



DISTANCE LEARNING CENTRE
Ahmadu Bello University
Zaria, Nigeria.

STUDENT HANDBOOK

B.Sc. SOCIOLOGY

ABU DLC Student Handbook (B.Sc. Sociology)

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First published 2018

Published and Printed by

Ahmadu Bello University Press Limited, Zaria,

Kaduna State, Nigeria.

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Website: www.abupress.com.ng

FORWORD

Whereas the Distance Learning Centre Prospectus covers all aspects of the Distance Learning delivery in Ahmadu Bello University, the DLC B.Sc. Sociology Student Handbook is designed to give you an overview of the B.Sc. Sociology 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 B.Sc. Sociology 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 Sociology, 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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PART I

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)



Malam Adamu Fika, CFR
MICI Arb (Wazirin Fika)
Pro-Chancellor and Chairman of Council



Prof. Kabiru Bala, FNIOB,
Vice-Chancellor



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



Prof. Danladi A. Ameh
**Deputy Vice-Chancellor,
Academic**



Mal. Rabi Samaila
Registrar



Mal. Muhammad Bello Aminu Gurin
Bursar



Mal. Abdulhameed Gambo Liman
Ag. University Librarian

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. Rabi 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, Sarkin Musulmi 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 (1975-1978), Professor Oladipo Akinkugbe (1978-1979), Professor Ango Abdullahi (1979-1986), Professor Adamu Nayaya Mohammed (1986-1991), 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 re-organisation. 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 e-Learning (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.

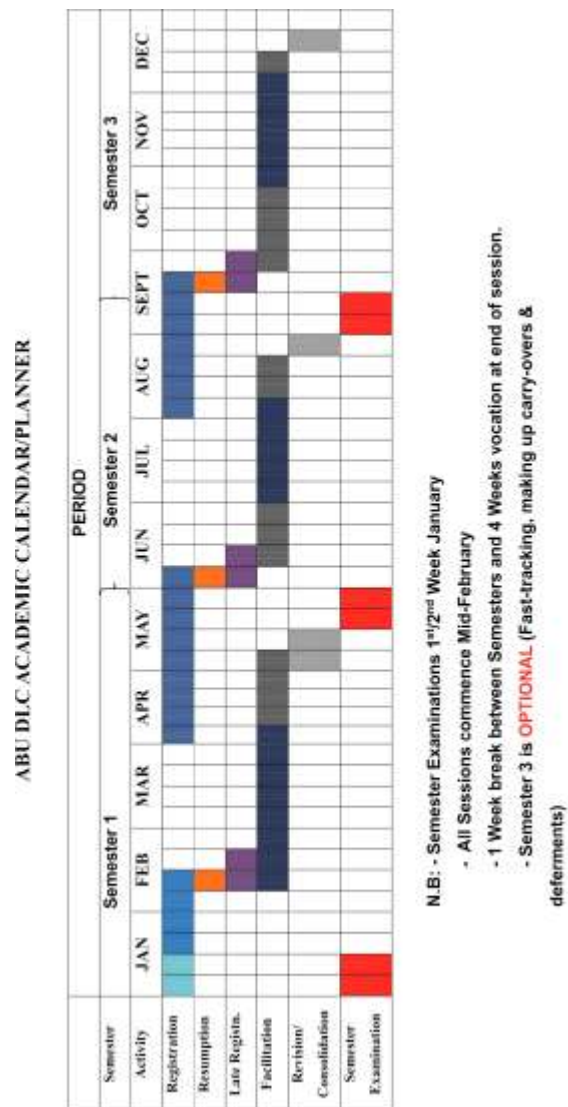
Whereas the Governing Board of the Distance Learning Centre sets out policies for the Centre in line with the overall policies of the Ahmadu Bello University, the Academic Board considers all academic matters prior to its submission to University Senate. The day-to-day administration of the Centre is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



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

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, B.Sc. International Studies, 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 be 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
- xi. 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 student-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
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, hand-outs or textbooks. You need to learn the skills of note

taking and note making. The more you summarise 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.

- i. Read and fully understand the examination regulations
- 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.edu.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:
AcctName: ABU Microfinance Bank, AcctNo.:
1016508300, Bank: Zenith Bank.

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 live 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

B.Sc Sociology

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 campus-based 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 identification shall 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) semester 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/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:

1. 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
2. Introduction of relevant foreign materials and cheat notes into Examination Hall.
3. Exchange of relevant materials/information in Examination Hall which may involve collaboration/copying from each other or copying from cheat notes.
4. Consulting cheat notes outside the Examination Hall in the course of the examination.
5. Facilitating/abetting cheating during examination.
6. Use of mobile phones (GSM) text messages and/or other such communication or electronic gadgets during examinations.
7. Life threatening assault to an invigilator, examination officer or any constituted authority with evidence.
8. Willful destruction of exhibit (foreign material or cheat note) in the examination hall on the suspicion or on arrest for committing examination malpractice.
9. Solicitation for marks or change of grades from the examiner or examination officer.
10. 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.

12.2 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.

PART III

B.Sc Sociology Course Structure and Information

3.1 OVERVIEW OF THE PROGRAMME

The Department of Sociology, Ahmadu Bello University was established in 1967. It has since then, in its teaching and research activities, distinguished itself by its conscious policy of Africanization. The first set of three students graduated in June 1970. The department students' intake has continued to expand to a level where the department is now graduating on the average between 100 and 150 students every year at the undergraduate and postgraduate levels. But as a result of the increase in population the demand for enrollment in school became higher, and this also increases the number of candidates seeking admission into sociology department. This is one of the reasons why many were denied admission, Limited space and shortage of personal etc. Open and Distance Learning (ODL) has offered access to many people who would have previously been denied access to educational opportunities based on where they live and work, poor-economic circumstances, social status etc. Open and Distance Learning remains the primary mechanism for the information-driven age, a tool that has bridged the gap between developed and developing communities.

As earlier stated in the previous chapter. 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"*.(B.Sc Sociology), respectively.

Although the initial focus was to train high level manpower to fill the administrative, personnel and social welfare arms of the public sector, the department later broadened its curriculum to include courses designed to produce graduates who would fit into a broader spectrum of jobs in the civil service (Federal, State and Local), the parastatals, para-military organizations (e.g. police, customs, prisons, immigration, road safety corps etc) tertiary institutions, research institutes, private companies and corporations, media, organizations, non-governmental organizations and international agencies.

3.1.1 Philosophy of the programme

The broad philosophy of the Department right from inception has revolved around the production of knowledge which is functional and problem- oriented, in terms of correctly reflecting Nigeria and African social reality, in terms of not accepting situations and concepts without logical and mature analysis.

This philosophy has informed the curriculum of the department which has centred around:

- a) A conscious re-orientation and "indigenization" of course structure and content to ensure the teaching of concepts, theories and models relevant to the African situation as opposed to the wholesale importation of western theories and models.
- b) The expansion of course offerings to encompass as many areas of specialization as are needed to address the needs and realities of Nigeria rapidly changing and complex developing society.
- c) The creative engagement of the students in intellectual discussions and debates, as well as in the generation of knowledge through research project and theses which support the department's teaching programme which lessens

over dependence of Euro-American teaching materials. In the light of this philosophy, the department's programme has evolved:

1. A vigorous and problem-oriented teaching programmer
2. Conscious and systematic research component geared towards investigating, analyzing and proffering solutions to the service of the wider society through community and consultancy services.

3.2 OBJECTIVES OF THE PROGRAMME

In the light of the philosophical orientation, the broad objective of the department is to train sociologists with a thorough grasp of the concepts, methods and theories of the discipline as a means of attaining a critical understanding of Nigerian Society from the past to the present, understanding how and why the society functions the way it does and being able to proffer ideas and suggestions as to what, in the light of the country's experience and the experience of other societies, might be done to improve the conditions of the people of Nigeria in particular, and Africa in general.

These objectives are achieved through the following specific orientations:

- a) Encouraging students to learn to match theory with reality in a critical way - irrespective of gender, race, location and in flexible manner.
- b) Incorporating into the departmental teaching programme, practical components such as field trips, practical projects, observational visits to places like police stations, prisons and juvenile institutions, ministries and parastatals, private companies, mental asylums, rehabilitation homes, industries, non-governmental organizations where indents familiarize themselves with the I'm heal ramifications of the issues and problems they learn in class.

- c) Students are required to write a project to demonstrate their understanding of issues in any area of their choice enumerated in (b) individually.

3.3 RATIONALE FOR UPDATING CURRICULUM OF THE STUDY PROGRAMME

Human society is dynamic in structure, norms and values. Changes have therefore occurred in various parts of the world and in Nigeria in particular since the previous curriculum of study was developed. Of special note from the global perspective are the collapse of the socialist ideology, the coming to limelight of the principles of globalization and the increasing menace of environmental degradation which is mainly due to population increase. With specific reference to Nigeria, the country has returned to democratic governance but bedeviled with violent ethno-religious conflicts, high rate of unemployment and other social problems. The new curriculum is a concerted effort to include these nascent/emerging issues in the courses of the Department to better enlighten the students on the contemporary Nigerian society. This will help them keep abreast with the trend of changes in the society.

3.4 ADMISSION REQUIREMENTS FOR B.Sc. SOCIOLOGY:

3.4.1 General Requirements

All candidates to be admitted into the B.Sc. degree in Sociology programme must possess five (5) O'level credits in English Language, Mathematics, Economics, Government/History and any other two (2) credits in social sciences or Art subject in the SSCE, WASC, NECO, NABTEB at not more than two (2) sittings. Such as Civic Education, Geography, Literature in English, etc. At UTME level, candidates must write Government, Economic or History, English language and any other social sciences or art subject. The 'A' Level subject for

Direct Entry candidates must include Government/History and Economics.

3.5 REGISTRATION

3.5.1 Registration Requirements

Registration of students who are offered provisional admission to study B.Sc Sociology in ABU DLC, is conducted in decentralized locations recommended by DLC management and lasts for two to three weeks. At the venue of the registration exercise, the registration officer will check and ensure that the name and the registration number presented by the applicant correspond with the one on the admission list before asking the candidate to show his or her original copies of the following credentials:

- i. Academic certificates (SSCE O/Level, A/Level, UME score, etc) to confirm that the student fulfils the admission requirements.
- ii. Local Government Area of Origin declaration
- iii. Valid travelling documents and residence permit (if a foreigner)
- iv. Birth certificate or Age declaration form

3.5.2 Registration details

Registration for fresh students in B.Sc Sociology programme shall be guided by ABU DLC method of online delivery. 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. However, students are required to note the following:

1. All core courses for a semester/session must be registered before considering taken an elective courses
2. Students will be given the opportunity to choose electives to make up or add to their credit units for a

semester/session where necessary before his/her courses are uploaded. Hence students are advised to choose their electives within their faculty for easy compilation of results.

3. The minimum credit units to register in a semester is 15 and a maximum of 24
4. It is mandatory for fresh 200 level sociology students to register all the 100 core courses.

3.6 MATRICULATION

All students admitted into Distance Learning Center for the first time (100 level or 200 level) are required to matriculate just as their on campus counterparts. The students matriculate at a formal ceremony presided over by the vice-chancellor and the Director Distance Learning Center. The Director shall clearly spell out the core values, in terms of the mission and vision of the DLC to the students.

3.7 COMPLAINT AND COUNSELLING

The complaint and counseling committee shall assist students with both academic and personal matters where possible. The guidance and counseling unit assist student with issues relating to registration, examination, general academic issues and personal matter.

3.8 COURSE STRUCTURE AND REQUIREMENTS FOR GRADUATION

2.0 Description of Undergraduate Courses in Sociology Programme			
Code/ Status	Title	Course Descriptions	Remarks/ Rationale
100 LEVEL SI 1 Semester SOLG 101 (Core)	Introduction to Sociology I	This involves the presentation of the elementary concepts and descriptive materials of sociology illustratively in order to make them part of the students' working vocabulary and tools for identifying and understanding the workings of society. Historical emergence, founding fathers, basic concepts and descriptive materials constitute key components of the course	<i>3 Credit Units</i>
SOLG 103 (Core)	Introduction to Anthropology	The delineation and description of the four main areas of anthropology, (social/cultural anthropology, physical anthropology, archaeology and linguistics) is followed by a focus on human evolution, cultural development and institutions of society.	<i>3 Credit Units</i>
SOLG 105 (Core)	Introduction to Psychology	The subject matter, basic concepts and methods of psychology are introduced. A simple discussion of theories of learning, motivation, personality, perception etc, is intended to familiarize the student with the relevance and	<i>3 Credit Units</i>

		application of psychology in everyday life.	
SOLG 107 (Core)	Introduction to African Societies and Cultures	The study and criticism of ethnographic descriptions of African societies, people and their cultures, both as scientific reporting and as a literary art form. A survey of African societies and cultures in contemporary setting; the cultural regions, social organization, language, polity, economy and world views	3 <i>Credit Units</i>

Gens 101 (Core)	Nationalism		1 <i>Credit Unit</i>
Gens 103 (Core)	English and Communication Skill		2 <i>Credit Units</i>
2nd 100 Level 2 Semester			
SOLG 102 (Core)	Introduction to Sociology II	Building on the foundation established in SOLG 101, the course demonstrates the linkage between the concepts and concrete social organizations by focusing on the problematic of the relationship between the individual and the collective:	3 <i>Credit Units</i>
SOLG 104 (Core)	Nigerian Heritage	The course introduces the implications of the origin, evolution, nature and transformation of Nigeria's social and economic structures for a proper understanding of	3 <i>Credit Units</i>

		contemporary socio-economic and political issues in the country.	
SOLG 106 (Core)	Element of Scientific Thought	This course however, will look at areas such as factors that give rise to science, history of science, basic assumption of science, methods of gaining knowledge, the role of imagination, scientific revolution, elements of science such as variable, hypotheses, theory, characteristics of science, claim of social science as science and why we need social science, qualities of a good researcher and ethical issues in research etc.	3 <i>Credit Units</i>

Gens 104 (Elective)	History and Philosophy of Science		1 <i>Credit Unit</i>
Gens 112 (Core)	Logic, Philosophy and Human Existence	A brief survey of the main branches of Philosophy; Symbolic logic; Special symbols in symbolic logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements, law of tort. The method of deduction using rules of inference and bi-conditionals, qualification theory. Types of discourse, nature or arguments, validity and soundness, techniques for evaluating arguments, distinction between inductive and deductive inferences; etc.	1 <i>Credit Units</i>

1st Semester 200 level			
SOLO 201 (Core)	History of Social Thought	An introduction to the main contributors to social thought and to the rise and development of modern sociology; including historical background (both Western and Islamic), modern classical sociologists and contemporary African theories about society.	3Credit Units
SOLG 203 (Core)	Structure of the Nigerian Society	This course involves the study of traditional Nigerian societies and cultures, their pristine pre-colonial features and the forms in which they survived the onslaught of colonialism	3Credit Units
SOLG 205 (Core)	Social Statistics	This is an introduction to the basic techniques for processing quantitative data in the social sciences and the understanding /interpretation of statistical reports using materials drawn from studies conducted locally.	3Credit Units
SOLG 207 (Elective)	Sociology of the Family	The process of development, especially the efforts to focus on individual/corporate ownership of property creates problems in communities where resources such as land, rivers, forests, etc had been initially regarded as communal resources. The development process also affects the norms and values that have held societies	3Credit Units

		together. The course therefore delves into the problems created by efforts by government, religious and other organization to introduce changes among indigenous/pristine peoples in the pursuit of development in particular.	
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SOLG 209 (Core)	Language; in Society and Culture	An examination of the social and cultural functions of language with particular reference to Nigeria and other West African societies. Language and societal development, language problems of new states and Language policy are explored.	3 <i>Credit Units</i>
SOLG 211 (Elective)	Sociology of Mass Communication	The course introduces students to the historical development of the print, radio and TV as media of communication. Their roles are examined across the socialist and capitalist ideologies. The philosophical orientation of each system is linked to its media system to demonstrate the influence of ideology on a country's media.	3 <i>Credit Units</i>
SOLG 213 (Elective)	The Military and the State	An introductory study from a social science perspective of the military as rulers, law makers and law appliers. The role of the military in national and international policies, with special	3 <i>Credit Units</i>

		attention to theories of war and peace. Civil- military relations; the military and the political development of Africa and the non-military uses of the military, are taught.	
SOLG 215 (Core)	Sociology of knowledge, science and technology	The course expose students to how science and technology affect our behaviour. Change our mine set and make us accept the modern world. You will be thought on the Methods of gaining scientific knowledge. and how to differentiate between African indigenous knowledge and Scientific thinking and reasoning. The relationship between science and technology and the Differences between explicit and implicit knowledge. Also you shall be coach on Approaches to Knowledge and ways of knowing,	

2nd Semester 200 Level			
SOLG 202 (Core)	Social Psychology	The course examines the general principles underlying the adaptive and behavioural responses of individuals to social stimuli and the effects of these on the individual. The focus is primarily on socialization, personality development, motives, attitudes and communication processes.	3 <i>Credit Units</i>
SOLG 204 (Core)	Sociology of Ageing t	The age structure of the population of Nigeria is changing. With a total fertility of more than five children and an increasing	3 <i>Credit Units</i>

		life expectancy, these imply an impending high dependency ratio. This portends a problem for the elderly in Nigerian societies that will continue to increase in number. The traditional institutions, such as the extended family, age grades and other groups that used to take care of the elderly in Nigerian societies are fast fading away. The governmental social services for the elderly are yet to take firm roots. This course therefore enlightens students about ageing, its social implications and the impending social problems that it will pose in Nigeria and how to plan to mitigate such problems.	
SOLG 206 (Elective)	Social Change	Theoretical perspectives; institutional analysis of the phenomenon of social change; concept of modernization; social change in Africa; and, theories of social problem resulting from social change constitute the foci of this course	3 <i>Credit Units</i>
SOLG 208 (Elective)	Women in Society	Beginning with a world survey of women's situations, the course focuses on various aspects of women's conditions in Africa and Nigeria in a variety of situations especially in agriculture, the labour market, the mass media, culture, religion, law and education.	3 <i>Credit Units</i>

SOLG 2 10 (Core)	Sociology of Education »	The institution of education imparts knowledge for individuals on how to be integrated into their respective societies. With formal institutions taking over the socialization process, this course explores the conflict between the traditional and modern forms of education. Access to and performances in schools in the developing countries in particular are	3 <i>Credit Units</i>
		Explored.	
GENS 202 (Core)	Entrepreneur- ship and Innovation	The course intends to inspire the entrepreneurial spirit in the students, help them gain an understanding of the challenges of the start-up process in developing their own business plans; The course exposes students to [he complex landscape entrepreneurship, strategies of setting up and executling business plans, ensuring its sustainable growth, and development. By the end of this course, students would have been equipped with the intellectual/cognitive skills, passions, leadership skills and networks required for building successful small scale enterprises of their own.	2 <i>Credit Units</i>

GENS 224 (Elective)	Leadership Skills	In this course, you'll be given information to help you start building your leadership skills immediately. You will be given specific tools and tips so that you'll be able to take what you learn and will be able to apply it the moment you are done reading. If you do, you will be amazed at how quickly you can improve your leadership abilities. You'll start to see those around you react to you differently. You'll find that work can be a more pleasant place to be and that you truly can lead others on to their own success.	<i>1 Credit Units</i>
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<i>1st</i> Semester 300 Level			
SOLO 30 1 (Core)	Methods of Social Research	The nature and importance of social research are explained. The formulation of research problem is demonstrated. These are followed by discussions of the various methods of generating data and processing them. The course is intended to ground students in the logic of the scientific approach	<i>1 Credit Units</i>

SOLO 303 (Core)	Social Inequality and Stratification	Analysis of forms and functions of social inequality; theories concerning the origins, persistence and consequences of systems of social stratification; types of social mobility and their impact on stratified structures; social inequality and social problems in Nigeria are the main issues taught in this course.	<i>3 Credit Units</i>
SOLO 305 (Core)	Classical Sociological Theory I	The course explores the social forces and ideas that informed the early movements in thought which culminated in the enlightenment philosophy as the background to the development of sociological thought.	<i>3 Credit Units</i>
SOLO 307 (Elective)	Political Sociology	The course examines the political impact of the specific forms of economic, social, cultural, religious and military structures and their articulation within historically determined social formations. Attention is paid to the	<i>3 Credit Units</i>

		concepts of power, legitimacy, authority and class, mode of production, ideology and state.	
SOLO 309 (Elective)	Sociology of Health and Illness Behaviour	An introduction to concepts and social aspects of health, illness and treatment in different African societies with particular emphasis on Nigerian cultures. Interactions between folk and modern medicine; the delivery of health care as a social problem; the social structure of traditional versus modern health care delivery and their respective impacts are emphasized in this course.	3 Credit Units
SOLO 311 (Elective)	Introduction to Demography	An examination of the nature and scope of demography, the sources and uses of demographic data, population theories and the major components of population change are discussed.	3 Credit Units

SOLG313 (Elective)	Economy and Society	The course deals with issues and problems concerning the structure of the Nigerian economy and the imbalances between the various sectors consequent upon the incorporation and transformation of the economy by colonialism and their effects on national development.	<i>3 Credit Units</i>
SOLO 315 (Elective)	Introduction to Urban Sociology	The course is an analysis of the characters and forms of cities, their population characteristics, problems and structures. Urbanization is also examined historically using global examples.	<i>3 Credit Units</i>
SOLO 317 (Elective)	Formal Organizations »	Within the framework of the political economy of organizations, the course address issues of class and gender relations, work, power and control, as well as bureaucracy, professional ization and industrial democracy in organizations.	<i>3 Credit Units</i>
SOLG319 (Elective)	Social Work and Social Problems	The Course will acquaint students with the basic concepts, principles, theories, and practice of	<i>3 Credit Units</i>

		social work and advocacy. It will also expose students to the practical application of social work in various institutions within the context of various socio-cultural milieux.	
SOLG321 (Elective)	Sociology of Crime and Delinquency	The historical development of the subject and its theories puts into perspective the relative nature of social deviance and social control, and highlights the socio-economic and political contexts of crime and criminal law.	3 Credit Units
2nd Semester 300 level			
SOLO 302 (Core)	Classical Sociological Theory ii	this course focuses on and examines the emergence Sociological of sociology from the founding fathers till the end of positivistic organicism and the rise of the conflict theory in the 19 century	
SOLG 304 (Elective)	Sociology of Law	Law and legal institutions are discussed as part of the social order. It focuses on their social, political and economic contexts to provide a critical understanding of	3 Credit Units

		social phenomenon.	
SOGL 306 (Elective)	Sociology of Religion	The course introduces students to the major sociological perspectives of religion on the one hand, and on the other, the various religious world views as exhibited by the major world religions. Part one of the course examines the issue of religion in both classical and contemporary sociological theory, while part two examines the various ontological and epistemological assumptions and orientations of the major religions of the world. The empirical emphasis will be on religion and the Nigerian societies.	3 <i>Credit</i>
SOLG 308 (Elective)	Rural Sociology	A discussion of the general features of rural societies and rural life is followed by an examination of rural development projects and processes. The historical and structural contexts, within which these processes are	3 <i>Credit</i> <i>Units</i>

		conceived and executed, are focused on.	
SOLG 3 10 (Elective)	Inter-group Relations	Distinct groups, based on various criteria such as religion, ethnicity, economic interests and territories etc, continue to exist/emerge in human societies. This course enlightens students on the relationships between such groups, such as competition, cooperation and conflict among others. The consequences of such relationships on society are discussed.	2 <i>Credit</i> <i>Units</i>
SOLG 3 12 (Elective)	Population and Environment	Incessant population growth vis-a-vis the Malthusian Theory of population outpacing resources needed for survival pose threat to him is society. Added to these are the issues of harmful effects of the non-judicious use of the resources. These will be the subject of study in this course	3 <i>Credit</i> <i>Units</i>
SOLO 314 (Elective)	Military Sociology	The military, whose primary function is to manage external	3 Credit Units

		aggression, often seizes power in the developing countries. They also engage in other civil activities. This course therefore seeks to evaluate the purpose and performance of the military both within and outside their statutory roles.	
SOLO 316 (Elective)	Sociology of Non-violent Change	The existence of peaceful relationships between groups, classes, races, nations and international blocks is considered desirable. This conforms to the notion of the just society and its significance for a peaceful social order. However, this ideal is often obliterated by violent conflicts which set back achievements that have already been made. This course therefore focuses on how to effect changes through non-violent means such as consultations, negotiations etc in	3 Credit Units

		situations of conflict. The evolutionary form of change will also be taught.	
SOLG 318 (Elective)	Forensic Sociology	This course is an introduction to the sociological study of initial crime scene investigations by law enforcement agencies, attorneys, forensic science experts and social work professionals. Disputes over scientific evidence involve sociological questions such as who should bear the consequences of uncertain conclusions by a jury or forensic science experts. Students are taught the rudiments of the different roles within forensic science. The course, explores the similarities between sociological methods and crime scene investigation by examining how isolated and seemingly random pieces of data are organized into a	3 Credit Units

		logical/coherent set of events to	
		Reconstruct the events that had taken place.	
SOLG 320 (Elective)	Industrial Sociology	The processes of Industrialization and the nature of industrial societies are discussed followed by an examination of the theoretical perspectives on industrialization using empirical materials drawn from capitalist, socialist and peripheral societies	2 Credit Units
St 1 Semester 400 Level			
SOLG 401 Core	Contemporary Sociology Theories	Contemporary anthropological and sociological theories and methodology are discussed with a focus on structural functionalism, conflict, symbolic interactionism and phenomenological theories at both the macro and micro level	3 Credit Units
SOLG 403 Core	Models in Sociological Analysis	The course is built around two complementary issues: (a) What types of explanations are used in sociology, and (b) What	3 Credit Units

		types of data are used in constructing explanations in sociology. The aim is to provide the student with, the ability to apply the appropriate sociological approach to any empirical issue from these two view points, e.g.: (i) is the chosen model of explanation adequate, and (ii) is the purported explanation adequate in terms of the chosen mode!?	
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SOLG 405 (Core)	Ethnography of Sub-Saharan Africa 5	The course is an advanced study of sub-Saharan Africa as a major ethnological region; Human origins and the early man; physical anthropology and archaeology; race and racism. The cultural regions of Africa; language and population migration in history, peoples and cultures of Africa are explored.	3 Credit Units
SOLG 407 (Elective)	Sociology of the Third World	The decolonization and the emergence of the Third World; the characteristics of Third World peoples; their cultural profiles; the North- South interaction and the inherent conflicts constitute the foci of lectures in this course.	3 Credit Units
SOLG 409 (Elective)	Urbanization and Labour Migration	The Course deals with phenomenon of urban growth in various parts of	3 Credit Units

		the world; Various forms of labour migration; theories and economics of labour migration and characteristics of Nigerian cities.	
SOLG 4 11 (Elective)	Industrial Relation in Nigeria	The nature and evolution of industrial organizations from the cradle to the modern bureaucratic model is discussed. This is followed by an examination of formal industrial relations through a study of trade unions, collective bargaining, wage determination, etc.	3 <i>Credit</i> <i>Units</i>
SOLG 4 13 (Elective)	Child Development	The aim of this course is to expose the student to the physical, psychological and emotional development of human beings from birth to the end of adolescence. The optimal development of children is considered vital to society. It is therefore important to understand the social, cognitive, emotional and educational milieu in which the child grows. Students will be exposed to concepts and theories of child development. Factors that affect optimal child development such as malfunctioning families and educational systems in particular will be brought to limelight.	3 <i>Credit</i> <i>Units</i>
SOLG 415 (Elective)	Sociology of Deviant Behaviour	The course is aimed at exposing the student to basic concepts of criminological studies. Issues to be addressed include the meanings of deviant behavior, the relative nature of	3 <i>Credit</i> <i>Units</i>

		deviancy, and the manifestations/typologies of deviant behaviours and the effect of deviancy on the individual, group and the society in general. The various <i>explanations of deviant behaviors in the society</i> are also examined. The student is also exposed to the sources, uses and limitations of the measuring instrument of deviancy in the society	
SOLG 417 (Elective)	Sociology of Medicine	Medicine, one of the most pervasive social institutions, is still practiced at both the folk and professional levels. This results in diverse and even conflicting philosophies, beliefs and practices in the quest for interventions and remedies for maintaining health and treating ailments across human societies. This course therefore seeks to enlighten students on the various forms of medical beliefs, philosophies, practitioners and practices in cross-cultural perspective. The professional sub-divisions within it, the forms of cooperation and conflicts within modern medicine, the sub-divisions of the profession will be explored. The tendency for the modern medical institution to intrude	3 <i>Credit Units</i>

		into and dominate in the domains of other social institutions will be an integral part of the course.	
SOLG 419 (Elective)	Environmental Sociology	The nexus of the physical and social! Environments play crucial roles for human survival. This course enlightens students on the necessity for sustainable use of the elements of environment for the current and upcoming generations. The course explores the Nigerian situations especially in the light of changes brought about by environmental degradation and the forms of adjustments people adopt in coping with the emerging problems.	3 <i>Credit Units</i>

2nd Semester 400 Level			
SOLG 400 (Core)	Research Project	This course requires students to design and carry out an original piece of sociological research of their own choice under the supervision of a lecturer.	6 <i>Credit Units</i>
SOLG 402 (Core)	Current Trends in Sociological Theory	The course examines current trends in sociological literature/theories and critically assesses the relevance and application of the various theories and methodologies to the analysis of African social life/reality generally and in	3 <i>Credit Units</i>

		particular, social developments in Nigeria.	
SOLG 406 (Elective)	Sociology of Development *	Theories of development; socio-economic analysis of the concept of development, and of its relation to growth. The impact of colonial policies the social implications of development, its effects on society, family structure and post- independence international conditions are taught.	3 <i>Credit Units</i>
SOLG 408 (Elective)	Healthcare in Developing Countries	The course addresses problems of healthcare delivery and the health status of people in developing countries. It highlights the influence of poverty, ignorance and various beliefs on these. Analysis of the socio-political factors affecting the functioning of the healthcare systems is undertaken.	3 <i>Credit Units</i>
SOLG 410 (Elective)	Sociology of Decolonization	The colonization of various people in the world made very significant impact on their psyches and material development. This course examines the process, forms strategies and effects of efforts made by the colonized peoples to throw off the yoke of colonization.	3 <i>Credit Units</i>

SOLG 412 (Elective)	Women and Development	The course examines major theories (development and feminist) and practice of development in relation to the roles of women. It considers women's roles in agricultural production and economic development/access to services and resources, women in the informal and formal labour sectors, women and migration (both rural and urban); women and education and training; women and health and nutrition, women and the family, political and historical aspects of development and women's status; development planning (both general and specific to women); research methodologies and priorities in development; and case studies of women organizations and development; trends up till the Beijing conference.	3 <i>Credit Units</i>
SOLG 414 (Elective)	Personality and Motivation	The course teaches major issues in personality and motivation including theory and practice of personality measurement; the structure of personality and relationship between personality and psychopathology.	3 <i>Credit Units</i>

SOLG 416 (Elective)	Theories of Imperialism	Theories of imperialism will be studied within the general framework of organized domination and exploitation. Although some attention will be paid to the ancient imperialisms of China, India, Egypt, Rome, South and West Africa, the central focus will be on modern imperialism, specifically capitalist European domination of Africa. Asia and Latin America. The theories of Marx, Hobson, Lenin, Bukharin, Schumpeter, Nkrumah, Fanon and Cabral will be highlighted	3 <i>Credit Units</i>
SOLG 418 (Elective)	Applied Demography	The course teaches an overview of basic demographic principles and measures, covering the material of basic demographic techniques, data collection and describing the inter-relationships of demography with other sub-fields, social and economic problems. One very valuable feature of this course material is the extensive list of suggested readings at the end of each Module. These readings are useful for the student as a way to extend the	

		information provided in the text.	
SOLG 420	Culture and Communication	The course is based on the links between two intellectual premises: our cultural assumptions inform and shape our ability to communicate; and communication is the process through which culture is created, modified, and challenged. To better understand the relationship between these two ideas, you'll study communicative and cultural practice from a wide variety of perspectives from across the study park.	

2.1 The Course Structure of Departmental Courses

UNDERGRADUATE COURSES							
Course Code	Course Title	Contact Hours			Credit Unit	Course Status	Rationale/ Remark
		Lectures per Semester	Studio	Lab.			
100 Level 1 st Semester							
SOLG 101	Introduction to Sociology I	45	3	-	3	Core	
SOLG 103	Introduction to Anthropology	45	3	-	3	Core	
SOLG 105	Introduction to Psychology	45	3	-	3	Core	

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SOLG 107	Introduction to African Societies and Cultures	45	3	-	3	Core	New
GENS 101	Nationalism 15		1	-	1	Core	
GENS 103	English and Communication Skills	15	1	-	2	Core	
100 Level 2nd Semester							
SOLG 102	Introduction to Sociology i	45	3	-	3	Core	
SOLG 104	Nigerian Heritage	45	3	-	3	Core	New
SOLG 106	Element of scientific thought	45	3	-	3	Core	
NS 104	History and Philosophy of Science	15	1		1	Elective	
Gens 112 (Core)	Logic, Philosophy and Human Existence	15	1		1	Core	
200 Level 1st Semester							
SOLG 201	History of Social Thought	45	3	-	3	Core	
SOLG 203	Structure of the Nigerian Society	45	3	-	3	Core	
SOLG 205	Social Statistics	45	3	-	3	Core	
SOLG 207	Sociology of the Family	45	3	-	3	Elective	
SOLG 209	Language in Society and Culture	45	3	-	3	Core	New
SOLG 211	Sociology of Mass Communication	45	3	-	3	Elective	New

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SOLG 2 13	The Military and the State	45	3	-	3	Elective	New
SOLG 215	Sociology of Knowledge and technology	45	3	-	3	Core	New
200 Level 2nd Semester							
SOLG 202	Social Psychology	45	1	•	3	Core	
SOLG 204	Sociology of Ageing	45	3	-	3	Core	New
SOLG 206	Technology and Social Change	45	3	-	3	Elective	
SOLG 208	Women in Society	45	3	-	3	Elective	
SOLG 210	Social Change	45	3	-	3	Core	New
SOLG 2 12	Sociology of Education	45	3	-	3	Elective	New
GENS 202	Entrepreneurship and Innovation	30	2	-	2	Core	New
GENS 224	Leadership Skills	15	1	-	1	Elective	
300 Level 1st Semester							
SOLG 301	Methods of Social Research	45	3	-	3	Core	
SOLG 303	Social Inequality and Stratification	45	3	-	3	Core	New
SOLG 305	Classical Sociological Theory 1	45	3	-	3	Core	
SOLG 307	Political Sociology	45	3	-	3	Elective	
SOLG 309	Sociology of Health and Illness Behaviour	45	3	-	3	Elective	
SOLG 3 11	Demography	45	3	-	3	Elective	
SOLG 3 13	Economy and Society	45	3	-	3	Elective	
SOLG 3 15	Introduction to Urban Sociology	45	3	-	3	Elective	

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SOLG 3 17	Formal Organizations	45	3	-	3	Elective	
SOLG 3 19	Social Work and Social Problems	45	3	-	3	Elective	New
SOLG 321	Sociology of Crime and Delinquency	45	3	-	3	Elective	
300 Level 2nd Semester							
SOLG 302	Classical Sociological Theory II	45	3	-	3	Core	
SOLG 304	Sociology of Law	45	3	-	3	Elective	
SOGL 306	Sociology of Religion	45	3	-		Elective	New
SOLG 308	Rural Sociology	45	3	-	3	Elective	
SOLG 3 10	Inter-group Relations	45	3	-	3	Elective	New
SOLG 3 12	Population and Environment	45	3	-	3	Elective	New
SOLG 3 14	Military Sociology	45	3	-	3	Elective	New
SOLG 3 16	Sociology of Nonviolent Change	45	3	-	3	Elective	New
SOLG 3 18	Forensic Sociology	45	3	-	3	Elective	New
SOLG 320	Industrial Sociology	45	3	-	3	Elective	
GENS 302	Business Creation and Growth	45	3	-	2	Core	New
400 Level 1st Semester							
SOLG 401	Contemporary Sociological Theories	45	3	-	3	Core	
SOLG 403	Models in Sociological Analysis	45	3	-	3	Core	

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SOLG 405	Ethnography of Sub-Saharan African	45	3	-	3	Core	New
SOLG 407	Sociology of the Third World	45	3	-	3	Elective	New
SOLG 409	Urbanization and Labour Migration	45	3	-	3	Elective	New
SOLG 411	Industrial Relations in Nigeria	45	3	-	3	Elective	
SOLG 413	Child Development	45	3	-	3	Elective	New
SOLG415	Sociology of Deviant Behaviour	45	3	-	3	Elective	
SOLG 417	Sociology of Medicine	45	3	-	3	Elective	
SOLG 419	Environmental Sociology	45	3	-	3	Elective	New
400 Level 2nd Semester							
SOLG 400	Research Project	45	6	-	6	Core	
SOLG 402	Current Trends in Sociological Theory	45	3	-	3	Core	
SOLG 404	Urbanization and Labour Migration	45	3	-	3	Elective	
SOLG 406	Sociology of Development	45	3	-	3	Elective	
SOLG 408	Healthcare in Developing Countries	45	3	-	3	Elective	
SOLG 410	Sociology of Decolonization	45	3	-	3	Elective	New
SOLG 412	Women and Development	45	3	-	3	Elective	
SOLG 414	Personality and Motivation	45	3	-	3	Elective	New
SOLG 416	Theories of Imperialism	45	3	-	3	Elective	New

SOLG 418	Applied Demography	45	3	-	3	Elective	New
SOLG 420	Culture and Communication	45	3	-	3	Elective	New

3.8 GRADUATION

Total Credit Units Required

The minimum earned course credit required for graduation are:
- 120 for those coming through UTME, while 90 for Direct Entry

Levels	First Semester	2 nd Semester	Total	Cumulative
100 Level	18	15	33	33
200 Level	18	18	36	69
300 Level	15	18	33	102
400 Level	15	18	33	135

Graduation Requirements

- Minimum of three and maximum of five academic sessions for DE candidates.
- Minimum of four and maximum of six academic sessions for UTME candidates.
- The students will be awarded certificate on the basis of the credits attained in final examination. The continuous assessment will be 40%. While the final examination carries 60% in each courses. UTME candidates are required to earn a minimum of 120 Total credits units Earned (TCUE) and 90 TCUE for Direct Entry students before graduation.
- Minimum CGPA for graduation: **1: 00**

3.9 EXAMINATION RESULTS

3.9.1 Computation and Interpretation of Results under the Semester System

Examination is linked to registration of courses as students will only be examined in the courses they registered for. As such it

as necessary to start from the rules governing registration of courses. Students are expected to register a minimum of 15 and a maximum of 24 credit units (CUR), every semester. Furthermore a student who plans to graduate within the prescribed period should endeavour to earn (i.e. pass) a minimum of 15 credit units (CUE), per semester. This is because the student must ultimately earn (pass) 120 credit units

Course Code	Course Title	Contact	Hours
Credit Unit			
GENS 201	Moral Philosophy	15	1 Elective
GENS 202	Entrepreneurship and Innovation	30	2Core
GENS 302	Business Creation and	45	2Core Growth

Or 90 credit units (TCUE) depending on whether he joined at the 100 or 200 levels respectively, before he can graduate. Since there are ordinarily eight or six semesters for the four year (100 level entry) and three-year (200 level entry) programme, it follows that 15 multiplied by the relevant number of semester would yield the minimum earned credit unit required for graduation.

3.10 CLASSIFICATION OF DEGREE

The B.Sc. Sociology degree is a classified degree. The class of degree that a candidate graduates with is based on his Cumulative Grade Points Average (CGPA).

At the end of every semester, a candidate scores a Grade Point Average (GPA) based on his marks in the respective courses offered for the semester, as follows:

Mark	Letter grade	Grade Points
70-100	A	5
60-69	B	4
50-59	C	3
45-59	D	2
40-44	E	1
0-39	F	0

The average of the grade points in the different courses offered in a semester is denoted as GPA, while the average of GPA's of more than one semester is denoted as CGPA or Cumulative Grade Points Average.

At the end of the course, the final CGPA obtained determines the class of degree which a candidate graduates with. This is as below:

CGPA	Class of Degree
4.50-5.00	First Class (1.0)
3.50-4.49	Second Class Upper (2.1)
2.40-3.49	Second Class Lower (2.2)
1.50-2.39	Third Class
1.00-1.49	Pass
0.00-0.99	Fail