

# **BA in Political Science and Sociology**

## **(Abridged Programme Handbook)**

### **1. Aims of the programme**

The BA in Political Science and Sociology aims to develop active, engaged citizens by providing students with a strong foundation in social science education. The programme equips students with the knowledge necessary to understand and address the political and social forces that shape society. Students will learn to participate effectively in political life, tackle social issues, and contribute meaningfully to community service for social improvement. The curriculum introduces practical tools such as social policy analysis and research methods, enabling students to evaluate social and political institutions and policies critically. Graduates will develop the ability to engage in informed discourses and contribute to solving societal problems, while developing skills for both independent and collaborative professional environments.

### **2. Learning outcomes of the programme**

#### **2.1 Learning outcomes of the 3-year degree programme**

##### **A. Knowledge and understanding**

1. Examine historical developments in politics and society to understand current governance.
2. Investigate interdisciplinary links to better comprehend complex global issues.
3. Apply theories to interpret modern social and political phenomena.
4. Assess policy impacts using theory to forecast outcomes and propose improvements.
5. Apply global perspectives to understand and address local challenges.
6. Examine cultural narratives and their influence in shaping identity and political thought.

##### **B. Critical thinking and analytical skills**

1. Critically evaluate arguments and determine the credibility of sources in political science and sociology.
2. Analyse complex data to support informed policy and social interventions.
3. Integrate sociology and political science for deeper insights into society and human behaviour.
4. Compare political systems and social structures to understand diverse ideologies and traditions.
5. Evaluate public policy impacts through diverse perspectives and evidence-based analysis.
6. Contextualise theories within cultural and historical settings to understand their influence.
7. Reflect on personal biases to enhance objectivity and open-minded analysis.
8. Apply theory to practice by offering relevant solutions to real-world social and political issues.

### **C. Application skills**

1. Apply sociological and political theories to critically examine real-world issues and formulate solutions.
2. Assess public policies and champion change based on empirical evidence and societal impact.
3. Examine Bhutan's foreign policy within regional and global contexts using theoretical frameworks from international relations.
4. Execute research effectively by developing questions, selecting appropriate methods, and interpreting data.
5. Exhibit strategic thinking to address challenges and thrive in academic and professional settings.
6. Interact with diverse communities using cultural awareness and cross-cultural competence.
7. Facilitate social change by implementing public policy knowledge and collaborating with civil society organizations.

### **D. Transferable skills**

1. Cultivate collaborative learning in inclusive settings that recognize diverse perspectives and teamwork.
2. Pursue lifelong learning by seeking intellectual growth beyond formal education.
3. Articulate complex ideas clearly across communication platforms and tailor messages to various audiences.
4. Engage in interdisciplinary collaboration using sociology and political science to address social issues.
5. Enhance written and oral communication for academic, professional, and public contexts.
6. Utilise digital tools effectively for research and quantitative analysis.
7. Exhibit leadership through group projects and community engagement.

### **E. Ethical and responsible citizenship**

1. Advance inclusivity and diversity in social and political discussions to foster a just society.
2. Analyse ethical dilemmas by examining diverse viewpoints and their implications for communities.
3. Evaluate and champion policy changes that enhance community welfare and ethical governance.
4. Demonstrate civic responsibility through active participation in community service and local issues.
5. Cultivate global citizenship by confronting global challenges and contributing to sustainable development.

## **2.2 Learning outcomes of the 4-year degree (Honours) programme**

### **A. Knowledge and understanding**

1. Integrate key theories of development and examine their influence on public policy.
2. Analyse complex research literature in political science, sociology, and development studies.
3. Assess the effectiveness of governance systems and conflict resolution mechanisms in South Asia.
4. Exhibit knowledge of theoretical frameworks in political sociology and their application to contemporary issues.
5. Examine the historical and contemporary diplomatic relations among South Asian countries and the role of SAARC.
6. Investigate the evolution of political, social, and economic institutions in South Asia and their regional implications.

### **B. Critical thinking and analytical skills**

1. Apply thematic and narrative analysis techniques to explore societal attitudes.
2. Assess competing political ideologies and their impacts on economic growth and diplomacy in South Asia.
3. Compare governance models and development theories to identify strengths and limitations.
4. Dissect arguments in structured debates to develop reasoned counterarguments and defend viewpoints.
5. Evaluate qualitative and quantitative data to interpret social and political phenomena.
6. Reflect on personal and societal perspectives by integrating theoretical knowledge with real-world contexts.

### **C. Application skills**

1. Utilise digital learning environments to enhance independent study and project management.
2. Develop policy recommendations based on a critical analysis of governance and development challenges.
3. Design independent research projects to investigate political and social issues.
4. Collaborate in group settings to prepare and deliver structured debates and presentations.

### **D. Transferable skills**

1. Adapt to evolving environments, demonstrating flexibility and self-improvement.
2. Apply critical listening and empathy during qualitative data collection.
3. Develop analytical writing skills while adhering to academic standards.

4. Engage professionally in group collaborations, demonstrating leadership and negotiation skills.

#### **E. Ethical and responsible citizenship**

1. Respect and promote diversity of perspectives in academic and public discourse.
2. Reflect on the societal impacts of political and development policies.
3. Incorporate sustainable development principles in analysing socio-political issues.
4. Apply ethical considerations in international peace and security contexts.
5. Advocate for responsible engagement and active citizenship in social challenges.

### **3. Career-related Opportunities**

Graduates of the BA in Political Science and Sociology possess a diverse skill set that provides them with numerous employment opportunities at national and international levels. The comprehensive foundational knowledge of social and political systems, along with critical thinking and research skills acquired through the programme, enables graduates to examine societal structures and political dynamics effectively. This expertise establishes them as valuable assets in both the public and private sectors. As societal complexities continue to increase, the demand for professionals capable of navigating the interplay between individual behaviour and broader social patterns is expanding. Graduates of the programme develop versatile skills that are applicable across various fields, including public service, non-profit organisations, the private sector, and academia, equipping them to pursue careers that enhance their professional development and also contribute positively to society as a whole.

One of the primary career paths for graduates is in public service in Bhutan. Positions within government agencies, such as policy analysis, community development, programme coordination and public administration, are well-suited for graduates with a background in political science and sociology. These roles involve working on policies that impact society, conducting research, and assessing the effectiveness of government programmes within government ministries, agencies, and local government. Graduates can contribute to developing policies that promote social welfare and community engagement, facilitating meaningful change in local and national contexts.

Another career option for graduates is working with non-governmental organisations (NGOs) and advocacy groups. Graduates can utilise their understanding of social issues and political advocacy to address a wide range of topics, including human rights, environmental issues, and social justice. Positions such as programme coordinators, researchers, or outreach specialists allow graduates to work directly with communities, advocating for change and implementing initiatives that address

pressing societal needs. The skills acquired in sociology enable graduates to conduct effective needs assessments and evaluate the social impacts of various programmes. The private sector also offers numerous opportunities for graduates, particularly in areas such as corporate social responsibility (CSR), market research, and human resources. Companies are increasingly acknowledging the importance of understanding societal trends and consumer behaviour, making sociology graduates well-suited for roles that examine these dynamics. Careers in corporate social responsibility (CSR) involve formulating strategies that align an employer's operations with social responsibility, thereby improving the company's corporate image. This role also requires a comprehensive understanding of ethical practices and societal needs, contributing to overall societal well-being.

Additionally, graduates may choose to enter research and academia, where they can apply their strong analytical skills. In academic institutions, they can assume roles as researchers, lecturers, or programme coordinators, contributing to vital social and political research. This career path not only allows them to teach and inspire the next generation of students but also to engage in meaningful research that can shape public policy and societal understanding.

Engaging in research allows them to contribute to scholarly discourse on social issues, political behaviour, and comparative politics, influencing future generations of students and policymakers. Graduates from the programme can seek employment in journalism and media. The programme's emphasis on critical thinking and interdisciplinary skills prepares graduates for roles that require an understanding of societal issues, policy-making, and community development.

#### 4. Programme Structure

##### 4.1 Programme structure for 3 years

| Year | Semester | Module 1                                      | Module 2   | Module 3  | Module 4                               | Module 5   |
|------|----------|---|--|---|--|--|
| 1    | I        | STC101<br>Introduction<br>to Sociology        | PST101<br>Introduction<br>to Political<br>Science          | PST102<br>Government<br>and Politics in<br>Bhutan | STC102<br>Cultural<br>Anthropology     | ACS101<br>Academic<br>Skills   |
|      | II       | PST103<br>Political<br>Theory and<br>Ideology | GPD101<br>Introduction<br>to<br>International<br>Relations | STC103<br>Classical<br>Social Theory              | GPD102 World<br>Political<br>History   | APC101 IT<br>Skills  |
| 2    | I        | PST204<br>Classical<br>Political<br>Thought   | PMG201<br>Foundations<br>of Public<br>Policy               | STC204<br>Social<br>Psychology                    | AMT202<br>Foundations of<br>Statistics | DZG101<br>ଡ୍ୱେଣ୍ଡାନ୍ତର୍ରାଷ୍ଟ୍ରାଜ୍ୟାବ୍ୟାକ୍ଷା<br>[Dzongkha<br>Communication<br>] |
|      | II       | PST205<br>Modern                              | PMG202<br>Social Policy                                    | PMG203<br>Social<br>Change                        | GPD203<br>Foreign Policy               | RES103<br>Research<br>Methods  |

| Year | Semester | Module 1                           | Module 2                         | Module 3                          | Module 4                          | Module 5                              |
|------|----------|------------------------------------|----------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|
|      |          | Political Thought                  |                                  |                                   |                                   |                                       |
| 3    | I        | STC305 Crime and Deviance          | GPD304 Bhutan in Global Politics | PST306 Political Economy          | SOC303 Gender and Society         | UGR401 Undergraduate Research Project |
|      | II       | GPD305 Contemporary World Politics | POS404 Comparative Politics      | PMG304 Civil Society Organisation | STC306 Contemporary Social Theory |                                       |

#### 4.2 Honours programme – Year 4

Students may opt for the more rigorous four-year Honours programme in either Political Science or Sociology, which includes specialised coursework and a substantial independent research project (60 credits), raising the total credit requirement to 480. This pathway is designed to enhance students' research skills, critical analysis, and theoretical depth within their specific discipline, preparing them for postgraduate studies or careers in academia, governance, and social research.

##### For Political Science (Year 4)

|   |    |                                   |                                       |  |                                       |
|---|----|-----------------------------------|---------------------------------------|--|---------------------------------------|
| 4 | I  | PEH311 Geo-Politics of South Asia | PST407 Political Sociology            | PMG405 Social Entrepreneurship         | RSM407 Honours Project I (24 Credits) |
|   | II | GPD406 Modern Diplomacy           | GPD407 International Peace & Security | RSM408 Honours Project II (36 Credits) |                                       |

##### For Sociology (Year 4)

|   |    |                                   |                                |  |                                       |
|---|----|-----------------------------------|--------------------------------|--|---------------------------------------|
| 4 | I  | STC407 Sociology of Globalisation | PMG405 Social Entrepreneurship | STC408 Environmental Sociology         | RSM407 Honours Project I (24 Credits) |
|   | II | STC409 Sociology of Development   | STC410 Sociology of Health     | RSM408 Honours Project II (36 Credits) |                                       |

#### 5. Learning and Teaching Approach

The programme utilises a variety of teaching methods such as interactive lectures, debates, group work, field trips, and guest speakers to support different learning styles. Weekly face-to-face sessions are supported by flexible study hours and digital tools. Technology, including the Moodle Virtual Learning Environment (VLE), enhances both in-person and online learning by providing access to resources, discussions, and feedback. With a student-centred approach, the programme encourages critical thinking and gradually shifts towards independent learning and research.

1. In the first year, students receive structured guidance through interactive lectures and tutorials focused on core concepts and academic skills. The assessment structure incorporates an average of 8 hours per week on both contact and taught sessions and independent study for the modules.
  - Interactive lectures, tutorials, flipped classes, and practical exercises foster active engagement with core concepts.
  - Independent study, assignments, and peer collaboration develop critical thinking, application skills, and transferable competencies.
  - Supported by VLE exercises and multimedia analysis bridges theory with real-world ethical and civic responsibilities.
2. Similarly, in the second year, students take greater responsibility for their learning. Various learning methods, such as interactive lectures and discussions to promote active participation, are used. More importantly, there is a greater shift and focus towards independent study, such as exploring complex topics through case studies, group projects, and deeper class discussions.
  - Discussions will deepen engagement with complex topics. And it will promote students' involvement in the learning and presentations.
  - Case studies, group projects, and independent study sharpen analytical and research skills.
  - Facilitated by tutors and Moodle, students take ownership of their learning, refining presentation abilities and applying ethical frameworks through collaborative and self-directed exploration of societal and political challenges.
3. In the third year, reduced lecture time and increased independent study through:
  - Group work, debates, and audiovisual analysis refine critical thinking and interdisciplinary application.
  - The major research project consolidates theoretical mastery and transferable skills.
  - Supported by tutors, students demonstrate ethical citizenship by producing advanced academic work, bridging scholarship with real-world challenges and preparing for postgraduate or professional careers.
4. In the case of students aspiring to pursue the honours programme, the fourth-year honours programme prioritises self-directed learning through:
  - Flipped classrooms, fostering advanced critical analysis and independent research through an independent as well as collaborative approach.
  - Interactive lectures and peer-led discussions deepen engagement with South Asian governance and development theories.
  - The research project will ensure inquiry-based learning for the students to be specialised in a particular discipline.
  - Collaborative projects and digital tools (e.g., Moodle) refine transferable skills.

- Ethical citizenship is cultivated through case studies and policy debates, preparing students for postgraduate study or global careers.

## **6. Assessment Approach**

The programme's assessment approach will be guided by the Assessment Regulation (D1) outlined in the Wheel of Academic Law of the Royal University of Bhutan. Assessments will be structured into two key components: Continuous Assessment (CA) and Semester-End Examination (SE). This dual structure ensures a balanced integration of formative and summative assessments, designed to support student-centred learning and holistic skill development. The semester-end examinations will comprehensively evaluate students' attainment of the module's intended learning outcomes through rigorous assessment methods. The mid-semester and semester-end examinations use a Bloom's Taxonomy-aligned question framework, strategically structured to progressively advance the cognitive rigour, and also ensure the developmental learning trajectories with items systematically transitioning towards higher orders of thinking as students progress through the degree programme.

One of the major strengths of the programme will be the diversity and practical orientation of its assessment methods. Rather than relying on rote memorisation, students will be evaluated based on their ability to apply knowledge in real-world and academic contexts. The distribution of assessments across the semester, with timely and constructive feedback, will ensure reflective learning and allow students to improve their performance incrementally. CA will incorporate various methods, such as

- Group assessments based on student-focused learning will encourage collaboration and teamwork, key competencies for future employment. However, the success of this approach will depend heavily on effective tutor facilitation, coordination among teaching staff, and consistent application of assessment criteria and grading standards.
- Presentations, including visual presentation will develop oral communication and critical thinking while allowing students to articulate complex ideas clearly and also enhance confidence and the ability to synthesise information.
- Reflective Essays will encourage self-assessment and deepen understanding by connecting theory to personal and societal contexts.
- Peer Discussions will be used to ensure collaborative learning and expose students to diverse perspectives, refining argumentation skills.
- A series of Digital Storytelling will be used to strengthen multimedia communication while creatively applying theoretical concepts to real-world issues.
- Mock Hearings are incorporated in assessment to simulate real-world policy debates, enhancing analytical reasoning and ethical decision-making.
- Undergraduate Research will cultivate independent inquiry and strengthen research methodology, preparing students for advanced study.

- Podcasts will also be used in assessing the learning of the students to enhance digital literacy while engaging students in public discourse, promoting ethical citizenship.
- Written Assignments and class tests will be conducted to assess foundational knowledge and higher-order thinking, ensuring academic rigour and retention.

Assessment weighting may vary across modules, depending on the learning objectives and outcomes. As students progress to higher semesters, the nature of continuous assessments will evolve to emphasise independent learning. This shift aligns with the programme's goal of nurturing self-directed learners capable of applying knowledge and skills in dynamic, real-world settings. Consequently, greater importance will be placed on independent research, analysis, and application of theoretical concepts.

To maintain academic rigour and fairness, assessments are thoughtfully spaced across the semester to avoid overloading students at any one point. Constructive feedback will be integral to the process, helping students monitor their progress and take ownership of their learning. In modules taught by multiple tutors, cross-grading practices will be adopted to ensure consistency and fairness in marking. This collaborative faculty approach reinforces standardisation and enhances the overall reliability and transparency of the assessment process.

## **7. Entry Requirements for the Four-Year Honours Degree**

Eligible students may enter the Honours Year either immediately after Year 3 or after a period of employment. In the latter case, admission is permitted within five years of graduation.

Progression to the Honours Year will be determined at the end of Year 3 based on the following criteria:

- (i) Only students who demonstrate the intellectual ability and commitment required for Honours-level study may progress. The minimum requirement is an overall average of 70%, calculated as 20% from Year 1, 30% from Year 2, and 50% from Year 3, in accordance with the Wheel of Academic Law of the Royal University of Bhutan.
- (ii) Eligible students may choose to exit with a three-year degree instead of proceeding to the Honours Year.
- (iii) Progression to Year 4 is limited to a maximum of 50% of the Year 3 cohort eligible for Honours in the relevant subject.
- (iv) A minimum cohort size of 10 students is required to offer the Honours programme in any academic year. If enrolment falls below this threshold, the College reserves the right not to offer the programme for that cohort.