

BACHELOR OF SCIENCE IN SUSTAINABLE SOCIAL DEVELOPMENT

STUDENTS' INFORMATION HANDBOOK



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UNIVERSITY, MAKURDI**
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INTRODUCTION

The Bachelor of Science in Sustainable Social Development provides students with skills and abilities pertinent to a variety of professional careers in the public and private sectors and for personal enhancement. Students are encouraged to develop a theoretical insight to facilitate their understanding of not only current developments in society and the workplace but also to enhance their adaptation and appropriate response to future developments. In addition, the course is designed to enhance a number of generic skills highly valued by employers and important for the development of variety of individual skills including self-awareness, presentation and communication, maintenance of learning and knowledge. This degree can also be used as a stepping-stone for more specialized studies in a range of disciplines forming part of the Sustainable Social Development family.

The norms and values guiding behaviour in society are constantly undergoing changes, brought about by the rapid economic and technological advancements. The pressure being exerted on the social fabric is enormous. There is a need to study and understand the way society is organized and prepares itself to face these ongoing challenges. What influences people and society to act in a particular way and how these actions can be monitored and modified, need to be mastered so as to be able to take pro-active measures to make our society a better place to live in.

The knowledge sharing process has become quite complicated requiring a change in strategies. One of such strategies is the provision of broad –based knowledge in all spheres of social development to enable graduates function as practical specialists with good conceptual and entrepreneurial skills as well as competent communication abilities. In order to ensure that our graduates obtain and use credible as well as quality information in decision-making, it has become necessary to expand the frontiers of sustainable social development and training to include richer and more stimulating courses and processes.

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COURSE SYNOPSIS FOR UNDERGRADUATE PROGRAMME IN SUSTAINABLE SOCIAL DEVELOPMENT

The course synopsis for undergraduate programme in Sustainable Social Development which will lead to the award of Bachelor of Science Degree in Sustainable Social Development upon satisfactory completion of the following courses is listed as follows:

100 LEVEL - FIRST SEMESTER

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
SST 101	National Values & Orientation	2	C	30	-
SST 103	Introduction to Social Development & Welfare	2	C	30	-
SST 105	Introduction to Social Institutions	2	C	30	-
SSD 107	Introduction to Gender and Society	2	C	30	-
SSD 109	Man and the Social Environment	2	C	30	-
SSD 111	Introduction to Sustainable Social Development	3	C	45	-
	Total	15			

100 LEVEL - SECOND SEMESTER

Course Code	Course Title	Units	Status	LH	PH
GST 112	Nigeran Peoples and Culture	2	C	30	-
GST 114	Use of Library, Study Skills and ICT	2	C	30	-
SST 102	Introduction to Social Standards Practice	2	C	30	-
SST 104	Social Standards in Emergency Management and Humanitarian Services	2	C	30	-
SSD 106	Introduction to Social Statistics	3	C	45	-
SSD 108	Introduction to Development Communication	2	C	30	-
SSD 110	Corruption and Society	2	C	30	-
	Total	15			

200 LEVEL - FIRST SEMESTER

Course Code	Course Title	Units	Status	LH	PH
ENT 211	Entrepreneurship and innovation	2	C	30	-
SST 201	History of Social Standards	2	C	30	-
SST 203	Social Statistics	2	C	30	-
SST 205	Social Standards in Abnormal and Anti-Social Behaviours	2	C	30	-
SST 207	Social Standards, Land Governance and conflicts.	2	C	30	-
SSD 209	Introduction to Social Impact and Environmental Assessment	2	C	30	-
SSD 211	Stakeholder Engagement	3	C	45	-
	TOTAL	15			

200 LEVEL - SECOND SEMESTER

Course Code	Course Title	Units	Status	LH	PH
GST212	Philosophy, Logic and Human Existence	2	C	30	-
SSC 202	Introduction to Computer and its Application	3	C	45	-
SST 202	Inclusive Workplace	2	C	30	-
SST 204	Social Standards Principles, Ethics and Values	2	C	30	-
SST 206	Legal Issues in Social Standards	2	C	30	-
SST 208	Introduction to community development.	2	C	30	-
SSD 210	Trauma Management	2	C	30	-
	TOTAL	15			

300 LEVEL - FIRST SEMESTER

Course Code	Course Title	Units	Status	LH	PH
SSC 301	Innovation in the Social Sciences	2	C	30	-
SST 301	Social Standards Concepts and Theories.	2	C	30	-
SST 303	Social Standards and Political Economy Issues	2	C	30	-
SST 305	Field Work/ Practicum	2	C	15	45
SST 307	Reproductive Health and Population Studies	2	C	30	-
SST 309	Social Standards Research Methodology	2	C	30	-
SSD 311	Environmental Sustainability	3	C	45	-
	TOTAL	15			

300 LEVEL - SECOND SEMESTER

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and conflict resolution	2	C	15	45
ENT 312	Venture Creation	2	C	15	45
SSC 302	Research Method I	2	C	30	
SST 302	Social Standards and Development Indicators	2	C	30	-
SST 304	Social Dialogue and Collective Bargaining Strategies.	2	C	30	-
SST 306	Gender Theories and Development Frameworks	2	C	30	-
SST308	Family Dynamics and Change	2	C	30	-
SST 310	Social Standards Inclusion and Integration	2	C	30	-
	TOTAL	16			

400 LEVEL - FIRST SEMESTER

Course	Course title	Units	Status	LH	PH
SSC 401	Research Method II	2	C	30	-
SST 403	Social Standards and the Challenged	2	C	30	-
SST 405	Comparative/Cross Cultural Social Standards	2	C	30	-
SST 407	Social Standards and Criminal Justice	2	C	30	-
SSD 409	Labour and Working Conditions	2	C	30	-
SSD 411	Sustainable Food Systems	2	C	30	-
SSD 413	Economic Dimensions of Sustainable Development	2	C	30	-
	Total	14			

400 LEVEL - SECOND SEMESTER

Course	Course title	Units	Status	LH	PH
SST 402	Labour Dispute Resolution and Compensation Systems	2	C	30	-
SST 404	Medical and Clinical Social Standards	2	C	30	-
SST 406	Land Law and Land Use Planning	2	C	30	-
SSD 408	Internal Displacement and Livelihood Restoration	3	C	45	-
SST 499	Research Project	6	C	-	270
	Total	15			

3 PHILOSOPHY, AIMS AND OBJECTIVES

3.1 PHILOSOPHY

The philosophy underlying the Bachelor of Science (BSc) degree programme in Sustainable Social Development is to produce a crop of graduates equipped with appropriate knowledge and skills in proffering solution to contemporary social problems. Holders of the degree will be able to ensure human dignity, gender equity, social inclusion and fundamental social rights thereby contributing to the development of Nigeria, Africa and the global community having been exposed to a broad foundation of knowledge in the field of Social Development and Social Sciences in general.

The creation of the department was due to urgent national concern and need for specialized training to produce staff that will manage the intricate process of sustainable social development in Nigeria and Africa in line with international best practices. Therefore, in keeping with the university's philosophy of innovation and service, the Sustainable Social Development Department is committed to teaching, research, and community service. The discipline is concerned with applying knowledge and skills in a variety of settings to promote national development.

The programme is designed to develop human capacity in Social Development and to produce competent, intellectually mature, ethical, and socially responsible social standards professionals. Students will examine the intersection of social, economic, and environmental factors in creating sustainable communities.

3.2 OBJECTIVES

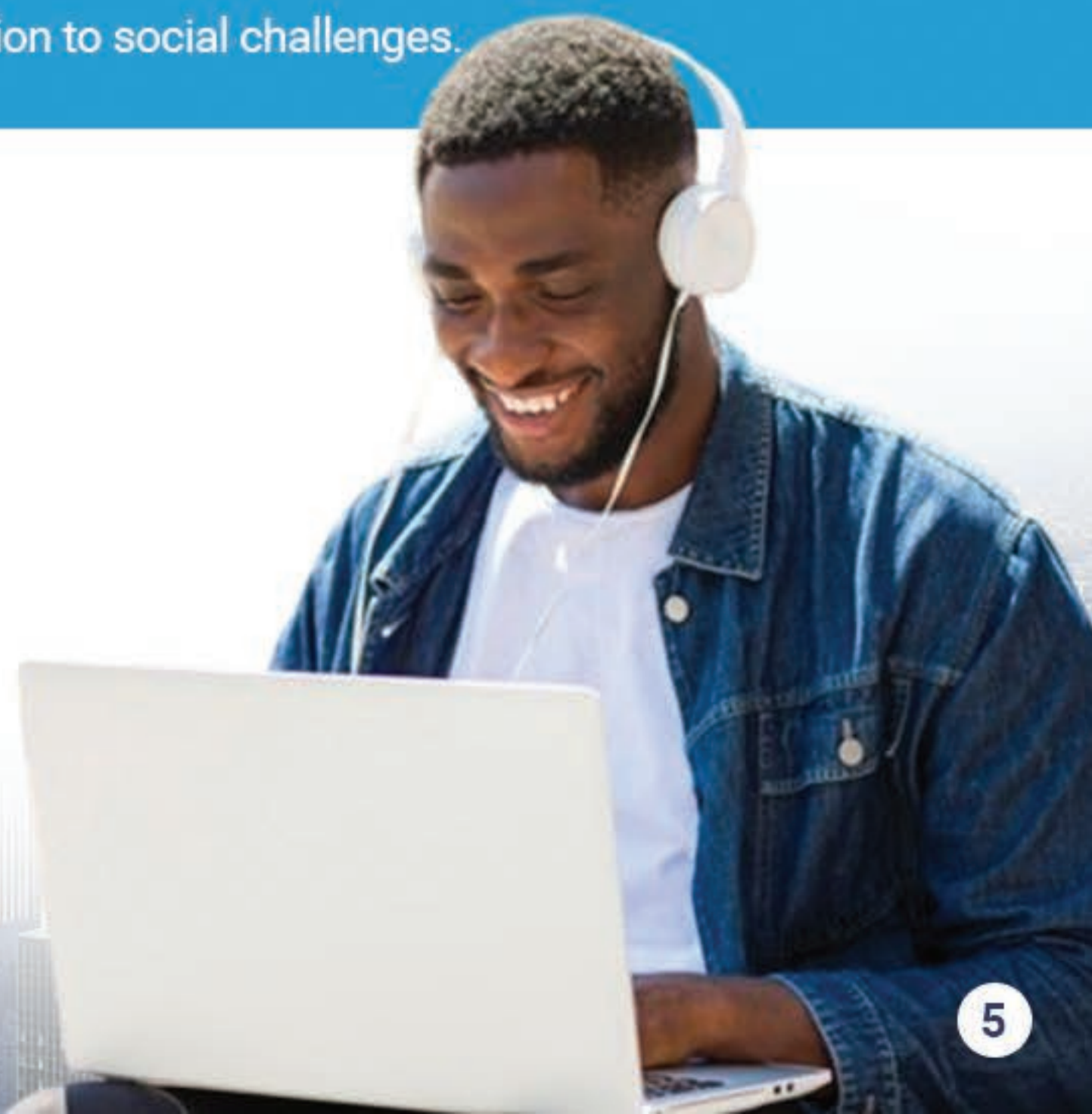
Objectives of the Bachelor of Science degree programme in Sustainable Social Development include:

- i. Equip students with broad knowledge of Sustainable Social Development and application of theories, models, methods and approaches;
- ii. Impart in students sound knowledge of Sustainable Social Development and appreciation of its application in different socio-cultural contexts;
- iii. Instill in students the ability to apply Sustainable Social Development knowledge to the understanding of growing social problems in Nigeria and elsewhere;
- iv. Impart in students the relevant knowledge and skills needed to proceed for further studies in specialized areas of Sustainable Social Development;
- v. Expose students to appreciation of the importance of Sustainable Social Development in socio-cultural, gender, social inclusion, legal, economic, political, industrial and environmental contexts; and
- xi. Equip students with problem solving skills in relation to social challenges.

4 LEARNING OUTCOMES

4.1 REGIME OF SUBJECT KNOWLEDGE

It is expected that the programme will ensure that students become conversant with the aspects of Sustainable Social Development they were taught.



4.2 COMPETENCIES AND SKILLS

A graduate of Sustainable Social Development at the Bachelor degree level should have the following competencies and skills:

- i. Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge areas identified;
- ii. Ability to apply such knowledge and understanding to the solution of social problems;
- iii. Ability to recognize and analyze new problems and plan strategies for their solutions;
- iv. Possess communication skills in presenting Sustainable Social Development's scientific research materials and argue correctly, both orally and in written forms to a range of audience;
- v. Competence in quantitative and qualitative data as well as processing skills relating to Sustainable Social Development using the computer;
- vi. Competence on the use of information technology such as word processing, Internet communication, information retrieval through online computer searches; and
- vii. Subject-specific and transferable skills which allow for the pursuit of wide range of careers after graduation.

4.3. BEHAVIOURAL ATTRIBUTES

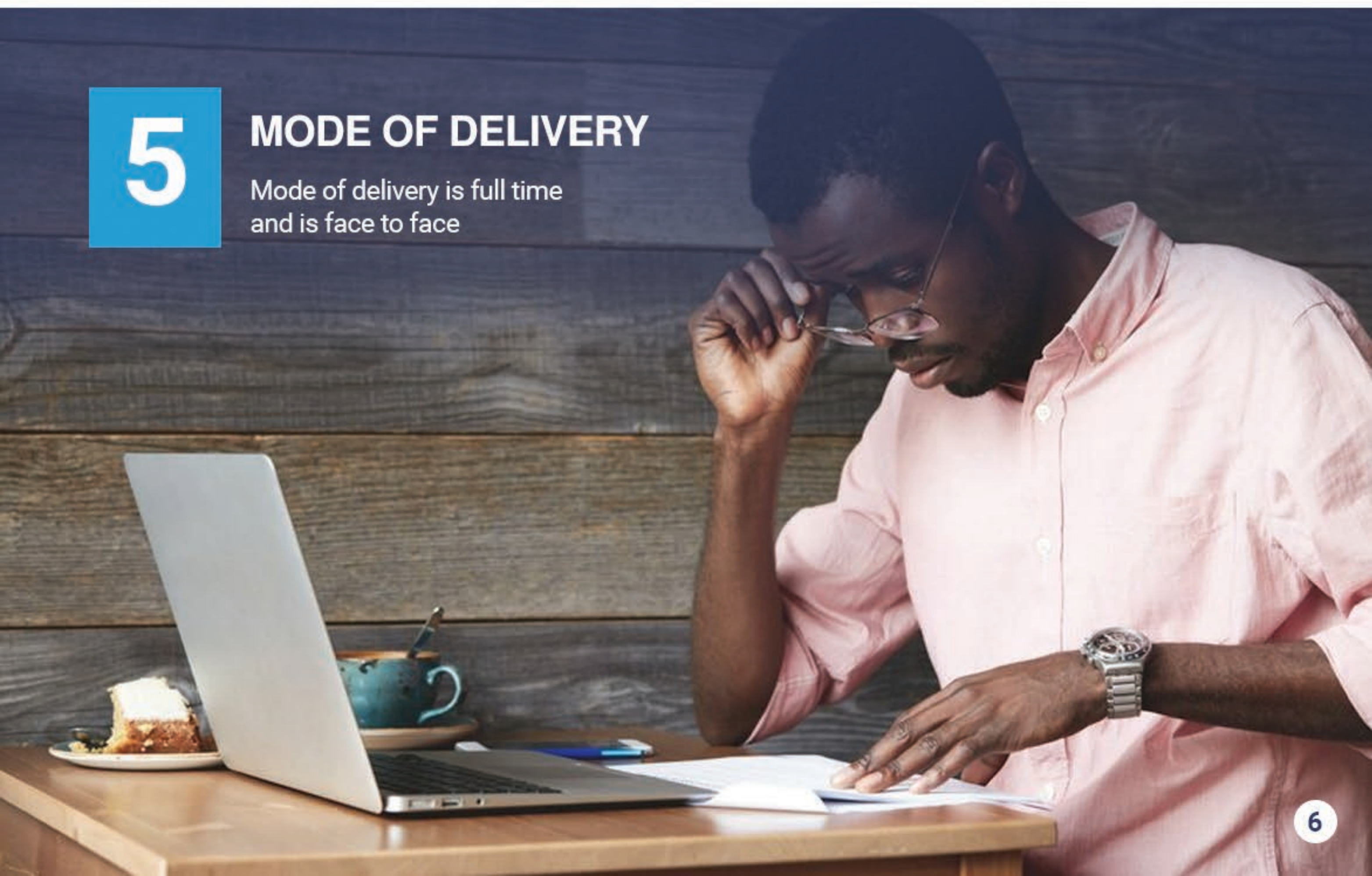
A graduate in Sustainable Social Development should be able to demonstrate adequate:

- i. Knowledge of social standards concepts, theories and models and their applications;
- ii. Knowledge of a wide-range of Sustainable Social Development research methods;
- iii. Generic knowledge in the various fields of Sustainable Social Development;
- iv. Computing skills;
- v. Ability to function entrepreneurially in a wide range of choices;
- vi. Skills needed for further studies; and
- vii. Ability to apply critical Sustainable Social Development reasoning to problem solving.

5

MODE OF DELIVERY

Mode of delivery is full time
and is face to face

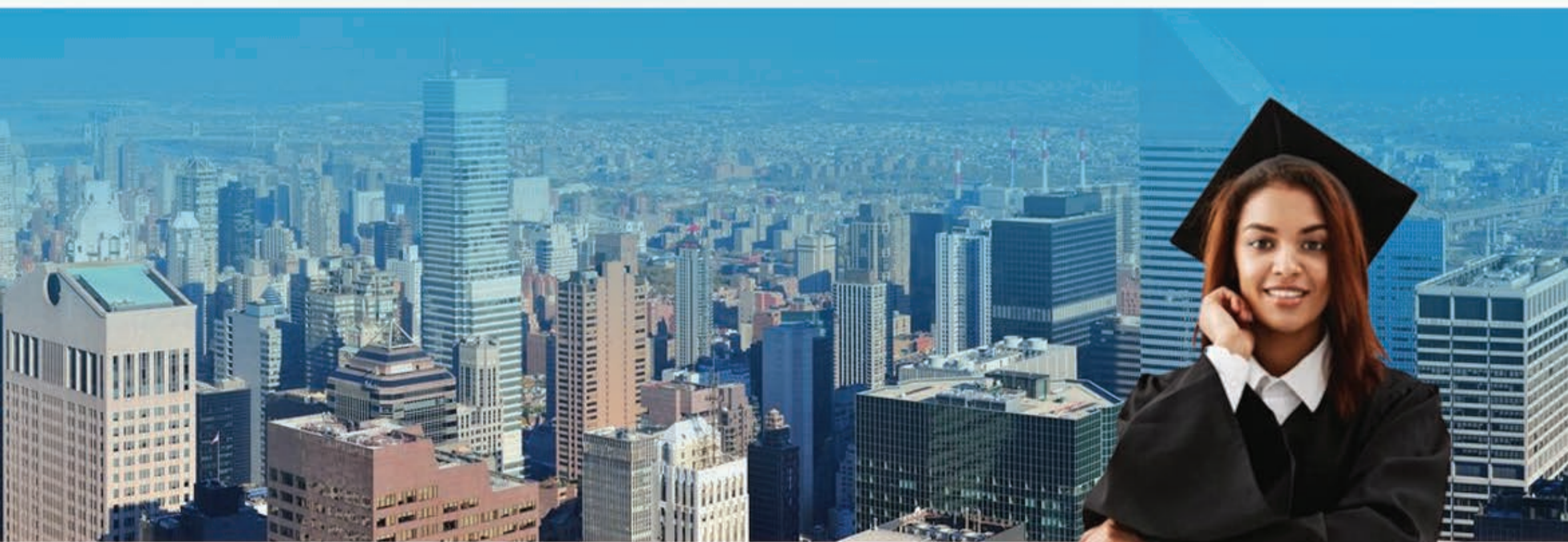


6

ADMISSION REQUIREMENTS

For a four-year course in addition to UTME score, the candidates must possess a minimum of five credits passes in Senior Secondary Certificate (SSC) to include English Language and Mathematics at not more than two sittings. Any three of Geography, Government, Economics, CRS, Agricultural Science or Biology. For Direct entry, Candidates who fulfil the basic admission requirements and have obtained GCE Advanced Level passes in at least two subjects. Also, Candidates with Diploma/Advanced Diploma in any of the following:

Social Standards, Social Work, Social Development Components and Impact Assessment Components at Upper Credit level or National Certificate of Education (NCE) in Social Studies passed at 'B' level and above



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DURATION OF DEGREE PROGRAMME

The minimum number of years to be spent to be awarded a first degree in Sustainable Social Development is 4 years (8 semesters)



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COURSE ASSESSMENT

8.1 ASSESSMENT OF THEORY SUBJECTS

Assessment used for theory subjects should include continuous monitoring of student's progress by course facilitators through course work evaluation. Continuous assessment may involve class tests, tutorial assignments, seminar presentations, reports on fieldwork, class attendance and so on. These should carry 30% of the total weighting for any course. The final end of semester examination will normally account for the balance of 70% of the overall marks for the courses.

8.2 ASSESSMENT OF STUDIO PROJECTS

The regular formative review of design studio projects is encouraged as an important part of the learning process. Students are required to present their work to an audience that may comprise fellow students, studio staff or visiting studio critics at least at the end of each project. Feedback and scores may be given in these instances. The summative assessment of the design studio work is usually carried out by well-informed assessors based on predetermined assessment criteria. Scores in these assessments are usually very subjective and rely on the judgments of the expert assessors.

8.3 EXTERNAL EXAMINATION

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis-a-vis the curricula expectation.

8.4 SIWES RATING AND ASSESSMENT

Sustainable Social Development students shall be exposed to a combination of field and office experience both in the public or private sectors relevant to their various disciplines. This is achieved through the students' participation in the supervised Student Industrial Work Experience Scheme (SIWES). SIWES shall be undertaken in an approved establishment. A minimum period of 24 weeks of SIWES should be undertaken as part of the graduation requirements.

9

TARGET AUDIENCE

This course is designed to turn out graduates that will be competent in social standards and social works. The target is to produce graduates that will be complete in function and conduct and can compete with their counterparts' world over.

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SUSTAINABLE SOCIAL DEVELOPMENT COURSE COMPLETION CRITERIA

- i. At least 70% class attendance;
- ii. Candidates must earn the total minimum credit units of 120 for graduation;
- iii. Obtained 90 units for candidates who entered the university through direct entry;
- iv. Candidates must complete the mandatory internship of the programme;
- v. Candidates must submit an approved research project;
- vi. Candidates must complete end of course evaluation forms for all courses registered; and
- vii. Fulfilled other university and faculty requirements for graduation with bachelors degree.

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CONTACTS

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UNDERGRADUATE COURSE SYNOPSIS

GST 111: Communication Skills in English (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. identify possible sound patterns in English Language and list notable Language skills;
2. classify word formation processes;
3. construct simple and fairly complex sentences in English;
4. apply logical and critical reasoning skills for meaningful presentations;
5. demonstrate an appreciable level of the art of public speaking and listening; and
6. write simple and technical reports.

Course Contents

The sound patterns in English Language will be considered. These will include vowels and consonants, phonetics and phonology). In addition, the English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations) will be considered. Thereafter, the course will examine the nature of the sentence in English especially in terms of its types such as simple, complex and compound sentences. Besides, the structure and function of the different types will be examined. The course will equally examine the issue of grammar and usage especially in relation to the subjects of tense, mood, modality and concord, and the aspects of language use in everyday life. Moreover, the course will focus on the important subjects of logical, critical thinking, and reasoning methods. Under this category the discussion will dwell on the issues of logic and syllogism, inductive and deductive arguments and reasoning methods, analogy, generalisation and explanations, ethical considerations, copyright rules and infringements. There will be practical activities which will involve sufficient writing activities including, pre-writing, writing, post writing and proofreading, brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and mechanics of writing. The last part of the course will examine the nature of comprehension strategies such as reading and types of reading, comprehension skills including the 3RsQ. The discussion will be extended to the subject of information and communication technology in modern language learning. Thus, the language skills for effective communication will be examined. This will involve a consideration of the major word formation processes. Writing and reading comprehension strategies will be considered. The skills required for meaningful presentation, and the art of public speaking and report writing will also be taught.

SST 101: National Values and Orientation (2 Units C: LH 30)

Learning Outcomes

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

1. identify the nature of the value system in Nigeria;
2. describe how the value system permeates culture;
3. identify how the value system informs the national orientation;
4. define and explain the concept of national orientation;
5. demonstrate how the national orientation dictates the behaviour of people and society;
6. logically link national orientation to issues on social inequality; and
7. appreciate the influence of national values on social development.

Social Sciences

Course Contents

The definition and nature of value system in society. The relationship between value system and national orientation. The value system and national orientation. The value system and culture. National orientation, definition, nature and functions. National orientation and the behaviour of members of society. National orientation- functions, national orientation and the behaviour of members of society. National orientation and social order. National orientation and issues on social inequality. The influence of national orientation on social development.

SST 103: Introduction to Social Development and Welfare (2 Units C: LH 30)

Learning Outcomes

Students at the end of the course should be able to:

1. explain Overview of sustainable development goals (SDGs)
1. define and discuss social development;
3. identify the role of social development in sustainability,
2. identify the various aspect of social development i.e.: family, educational political, Economic, health delivery and religious;
3. explain the concept of welfare;
4. itemise the various forms of welfare and who should implement them;
5. assess, the benefits of welfare programmes; and
6. appreciate the link between social development and social welfare programmes.

Course Contents

Social development. Social development and sustainability, sustainable development goals, The various spect of social development: family, educational political, economic health delivery and religious. The concept of welfare. Forms of welfare and who should implement them. The benefits of welfare programmes. The link between social development and social welfare programmes.

SST 105: Introduction to Social Institutions (2 Units C: LH 30)

Learning Outcomes

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

1. define social institutions and their origin;
2. identify the functions of social institutions;
3. discuss the need for institutionalizing human conduct;
4. logically connect the institutions in society;
5. identify the nexus between social institutions and national development;
6. conceptualize the implications of the functions of social institution for different social categories and the need for social standards; and
7. construct a pathway for social standards in each social institution.

Course Contents

Social institutions and their origin. The functions of social institutions. The need for institutionalizing human conduct. The interrelationship between social institutions in society. The nexus between social institutions and national development. The implications of the functions of social institution for different social categories and the need for social standards. Constructing pathways for social standards in each social institution.

SST 107: Introduction to Gender and Society (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students are expected to:

1. Understand the concept of gender in contemporary society,
2. Identify the misconceptions and theoretical approaches to gender issues, and
3. Identify gender roles in sustainable community development.

Course Contents

This course would help students to understand the concept of gender and society, their relationships and roles. Gender issues are based on different expectations that individuals, groups, and societies have concerning society's values and beliefs. Gender roles are the product of the interactions between individuals and their environment. Appropriate gender roles are defined according to a society's beliefs about differences between the sexes

SST 109: Man and the Social Environment (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students are expected to:

1. explain the role of man in an environment,
2. identify the behavioural patterns of human beings compared to animals,
3. understand the effects of human activities on the environment; and
4. develop skills required in handling environmental problems.

Course Contents

This course will make student comprehend better the term 'man', his evolution through the ages, his relationship with the environment, as well as the role of the environment in human existence.

SSD 111: Introduction to Sustainable Social Development (3 Units C: LH 45)

Learning Outcomes

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

1. Define and explain the key concepts and principles of sustainable social development and the interconnectedness of social, economic, and environmental dimensions in development;
2. Identify and analyze major global social issues affecting communities worldwide;
3. Examine the importance of social justice and equity in the context of sustainable development;
4. Explain the environmental dimensions of sustainable development and the impact of human activities on the environment and the implications for social well-being;
5. Explore various approaches and strategies for community development that prioritize sustainability;
6. Analyze the relationship between economic development and social progress and Evaluate the potential for inclusive economic growth to contribute to sustainable social development;
7. Examine the role of governance and policy-making in promoting sustainable social development; and
8. Analyze cultural diversity and its impact on social development.

Introduction to Sustainable Social Development aims to provide students with a comprehensive understanding of the principles, theories, and practices related to sustainable social development. It explores the intersection of social, economic, and environmental factors in the pursuit of long-term well-being for individuals and communities. Through a multidisciplinary approach, students will gain insights into the challenges and opportunities associated with fostering social development that is both inclusive and environmentally sustainable. Topics to be covered include: key concepts and principles of sustainable social development, interconnectedness of social, economic, and environmental dimensions in development; major global social issues affecting communities worldwide; importance of social justice and equity in the context of sustainable development; the environmental dimensions of sustainable development; impact of human activities on the environment and the implications for social well-being; approaches and strategies for community development that prioritize sustainability; relationship between economic development and social progress; potential for inclusive economic growth to contribute to sustainable social development; role of governance and policy-making in promoting sustainable social development; and cultural diversity and its impact on social development

SST 102: Introduction to Social Standards Practice (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. define and discourse social standards practice;
2. identify the norms which inform the behaviour of people in particular situation;
3. explain the relevance of social standards to dignified human existence;
4. practice social standard interventions which promote mutual co-existence of different social categories; and
5. apply the different techniques in social standards.

Course Contents

Social standards practice. The norms which inform the behaviour of people in particular situations. The relevance of social standards to dignified human existence. Practice of social standards. Interventions which promote mutual co-existence of different social categories. Application of the different techniques in social standards.

SST104: Social Standards in Emergency Management and Humanitarian Services
(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end this course, students will be able to:

1. identify the nature and seriousness of emergency and humanitarian needs;
2. explain the procedure for standard and systematic need assessment in emerging situations;
3. demonstrate the need to respect the human rights and dignity of victims of humanitarian emergencies;
4. identify the peculiar emergencies and their humanitarian imperatives;
5. explain the procedure for standardized need assessment in emerging situations;
6. identify the consequences of emergency management for different social categories;
7. design social standards complaint programme;
8. factor social standards practices into rehabilitation processes;
9. monitor and evaluate emergency management process; and
10. identify and discuss emergency management agencies.

Course Contents

The social standards in emergency situations and the various strategies of handling emergencies in different localities based on the magnitude and intensity. Skills required to offer practical social response in the event of a disaster. Methods employed by selected agencies for disaster management. The role of international organizations and global instruments governing humanitarian responses. The consequences of emergency management for different social categories. Monitoring and evaluation of emergency management process.

GST 112: Nigerian Peoples and Culture (2 Units C: LH 30)

Learning Outcomes

Students are expected to:

1. Appreciate the history, political development and cultural diversity of Nigeria;
2. Students should appreciate their moral obligations to the country as citizens.

The aim of this course is to introduce the student to knowing the brief history and political development of Nigeria; the concept of culture, the normative dimension; study of Nigerian history and culture in pre-colonial times; Nigerian's perception of this world; culture areas of Nigeria and their characteristics; evolution of Nigeria as a political unit; concepts of functional education; the economics of underdevelopment; individual and national development; norms and values; moral obligations of citizens; environmental sanitation.

GST 114: Use of Library, Study Skills and Information and Communication Technology (2 Units C: LH 30)

Learning Outcomes

Students are expected to

1. acquire the skills of identifying information in the library, and
2. explain how to source for information in the Library.

Course Content

This course is intended to expose students to the various library information resources and how to access and use them at any point in time with the information retrieval tools such as card catalogue, indexes etc. It will also avail the students the opportunity of being information literate. That is to say, being able to identify your information needs, where and how to get the information and also how to access it.

SSD 106: Introduction to Social Statistics (3 Units C: LH 45)

Learning Outcomes

Upon completion of this course, students are expected to:

1. describe the various statistical methods,
2. develop analytical literacy and statistical skills and be able to implement them in practice for research and other purposes.

Course Content

This course is intended to impact the students with the basic knowledge of statistics especially in social sciences and to be able to understand the importance of statistics in carrying out research.

SSD 108: Introduction to Social Psychology (2 Units C: LH 30)

Learning Outcomes

Upon completion of this course, students are expected to:

1. explain the concept of social psychology,
2. analyze the similarities and differences between social psychology, personality psychology and sociology, and
- 3.
4. identify ways in which social psychology can connect with one another for the purpose of nation building.

Course Content

This subject is purposely designed to expose students to the knowledge of psychology, understand the meaning of social psychology, difference between social psychology and other types or branches of psychology. It is also intended to expose students to comprehend the great role social psychology plays in understanding different behaviour exhibited by individuals.

SST 110: Introduction to Community Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students are expected to be able to:

1. explain the concept of community development,
2. explain the difference between community development, community and sustainable development,
3. identify the various theories and approaches to community development, and
4. identify various mapping strategies and target groups.

Course Content

The students are going to be taught the concepts of Community Development, its components and the activities involved in community development. It is also important to make them understand the relevance of community development in the day to day activities of the people of a particular community. It will also be of importance to explain to the students the different types of communities we have.

200 Level

First Semester

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

The Course Contents will cover the following areas, viz.: the concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship). The theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent; innovator and creative thinker). Entrepreneurial thinking. Critical thinking, reflective thinking, and creative thinking. Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge, and innovation). Enterprise formation, partnership, and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship. Basic principles of e-commerce.

SSD 201: History of Social Standards (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. trace the origin of social standards beginning from the works of early philosophers such as Plato, Hobbes and Aristotle;
2. discuss the implications of social contract for human conduct;
3. explain the social implications of concepts such as beliefs, expectations, conventions, accountability, transparency and how they influenced the emergence of social standards;
4. explain the relevance of social standard in traditional, colonial and contemporary Nigerian society; and
5. identify the significance of social standards for maintaining social order.

Course Contents

Origin of social standards beginning from the works of early philosophers such as Plato, Hobbes and Aristotle. Implications of social contract for human conduct. Social implications of concepts such as beliefs, expectations, conventions, accountability, transparency and how they influenced the emergence of social standards. Relevance of social standard in traditional, colonial and contemporary Nigerian society. Significance of social standards for maintaining social order.

SST 203: Introduction to Social Statistics (2 Units C: LH 30)

Learning Outcomes

After completing the course, students should be able to:

1. define the main concepts of social statistics and in relation to demography;
2. explain the main concepts of social statistics and in relation to demography;
3. describe the features of the measurement scales nominal, ordinal, interval and ratio;
4. discuss the merits and demerits of de facto and de jure methods of data collection; and
5. discuss the relationship between demography and social statistics.

Course Contents

Definition and clarification of the following concepts of social statistics – sample, population, statistic, parameter, descriptive statistics, inferential statistics and the measurement scales in the social sciences. Definition and clarification of the following concepts of social statistics, in relation to Demography comprising tools of demography (proportion, rates, ratios, cohort measures and period measures and many others) fertility, mortality, life-table, migration, nuptiality and family planning. There should be an exposition on the relationship between demography and social statistics.

SST 205: Abnormal and Anti-Social Behaviours (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. define and discuss Abnormal and anti-social behaviours;
2. explain the natural and cultural origins of these forms of behaviours;
3. interpret the psychological origins of abnormal and anti-social behaviours;
4. identify the implications of abnormal and anti-social behaviours for institution such as the family, community and society;
5. prescribe remedial strategies for abnormal and anti-social behaviour; and
6. design institutional structures for managing distant behavior.

SST 207: Social Standards, Land governance and Conflicts (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. write reports on traditional land governance;
2. identify the sources of conflict in traditional land governance;
3. categorize the gender contradictions in traditional land governance;
4. explain the Land Use Decree;
5. identify the implications of the land use decree for traditional ownership of land;
6. list the sources of conflict in the land use decree; and
7. discuss the consequences of land conflicts strategies for land conflicts resolutions through consensual and non-consensual approaches.

Course Contents

Traditional land governance. Sources of conflict in traditional land governance. Gender contradictions in traditional land governance. Land use decree. The implications of the land use decree for traditional ownership of land. Sources of conflict in the land use decree. Consequences of land conflicts. Strategies for land conflicts resolutions through consensual and non-consensual approaches. Types of land conflicts and causes of land conflicts, Shortcomings of the land market and its institutions. Institutional change as catalyst for land conflicts. Interdependency of causes, Additional conflict issues, Consequences. Classification of land conflicts, Analysing land conflicts, Identifying the characteristics of conflicts. Collecting and structuring, information on land conflicts. Visualizing land conflicts. Reenacting land conflicts. The problem of asymmetry in land conflicts – the powerful vs. the poor, Choosing a suitable form of conflict resolution. Consensual approaches and Non-consensual approaches.

SSD 209: Introduction to Social and Environmental Impact Assessment (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. explain the basic indicators of social impact assessment;
2. identify the various methods of conducting social impact assessment;
3. explain alternatives to project design and implementation; and
4. explain the mitigation of project risks and its strategies

Course Content

Introduction to Social Impact Assessment. The role and scope of Social Impact Assessment (SIA) in relation to the EIA process; the types of social impacts that can result from development proposals; and the principles, procedure and methods that are used to assess and mitigate social impacts. Social Impact Assessment – UK and US Perspectives. Brief history of social impact assessment and the virtue ethics model versus the outcomes-focused model. Moving to outcomes-based social impact investing and measurement and the advantages and disadvantages of this trend. Theoretical topics, methodology and the day-to-day practical application of social impact measurement tools and thinking. Policy environment; and practices in different sectors (government, corporate and non-profit). EIA/SIA Legal Framework and Regulatory Authorities in Nigeria. A review of methods and tools for outcomes-based social impact measurement (cost-benefit analysis, SROI, CEA etc.) including discussion of their relative advantages and disadvantages. Benefits of measuring social impact for organizational decision-making and social investment. Quantitative and qualitative research methods used in impact assessments discussing the main concepts of impact analysis with an understanding of what types of impact assessment are acceptable and which to avoid. Introduction to monetary valuation methods as applied in cost-benefit analysis and SROI (including the Wellbeing Valuation approach) discussing the main concepts and rationale for monetary valuation. Embedding social impact in organizations, decision-making and investment strategy. Techniques for data collection for impact analysis, assessing impact reports and interpreting and using the results from social impact tools like cost-benefit analysis and SROI. Steps in a Typical SIA Process in Nigeria. SIA Reports and its management. Addressing key problems in social impact measurement and determining what it can and can't do for organizations.

SSD 211: Stakeholder Engagement (3 Units C: LH 45)

Learning Outcomes

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

1. explain the importance of stakeholders' engagement in the process of development project planning and monitoring.
2. identify groups who otherwise may be disadvantaged or excluded in the planning and decision-making process.
3. Highlight the role of stakeholders' identifications and analysis in understanding social and economic risks that might merge as a result of the implementation of development projects and how to garner stakeholders support while managing those risks and at the same time maximizing benefits.
4. Identify mechanisms for addressing grievances

Course Content

The course will cover the following headings: Stakeholders and their importance; Stakeholders' identification and categorization process; Stakeholders' analysis; Giving voice to the disadvantaged or vulnerable groups; Stakeholder Engagement Plan; Grievance mechanisms for resettlement.

GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)

Learning Outcomes

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

1. Discuss the basic features of philosophy as an academic discipline;
2. Identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. Identify the elementary rules of reasoning;
4. Distinguish between valid and invalid arguments;
5. Think critically and assess arguments in texts, conversations and day-to-day discussions;
6. Critically assess the rationality or otherwise of human conduct under different existential conditions;
7. Develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. Guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content – deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

SSC 202: Introduction to Computer and its Application (3 Units C: LH 45)

Learning Outcomes

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

1. explain the history of computing sciences;
2. discuss in detail the different computing programs and their characteristics;
3. evaluate different computer applications; and
4. apply search engines to source on-line resources.

Course Contents

Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and online resources, browsers, and search engines.

SST 202: Inclusive Workplace (2 Units C: LH 15; PH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. identify the different interests of groups at the workplace;
2. demonstrate the implications of a multi-ethnic/racial workforce for management of the workplace;
3. discuss the various national laws relevant to discrimination at the workplace (federal character);
4. apply the provisions to the ILO convention on discrimination (Employment and Occupation) and the Nigerian workplace;
5. construct, affirmative strategies for minimizing discrimination in employment and occupation; and
6. identify the benefits of inclusive workplace practices.

Course Contents

Different interests of groups at the workplace. Implications of a multi-ethnic/racial workforce for management of the workplace. Various national laws relevant to discrimination at the workplace (federal character). Provisions of the ILO convention on discrimination (Employment and Occupation) and the Nigerian workplace. Affirmative strategies for minimizing discrimination in employment and occupation. Benefits of inclusive workplace practices. Issues related to race, ethnicity, age, gender, religion, political opinion, sexual orientation, disability, and other aspects of diversity in work organizations. Key future issue in industrial and employment relation such as the challenges presented by an aging workforce. Public policy, public service rule, terms and conditions of employment as well as the aspects of aging and how these might impact the employment relationship.

SST 204: Social Standards, Principles, Ethics and Values (2 Units C: LH 30)

Learning Outcomes

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

1. compose the principles of social standards;
2. identify different social settings and principles as equity, fairness and justice to human conduct; and
3. prescribe social standards principles ethics and values and critical institutions in society; and link social standards principles and human rights.

Course Contents

Principles of social standards. Different social settings and principles as equity, fairness and justice to human conduct. Social standards principles, ethics and values and critical institutions in society. Social standards principles and human rights. trust, honesty, decorum, fairness, transparency, inclusion and other establish principles of behaviour. Ethical issues in different settings. Conceptions of right and wrong, notions of fairness, discrimination, individual well-being, and sustainability.

SST 206: Legal Issues in Social Standards (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. define and explain human rights and human rights violation;
2. identify the legal issues associated with social standards;
3. evaluate the justice system comprising the police, courts and detention Centres;
4. itemise the rights of individuals in seeking protection, justice and fair hearing;
5. describe the dilemma in insisting on social stands in Nigeria justice system; and
6. compare international best practices in human rights protection and the scenario in Nigeria.

Course Contents

Human rights and human rights violation . Legal issues associated with social standards. Justice system comprising the police, courts and detention Centres. Rights of individuals in seeking protection, justice and fair hearing. The dilemma in insisting on social standards in Nigeria justice system. The comparison of international best practices in human rights protection and the scenario in Nigeria. Human rights laws that can arise while maintaining social standards. Rights of people especially to seek redress in the court, fair hearing, legal representations and bail. Social standards, international human rights conventions, and national laws that promote social standards.

SST 208: Introduction to Community Development (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to:

1. Define and discuss community development;
2. List the differences between community development and community sustainable development;
3. Use theories and the logic in community development;
4. Articulate the roles of people in community development;
5. Identify the peculiar development needs of communities based on human and natural resource potentials;
6. Map the functions of different groups in community development; and
7. Apply monitoring and evaluation strategies in community development.

Course Contents

Community development. Differences between community development and community sustainable development. Use of theories and logic in community development. Roles of people in community development. Peculiar development needs of communities based on human and natural resource potentials. Map the functions of different groups in community development. Monitoring and evaluation strategies in community development. Relationship between beliefs, expectations, conventions, accountability, socialization and common knowledge to the development of social standards will be discussed. Importance of social standards to the maintenance of social order or social coordination in any society. Concepts, components and activities involved in community development. Different types of communities we have.

SSD 210: Trauma Management (2 Units C: LH 30)

Learning Outcomes

Students will be equipped in counseling people in grief, sadness, especially those that have lost their loved ones.

Course Content

This course will address the theoretical framework of human loss and grief from culturally and philosophically diverse perspectives. Students will be provided with information about why and how humans grieve and how grieving is affected by type of loss, traumatic life events, socio-economic and cultural factors, individual personality, and family functioning. Attention will be focused on life span development and the meaning of death and loss at different ages. Various types of loss including: lives and property among internally displaced persons. The importance of understanding trauma and its relationship to grief and loss will also be addressed. coping and resiliency in loss including the prevention and management of anxiety, stress, burnout, and post-traumatic stress disorders will be explored, emphasizing the diversity of human response and focusing on the significance of social groups in integrating loss. The formation and practice of rituals, and diversity in religious and spiritual experience as a component of coping with loss will be discussed.

300 Level

SSC 301: Innovation in the Social Sciences (2 Units C: LH 30)

Learning Outcomes

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

1. enumerate innovative ideas that borders on societal problems;
2. apply social science knowledge to research on public and private sectors;
3. design techniques for proposal writing;
4. appreciate social and human welfare services, and
5. analyse models for establishing family and community development.

Course Contents

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues. Establishing and mobilising resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centres, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

SST 301: Social Standards Concept and Theories (2 Units C: LH 30)

Learning Outcomes:

At the end of the course, student should be able to:

1. define and discuss theory and building blocks of theory;
2. discuss the importance of theories in intellectual enquires.
3. explain and apply the social norms theory in discussing social standards

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4. appreciate the assumptions and application of social identify theories in social standards practice;
5. demonstrate and understanding of the benefits of cost-benefit model of social standards;
6. outline the assumption and methodological implications of game theory approach; and
7. discuss and apply theories of social standards in writing projects

Course Contents

Theory and building blocks of theory. Importance of theories in intellectual enquires. Social norms theory. Assumptions and application of social identify theories in social standards practice. Cost-benefit model of social standards. Methodological implications of game theory approach.

SST 303: Social Standards in Political and Economic Issues (2 Units C: LH 30)

Learning Outcomes

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

1. situate social standards discourse with the purview of economic and political realities;
2. apply the principles of social standards to the conduct of political office holders;
3. evaluate practical office holder against the benchmark of democratic culture;
4. explain the roles of ordinary citizens give acceptable norms of political behavior;
5. evaluate the economic policies in Nigeria with emphasis on implications for social standards;
6. isolate the implications of economic practices for the rich and poor; and
7. recommend intervention strategies to moderate negative impacts standards in economic and political issues.

Course Contents

The philosophy in the politics and economics of social standards. Social, political and economic context of social standards of living conditions policy formulation and implementation. Internal politics of public and social welfare. Political rhetoric or gimmick. Principles of social standards and the conduct of political office holders. Political office holders and the benchmark of democratic culture. Roles of ordinary citizens give acceptable norms of political behavior. Economic policies in Nigeria and social standards. Implications of economic practices for the rich and poor. Impacts of international organizations (such as IMF and World Bank) and international politics on social living conditions. Intervention strategies to moderate negative impacts on social standards in economic and political issues.

SST 305: Internship or Organizational Visits (2 Units C: LH 30)

Learning Outcomes

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

1. practically experience the functions, operational procedures, performance and challenges of social standards practitioners in agencies with whom the internship experience was acquired; and
2. write an analytical report of the operations, performance, challenges, and prospects for social standards enforcement.

Course Contents

Placement in or visits to organisations and agencies relevant to social standards studies. Such agencies or organisations include law enforcement and security agencies, courts, correctional institutions, and commercial private security organisations. Students will write an analytical report on the establishment, functions, powers, performance, challenges and challenges of the chosen Nigerian law enforcement and security organisation. Lectures by invited professionals and heads of government security agencies and private security companies are part of the course.

SST 307: Social Standards, Reproductive Health and Population Studies (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the various components of reproductive health;
2. isolate the gender considerations in reproductive health education;
3. situate population studies within social standards principles;
4. discuss the infrastructure requirements for social standards in reproductive health practice;
5. isolate the gender implications manpower for servicing health centers for reproductive health practice; and
6. identify the importance of population management for social standards.

Course Contents

The various components of reproductive health. Gender considerations in reproductive health education. Population studies and social standards principles. Infrastructure requirements for social standards in reproductive health practice Gender implications of manpower for servicing health Centres for reproductive health practice. importance of population management for social standards. Influence of religion and culture on reproductive health. Child marriage and associated difficult labour problems such as Vesico-Vaginal Fistula and Recto-Vaginal Fistula, family planning, sexually transmitted diseases (STDs).

SST 309: Research Methods for Social Standards (2 Units C: LH 30)

Learning Outcomes

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

1. identify strategies of descriptive and non-descriptive and historical research;
2. describe various types of research methods; their advantages and disadvantages;
3. have an overview of the study of human beings in societies in diverse contexts;
4. distinguish the different methods of social research targeted at human beings;
5. discuss quantitative and qualitative research methods (such as, survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitative methods like focus group discussion, indepth interview, ethnographic, case study and many others;
6. identify the strengths /weakneses in the use of all the methods;
7. explain the justification for use of one or some or all the methods in social research in human societies; and
8. apply the essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as, design of study, collection of data, data processing, interpretation and conclusion otherwise outcomes would not be deemed credible or scientific.

Course Contents

The course introduces students to different forms of research design: Descriptive studies, Experimental studies and Cross-sectional design and the survey method; Historical research: the strengths and weaknesses of each design, and how to select a design based on the research problem; strategies of descriptive and non-descriptive and historical research; various types of research methods; their advantages and disadvantages; overview of the study of human beings in societies in diverse contexts; idea of the different methods of social research targeted at human beings; quantitative and qualitative research methods (such as, survey, comparative study, quasi-experiment, types of study and contexts for use of such methods and those for gathering soft data under qualitative methods like focus group discussion, in-depth interview, ethnographic, case study and many others; strengths /weaknesses in the use of all the methods; justification for use of one or some or all the methods in social research in human societies; essence of integrity in data collection, adherence to ethics in social research, objectivity in all aspects of researching (such as, design of study, collection of data, data processing, interpretation and conclusion otherwise outcomes would not be deemed credible or scientific.

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building.

Course Contents

The course will seek to understand the concepts of peace, conflict and security in a multiethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. The root causes of conflict and violence in Africa will be studied: indigene and settlers phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic inequalities. Social disputes. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes and many others. Peace-building, management of conflicts and security: peace and human development. Approaches to peace and conflict management (religious, government, community leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration and many others. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis.

ENT 312: Venture Creation (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies.). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

SSC 302: Research Method I (2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept and scope of research methods;
2. discuss in detail procedures for conducting a research;
3. discuss the principles guiding research; and
4. discuss types of research – experimental non-experimental and quasi-experimental research.

Course Contents

Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

SST 302: Social Standards and Development Indicators (2 Units C: LH 30)

Learning Outcomes

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

1. compose the place of indicators in any development discourse;
2. list and discuss the indicators used in measuring development;
3. discuss how the indicators may be used in peer review or assessment of achievements in development;
4. identify the implications for using each indicator; and
5. write notes on how the indicators may be used in peer review or assessment of achievements in development.

Course Contents

The measures of standards of living with emphasis on basic tools such as Gross Domestic Product (GDP). The Human Development Index (HDI). Life expectancy and other global index of human progress. Indicators in any development discourse. Use of indicators in peer review or assessment of achievements in development. The implications for using each indicator.

SST 304: Social Dialogue and Collective Bargaining Strategy (2 Units C: LH 30)

Learning outcomes

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

1. discuss dialogue and the approaches to the phenomenon;
2. demonstrate the place of mediation in a dialogue process;
3. situate collective bargaining within the social standards discourse;
4. write notes the principles of collective bargaining;
5. list and discuss the advantages of collective bargaining; and
6. analyse the importance of implementation of agreements after negotiation.

Course Contents

Workers participation through social dialogue in decision making. Techniques for effective collective bargaining strategy. How to negotiate working conditions, terms of employment, and regulating relations between employers or their organisations and workers' organisation according to international best practices. Dialogue and approaches to the phenomenon. Mediation in a dialogue process. Collective bargaining within the social standards discourse. The principles of collective bargaining. Advantages of collective bargaining. Importance of implementation of agreements after negotiations.

SST 306: Gender Theories and Development Frameworks (2 Units C: LH 30)

Learning Outcomes

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

1. differentiate between sex and gender;
2. appreciate the difference between social and biological theories of gender;
3. discuss social theories of gender i.e., socialization theories, the Marxian theory, functionalism and gender;
4. list and discuss biological theories of gender i.e., Talcott Parsons and gender functions in the family, Tiger and Fox and the biogrammer;
5. explain feminism and its variants;

6. write notes on patriarchy and gender relations;
7. relate these theories to development frameworks; and
8. design affirmative actionable strategies for gender mainstreaming.

Course Contents

Sex and gender. Social and biological theories of gender. Social theories of gender i.e., socialization theories, the Marxian theory, functionalism, and gender. Biological theories of gender i.e., Talcott Parsons and gender roles in the family. Tiger and Fox and the biogrammer. Feminism and its variants. Patriarchy and gender relations. Gender theories and development frameworks. Gender mainstreaming in socio-political institutions.

SST 308: Family Dynamics and Changes (2 Units C: LH 30)

Learning Outcomes

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

1. define and discuss types of family;
2. analyse the social relationships and norms guiding behavior in the family;
3. isolate the various variables prompting changes in the family;
4. write notes on the functions of the family;
5. identify the roles of the family in development; and
6. associate the family with changes due to technology, economic conditions and corresponding social change.

Course Contents

Types of family. Social relationships and norms guiding behavior in the family. Variables prompting changes in the family. Functions of the family. Roles of the family in development. Changes due to technology, economic conditions, and corresponding social change. An ecosystem perspective of family. Intra-household dynamics processes of interaction, decision-making, division of analysis, production, and consumption. Conflict and integration within the family and inter-relations of these to the larger society.

SST 310: Social Standards Inclusion and Integration (2 Units C: LH 30)

Learning Outcomes

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

1. identify the role of integration and inclusion in promoting conducive social order;
2. explain the nexus between integration inclusion and exclusion;
3. isolate the factors that cause exclusion; and
4. propagate inclusion strategies.

Course Contents

The role of integration and inclusion in promoting conducive social order. Nexus between integration inclusion and exclusion. Factors that cause exclusion. Inclusion strategies. Inclusion and integration in relation to International Best Practices. Ethnicity, religion, internal displacement, migration, disability, imprisonment, illness and many others.

400 Level

SSC 401: Research Method II (2 Units C: LH 30)

Learning Outcomes

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

1. prepare and present a research proposal;
2. collect and organize meaningful data;
3. conduct pilot study and write research report; and
4. apply appropriate statistics in data analysis.

Course Contents

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

SST 403: Social Standards and the Challenged (2 Units C: LH 30)

Learning Outcomes

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

1. identify and discuss the social implications of physical, mental and care-denial challenges;
2. logically derive the needs associated with each type of challenge;
3. list and discuss the gender implications of each form of challenge;
4. discuss the support needs of the challenged i.e., infrastructure, care and other social needs; and
5. design and implement affirmative action using social standards.

Course Contents

Social implications of physical, mental and care-denial challenges. Needs associated with types of challenge. Gender implications of each form of challenge. Support needs of the challenged i.e., infrastructure, care and other social need. Affirmative action using social standards. Various United Nations, international and National Norms and Standards pertaining to challenged persons. Human, civil, political, economic, social and cultural rights of challenged persons. Equal opportunities, Integration, protection and empowerment of challenged persons in Nigeria.

SST 405: Comparative/Cross-Cultural Social Standards (2 Units C: LH 30)

Learning Outcomes

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

1. identify global norms of behaviour and how they are practiced in each society;
2. use culture regions or areas to discuss particular social standards practices; and
3. analyse the social integration function of these practices in different cultures.

Course Contents

Global norms of behavior and how they are practiced in each society. Culture regions or areas and particular social standards and practices. The Social integration functions of social standards in different cultures. The role of values, norms, symbols in behaviours, cultural differences, intercultural communication, ethnocentrism, cultural relativism, benefits and handicaps of culture.

SST 407: Social Standards and Criminal Justice System (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate an understanding of the criminal justice system;
2. explain the prevalent definition of criminal actions;
3. trace the interpretations of criminality to the culture in society;
4. demonstrate how attitude to crime differs amongst groups in society;
5. identify the various Institutions and Agencies fighting crime in society;
6. derive the negation of social standards from the formation of the instructions and agencies; and
7. account for the disproportionate service of justice to the rich and poor.

Course Contents

Criminal justice system. Prevalent definition of criminal actions. Interpretations of criminality and culture in society. Disparity in attitudes to crime in society. Institutions and Agencies fighting crime in society. Negation of social standards from the institutions and agencies. Disproportionate service of justice to the rich and poor. Historical development of correctional institutions. Penal philosophies of retribution, detention, deterrence, reformation, and rehabilitation. Prison stays and alternatives to imprisonment such as probation and parole of offenders. Social standards required in the criminal justice system. The right to fair hearing, the rights of accused persons and prisoners and international best practices required from the police and in a prison setting.

SSD 409: Labour and Working Conditions (2 Units C: LH 30)

Learning Outcomes

At the end of the course, Participants should be able to:

1. Define and explain concept of decent work;
2. Identify key principles, , including freedom of association, fair wages, and safe working conditions;
3. Analyze the relationship between labour conditions and the success of development projects;
4. Identify theories related to labour and work;
5. Familiarize Participants with International labour standards and conventions;
6. Explain legal frameworks related to labour and working conditions;
7. Identify child labour and forced labour;
8. Explain the rights of workers at workplace;
9. identify common occupational health and safety hazards in various industries and develop strategies to mitigate risks and create safer working environments;
10. explain importance of social dialogue in addressing labour issues;
11. identify emerging issues in labour and working conditions; and
12. explain how to handle workplace grievance and processes

Course Content

This course aims to provide Participants with a comprehensive understanding of labour and working conditions, exploring the theoretical, legal, and practical aspects of employment environments. Through a multidisciplinary approach, Participants will examine historical perspectives, international standards, legal frameworks, and emerging issues, enabling them to critically analyze and contribute to discussions on labour and working conditions. It is also aimed at enhancing the development benefits of a project by treating workers fairly and providing safe and healthy working conditions.

SSD 411: Sustainable Food Systems (2 Units C: LH 30)

Learning Outcomes

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

1. Define the concept of sustainable food systems
2. Explain the interconnectedness of environmental, economic, and social aspects in the food system
3. Analyze the environmental challenges associated with conventional agriculture and food production
4. Evaluate sustainable agriculture practices and their potential benefits in reducing environmental impact
5. Explain the concept of food security and its global and local implications.
6. Explore strategies to enhance food access and availability, especially in vulnerable communities.
7. Examine the entire food supply chain, from production and processing to distribution and consumption and identify where sustainable measures can be applied.
8. Assess the importance of biodiversity in food systems and explore methods for conserving biodiversity within agricultural practices.
9. Identify social issues related to food systems, including labour conditions and access to nutritious food and propose strategies to promote social equity and justice.
10. Describe the role of policies and governance in shaping sustainable food systems and analyze existing policies and propose recommendations for improvement.
11. Explore the role of technology in enhancing sustainability in Agriculture and identify the potential benefits and risks associated with the adoption of new technologies
12. Examine the influence of consumer behavior on food systems and Develop educational strategies to promote sustainable food choices among consumers.

Course Content

The course on Sustainable Food Systems is designed to provide students with a comprehensive understanding of the various elements that contribute to creating environmentally, economically, and socially sustainable food systems. It covers the entire food supply chain, from production and processing to distribution and consumption, exploring strategies for mitigating environmental impact, improving food security, and promoting social equity within the context of global and local food systems.

SSD 413: Sustainable Development Economics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students will be able to:

1. Define key concepts of sustainable development and economics;
2. Identify the main challenges and opportunities at the intersection of economics and sustainability;
3. Analyze the relationship between economic growth and sustainable and alternative measures of development beyond GDP;
4. Examine the role of economic policies in poverty reduction;
5. Evaluate the impact of income inequality on sustainable development;
6. Explore policies for sustainable natural resource management;
7. Examine the role of business in sustainable development;

8. Identify the principles of green business and corporate social responsibility and concept of sustainable entrepreneurship and its economic implications
9. Analyze the economic dimensions of sustainable agriculture;
10. Explore the linkages between agriculture, food security, and rural development;
11. Explore the role of financial institutions in sustainable development;
12. Examine strategies for promoting financial inclusion and the principles of sustainable finance and impact investing
13. Analyze the impact of international trade on sustainable development;
14. Explore the concept of fair trade and its economic implications;
15. Analyze the role of government policies in promoting sustainable development and challenges of policy integration across economic, social, and environmental domains

Course Content

This course delves into the economic aspects of sustainable development, focusing on the principles, theories, and policies that contribute to the economic well-being of present and future generations. Students will explore the intersection of economic growth, social equity, and environmental sustainability, with an emphasis on creating resilient and inclusive economies, key concepts of sustainable development and economics; the main challenges and opportunities at the intersection of economics and sustainability; the relationship between economic growth and sustainable and alternative measures of development beyond GDP; the role of economic policies in poverty reduction; the impact of income inequality on sustainable development; policies for sustainable natural resource management; the role of business in sustainable development; the principles of green business and corporate social responsibility and concept of sustainable entrepreneurship and its economic implications; the economic dimensions of sustainable agriculture; the linkages between agriculture, food security, and rural development; role of financial institutions in sustainable development; strategies for promoting financial inclusion and the principles of sustainable finance and impact investing; impact of international trade on sustainable development; concept of fair trade and its economic implications; role of government policies in promoting sustainable development and challenges of policy integration across economic, social, and environmental domains.

SST 402: Labour Dispute Resolution and Compensation Systems (2 Units C: LH 30)

Learning Outcomes

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

1. identify causes of conflicts between managers and workers;
2. acquire skills in mediating conflicts;
3. explain alternative dispute/resolution; and
4. apply skills in mediation, negotiation, arbitration conciliation and adjudication.

Course Contents

Causes of conflicts between managers and workers. Skills in mediating conflicts. Alternative dispute/resolution. Skills for mediation, negotiation, arbitration conciliation and adjudication. Resolving disputes between labour and management. Consultation, Alternative Dispute Resolution (ADR) mediation, Negotiation, conciliation, arbitration, adjudication, Board of Inquiry.

SST 404: Medical and Clinical Social Standards (2 Units C: LH 30)

Learning Outcomes

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

1. isolate the peculiar health definitions used by a group;
2. identify and discuss the health seeking behaviours of the people;
3. evaluate the infrastructure for health care delivery;
4. analyse the manpower available for health care services;
5. identify and discuss the gender implications of health seeking and health care provisions;
6. analyse the implications of health care delivery for social inequality; and
7. recommend social standards for each form of healthcare i.e., Axtodox, faith-based, traditional or alternative health care.

Course Contents

Peculiar health definitions used by a group. Health seeking behaviours of the people. Infrastructure for health care delivery. manpower available for health care services. Gender implications of health seeking and health care provisions. Health care delivery and social inequality. Social standards for each form of healthcare i.e., Axtodox, faith-based, traditional, or alternative health care. Use of healthcare resources, Provision of high quality, high standard healthcare to all those who need it. Rights of patients. Equity in health service delivery. Health personnel-patient relationship. Professional misconduct. Medical board. Hospital bureaucracy. Religion and cultural issues in medical practice.

SST 406: Land Law and Land Use Planning (2 Units C: LH 30)

Learning Outcomes

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

1. land laws in traditional Nigerian society (the North, West, Mild West and East);
2. discuss the nature of land use in traditional Nigeria;
3. isolate and analyse the social advantages and disadvantages of these forms of land use;
4. interpret the contemporary land used decree;
5. identify and discuss the imperatives of land use;
6. discuss the benefit of the land use decree to the rich and poor; and
7. identify and discuss the process of land acquisition by government and the conflicts it generates.

Course Contents

Land laws in traditional Nigerian society (the North, West, Mild West and East). Nature of land use in traditional Nigeria. Social advantages and disadvantages of these forms of land use. Contemporary land used decree. Imperatives of the land use. Land use decree, the rich and poor. Land acquisition by government and the conflicts. Legal concept of Land. Doctrine of Estates, Concept of property rights and types of interest in land-Lease. Tenancy. License. Easement and other rights and interest in Land. Pledges and mortgages in common law and equity. Registrable instruments and Importance of Land Title Registration. Land Use Act of 1978 and its implication on land transaction in Nigeria. Land reform in Nigeria. Law of Agency. Land use planning concepts, frameworks, institutions, movements, and methods. Historical evolution of planning. Objectives of urban & Regional Planning. Components of planning. Planning agencies and authorities in Nigeria. Development control and public participation in planning. Urban planning theories. Planning models and techniques.

SSD 408: Internally Displacement and Livelihood Restoration (2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept of internal displacement
2. Distinguish between an Internally Displaced Persons, Project Affected Persons and a Refugee.
3. Explain the burden and impact of displacement
4. describe the principles and strategies for livelihood improvement and restoration

Course Content

Internally displaced persons have become a burden of countries globally. Wars, conflicts and natural disasters have displaced a significant number of individuals from their usual habitats. It is often inevitable to displace people in order to implement infrastructural projects. To ensure that negative impacts on project affected persons are minimized and satisfactorily mitigated, social standards must be applied. This course discusses issues around internal displacement from social standards perspective. The course will cover the following topics: Definition of an internally displaced person; The difference between an IDP and a project affected person (PAP); Circumstances of displacement; Impact of displacement; Understanding livelihood; and Principles and strategies for improvement and restoration of livelihood

SST 499: Research Project (6 Units)

This is an original research project on a social standards practice/social problem/social work/social justice/ by the student in consultation with a departmental supervisor. The research project may be based on library and/or fieldwork research. The research project report is to be written in five chapters:

- i. Introduction;
- ii. Literature review;
- iii. Research methodology;
- iv. Data analysis; and
- v. Discussion and Conclusion.

Learning Outcomes

By the end of this fieldwork, learners will be able to;

- (i) Identify both quantitative and qualitative research design
- (ii) Design research instrument and other tools to data generation and gathering
- (iii) Construct a sampling frame to match the research design
- (iv) Identify suitable analytical tools for data analysis leading to report writing.

SSD 408: Internally Displacement and Livelihood Restoration (2 Units C: LH 30)

Learning Outcomes

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LIST OF UNDERGRADUATE ACADEMIC STAFF

S/NO	NAME OF ACADEMIC STAFF	DISCIPLINE	AREA OF SPECIALIZATION	QUALIFICATION	RANK AND DATE OF APPOINTMENT	EMPLOYMENT STATUS	MODE OF APPOINTMENT
Core Staff							
1	Prof. Adolphus A. Naswem	Agric Extension	Rural Sociology	B.Sc. (Sociology) M.Sc. (Agric Extension & Communication) Ph.D (Agric Extension and Communication)	Professor/1 0-07-1997	Full time	Tenure
2	Dr. Peter T. Tsue	Agric. Economics & Extension	Resource and Environmental Economics	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Senior Lecturer/ 16-02-2006	Full time	Tenure
3	Dr. O.M. Ogah	Agric. Economics & Extension	Finance	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Senior Lecturer/05-05-2016	Full time	Tenure
4	Dr. A.D. Teran	Agric Economics	Production Economics	B. Agric, (Agric Economics & Extension)	Lecturer II	Full time	Tenure

					Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)				
5	Dr S.T. Demenongu	Agric Extension and Communication	Rural Sociology	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Extension), Ph.D (Agric Extension)	Lecturer I	Full time	Tenure		
Part time Staff of the Department									
6	Prof. S.A. Ejembi	Agric Extension	Rural Sociology	B.Agric. (Agric Economics & Rural Sociology) M.Sc, (Agric Extension & Communication)) Ph.D (Agric Extension and Rural Sociology)	Professor/2 5-10-1999	Full time	Tenure		
7	Prof. B.I. Dagba	Forestry	Forestry Extension and Communication	B.Sc. (Botany) M.Sc. (Silviculture and Botany) Ph.D (Forestry Extension)	Professor/0 3-04-2002	Part time	Visiting		
8	Prof. O Abu	Agric. Economics & Extension	Policy and development	B. Agric, (Agric Economics & Extension)	Professor/0 5-05-1997	Full time	Tenure		

10	Dr. E.A. Unongu	Agric Extension	Agricultural Ext and Rural Sociology	B.Agric. (Agric Economics & Rural Sociology) M.Sc, (Agric Extension & Communication) Ph.D (Agric Extension and Rural Sociology)	Associate Professor/20-06-2000	Full time	Tenure
11	Dr. Iorfa Anonguku	Agric Extension	Agricultural Extension	B. Agric, (Agric Economics and Extension) M.Sc, (Agric Extension and Communication) Ph.D (Agric Extension and Communication)	Associate Professor/06-02-2009	Full time	Tenure
12	Dr. Mrs. C.K. Biam	Agric. Economics & Extension	Production Economics	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Farm Management & Production Economics)	Associate Professor/01-07-2005	Full time	Tenure
13	Prof. G.C. Aye	Agric. Economics	Agric. Policy	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Professor/19-02-2002	Full time	Tenure

14	Dr. P.G. Kughur	Agric Extension	Agricultural Extension and Communication	B. Agriculture; M.Sc. (Agric Extension); Ph.D (Agric Extension and Communication)	Senior Lecturer/17-02-2010	Full time	Tenure
15	Dr. Mrs. E.N. Mbah	Agric Extension	Rural Sociology	B.Sc, (Agric Extension) M.Sc, (Agric Ext. (Administration)) Ph.D (Agric Extension and Rural Sociology)	Senior Lecturer/29-04-2014	Full time	Tenure
16	Dr Mrs R.T. Iorlamen	Agric. Economics & Extension	Farm Management & Production Economics	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Senior Lecturer/21-06-2006	Full time	Tenure
17	Dr. Daniel Abah	Agric. Economics & Extension	Resource and Environmental Economics	B. Sc. (Agric Management & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Senior Lecturer/30-04-2014	Full time	Tenure
18	Dr Mrs D.P. Ugodu	Agric. Economics & Extension	Agricultural Marketing	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Senior Lecturer/ 16-02-20067	Full time	Tenure

19	Dr. Godwin Akpehe	Sociology	Rural Sociology	B. Sc (Sociology) M.Sc. (Sociology), Ph.D (Sociology)	Senior Lecturer/28/02/2011	Part time	Visiting
20	Dr. G. Timiun	Sociology	Demography/Health Sociology	B. Sc (Demography & social statistics) M.Sc. (Sociology), Ph.D (Demography/Health Sociology)	Lecturer 1/17-07-2007	Part time	Visiting
21	Dr. Hephzibah Onyeje	Agric. Economics & Extension	Agri Policy, Resource and Environmental Economics	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Lecturer 1/09-07-2014	Full time	Tenure
22	Dr. V.A. Otene	Agric Extension	Agricultural Extension and Communication	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Extension and Communication), Ph.D (Agric Extension and Communication)	Lecturer 1/05-01-2011	Full time	Tenure
23	Dr A Ali	Agric. Economics & Extension	Development Economics	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Lecturer 2/10-08-2018	Full time	Tenure

24	Dr. Helen Teghtegh	Literature	Community Advocacy	B. A. Ed (English) M.A. (Literature), Ph.D (Literature)	Civil Society	Part time	Visiting
25	Dr Victoria Daaor	Psychology	Psychology	B. Sc. (Psychology) M.Sc. (Organisational Psychology), Ph.D (Psychology)	Civil Society	Part time	Visiting
26	Prof J. Ajah	Agric. Extension and Rural Sociology	Rural Sociology & Development	B. Tech, (Agric Economics & Extension) M.Tech. (Agric Extension), Ph.D (Rural Sociology & Dev)	Professor	Part time	Visiting
27	Dr M.A. Otitoju	Agric. Economics & Extension	Development Economics	B. Agric, (Agric Economics & Extension) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Senior Lecturer 01/01/2017	Part Time	Visiting
	Foreign Faculty						
28	Djomo Choumbou, Raoul Fani raoulfani@gmail.com; djomo.choumbou@ubuea.cm	Dept of Agric Economics and Agribusiness, Faculty Agriculture and Veterinary Medicine, University of Buea, P.O. Box 62 Buea, South West Region, Cameroon.	Development Economics	B.Sc. Economics) M.Sc. (Agric Economics), Ph.D (Agric Economics)	Senior Lecturer	Part time	Foreign Faculty

29	<p>Mrs Ann Atama aatama@elitefosterin.g.com +447955129772</p>	<p>Senior supervising social worker Elite fostering International house, 963 Wolverhampton Road Birmingham Oldbury B69 4RJ</p>	<p>Social Development</p>	<p>B. Agric, (Agric Economics & Extension) M.Sc. (Social Development)</p>	<p>Industry</p>	<p>Part time</p>	<p>Foreign Faculty</p>
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UNIVERSITY, MAKURDI**
(Formerly **FEDERAL UNIVERSITY OF
AGRICULTURE MAKURDI**)

