

PROJECT WORK BY STUDENTS FOR FIRST DEGREE: AN APPRAISAL^{*}

Teachers and students must always remain free to inquire, to study, and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die.

Chief Justice Warren^{**}

Education is important to equip the child for life – to read, to write and to think – to appreciate values - to give him the skills he needs. So it has a vital place.

The Rt. Hon. Lord Denning M.R.^{***}

Abstract

Curriculum experts world over expect that at the final year of study, every student must write a project. This is to assess the depth of knowledge, particularly the writing skill, acquired by the student. It is expected that after University education, student of law should write well as an academic, a solicitor/advocate or judge or write legal opinion(s) for an executive. In writing, there are standards and conventions. However, every area of writing has its peculiarities that distinguish it from others. Legal writing specifically, should refer to cases in a given way, also to textbooks, journals, jurists and relevant opinion(s). To identify each student's capability, topics should not be assigned to students collectively. This necessitates supervisors who are knowledgeable in the area of choice. The proper order, format and form for legal research and writing must be observed. Attention is paid to grammar, lexis and structure as well as the proper footnoting rather than end notes. Uniformity in writing style is always advocated and rewarded. It is the duty of the supervisor to identify copy right breaches. To curb this, Universities or the law faculties should have websites that will enable supervisors cross-check projects for originality. The essence of this work is to address these issues and make necessary recommendations.

Introduction

We are today in a knowledge driven world where knowledge – assets rather than physical – assets and natural assets are considered more relevant in creating competitive and differential advantages. For this reason, attempts are made at micro and macro levels to increase the stock of knowledge assets as a strategic choice for increasing development at diverse levels¹. Early development is always a better choice, in any form of development, so as to earn the best fruit of input or labour. This means that students project work in their undergraduate curriculum is aimed at meeting the knowledge needs of the students, society and the world at the level and stage when the body and mind are willing and receptive to knowledge.

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^{**} **Sweezy v New Hampshire**, 354 U.S 234, 250 (1957).

^{***} The Rt. Hon. Lord Denning, M.R., **The Family Story**. Butterworths (London) 1981,31.

¹ P.C. Nnabude, A.D. Nkamnebe and M.O. Ezenwa (eds), **Readings in Research Methodology and Grant Writing**, Rex Charles & Patrick Ltd, July 2009, vi.

Project work at the undergraduate level is an undertaking usually at the last lap of a journey of four or five years programme depending on the choice of course or academic pursuit/career. It is therefore a point where and when a traveller (student) leaves a statement as a foot print on the part that he/she traversed over a period of time. The statement or the content of the project may be a building block for the future travellers (students) or humanity at large. When students are at the point of entry into the university they ought to know that they will leave a footprint by way of project, for this, they ought to read widely and get focused early enough.

In nature, there is order and every object has its characteristics and the same applies to every study. In the study of law there is order. There are characteristics associated with law over time. This is because law is in its own form, order and characteristic. It goes with precedent in whatever jurisdiction. Without this, the society may be in a state of conflict and nothing will be predictable. The very first need of the business community is legal predictability. An unpredictable legal climate is unacceptable to business of any nature. One can state that because of precedent, the machineries of progress of society are assured that a thing will happen or will be in a given way or manner. It is this that makes legal writing has its type of writing particularly references to cases in a given way, referring to text books, jurists, journals, opinions in a given way, from time immemorial, from jurisdiction to jurisdiction. So students read materials written in a particular way from their point of entry and as they are about to leave the university, they are expected to have learnt legal writing in both form and substance.

In appraising the topic of this paper we will look at the aim, how it is carried out, the necessary steps to be taken by the student, what is expected in a good project, the duties of a supervisor, the place of library in a student project work, the grading of a project and how it should be preserved and how it should be utilized.

What is Student Project?

Student project is at least in the context of this paper, an academic assignment (or research) undertaken by a student towards the completion of his academic pursuit of a first degree as stated in his first degree curriculum. No doubt the wisdom of law curriculum designers is to sharpen the student for expected duties and growth after the study. It is a way of test-running what has been put in place. From the beginning of the academic career, a number of pedagogical approaches are applied, so it is a variation and do-it-yourself approach to learning instead of ‘academicizing’. Actually, a modern curriculum is always made to provide a general education which is to say, the ability to think systematically and in an independent and informed manner.² It enables and instills in students the mature independence of mind that characterizes successful adulthood.³

It is also a task undertaken by student(s) within a given period of time in a given subject area aimed at making the student have independent capacity for

² Ernest L. Boyer, **College: The Undergraduate Experience in America**, (1987) 83-101, See generally Book Review by J. Peter Bryne, “Neo-Orthodoxy in Academic Freedom”, *Texas Law Review*, Nov. 2009 vol.88 No.1, 142 at 149.

³ Matthew W. Finkin & Robert C. Best, **For the Common Good: Principles of American Academic Freedom**, (2009) See generally J. Peter Bryne, *ibid.*

inquiries and to supplement and as well complement formal teaching in his area of study. This enables the student hone-in the theoretical course work in the university. There is no doubt that the exercise will reveal to the lecturer who is assigned to supervise the student, the student's area of strength and weaknesses. When these weaknesses are corrected during lecturer – student interaction, the student comes out to be the pride of the university – the *alma mater*.

The weakness may be in the areas of grammar, stating the relevant facts and the law accurately and briefly and in a simple, lucid language, [and] organized in such an orderly manner as to make them logical, intelligible, and easy to follow. It may be laziness or inability to know how to use the library that is the problem of the student. From the library, a student learns the principles of law and internalizes various styles of writing or approaches to issues or legal arguments. In fact, while reporting cases the application of various legal principles are internalized. The importance of law library or library generally cannot be overemphasized.

Why Project in the Curriculum of Law Students?

A student being a person who makes a serious study of a course or subject should try to learn the rope(s) of his chosen career after spending sometime in its study. It is the project that will clearly indicate to him (the student) his areas of strength and weakness. Project will also reveal to the lecturer or the faculty how-far-so-far for every student at the final year.

In law faculties in Nigerian Universities as it is obtainable at some other places, project assures the lecturers and the student(s) that the product of the law faculty is capable in future of perceiving 'necessities of the time', prevalent political ideologies, intuitions concerning public policy, shared prejudices, in fact, one capable of shouldering the embodiment of nation's long development in the Bar, the Bench, the academia, or any area of human endeavour. It is the today's student that will serve society well in future by preserving such a realm, so a university acts as an educator of officeholders rather than simply a gatekeeper of office.

Furthermore, the aim of students project is to introduce students to bodies of knowledge and traditions of inquiry that had not previously been part of their experience; and to equip those same students with analytical skills – of argument, and statistical modeling etc, that will enable them to move confidently within those traditions and to engage in independent research after a course is over.⁴ This is because the function of undergraduate education is to produce an 'intellectual awakening'. Undergraduate education typically involves not merely the transmission of knowledge and skills, but also the formation of intellectual character.⁵

Project is in the curriculum of law students because they are prepared to fit into any area of human endeavour on completion of their studies in the university. For this, they should have the ability to engage in meaningful research and the skill to communicate the pieces of research findings to colleagues in a well ordered treatise. These are cardinal qualities for success in the legal profession, be it in academic, Bar,

⁴ Stanley Fish, **Save the world on Your Own Time**, (2008) 12-13 See generally J. Peter, *ibid*.

⁵ *ibid* at 150

bench etc. Particularly it is the life blood of success in the academic world of scholars, where it is said “publish or perish.”

How Should Student’s Project be Assigned?

Since the goal of every scholarly production is perfection and perfection does not admit of any flaw even a speck of it,⁶ final year students should be taught the rudiments of project writing. This could be in Research Methodology Class. To achieve the best result the students should be asked to submit about three or more topics. In their most preferred areas of law. The best time should be the beginning of the first semester of their 500 level class. This will enable the faculty look closely into the topics so as to know the best of the topics from each student. If the faculty looks closely at the topics they will be in a good position to know copied topics as well as the over flagged topics. When topics are not properly couched by student(s) the faculty should reframe same before the student starts to write. However, some faculties generate topics for their final year students. There are advantages in this as well as disadvantages.

The best approach is that each student is assigned a topic instead of combination of students to a topic. This enables students develop properly and work independently. It is by this that individual weaknesses could be revealed to the lecturer(s) supervising the student(s).

When students are given sufficient time to write their projects, they will research widely so as to organize their projects into presentable scholarly treatise having acquired all the writing skills which they need to produce coherent, grammatical prose. All aspects of a good project will be learnt and practiced by the student. A student writing a project alone does not have any person to write for him or take an excuse from.

What should be Expected in a Student’s Project?

It is expected that a student’s project should be well organized, properly documented and carefully edited. The details of some of these shall be looked into later in this article. However, a good project expected of a student who has spent four good years in the university shall be orderly, logical, honest, imaginative and accurate – virtues of a good scholar, and virtues which all potential scholars should aspire to acquire.⁷

Law student’s project is expected to comply with the standard format for legal writing and legal research. It is trite that legal research is the foundation for success in the legal profession. Without proper research, it would be impossible for the barrister to adequately and effectively defend the interest of his client, the solicitor’s advice or legal opinion would be worthless and the academics thesis and postulations baseless.⁸ A good student’s project should contain the following:

A (a) Preliminary pages: The details of the preliminary pages are the most misunderstood by students. They are as follows:

⁶ Benson O.A. Oluikpe, **Thesis Writing**, Africana Publishers Ltd, 1982, iv.

⁷ *Ibid* at iii.

⁸ Janet M. Asagh, “Integrating Information Technology Into Legal Research: Challenges for the Legal Scholar, **Nasarawa State University L.J.** vol.1 No. 1, (2004) 108 at 113.

- i. Title page – This page indicates the title of the paper. The aim of this page is to give the basic information. It should give the title of the paper or project, the name of the author, the name of the faculty/institution, the student's registration number, name of the supervisor.
- ii. Certification page – It is on this page that the author declares his honesty and candour that the research was conducted by the author himself that it is not a copied work. The student should sign the declaration or certification.
- iii. Dedication – There may be dedication of the research to whom ever the student wishes to dedicate the work.
- iv. Abstract – It is at this point that the student states the limit or scope of the work as it may not be possible to write every thing about any topic. An abstract should contain the following:
 - (a) Introduction which should be tersely written or the summary of the entire work should come in first.
 - (b) Aim. It is what the project sets out to achieve in the area of research.
 - (c) Scope of the Project. The boundaries of the project in the area of the research.
 - (d) Methodology and Literature Review
Methodology indicates the way the research will be carried out and literature review is a diligent, honest effort to highlight and acknowledge the efforts made by earlier researchers in a particular area of research. A good literature review enables the researcher to see where there are gaps in the progression and growth of knowledge in that area of research. It is through such gaps that the researcher can hope to make his own little contribution to knowledge.
 - (e) The result (expected).
- v. Acknowledgement – Here the student acknowledges various assistance and contribution(s) by many people towards the success of the project exercise.
- vi. Table of cases – This is where all cases are stated in alphabetical order. The page(s) where the cases appeared in the project should be stated.
- vii. Table of statutes – This is for all statutes – Local and Foreign. Presented in alphabetical order.
- viii. Table of abbreviations – Here you interpret all abbreviations in the work in alphabetical order.
- ix. Illustrations – You may have maps, graphs, photos etc in this place with page numbers.
- x. Table of contents – The table of contents shows main headings or major divisions of the work. The pagination of the chapter heading and its subdivisions. This table of contents is typed in capital letters and centred. Flush with the margin about four vertical spaces below the heading are typed in capital letters the preliminary page with their pagination indicated in small Roman numerals. Above these numerals is typed in small letters the word *page*.⁹

⁹ Oluikpe, *op cit* 5-6

In showing the details of the text, the word chapter should be typed and chapter numbers in capital Roman numerals and the chapter headings in CAPITAL LETTERS. A line of space periods connects the last letters of the chapter heading with the page number. Above the chapter numbers is the word chapter typed in small letters. All the contents of the table of contents, it must be emphasized, must correspond in every respect with the details of the text.¹⁰ See Appendixes I and II below.

There are, incidentally, two kinds of table of contents – analytical and non-analytical. The analytical table of contents is one which indicates all the details of chapter divisions (divisions and subdivisions) together with the pagination. The chapter divisions and subdivisions are indented to the right about five and eight horizontal spaces respectively. On the other hand, non-analytical table of contents is primarily concerned with indicating the chapter headings. It does not go to the trouble of indicating the minutest detail of chapter divisions as does analytical table of contents. At best, it supplies the chapter headings with their pagination and the chapter divisions (main divisions, that is) without their pagination. Whether the table of contents is analytical or non-analytical, the chapter headings should be separated from one another with double space. While the chapter heading is separated from the subheading without double space, the chapter subheadings are separated from one another with single space.¹¹

B. Footnoting

A good law project work should have footnoting. Every footnote should comply with certain standards. However, there are British and American standards. In any case, there are some other variations common to various journals which they describe as house style. This may not constitute a problem because every journal editor(s) indicate early to contributors their house styles.

Basically, the name of the author(s) should be written, followed by the name of the book or journal which should either be underlined or darkened, in this period of computer. The next is the edition of the book as can be found from the credit page of the book (seen at the back of title page), the name of the publisher (not the author) the year of publication is as well found on the credit page, then the page being referred to. It is pertinent to state that there should be uniformity in the pagination. If one adopts “page”, use it throughout the work, if you adopt “p” use it all through. But, if you choose to omit any of the above, just write or put the number of the page as a matter of uniformity.

C. Citing of Cases

It is equally expected that in citing cases, the student should not use capital “V” for versus. The letter “v” shall be small letter. This distinguishes the versus from the initial of, for instance Victor or Vincent, Victoria or Virginia.

Most people do not know the difference between the year of cases in simple bracket () and those in a box [] as can be seen in some texts. For instance, you

¹⁰ *ibid.*

¹¹ *ibid.*

notice that Nigeria Weekly Law Report [N.W.L.R] has its volumes and parts. Eg. *Adeyemi v The State* (1991)6N.W.L.R. [pt.195]. This case has the part in a box because you can locate it (the case) easily using the part not the volume 6 or the year 1991. Again you may have *Akanbi* [1992] W.N.L.R 161. It is the year that you will use to locate the case.

How is a Project Supervised?

No one will honestly say that a particular style or procedure is the best but what is cardinal and necessary is that a supervisor should have a superlative vision of the project topic or area. A supervisor should have good knowledge of the area he/she is supervising. The areas here mean the subject matter of the topic. The supervisor should be grounded in the area of the project. This will enable the supervisor guide the student properly. Good knowledge of the area should be in addition to knowing the technical aspect of legal writing.

Apart from having good knowledge of the area, a supervisor should plan the project with the student. At an early stage, both (student and his supervisor) should agree as to the lay-out of the project and the boundaries of the project clearly known to both sides. The best is for the supervisor to read the work at most in chapters if not in heads and subheads. It is improper to bundle a whole project and dump it on the supervisor. One is that the supervisor will be bored and confused even if he/she did not show or say so. Due to the magnitude of the work left for him, he may not observe all that are even visible. At the long run both the student and the supervisor may be seen to be at the same low level or mediocrity since the supervisor did not have time to peruse the work/project.

A good supervisor should use a different ink to indicate spelling errors, bad grammar of English, omissions, wrong words, wrong law, wrong citations, wrong punctuations, improper indenting or quotation, or repetition. These may be written at the right hand margin of each page by certain marks or comments. It may not be out of place if a supervisor makes some contributions in the form of suggestion(s).

Before a student's project is bound the supervisor must have seen the corrections he recommended fully effected. This should be assured when the initial papers used to indicate corrections are sent with the corrected version. Because both the student and the supervisor sign the project their integrity, intelligence and their honesty are at stake till the resurrection day. This is why a lot of care should be exercised in supervising students. Once a student copies anything and fails to acknowledge the source and the supervisor fails to point it out and finally signs; he is an accomplice¹² to the crime. In this instance there is no compulsion, the intention is there and the act as signified by the signature is there. He has the required intent.

It is observed that students do not know how to state or cite the constitution. This is unfortunate. By *section 319 of the Constitution of the Federal Republic of Nigeria, 1999* the Constitution stated how it should be cited. Some students state obsolete versions of most statutes. For instance, there is 2004 Laws of the Federation but students still cite or state the 1990 Laws of the Federation. Again if the student is to write section it should be in full with "S" in capital letter and other letters in small

¹² See Section 7 of the Criminal Code. See *Ogbu v R* [1959] N.R.N.L. R. 22 (F.S.C).

letters. This should be uniform not in some places written in full and some abbreviated.

Documentation of Books and Articles in Projects

Writing in full all the books used or referred to in any research work or project will make the work clumsy and consume a lot of time to complete apart from being costly. It is perhaps for this reason that there are three known styles commonly used to document books and articles in research papers.¹³ These are (1) classic (2) MLA (that is, Modern Language Association of America) and (3) Triple entry. Each appears to be a modification of the other. MLA style is a modification of the classic style and the triple-entry is a modification of the MLA style. However, the triple entry is not used in Legal writing of any sort. It is used more by students in Arts and Social Sciences or sciences and allied disciplines.

MLA style is a modification of the classic. This is apparent in the similarities between the two. The first similarity is observed in the first full bibliographical references of the two styles. Both are identical.¹⁴ Eg: ¹*Meek, The Northern Tribes of Nigeria (Frank Cass & Co. Ltd, London, 1971)264.*

Even though the alignment of the footnote number with the citation is gaining grounds with the MLA style, as in:

¹*Meek, The Northern Tribes of Nigeria (Frank Cass & Co. Ltd London, 1971)264.*

It is observed that the second similarity between the classic and the MLA is that they have their footnote number super-imposed on the citation as the earlier citations above illustrate. The third similarity is that the citation begins with paragraph indentation. The entries are separated from one another by single space while the entire bibliographical reference is separated from each other by a little space. This space is determined by the number of the spacing of the work. Where the work is double spacing it may be half or one spacing. Finally, the names of the author, translator, editor, and compiler follow the normal order-forenames followed by surname.¹⁵

In the like manner, the similarity between the MLA and the triple-entry style is that they dispense with the use of *op cit* and *Loc.* in the second and subsequent citations. Examples:

(a) The Classic Style

This is so called because of its heavy dependent on such latinized forms as *Op cit.*, *Loc. Cit.*, and *ibid.* for its second and later references. To use this style effectively is to understand the functions of the latinized abbreviations it employs. The abbreviations stand for:

- (1) *Op cit* is normally used to refer to a different part (volume and/or page, or the like) of a previously cited work when references to other works have intervened. It is always preceded by the author's surname (see footnote 9 above) without either the

¹³ *Op.cit at 65*

¹⁴ *Ibid*

¹⁵ *Ibid.*

forenames or the initials unless another author of the same surname has been cited.¹⁶

- (ii) *Loc. Cit.* has two different uses.
- i. It is used to repeat the same citation to a work (same volume and/or page) previously cited when references to other works have intervened.
 - ii. On the logic that *Loc, cit.* means “place cited,” it is used to make subsequent references to articles, or to component parts of a larger work, or to a document in a collection - all of which are better referred to as “place cited” rather than “work cited”. Used in this context, *Loc. Cit.* is always followed by a notation of volume, page, and the like¹⁷

It should be noted that *Loc. Cit.* is used in this particular context to refer to:

- (i) different page number.
- (ii) a previously cited work when other references have intervened.¹⁸

By logic, it means, therefore, that *Op. Cit.* should not be used to refer to articles, part of works, and the like because they are “place cited” rather than “work cited.” Unfortunately, many research writers are not aware of this distinction. Consequently, they use *Op. Cit.* whenever the two conditions above (different pagination, intervention of other references) have been met whether or not the previously cited work is a book or article or part of a collection.

- (iii) *ibid.* is generally used to refer to the same work which immediately follows each other even though the paginations differ. It is used to repeat as much of the preceding citations as the need arises.¹⁹

It is also used to repeat the title of a journal in the immediate preceding citation if the name of the author is the same and the title of the article is different.²⁰

(b) MLA style

This style is formulated to modify the complexities and confusions of the classic style. It is a recommended style for research work in modern language. However it is being adopted by other disciplines in the field of Art and Social Sciences.

For a second and latter reference to a book previously cited in its full bibliographical form, the MLA style uses the author’s surname plus the volume and/or has more than one work cited in the thesis, a brief title of each work is included in the citation to avoid possible confusion.²¹

When citations to the same work immediately follow each other even though the pagination differs, *ibid.* is used. *Ibid.* is usually not underlined in the MLA style.²² However, it is usually in italics.

¹⁶ *Ibid at 66.*

¹⁷ *Ibid at 67.*

¹⁸ *Ibid.*

¹⁹ *ibid. at 68*

²⁰ *ibid.*

²¹ *ibid at 69.*

²² *ibid.*

Second and subsequent references to anonymous works and works of corporate bodies are made by using brief titles of the works and their page numbers. Similarly, subsequent references to articles require the author's surname, title, and collation of the journal. The title of the article is omitted. On the other hand, when there are two different articles by the same author in the same journal, it is recommended that references to the journal should include a brief title of the article.²³

(c) The Triple-Entry style

As its name implies, the triple-entry consists of:

- (i) author's surname,
- (ii) year of publication,
- (iii) pagination, for both the first and subsequent references if the citation is in the text; and
- (i) author's surname,
- (ii) pagination,

for the second and subsequent references if the citation is in the notes. There are, of course, exceptions to this general rule.²⁴

Bibliography

This last part of a project work or book is bibliography which is the part where published (books and articles or magazines) are listed. It could also include sources deemed relevant to the subject matter of the research even though these sources were not actually used. However, in law faculties only very important sources are listed but separated into books and journals. Also magazines and newspapers may be listed separately in the bibliography.

In the Hanging Indention style, the author's surname begins at the left hand margin flush with the margin, but the second and subsequent entries are indented five spaces. The bibliographical entry follows this order:

Author's name.

Title.

Place of publication.

Publisher.

Date of publication – year(s).

Page number²⁵ (not for legal writing).

What is the Place of the Library to the Student?

Today library is not only the traditional library, where books are stacked. Books and readable materials are now in physical and electronic forms. The traditional method of legal research which revolves around sifting of information and data from voluminous law books, law reports and statutes become cumbersome and time consuming, compared with the current research using the internet.²⁶ When information

²³ *ibid* at 69-70.

²⁴ *Ibid.*

²⁵ *Ibid* at 80-81

²⁶ Janet M. Asagh, *op.cit.* at 115

or materials are obtained from the internet, the source and the date when the information was accessed is stated at the footnote.

Whether a library is a physical library or electronic library, a law student must not play with it. The importance of law library cannot be overemphasized. It is for this reason that **Hon. Justice Anthony Ekundayo** has this to say of library. He said:

What is anyone looking for in the legal profession anyway if he does not intend keeping a good library? A lawyer is better off without a wig and gown, he may still make a living as a solicitor, legal executive or as an advocate appearing before those courts that carry on happily without robes. But with **no library he would be sharing the fate of a blind man holding a driving license.**²⁷

In fact, the fate of a law student who does not use the library particularly when writing a project is even worse. The place of libraries in the education of lawyers and passing law examinations cannot be overemphasized.

Importance of Language in Student's Project

Student project booklet is not like the normal examination answer booklet usually tied together with others and piled in the archive. When a student completes his project, it is bound in about four booklets and kept at different points. Usually a project booklet is kept in the library. This means that the project can be referred to even when the author/writer becomes a professor, a judge or an executive. There is no way the writer/author would change the quality of the project particularly the language. It is for this that care must be exercised in using good lucid language in writing a project.

This is because a lawyer should all his life be a student of words. He must know something of the beauty of words, meaning, association and use that has been made of words by great masters of the English language, the official language of the court. However, a strong admixture of logic, and scientific method will prove invaluable to students of law. This is because words are never univocal rather equivocal.²⁸

We hear expression like the "ordinary meaning" the "plain meaning", the "simple meaning", the "natural meaning" etc. of the words we use. This shows that reaction to the words to the object is sometimes indirect. A word does not stay put. It wobbles and slides along. Overlap, confusion and obscurity of word may arise leading to the ultraquistic subterfuge of using the word in both its senses during the same writing or discussion. Ordinarily, we are able to attach the proper meaning to a word in the light of the context and surrounding circumstances.

Thus, in **Towne v Eisner**²⁹, **Mr Justice Holmes** had this to say:

A word is not a crystal, transparent and unchanged, it is the skin of a living thought and may vary greatly in color and

²⁷ Hon. Justice Anthony Ekundayo

²⁸ S.A.M. Ekwenze, **Road Map To Success In the Legal Profession**, Snaap Press Ltd, Enugu, 2007, 42-43.

²⁹ 245 U.S. 418 at 425 (1918)

content according to the circumstance and the time in which it is needed.

The great lesson of all this, is that it pays to use proper/correct words in their proper places. One should mind his diction.

When a student is comfortable in the use of language he will be in a good position to communicate or put across all that he intends to state. If the student gets to the bench or becomes a legal executive, he will write a judgement or opinion that will judge judgements; judgments that are irresistible in logic, deeply steeped in knowledge, not just of the law but of competing and interacting fields. So a student's project should be written in legal language, rich and flowering in judicial logic, exportable and exported as representing the best in scholarship and finesse.

If a student understands the importance of language in the field of law, he will know that a lawyer should understand the innuendos, the connotations, the denotations, imputations, import, purport and the onomatopoeic effect of whatever he writes. Laws are articulated in language.

Grading of Project

This is a way of standardization of a project. Grading is the duty of the supervisor who has read the work from beginning to the end and followed the student in the preparation of the work from the outset. However, because it is observed that most students travel far and wide to obtain already written and graded projects from other universities, most faculties now call for defence of project work by students. In most cases, students do not even change anything in the project they intend to reproduce but simply pay a typist to reproduce the same for the student. This has necessitated defence of student project in most universities. Grading of project work should not depend on anything than the quality of the project. It is for this reason that the following scheme is recommended:

(a) Topic:	15marks
(b) Presentation:	15marks
(c) Organization:	10marks
(d) Footnotes:	10marks
(e) Content:	50marks
The breakdown of the marks for content -	50marks
(a) Originality:	15marks
(b) Literature:	10marks
(c) Analysis and logical argument/presentation:	20marks
(d) Conclusion / Findings:	<u>5marks</u>
Total	<u>50marks</u>

Conclusion and Recommendation

Each student should be assigned project topic early in his final year. It is recommended that student is taught and guided properly in the project writing. In this era of computer, it is suggested that students type their work before submitting the work to their supervisors for final correction. The reason for this, is because of bad writing and easy identification of spotted areas for correction to be sure the corrections

are effected. It is observed that most students do not pay attention to their handwriting. This is the opinion of **M.K. Gandhi** on handwriting. He said:

I saw that bad handwriting should be regarded as a sign of an imperfect education. I tried later to improve mine, but it was too late. I could never repair the neglect of my youth. Let every young man and woman be warned by my example, and understand that good handwriting is a necessary part of education³⁰.

Students should be made to know that if one takes care of facts of a case, the law will take care of itself. This is because facts mean truth, and once we adhere to truth, the law comes to our aid naturally.³¹ Nothing will be as valuable to student as reporting of cases.

Usually, students' projects carry about six (6) credit load in the syllabus of the final year class. It is for this that students should pay particular attention to their project work and endeavour to show originality.

In this era of computer and internet, it is recommended that students send to the faculty both bound hard copy of their projects and the electronic copy. As soon as the project is accepted and graded it is up-loaded to the website of the faculty or the university. The essence of this is to stop students from traveling to other universities to obtain project work. If the websites of universities are known or that of faculties, the undergraduate supervisors of projects should cross check other websites to ensure that there is no plagiarism. This will encourage originality of student's projects. It will also be easier for the National Universities Commission to monitor and evaluate research works/projects of various universities in various disciplines.

³⁰ M.K. Gandhi, **An Autobiography or The Story of My Experiments With Truth – Translated from the Gujarati By Mahadev Desai**, Navajivan Publishing House, Ahmedabad -14, 2008, 15

³¹ See Generally M.K. Gandhi, *ibid* at 123.

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