| GST and Other General Courses | - |
| Core Courses (Specialization Area) | 10 |
| Minimum elective required | 04 |
| Minimum elective required (Direct Entry) | 04 |
| Sub-Total = | 14 |
| Direct Entry = | 14 |

Second Semester

| | | | | |
|---|--------|---|----|---|
| 1 | GST302 | Business Creation and Growth | 2 | C |
| 2 | ISL312 | Exegesis of the Qur'an | 2 | C |
| 3 | ISL332 | <i>Al-Mu'āmalāt</i> in the <i>Shar'ah</i> | 3 | C |
| 4 | ISL372 | Islam in Nigeria | 2 | C |
| 5 | ISL302 | Research Methods | 2 | C |
| 6 | ISL330 | Advanced Study of <i>Sawm</i> and <i>Hajj</i> | 2 | C |
| 7 | ISL374 | Islamic Political Institutions | 2 | E |
| 8 | ISL304 | Islamic Studies and Orientalism | 2 | E |
| 9 | ARA312 | Arabic Grammar III | 2 | E |
| Minimum Credit Units Required | | | | |
| GST and Other General Courses | | | 02 | |
| Core Courses (Specialization Area) | | | 11 | |
| Minimum elective required | | | 02 | |
| Minimum elective required (Direct Entry) | | | 02 | |
| Sub-Total = | | | 15 | |
| Direct Entry = | | | 15 | |
| Grand Total of Minimum Credit Units to earn at 300 level: | | | | |
| Eight Semester Structure = 29 | | | | |
| Direct Entry = 29 | | | | |

400 Level

First Semester

| S/N | Course Code | Course Title | Units | Status |
|-------------------------------|-------------|--|-------|--------|
| 1 | ISL431 | Principles of Islamic Jurisprudence | 2 | C |
| 2 | ISL437 | <i>Shar'ah</i> in Modern Time | 2 | C |
| 3 | ISL439 | <i>Al-Hudūd</i> : Penal System of the <i>Shar'ah</i> | 2 | C |
| 4 | ISL451 | Major <i>Ṣūfi</i> Orders in Africa | 2 | C |
| 5 | ISL471 | Contribution of West African Scholars to Islamic Thought | 3 | C |
| 6 | ISL415 | Advanced Studies on the Qur'an | 2 | E |
| 7 | ISL435 | Textual Studies of Hadith | 2 | E |
| 8 | ARA413 | Arabic Grammar IV | 2 | E |
| 9 | ARA439 | Translation (Arabic/Eng/Arabic) | 2 | E |
| Minimum Credit Units Required | | | | |
| GST and Other General Courses | | | - | |

| | |
|--|----|
| Core Courses (Specialization Area) | 11 |
| Minimum elective required | 06 |
| Minimum elective required (Direct Entry) | 04 |
| Sub-Total = | 17 |
| Direct Entry = | 15 |

Second Semester

| | | | | |
|--|--------|--|----|---|
| 1 | ISL412 | <i>Tafsīr</i> : Exegesis of Selected Passages of the <i>Qur'ān</i> on Current Issues | 3 | C |
| 2 | ISL436 | Islamic Law of <i>Wasiyyah</i> and <i>Waqf</i> | 2 | C |
| 3 | ISL438 | Al-Mīrāth : Islamic Law of Succession | 2 | C |
| 4 | ISL499 | Project | 4 | C |
| 5 | ISL402 | Modern Reform Movement | 2 | E |
| 6 | ISL432 | Islamic Social System | 2 | E |
| 7 | ISL472 | Islam's Contributions to Civilization | 3 | E |
| 8 | ISL474 | Islamic Historiography | 2 | E |
| Minimum Credit Units Required | | | | |
| GST and Other General Courses | | | - | |
| Core Courses (Specialization Area) | | | 11 | |
| Minimum elective required | | | 06 | |
| Minimum elective required (Direct Entry) | | | 04 | |
| Sub-Total = | | | 17 | |
| Direct Entry = | | | 15 | |
| Grand Total of Minimum Credit Unit to earn at 400 Level: | | | | |
| Eight (8) Semester Structure= | | | 34 | |
| Direct Entry= | | | 30 | |

Summary of Distribution of minimum Course Credits to be earned by Student admitted into minimum of eight and maximum of sixteen semester's structure.

| Level | GST and Other General Courses | SUBJECT /SPECIALIZATION AREA | | Total |
|-------|-------------------------------|------------------------------|-----------------|-------|
| | | Compulsory | Elective (min.) | |
| 100 | 12 | 13 | 4 | 29 |
| 200 | 08 | 16 | 7 | 31 |
| 300 | 2 | 21 | 6 | 29 |
| 400 | - | 22 | 12 | 34 |
| Total | 20 | 73 | 29 | 123 |

NOTE: A direct entry student needs a minimum of sixteen (16) credit units of the GST and other general courses to be eligible to graduate.

SUMMARY:

- Total Units Listed = 122
- Required Minimum for Graduation (Indirect Entry) = 120 Credits
- Required Minimum for Graduation (Direct Entry) = 90 Credits

8.8 SUMMARY OF DISTRIBUTION OF COURSE CREDITS

Course Credits to be earned by students admitted into minimum of eight and maximum of sixteen semester's structure.

| Level | GST and Other General Courses | SUBJECT /SPECIALIZATION AREA | | Total |
|-------|----------------------------------|---------------------------------|-----------------|-------|
| | | Compulsory | Elective (min.) | |
| 100 | 12 | 13 | 4 | 29 |
| 200 | 6 | 16 | 8 | 30 |
| 300 | 2 | 21 | 6 | 29 |
| 400 | - | 22 | 12 | 34 |
| Total | 20 | 73 | 29 | 122 |

Course Credit Units to be earned by student with Direct Entry admission

| LEVEL | GST AND OTHER GENERAL COURSES | SUBJECT/SPECIALIZATION AREA | | TOTAL |
|--------------|----------------------------------|--------------------------------|-----------------|------------|
| | | Compulsory | Elective (min.) | |
| 200 | 18 (06 +12) | 16 | 08 | 42 |
| 300 | 02 | 21 | 06 | 29 |
| 400 | 00 | 22 | 10 | 30 |
| Total | 20 (16 units required) | 60 | 25 | 101 |

Minimum Credit Units to be earned by student

| SN | Description | 100 Level Entry | 200 Level Entry |
|----|---------------------------------------|-----------------|-----------------|
| 1 | Total Units Listed | 121 | 101 |
| 2 | Minimum Credit Graduation Requirement | 120 | 90 |

8.9 DESCRIPTION OF ALL COURSES IN THE PROGRAMME

ARA111 Arabic Conversation I

Language drills on graduated functional Arabic conversation practice on routine and daily activities. Intended as an introductory course. **Remarks:** In exceptional cases, candidates with a good background in Arabic but without a credit pass in GCE/SSCE Arabic may be allowed to register for this course. Compulsory for all majors.

ARA113: Arabic Reading Skills

Intensive course in the basic grammatical features of standard Arabic which will enable students to read and understand Arabic texts.

ARA114: Arabic Grammar 1

Types of Noun, the Article and the Gender. Singular and Dual, Plurals. Pronouns, Subject and Predicate. Importance of Verb, Divisions of Verb. The Perfect Measure of Trilateral Verb. The Imperfect Measure of Trilateral Verb. The Imperative. The Prepositions and Conjunctions. Subjunctive Particles. The Jussive and Interrogative Particles. The Vocative, Gerund and a Complete Sentence

ARA215: Arabic Grammar II

An intensive study of the morphological patterns of sound and weak Arabic derived verbal forms (v-x) i.e. tafa'ala-istaf'ala. Nominal and adjectival formation in Arabic. Use of simple Arabic diction.

ARA221: Arabic Reader II

Selected Arabic extracts on a variety of topics with a view to attaining further fluency.

ARA214: Arabic Creative Writing II

More intensive drills and practices in Arabic essay writing on familiar and current themes, descriptive, narrative, argumentative and exploratory themes.

ARA224: Contemporary Arabic Prose

Modern terminologies and expressions in Arabic language. Different words and short expressions that are nowadays used for special meanings while broadcasting news, addressing a gathering or interacting with peer groups in the society.

ARA313: Arabic Creative Writing and Composition

More complex exercises in creative writing in Modern Standard Arabic and summarization of long Arabic passages. Extensive essays of not less than 1000 words are expected at this stage.

ARA321: Arabic Rhetoric II: Al-Ma'ani

General introduction to Al-Ma'ani as a branch of al-Balaghah. A detailed study of khabar and the different types of insha. Relationship of Ma'ani to semantics.

ARA312: Arabic Grammar III

The morphology of quadrilateral verbs; the rare verbal forms xii – xiv. 'if'aw'ala, 'lf'awwala. Advanced Arabic syntax. The Arabic numerals.

ARA413: Arabic Grammar IV

A historical survey of the origin and development of studies in Arabic Grammar, the Kufah and the Basrah Schools of Grammar. A detailed study of Arabic sentence types and information structure.

ARA439: Translation: Arabic/English/Arabic

Practice in translating of passages from classical and modern texts from English into Arabic and vice-versa, covering a wide spectrum of subject matters.

GST101: USE OF ENGLISH AND COMMUNICATION SKILLS I 2 Credit Units

Effective communication and writing in English, Language skills, Writing of essay answers, Comprehension, Sentence construction, Outlines and paragraphs, Collection and organization of materials and logical presentation, Punctuation.

GST102: USE OF ENGLISH AND COMMUNICATION SKILLS II 2 Credit Units

Logical presentation of papers, Phonetics, Instruction on lexis, Art of public speaking and oral communication, Figures of speech, Précis, Report writing.

GST103: COMPUTER FUNDAMENTALS 2 Credit Units

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 2 Credit Units

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 Credit Units

Man – his origin and nature, Man and his cosmic environment, Scientific methodology, Science and technology in the society and service of man, Renewable and non-renewable resources – man and his energy resources, Environmental effects of chemical plastics, Textiles, Wastes and other material, Chemical and radiochemical hazards, Introduction to the various areas of science and technology. Elements of environmental studies

GST107: THE GOOD STUDY GUIDE 2 Credit Units

Introduction to The Open and Distance Learning (ODL) System: History of the Open and Distance Learning System, Characteristics of the Open and Distance Learning System, & Teaching and Learning in the Open and Distance Learning System. **Study Skills for The Distance Learner:** Listening, Speaking, Reading, Writing, & Study Strategies. **Assessment and Evaluation Modes in Open and Distance Learning (ODL):** Overview of Assessment In ODL, Instructional-Based Assessment Modes, Semester Examination, & Assessment of Non-Examinable Courses. **Learners' Support Services:** Definition and Purposes of Learners' Support Services, Types of Learners' Support Services, Sources of Learners' Support Services, & Benefits of Learners' Support Services

GST201: NIGERIAN PEOPLES AND CULTURES 2 Credit Units

Study of Nigerian history, culture and arts in pre-colonial times, Nigerian's perception of his world, Culture areas of Nigeria and their characteristics, Evolution of Nigeria as a political unit, Indigene/settler phenomenon, Concepts of trade, Economics of self-reliance, Social justice, Individual and national development, Norms and values, Negative attributes 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 2 Credit Units

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 2 Credit Units

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

GST302: BUSINESS CREATION AND GROWTH 2 Credit Units

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

ISL101: General Introduction to Islam 2 Credit Units

Definition and meaning of Islam; The basic principles of Islam and articles of faith. The importance and implication of *kalimatu-sh-shahāda*. Sources of guidance in Islam. Islam and Western Civilization . The different sciences associated with Islam.

ISL102: The Mosque in Islam 2 Credit Units

The mosque as an institution in Islam. Origin and development of Mosques in Islam. The major Mosques in Islam i.e. *Al-Haram* in Makkah, *al-Masjid al-Nabawī* in Madinah, and *al-Masjid al-Aqṣā* in Jerusalem; Types of Mosques; The value and Usages of Mosques, Mosque etiquette.

ISL111: Studies on the Qur'ān 2 Credit Units

Kinds of Revelation. The *Qur'ān* as the basic source of guidance for humanity Revelation, Compilation and arrangement of the *Qur'ānic Suwar*; the Makkan and Madinan *Suwar*; the essence, message and various divisions of the *Qur'ān*.

ISL113: Qur'ānic Ethics 2 Credit Units

The *Qur'ānic* concept of ethics; Prophet Muhammad as a man of exemplary character in the *Qur'ān*, ethical teachings in the *Qur'ān* relating to public and private, social and political lives, ethical values like truthfulness and justice, unity of human race, family and kinship relations; fulfilment of contracts and trusts; condemnation of social vices like slandering, corruption, idolatry, abortion, hard drugs, suicide etc.

ISL121: Studies on the Hadith 3 Credit Units

What is *Hadith*? What is *Sunnah* ? Relationship between *Qur'ān*, *Hadith* and *Sunnah*. The importance, compilation and verification of *Hadith*; categorization of *Hadith* Survey of the lives and works of some important collectors of *Hadith* and the commentators on the collections viz. Bukhārī, Muslim, Ibn Majah, al-Tirmidhī, Abu-Dāwūd, An-Nasā', Muwaṭṭa' of Mālik b. 'Anas and Musnad of Ahmad Ibn. Hambal.

ISL132 Advanced Study of *Salāt* and *Zakāt* 2 Credit Units

A comprehensive and detailed study of two Islamic rituals (*Salāt* and *zakāt*) and their roles in character building; the concept of *ibādah* (worship) in Islam; Purity and prayers; definition, description and prerequisite for its validity; division of salat activities; *zakāt* as a concept and its significance; relationship between *zakāt* and *sadaqah*; *zakāt* and modern socio-economic challenges etc.

ISL136: Women in Islam 2 Credit Units

The place of women in the *Jāhiliyyah* societies; Motherhood in Islam. Rights of women in Islam. Islam and gender equality. Widowhood in Islam; Western civilization and Muslim women liberation etc etc.

ISL142 Islam and Inter-Religious Dialogue 2 Credit Units

Literal and technical definition of Inter-Religious Dialogue: justification for inter-religious dialogue in a pluralistic society like Nigeria; identification and discussion of factors that affect relationship between adherents of various faiths practiced in Nigeria; identification and discussion of shared values between Islam and Christianity; methods of conducting inter-Religious Dialogue; qualifications/qualities of the religious dialoguers; textual studies of the Scriptures.

ISL172 As-Sirah – Biography of the Prophet Muhammad 3 Credit Units

The *Jāhiliyyah* period and its characteristics in the Arabian Peninsula; The biography of the Prophet with particular reference to his contributions to the development of humanity; a critique of the attack of the Orientalists on his mission and life style. Brief review of books on his biography e.g. Ibn Ishāq, Ibn Hishām, Haykal etc. etc.

ISL213 Textual Studies of the Qur’ān I 2 Credit Units

A study of technical recitation (*Tajwīd*), memorization and detail exegesis of Hizb . ‘Aḳlā (from Surah *al-‘Aḳlā* to Surah *An-Nās*) (Chapters 87 - 114)

ISL214 Textual Studies of the Quran II 2 Credit Units

A study of technical recitation (*Tajwīd*), memorization and detail exegesis of Hizb ‘Amma (from Surahs *al-Nabā*, to *al-Ṭāriq*) (Chapters 78 – 86)

ISL222: Textual Study of Hadith 2 Credit Units

Reading, translation and detailed commentary of forty (40) selected *Hadīths* from the two authentic collections of Bukhārī and Muslim.

ISL231: Introduction to the *Sharī‘ah* 2 Credit Units

Meaning and scope of the *Sharī‘ah*. Relation between Islam, *Sharī‘ah* and *fiqh* (sources of Islamic *Shari‘ah*). The development of *Sharī‘ah*, i.e. the emergence of the Hanafī, Maliki, Shafī‘ī, *Hanbalī* and *Ja‘farī* schools of Islamic law. Modern trends in *Sharī‘ah*.

ISL241: Prophethood and Prophets in Islam 2 Credit Units

The meaning, essence and symbol of Prophethood in Islamic tradition. Difference between messengers and prophets. Short stories of Ādam, Noah, Ibrahim, Musa and Isa (p.b.u.th.) and the relationship between their messages and that of Muhammad (S).

ISL245: *‘Ilmu ‘I Kalām* and Development of Muslim *Firaq* 1 credit Unit

- i. Emergence of *Firaq* in Islam
- ii. The general introduction to the main Muslim *Firaq* and their teachings; the Kharijites the Shiites and the Murji‘ites.
- iii. Rise and development of *‘Ilmu ‘I-Kalām*.

ISL271: The Rightly Guided Caliphs and the Umayyads 2 Credit Units

Brief life-history and life style of the *Khulafā' al-Rāshidūn* (the Rightly Guided Caliphs): Abubakr, °Umar, °Uthmān and °Ali; their caliphate and peculiar achievements. The Umayyad Dynasty; its characteristics, achievements and ultimate collapse.

ISL272: The Abbasid Caliphate 3 Credit Units

A brief review of the fall of the Umayyad dynasty; factors responsible for the emergence of Abbasid dynasty; the first Abbasid caliph – as-Saffah; the contribution of some Persian personalities to the establishment and running of the dynasty; the golden era of the Abbasid dynasty 750-833 C.E.; the achievement of the era; special reference to Hārūn Rashīd and al-Ma'mūn.

Caliph Mu'tasim as the end of the golden era and the beginning of the era of decline; factors that weakened the caliphate; introduction of the Turkish generals into the administration; the power and influence wielded by the Turkish generals; emergence of the petty independent dynasties; installation of minor caliphs: the emergence of Crusades; the eventual collapse of the caliphate in 1258 C. E.

ISL302: Research Methods 2 Credit Units

Modern methods of research in Islamic studies; Choice of topic; collection of oral and written data, literature review, the main body of research work, the concluding parts and the place of language and reference materials.

ISL304: Islamic Studies and Orientalism 2 Credit Units

General characteristics of Islam and its primary sources viz: the *Qur'ān* and *Sunnah*. The Orientalists and their approach as well as their qualifications; a critical evaluation of the major works of Orientalists e.g. Guillaume Bernard Lewis, W. M. Watt, P.. K. Hitti and Goldzihier.

ISL312: Exegesis of the Qur'ān 2 Credit Units

The growth and development of *tafsīr*; the role of the *Sahābah* and the subsequent generations Types of *tafsīr* works. A survey of the lives and works of notable exegetes (*mufasssīrūn*); Modern developments in *tafsīr*.

ISL313: Introduction to World Religions 2 Credit Units

Religion and Humanity. Major Religions of the World, their location, strength and major beliefs and practices; Interaction of Religious concepts, practices and practitioners particularly in Africa.

ISL330: Advanced Study of Sawm and Hajj 2 Credit Units

Theory and practice of *sawm* (fasting) in Islam; its definition, types, significance and benefits; rules guiding fasting in Islam; fasting in Islam compared to other religions; Theory and practice of *Hajj* in Islam; differences between *Hajj* and *Umrah*; its conditions, types, significance and rites; rules guiding *Hajj* with regards to forbidden things to a *Muhrim* (one in state of *ihram*); spiritual benefits of *Hajj*; modern management of *Hajj* operation in Nigeria and Saudi Arabia; etc.

ISL332: Al-Mu'āmalāt in the Shari'ah 3 Credit Units

An in-depth study of the law of social transactions. The essential requisites of valid contracts and the mode of making them; its scope and subject matter. A study of special contracts and dispositions.

The concept of trading in Islam; prohibition of interest and its justification; *Qur'ānic* teachings on *Ribā*. Islamic alternative to interest, banking without interest; example of countries that operate interest free banking e. g. Kuwait, Saudi Arabia Pakistan etc.

Islamic attitude to acquisition and distribution of wealth, Islam versus capitalism, socialism, communism, and mixed-economy. Consideration of economic ventures such as *Shirkah*, *Mudārabah*, *Murābahah*.

ISL339: Islamic Family Law 3 Credit Units

A detailed study of Islamic law governing marriage, divorce, paternity, fosterage, guardianship and child's custody (*hadānah*)

ISL343: Introduction to Islamic Theology 2 Credit Units

Origin and development of religious thoughts in Islam; The growth of sects in Islam; The theological arguments of the Mu'tazilites; supremacy of *Ahlu-Sunnah*; the growth of scholasticism in Islam.

ISL355: Introduction to Tasawwuf 2 Credit Units

The *Qur'ānic* references to asceticism; Asceticism of the early Muslims; Development of asceticism into mysticism; The internal and external causes; The conflict of ideas and practices between the sufi ways and their esoteric interpretation of the *Qur'ān*, Al-Ghazzālī and Sufism. The Sufi Orders with special reference to the Qadiriyyah and Tijaniyyah in West Africa.

ISL361: Islamic Philosophy 3 Credit Units

Muslims contact with Greek. Early philosophical arguments. God's omnipotence and man's free-will. The philosophical ideas of the Mu'tazilites; Their views on prophecy, philosophy, revelation and reason, A study of some Muslim philosophers of the East and those of the West; their contributions to philosophy and human progress; a consideration of the views peculiar to each of them.

ISL372: Islam in Nigeria 2 Credit Units

The establishment of Islamic state in Kanem-Borno; Islam in the Hausa states; ʿUthmān Dan Fodio's Jihad and its aftermath. Islam in the Southern Nigeria. Developments in Islam during the colonial era and the first republic. Modern trends in Islam in Nigeria.

ISL373: Islam in North Africa and Spain 2 Credit Units

The spread of Islam to North Africa and Spain; The Umayyah Spain; Muslim Dynasties in Spain; The resurgence of Europe and the re-conquest; The Islamic heritage in Spain.

ISL374: Islamic Political Institutions 2 Credit Units

A general survey of Institutions such as *Khilāfah*, *Wizārah*, *Mazālim* etc, etc. An introduction to cultural, political, judicial and social development of Islam. An examination of the view of Al-Māwardī, Ibn Taymiyyah, Ibn Khaldūn and Fodio scholars on Islamic Institutions. *Qur'ānic* teachings on governance; The Prophetic model of governance in Madinah. Qualities of *Ulu' l- Amr* (People in Position of Authority); *Shūrā*; meaning, model and scope; Detailed study of *al-'adlu wa'l-Ihsān* (Q.16:90); Islamic perspectives on international relations. An examination of selected treaties, letters and covenants signed during the Prophetic era and subsequent Islamic governance of the *Salaf* (Early Muslim leaders).

ISL402: Modern Reform Movements in Islam 2 Credit Units

The concept of *Tajdīd* and its development; The position of Islam and the Muslims in world politics during the 18th century. Emergence of reform movements among the Muslims. The *Wahhābiyyah*, The pan-Islamist movement of al-Afgānī, Muhammad Abduh, Hasan Ridā and the *Sanūsiyyah*. The Muslim Brotherhoods in Egypt, Uthman dan Fodio, the Mahdi of the Sudan, Sir Sayyid Ahmad Khan, Imām Ayatullah Al-Khumayni

ISL412: Tafsīr : Exegesis of Selected Passages of the Qur'ān on Current Issues 3 Credit Units

Passages to cut across epistemology, devotional and doctrinal issues socio – economic guides, legal precepts, eschatology, concept of Jihad etc, etc. Texts are to be taken from diverse tafsir works of various approaches, i.e. traditional, intellectual, sectarian, modern etc. etc.

ISL415: Advanced Studies of the Qur'an 2 Credit Units

i. Basic guidelines for the study of the Quran; various readings of the Qur'an, the development of science of qiraat

- ii. Significant characteristics of the Qur'an, its universal features, comprehensiveness, fitrah (suitability to inborn human nature)
- iii. Unity of chapters.
- iv. Qur'an as the basic source of shariah
- v. Qur'anic principles for the establishment of good society.

ISL431: Principles of Islamic Jurisprudence 2 Credit Units

The concept of Islamic Jurisprudence; developmental Stages; relationship between the Principles (*Uṣūl*) and *Fiqh*; the early schools; Imam Shafii and his reforms; the Sunni and the Shiah Schools; the Shiah school.

The general principles: *Sharī'ah* Rule of Law (*al-Ḥukmush Sharī'*) and Positional Rule of law: *al-Ḥukmu Wad'ī*: Literal meaning and topography (*al-haqiqah wa l-majaz*); Injunctions and prohibitions (*al-amr wa 'n-Nahy*); the generalized and the specified (*al-khas wa l-aam*); the concise and the detailed (*al-mutlaq wal-muqayyad*); the unspecified and the specified (*al.mujmal wa l-mubayyan*); the explicit and the implicit (*al.zahir wa'l-muawwal*); Jurisprudential theory of abrogation; Reports (Hadths); Concensus (*Ijmaa'*); analogy (*qiyas*); conflict and preference (*at-ta'arud wa tarjih*); *Ifta'*; *Ijtihad*, *Taqlid*.

ISL432: Islamic Social System 2 Credit Units

The Study of life pattern among Muslims; what Muslims share in common such as mode of dress, manner of socialization, manner of greeting; mode of marriage; child custody; mode of worship; mode of burial ceremony; concept of education; concept of God. The social practices common among Muslims irrespective of geographical and time differences; social practices that can be traced to the creation and life of Adam (AS). Relevant references from Quran and Hadith.

ISL435: Textual Study of Hadiths 2 Credit Units

Texts to be studied to span across Hadiths relating to devotional exercises, education and knowledge acquisition, matrimonial affairs, economic matters, business transaction, labour relations, politics, social interaction etc. etc.

ISL436: Islamic Law of Wasiyyah and Waqf 2 Credit Units

The concept of Waqf, Sadaqah, Hibah, Wasiyyah, detailed explanation of each concept and its utilization to ensure social harmony. Discussion of the use of the concepts as a means of wealth distribution. Relevant quotations from the Qur'an and Hadith.

ISL437: Shari'ah in Modern Times 2 Credit Units

A survey of the application of Islamic Law in the 19th and 20th centuries C.E. Controversy over the alleged closure of the gate of *Ijtihad*. Limitation of al-Kali courts to the law of personal status. Specific consideration of modern trends in the application of Islamic law in the Middle East, North Africa, Turkey, India, Pakistan, and Nigeria.

ISL438: Al-Mirāth – Islamic Law of Succession 2 Credit Units

A study of the broad principles of inheritance in Islam; the heirs and their shares; impediments; various kinds of elimination and substitutions; with particular emphasis on the verses of inheritance in *Sūratu 'n-Nisā'*.

ISL439: Al-Hudūd: Penal System of the Shari'ah 2 Credit Units

A study of Islamic regulations in respect of murder, theft, intoxicant, *qadhif* with emphasis on relevance of these regulations to morality. Comprehensive study of *Sūratu n-Nūr* and *Sūratu 'l-Ahzāb*. Explanation of what constitute crime in the society; factors that induce crime; the law and law enforcement agents (police, court of law, prison yards, NAFDAC, EFCC etc) put in place to control crime; the ineffectiveness of the measures; identification of Islamic measures to control crime and their effectiveness. Relevant quotations from the Qur'an and Hadith.

ISL451: Major Ṣūfī Orders in Africa 2 Credit Units

The emergence, growth and development of *ṣūfī* (mystical) orders in Islam; their contribution to the spread and development of Islam; special consideration of *Qādiriyyah*, *Tijāniyyah*, *Sanūsiyyah*, *Shādhiliyyah*, and other orders with particular reference to their impact on Africa; the *Izālatu 'l-bid'ah* and its anti-*ṣūfī* activities.

ISL471: Contributions of West African Scholars to Islamic Thought. 3 Credit Units

Spread of Islam to West Africa; Contributions of itinerant preachers and scholars; The role of ʿUthman dan Fodio, Muhammad Amin El-Kānemi, al-Hājj ʿUmar al-Fūti, ʿAbdullah ibn Fūdī,

ISL472: Islam's Contributions to Civilization 3 Credit Units

Islam and its attitude to research and learning, its contribution to science and other disciplines; Islamic background to the Western renaissance; causes for the decline of Islamic civilization.

ISL474: Islamic Historiography 2 Credit Units

The *Qur'ānic* concept of history; Dialectical study of Islamic historiography; Historiography among the Muslims; Ibn Khaldūn's career as father of modern social science; A detailed study of his *al-Muqaddimah*. (The Prolegomena to History)

ISL499: Project 4 Credit Units

An essay of suitable length embodying the result of the student's independent research on a topic approved in advance by the head of department.

CRS202: Comparative Study of Religion

The comparative study of the nature, beliefs, sacred writings and practices of some major religions of the world: Christianity; Islam; Buddhism; Shintoism; the distinctiveness and importance of each of these religions

CSS211: Sociology of Crime and Delinquency 3 Credit Units

This course covers the following: Sociological Theory of Criminal behaviour; Psychoanalysis and Crime; Motives for law violation; Differential Association – Reinforcement Theory of Criminal behaviour; Epidemiology and individual conduct; Law, Social change, emerging legal structure of Nigeria and crime and delinquency; The Nigerian legal system (outline only), and Crime and delinquency.

ENG251: Language and Society 3 Credit Units

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, graffiti); 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; code switching, interference and borrowing; linguistic imperialism; sociolinguistic situation of Nigeria; sociolinguistics and other disciplines

INR142: Theory and Practice of Administration 2 Credit Units

This is a two-credit unit course available for students in the undergraduate International Relations at the two hundred level. The course provides an opportunity for students to acquire a detailed knowledge and understanding of theory and practice of public administration. Administration is a word that has a variety of meanings. To administer means to combine efforts and perform a piece of work that cannot be performed by one person for the attainment of defined objectives. In looking at public administration, the public administrators have engaged in, we have both the theory and practical aspects. Students who have gone through this course would be able to apply different approaches in public administration to the implementation of public policies.

PCR276: Perception and Conflict 3 Credit Units

Definition of perception and conflict, Factors influencing perception, Relationship between perception and conflict, Psychological theories of human aggression and violence, Theories of deviant behaviour, Theories on the

development and persistence of aggression personality from childhood onward, Inter-group relation theories, such as social identity theory. Interaction between intra-personal determinant of aggression and violence with social and cultural factors in phenomenon such as genocide, ethno-national conflict, racism, terrorism. Promotion of tolerance, Cessation of violence, Promotion of non-violence, Dealing with trauma during and after political conflict, Reconciliation, consideration of women's children's perspective in peace.

GLOSSARY OF TERMS

Course

A course is a major content segment comprising topics in a particular subject. At NOUN, multiples of related courses make up a programme of study leading to a degree qualification.

Course Credit Unit System

This should be understood to mean a 'quantitative system of organisation of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed'. The courses are arranged in progressive order of difficulty or in levels of academic progress, e.g. Level or year I courses are 100, 101 etc. and Level II or Year II courses are 200, 202, etc. The National Open University of Nigeria also has a policy of odd number representing first semester and even number representing second semester.

Credit

A credit is the unit of measurement for a course. At NOUN, 1 credit unit is estimated to be the equivalent of 7 study units. A 1-credit unit course is estimated to take 30 study hours to complete and is broken as follows: Study time- 21 hours, TMA-4 hours, and Facilitation-5 hours.

Semester

A semester is an academic period of twelve weeks, excluding examination period. NOUN offers two semesters of study per year: January to March and July to September

Core/Compulsory Course

A course which every student must compulsorily take and pass in any particular programme at a particular level of study.

National Open University of Nigeria Faculty of Arts Manual

Elective Course

A course that students take within or outside the faculty. Students may graduate without passing the course provided the minimum credit unit for the course had been attained.

Module

A module is made up of a number of thematically related study units.

Study unit

A study unit is the smallest segment of a course material that treats a topic within a module. The content should take about 3-4 hours of study.

Programme

A programme comprises a set of prescribed courses offered at different levels of study. It also refers to a particular field of study made up of courses e.g. Bachelors programme in English. At NOUN, a programme of study leading to a degree qualification is made up of general, compulsory and elective courses

Pre-requisite Course

A course which student must take and pass before taking a particular course in a following semester or at a higher level e.g. A student must take and pass CRS215 before taking CRS216.

APPENDICES

APPENDIX I: GUIDELINES FOR PROJECT WRITING: SUMMARY

Front Matters (Preliminary Pages)

Cover Page

Here the title of the study is stated at the upper half of the page. This is to be followed by the author's full names with the surname last. Note that there is no punctuation separating the names.

Example, MICHELLE CHIADIGHIEMEJO OBINNA-WOGU

N/B The spine of the cover should bear the student's name, programme and year of graduation.

Example, M. E. OKORONKWO., ISLAMIC STUDIES, 2022.

[Only the surname should be written in full, others are abbreviated with periods]

The work should be bonded together in hard cover with carton colour.

Inside Cover Page

The title of the study is also at the upper half of the page. This is to be followed by the author's full names with the surname last. This should be immediately followed by the student's matriculation number. The lower part of the page is to have the statement that reads: "A project submitted to the Department of Languages of the National Open University of Nigeria in partial fulfilment of the requirements for the award of the Degree of Bachelor of Arts in English", as an example. The student shall indicate at the bottom of the page the month and year the project was completed (e.g., September, 2022).

Declaration Page

This is where the student affirms the originality of his/her work. In this case, the surname would come last, reading thus: I, MICHELLE CHIADIGHIEMEJO OBINNA-WOGU, declare that this work is as a result of my research effort and that to the best of my knowledge, it has not been presented by any other person for the award of any degree except where due acknowledgements have been made.

Signature/Name and Date

Certification Page

The project supervisor certifies the originality of the study as a true work carried out by the student. The statements here shall read: This is to certify that this research project title was written by (student's surname and other names) with the matriculation number (e.g., NOU181147363) under my supervision, followed by the supervisor's name, signature and date. [note the surname of the supervisor comes last]

Signature/Name and Date

Dedication Page

This offers the author the opportunity to express some words of gratitude to those dear to him/her one way or the other. It is optional since some researchers may not be too keen on dedicating their works to anyone.

Acknowledgement Page

Here, the author acknowledges the help and contributions of different people who directly or otherwise contributed to the success of the work.

Abstract Page

This page consists of a synopsis of the entire work. It states briefly the problems of investigation, purpose of the study, how it was carried out; major findings and recommendations. This should be done in not more than 400 words. It should be presented in only one blocked paragraph, typed with single line spacing.

Table of Contents

This page contains the list of chapters and sub-units with their respective page numbers as contained in the main body of the work. The pages before the main body of the work (the preliminary pages) are numbered in **Roman numerals**, while other pages are numbered in **Arabic numerals**. Other parts of the table of contents are:

- List of Tables (if applicable)
- List of Figures (if applicable)
- List of Abbreviations (if applicable)

Main Body

The main body of the report should comprise the Introduction (chapter one), the Literature Review [and Methodology?] (Chapter two).

Chapter One: Introduction

Background to the Study

- Here, the students describe in general terms, the larger picture of the problem being investigated.
- This forms the basis for introducing the problem, as well as a way of establishing the relationship that exists between the problem being investigated and the larger area of concern to readers.

Statement of the Problem

The essence of research is to identify problems and proffer solutions for them. Students should be able to:

- state the problems clearly and convincingly;
- justify the need to find solutions to it
- draw out the implication of such problems.
- link the research problem to a given theory or fact.

Research Questions

- Research questions help the student to generate answers to the problem being investigated.
- Such research questions should logically correspond with the aims and objectives of the study.
- When the research questions are answered, the objectives of the study are achieved.
- From the general research questions, minor research questions could also be formulated. These are specific questions which may be used eventually for constructing the questionnaire or research instrument. The major research questions should be raised using active verbs such as are, is, does etc. E.g., "How does patristic exegesis interpret John 11:35 in the context of the incarnation?"
- The research question will subsequently inform both the validity and plausibility of the methods, discussions and analysis, and the findings and recommendations.

Aims and Objectives of the Study

It is about the main goal or the overarching purpose of the research report.

- acts as a focal point for the research
- provides the readers with clarity as to what the study is all about

The purpose of the study is to be stated as seeking a solution to the problem(s) or examining the relationships that exist between that particular problem and other problems

The objectives of the study, on the other hand, set out what the research is about to accomplish (the actual aim).

- It breaks the aim of the research into several smaller parts according to its sections or parts through exploration or analysis, which addresses the questions of the 'how' of the research.
- It explains how each part of the research aim would be achieved
- It can take the form of a numbered list, with each item usually receiving its own chapter or section in a dissertation or thesis, or paragraph structure. But what is important is to state them clearly for the reader to understand why certain steps are being taken in the report.
- It is, therefore, statements (objectives) of what the research intends to do to achieve the main aim could be stated. Example of a research objective could read: "To identify the meaning of John 11:35 in the context of the incarnation as represented in the patristic exegesis."

The objectives should be:

- specific statements that define the measurable outcomes of the research
 - statements of the steps to be taken to achieve the desired outcome
 - statements that evaluate the research to determine if the aim of the research has been achieved
- Note that context is about "why" and "objective" (how) give meaning to the aim (what)

Hypotheses/Theories

- These are tentative statements of relationships between two or more variables subject to verification.
- They carry statements about relationships between variables to be proved right or wrong.
- Hypotheses also guide the researcher in his quest for data. This could be derived from the existing literature or the response questions.
- This, however, may not be necessary in all studies, especially in the discipline of theology.

Significance

- The significance ordinarily should consist of both the theoretical and practical importance of the study.
- The section tells the story why the reader should spend some time on the work.
- It explains to the reader and others how they could benefit from the report.
- It provides the author the opportunity to justify his/her attempt to solve the problem and essentially state what the report will contribute to knowledge if successfully carried out, and how useful the study is to society.

Methodology / Method and Limitation

Methodology / Method

- The student should know the difference between method and methodology and decide what s/he may need in this section.
- If another section (Chapter 2: Literature Review and Methodology) or a whole chapter (Chapter 3: Research Methodology) is devoted to Methodology, then the student should be satisfied to mention only the methods. That is, the **techniques** and **tools** required to carry out the research.
- The evidence obtained from the method enables one to effectively address the research problem logically and unambiguously.
- If this section is the only place to discuss methods and methodology, the candidate must come up with some details (see Chapter 3: Methodology)

Limitation of the Study

- Refers to those things that the researcher cannot do (elements outside the control) and aspects that are beyond the control of the researcher
- Such limitation(s) could have influenced the interpretations, conclusions or findings because they relate to the internal and external validity and reliability of the study. hence are considered potential weaknesses
- The limitations are primarily emanated from the methods the student has chosen in order to carry out the research. The student is expected to know them and announce the same to the reader to avoid undue criticism.
- The student should in addition address those limitations in a manner that the reader would be convinced that the methods would not negatively affect the overall result of the research.
- The student should give strong and convincing reasons (here or elsewhere) for her/his insistence on the use of method(s), despite the identification of the limitations and challenges.
- The limitation should also determine whether it would still be advisable to continue with the method(s) or to modify it.

Scope of the Study

The scope explains the extent to which the **research** area will be explored in the work and specifies the parameters within which the study will be operating.

Some of the external factors that could determine the scope may include some external factors such as

- the geographical area
- the legal system in operative and relates to the research
- the time a student is expected to conclude the research
- the available resources and sources for the research

In addition to the above. Some factors that may be considered internal are:

- the key aims and objectives of your study
- the research questions that the student is addressing
- the various factors and features of the phenomenon being studied,
- the method(s) adopted by the student for the investigation, and
- the relevant alternative theoretical frameworks that could have been adopted.

Delimitation

- It refers to those characteristics that limit the scope and define the conceptual boundaries of the research
- It speaks about what the researcher will not do (elements outside of the boundaries the student has set)
- the boundaries of the research study, based on the researcher's decision of what to include and what to exclude.
- The boundaries narrow the study to make it more manageable and relevant to what one is trying to prove.

Note: The valid but rejected alternatives methods should be noted in the conclusion of this section or the introduction

Definition of Concepts

- The student should minimise using concepts that would demand definitions.
- Another alternative is to explain the concepts within the body of the report, except where they could be more than ten.
- The definition is sometimes referred to as the “operational definition of concepts.”
- The operational definition of concept is necessary to avoid ambiguity in the study.

Chapter Two: Literature Review [and Research Methodology]

Literature Review

The Literature Review is a comprehensive survey of existing literature in the area of research with special interest on the key research questions raised and the objective set to achieve.

- It provides an avenue for reviewing relevant and known literature to the problem being investigated
- It ascertains the quantity and quality of the work done in the area and possible areas of intervention.
- The student should clearly explain the method to be adopted in the literature review (whether chronological, thematic, integrative etc.). The advice of the supervisor at this point would be of great value.

- If the student is adopting or criticising some hypotheses and theories, then the relevant theories to the problem being investigated in the study should be briefly discussed and linked to the study to provide the right framework for the study i.e., theories on which the study is anchored.
- The method should be rigorously and religiously followed.
- Classical and modern literature on the chosen topic should be reviewed.
- Five percent (5%) of the literature should not be older than 5 years.
- The literature review should provide a summary of previous works, strictly on already published works on the topic.
- The reviewed works should be subjected to a critical investigation, examination, analysis and discussion, with the aim of justifying why further work should be done in that area.
- The methods of introducing authors in the review and the lexical and grammatical formulations are very important.
- The sources under review should contain the topical areas that are related to the research problem(s), appropriate quotations and references.

The critical questions in this section are:

- To what extent have the reviewed literature addressed any of the research questions / objectives?
- What is the contribution the student is making to the information from the reviewed literature?

Is the contribution of the student is giving more emphasis to already works done in that field, critically questioning earlier assumption in the literature and/or coming up with a new idea (innovation and creativity)?

Research Methodology

The preamble and research design and other key elements in Chapter 3 on Research Methodology would combine to form this section.

Chapter Three: Research Methodology

The aim here is for the student to state clearly the method(s) the student is proposing to use in the project. The section may rather be located in chapter one (Introduction) or two (Literature Review [and Methodology]) or be treated as a stand-alone section/chapter. Much would depend on the topic and the advice of the supervisor. But the interest of the Department is that the student knows and applies judiciously the proposed method(s) in his/her analysis and discussion. [The allotted mark for the section remains the same irrespective of where it is located. But the word count may be affected. Yet the candidate should ensure that the entire essay is between 15,750 and 17,500 words]

Preamble

A brief introduction of the research design. It tells about the interest of the researcher, and the justification for the choice. Also, a summary of the views of some of the authors who have discussed that particular research design.

Research Design

This has to do with the blueprint of the study. It informs the reader what s/he what would be expecting. It shows the particular research design being adopted for the study and why e.g., historical, literary, philosophical and metaphysical or hermeneutical, content and/or context analysis, etc.

The best design from the students of theology or religious studies would be library-based methodology. But something closer to this, which is still acceptable by the Department would be a triangulation of qualitative and quantitative approach. This second option may not be applicable to undergraduate (BA) and PGD students.

Other Expectations from Students

- The students should prove that s/he is aware of other possible methods by stating their strength and weaknesses, and then justify why s/he decides for a particular method(s).
- This section should be described in such a manner that a lay person can understand the methods and follow the argument in the work with less stress.
- The student should explain logically in details the steps and process involved in the method s/he has chosen.

- The student should support this section with reasonable literature
- All possible useful information in connection with the proposed method should be discussed. This will help the assessor to know whether the student could go on with the method(s).
- The method(s) should address the research questions and/or objectives.
- The proposed method should be, strictly speaking, within the classical methods in THEOLOGICAL and/or RELIGIOUS STUDIES.
- If the Department finds the method less adequate, the attention of the student should be called to either improve on the method or choose another method, or even go for a new topic.

NOTE: No case study is allowed on undergraduate (BA) or PGD research reports. The research should be purely library, literature and content based.

Chapter Four: Discussion / Analysis

All efforts by the student are to arrive at this point. This is where the student brings out her/his ingenuity.

- The student should interrogate her/himself how the methods described in the previous chapter/section and literature at the student's disposal to address the research questions / objectives have influenced positively on the study in this section.
- Each research question should be thoroughly discussed using the methods proposed in the previous sections, which are traditionally allowed within the discipline of theology and religious studies. Some of these may include historical, literary, content analytical, discourse, phenomenological, philological, hermeneutical methods etc.
- The research should in its approach be more descriptive, expository, analytical, critical appraisive, comparative, contrastive, persuasive, argumentative, reconstructive, existential, etc.
- The logical presentation of facts and materials (data/information), the use of language (grammar, syntax, style, expressions, technical words etc. would count much here).
- The work should be strongly critical to elicit robust discussion and open new vista and discussion in the subject area, and paving ways for further research.
- The discussion/analysis section may be more than a chapter depending on the research questions and objectives. Each Chapter, section and subsections ought to have objective emanating from the research problem and with a mini-conclusion that functions as an introduction to the next section or chapter.

The relevance of the topic to contemporary situation is very important and should be stressed.

Chapter Five: Summary and Conclusion

Summary, findings, implications, recommendation and contributions to knowledge.

- Is it an adequate summary of the study, given from the introduction up to this point, that the findings in the entire work are clearly stated and within the limits of the discussion? The student is, therefore, expected to present a brief summary or highlights of each chapter. The section is to be stated in a concise manner that captures the importance of the study.
- Is the conclusion good enough arising from the findings? Note that the conclusion should be drawn from the findings
- Is the implication(s) from the findings convincingly and adequately expressed?
- Are the recommendations good enough? Could the recommendations lead to further research? There should be at this point some logical connection between the recommendation and the conclusion. The recommendation should flow from the conclusion.

The focus should also be on the student's own contribution to the knowledge in the discipline and how it could help to advance development in the wider community

Back Matters (Bibliography, Appendices etc.)

Bibliography

Bibliography is an essential tool for communicating crucial information to your readers about the report and even about yourself as well. By providing full, current, and accurate details of every source you used in your research, you enable your readers to find those sources, when and where it is necessary. It is also a means of marketing yourself and your report to the academic world.

It is equally important that your bibliography must answer at least the following questions:

- Who wrote, edited, or translated the source (sometimes all three)?
- What information identify the source? — the title and subtitle of the work, number of the collections / series, volume number, edition number, or other identifying information
- Who published the text and when? —the name of the publisher and the place and date of publication or an indication that the document has not been published.
- Where can the text be found? Most printed sources can be found in a library or bookstore. This may be very important for ancient sources that are rare to be located
- For a source obtained online, a URL or the name of a commercial database.
- For an item from a one-of-a kind collection, data will include the place where the collection is housed.

The presentation should follow strictly the Chicago Manual of Style with the following additional information (cf. Guidelines for Research Report in the Department of Religious Studies)

- The bibliography should be typed single-spaced and begin on a separate page.
- List your references in alphabetical order by first author's surname. Within this order, publications by one single author appear first. If multiple sources are from the same authors, name the oldest source first.
- The author is responsible for the correctness of the bibliography. Every reference which is given in the text needs to be listed in the bibliography. However, references, which are only read and not explicitly quoted in the text must not be listed.
- Quote the most recent edition of your references.
- Do not use initials for the author's name. Write out the full name of the author as it appears on the very source used by you.
- Follow strictly the Chicago Manual Referencing System in your citations and bibliography
- It is required that you record every cited website as a data file on a CD for your private use. You may equally be asked at any time to submit it for verification.

Appendix

Function

An appendix is the part of a research paper that contains materials and references that may be very detailed and too big to include in the actual report.

- It is a useful tool that gives additional information or clarification in a research report
- It provides more background information and nuance about a chosen topic without disrupting the text with too many distracting elements.
- It facilitates the reader's understanding of the research report
- It is only a supplementary, not an essential part of the text itself
- It is not essential to your core argument.

Some Guiding Rules:

- Precedes the bibliography
- Each appendix begins on a new page.
- The order they are presented is dictated by the order they are mentioned in the text of your research paper.
- The font requires for appendix Chicago style is Times New Roman.
- The text size should be 12 points.

- The heading should be "Appendix," followed by a letter or number [e.g., "Appendix A" or "Appendix 1"], centred and written in bold.
- Appendices must be listed in the table of contents [if used].
- The page number(s) of the appendix/appendices will continue on with the numbering from the last page of the text

Format

- **Word Count (excluding front and back matters but including abstract) = 15,750-17,500 words (ca 45-50 pages)**
- **Numeration:**
Only the pages contain the body of the work (from introduction to conclusion) and appendices are to be enumerated in Arabic numbers. All other pages including the tables of contents, indices, reference list and appendices should be in Roman numerals.
- **Font: Font size:** 12 but 10 for footnotes
- **Typeface:** Times New Roman
- **Paper Size:** A4
- **Referencing Style:** Chicago Manual (note-bibliography referencing system). The footnotes and bibliography should be a single-lined spacing with font size 10.
- **Alignment:** Justified with hyphenation
- **Line Spacing:** double (2x) but abstract and footnotes should be single-line spacing.
- **Margin:** Left margin: 5 cm; upper: 2.5 cm, lower and right margin: 2 cm

Note: Lack of space should not lead to transferring important figures and tables into the appendix. The appendix is only for additional information which is not important for understanding of the text. A figure or a table explaining associations from the text has to be in the correct position in the text and should equally be explained. Figures and tables should be legible enough.

Project Moderation

Every project approved by the Department should be subjected to external examination and moderation by an external examiner not below a senior lecturer cadre.

Other Information

- Students may be encouraged to review any project below 'C' grade.
- Students are strongly advised to read the documents on "Guideline for Research in the Department of Religious Studies" and the rubrics for BA project to get more information on Research in the Department. You may download the information from the Department website.

APPENDIX II: RESEARCH PROPOSAL

- Background to the study
- Statement of the problem
- Research questions
- Aims and Objectives of the study
- Research hypotheses / Theories (if applicable)
- Significance of Study
- Scope and Delimitation of the study
- Definitions of Concepts (If applicable)
- Literature Review (journals, chapters in textbooks, official documents, including theoretical framework).
- Description of the proposed method
- Bibliography

The proposal should be presented as a stand-alone document. After approval by the Department, the students' own study centres may upload the proposal into the NOUN PAS.

APPENDIX III: QUALIFICATION OF SUPERVISORS

- Only Lecturers with PhD are recommended to supervise BA projects
- The supervisor may not have more than six students from the Department at any particular time
- A supervisor must have expertise in the student's area of research.

APPENDIX IV: DECREE ON EXAMINATION MALPRACTICE

In order to check examination malpractices, a decree covering miscellaneous offences was promulgated in 1999. The main sections and points of the decree which every student should be familiar with are reproduced below.

The information contained in this section is also provided in your hand book "Getting to Know Your University". The effort at reproducing here some pertinent aspects of the decree is to demonstrate the seriousness the university has attached to examination malpractice. Please do read it carefully.

All students of the National Open University of Nigeria are reminded that the University takes very seriously the conduct of its examinations and frowns seriously on any examination misconduct. The Decree is very relevant to you as a reminder of what could happen if you allowed yourself to be tempted to cheat in any form whatsoever during examinations. Note also that except you are under 17, for any examination misconduct, the decree does not give room for options of fine, the individual goes to jail. The University has however put in place series of quality assurance mechanisms to ensure the sanctity of her examinations, even including those ones you will take in your homes. In fact, the on-line examinations are easier to control than the face-to-face ones; when we get there you will see what we mean.

Excerpts of very useful sections and points: (Source: EXAMINATION MALPRACTICES DECREE, 1999).

THE FEDERAL MILITARY GOVERNMENT hereby decrees inter alia as follows:

Part I- Offences

A person who, in anticipation of, before or at any Cheating at examination by any fraudulent trick or device or in abuse of his office or with intent to unjustly enrich himself or any other person procures any question paper produced or intended for use at any examination of persons, whether or not the question paper concerned is proved to be false, not genuine or not related to the examination in question; or by any false pretence or with intent to cheat or secure any unfair advantage for himself or any other person, procures from or induces any other person to deliver to himself or another person any question paper intended for use at any examination or by any false pretence or with intent to cheat or unjustly enrich himself or any person buys, sells, procures or otherwise deals with any question paper intended for use or represented as a genuine question paper in respect of any particular examination; or fraudulently or with intent to cheat or secure any unfair advantage for himself or any other person or in abuse of his office procures, sells, buys or otherwise deals with any question paper intended for the examination of persons at any examination.

An offence

2. A person guilty of an offence under subsection (1) of this section is liable on conviction.
 - (a) in the case of a person under the age of 18 years, to a fine of ₦100,000.00 or imprisonment;
 - (b) for term not exceeding 3 years or to both such fine and imprisonment;
 - (c) in the case of a principal, teacher, an invigilator, supervisor, an examiner, or an agent or employee of the examination body concerned with the conduct of an examination, to imprisonment for a term of 4 years without the option of a fine; and in any other case, to imprisonment for a term of 3 years without the option of fine;

Where the person accused of the offence is an employee of an examination body concerned with the conduct of examinations or a head teacher, teacher or other person entrusted with the safety and security of question papers, he shall be proceeded against and punished as provided in this section, notwithstanding that the question paper concerned is proved not to be live, genuine or does not relate to the examination concerned.

APPENDIX V: QUALITY ASSURANCE POLICY ON MODERATION OF EXAMINATION PAPERS AND APPLICATION OF MARKING SCHEMES



NATIONAL OPEN UNIVERSITY OF NIGERIA Headquarters, University Village, Plot 91 Cadastral Zone, Jabi, Abuja.

QUALITY ASSURANCE POLICY ON MODERATION OF EXAMINATION PAPERS AND APPLICATION OF MARKING SCHEMES

1.0 SCOPE OF THE POLICY

Moderation is a quality assurance process that aims to maintain the validity and reliability of the assessment tasks (examination papers) and their marking. The scope of the policy covers final year Undergraduate and Postgraduate courses. It is the duty of the Faculties and Academic Departments to ensure that the policy is conscientiously implemented. This will help to ensure that learning outcomes are validly assessed.

2.0 WHO IS A MODERATOR?

A moderator is an academic who is competent (academically, or experience wise, or both) in the field in which he/she is called upon to moderate. As a moderator, he/she is supposed to step in the shoes of the Examiners to be able to provide a balanced and unbiased point of view. His/her primary concern is to check the accuracy of the Question Papers; more importantly, however, his/her duty is to ensure that the questions that have been set are suitable, appropriate and relevant for the level for which they are intended to be addressed.

3.0 DUTIES OF A MODERATOR

The Moderator shall:

- 3.1 Moderate all questions of the examination paper, paying particular attention to clarity and mechanics of language and spellings;
- 3.2 Moderate the marking scheme/indicative marking criteria. This will include moderating the outline model answers for essay-type or open-ended question and the allocation of marks for each part/section or step;
- 3.3 Moderate the general instructions on the front cover of the Question Paper, including module name, code, time-allocation and any other instruction;
- 3.4 Ensure that special tables, formulae and other technical documents accompanying the Question Paper are available;
- 3.5 Edit and suggest improvements to the questions;
- 3.6 Ensure that there is a balance between the time allocated for the paper, the complexity or level of difficulty of the questions and marks allocated;
- 3.7 Check and suggest improvements to the model answers or outline model answers and marking schemes/indicative marking criteria to dovetail with intended answers; and
- 3.8 In collaboration with the Examiner, he/she may modify, change or even replace a question.

4.1 QUALIFICATIONS OF MODERATORS

Internal and external Moderation of Examination questions shall be carried out by the Faculties. In the case of External moderators (Senior lecturers and above), they shall be approved by Senate. For internal moderators, the academic staff shall not be less than Lecturer II with Ph.D. Where a Lecturer II with Ph.D is not available in the Department, any qualified Examiner in the relevant course shall be allowed to moderate.

4.2 EXTERNAL MODERATION

- 4.2.1 External Moderation shall be limited to Postgraduate and Final year courses;
- 4.2.2 External Moderators shall be provided with this policy and the Course module to ensure the design of the examination papers and the subsequent marking processes are educationally and pedagogically relevant to NOUN while administratively feasible and sustainable;
- 4.2.3 It is imperative for Moderators to maintain STRICT CONFIDENTIALITY;
- 4.2.4 Moderation of Examination papers at Semester Examinations shall be done by Moderators approved by the Senate of the University, in the case of external moderators;
- 4.2.5 Moderators shall be Senior Academic whose field of expertise falls in the subject area of the Examination paper;
- 4.2.6 Moderators shall ideally be senior academic than the Setter of the Examination paper;
- 4.2.7 Moderation of Examination papers shall be done after an interactive session between the Setter and Moderator; and
- 4.2.8 During the Moderation process, Moderator shall pay attention to the following points: (a) Compliance with the prescribed standard format; (b) Clear instructions to the candidates in the rubric; (c) Time allocation against the number of questions; (d) Mark allocation for questions and distribution of marks within sections and sub sections of a main question; and (e) Availability of a detailed Marking Scheme. (Should submit with the paper)

5.0 WHAT SHALL BE DONE DURING EXTERNAL MODERATION

- 5.1 The process of Moderation of Examination papers shall be done as an interactive session between the Setter and the Moderator without any prejudice;
- 5.2 During the process, the Moderator shall present constructive criticisms to improve the standard (quality) of the question paper in a friendly yet in a professional way to avoid any misunderstanding or ill feelings in either party;
- 5.3 During the process of Moderation both Setter and Examiner shall collaborate with each other to achieve timely Moderation of Examination papers and offer fullest cooperation to the Examination and Assessment Department of the University to ensure a smooth operation of the Semester Examination;
- 5.4 External Moderators shall be made to realize by the Faculties that Moderation should not be carried out by proxy. The Moderator shall NOT delegate any of the work entrusted to him/her; and
- 5.5 The External Moderators shall complete Moderation Report Form provided as Annexure to this Policy.

6.0 THE ROLE OF ACADEMIC DEPARTMENTS IN ENSURING EFFECTIVE PROCEDURES FOR SETTING EXAM PAPERS

- 6.1 All the teaching staff and Examiners shall be made aware of the educational and pedagogical orientation of NOUN as an ODL institution. This can be carried out through meetings, seminars, workshops or conference briefing. This shall be done by the Faculties and Academic Departments;
- 6.2 Setting achievable and realistic deadlines at the beginning of the Semester to ensure that members of academic staff, including Adjunct staff, have enough time to thoroughly carry out their duties in respect of setting exam questions;
- 6.3 Beginning the Exam paper setting process as early as possible;
- 6.4 Remind staff and External Examiners of deadlines for setting and moderating papers;
- 6.5 Advise staff on study leave to prepare Exam papers before the deadline to allow sufficient time for Moderation;
- 6.6 Ensure that if a member of staff (or Adjunct staff) fails to meet a deadline that procedures are in place to make those responsible aware of the situation and the potential repercussions on the Semester Exam and the students;
- 6.7 Ensure that the paper Setter is fully aware of how they should set their Exam papers, by when, and in what format they should be submitted to the Department. For example, by providing the paper Setter with clear and timely information; and
- 6.8 Ensure that the Setter is aware of the need to address the following requirements governing the setting of Examination papers:
 - The questions assess the stated learning outcomes
 - The questions are properly structured and clearly expressed
 - The questions are clear and not ambiguous
 - The paper makes it possible to distinguish across the full range of students' ability
 - Questions are appropriate in length and difficulty, and given the marks allocated to them
 - The marks/questions add up correctly
 - The correct statements for the year appear on the rubric

7.0 GENERAL RULES TO BE APPLIED BY ACADEMIC DEPARTMENTS REGARDING THE DEVELOPMENT OF THE MARKING SCHEMES BY EXTERNAL EXAMINERS

Developing and providing an appropriate set of Marking Schemes ensure the validity of marking, and they also help maintain the consistency of the marking. Recommended approaches include:

- 7.1 All the Examiners shall be made aware of the educational and pedagogical orientation of NOUN as an ODL institution. This can be carried out through meetings, seminars, workshops or conference briefing. The Faculties and Departments shall ensure that this is done;
- 7.2 Developing robust assessment instruments (e.g. rubrics) to articulate what is to be examined as the basis of assessment, hence also minimizing variation across the markers;
- 7.3 Involving markers in the design of assessment tasks (examination papers), hence also achieving common understanding amongst markers of the educational and pedagogical basis of the assessment; and
- 7.4 Preparing sample answers/submissions from past semesters for consideration and guide for all examiners involved in developing the marking scheme

8.0 INTERNAL MODERATION

The Internal Moderator shall check the Examination paper is satisfactory with respect to:

- a. Rubric (front cover): materials and instructions
- b. Structure and balance of questions
- c. Level and coverage
- d. Mark allocation and Marking Scheme/model answers
- e. Conformity with Module Content and Specification

9.0 PROCEDURE TO ENSURE THAT EXAMINERS APPLY MARKING SCHEMES IN A CONSISTENT MANNER

Rationale for consistent application of the Marking Scheme by the Examiner

Poor or inconsistent exam marking can negatively impact the student and the University. For the student, it can affect their life chances, for the University it can cause reputational damage, and affect how the standard of its certificate is viewed by stakeholders.

The following procedure shall be followed in the application of the Marking Schemes:

9.1 Examiners shall be properly scrutinized and accredited. In line with University policy, only examiners with PhD Degrees in disciplines relevant to the courses shall be accredited for marking. The originals of the PhD Degrees shall be sighted by the Subject officers;

9.2 As a rule, hard copies of Marking Schemes shall be provided by Faculties as this will reduce complaints from Examiners and ensure that the marking exercise takes off on a smooth and hitch-free note;

9.3 Hard copies of Marking Schemes shall be provided by Faculties clearly defined in objective and coherent manner:

- Marking Schemes help to standardize the marking of scripts, as they explicitly explain how to grade a student, and highlight how, when and where marks should be awarded;
- A well-defined Marking Scheme also makes it easy for the Examiner to understand how to award marks, removing most, if not all, ambiguity from the awarding process;
- Marking Schemes reduce uncertainty by Examiners in the award of marks;

9.4 It shall be drawn to the attention of the Examiners during the orientation/briefing that when returning the marked scripts to the marking venue, the marking schemes shall be submitted together with the scripts. The Examiners shall be made to understand that returning the scripts without the Marking Schemes will jeopardize effective vetting by the Vetting and Subject officers. This rule does not apply to Examiners who were not given the hard copies of the Marking Schemes;

9.5 A Vetting officer not below the rank of Lecturer II shall be appointed by Faculties to vet scripts. This is to ensure that the application of the Marking Schemes by Examiners is monitored by the Faculties and that quality is not compromised. If the Marking Schemes are applied scrupulously, the tendency for students to call for the re-marking of their scripts will be considerably reduced;

9.6 Before the commencement of the marking exercise, Examiners shall be given orientation/briefing with emphasis on:

- Objectivity of principle- This principle emphasizes fairness in the award of marks and holistic and unbiased application of the Marking Schemes. Personal prejudices as well as pre-conceived notions about the students and NOUN shall be avoided. Many Examiners believe they can walk into NOUN and mark scripts anyhow, without taking into consideration the ethical principles governing marking. *The objectivity of principle places a moral obligation on markers to apply the marking scheme fairly without prejudice or error. Such prejudice or error undermines the vision of NOUN to provide quality and sustainable education;*
- Accuracy in allotment of marks- the marks allotted during marking shall conform with the Marking Scheme's specifications;
- Consistency of application of Marking Schemes- haphazard and inconsistent application of Marking Schemes shall be avoided;
- Detection of Exam Malpractices- the Examiner shall use his eagle eye to detect cases of Exam malpractices, evidenced by verbatim copying of Marking Schemes by students or any other exam

misconduct. The Examiner shall document the malpractice, detailing the student's Matric number, Course code and Course title. The suspected script (s) shall be submitted to the Subject officer together with the details. The Subject officer reports to the Zonal Coordinator with the evidence attached;

- 9.7 Sample vetting shall be applied by the Subject and Vetting officers. 15% of the scripts shall be vetted across board in the following order: 150 scripts- 23; 300 scripts -45; and 500 scripts-75. The Zonal Coordinator of the marking exercise shall please note that the application of the 15% vetting of scripts across board is compulsory and shall be enforced scrupulously;
- 9.8 When the scripts are submitted by the Examiners, the Subject and Vetting officers shall vet the marked scripts to determine the extent of compliance with Marking Schemes;
- 9.9 Deviations from the Marking Schemes with respect to under-marking or over-marking shall be documented with the Vetting Form. The Vetting officer shall complete the Vetting Form properly, indicating the Course codes and titles, with the student's Matriculation number clearly indicated;
- 9.10 Documented deviations from the Marking Schemes shall be brought to the attention of the Examiner by the Vetting and Subject officers;
- 9.11 The Examiner receives the defective scripts for re-marking and returns them for re-vetting by the Subject and Vetting officers;
- 9.12 The Vetting officer re-vets the scripts to ensure reasonable compliance with the Marking Schemes; that is, ensure that corrections have been reasonably effected;
- 9.13 Uncooperative Examiners shall be brought to the attention of the Zonal Coordinator by the Subject and Vetting officers; and
- 9.14 Application of sanction such as the blacklisting of an examiner who consistently violates the application of the Marking Scheme procedures.

10.0 THE DUTIES OF THE VETTING OFFICER

After all scripts have been marked, the Vetting officer shall:

- 10.1 Check that Marking Scheme/indicative marking criteria has been strictly and consistently followed to ensure fairness to all students;
- 10.2 Check that each and every answer has been properly marked, and that the marks have been correctly entered on the MIS form;
- 10.3 Check that each Section of the Examination paper has been marked;
- 10.4 Check the accuracy of all totals; and
- 10.5 Report to the Zonal Coordinator any anomaly (or anomalies) observed.

11.0 COMPLETION AND SUBMISSION OF MODERATION REPORT FORM

11.1 The Head of Departments shall ensure that the Moderation Report Form is completed by the External examiner. The completed Moderation Report Form shall be submitted to the Vice Chancellor.

ANNEXURE 1

NATIONAL OPEN UNIVERSITY OF NIGERIA

REPORT FORM– MODERATOR OF EXAMINATION PAPER

Year and Semester:.....

Course Code & Title:

Department:

Faculty

Please respond to the following questions. Each response ranges from 5 of 1

5: Highly Agreeable 4: Fairly Agreeable 3: Agreeable 2: Least Agreeable 1: Not Agreeable

1. Most of the questions in this paper are newly formulated

2. This question paper follows the course material

3. Contents of questions are adequate for the entire course material

4. Marking Scheme is well prepared with rationally allocated marks

5 The distribution of marks is acceptable in accordance with the content of the paper

6 Questions were formed with proper wording and phrase which are unambiguous and understandable.

7 The Examination paper contains different types of questions such as direct, analytical, supportive opinion, case study etc.

I declare that all the information given is true

Signature of Moderator:

Name of Moderator: **Date:**

Rank of Moderator.....

Comments by the Head of Department:.....

Signature by Head of Department: **Date:**

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