

**WOLAITA SODO UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**  
**DEPARTMENT OF GEOGRAPHY & ENVIRONMENTAL STUDIES**  
**Graduate Profile**

| S. N | Department                        | Degree Nomenclature  | Expected Competences from Graduates   |  | Where they are going to be hired   |
|------|-----------------------------------|--|---|--|--|
|      |                                   |  | Practical Skill   | Soft Skill   |  |
| 1.   | Geography & Environmental Studies | Bachelor of Arts (B.A) Degree in Geography & Environmental Studies | <ul style="list-style-type: none"> <li>▶ Generate, analyze, and present spatio-temporal data of physical and human environment using different scientific procedures, models, tools, and techniques;</li> <li>▶ Conduct research in different areas (environment, development, society, economy, etc.,) that would help in solving societies' problems and disseminate results thereof;</li> <li>▶ Apply modern tools and techniques like GIS, GPS and remote sensing in managing resources and protecting environment for sustainable dev't;</li> <li>▶ Identify, collect and compile information through archives, field survey; aerial photographs and remotely sensed data to alleviate spatio-temporal problems of physical &amp; human environment and develop potentialities;</li> <li>▶ Involve as an expert in land administration and registration issues;</li> <li>▶ Use geographic techniques and perspectives to address a variety of contemporary issues such as demographic changes, economic inequality, environmental justice, urbanization, and more;</li> <li>▶ Be able to use qualitative and quantitative skills in their spatial</li> </ul> | <ul style="list-style-type: none"> <li>● Care for ethical values, and provide leadership role models in national, regional and local development with a clear understanding of values and needs of the country</li> <li>● Engage in education (in universities, colleges, high school) and research at national, regional research &amp; development organizations</li> <li>● Capable of working cooperatively for the common good of society</li> <li>● Initiate and participate actively in community services and developmental activities</li> <li>● Highly committed to self-development through the continuous acquisition of knowledge and experience and able to survive in an environment of continuous change in a rapidly evolving society;</li> <li>● Appreciate the natural environment, work on resources and environmental degradation, pollution and population explosion, which are global issues of today's, Actively participate in food security and livelihood related</li> </ul> | <ul style="list-style-type: none"> <li>↪ Government/Public Service Sectors <ul style="list-style-type: none"> <li>▪ Municipalities</li> <li>▪ Education Sector</li> <li>▪ Agricultural Sector</li> <li>▪ Business Sector</li> <li>▪ Mapping Agencies</li> <li>▪ Environment Agency</li> <li>▪ CSA</li> <li>▪ INSA</li> <li>▪ Transport Sector</li> <li>▪ Urban dev't and planning Bureaus</li> <li>▪ Housing dev't and planning Bureaus</li> <li>▪ Tourism, biodiversity conservation and wildlife industry, etc</li> </ul> </li> <li>↪ Local/regional/National authorities</li> <li>↪ In research institutes</li> <li>↪ Policy Institutes</li> <li>↪ Local and international NGOs</li> <li>↪ Landscape architect</li> <li>↪ Special interest organizations</li> <li>↪ Market and social research</li> </ul> |

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|  |  |  | <p>analysis of phenomena on the earth's surface, geographic methods of inquiry, field survey techniques as well as computer application to geographic and environmental studies;</p> <ul style="list-style-type: none"> <li>▶ Activate the protection of natural and manmade environment through community Mobilization and involvement;</li> <li>▶ Use different theories and models to understand and explain spatio-temporal processes, trends and patterns related to human and physical environment;</li> <li>▶ Outline the hydrological cycle and the causes and effects of climatic change on the natural environment;</li> <li>▶ Identify and assess soil relationships, including soil texture, structure, organic matter and soil processes such as erosion.</li> <li>▶ Demonstrate a variety of habitats on lowland farmland and outline how these can be managed to the benefit of the environment and protect them;</li> <li>▶ Understand of key changes in rural areas and the need to balance economic, social and environmental demands on the countryside;</li> <li>▶ Able to contribute in the adoption and implementation of new policies, programmes and technologies in the context of rural and urban setting of the country;</li> <li>▶ Monitor and evaluate the progress and impact of planning and project management skills;</li> </ul> | <p>research undertakings.<br/>Have basic understanding on fundamental national issues and sustainable development.<br/>Engage in solving societal problems such as HIV/AIDS and Gender issues;</p> <ul style="list-style-type: none"> <li>● Awareness of the causes and implications of an increasingly connected world and how geography and geopolitics are related to domestic and foreign policy decision;</li> <li>● Understand how human activities, landscapes, and other physical, biological, and cultural phenomena vary across space, and the factors that influence these patterns;</li> <li>● Coordinate and mobilize community resources for improving the wellbeing of community members;</li> <li>● Able to enhance the development of Ethiopia in sustainable manner through participation in poverty reduction programmes;</li> <li>● Interpret the link b/n env't, dev't &amp; population dynamics;</li> <li>● Investigate the bases for differential fertility, mortality and migration of various population groups;</li> <li>● Develop skills in landform recognition &amp; interpretation, topographic contouring, map navigation, &amp; topographic profiles.</li> </ul> | <p>consultancies</p> <ul style="list-style-type: none"> <li>↔ Immigration affair/agency</li> <li>↔ Urban/Rural development sectors</li> <li>↔ Culture &amp; tourism development bureaus</li> <li>↔ Gender and Dev't offices</li> <li>↔ Labor and social security offices/bureaus</li> <li>↔ Advocacy groups/organizations</li> <li>↔ In all sectors as development Project planner, policy advisor, implementer and evaluator</li> <li>↔ Consultant in Environmental, NaRM, livelihood and food security issues</li> </ul> |
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