

DEPARTMENT OF SOCIOLOGY

PROGRAMME OUTCOMES (PO) OF SOCIOLOGY IN UG LEVEL.

1.1 Introduction

1. “The objects of sociological analysis include not only universal characteristics of human societies but also historical and changing phenomena, a history of the various approaches and theories reveals the extent to which many of them, at least in some aspects, have a restricted and specific scope in as much as they deal with the facts and problems of particular historical periods.” (Robert Nisbet and T.B. Bottomore: ‘A History of Sociological Analysis’ 1978: xiv). The roots of sociology can be traced back to the Enlightenment period of 17th century in Europe, characterized by the dwindling ecclesiastical authority which marred the middle Ages.

The French Revolution and the Industrial Revolution, together with the Scientific Revolution of the Enlightenment period, gave further impetus to the development of sociological thought. Importantly, some of the ideas which were to form the base of the classical sociological tradition of Karl Marx, Emile Durkheim and Max Weber were laid down. Taking cue from these Enlightenment ideas and the existing socio-political and economic situations of the time, these three key figures went on to establish various sociological traditions.

Enlightenment formed the background of some of the key ideas which were to become the foundation of sociological thought. This era also witnessed intense debates on the contesting models of the normative framework of society, state and economy.

1.2 Learning Outcomes-based on the Curriculum Planning and Development

The basic objective of the learning outcome based on the curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes(LO) are used to set the benchmark to formulate the course outcomes, programme specific outcomes(PSO), programme outcomes (PO) and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

1.3 Key outcomes underpinning curriculum planning and development:

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained

by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to generalise from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
8. **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams
9. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
10. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
11. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
12. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
13. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

14. Lifelong learning: Ability to acquire knowledge and skills, including ‘learning how to learn’, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

1.3.2 Programme Outcomes (POs) for Undergraduate programme (CORE) in Sociology:

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. In-depth knowledge: Understand the concepts and processes related to an academic field of study and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.

2. Specialized knowledge and skills: Demonstrate procedural knowledge and skills in areas related to one’s specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of Specialization.

3. Analytical and critical thinking: Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.

4. Research and Innovation: Demonstrate comprehensive knowledge about current research in the subject of specialization; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialization for formulating evidence-based research output.

5. Interdisciplinary Perspective: Commitment to intellectual openness and developing understanding beyond subject domains.

6. Communication Competence: Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study

7. Career development: Show proficiency in academic, professional, soft skills and employ-ability required for higher education and placements.

8. Teamwork: Work in teams with enhanced interpersonal skills leadership qualities.

9. Commitment to the society and the Nation: Recognize the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.