DISTANCE LEARNING CENTRE
Ahmadu Bello University

STUDENT HANDBOOK

BACHELOR OF LIBRARY AND INFORMATION SCIENCE (BLIS)

First published 2023

FOREWORD

Whereas the Distance Learning Centre Prospectus covers all aspects of the Distance Learning delivery in Ahmadu Bello University, the DLC Bachelor of Library & Information Science (BLIS) Student Handbook is designed to give you an overview of the Bachelor of Library & Information Science (BLIS) by Distance Learning in the Ahmadu Bello University.

A Handbook of this nature is a must read for you. It provides useful information on the nature, orientation and scope of the Bachelor of Library & Information Science (BLIS) programme as well as highlights the uniqueness of this delivery modality.

As you opt for the distance learning mode to acquire a Bachelor of Science degree in International Studies, we shall strive to make your learning experience a memorable one.

I urge you to commit, discipline and submit yourself to the demand of distance education. This shall entail an appraisal of your obligations and most suitable time to commit to your studies. You are to note that your success as a distance learner largely depends on you as there are no lecture time table or lecturers to insist you should be in class at any specific time.

Once again, I welcome you to a wonderful experience of distance learning and looking forward to seeing you on graduation day.

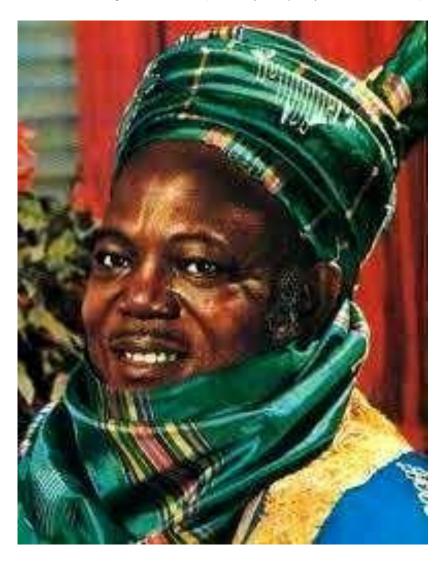*Prof. Muhammed Ibrahim SULE*
Director, Distance Learning Centre

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General Information

Sir Ahmadu Bello, KBE, GCON

Sardaunan Sokoto and Premier of Northern Nigeria
Founder and First Chancellor, Ahmadu Bello University, Zaria

1.1 PRINCIPAL OFFICERS OF THE UNIVERSITY

His Majesty, Nnaemeka Alfred Ugochukwu Achebe, CFR
Chancellor.
(Obi of Onitsha)

Prof. Kabiru Bala, FNIOB,
Vice-Chancellor

Pro-Chancellor and Chairman of Council

Prof. Ahmed Doko Ibrahim
**Deputy Vice-Chancellor,
Administration**

Prof. Raymond R. Bako
**Deputy Vice-Chancellor,
Academic**

Mal. Rabiu Samaila
Registrar

Mal. Muhammad Bello Aminu Gurin
Bursar

Mal. Abdulhameed Gambo Liman
Ag. University Librarian

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1.2 VISITOR, PRINCIPAL OFFICERS, DEANS AND DIRECTORS

Visitor: Bola Ahmed Tinubu, GCFR, President and Commander in Chief of the Armed Forces of the Federal Republic of Nigeria.
Chancellor: His Majesty, Nnaemeka Alfred Ugochukwu Achebe, CFR, Obi of Onitsha (Agbogidi).
Pro-Chancellor and Chairman Governing Council: Malam Adamu Fika, CFR, (Wazirin Fika).
Vice-Chancellor: Prof. Kabiru Bala, MBA, Ph.D, FNIOB, MAPM, MCABE, MSClarb
Deputy Vice-Chancellor (Administration): Prof. Ahmed Doko Ibrahim, B.Sc., M.Sc., Ph.D.
Deputy Vic- Chancellor (Academic): Professor. Danladi Amodu Ameh. B.Sc., MSc., Ph.D.
Registrar: Mal. Rabiu Samaila
Bursar: Mal. Muhammad Bello Aminu Gurin
Ag. Librarian: Mal. Abdulhameed Gambo Liman
Ag. Provost, College of Medical Sciences: Prof. M. S. Shehu **Dean, School of Postgraduate Studies:** Prof. Sani A. Abdullahi
Director, Directorate of Academic Planning & Monitoring: Prof. Bello Mukhtar
Dean, Students Affairs: Prof. M. Yakasai Fatihu
Director, Distance Learning Centre: Prof. M. I. Sule
Director, Institute of Administration: Prof. Siraj Barau Abdulkarim
Director, Institute of Development Research & Training: Prof. Binta Abdulkarim
Director, National Animal Production Research Institute: Prof. A. M. Kolo
Director, Centre for Energy Research and Training: Prof. S. A. Jonah
Director, Institute for Agricultural Research: Prof. M. F. Ishiyaku
Director, Institute of Education: Prof. Bashir A. Maina
Director, University Health Service: Prof. Muhammed S. Isah
Director, Division of Agricultural Colleges: Prof. Musa A. Mahdi
Director, National Agricultural Extension and Research Liaison Services: Prof. Ike Emmanuel Ikani

Director, School of Basic and Remedial Studies, Funtua: Prof. Balarabe Abdullahi

Director, Ahmadu Bello University Consultancy Services: Dr. Umar Farouq Yaya

Director, Directorate of University Advancement: Prof. Sani Abba Aliyu

Director, Iya Abubakar Institute of Computing and ICT: Malam Shuaibu Umar

Managing Director, ABU Press: Malam Ahmad Ibrahim Ja'e

Director, Veterinary Teaching Hospital: Prof. Sani Adamu

Director, Centre for Biotechnology Research & Training: Prof. Muhammad Nasir Shuaibu

Director, Centre for Historical Research and Documentation (CHRD) - Arewa House: Dr. S. S. Aliyu

Director, Equipment Development & Maintenance Centre: Prof. Abdulghaffar Amoka

Director, Centre for Disaster Risk Management & Development Studies: Dr. Usman A. Kibon

Director, Centre for Counselling & Human Development: Dr. (Mrs.) Sa'adatu M. Makarfi

Ag. Director, Physical Planning & Municipal Services: Arc. Sulaiman Mohammed

Director, International Centre of Excellence for Rural Finance and Entrepreneurship: Dr Idris B. Bugaje

Director, Centre for Islamic Legal Studies: Dr. Sa'ad Musa Abubakar

Chief Medical Director, Ahmadu Bello University Teaching Hospital: Prof. Ahmed Umdagas Hamidu

Director, CBN Centre for Economic & Finance: Prof. Auwalu Haruna

Director, Centre for Inland Basin Studies: Prof. Umaru Adamu Dambatta

Director, Directorate of Sports: Dr. Ali Isa Danlami

Director, Public Affairs Directorate: Mal. Auwalu Umar

Dean, ABU Business School: Dr. Idris Ahmed Aliyu

Dean, Faculty of Administration: Prof. Musa Idris

Dean, Faculty of Agriculture: Prof. Mukhtari Mahmoud

Dean, Faculty of Arts: Prof**.** Muhammad Sule

Dean, Dental Surgery: Prof. S. O. Ajike

Dean, Faculty of Education: Prof. H. I. Bayero **Dean, Faculty of Engineering:** Prof**.** Mohammed I. Dabo
Dean, Faculty of Environmental Design: Prof. Umar A. A. Sullayman
Dean, Faculty of Law: Dr. Salim Bashir Magashi
Dean, Faculty of Basic Medical Sciences: Prof. Wilson O. Hamman
Dean, Faculty of Allied Health Sciences: Prof. Shehu Abubakar Akuyam
Dean, Faculty of Basic Clinical Sciences: Prof. H. M. Muktar
Dean, Faculty of Clinical Sciences: Prof. M. M. Dauda
Dean, Faculty of Pharmaceutical Sciences: Prof. A. Musa
Dean, Faculty of Life Sciences: Prof. M.N. Shuaibu
Dean, Faculty of Physical Sciences: Prof. I. M. Jaro
Dean, Faculty of Social Sciences: Dr. Shamsuddeen Mohammed
Dean, Faculty of Veterinary Medicine: Prof. Junaidu Kabir

1.3 HISTORICAL PERSPECTIVE

Ahmadu Bello University is one of the First Generation Universities in Nigeria. Others in this category are: the University of Ibadan, the University of Nigeria Nsukka, the University of Lagos and the University of Ife Ile-Ife, now called Obafemi Awolowo University, Ile-Ife.

ABU had a good start because of its solid foundation laid by its founding father, Sir Ahmadu Bello. He attracted to Zaria a talented crop of academics from across Nigeria and other parts of the world, which got the University going on a foundation of excellence. The University was officially launched on 4th October, 1962 in a colourful ceremony presided over by its first Chancellor, Sir Ahmadu Bello, Sardauna of Sokoto, and attended by dignitaries from all over Nigeria, West Africa and other parts of the Commonwealth.

Although officially opened in 1962, the origin of the Ahmadu Bello University dated back ten years earlier when the Nigerian College of Arts, Science and Technology was founded in Samaru, Zaria and provided courses in Engineering, Architecture, Fine Art and Education. Many of the earlier Engineers and Architects in Nigeria had their education and training in this college. But it was in the area of Fine Art that the College most distinguished itself, creating a distinct and African form of art, known today internationally as the Zaria School of Art.

At its official take off in 1962, Ahmadu Bello University had a student body of no more than three thousand enrolled in its various programmes. Today, the student body is over fifty thousand, the majority of them are undergraduates but with a sizeable and growing number of postgraduate students.

As the University now looks forward, it faces the challenge of creating a digital environment in which the most up-to-date technology assists and serves the process of teaching, learning and research. The vision is that of a campus with internet access in every office, classroom and

laboratory, and with a student body and academics versatile in the use and application of these technologies.

The University opened with just four Faculties- Agriculture, Engineering, Law and Science –fifteen Departments. The institution has since inception been under the successive Vice Chancellorship of Professor Norman Alexander (1961-1966),
Professor Ishaya Audu (1966-1975), Professor Iya Abubakar (19751978), Professor Oladipo Akinkugbe (1978-1979), Professor Ango
Abdullahi (1979-1986), Professor Adamu Nayaya Mohammed (19861991), Professor Daniel Saror (1991-1995), Gen. Mamman Kontagora (1995-1998), Professor Abdullahi Mahadi (1998-2004), Professor S.U. Abdullahi (2004-2009), Professor Abdullahi Mustapha (2009-2015), Professor Ibrahim Garba (2015-2020) and currently Professor Kabiru Bala (2020 to date).

In 1987, the year in which the University celebrated its 25th Anniversary, it had turned out to be the largest and the most extensive of all Universities in Sub-Sahara Africa. It covers a land area of about 7,000 hectares and has Eighteen Faculties, a School of Postgraduate Studies, a Business School and 120 Departments. There are also six Institutes, eight specialised Centres, a Division of four Agricultural Colleges, a School of Basic and Remedial Studies, a Demonstration Secondary School, and a Primary School.

The University has of recent been undergoing a fundamental reorganisation. From what has so far been done; it is evident that Ahmadu Bello University will certainly outgrow its crises and become, as it was before, an embodiment of excellence.

1.4 ZARIA

Zaria is a city in Kaduna State, Nigeria. Once called Zazzau, the community was founded in the 14th century as one of the seven original Hausa city-states. According to oral tradition, Zazzau rose to prominence in the early 15th century under the brilliant military leadership of Queen Amina. It became part of the Songhai Empire in

the 16th century, fell to the Fulani in the early 19th century, and was captured by the British in 1901.

It is a road and rail hub in a major agricultural area. The city is a market centre for locally produced cotton, peanuts, hides and skins, shea nuts, corn, sorghum, and vegetables. Industries include cotton ginning, peanut and shea-nut milling, tanning, cottonseed-oil production, and the manufacture of cigarettes, bicycles, perfumes, and soap. Zaria is an important centre of education and research, with Ahmadu Bello University and affiliated institutions such as the Institute for Agricultural Research, National Animal Production Research Institute, National Agricultural and Research Liaison Services and the Centre for Energy Research and Training. It also hosts the National Research Institute for Chemical Technology, Nigerian College of Aviation Technology, Nigerian Institute for Transport Technology, Nigerian Military School, Nigerian Army Depot, Nigerian Army School of Military Police, National Institute for Tuberculosis Research and the Nuhu Bamalli Polytechnic among others.

Zaria is made up of the following wards: Zaria-City, Tudun Wada, Kongo/Gyallesu, Tudun Jukun, Tukur Tukur, Wusasa, Sabon Gari, Muchia/Chikaji, GRA, Kwangila, Hanwa, Palladan, Samaru and Zango.

Map of Nigeria showing Zaria arrowed.

1.5 PHILOSOPHY AND OBJECTIVES OF THE UNIVERSITY

At the first ceremony of Ahmadu Bello University in 1963, the founding father and mentor of the University, Sir Ahmadu Bello, enunciated the philosophy of ABU when he said: *"The first duty of every university is the search for and the spread of knowledge and the establishment of truths... But it must also serve the need of the nation."*

The philosophy of Ahmadu Bello University is predicated upon the "cardinal principles of imparting knowledge and learning to men and women of all races without any distinction on the grounds of race, religious or political beliefs"

Hence, the objectives of Ahmadu Bello University as articulated in Article 4 of its 1962 and 1975 Laws are:
"To provide regular and liberal courses of instruction in the humanities, sciences and other spheres of learning of a standard required and expected of a university of the highest standing, to promote research

and the advancement of science and learning and to secure the diffusion of knowledge throughout Nigeria".

1.6 UNIVERSITY ADMINISTRATION

Ahmadu Bello University is owned by the Federal Government of Nigeria which funds it. The President and Commander-in-Chief of the Armed Forces of Nigeria is the Visitor. There is a Chancellor who is the ceremonial Head of the University; a Pro Chancellor and Chairman of Council; a Vice-Chancellor who is the Chief Executive and Academic Officer of the University, and a Governing Council with power to manage all matters of the University not otherwise provided for or under the University Law.

The academic affairs of the University are managed by the Senate, under which there are Faculty Boards, and a School of Postgraduate Studies Board. There are also Boards of Governors as well as Professional Academic Boards of Institutes and Centres which administer their respective administrative and academic matters.

The University Senate building

1.7 FACULTIES, INSTITUTES, CENTRES AND SCHOOLS
1. ABU Business School

2. Faculty of Administration
3. Faculty of Agriculture
4. Faculty of Arts
5. Faculty of Education
6. Faculty of Engineering
7. Faculty of Environmental Design
8. Faculty of Law
9. College of Medical Sciences
10. Faculty of Basic Medical Sciences
11. Faculty of Allied Health Sciences
12. Faculty of Basic Clinical Sciences
13. Faculty of Clinical Sciences
14. Faculty of Dental Surgery
15. Faculty of Pharmaceutical Sciences
16. Faculty of Life Sciences
17. Faculty of Physical Sciences
18. Faculty of Social Sciences
19. Faculty of Veterinary Medicine
20. School of Postgraduate Studies
21. Distance Learning Centre
22. Institute of Administration
23. Institute for Agricultural Research (IAR)
24. Institute of Development Research (IDR & T)
25. Institute of Education
26. Division of Agricultural Colleges (DAC)
27. National Animal Production Research Institute (NAPRI)
28. National Agricultural Extension and Research Liaison Services (NAERLS)
29. Centre for Islamic Legal Studies (CILS)
30. Centre for Historical Research and Documentation (CHRD) - Arewa House
31. Iya Abubakar Institute for Computing and ICT
32. Centre for Energy Research and Training
33. International Centre of Excellence for Rural Finance and Entrepreneurship (ICERFE)
34. Centre for Biotechnology Research and Training
35. The Veterinary Teaching Hospital
36. Ahmadu Bello University Teaching Hospital (ABUTH)
37. Equipment Development & Maintenance Centre

38. Centre for Disaster Risk Management & Development Studies (CDRMDS)
39. Centre for Counselling & Human Development
40. CBN Centre for Economic & Finance
41. Centre for Inland Basin Studies
42. Institute of Health

PART II
Distance Learning Centre

2.1 DISTANCE LEARNING

2.1.1 Preamble

The need to commence Distance Learning in ABU has been a product of internal demands initiated by the School of Postgraduate Studies as well external agitations by some alumni as exemplified at the 50th anniversary by Mallam Adamu Fika in his lead paper to mark ABU's golden jubilee where he said *"ABU should consider developing an effective Distance Learning System that deploys modern communication facilities and online tutorial to impact functional knowledge to the millions who may not be able to enroll on its regular campus-based programmes".*

Annually, an average of 13,000 applicants applied for various postgraduate programmes in the Ahmadu Bello University, although about 70% of these were qualified, less than 5, 000 are usually Admitted due to the limitation of on-campus facilities. The situation is even worse with the undergraduate programmes where 31,000 applicants to Ahmadu Bello University scored the minimum JAMB requirement of 180 points. Less than 10,000 of these can be admitted due to the same reason. It is thus obvious that ABU has not been able to satisfy the demands for those interested in obtaining ABU degrees.

It has also been noted that Nigeria has been credited to be among the countries with the highest number of students studying abroad with about 71,000 studying in Ghana alone and paying not less than 155 billion Naira as tuition annually. ABU should cash on this opportunity to increase its relevance as well as revenue base. In an on campus model "there are obviously limits to how many additional students can be admitted without negatively impacting on quality. The Europe Africa Quality Connect Evaluation Report concluded that ABU has obviously curtailed its capacity to generate any additional income by means of enrolling additional students. The need to explore other options of delivery and student enrollment is thus obvious.

2.1.2 Distance Learning

The principal objective of the Ahmadu Bello University (ABU) in establishing a Distance Learning Centre (DLC) is to put in place an administrative structure responsible for the coordination and delivery of its Distance learning programmes at both the Undergraduate and postgraduate levels.

The DLC is a semi-autonomous administrative Unit responsible for the coordination and delivery of Distance Learning programmes of the Ahmadu Bello University.

2.1.3 Philosophy, Vision and Mission

Philosophy
To radically proffer an alternative but robust delivery model for Ahmadu Bello University degrees and other qualifications in line with Universal ODL best practices.

Vision
The Distance Learning Centre, Ahmadu Bello University shall be a unique Distance Learning Centre of repute excelling in the delivery of Certificate/Diploma, undergraduate and postgraduate programmes in all fields to advance the scope of ABU's reach in educational delivery as envisaged by the founding fathers of the University.

Mission
The mission of the Distance Learning Centre is to ensure qualitative, accessible and timely delivery of approved academic programmes to its students without distinction based on geographic location, race, sex, religion or other affiliations.

2.1.4 Objectives

The principal objective of commencing the Open Distance and eLearning (ODL) delivery of both undergraduate and postgraduate programmes is to extend the reach of the university in the delivery of quality and reputable undergraduate and postgraduate studies leading

to the award of Ahmadu Bello University Undergraduate and Postgraduate Degrees.

E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching or issuance of course material on computers, i-pads, CD/DVDs and hard copies, in which case the term Blended learning is commonly used. Whereas the online option has become the primary modality in the delivery of tertiary education in distance learning in some countries, the reality of Nigeria makes Blended learning a more realistic option.

2.1.5 Location

The Distance Learning Centre of the Ahmadu Bello University (see pictures) is currently located in the Ahmadu Coomassie Building (former ABU Bookshop) adjacent the Senate Building on the Main Campus.

Frontage and Interior view of the Distance Learning Centre

2.1.6 Administration

The Distance Learning Centre is directly responsible to the Ahmadu Bello University Senate and Management on academic and administrative matters respectively.

Whereas the Governing Board of the Distance Learning Centre sets out policies for the Centre in line with the overall policies of the Ahmadu Bello University, the Academic Board considers all academic matters prior to its submission to University Senate. The day-to-day administration of the Centre is undertaken by the DLC Management,

which comprises of the Director assisted by three Deputy Directors (Administration, Academic and Learner Support Service & IT), a Secretary and several Unit and Sectional Heads.

2.2 DISTANCE LEARNING ACADEMIC CALENDAR

The Academic Calendar of the Distance Learning Centre shall be developed annually by the Management of the Centre and presented to the Academic Board for deliberations and approval.

There shall be three Semesters annually, comprising of One week orientation (for new students only) 12 weeks of interaction, one week of optional tutorials/face to face on campus interaction and 2 weeks of examination. In each of the Semesters, there shall be 2 examination groups (weekends and weekdays). Students are at liberty to select which of the examination groups they may participate in. The calendar of the Distance Learning programmes shall differ from that of on campus programmes to accommodate the 3 semesters and other peculiarities of Distance Learning.

ABU DLC ACADEMIC CALENDAR/PLANNER

ABU DLC ACADEMIC CALENDAR/PLANNER

Semester			Semester 1						Semester 2						Semester 3			
Activity		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC					
Registration																		
Resumption																		
Late Regstn.																		
Facilitation																		
Revision/ Consolidation																		
Semester Examination																		

N.B: - Semester Examinations 1st/2nd Week January
- All Sessions commence Mid-February
- 1 Week break between Semesters and 4 Weeks vocation at end of session.
- Semester 3 is OPTIONAL (Fast-tracking, making up carry-overs & deferments)

N.B: - Semester Examinations 1st/2nd Week January
- **All Sessions commence Mid-February**
- **1 Week break between Semesters and 4 Weeks vocation at end of session.**
- **Semester 3 is OPTIONAL (Fast-tracking, making up carry-overs & deferment**

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2.3 PROGRAMMES FOR DISTANCE LEARNING DELIVERY

2.3.1 Certificate Programmes
Specific Certificate course as dictated by market needs shall be developed in consultation with the relevant Department of the University. The Public Relations and Marketing section shall be responsible for making the necessary contacts in this regard.

2.3.2 Undergraduate Programmes
The Centre currently deploys 9 undergraduate programmes viz.: BSc. Business Administration, BSc. Public Administration, BSc. Economics, BNSc. Nursing Science, B.Sc. Political Science, Bachelor of Library & Information Science (BLIS), B.Sc. Sociology, B.Sc. Accounting and B.Sc. Computer Science. It is however projected that undergraduate programmes from the Faculties of Administration, Arts, Education, Social Sciences, ABU Business School, Sciences, would be added to these.

2.3.3 Postgraduate Programmes
The Master in Business Administration (MBA) is the flagship for the delivery of postgraduate programmes. Seven additional PG programmes that include Master in International Affairs & Diplomacy (MIAD), Master in Public Health (MPH), Master in Law Enforcement & Criminal Justice (MLCJ), Master in Information Management (MIM), Master in Public Administration (MPA), Postgraduate Diploma in Education (PGDE) and Postgraduate Diploma in Management (PGDM) were also deployed. Additional PG programmes shall be deployed every session as approval is received.

2.4 DEPLOYMENT OF DISTANCE LEARNING PROGRAMMES

2.4.1 Delivery Stages
Distance learning delivery of Certificate, Diploma, UG and PG Programmes in the Ahmadu Bello University shall involve the following stages:
 i.   Online Application by the prospective student.
 ii.   Provisional admission by the corresponding Admissions Committee of the DLC.

iii. Confirmation of admission by JAMB (UG programmes only).
iv. Online Registration by students.
v. Assignment of Tutors to students and Academic advisers to Resource Centres
vi. Matriculation and Orientation
vii. Course work/Academic activities (Lectures) for the corresponding number of years.
viii. Project work and seminar.
ix. Examination result/project report submission to DLC Academic Board.
x. Submission of Examination result to SPGS Board (PG programmes); Senate (UG Programmes and corresponding Professional and Academic Boards (Diploma programmes).
xi. Approval of results.
xii. Graduation and Convocation.

2.4.2 Matriculation

All students entering the university for the first time to undergo the first year of their programme will be required to matriculate at a formal ceremony presided over by the Vice Chancellor. The ceremony shall be held at the Main Campus.

The Director of DLC will present students for matriculation, whilst the Registrar/representative reads out the Matriculation Oath viz "I solemnly undertake and swear to observe and respect the previous of the Ahmadu Bello University Law and Statutes, Ordinances and Regulations lawfully made there under, which are now in force and which shall from time to time be brought into force"

All new students are expected to have signed the Matriculation Oath during the registration process.

2.4.3   Curriculum

The curriculum of the Certificate, Diploma, UG and PG programmes to be delivered by distance learning shall be as approved for the on campus delivered programmes and in conformity with the NUC BMAS. Elective Courses indicated by the demand of distance learning have also been developed.

The delivery method shall however be ICT Supported Blended Mode. It shall be a mixture of provision of hard and electronic copies of Course materials, face-to-face interaction as well as an online interactive component.

In conformity with the pedagogy for Distance Learning, the Modular method of organizing Course materials shall be employed.

2.4.4 ABU Model of Distance Learning Delivery
The ABU model of delivery envisages that a Blended delivery protocol shall be utilized. This would include:

i.   Provision of hard and electronic copies of all course materials for the   corresponding session.
ii. Weekly uploads of relevant Discussion questions as well as the provision of an interactive platform for other students to review and critique, write-ups shall be provided.
iii. An optional 2 week on campus revision session and conduct of lecture sessions necessitating face-face delivery shall be provided for.
iv. Project defences and examinations shall he held on campus or Resource Centres under the supervision of the DLC staffs.

2.4.5 Learners Support
A robust mechanism for information, advice and guidance to students has been put in place in conformity with ODL practice. These include:

i.   Provision of print (optional) and electronic versions of Course Materials
ii. Development of a 'Distance Learning Students' Handbook' – Print & Electronic
iii. Development of a programme specific handbook.

iv.   Assigning dedicated GSM Help lines and a telephone call centre.
v.   Dedicated E-mails (DLC)
vi.   Blog site (DLC)/Interactive website
vii. Access to on and offline e-libraries
viii. Activation of Resource Centres (Liaison Offices)
ix.   Allocation of Academic advisers to Resource Centres
x.   Appointment of programme specific Desk Officer/Program Coordinator for each programme deployed.

2.4.6 Liaison Offices (Resource Centres)

A DL Liaison Office is a facility dedicated for the support of DL students as well as creation of an environment to permit students-student, student-staff and student-resource person interactions, provision of offline e-learning resources as well as reserve for all course materials. Each Liaison Office would also be equipped with video conferencing, library and a common room.

The Liaison Offices shall be administered by an administrative staff of the ABU DLC and shall host the proposed annual/semester meetings between the relevant Academic Adviser and his/her DL students. An MOU shall be in place with an adjacent CBT Centre to facilitate conduct of semester examinations at the various centres.

The geographic distribution of enrollees in the DL programme shall determine the sequence of activation of the Liaison Offices. It is however proposed that there shall be a Liaison Office in each of the 6 geopolitical zones in the country. In event of an encouraging international participation, Liaison Offices have also been proposed in the UK, USA, Middle East, Far East and South/East Africa.

2.4.7 ICT Infrastructure

i.   E- library
ii.   Video-Conferencing Centre
iii. Online Platform/Software (Moodle)

2.5 STUDYING AS A DISTANCE LEARNER

Distance learning is designed to offer educational programmes to you in anticipation of your inability to partake in the corresponding on campus study. Often, you will be studying on your own and in your own spare time. You will be working through specially prepared materials on your own. This is at variance to the on campus situation where you would be expected to comply with a lecture time table.

Studying suggests learning and so to learn there must be concentration and diligence. It is not the mere act of sitting down with a book or other reading written material. It is pertinent to develop those study skills that would assist you in studying independently.

A. Study Skills
i. Listening Skills
Listening is an important component of learning. Many of the things that are taught are things you listened to. Some of these are:
1. Listening to the lecturers speaking
2. Listening to audios of the course materials
3. Listening to video tapes/U-tube sites
4. Listening to CD-ROM
5. Listening to films, radios, TV, etc.

Thus, in your study, you need to listen to things that will make you learn. You need concentration while listening. You need to follow the speaker or the medium of transmission of message, while listening.
Just as you listen to learn, so also you should learn to listen.

ii. Reading
One of the most important skills of studying skills is reading. Reading occupies a central place in studying. This is because most of the information we need is stored in books. Thus, to be able to retrieve information that will be learnt, you have to acquire efficient reading ability.

Reading skills involve mainly reading to learn. As you must have noticed in your attempt to list reading components, to be able to read to learn:

1.   You must be in control of the material you are reading;
2.   You must be able to understand and comprehend the material;
3.   You must be able to read with the speed required to complete the volume of things you have to learn;
4.   You must be able to read between the lines and beyond the lines;
5.   You must be able to apply what you are reading to relevant learning situations;
6.   You must be able to read and create new ideas from what you are reading.

Reading is an important study skill and component of learning. If you read efficiently, you will learn. Without reading, you cannot learn many things. In studying therefore; i. You must read very well; ii. You must read with concentration; iii. You must read where there are less distractions; iv. You must read and ensure you are learning; and
v. you must read and be able to recall what you are learning.

iii.   Writing
If you read and you are unable to put what you read down for the people to know that you have read, then no reading is done. Reading and writing are thus interrelated skills. Writing involves the ability to put things down in a clear, precise, coherent and effective manner. You must learn to write well, especially during examinations. Of course, you learn to write well by imitating good writers. And you can only come in contact with good writers by reading widely.

iv.   Note taking
You should be capable of taking notes whenever you are reading. In fact, the more you shorten what you are reading, the more you can get them into your brain. Note taking and making help to shorten a large volume of what you are reading. Therefore, you need the skill of note taking and note making. When studying,
1.   Put notes down;
2.   Use abbreviations to shorten notes;
3.   be consistent in note taking;
4.   Let your notes be neat;
More than all these, read your notes constantly and revise them.

B. How to Study
i.   Be in the Right Frame of Mind
Before you study, you should be in the right frame of mind. You should be calm. Nothing should be worrying you. Psychologically, you should not be under tension, you must be emotionally stable, free from shock of any kind and be highly motivated to study. Socially, you should clear all the social problems of the home, children (if any) or parental care that may stand against proper concentration. Studying demands concentration and you must give this.

ii.   Have the Right Environment
The environment where study takes place must be conducive. It should be clean, inviting, well-organised, pleasant and noiseless.

iii.   Have the Right Equipment
You need certain pieces of equipment for study. Without the right equipment, study will be difficult. The right equipment will make study more appropriate and effective such as:
1.   Pen
2.   Pencil
3.   Paper/note book/file jacket
4.   Dictionary
5.   Relevant textbooks
6.   Tape recorder/cassette
7.   Ruler
8.   Calculator
9.   Computer equipment (if you can afford one)
10.   Table and desk
11.   Book shelf

Some people find it easy to file notes in a folder. If disorganised, files can pose a big problem while you are studying because notes may not be in proper order; some notes may be missing or misplaced. If you know you cannot keep files, why don't you simply buy a notebook?

All courses are accompanied with **Course Guides (i – viii in your course material)** which state all that you need to know about the course such as: 1. Course information
2.   Introduction to the course

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3. Course aims and objectives
4. Activities involved in the course
5. Assessment modality
6. Suggested time required for study
7. Course structure

What to do while Studying
1. *Read* and understand what you are to study.
2. *Form* useful notes.
3. *Underline* important points.
4. *Do* some practice activities, tasks or exercises to ensure that learning is taking place.
5. *Assess* yourself periodically by doing what you are learning to do.
6. *Relax* in between study periods to refresh your brain: this you can do by walking around, chatting a bit, taking a tea break, etc.
7. *Always* be active when studying; do many things-writing, listening, reading, speaking to yourself, listing, drawing, labelling, etc; activities keep you awake.
8. *Know* what you have learnt and what you have not learnt: do not keep on reading what you have learnt as if you have not learnt it.

C. Preparing For Examinations

One of the most important reasons why we study is to pass examinations. Examinations cannot be tackled successfully without active study activities.

i. Start early

To pass examinations you have to start studying very early. In fact your first day of lecture should be your first day of preparing for examinations. You should read for the lectures before the lecture and read after the lecture. Put down major points in your jotter in preparation for revision later.

ii. Work hard

Nothing is achieved without hard work. Do not play with your time. Work consistently hard. Many students pile up their work till the last minute. This is not the best way to prepare for examinations.

iii.   Read widely

Do not just depend on what is in your study pack. Read widely. Read some of the textbooks recommended for you. Listen to the audio recordings and video-recordings of the lecturers prepared for you.

iv.   Reduce what to study

You cannot read and understand all that will be given in notes, handouts or textbooks. You need to learn the skills of note taking and note making. The more you sumrnarise and reduce what to learn the better your focus and understanding of the materials to learn for examinations.

v.   Revise

Revise for all examinations before the exam. Examination time is not the time to read new things or attempt to learn new things. Examination time is the time to revise and put back to memory what you have learnt before.

vi.   Be familiar with the exam pattern

You need to be familiar with the format, the demands and the content of the examination you are preparing for. Get in touch with past question papers. Look for questions that are always set, the one that are rarely set and the ones that are not set at all. Study in order of importance of the topics.

vii.   Be organised

Plan your work. Be fully organised during examinations. Be calm.
Work according to your plan of study.

D.   Revision

This unit treats a very important aspect of preparing for examinations. This is revising for examinations. Here you will go through specific practice exercises that will train you in the art of revising for examinations. Remember, nobody can train you enough on how to revise. You have to train yourself. The more training you have, the better.

You cannot revise for any examination unless you have what to revise. Many students do not know the difference between reading for exams

and revising for exams. To read for examinations means to read your notes, study guides, units, textbooks, relevant journals, etc. In reading for examinations, you come in contact with the facts newly. You are learning the facts for the first time. As you read, you also study the points. In fact, you read by jotting down points in a note form. There are many activities you can do when reading your lecture notes for the first or second time. Below are some of them:

1. You have to skim-read the lecture notes or the textbook to determine what is relevant to be read.
2. You may underline (if the reading materials are yours) important points as you read. By underlining the important points you are actively participating in the reading process. If you just read and do not perform certain activities as you read, you may fall asleep or be tired quickly. You must be active as you read.
3. You must stay active and alert throughout the study/reading time. You should not let any important point or word drift past you. Look out for the most important points and underline them.
4. You may form notes as you go along. To form notes as taught under the *Use of English and Communication Skills,* you must have headings and sub- headings, be consistent in your numbering, put only points down, use abbreviations where necessary, use colouring, underlining, etc where needed. The notes should always take the form of a summary.

E. Studying Essay-Type Examination

This is one of the most important types of examination. Essays usually contain many questions. You may be asked to choose from the questions or may not be given any option. In an essay question, you are required to provide facts about the question. Depending on the type of essay, you may be asked to provide your own opinions.

Different types of essay questions demand different kinds of answer.

Some of the essays may require you to:
1 *Narrate* give the events as they happen
2 *Describe* show the parts of the object or issue
3 *Enumerate* list
4 *Outline* present the points in a simple sentence or phrase form

5   *Distinguish* make distinctions
6   *Compare* show similarities
7   *Contrast* show differences
8   *Discuss* fully expatiate bringing all views and your own
9   *Prove* provide logical evidence
10   *Apply* take the situation to another situation
11   *Create* build something new
12   *Imagine* present the feeling that is unreal, real
13   *Design* construct or re-construct
14   *Innovate* bring new ideas
15   *Draw inferences* use the situation to bring out another view
16   *State* present as it is
17   *Define* give the meaning
18   *Elucidate* expatiate further
19   *Explain* make it vivid and clear

Dos and Don'ts of Essay Writing during Examinations

With the outline ready, you are now confident enough to start writing the examination. Do not waste time on outlining during examination. Remember, it is the essay that will be marked not the outline.

Dos

1. Go straight to your point.
2. Give the point and support it with proofs.
3. Link one point with the other, using linking words like: *First, second, third, most important, less important, on the one hand, on the other hand,* etc.
4. Be conscious of time and divide your time well as you treat each point.
5. Start with a captivating introduction, go to the first, second, third, etc. point and draw a very useful, captivating and well-focused conclusion.
6. Mind your language: be brief, clear and direct.

Don'ts

1. Do not write irrelevancies.
2. Beware of repetitions.
3. Do not waste time on one point thus having no time for the other *points.*

4.   Do not go astray.
5.   Don't be disorganised.

Before Submission
If you plan your time very well in an essay examination, you will have enough time to go over your work. But in most cases, you are so occupied during the examination that you do not have time to read over your work.

F.   Studying for Multiple-Choice Examinations

You should study for examinations based on the demands of such examinations. Multiple-choice and short-answer types of examination are no exception.

Multiple-choice examination is that which requires you to choose from alternatives or options, the correct answer to the question. This kind of examination is often referred to as discrete examination because it usually tests one concept at a time.

How to Study for Multiple-choice Examination
In studying for multiple-choice examination, you need to know the major points of what you are to study. In most of our textbooks, the major point or the main technical term or word is italicised or produced in bold print. For example, in the passage under discussion, some words may be made bold, italicised or underlined to show that they are important.

During a Multiple-choice Examination
1.   **Be careful:** Read the questions carefully. Sometimes the words like *not, only, but, through, off',* etc may make a big difference. You may miss the answer if your attention is not drawn to these words.
2.   **Eliminate obviously wrong answers:** Some answers are obviously wrong. Eliminate these first. Then think more deeply on the options (or detractors) that are very close.
3.   **Follow the instructions:** Sometimes you may require *shading, ticking* (P), or *underlining* the correct answer; if you do not do what you are asked to do, your paper may be disqualified.

G. The Examination Day

The examination day is perhaps the most important day. You need to be well composed, confident and determined to succeed. Here are some suggestions you may wish to consider on the examination day.

1. Read and fully understand the examination regulations
2. ii.. Be sure of the time and venue of the examination (useful to reconfirm a day before the examination).
3. Revise the facts quickly some hours to the examination.
4. Read the examination questions very well. Follow all instructions including the number of questions to answer.
5. Divide your time very well. Do not spend time on one or two questions at the expense of other questions.
6. Read over your work before submission.
7. Be sure you write the particulars of yourself as demanded by the examination regulations. Write this first. You may forget to do so later on.
8. Answer the question in a clear, correct and well-structured language. Be well organised in your presentation.
9. Neatness, legible handwriting and well-collated examination papers are necessary and should be done.

2.6 WAIVER AND DEFERMENT GUIDELINES

Application Procedure:
Waiver

1. Application for waiver should be addressed to the Director DLC via the ABU support mail (support@abudlc.edu.ng) This should state justifications for request, relevant subject for waiver and earlier courses offered.
2. Payment of waiver fee of N20,000 ($60)/course requested for waiver and attachment of proof of payment (scanned slip)/payment details for electronic transfers. If course registration has been done, no additional fee is paid.
3. Processing and transmission of transcript by e-mail and later the original hard copy.
4. Consideration of application and transmission of response to applicant.

*In event of securing waivers, registration of higher level courses only permissible in October Semester. Alongside other Courses, maximum permissible load is 24CU while minimum is 09CU.

Deferment:
A. **Course deferment:** could be made at any time in the semester.
1. The portal for deferment application is abudlc-abu.ng
2. If registration for course has not been made, payment of N20,000 ($60)/ course for deferment and transmission of proof of payment(scanned slip)/ payment details for electronic transfers.
3. Consideration of application and transmission of response to applicant.
B. **Examination deferment:** application must be made at least 2 weeks before commencement of the semester examination.
1. Ditto A
2. Ditto A but N20,000($60)/course is paid.
3. Ditto A
C. **Semester or Session deferment**: could be made only after registration for the semester / session .
1. Ditto
2. Ditto: N20,000 ($60) deferment of semester and N40,000 ($120) deferment of entire session
3. Ditto

D. **Examination Rectification**
1. Application of rectification within 2weeks of release of result stating justification.
2. Attach evidence of payment (scanned slip) of N20,000 ($60)/course/ payment details for electronic transfers.
3. Response to request shall be made within 7 days of closing acceptance of applications.
* Payments for waivers/deferments/transcript/statement of result/ examination rectification to be in Account: <u>Acct Name: ABU Microfinance Bank, Acct No.:</u> <u>1016508300, Bank: Zenith Bank.</u>

At ABU Distance Learning Centre you are assured of:
1. Flexibility in fee payment (Full or in Instalments); admission; registration & examination (period & venues); duration of study; learning platforms (Hard copies/book;

Electronic copies, lecture videos and Audio versions) & programme transfer (on-campus to Distance learning):

- Fees are paid on a per subject basis, your purse and available study time are determinants to number of courses registered.
- You are at liberty to join us in the 1st, 2nd or 3rd semester – whichever is more convenient for you.
- Admission & Registration processes are online, you may however be required to present your credentials at the nearest Liaison Office for screening, foreign students are to scan and forward their credentials for remote screening but originals must be sighted at the nearest Nigerian Embassy.
- ABU DLC Semester examinations are held in Zaria, Abuja, Lagos Sokoto, Gombe, Port Harcourt, Kano, Kaduna, Bauchi, Makurdi, Birnin Kebbi, Minna, UK (London), and UAE (Dubai). Maiduguri, Yola, US (New York) and KSA (Jeddah) soon to be activated. You are thus at liberty to select your examination venue.
- Students are also grouped (for examinations) into weekday and weekend groups, you are also at liberty to choose which is more convenient for you.
- You are at liberty to extend your study period (twice the advertised duration) or fast track it by participating in the 3rd Semesters.
- You are given 4 study options to choose the preferred study mode you are most inclined to (hard copies, e-copies, Audio and videos).
- On campus students facing challenges with keeping up on campus are at liberty to transfer their studies to the Distance Learning option.

2. **Same curriculum and certificate as on campus students @ completion of studies:**
- Your admission, study and graduation requirements are similar to the corresponding on campus programme.
- On graduation, you shall be issued the same certificate as on campus students, signed by the Vice Chancellor and Registrar of the University.

3.   Work and learn with no need to commute or relocate:
- Relocating to or frequently commuting to and from Zaria is not required, you may however be a frequent visitor (if it's convenient for you).
- You can thus maintain your job/business while earning a degree.
- You have a 'head start' over your mates since you can commence business/vocation while still in school and you are also not expected to participate in the NYSC programme.

4.   Stable Academic calendar; Secure and stable online activities via remote Server - 24/7:
- ABU DLC staff are independent of the University hence there are NO STRIKES and you are guaranteed of timely graduation.
- Our externally hosted server guarantees stable and seamless online presence, you can thus access our website, portal and other online resources 24/7.

5.   Electronic delivery/"classroom" using any computer device (tablet/i-pad, smart phone, laptop or desktop) to improve interaction and IT competency:
- Our courseware (e-text, audio and videos) are adaptable for use on desktops, laptops, notebooks, tablets and smartphones.
- Our courseware shall be available online (Learning Management System) and offline (drives).

6.   Robust learning support: Telephone helplines, e-mail, Skype, Webinar/Video conferencing & e-library services:
- Telephone and e mail helplines are available to you 24/7.
- Telephone and e mail access to Academic Advisers, IT attaches, Guidance and Counselling staff as well as your e-tutors shall be made available to you.
- Well stocked online e-library services are available for your use while offline e-libraries are available in Zaria and our liaison offices in Abuja, Lagos, Port Harcourt, Kano, Kaduna and Sokoto.
- Skype/videoconferencing facilitation of seminar and project defences ensure you are not left out of similar on campus activities.

7. **A two week per semester optional on campus tutorial session or alternative participation by Webinar is available:**
- Although on campus optional tutorials shall be held at the end of each semester, to ensure your participation, all sessions shall be streamed life to ensure remote participation, you can forward your questions and listen to your tutors address them in real time wherever you are, you can also view at your convenience since all sessions are recorded and available on our Facebook page..

8. **Developing the Business Skill in you – "Business Skill Acquisition" :**
- This compulsory elective course is to develop or improve your capacity to be successful upon graduation, it comprises of a taught component, apprenticeship and a reading component.

9. **Developing the Leader in you – "Motivational Leadership":**
- This compulsory elective course is to develop or improve your leadership capacity is available to all PG students, it comprises of a taught component and a reading component.

10. **Chance to interact with your Vice Chancellor and other Principal University and Distance Learning Centre Officers; world-class tutors by webinar/video conferencing as well as Learning from diverse and experienced internationally acclaimed tutors/lecturers:**
- Whereas you shall be having frequent online interactions with the DLC Management, an occasional interaction with key management staff of the university would be arranged.
- Guest tutors/speakers shall be occasionally invited to interact with you online.

11. **Extending support to your doorstep by a system of Resource Centres/Liaison Offices:**
- To enhance the quality of support for our learners, Liaison offices have been established in Abuja, Lagos, Port Harcourt, Sokoto, Gombe, Minna, Kano and Kaduna (others coming up soon).
- Most services can be rendered to you at these Centres.
- A provision for you to study or meet with fellow students shall also be made at these Centres.

12. **Our programmes can be undertaken concurrently with other University Certificate, Diploma, UG or PG programmes:**

- Universally, distance learners can participate in other on campus programmes independent of their status in DLC, this provision is also available to you.

= For this Lifetime Learning Experience or to learn more about us, visit
www.abudlc.edu.ng **OR** *register.abudlc.edu.ng*
"With us, Learning is a Pleasure, not an ordeal"

PART III

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

3.1 PHILOSOPHY AND OBJECTIVES OF BLIS PROGRAMME

A. Philosophy

The philosophy of education for Library and Information Science is based on the national objectives, as contained in section 1, paragraph 1 of the National Policy on Education; viz:

i.   A free and democratic society
ii. A just and egalitarian society
iii. A united, strong and self-reliant nation
iv. A great and dynamic economy
v.   A land of bright and full opportunities for all citizens.

To make the philosophy functional, the National Policy on Education (Sections 5 and 9) provides details of these goals under Higher Education. The provisions as contained in section 5, are as follows:

i.   The acquisition, development and inculcation of proper value -orientation for the survival of the individual and society.
ii. The development of the intellectual capacities of the individual to enable him/her   understand and appreciate his/her environment.
iii. The acquisition of both physical and intellectual skills which will enable the individual to develop into a useful member of the Community.
iv. The acquisition of an objective view of local and external environments.

3.2 Objectives of BLIS Programme

Apart from the role of libraries in educational institutions, they also provide information for personal and National development as a whole in settings such as the community, research institutions, government establishments and industries. Consequently, education for Library and Information Science is expected:

i.   To produce Library and Information professionals for all

types of libraries information and documentation centres.

ii. To equip the products of the programme with relevant theoretical knowledge, practical skills and techniques to develop and enhance their job performance

iii. To encourage the spirit of inquiry and creativity among the Library and Information professionals so that they are capable of understanding the emerging concepts of the role of information in a complex multi-cultural, multi-ethnic and largely non -literate society like Nigeria

iv. To provide prospective Library and Information professionals with the intellectual and professional background adequate for their assignments and to make them adaptable to any changing situation.

v. To provide an understanding of the role of the new communication technology (e.g Internet) in the handling of information.

3.3 Core Values

To achieve a mission, the Department adopts the following values:

i. Integrity
ii. Creativity
iii. Innovation
iv. Collaboration
v. Technology adaptability
vi. Best practices

3.4 ENTRY REQUIREMENTS

Candidates are admitted into the Department of Library and Information Science at 100 and 200 levels depending on their qualifications.

1. For 100 level, candidate must satisfy the minimum general University/Faculty of Education entry requirements in at least five subjects obtained at not more than two sittings at Senior Secondary School Certification level or its equivalent:

i. **Arts Students**- Five "O" level credits in at least five subjects obtained including English, Mathematics, and Iiterature in English.

ii. **Science Students**- Five "O" level credits in at least five subjects obtained including English, Mathematics, Physics, and Chemistry.

iii. **Social Science Students**- Five "O" level credits in at least five subjects obtained including English, and Economics.

2. For 200 level, a candidate must in addition to (1) above have an Advanced Level (A/L) pass or its equivalent

i. "A" Level/IJMB passes in at least two subjects.

ii. ABU Diploma in Library and Information Science (With at least Merit Grade for students from the catchment area and Credit Grade for other students).

3.5 REGISTRATION GUIDELINES

1. Fresh students are to come with the original of their relevant credentials to the Centre to collet admission letter and to be screened. Successful candidates would be informed of the procedure of registration with the Academic Office, the Faculty and the department.

2. Student must be aware of time schedule for registration and has to be in possession of proper identification at all times.

3. Student has to consult with his Level Coordinator before filling the Course Registration Form.

4. Pre-requisite must be satisfied for courses that require such.

5. All courses are registered at an officially designated place, except otherwise stated.
6. Unrestricted electives chosen outside those listed must be approved by the Department.
7. The minimum and maximum credit units registerable for a regular student are 12 and 24 units respectively.
8. At the point of registration, a student is required to pay the NALISS dues, purchase the student Handbook and settle other charges as may be required from time to time.
9. Late registration attracts payment of penalty due; however, it cannot last beyond a quarter of the semester.
10. De-registration of undergraduate project is not allowed beyond the second semester.
11. Registration problems associated with ill-health may be entertained (if supported with medical report that is authenticated by University Health services).
12. Application for deferment of session or semester must be channeled through the head of department on time, for such request to be tendered for consideration by the appropriate body (ies).
13. A student is regarded as bonafide only when the necessary registration forms have been duly submitted to the Departmental Registration Officer. Students are therefore advised to strictly adhere to registration guidelines in their own interest.

3.6   REGISTRATION FOR COURSES

The senate of Ahmadu Bello University has fixed the minimum and maximum credit units a student can register in a semester. 12 credit units are the minimum registration requirement in a semester while 24 is the maximum. But it is always advisable to register above the required minimum per semester in order to increase the chances of earning the required minimum credit units for graduation. Courses are generally categorized as core, restricted elective, elective and cognate.

3.7. Core courses: core courses are those courses which the department considers very essential to the field of library and information science. That is, core courses are courses which form the backbone of the profession as such are being considered compulsory for students to register them. These courses are found in each semester and students are expected to pass them before graduation. A total of 50 to 54 credit units are designated as core courses for students admitted at 200 level and 100 level respectively. Generally studies courses are part of the core courses as such a student must pass them before he can graduate.

3.8 Restricted elective: These are called restricted electives because they are important and are like core courses. But after making 8 credit units from them a student has finished taking the restricted electives. In all there are 12 credit units of restricted elective courses in the department.

3.9 Elective courses: The elective courses are included to systematically to enhance the students overall knowledge level and to strengthen his subject background to turn them in to subject specialists. Electives are optional but students are strongly advised to offer them but the number of electives courses which students can register in any particular semester depends on:

a) Number of credit units short of permissible minimum registration requirement after deducting the total credit units of core courses registered.

b) Credit units of the particular course to be registered.

c) Maximum credit load allowed by the department for the semester.

d) Existing rule in the faculty regarding elective courses.

3.10 Cognate: To meet up with the challenge of information glut in subject fields, the department requires candidates to take academic subjects in specified subject area. This is done in order to strengthen their subject background and to make them subject specialist. Therefore, the courses student

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offers in their individual subject area of specializations are called cognate courses. A minimum of 20 and 44 credit units are allocated for cognate courses for students who were admitted at 100 level and 200 level respectively.

3.11 MINIMUM CREDITS REQUIREMENT FOR GRADUATION

It is very important for students to know right from day one the minimum credits they are required to earn before they could graduate. Knowledge of this will definitely guide them in spreading out their engagement through the 8 or 6 semesters. In Library and Information Science programme students admitted at 100 levels are required to earn a minimum of 120 credit units, while those entering at 200 levels need minimum of 90 credit units to graduate

3.12 EXAMINATION GUIDELINES
Examinations are normally held at the end of each Semester. Examinations may take the form of written papers, oral examinations, practical, or Computer Based Test (CBT), the submission of projects, any combination of these or any other form approved by the Senate. The Continuous Assessment (C.A.) of course work is normally included in determining examination results.

Eligibility
In order to be eligible for admission into any examination, a student must have been registered for the course unit to be examined and must have fulfilled the University requirements concerning residence, fees or other related matters. At least 75% attendance is required in all classes, tutorials, laboratories, e.t.c. to qualify for examinations. The students must also have fulfilled any other requirement of the departments regarding satisfactory completion of any course-work, assignments, projects or other matters.

Conducts
1. A student must be at the examination venue at least twenty (20) minutes before the commencement of the examination. A student may be admitted up to thirty (30) minutes after the commencement of the examination but shall not be allowed extra time. On no accounts shall a student: be allowed to leave the venue during the first hour or the last fifteen (15) minutes of the examination. A student must handover his/her scripts to the invigilator before leaving if he does not intend to come back.
2. A student who leaves the examination hall shall not be admitted back unless during the period of absence, he/she has been continually under the surveillance of an Invigilator/Assistant Invigilator.
3. A student shall come along with his I.D. card and Examination card to each examination and display them conspicuously on his desk. Each student shall complete an Attendance Slip providing all details requested which shall be submitted together with script to the Invigilator. No student is allowed to speak to any other student, except as essential, to the Invigilator or make any noise or disturb.
4. No book, printed paper or written document or unauthorized materials shall be allowed into the examination hall by any student, except as stated in the rules of the examination paper. A student must not during examination directly or indirectly give assistance to any other student or permit any other student to copy from or otherwise use his papers. Similarly, a student must not directly accept assistance from any other student or use any other student's papers.

5. If any student is suspected to have infringed any of the above provisions or in any way to have cheated or disturbed the conduct of the examinations, a report shall be made as soon as possible to the Departmental and/or Faculty Examination Officer and the Dean. The Dean will cause the circumstances to the investigation and report to the Board of Examiners. The student concerned shall be allowed to continue with the examinations, provided he does not cause any disturbance, however, the Board of Examinars (ERIC Committee) may subsequently recommend to the Faculty Board and Senate whether his paper should be accepted and as to any other action that shall be taken in the matter.

6. A student shall write his examination number and not his/her name distinctly in the space provided at the top of the cover of every answer booklet or separate sheet of paper. The use of scrap paper is strictly prohibited as all rough work must be done in the answer book let and crossed neatly or in supplementary answer booklet which must be submitted to the Invigilator. Except for the printed question paper, student may not remove from the examination hall or mutilate any paper or other materials supplied. At the end of the time allotted for the examination, each student shall cease from writing when instructed to do so and shall gather his scripts together for collection by the Invigilator.

RESULTS

Several terms are frequently used on an examination result chart. The most outstanding and salient ones are the following:

i) Grade Point (GP)

This is a point system replacing 'A' to 'F' classification as in Table below.

Mark of Average Grade Point	Letter Grade	
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
40 – 44	E	1
0 – 39	F	0

ii) Weighted Grade Point (WGP)

This is the product of the Grade Point and the number of credit units.

WGP = GP x Number of credit units

iii) Grade Point Average (GPA)

GPA = Total Points Scored

$$= \frac{GPA}{RCU}$$

iv) Cumulative Grade Point Average (CGPA)

CGPA = Total Point So Far Score

$$= \frac{TWGP}{TRCU}$$

The CGPA provides a measure of the student's academic standing.

v) Registered Credit Unit (RCU)

This is the sum of the credit units of the various courses registered by the student during the entire semester.

vi) Earned Credit Units ECU)

This is the sum of the credit units of all the courses passed by the student during the entire semester.

vii) Total Registered Credit Units (TRCU)

This is the sum of the credits units of all the courses registered by the student from the first year of study to the particular semester under consideration.

viii) Calculation of Cumulative of GPA and CGPA
Suppose a 100 level student of BLIS (Hons.) had the following scores in the first semester examination.

Table 2

Course	Reg. Credit Units	Score %	Grade	GP	WGP
LIBS 101	2	60	B	4	8
LIBS 103	2	65	B	4	8
LIBS 105	2	65	B	4	8
LIBS109	3	46	D	2	6
LIBS111	3	71	A	5	15
LIBS113	3	41	E	1	1
GENS101	1	55	C	3	3
GENS103	2	62	B	4	8
EDUC101	2	46	D	2	4
GEOG101	2	58	C	3	6
GEOG103	2	55	C	3	6
TOTAL	**24**				**70**

Taken into consideration the GP rating in Table 1 above, and the definitions for WGP and GPA in (ii) and (iii) GPA = WGP÷RCU 70 ÷ 24 = 2.916 = 2.91

Assuming that this particular candidate registered 20 credit units in the second semester and earned (passed) 18 credit units with a WGP total of 72 then GPA (2nd second semester) = 72/20 = 3.60

CGPA = $\frac{70 + 72}{24 + 20}$ = 3.28

Also for this candidate:
RCU (1st Semester) = 16
ECU (1st Semester) = 15
RCU (2nd Semester) = 20
ECU (2nd Semester) = 18
TRCU = 36
TECU = 33

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Failure in any course shall be recorded as such and can only be redeemed by re-taking the course as carry-over and passing the examination, but both the initial GP and the "carry-over" GP shall count towards the CGPA. Subject to the conditions for withdrawal and probations, a student may continue to re-take the failed course unit(s) at the next available opportunity, provided the total number of credit units registered during that semester does not exceed 24. A student who is admitted to a programme of study for a first degree without having initially fulfilled the university general requirement in English Language shall remedy it before graduation. The number and titles of the core and elective course units to be examined shall be specified in the syllabus approved by the Senate of the University. The Faculty may determine from time to time, on the recommendation of the department, and shall make any change known to the affected student by the commencement of the relevant teaching. The method of determining continues assessment marks: the weight age given to continuous assessment mark is 40% for each course.

Bachelor of Library and Information Science (BLIS) degree is classified according to the students final CGPA as follows:

CGPA	Classification of Degree
4.50 – 5.00	First Class
3.50 – 4.49	Second Class (Upper Division)
2.40 – 3.49	Second Class (Lower Division)
1.50 – 2.39	Third Class
< 1.50	Fail

STUDENT INDUSTRIAL WORKING EXPERIENCE (SIWES)

SIWES is an integral part of the undergraduate training in Library and Information Science programme and an essential requirement for graduation. It is usually undertaken in 2nd semester of 300 level and it last for six months.

UNDERGRADUATE PROJECT

Every final year student in BLIS programme shall undertake a research project to be supervised by a qualified lecturer. The report shall be prepared and submitted to the departmental project coordinator in the appropriate format of four (4) bounded copies.

COURSE STRUCTURE
BACHELOR OF LIBRARY AND INFORMATION SCIENCE (BLIS HONS.)

STRUCTURE AND DURATION

The duration of the BLIS (Hons) programme is four years. There are two semesters of formal University Studies in each academic session. At 300 level, a student is expected to go for 6 months Student Industrial Work Experience Scheme (SIWES) after completion of the first semester courses at the end of which he/she has to write a report on what he/she learnt in the industry. The students are assessed by on site visit by staff of the department, the log book and presentation/defense of report by the students.

COURSES STRUCTURE
100LEVEL 1st Semester

S/N	Code	Course Title	Credit Unit/Hours	Status
	LIBS 101	Introduction to Information Studies I	2	Core
	LIBS 111	Communication for Information Professionals	2	Elective
	LIBS 103	Introduction to Information Technology in the society	2	Core
	LIBS 105	Information Sources and Services	2	Elective
	LIBS 109	Libraries and Society	2	Elective
	LIBS 113	Arabic for Information Professionals I	2	Elective
	LIBS 115	Introduction to French for Information Work	2	Elective
		TOTAL	**14**	

Note: LIBS 101 is also a core course for those admitted through NCE and IJMB

100 LEVEL 2nd Semester

S/N	Code	Course Title	Credit Unit/Hours	Status
	LIBS 102	Introduction to Information Studies II	2	Core
	LIBS 104	Internet and Information Searching	2	Core
	LIBS 106	Information Environment	2	Elective
	LIBS 108	Information Seeking in Context	2	Elective
	LIBS 116	Arabic for Information Professionals II	2	Elective
		TOTAL	**10**	

Note: LIBS 102 is a core course for those admitted through NCE and IJMB

CORE COURSES (GENERAL STUDIES)

1st / 2nd Semester

Code	Course Title	Credit Unit
GENS 101	Nationalism	1
GENS 103	Language and Communication Skills	2

Cognate course are to be taken by the students from any department of their choice within the university

1st Semester

Code	Course Title	Credit Unit
LIBS 201	Information Organization I	2
LIBS 203	Reference and Information services	3
LIBS 205	Sociology of Library and information centers	2
LIBS 211	Introduction to Telecommunication	2
LIBS 217	Computers in information work	2

2nd Semester

Code	Course Title	Credit Unit
LIBS 202	Information Organization II	3
LIBS 204	Management of Information Systems and Services	2
LIBS 206	Bibliographic Information systems and services	2
LIBS 210	Introduction to Records and Archives Management	2
LIBS 216	Introduction to Operating systems	2
LIBS 218	Media resources and services in information work	2

200LEVEL 1st Semester

S/N	Code	Course Title	Credit Unit/Hours	Status
	LIBS 101	Introduction to Information Studies II	2	Core
	LIBS 201	Knowledge Organization	3	Core
	LIBS 203	Reference and Information services	3	Core
	LIBS 205	Sociology of Information Systems and Services	2	Core
	LIBS 211	Introduction to Telecommunication	2	R/Elective
	LIBS 217	Computer in Information Work	2	Core
	LIBS 223	Introduction to Indigenous Knowledge	2	Core
	LIBS 207	Information Users	2	Elective
	LIBS 215	Public Information Systems and Services.	2	Elective
	LIBS 219	Agricultural Information Systems and Services	2	Elective
	LIBS 221	Arabic Translation for Information Profesionals	2	Elective
	LIBS 223	Introduction to Indigenous Knowledge	2	Core
		TOTAL	**26**	

Note: LIBS 101 is also a core course for those admitted through NCE and IJMB

200 LEVEL 2ⁿᵈ Semester

S/N	Code	Course Title	Credit Unit/Hours	Status
	LIBS 102	Introduction to Information Studies II	2	Core
	LIBS 202	Information Retrieval	3	Core
	LIBS 204	Management of Libraries and Information Centres	2	Core
	LIBS 206	Bibliography and Citation Techniques	2	Core
	LIBS 210	Introduction to Records and Archives Management	2	Core
	LIBS 216	Introduction to Computer Operating Systems in Information Work	2	Core
	LIBS 218	Media resources and services in information work	2	Restricted Elective
	LIBS 212	Library and Information services for the Young	2	Elective
	LIBS 214	Rural Information systems and services	2	Elective
	LIBS 220	Business information systems and services	2	Elective
	LIBS 222	Online Arabic information systems and services	2	Elective
		TOTAL	**23**	

Note: LIBS 101 is also a core course for those admitted through NCE and IJMB

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CORE COURSES (GENERAL STUDIES)

1st/2nd Semester

Code	Course Title	Credit Unit
GENS 202	Enterpreneurship and Innovation	2

ELECTIVES

Code	Course Title	Credit Unit
GENS 201	Moral Philosophy	1

Cognate course are to be taken by the students from any department of their choice within the university

300LEVEL 1st Semester

S/N	Code	Course Title	Credit Unit/Hours	Status
	LIBS 301	Introduction to Information Science	2	Core
	LIBS 303	Information and Communication technology	2	Core
	LIBS 315	Research Methodology in Library and information work	2	Core
	LIBS 321	Advocacy and Marketing of Information Resources and Services	2	Core
	LIBS 323	Financial Management in Libraries and Information centres	2	Core
	LIBS 331	Technical Services in Libraries and Information Centers		Core
	LIBS 305	Information Literacy Instruction	2	Elective
	LIBS 307	School Information systems and services	2	Elective
	LIBS 309	Social Science Information Systems and Services	2	Elective
	LIBS 311	Humanities Information systems and Services	2	Elective
	LIBS 313	Science and Technology Information systems services	2	Elective
	LIBS 317	Serials Management in Libraries and Information Centers	2	Elective
	LIBS 327	Information Systems Analysis and Design	2	Elective
	LIBS 329	Health Information Systems and Services	2	Elective
		TOTAL	**28**	

CORE COURSES (GENERAL STUDIES)		
Code	**Course Title**	**Credit Unit**
GENS 301	Business Creation and Growth	2

300 LEVEL 2nd Semester

Code	**Course Title**	**Credit Unit**	**Status**
LIBS 300	SIWES	6	Core

400LEVEL 1st Semester

S/N	**Code**	**Course Title**	**Credit Unit/Hours**	**Status**
	LIBS 403	Quantitative Techniques in Library and Information Work	2	Core
	LIBS 407	Library and Information Resources Development	2	Core
	LIBS 409	Introduction to Indexing and Abstracting	2	Core
	LIBS 415	Specialised Information Systems and Services	2	Restricted Elective
	LIBS 419	Introduction to Application Packages in Information work	2	Core
	LIBS 423	Entrepreneurship in Library and Information Work	2	Core
	LIBS 411	Academic Information Systems and Services	2	Elective
	LIBS 417	National Information Systems and Services	2	Elective
	LIBS 421	Serial Editing and Publishing	2	Elective
		TOTAL	**18**	

400LEVEL 2nd Semester

S/N	Code	Course Title	Credit Unit/Hours	Status
	LIBS 402	Introduction to digital information systems and services	2	Core
	LIBS 404	Information Management in Libraries and Information Centers	2	Core
	LIBS 412	Human Resource Management in libraries and Information centers	2	Core
	LIBS 424	Preservation and Security of Information Resources, Systems and Services	2	Core
	LIBS 428	Ethics in Library and Information Works	2	Core
	LIBS 406	Introduction to Medical Informatics	2	Elective
	LIBS 410	Information Access	2	Elective
	LIBS 414	Publishing of Information Resources	2	Core
	LIBS 420	Oral Tradition and Oral Information	2	Elective
	LIBS 430	Project in Library and Information Work	3	Core
		TOTAL	**21**	

UNDERGRADUATE SYLLABUS FOR BLIS (Hons.)

100 LEVEL COURSES

COURSE DESCRIPTION AND LEARNING OUTCOMES
LIBS 101: Introduction to Information Studies I
Course Description
Designed for students without background knowledge in librarianship and focused on introducing and familiarizing them to the basic concepts, meaning development and growth of the library from ancient period, the middle Ages or medieval period

and the renaissance period. Secondly, the course is centered on highlighting the history of library education at independence across the three regions. Also, roles of professional associations like NLA, LRCN, IFLA and NALISSE in the development of the librarianship profession. And lastly the skills expected for managers of information systems to have at the end of the programme.

Learning Outcomes
At the end of this course, the students should be able to:
1. Discuss the Origin and background of man
2. Explain the foundation and development of information transfer in ancient period, the Middle Ages or medieval period; the renaissance period;
3. Amplify on the information age; the information worker; social issues relating to libraries & information Centres; information institutions and organizations;
4. Discuss brief history of library education
5. Explain the History of library education in Nigeria at independence (Among the three regions)
6. Identify the roles of professional association and bodies in the transfer of information
7. Discuss the Professionalism (Skills and competencies) expected by information professional)
8. Find out the Professional qualities and advancement of information worker.

LIBS 103: INTRODUCTION TO INFORMATION TECHNOLOGY (IT)

Course Description
The details of this course shall cover Computer hardware, software, communication media, Network and the Internet. Also, the objective of the course is to acquaint the students with the basic aspects of Information Technologies in the society and also to introduce the components of computer systems.

Learning Outcomes

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

1. Discuss the Concept of Computer
a. Explain the Definition of Computer
b. List the Types of computers
c. Explain the Components of computer
2. Explain the Concept of Information Technology (IT):
a. State the Definition of IT in Libraries and Information Centers
b. List the Components of IT in Libraries and Information Centers
c. Enumerate the Objectives of IT in Libraries and Information Centers
d. State the rationales for using IT in Libraries and Information Centers
3. Discuss the concept of Information System
4. Explain the concept of Networking in Libraries and Information Centers
a. Definition
b. Types of networks
c. Network devices in Library and Information Center
5. Describe the Application of IT in:
a. Education
b. Health
c. Agriculture
d. Security
e. Politics
f. Entertainment
6. State the Carrier opportunities of IT managers
7. List and explain the challenges of using IT in Library and Information Center

LIBS 105: INFORMATION SOURCES AND SERVICES
Course Description

This course enables students to identify and evaluate a wide variety of information sources and services. It examines the nature and characteristics of good quality information including their sources, human information needs, information seeking behaviour and information literacy in general. Equally, the course examines wide range of information services. Additionally, the course is aimed at providing practical experience in evaluation and use of various information sources and services.

Learning Outcomes

At the end of this course, the students should be able to:
1. State the general Introduction on Information Sources and services (Data, Information, Knowledge, sources, services)
2. Describe Information Age
3. List the Features/Parameters for ascertaining good quality Information
4. Explain the concept of Information Source (Definition, types, evaluation criteria)
5. Discuss the concept of Information Overload
6. Explain the Information Need and Information Seeking Behaviour
7. State the basic concept of information Services (Definition and types)
8. Enumerate the challenges affecting Information professionals in effective information services delivery in Nigeria

LIBS 109: Libraries and Societies
Course Description
This course will introduce students to the societal information needs and seeking context, and also the roles of Libraries in the society, how libraries and information centers will provide required services to solve societal problems. Moreover, the history of libraries and information centers in the society will be addressed under this course.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the basic concept of Libraries and Societies
2. State the history of libraries from ancient period to information age
3. List and explain the types and functions of Libraries and societies
4. Enumerate the types of library services to the society
5. Describe Library and Nigeria society
6. Discuss Library as medium of communication, entertainment, & intellectual activities
7. Explain Oral traditions and indigenous knowledge
8. Explain Library education in Nigeria
9. State Library profession and professional services in Nigeria

LIBS 111: Communication for Information Professionals
Course Description
This course will introduce to the students the basic communication skills required for information professionals to address the information needs of users and provide effective services to the users.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concepts and meanings of learning and communication skills
2. List the types and styles of communication
3. State the importance of learning skills and communication skills
4. State the Roadblocks to communication
5. Describe strategies to effective communication
6. State the Dos and Don'ts of communication
7. Explain the Learning skills
a. Reading
b. Note taking
c. Condensing and summarizing
d. Study strategy

LIBS 113: Arabic for Information Professionals I
Course Description
The course is designed to acquaint librarians and information managers with basic reading, writing and Arabic conversation drills, in order to satisfy the basic needs of Arabic information users in the libraries.

Learning Outcomes
At the end of this course, the students should be able to:
1.   Explain the basic Introductory aspect of Arabic Language
a.   Importance of Arabic
b.   Why Arabic language in Library and information Sciences
2.   Describe of Arabic alphabet from following perfectives
a.   Huruf mu ajamah 3, Huruf mabaniy 4, Huruf kamriyyah
b.   Huruf Muhmala 3, Huruf maamy 6, Huruf shamsiyah
3.   Discuss Arabic vowels
a.   Short vowels
b.   Long vowels
c.   Diptongs
4.   Describe words and different types of words in Arabic
5.   State the construction of Arabic sentences
a.   Type of sentences with examples
6.   Explain the procedures for translating some vocabularies associated with library and information science

LIBS 115: Introduction to French for Information Work
Course Description
This course introduces students the fundamentals of French language in relation to Information work in order to equip the Library and Information Science students with the basics of the language to enable them processed French information resources in Libraries and Information Centers and also to satisfy the needs of French users in the library.

Learning Outcomes

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

1.   Identify different French alphabets and Numbers
2.   Briefly Explain French tenses
3.   Familiarize themselves with French greetings
4.   Find out the names of Information Resources and services in French language
5.   Ascertain the techniques of French speaking
6.   Provide a discussion on basic conversation in French Language

LIBS 102: Introduction to Information Studies II
Course Description

The course is designed to introduce the students to the historical and developmental of libraries, archives, museums and information centers. It is expected that the students will become familiar with the growth and development of private, public, academic, special, school and national information systems in Nigeria as well as the development archives and museums to the growth of information work in the country. Students are also expected to know the basic activities carried out in libraries and as well know the contemporary Information and communication technologies that are used in information work today.

Learning Outcomes

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

1.   Explain the Nature, meaning and concepts of:
a.   libraries, types and functions
b.   library science
c.   information
d.   information science
e.   information center
f.   archives
g.   museums

2. Describe the growth and development of private, public, academic, special, school and national information systems in Nigeria
3. Describe the growth and development of archives and museums in Nigeria
4. State the role of professional individuals in growth and development of libraries in Nigeria
5. State the activities carried out in libraries, archives, museums and information centers (information resources development, acquisition Information processing, automation and digitization etc)
6. Mention the role of individuals and organizations in library and information work
7. Explain Information and communication technology in information work

LIBS 104: Internet and Information Searching
Course Description
Designed to familiarize students on the basic concept Information, Information Search, Information Search Process, Information Evaluation. Secondly, the course is centered on highlighting Information search, search strategies in the traditional library and the Internet with the aim of exposing students on how to go about searching and retrieving information for themselves and library clients especially in this 21st century where explosion of information is on the increase on daily basis.

Learning Outcomes
At the end of this course, the students should be able to:
1. State the Nature, meaning and concepts of Internet
2. Explain the History and Development of the Internet;
3. Discuss the uses and Significance of the Internet to library and information services;
4. Describe Internet as Medium for Information Access, Learning, Research and Communication; information storage and organization on the internet;

5. Explain the Concept of WWW, Web Technologies; Web Page and Utilities;
6. Explain Internet related social issues such as censorship and copyright, intellectual property, security of digital information sources on the internet.
7. State how Web 2.0 and Library 2.0 Principles and application Information Services Delivery;
8. Explain the concept of information search, searching and searching process
9. Enumerate the challenges of information searching in the Internet /network environment

LIBS 106: Information Environment
Course Description
Information environment is viewed as the type of environment which individuals interact with either for purposes of providing or obtaining information for use in day-to-day living or to perform a task. The course introduces you to definition of concepts; analysis of different typical traditional African societal settings, traditions and culture; types of information and information generation, documentation and transmission; sources of information and channels of communication and information transfer; information access and utilisation; and ethical issues in information generation, storage, access, transmission and utilisation in typical African societies; challenges of information management and utilisation in Nigerian traditional information environment etc.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain Basic Concepts in African Information Environment
a. An Overview of Information Environment
b. Information Technology (IT) Infrastructure
2. Discuss Information and Information Generation in Information Environment

a. Information Generation and Documentation
b. Information Transmission and Dissemination
3. List and explain Sources and Channels of Information Transfer in African Societies
a. Sources of Information in African Societies
b. Channel of Communication in African Societies
c. Information Transfer in African Societies
4. Explain the Ethical Issues in Information Generation and Transfer in African Societies
a. Ethical Issues in Information Generation
b. Information Transfer in African Societies
c. Challenges of Information management

LIBS 108: Information Seeking in Context
Course Description
The course introduces students to contexts and situations of information seeking behavior, models and theories of information behavior. It also shades light on user centered research, user studies and user characteristics

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Concept of Information Seeking
2. Discuss Information Theories and Models
3. Explain Information Seeking in specific context (Education, Health, Security etc)
4. Describe Information Lifecycle
5. State the Information needs of Information seekers
6. Explain Information retrieval
7. State the Factors affecting Information seeking

LIBS 116: Arabic for Information Professionals II
Course Description
This course is a build up the earlier course LIBS113 which further equips the students with the basics Arabic phonology,

conversation drills, morphology, prosody, rheotorics, literature and others.

Learning Outcomes
At the end of this course, the students should be able to:
1. Describe basic Arabic words
2. State the type of words in Arabic language
3. Explain the techniques in translation of Arabic Words
4. State vocabularies associated with library and information science
5. Explain Conversion of singular, dual and plural words
6. Describe the process of converting Nouns to dual and plural
7. State the "Verbs", the types of Arabic grammar
8. Explain the conversion of verbs from singular, dual and plural

LIBS202: Information Retrieval
Course Description
The objective of the course is to acquaint the students with the basic components involved in retrieval of information sources which includes non-book materials. The details of this course shall cover (i) Nature and characteristics of non-book materials and the importance of nonbook materials in libraries and information centers; (ii) Descriptive cataloguing of non-book materials; (m) Computer cataloguing.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Definition of Concepts
2. State the Purpose, Functions and Forms of Cataloguing
3. Enumerate the types of Catalogues
4. State the Common Tools Used in Cataloguing
5. State the Format and Arrangement of Catalogue Entries
6. Explain Cataloguing Standards
7. State the reference in Cataloguing practices: e.g. see and see also reference

8. Identify the Elements of Resource Description
9. Explain the procedures for on-line cataloguing using MARC, OCLC, World CAT

LIBS 204: Management of Libraries and Information Centres

Course Description

The objective of the course is to expose students to the basic concepts, theories, principles and skills of managing any organisation specifically libraries as a not-for-profit organisation and information centres.

Learning Outcomes

At the end of this course, the students should be able to:
1. Explain the Concept of Management
a. Meaning of Management
b. Functions of Management
c. Roles of Management
2. State the Levels of Management
3. Explain the Theories of Motivation and management
a. Fourteen (14) principles of Henri Fayol
b. Theory X and Y by McGregor
c. Maslow's Hierarchy of needs
4. Discuss Planning in Management
a. Meaning of Planning
b. Types of Planning
c. Purpose of Planning
d. Steps in planning
5. Describe Delegation in organization
a. Meaning of delegation
b. Process of delegation
c. Barriers to effective delegation
6. Explain Communication in Management
a. Meaning of communication
b. Types of communication
c. Elements necessary for communication

d.   Importance of communication
7.   Discuss Leadership in Management
8.   Explain Decision-making and Conflict Management
9.   Discuss the concept of Budgeting
a.   Meaning of budget
b.   Types of budgets
c.   Steps in budgeting
d.   Purpose of budget

LIBS 206: Bibliography and Citation Techniques
Course Description
Students should be familiar with the following concepts at the end of the Course: The History of Document and Documentation, Bibliography and Bibliographic services, National Library as a National Bibliographical information Centre, Bibliographic Control and Organization.

Learning Outcomes
At the end of this course, the students should be able to:
1.   Explain the concept of Bibliography and citation techniques
2.   State the types and Purpose of Bibliography and citations
3.   Explain referencing styles
4.   Explain Reference Management Software
5.   State and explain the procedures for referencing using MS Word
6.   State and explain the procedures for referencing using Mendeley
7.   State and explain the procedures for referencing using Zotero
8.   Explain the Project Formatting and Final Report Writing
9.   Conduct a Practicum

LIBS 216: Introduction to Computer Operating Systems in Information Work

Course Description

The course is aimed at introducing the students to the concepts, principles and practice of operating systems with the view of making them capable of working with different operating systems especially for micro and mini computers in information work.

Learning Outcomes

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

1. Explain the Introduction to Computer Software in information work
2. State overview of Operating Systems in information work
3. Discuss the History of Operating Systems
4. State the functions of Operation System
5. Ascertain the Process Concept and CPU Scheduling
6. Explain Microsoft Disk Operating System (MS-DOS)
7. Discuss Windows Operating Systems in information work
8. Explain the ways of Exploring your computer:
- Task bar and start button
- My computer
- Windows explorer
- Network Neighborhood.
9. State the steps in Managing files and folders:
- creating folders, finding files and folders
- opening files and folders
- copying files
10. Explain Operating Systems in Information work

LIBS 218: Media Resources and Services and Information work

Course Description

The course aims at introducing the students to the various media services in Library and information Centres. The course will examine and the physical features and use of media and

information work and service.

Learning Outcomes

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

1. Explain the Concept of Media Resources and Services (Definition, Features, Types and Essence)
2. Discuss the Selection and Acquisition of Media resources and equipment
3. State the Criteria for evaluating Media Resources
4. Identify the functions and roles of Media Resources and Services
5. Discuss the organization and Preservation of Media resources in Libraries and Information centres
6. Explain the concept of Media Specialist (Definition, Qualities and Roles)

LIBS 220: Business Information Systems and Services

Course Description

The course is design to introduce students to various sources of information for business and commerce; acquaint the students with the nature and characteristics of business and corporate environment and to make students understand the distinct information needs of businesses.

Learning Outcomes

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

1. Explain the Concept of Business Information Systems and Services
2. Describe Business Information and its types
3. Discuss Business Information Sources
4. Amplify on Business Information System
5. Explain the concept of Decision-Making in Business
6. Describe Business Proposal
7. Explain Librarians as a business manager
8. State the application of ICT in business management

LIBS 210: Introduction to Archives and Records Management

Course Description

This course is designed to introduce the students to the basic concepts of archives and records management. It will also help in equipping the students with knowledge of principles of records management. The course will equip the students with knowledge and skills of acquiring, processing, organizing, preserving, conserving and disposing of records irrespective of the type and format, as well as application of ICTs in records management.

Learning Outcomes

At the end of this course, the students should be able to:
1. Discuss the Concept of Archives and Records Management (Archives, Records, Management, Documents etc)
2. State the similarities and differences among libraries, archives and museum, in terms of: Information sources and resources, users and Services
3. Explain the Concept of Records (Definition, types/categories, components)
4. State the Features, Forms and values of Records
5. Describe Records Management (Definition, principles and lifecycle)
6. State the techniques of storing and preserving records in an organization
7. State the application of ICTs in Records Management

LIBS 212: Library Services for Young People

Course Description

This course is to introduce the students to various library resources and services available to young people. To train the students the methods of handling young people in library work. To expose them to the criteria for evaluating information resources.

Learning Outcomes

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

1. Explain the Concept and definition of Young People
2. Describe Information resources and services for young people
3. State the criteria for evaluating information resources for young people
4. Explain Information needs and Information seeking behaviour of young people
5. Describe Children's Librarian (Definition, Roles and Qualities)
6. State the ways/techniques of reviving reading culture/habit among young people
7. Sate the Safety rules in the library
8. Enumerate the procedures of handling delinquent children in Library and Information Centres
9. Describe Internet and Nigerian young people

LIBS 214: Rural Information Systems & Services

Course Description

The course explores the reality and the experience of rural existence with specific reference to conditions in Nigeria. By way of examining rural demographics, rural economy and rural infrastructures the course will reconstruct a profile of rural life. Out of this should emerge a picture of rural information systems and services as they exist today. On this firm basis alternative models for rural information systems and services will be advanced within the context of the emergent and expanding internet and other information communication technologies (ICT). Throughout the course contrasts will be made to conditions in the cities and links will be explored.

Learning Outcomes

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

1. Discuss the Concept of Rural Information Systems and Services

2. State the nature and features of rural environment
3. Discuss Rural Information Systems and its components
4. Explain the concept of Digital divide
5. State the Information needs of people living in rural environment
6. Discuss Community Analysis: Strategies and Methodology
7. State the Factors affecting use of Rural Information Systems in the environment
8. Mention the roles of ICT in improving the standard of rural environment

LIBS 222: Online Arabic for Information Systems and Services
Course Description
This course is designed to acquaint librarians and information managers with online Arabic resources such as databases and other digital resources in order to satisfy the basic needs of Arabic information users in libraries and information centers.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of information resources
2. Identify Arabic online resources
3. Mention Print resources in Kashim Ibrahim Library
4. State Classification of print resources in accordance with Library of congress classification scheme
5. Describe print resources search in Kashim Ibrahim library
6. Explain Search engines and their types
7. Explain Arabic databases: subscribed and open access
8. Discuss Arabic social media
9. State the merit and demerit of online resources
10. State how to conduct online search using databases for electronic document delivery.

LIBS 201: Knowledge Organization
Course Description
Extensive discussions will be made on the historical development of catalogues and the present state of the art. At the end of the exercise, students should be able to some extent be knowledgeable in x-lib and Tin-lib as is practiced in some libraries and information centres in Nigeria. The objective of the course is to acquaint the students with the basic components involved in organizing information sources not necessary the ones found in the traditional library system.

Learning Outcomes
At the end of this course, the students should be able to:
Part A: Classification
1. Explain the Definition of Concepts: Knowledge Organization and Classification
2. State the Theories of classification
3. Discuss the development and Practice of Classification
4. State the Purpose and characteristics of Library classification Systems
5. Mention the Features common to classification schemes
6. Discuss Normative Principles of Classification
7. Explain the types of classification schemes
8. State the Techniques of Knowledge Organization using:
a. Dewey Decimal Classification Scheme (DDCS)
b. Library of Congress Classification Scheme (LCCS)
c. Universal Decimal Classification Scheme (UDCS)
9. Discuss Current Trend in Library Classification/Challenges
10. Practicum DDC

LIBS 207: Information User
Course Description
The use and application of information has become more than ever the basis for development. This course investigates the information phenomenon from the perspective of users. The avalanche of information and ease and speed of communication has become the striking feature of the modern world in which we live.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of Information
2. Discuss Information sources, access and use
3. Describe Information Users (Meaning, Types and Category)
4. State the characteristics and psychology of Information Users
5. State the Information needs and information seeking behaviour
6. Enumerate the factors influencing information seeking and use by information user
7. Explain Digital Divide and Usability of Digital Information Services: The Global Perspectives
8. Describe Information use and information users in the digital age

LIBS 211: Introduction to Telecommunication
Course Description
This course introduces to the students the traditional telecommunications systems and medium and relate it with modem telecommunications systems and medium. The objective of this course is to introduce the students to the concepts and principles of telecommunications and its application in information work.

Learning Outcomes

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

1. Explain the concept of Communication and Telecommunication
2. Discuss the History of Telecommunication System
3. Discuss Telecommunication System
4. Explain the Traditional Communication System and Medium
5. State the Modern Communication System and Medium
6. Discuss Telecommunication Media
7. Explain Network and Networking
8. Describe Telecommunication and the society

LIBS 217: Computer in Information Work
Course Description

The course will introduce the students to computer and its component. The course will examine how the combination of hardware and software make the computer an effective tool in every human endeavor

Learning Outcomes

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

1. Explain the Concept of Computer System
✓ Definition of Computer
✓ Classification of Computer by (type, size/speed, generation and purpose)
✓ Characteristics of Computer
2. State the Physical Component of Computer system (Hardware)
3. Discuss the concept Software
4. State the Historical Development of Computer System
5. Discuss Computer Virus
6. Describe the Computer Network
7. State the application of Computer in Education, Business, Security, Agriculture, Health etc

LIBS 205: Sociology of Information Systems and Services
Course Description
The course is placed within the broad frame of the discipline of sociology as the science of society which is to slay the study of man, the relationship he develops and the institution man creates as a member of society. Sociology of information is here investigated as the study of the role and impact of information on society. This includes the study of the various information institutions and information media.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Concept of Sociology
2. Discuss the concept of Information and Society
3. State the role of Libraries and Information Centres in the society
4. Explain the relationship between sociology and Library and Information Science profession
5. Describe the Information Media
6. State the factors influencing socio-cultural setting (cultural shock, ethno-centric etc)
7. Explain the relevance of LIBS 205 to information professionals

LIBS: 215: Public Information Systems and services
Course Description
This course is designed to introduce the students to the nature, development, types, resources and services of public information systems and to familiarize the students to the concepts and infrastructure required in the establishment and maintenance of public information systems as well as the application of computer and other communication technologies in the provision of information services.

Learning Outcomes

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

1. Explain the concept of Public Information Systems and Services
2. Describe Public Libraries and Information Centres (Definition, functions, resources and services)
3. State the roles of Public Libraries and Information Centres in the Society
4. Discuss Selection and Acquisition of Information Resources in Public Libraries and Information Centres
5. Discuss Public Information System
6. Describe Information Resource Development in Public Information System
7. Explain the concept of Community Analysis
8. State the application of ICT in Public Information Systems and Services

LIBS 221: Arabic Translation for Information Professionals

Course Description

This course is designed to acquaint librarians and information managers with Arabic translation skills in order to satisfy the basic needs of Arabic information users in libraries and information centers.

Learning Outcomes

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

1. Explain the concept of Arabic translation
2. Explain Translation of words in Arabic
3. Explain Translation of sentences
4. State the type of sentences
5. Explain Conversation drill
6. Discuss Sentence construction
7. Explain Conversion of singular, dual and plural
8. Discuss "Verbs", in Arabic grammar
9. State the Division of subject, predicate and objects

LIBS 223: Introduction to Indigenous Knowledge
Course Description

This course will introduce to students the local knowledge, its definition, types, sources, dissemination and preservation techniques, so also the role of ICT in Indigenous knowledge management.

Learning Outcomes

At the end of this course, the students should be able to:
1. Explain the Definition of Indigenous Knowledge Management
2. Discuss the Scope and Importance of Indigenous Knowledge
3. State and explain the types and Components of Indigenous Knowledge
4. State the nature and features of Indigenous Knowledge (IK)
5. Mention the Steps in IKM and Challenges associated with IKM
6. Discuss Indigenous Knowledge System
7. Identify Sources of Indigenous Knowledge and Causes of IK base destruction
8. State the ways of Preserving and Documenting Indigenous Knowledge (IK)
9. Explain the role of ICTS and Information Centres In IKM
10. State the Ethical Issues and Considerations In IKM

LIBS 203: Reference and Information Services and Systems
Course Description

This course introduces students to the principles and practices of Reference and Information Services, and also equip them with skills which will enable them to become effective information workers. It introduces students to different concepts in reference and information services and provides them with strategies used in reference and information service provision. It teaches students how to evaluate reference and information sources and

services, and use ICT to provide referral and information services in libraries and information centers.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the History of Reference Service
2. Discuss the concepts of Reference and Information Services
3. State the Models of Reference Services Evaluation criteria and Functions of Reference Services
4. Identify Some major ethical issues facing Reference Librarians
5. State the Qualities of Reference Librarian
6. Explain Reference Interview Process
7. Explain the Concept of Search Strategy
8. Describe Electronic Information Systems for Reference
9. Discuss Electronic Resources for Reference
10. Explain Organizing and Delivering Reference and Information Services

LIBS 219: Agricultural Information Systems & Services
Course Description
This course will introduce to the students the Agricultural Information Systems and how information professional will provide information to people seeking for Agricultural information in the society.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of Agricultural Information Systems and Services
2. State the Nature, Scope and features of Agricultural Information Systems and Services
3. Mention the Resources and Services provided by Agricultural Information Systems
4. State the Information needs and seeking behaviour of Agriculturalist

5. Explain Agricultural Information Systems and its components
6. Discuss the Marketing strategies for promoting Agricultural products
7. Explain Information sources for Agriculturalist
8. State the application of ICT in Agricultural activities

LIBS 301: Introduction to Information Science
Course Description
The course is to introduce the students to the concepts and scope of information science so as to acquaint them with the dynamics of information systems and services, information storage and retrieval, the impact of technology on information representation and transfer and the role of information in societal development.

Learning Outcomes
At the end of this course, the students should be able to:
1. Discuss the Concept of Information Science
2. Explain the Emergence and Scope of Information Science
3. State and explain the Theories of Information and Information Science
4. Describe Information lifecycle
5. Explain Information Science Profession
6. Discuss how to locate Information Science in disciplinary space
7. Explain Organization of the discipline
8. State the Ethical and moral issues in Information Science

LIBS 303: Information and Communication Technology (ICT)
Course Description
This course aimed at introducing the students to the concept, features and application of ICT to Library and Information Work.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Concept of ICT in Library and Information Work
2. Enumerate the ICT facilities in Libraries and Information Centres
3. Explain the Historical development in Libraries and Information Centres
4. State the Communication Technologies in Libraries and Information Centres
5. Discuss Network and Networking in Libraries and Information Centres
6. Describe Information System Security and Protection
7. Explain the concept of Digital Divide
8. State the Challenges of using ICT in Libraries and Information Centres
9. Explain the impact of ICT in Information work

LIBS 315: Research Methodology in Library and Information Work
Course Description
The aim of this course is to introduce the students to the technique of conducting research and writing of research proposal and report. At the end of the course, it is expected that the students would be able write research report.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of Research (Definition, Types, Essence and Process of conduction research)
2. Describe the Introduction aspect of research
3. Discuss Literature Review
4. Explain Research Methods (Methodology/Approach, Design and Population)
5. Discuss Sampling Techniques
6. Describe Instrument for Data Collection

7. State the Conclusion aspect of research
8. Describe Referencing
9. State the application of ICT in Research work

Practical
The art of research writing (Chapter One - Five)

LIBS 331 – Technical Services in Libraries and Information Centres
Course Description
The course is designed to familiarize students with the basic functions of technical services in libraries; to develop an awareness of the basic library routines and procedures. To orient them on the wide range of operations and techniques associated with acquisition, processing, organization, preservation and handling of library materials. To be able to master the routines and procedures, and to be able to perform the job effectively when asked to do so.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of technical Services in Libraries and Information Centres
2. State the Departments/Sections in Libraries and Information Centres and their routine activities
3. Explain Acquisition Methods/Processes
4. State the Selection Process of Information Resources in Libraries and Information Centres
5. Discuss the concept of a Book and its parts
6. Describe Processing of Information Resources
7. State the application of ICT in Technical Services

LIBS 327: Information System Analysia and Design
Course Description
This course highlights to the students the procedures on how to design information system and also how to analyse it for proper and effective organizational activities or operations.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Concept of Information System Analysia and Design
2. State the rationales for Information System Analysia and Design
3. Discuss Information System
4. Discuss Feasibility Study
5. Explain the concept of System Development
6. Identify the approaches to Information System analysis
7. State the challenges of Information System Analysia, Design and Implementation

LIBS 323: Financial Management in Libraries and Information Centres
Course Description
The aim of the course is to introduce the students to the study of financial management in Libraries and Information Centre. The course will examine sources of income and discuss Library budgeting.

Learning Outcomes
At the end of this course, the students should be able to:
1. Describe the concept of Financial Management in Libraries and Information Centres
2. State the Nature and Scope of Financial Management in Libraries and Information Centres
3. Explain the concept of Grant writing in Libraries and Information Centres
4. Explain Budgeting in Libraries and Information Centres

5. State the Sources of fund/revenue in Libraries and Information Centres
6. Discuss the accounting in Libraries and Information Centres
7. State the application of ICT in Financial Management

LIBS 305: Information Literacy Instruction

This course introduces to the students the basics of information literacy instructions thereby exposing the roles of information managers/professionals in information literacy instruction as well as different models for information literacy and search, so that that information professionals will be able to provide the best way of serving users or satisfying users.

Learning Outcomes

At the end of this course, the students should be able to:
1. Explain the Historical coinage of Information Literacy
2. Discuss the concepts of Information Literacy
3. State the Significance of Information Literacy Instruction
4. State the role of information managers in information literacy instruction
5. Explain the Categorisation of Information resources & Sources
6. Discuss Library, media and digital literacies
7. Discuss Information search models
8. Explain the concept of Information Access Tools
9. Describe Information use ethics
10. Explain Information literacy models

LIBS 313: Science and Technology Information Systems and Services

Course Description

This course is designed to introduce the students to the basic concepts of Science and Technology Information Systems and services. It will also help in equipping the students with knowledge of information need, users, information sources and resources and information services in Science and Technology

Information Systems. The course will equip the students with knowledge of ethics in library and information work in Science and Technology Information Systems and services among others.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of Science and Technology Information Systems and services (Science, Technology, Information, System, Services etc)
2. Discuss the Concept of Information Systems
3. Explain Information Services
4. State the Information needs of users in Science and Technology Information Systems
5. Describe Information seeking of scientists and technologist
6. Explain the Information evaluation of scientists and technologists
7. State the Information sources and resources in science and technology information systems
8. Identify and explain the types of information sources and resources in Science and Technology Information Systems

LIBS 307: School Information Systems and Services
Course Description
The objective of this course is basically to introduce the student to the current issues in school environment as it relates to information acquisition and utilization. The students will also be introduced to different components of school information systems and services that are available in relation to learning from information.

Learning Outcomes
At the end of this course, the students should be able to:
1. Discuss an overview of School Information Systems and Services
2. Explain the Concept of School Library (Definition, Functions, Resources and Services)

3. Describe School Information Systems and its components
4. State the roles of School Information System in learning environment
5. State the Information needs of School Information System users
6. Explain the retrieval tools for accessing School Information System
7. Find out the factors affecting use of School Information Systemin learning environment
8. Explain Information and Communication Technology (ICT) and School Information System

LIBS 309: Social Science Information Systems and Services
Course Description
The course is designed to familiarize the students with the meaning, structure and scope of social science discipline and to create awareness to the students of the information needs and seeking behaviour of the social scientists. It is also to acquaint the students with the different information sources available to the social scientists and familiarize the students with the various information services that can be offered to the social scientists.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Meaning, structure and scope of social science discipline
2. State the Features of social science/social scientists
3. Explain the Methods and procedure of social science investigation
4. Discuss the Communication among social scientists
5. Explain the concept of Community analysis: Strategy & Methodology
a   information mapping
b   environmental scanning
c   information need
d   information seeking behaviour

e   information transfer
6.   State the method of assessing information needs of social scientist
7.   Ascertain the types of information sources services available to the social scientists
8.   State the application of ICT in information services for social scientists

LIBS 311: Humanities Information Systems and Services
Course Description
 The course will introduce the student to broad area of knowledge called the humanities, comprising of a number of related subject fields. By the end of the course the student should have a clear knowledge of the geography of the field and the skills to administer information service and provision within the field.

Learning Outcomes
At the end of this course, the students should be able to:
1.   Explain the Concept of Humanities Information Systems and Services
2.   State the Nature and Scope of Humanities Information Systems and Services
3.   Discuss the concept of Humanities Information Systems
4.   List and explain the Information Resources and Services in the humanities
5.   Explain the nature of research in the humanities
a.   institutional framework
b.   individual scholars and researches
c.   grants and sponsorship
6.   State the Information needs and Information seeking behavior of humanities information users
7.   Explain the Professional Carrier of humanities
8.   Discuss the concept of Humanities in the digital age

LIBS 317: Serial Management in Libraries and Information Centres

Course Description

This course is designed to educate the students on the concepts and principles of serial management.

Learning Outcomes

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

1. Discuss the Concept of Serial Management
2. List and explain the types of Serial Management
3. State the routine activities in serial section/department in Libraries and Information Centres
4. Explain Selection and Acquisition of serial publication in Libraries and Information Centres
5. State the Criteria for evaluating serial publications in Libraries and Information Centres
6. Explain the Organization and preservation of serial publication in Libraries and Information Centres
7. State the factors affecting serial publications in Libraries and Information Centres
8. Explain the concept of Serial management in digital age

LIBS 321: Advocacy and Marketing of library and information resources and services

Course Description

The course is designed to acquaint students with technique of advocacy and marketing strategies, tactics of applying marketing to nonprofit sector and to make non-business students to be comfortable with the basic business practices and its application in non-profit environment. The course will also expose students to the various techniques on how to go about marketing library and information centre as a non-profit organization, by applying the various marketing strategies and tactics available with aim of having patronage. Also, the use e-marketing and advocacy is another aim of the course so that libraries will go in line with the

global best practice of providing information resources and services geared toward users' needs.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the definition of Concepts; rationale and types of advocacies;
2. State the Marketing practices and their application to non-profit sector (Libraries)
3. Identify and discuss the Importance and development of information services marketing.
4. Explain Environmental scanning for advocacy and marketing for library and information services;
5. Explain Marketing research and analysis of information resources and services;
6. Discuss the advocacy and marketing strategies for libraries and information centers;
7. Describe Marketing mix and marketing tactics
8. State the marketing principles (product, price, promotion, place).
9. Discuss the SWOT analysis for advocacy and marketing in libraries and information centers;
10. Explain the advocacy and Marketing in the digital era (E-marketing and advocacy);
11. Describe the problem and challenges of advocacy and marketing in libraries and information centers in Nigeria.

LIBS 329: Health Information Systems and Services Course Description
The course is designed to equip the students with basics of health information management in medically related organizations and skills to handle such information resources to serve the needs of medical practitioners.

Learning Outcomes

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

1. Explain the concept of Health Information systems and services
a) Electronic Health Records and Data standard and exchange
2. State the key components of health information systems
3. List and Explain the types of healthcare information systems
4. Discuss the Benefits of Health Information Systems
a Data analytics
b Support collaborative care.
c Cost control
d Population health management
e Clinical decision support
5. State the Sources of Health Information
6. Describe Health information services (HIS)
7. State the Role of Health information professionals in information work
8. Explain Health information manager's primary responsibilities
9. Explain the Challenges of Health Information Systems and services

LIBS 300: SIWES in Library and Information Work

LIBS 407 Information Resources Development
Course Description

The course is designed to introduce the students to the concepts and methodology of information resources acquisition and management. The course is expected to introduce student to basic understanding of information resources and its types, information resources acquisition and selection policy, evaluation of information resources, financing information resources development and maintenance. Also, Community Analysis: Strategy and Methodology, information mapping, environmental scanning, information need, information seeking behaviour information transfer, strategies for information resources

development and management are expected to be known by the student and finally how to go about developing Information resources Development in the digital age.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Definition of concepts; rationale and purpose of information resources development
2. State the types of information resources in libraries and information Centres;
3. Describe information resources development policy,
4. List and explain information resources development processes; acquisition tools and selection policies; resources sharing and consortium of libraries and information centers for information resources development;
5. State legal and ethical issues in information resources development;
6. Explain the cost benefit analysis in information resources development;
7. Discuss financial management in information resources development;
8. Explain the concepts of inventory control, evaluation and weeding of information resources;
9. State the ICT application to information resources development.

LIBS 409: Introduction to Indexing and Abstracting
Course Description
The course is designed to familiarize students with the theoretical foundations underlying indexing and abstracting; to develop an awareness of the problems involved in preparing different types of indexes; constructing a thesaurus; using existing general subject headings lists for indexing and assigning subject headings in information retrieval system preparing abstracts. To develop an awareness of the bibliographic problems is solved by (i) in-house indexes; (ii) commercial indexes; (iii) abstracting journals.

And lastly to familiarize students with the state of the art in indexing, abstracting and thesaurus construction.

Learning Outcomes

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

1. Explain the definition of concepts; purpose, forms and types of index and abstracts;
2. State the role of index and abstract in information retrieval;
3. Explain the concept of bibliographic control
4. State and discuss the types of computerized indexes and abstracts;
5. Explain the list of subject headings and thesaurus and uses;
6. Describe indexing languages; evaluation of indexes and abstract;
7. Discuss the technical and practical indexing and abstracting processes;
8. State the the use of computers in indexing ad abstracting,
9. Explain the databases and networks of index and abstract;
10. Practicum on indexing and abstracting.

LIBS: 417 National Information Systems and Services
Course Description
The course is aimed at introducing the students to the nature and concept of National Library, history and characteristics of National Library, functions of the National Library etc.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the Concept of National Information Systems and Services
2. Discuss the concept of National Library (Definition, Roles/ functions, resources and services)
3. State the History of National Library of Nigeria
4. Describe National Library Policy
5. Identify the Information resources and services of National Library
6. Explain National Library in developed and developing world
7. State National Library and the challenges of globalization
8. Explain National Library as a National Bibliographical information Centre.
9. Describe National Bibliographic Centre
10. Explain Bibliographic Control and Organization
11. Discuss Legal Deposit Law of Nigeria

LIBS 419: Introduction to Application Packages in Information Work
Course Description
The aim of the course is to introduce the students to some major computer application packages, and their applications to information work in libraries and information centres.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the basics of Word Processing in information work

2. Explain Microsoft Word Processing Package in information work
3. Discuss Library Application Packages
4. Explain the basics of Database Management System
5. Explain Spreadsheet in information work
6. Discuss Hypertext Markup Language (HTML)
7. State the relevance of Application Packages to Information Professionals

LIBS 411: Academic Information Systems and Services
Course Description
Universities and other institutions of higher learning, in short academia, form the components of this course. The course will proceed from the investigation of the history, culture and mission academia. The campus is viewed as an integral system of learning comprising of a diversity of systems for the creation, production, acquisition, management and provision of information. The course zeros in on the three key campus subsystems of information viz: the university library, the university press and the university book store. It examines their organization and functions within the overall campus structure of learning and research. The aim of the course is to provide the student with a comprehensive view of the workings of the learning, research and information environment of academia.

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

Course Outline/Content
1. Explain the concept of Academic Information Systems and Services
2. Discuss the Management of Academic Information Systems and Services
3. Describe Academic Library
4. State Information Resources and Services in Academic Libraries

5. List and explain the criteria for evaluating Information Resources
6. Describe Information System
7. Explain the concept of Community Analysis
8. State the application of ICT in in Academic Libraries

LIBS 415: Specialized Information System and Services
Course Description

The course is aimed at introducing the students to specialized information systems and services, their nature, type and characteristics, nature and characteristics of their users, their management, and ICT application. At end of the course the students are expected to be able to effectively provide and manage specialized information systems and services both in digitalized and none digitalized environments.

Learning Outcomes

At the end of this course, the students should be able to:
1. Explain the concept of Specialized Information System and Services
2. Describe Special Libraries (Definition, Functions, Resources and Services)
3. Discuss Computer-Based Information System
4. Discuss Management Information System (MIS)
5. Explain Information Technology in Business and other special areas
6. State the procedures for Evaluation of Specialized Information Systems and Services
7. Explain Management of Specialized Information Systems and Services

LIBS 421: Serial Editing and Publishing Course Description

This course is designed to introduce the students to the basic concepts of serial editing and publishing. It will also help in equipping the students with knowledge of principles of serial

management. The course will equip the students with knowledge of publishing of serial documents.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain concept of serial editing and publishing
2. Discuss Serial publications in Libraries and Information centers
3. Explain the Contents of serial documents to be edited: Organisation, grammar, presentation, punctuation
4. State the roles and Purpose of serial editing and publishing
5. Explain the Principles of serial management
6. Identify the Qualities of a good serial editor
7. Describe Serial Services
8. Explain the concept of Publishing
9. List and discuss the Steps in publishing of serial documents

LIBS 403: Quantitative Techniques in Library and Information Work
Course Description
This course is designed to introduce the students to the basic concepts of quantitative techniques in Library and Information Work. The course will equip the students with the knowledge of typology of data and descriptive statistical tools. It will help in equipping the students with knowledge of data collection, analysis, presentation and interpretation as well as application of statistical tools in research.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of Quantitative Techniques (Quantity, Quantitative, Techniques)
2. List and discuss the typology of data
3. Describe the Descriptive Statistical Tools:
a. Measures of central tendency: Mean, Median, Mode etc.

b.   Measures of dispersion: Mean deviation, Standard deviation, Variance etc.
c.   Measures of correlation: Pearson Product Moment Correlation and Spearman Rank Correlation
d.   Measures of normal distribution: Skewness and Kurtosis
e.   Measures of relative position: Z-Score and T-Score
4.   Explain Data collection, analysis, presentation and interpretation
5.   State the application of Statistical Tools in research

LIBS423: Entrepreneurship in Library and Information Work
Course Description
The course is designed to equip students with the skills of identifying opportunities, and turning them into successful business products and services. It also aims to translate knowledge acquired in their study into entrepreneurial ventures.

Learning Outcomes
At the end of this course, the students should be able to:
Part One: Decision to become an entrepreneur-developing successful business ideas
a.   Explain the basics of entrepreneurship
b.   State ways of recognizing opportunities and generating ideas
c.   Discuss Feasibility analysis
d.   Explain the procedures for Writing a business plan
e.   Explain Industry and competitor analysis

Part Two: Moving from an idea to an entrepreneurial firm
f.   Explain Preparing the proper ethical and legal foundation
g.   Discuss how to assess a new ventures financial strength and viability
h.   Explain Building a new venture team
i.   Explain how get get financing or funding

Part Three: Managing and growing an entrepreneurial firm
j.   Explain unique marketing issues
k.   State the importance of intellectual property
l.   State the ways for preparing and evaluating the challenges of growth
m.   Explain the Strategies for firm growth
n.   Explain Franchising

Required Text
Bruce, R. Baringer and Ireland, R. Duane (2012). Entreprneurship: Successfully lauching new ventures. 4ᵗʰ ed. Boston: Pearson Education Inc.

LIBS 404: Information Management in Libraries and Information Centres
Course Description
This course will introduce to the students the aspect of management in an organization especially Library and Information Centres and also the levels of management the lifecycle of information, the course will prepare the students/information professionals on how manage organizations effectively and efficiently.

Learning Outcomes
At the end of this course, the students should be able to:
1.   Discuss Information Management (an overview)
2.   State the Levels of Information Management
3.   Explain the Principles of Information Management by Robertson (2005)
4.   Describe Managing Information as a strategic asset
5.   Discuss Information Lifecycle
6.   Explain Information Resource Management (IRM)
7.   Explain Information Profession and Information Professional
8.   Describe Information Management in the digital age
9.   State the Challenges of Information Management

LIBS 406: Introduction to Medical Informatics
Course Description
The course is designed to familiarize students with the concepts in medical and health informatics; to identify the major roles of health librarians in the provision of health or medical information; to familiarize with expected roles of health librarians in the management of health information, clinical or medical information; carriers associated with health and medical informatics; clinical data analytics; major roles of librarians in clinical data analytics; required skills acquisition for clinical data analytics; careers associated with clinical data analytics; bio-informatics; major roles of librarians in bio-informatics resource management.

Learning Outcomes
At the end of this course, the students should be able to:
First Week: Explain the concept of clinical informatics.

Second Week: Discuss the Concept of Medical Informatics.

Third Week. Describe Concept of health informatics

Fourth Week: Explain Clinical data analytics. Major roles of librarians/medical librarian in clinical data analytics.

Fifth Week: Discuss Bio-informatics; Public Health Informatics; Major roles of librarians in bio-informatics resource management? Career associated related

Six Week; Discuss Clinical Decision Support System (CDSS)? Types of Decision-Making Mechanisms.

Seventh Week: Discuss Health information management: implications of artificial intelligence on healthcare data and information management

Eight Week: <u>Describe Machine learning-based enterprise health information system to predict alcohol addiction in Punjab (India) using IoT and fog computing</u>

LIBS 410: Information Access
Course Description
This course is designed to showcase to students on different ways of accessing information in within and outside the library and information centre, the course will also introduce to the students' various search engines and approaches to search for authentic and up-to-date information.

Learning Outcomes
At the end of this course, the students should be able to:
1.   Explain the concept of Information Access
2.   Describe Information Search Strategies
3.   Discuss Information retrieval (Definition and Tools)
4.   Discuss Electronic Information Resource
5.   Explain the concept of Search Engines
6.   Discuss the concept of Internet
7.   State the Information Sources, Processing, Storage and Dissemination
8.   Explain the Factors/Challenges affecting Information Access in Information age

LIBS 412 Human Resource Management in Libraries and Information Centre
Course Description
The course is designed to familiarize students with the theoretical foundations underlying human resource management in libraries and information centres as well familiarize student with the principles and techniques of managing human resources not just I n libraries but also in any information centre. Also, the course will familiarize students with the objectives of managing human as a resource, knowing his qualities and that of the human resource manager and as well the different components that

encompasses HRM the information and communication technologies that are used in the activities of managing human resources in organizations.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept, meaning and definition of Human Resource Management
2. State the Qualities of human resource and human resource manager
3. Discuss the Components of Human Resource Management
4. Explain the Labour relations in organization
5. Discuss the wages and salaries administration in organization
6. Explain the discipline and grievances procedure
7. State the issues in manpower development in library and information center
8. Establish a relationship of Human Resource management with the basic theories of management viz
a   scientific management theory
b   administrative theory
c   human relation theory
d   modern approach to management in library and information centre
9. State the application of ICT in Human Resource Management

LIBS 424:   Preservation and Security of Information Resources and Services
Course Description
The course is aimed at introducing the students to the concepts, essence, problems, and the art of preserving and securing information resources and services, at the end of this course, the students will be able to preserve and secure information resources and services irrespective of its format, and environment.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept and essence of preservation and security of information resources and services
2. State the types of Information Resources preserved in Libraries and Information Centres
3. Explain the Preservation and Security threats to resources, building, furniture, systems, and infrastructures in Libraries and Information Centres
4. State the Strategies for prevention, preservation and security of information resources and services
5. Discuss Electronic Information Resources and its preservation techniques
6. Explain Security and Preservation challenges of information resources and services
7. State the application of ICTs to the preservation and security of information resources and services
8. Mention the safety rules in libraries and information centres

LIBS 420: Oral Tradition and Oral Information
Course Description
The course explores the concept of and nature of oral tradition and oral information and probes the link between the rise of the oral word and the development of civilization. The aim of the course is to cultivate in the student the sense of the continuing importance of oral information and oral information sources and to provide the students with the skills to organization.

Learning Outcomes
At the end of this course, the students should be able to:
1. Discuss the concepts of oral tradition and oral information
2. State the History of oral tradition and oral information
a. early society and civilization
b. the role of performance in oral traditions
c. the role of the written tradition
d. modern society

3. enumerate the types and characteristics of oral information and oral information sources
4. Explain the Use of oral information and oral information sources
5. State the oral information and oral communication in daily life
6. Explain the oral tradition and oral communication in the digital age.
7. Discuss the Introduction to Indigenous Knowledge
8. State the relevance of oral tradition and oral information to Information Professionals

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

LIBS 402: Digital Information Systems and Services Course Description

This course will explain to the students the various ways of digitizing information resources in libraries and information centres and also the facilities required to digitization, the steps involve in digitization of information resources in libraries and information centres.

Learning Outcomes

At the end of this course, the students should be able to:
1.   Explain the concepts of Information Systems
a.   Definition of Information Systems
b.   Components of Information Systems
2.   State the Functions of Information Systems in Libraries
3.   List and explain the types and characteristics of Information Systems
4.   Discuss the concept of Information Services
5.   Discuss the concept of Digital Information Systems and Services
6.   State the advantages of Digital Information Systems and Services
7.   Explain Digitization and Process of Digitization
8.   Describe Institutional Digital Repositories, with special reference to DSpace

LIBS 414 Publishing of Information Resources
Course Description

The objective of the course is to get the student to begin to critically think about and to examine the process and mechanism through which information; ideas, opinion and thoughts are generated, produced, disseminated, shared and used. And how

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ideas and products are themselves promoted and sold. The student will also learn about and learn to use the computer and the Internet as tools for the production and dissemination of texts and for the promotion and sales of products.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the concept of Publishing and Advertisement
2. State the Historical development of publishing
3. List and explain the Sources/ways of generating ideas in the society
4. Explain Publishing process
5. Enumerate the Marketing strategies for promoting published products
6. State the roles of standard organizations in regulating publishing of information resources
7. Explain the concept of Publishers and Authors
8. Explain the ethical issues in publishing and advertising
9. State the application of ICT in information generation, processing, production and dissemination

LIBS428: Ethics in Information Work
Course Description
The course is designed to equip students with the knowledge of acceptable values, to distinguish right from wrong in the information profession and how to manage ethical dilemmas in the face of information service provision and management of information related organizations.

Learning Outcomes
At the end of this course, the students should be able to:
1. Explain the principled ethics
2. Provide a taxonomy of the ethics of information uses
3. Discuss the librarian and ethics
4. State the Ethical codes- an international overview

5. Discuss the ethics of information supply from selection to provision
6. Discuss Intellectual property questions
7. Explain Freedom of access, privacy and acceptable use
8. Explain Ethical management of the self, the individual and the organization
9. Describe Ethical theories
10. Explain Fair representation
11. Discuss Nonmaleficence

Required Text
1. Richard, J. Severson (1997). The Principles of Information Ethics. Armonk, New York: M.E. Sharp, inc.
2. McMenemy, D., Poulter, A., and Burton, P.F. (2007). A Handbook of Ethical practice: A practical guide to dealing with issues in information and library work. Oxford, England: Chandos publishing.

LIBS 430: Project in Library and Information Work
Learning Outcomes
At the end of this course, the students should be able to:
Write Project report from Chapter One to Five

GENERAL MATTERS
The following procedures are to be strictly followed under the appropriate situation.

A. **Illness**
While on campus, a student who fall sick should seek for immediate medical attention at the University Sick Bay. When necessary, the Sick Bay may refer serious cases to the Teaching Hospital for further special treatment. Whenever the medical condition of a student necessitates absence from academic activities, the department (HOD) should accordingly be notified in writing and upon resumption for normal academic work, appropriate medical report must be presented. Any student who

falls ill during an examination should immediately seek medical attention at the Sick Bay and has to obtain appropriate medical report and forward it to the Department (HOD) as soon as possible. If the sick student must seek for further medical treatment outside the University Heal Services, the Department (HOD) must be formally informed in writing before leaving the University or Zaria. Outside the University Campus or Zaria (e.g. while at home on holidays) if as a result of ill-health, a student is likely to be late for registration, the department must be informed early enough. Upon resumption, supporting evidence(s) (e.g. medical report which has to be authenticated by the University Health Services) must be presented.

3.13 Deferment of Semester/Session
A student who for a good cause wishes to defer semester or a whole session must put a formal application to the Department (HOD) for consideration and approval. This must be done in good time for such request to be tendered for consideration and final approval.

A. Warning, Probation and Withdrawal:
The academic standing of a student is being determined by the Cumulative Grade Point Average (CGPA). The minimum tolerable CGPA is 1.50 for classified first degree programme and 2.40 for non-classified first degree programme.

i. Warning
A student is warned if his/her CGPA drops below the minimum tolerable level CGPA for the first time. This warning is usually in the form if verbal advice by the Level Coordinator and the student must be made to be fully aware of the implication of dropping below the minimum tolerable CGPA in the next semester examination.
ii. Probation
A student is placed on probation if his/her CGPA drops below the minimum of tolerable level for two (2) consecutive semesters i.e. (CGPA less than 1.50).

iii. Withdrawal

Withdrawal of a candidate from his/her programme is recommended to the Faculty Board of Examiners from the Department where the CGPA of the candidate drops below the minimum tolerable level (CGPA < 1.50) for four (4) consecutive semesters i.e. if the candidate has been on probation for four (4) consecutive semesters. The Faculty Board usually rectifies this recommendation and communicates same to the University Senate for approval. Withdrawal from the programme can also be made on grounds of absence. A student, who fails to register for two consecutive semesters without permission, automatically loses his/her place on this basis.

TRANSFER CASES

The Courses Credit System permits inter departmental and interfaculty transfers. For this to be possible, the candidate must satisfy the requirements of the intended departments or Faculties.

NOTIFICATION OF RESULT

After the Faculty Board has decided on the recommendations to be made to Senate, the Dean may publish them to the students as provisional examination result subject to Senate approval. The Head of Department may notify the students of the letter grades and CGPA they had obtained. Transcript of examination results may only be issued on request by the student on payment of the prescribed fee to institutions of higher education and institutional sponsors. Certificate of the award of degrees approved by the Senate shall be issued to successful graduates.

DISCIPLINE

The Examination regulation set out above binds on all students, the breach of which carries serious punishments prescribed below:

i. Expulsion from the University
The followings offences shall carry the punishment of expulsion:
a. Impersonation at examinations. This may involve exchange of examination number, name/answer sheets or the intentional use of someone else examination number
b. Introduction of relevant materials to examination hall which may involve
c. The exchange of question paper containing relevant jotting and materials, or
d. Collaboration/copying from each other or
e. Exchange of answer scripts
f. Theft/Removal of Examination scripts or materials
g. Mischief by fire to examination scripts or materials
h. Copying from cheat notes
i. Consulting cheat notes outside the Examination Hall
j. Facilitating/abetting cheating;

ii. Rustication for one academic year
The following offences shall carry the punishment of rustication for one academic session:
a. Non-submission or incomplete submission of answer scripts
b. Introduction of foreign material to the examination hall.
c. Non-appearance at the Senate Examination Irregularities and Malpractices Committee (ERIC).
d. After first warning, the student will be rusticated for one year.
e. Introduction of mobile phones(s) to the examination hall

iii. Written Warning
The following offences shall attract a written warning:
a. Speaking/conversation during examination
b. Writing on question papers/scripts
Details on examination rules and regulations may be obtained from the University Calendar published by Academic Planning and Monitoring Unit.

COMPUTER LABORATORY
The Department currently has a Computer Laboratory with fifteen (14) computers, a server and a super Printer along with Internet Connection. All students both undergraduate and postgraduate and staff of the Department are entitled to make use of the Computer Laboratory facilities. There is a Computer Laboratory Operator who manages the Computer Laboratory. There are certain rules and regulations for the use of the laboratory facilities which one can get from the Laboratory Coordinator.

LIBRARY
The Abdullahi Mohammed Public Library widely known as Samaru Public Library (SPL) serves as the departmental library and laboratory for practical. It is located near the North Gate of the Main Campus. It was opened on 5th May, 1963. It is financed and administered by Ahmadu Bello University, Zaria through the Department of Library and Information Science. The objectives of setting up the library are to cater for the Ahmadu Bello University community, the general public in samaru and the surrounding villages. It is also to serve as a training ground or laboratory for the students of the department. It is open to all staff members of the university and any one from samaru Township as well as children, young people and adults from around Zaria. The library is divided into two sections, adults and children sections. Most of the users are students from Ahmadu Bello University Demonstration secondary school and other secondary school leavers from samaru and the surrounding villages. Since there are many school leavers that use the samaru public library, emphasis is placed on supplying the kinds of materials that students need for independent study and for SSCE and 'A' Levels examinations. Books for technical students are also stocked. There are also books on library and information systems and services. The collection of the library is however, similar in every respect to that of a typical public library collection. The children section is stocked with books from British ladybird books,

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American children books and children's books from other countries.

Students of the department also make use of the faculty library, where books, past projects, and journals related to the field of library and information science are kept.

ACADEMIC LINKAGE
The first academic linkage with any foreign university was with Emporia State University's School of Library and Information Management (SLIM) in July 2001, under the college and Universities Affiliation Programme (CUAP). The CUAP project director Professor John Agada, an alumnus of the department, led the team which included the curriculum design expert Professor Martha Hale that visited the department. Through the programme two academic staff of the department: Dr Abdullahi I. Musa and Dr Ezra S. Gbaje visited Emporia State University where series of intensive ICT workshops, seminars were organized for them and the two staff later obtained their PhD and masters degrees respectively from the same university.

ENQUIRIES
Enquiries from students could be routed through their Level Coordinator or the Head of Department. Enquiries from all other quarter should be addressed to the Head of Department.

APPENDIX 1:

EXAMINATION POLICY AND GUIDELINES

1.0 INTRODUCTION

1.1 PREAMBLE

The need to commence Distance Learning in ABU has been a product of internal demands initiated by the School of Postgraduate Studies as well external agitations by some alumni as exemplified at the 50th anniversary by Mallam Adamu Fika in his lead paper to mark ABU's golden jubilee where he said *"ABU should consider developing an effective Distance Learning System that deploys modern communication facilities and online tutorial to impact functional knowledge to the millions who may not be able to enroll on its regular campusbased programmes"*.

1.2 DLC LAW AND STATUTE

The Senate of the Ahmadu Bello University approved the 'ABU Open and Distance Learning Policy' and establishment of the Distance Learning Centre at its 458th meeting held on 28th March 2013). The ratification of this earlier approval by the Governing Council of Ahmadu Bello University was effected through Statute 28 (2016).

1.3 JUSTIFICATION   FOR DLC EXAMINATION POLICY

1. The uniqueness of distance education has made the existing University Examination regulation incomprehensive.
2. Compliance with NUC regulations requiring all key activities to be ratified by the corresponding university authority.

2.0 EXAMINATION VENUES

Whereas continuous assessment examinations (individual and group assignments; Forum discussions) shall be undertaken using the relevant e-Learning tool, all Semester Examinations shall be supervised examinations as stipulated by the guidelines of the National Universities Commission.

Examinations shall be held in all 3 semesters (January, May and September Semesters) in secured facilities within or outside Nigeria (preferably, Nigerian Embassies) as dictated by the distribution of Distance Learning students. In all such Centres a minimum of one supervisor for every 50 students shall be made while a Supervisor (Senior Academic from the Ahmadu Bello University – preferably a relevant Head of Department) shall oversee the examinations in each Centre. CCTV monitoring and recording of the examinations shall be undertaken in all examinations within Nigeria.

2.1 NIGERIAN STUDENTS

Examinations shall be held only in JAMB accredited CBT Centres (preferably Universities) where the minimum security and technological requirements have been earlier certified. One or more such facilities in each of the six geopolitical zones of the Nigeria shall be used as venues for semester examinations.

2.2 INTERNATIONAL STUDENTS

Students not resident in Nigeria at inception of their students or who revert to an international student status shall partake in their semester examination in the nearest Nigerian Embassy (with a minimum of 10 students) under the supervision of the Education Attaché (less than 20 students or a Senior Academic Staff (preferably a HOD) where the number of students exceed 20.

3.0 PREPARATION FOR EXAMINATIONS

1. Printing of master list of registered students shall be done by Examination Unit and distributed to various Heads of

programmes six (6) weeks before the commencement of the Semester examinations.

2. Tentative time table for examination shall be ready six weeks to examination while a definite time table shall be ready four weeks to examination.

3. Registration of students for semester examination on the portal, where students select their examination venue, schedule (weekdays or weekend) and courses to be written, shall be completed two weeks before commencement of the semester examination. Once selected, the venue or schedule cannot be changed

4. All request for deferment of examinations (en-bloc) must be concluded at least 2 weeks to the commencement of the corresponding semester examination.

5. Generation and mailing of Vigicode (examination card) or other IT based identifications hall be done two weeks to the semester examination.

6. Distribution/mailing of Examination Regulations to all staff/students by the Heads of programmes for compliance shall take place three weeks before commencement of semester examination.

7. Funds approved to facilitate the conduct of examinations shall always be released by mid semester.

8. Examination venues in the six (6) Geopolitical zones shall be in established JAMB Certified institutions.

9. Examination for international students/diaspora shall be supervised in the corresponding Nigerian Embassy.

4.0 ADMINISTERING EXAMINATIONS

1. Whereas Continuous Assessment (CA) examinations shall be essay type (individual & group assignments as well as forum/topical discussions); semester examinations shall be blended and to be held in multiple venues as deemed adequate.

2. All examination questions shall be dispatched to external examination venues on the day of the examination in an encrypted form.
3. Semester examinations shall be held in each of the three (3) semesters in every session.
4. Examination timelines:
a) All examination questions and marking schemes are to be forwarded to the Programme Coordinator by e-tutors within four weeks of the semester.
b) All examination questions are to be internally and externally moderated within 4-8 weeks of commencement of each semester
c) All examination questions shall be ready and deposited with the Examination Officer four weeks to the examination.
d) A pool of MCQ and Essay type questions shall be developed for each course.
5. Any student who defers any semester examinations shall only be permitted to re-take the said examination in the 3rd Semester for a fee.
6. All Chief invigilators at Examination venues shall be sent examination questions in the morning of the date for the examination, however prior configurations of the

CBT system and questions (with dummy questions) shall be completed a day before commencement of the examination.

7. All invigilators shall be at the venue of the each examination two hours to the beginning of each examination. Biometric accreditation of students into the examination hall must commence two hours to the examination.
8. Semester examinations shall not last for more than three weeks.
9. Internal (Programme Examiners Committee) moderation/consideration of results must be done two four weeks after examinations.

10. DLC Board of Examiners shall meet 5 weeks after the last day of the examinations to consider the results and make recommendations to the DLC Academic Board which shall meet within the next 1 week.
11. Semester examination results shall be forwarded to Senate for approval, six weeks after the last day of the examinations for Undergraduate programmes.

Postgraduate examination results shall be forwarded to the Dean, School of Postgraduate Studies.

12. Semester Examination result shall be forwarded to the Examination Officer immediately the examinations are concluded while all CA results shall be forwarded prior to the commencement of Semester examinations.
13. There shall be no resit examination for failure in any examination, the course credit system require such course to be carried over to another semester.

5.0 APPOINTMENT OF EXTERNAL/INTERNAL MODERATORS/EXAMINERS

1. Appointment of external and internal Moderators/Examiners shall be forwarded to Senate for consideration and approval four weeks after commencement of academic session.
2. The Centre shall inform Senate in her submission the number of terms the external examiners they recommended had served. External Examiners shall serve for a maximum of three sessions at a stretch.
3. Appointment and approval of Internal and External Examiners for Postgraduate programmes shall be in compliance with 'ABU Regulations Governing Higher Degree Studies'

6.0 GENERAL EXAMINATION REGULATIONS,

1. Candidates must attend punctually at the times scheduled for their examinations, and must be at the venue of the

examination two hours before the time the examination is due to start. Candidates arriving more than half an hour after the examination has started shall not be allowed to participate in the examination, or may be admitted only at the discretion of the Chief Invigilator (i.e. provided the cause(s) of lateness by the student are reasonable, cogent and sufficiently convincing).

2. Except with the special permission of the Chief Invigilator/Supervisor, candidates may not leave the examination hall during the first and last half hour of the examination. Outside those periods, candidates with the permission of the invigilator, may leave the room temporarily, and then only if accompanied.

3. Candidates must display their Examination cards/print out of Vigicode during each examination and no writing of any form on the printout shall be condoned.

4. Candidates must bring with them to the examination hall their own pens and pencils and any materials which may be permitted by these regulations, but they are not allowed to bring any other book or paper. Candidates are warned, in their own interest, to ensure that lecture notes, textbooks, bags, mobile telephones, etc. are not brought into the examination hall. Answer booklets/Plain sheets shall be provided whenever indicated.

5. Candidates shall be searched by the Invigilator before they are allowed into the examination hall.

6. While the examination is in progress, communication between candidates is strictly forbidden, and any candidate found to be giving or receiving assistance shall be deemed to have committed an examination irregularity.

7. Silence must be observed in the examination hall. The only permissible way of attracting the attention of the invigilator is by the candidate raising his/her/her hand for recognition.

8. Candidates shall use their Registration Numbers only, throughout all Examinations

9. Every necessary precaution shall be taken including physical search before candidate leaves or returns to the examination room/hall.
10. There is a No Smoking Policy in all Examination venues/Resource Centres during examinations.
11. Candidates are informed that a First Aid Box is provided in the examination hall, and medical attention can be obtained if necessary.
12. All rough work must be done in the sheets of paper provided by invigilators for the purpose of rough work. Any other paper brought in will be confiscated and candidate penalized.
13. A student involved in examination misconduct or malpractice shall be penalised as dictated by the University Examination Regulations.
14. Candidates must adhere strictly to the sitting arrangement put in place, which has been configured automatically by the CBT system.
15. To improve the objectivity of examination results, the DLC shall put in place a "Double Marking" programme.

7.0 CONSEQUENCES FOR FAILING TO WRITE EXAMINATIONS

1. Students have the right to defer writing a semester examination until the third semester (for a fee), however such student must duly apply for such deferment
2. Students who fail to write the examination without permission shall be made to carry over the course.
3. Students who fail to partake in 2 consecutive Semester examinations (without deferment) are deemed to have voluntarily withdrawn from the programme.
4. Students who fail to write any semester examination due to circumstances such as medical and or security engagements shall be allowed to re-write such an examination at a later time.

8.0 ACADEMIC MONITORING/QUALITY ASSURANCE

1. There shall be a monitoring mechanism for all examinations.
2. Online Programme Assessment Forms shall be made available to DLC students at the end of each of the three semesters in a session to assess the programmes (content, delivery, e-tutors and support).

9.0 RESEARCH WORK AND PROJECT, DISSERTATION AND THESIS MANAGEMENT

1. All research projects by students shall conform to the standard University practice.
2. Management of Project reports, Dissertations and Thesis shall be in conformity with the subsisting 'Regulations Governing Higher Degree Studies in ABU'.

10.0 DUTIES OF INVIGILATORS

There shall be adequate number of invigilators in any examination venue (minimum of 1 invigilator/50 students). Each of the venues shall be supervised by a DLC Deputy Director; DLC Academic Adviser for the Geopolitical Zone or a Head of Department.

1. Arrive at the venue of Examination at least 1 hour before the session commences
2. Shall inspect the Identity and Admission cards of candidates before admission into the examination room/hall.
3. Ensure compliance to all schedules and time restrictions by students.
4. Ensure that items not relevant to the examination are not allowed in the examination room such as books, bags, mobile phones, programmable calculators, palm top computers, mini scanners etc.
5. Confiscate such items and report on such matters to the Chief Invigilator.
6. Ensure that borrowing of any item or removal of examination materials does not occur.

7. Ensure that under no circumstances are candidates left without supervision
8. Should occasionally move around the examinations hall/room.
9. Ensure that candidates caught in breach of Examination Regulations are allowed to continue with the examination but the breach immediately documented.
10. Present a written report on any incident with exhibits to the Examinations Officer/Chief Invigilator.

11.0 EXAMINATION MALPRACTICE

1. All malpractice cases shall be treated in conformity with established University regulations.
2. The DLC Academic Board shall establish an ERIC committee to conduct all preliminary investigations
3. Examination malpractice shall be deemed to have been committed when any of the following has been established:
i. Impersonation/attempted impersonation at a CA or Semester Examination
ii. Plagiarism of other works, applicable to all assignments (CA) and Project
iii. Subletting/conscripting anyone to in parts or wholly undertake an assignment or examination on the student's behalf.
iv. Copying from other during center examination
v. Tampering/Attempted tampering of/with examination grades
vi. Introduction of foreign materials (Including Phones) into examination hall/room

12.0   SANCTIONS
12.1 OFFENCE BY STUDENTS (A) Expulsion

The following offences shall carry the punishment of expulsion for breach of Matriculation Oath:
i. Impersonation at Examination shall involve the exchange of examination numbers or names, intentional use of someone

else's name and/or registration number while registering online for the examination

ii. Introduction of relevant foreign materials and cheat notes into Examination Hall.

iii. Exchange of relevant materials/information in Examination Hall which may involve collaboration/copying from each other or copying from cheat notes.

iv. Consulting cheat notes outside the Examination Hall in the course of the examination.

v. Facilitating/abetting cheating during examination.

vi. Use of mobile phones (GSM) text messages and/or other such communication or electronic gadgets during examinations.

vii. Life threatening assault to an invigilator, examination officer or any constituted authority with evidence. viii. Willful destruction of exhibit (foreign material or cheat note) in the examination hall on the suspicion or on arrest for committing examination malpractice.

ix. Solicitation for marks or change of grades from the examiner or examination officer.

x. Hacking or attempted hacking into sites containing materials/information relevant to examinations.

(B) Rustication for One Academic Year

The following offences shall carry the punishment of rustication for one session

i. Non-submission or incomplete submission of answer scripts (where applicable)

ii. Introduction of non-relevant materials to the Examination Hall.

iii. Non-appearance at the Examination Irregulars and Malpractices Committee (ERIC)

iv. If a student refuses to appear after first year of rustication, it is then implied as self- withdrawal.

v. Introduction of mobile phone(s) and/or other such communication or electronic gadgets to examination hall.

vi.   Any student that insults an invigilator, examination officer or any other constituted authority during examinations

vii. Introduction of fake examination card/ print out of Vigicode in the examination hall.

(C) Written Warning

The following offences shall attract a written warning

i)   Speaking/Conversation during examinations.

ii)   Unruly behaviour in the examination hall that does not affect the conduct of the examination.

OFFENCES INVOLVING STAFF

1.   Any act of commission or omission amounting to examination malpractice e.g. loss of students' scripts, continuous assessments or project records, alteration of marks etc. by a member of staff shall be referred to the corresponding Staff Disciplinary Committee for appropriate sanctions.

2.   Non ABU staff engaged as adjunct staff for the purpose of any examination shall be required to endorse a document agreeing to be subjected to an appropriate legal/disciplinary action as appropriate for the circumstance e.g. police investigation and possible prosecution.

13.0 MANAGEMENT OF EXAMINATION RESULTS

1.   Tentative results shall only be made available to students after its approval by the DLC Academic Board subject to ratification by the Senate.

2.   Students shall be able to view their results (copy only) via the LMS, SMS/text or via other secure online options.

3.   An Exam checker shall be in place for students to access their results and forward complaints (should the need arise).

4.   Students are at liberty to apply for rectification (remarking) of their results for a fee.

5. Students can request for and view their scripts (for a fee) in event they are dissatisfied with the outcome of the rectification process.

*Rectification of Examination Scripts/results Does not Imply Passing the Course!!!