



M. C. E. Society's

ABEDA INAMDAR SENIOR COLLEGE

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

SYBA SOCIOLOGY SYLLABUS

(Choice Based Credit System-NEP 2020)

Semester III

(To be implemented from the Academic Year 2024-25)

Syllabus for F.Y.B.A. Sociology (Autonomous)

Semester-III

(CBCS– NEP, 2020 Pattern to be implemented from 2024-2025)

Class	Semester	Nature	Code	Paper Title	Credits	No. of Papers
SYBA	III	Major Mandatory 1	23ABSO31MM	Foundations of Sociological Thoughts	04	02
		Major Mandatory 2	23ABSO32MM	Fundamental Principles of Social Research	04	
		Minor	23ABSO31MN	Introduction to Population Studies	04	01
		VSC 3	23ABSO31VS	Applying Sociology to Everyday Life	02	01
		Field Project	23ABSO31FP	Field Project	02	01
Total No. of Papers					16	05



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Syllabus for SYBA Sociology

(CBCS (NEP 2020) – Autonomy 23 Pattern)

Course/ Paper Title	Foundations of Sociological Thoughts
Nature of Course	Major Mandatory
Course Code	23ABSO31MM
Semester	III
No. of Credits	04
No. of Teaching Hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To make students understand the social background for the origin and development of sociological theories.
2.	To discuss the major theories propounded by August Comte and Herbert Spencer to understand the significance of their contribution in the discipline of Sociology.
3.	To introduce the students to the theoretical insights of classical thinker Karl Marx.
4.	To help the students to develop new insights of Emile Durkheim and Max Weber into theoretical sociology.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able to understand the social background for the origin and development of sociological theories by studying social, economic and political changes which took place in the Europe.
2.	Students will develop critical understanding of the major theories propounded by August Comte and Herbert Spencer and will be able to understand the significance of their contribution in the discipline of Sociology.
3.	Students will be able to get an insight of classical thinker Karl Marx's contributions for contemporary sociology and his view of society.
4.	Students will develop new insights into Emile Durkheim and Max Weber's theoretical sociology and they will be able to develop new look towards human society.

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Origin of Sociological Theory	15
	1. From Speculative to Definitive	4
	2. Age of Enlightenment and the Revolutions	4
	3. Organic Analogy and Evolutionism	4
	4. Basic Ideas of Sociological Theory	3
Unit II	August Comte	9
	1. Positivism	5
	2. Law of Three stages	4
Unit III	Herbert Spencer	9

	1. Organismic Concept of Society	5
	2. The Evolution of Societies	4
Unit IV	Karl Marx	9
	1. Historical Materialism	4
	2. Theory of Alienation	5
Unit V	Emile Durkheim	9
	1. Theory of social facts	5
	2. Theory of suicide	4
Unit VI	Max Weber	9
	1. Ideal Type	5
	2. Theory of Social Action	4

Essential Readings:

1. Nielsen, Francois. (2007). *The Blackwell Encyclopedia of Sociology*.
2. Adams, B. N. and Sydie, R. A. (2002). *Classical Sociological Theory*. Sage Publications.
3. Allan, K. (2012). *Explorations in Classical Social Theory: Seeing the World*. 3rd Ed. Sage Publications.
4. Ashley, D. and Orenstein, D. M. (2005). *Sociological Theory: Classical Statements*. 6th Ed.
5. Allyn & Bacon/Callinicos, A. (2007). *Social Theory: A Historical Introduction, Polity*. 2nd Ed.
6. Craib, I. (1997). *Classical Social Theory: An Introduction to the thought of Marx, Weber, Durkheim, Simmel*. Oxford University Press.

References:

1. Abraham, M.F. & Morgan, J.H. (1996). *Sociological Thought*. Madras: MacMillan India.
2. Abraham, M.F. (1990). *Modern Sociological Theory: An Introduction*. New Delhi: Oxford University Press
3. Aron, Raymond. (1982). *Main Currents in Sociological Thought*. Vol. 1 and 2. New York: Penguin Books.

4. Coser, Lewis. (1979). *Masters of Sociological thought*. New York: Harcourt Harcourt Brace Jovanovich.
5. Cuff, E., Sharrock, W. & Francis, D. (1992). *Perspectives in Sociology*. London: Routledge 3rd Ed.
6. Haralombus, M. & Holborn. (2000). *Sociology: Themes and Perspectives*. London: Collins Publication.
7. Judge, Paramjit. (2012). *Foundations of Classical Theory*. Delhi: Pearson Publication. (Chapter 2)
8. Kundu, Abhijit. (2012). *Sociological Theory*. Delhi: Pearson Publication. (Chapter 1)
9. Morrison, Ken. (1995). *Marx, Durkheim, Weber: Formation of Modern Social Thought*. London: Sage Publication
10. Ray, Larry J. (2010). *Theorizing Classical Sociology*. New Delhi: Tata McGraw-Hill.
11. Ritzer, George. (1996). *Sociological Theory*. New Delhi: Tata-McGrew Hill, 6th.Ed.

Note: Any other text/Article suggested by the subject teacher



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(CBCS (NEP 2020) – Autonomy 23 Pattern)

Course/ Paper Title	Fundamental Principles of Social Research
Nature of Course	Major Mandatory
Course Code	23ABSO32MM
Semester	III
No. of Credits	04
No. of Teaching Hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the concept of social research and to make them to understand about the importance of ethics in research.
2.	To familiarize the students with different sociological approaches related to social research.
3.	To develop knowledge and critical understanding about the types of research and the qualitative and quantitative methods in social research.
4.	To make students to understand how to continue with research by making them to know about concepts of research design, hypothesis, sampling and the issue of validity and reliability in research.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be acquainted with the concept of social research and will understand the importance of ethics in research.
2.	Students will know about the different sociological approaches related to social research and will be able to apply in their research projects.
3.	Students will develop knowledge and critical understanding about the types of research and will be able to differentiate the qualitative and quantitative methods in social research.
4.	Students will be able to design their research, will be able to formulate the hypothesis for their research, and will be able to draw the sample for their study.

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Social Research: An Introduction	15
	1. Meaning and significance of social research	4
	2. Criteria of good research	4
	3. Objectivity in social research (factors affecting objectivity)	4
	4. The relationship between theory and research	3
Unit II	Approaches in Social Research	15
	1. Positivist	3
	2. Critical	4
	3. Interpretative	4
	4. Feminist	4
Unit III	Types and Methods in Social Research	15

	1. Types of research	4
	2. Concept and characteristics of qualitative and quantitative research	4
	3. Similarities and differences between qualitative and quantitative research	3
	4. Advantages and Disadvantages of qualitative and quantitative research	
Unit IV	Doing Research	15
	1. Research Design: Meaning and types	4
	2. Hypothesis: Meaning, characteristics and types	4
	3. Sampling: Meaning, key concepts and types	4
	4. Issue of validity and reliability in research	3

Essential Readings:

1. Babbie, Earl. (2004). *The Practice of Social Research*. (10th ed.), Wadsworth-Thomson, C.A.USA.
2. Bryman, Alan. (2008). *Social Research Methods*. Oxford University Press.
3. Ghosh, B.N., (1982). *Scientific Methods and Social Research*, New Delhi: Sterling Publishers Pvt. Ltd.
4. Goode and Hatt. (2006). *Methods in Social Research*. Surjeet Publication, New Delhi.
5. John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th Edition. Sage Publications Ltd.

References:

1. Ahuja, Ram. (2007). *Research Methods*. Rawat Publication, Jaipur.
2. Bhandarkar, P. L. and Wilkinson. (2007). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
3. Haralambos, and Holborn. (2007). *Sociology: Themes and Perspectives*. Collins, London.
4. Hennink, Monique. Hutter, Inge & Bailey, Ajay. (2020). *Qualitative Research Methods*. Sage Publications Ltd.

5. Michael, J Crotty. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. First Edition. Sage Publications Ltd.
6. Sarantakos, S. (1998). *Social Research*. McMillan Press. UK.
7. Seale, Clive. (ed.). (2004). *Social Research Methods*. Routledge- India Publication.
8. Sharan B. Merriam. (2015). *Qualitative Research: A Guide to Design and Implementation* 4th Edition. John Wiley & Sons.
9. Umar Lawal Aliyu. (April 8, 2022). *Qualitative & Quantitative Research Methods* Independently published.
10. Young, Pauline. (1988). *Scientific Social Surveys and Research Practice*. Hall of India. New Delhi.

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Syllabus for SYBA Sociology

(CBCS (NEP 2020) – Autonomy 23 Pattern)

Course/ Paper Title	Introduction to Population Studies
Nature of Course	Minor
Course Code	23ABSO31MN
Semester	III
No. of Credits	04
No. of teaching hours	60

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To introduce the basic concepts, scope and importance of population studies.
2.	To explain students to the basic variables and dynamics of Population.
3.	To enhance critical and better understanding regarding theories related to population studies.
4.	To introduce students to various sources of population data and current debates around it.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will develop a better understanding of the basic concepts, scope and importance of population studies.
2.	Students will learn the basic variables and dynamics of Population with understanding the factors affecting population variables.
3.	Students will be able to relate theories to current social problems and issues.
4.	Students will understand various sources of population data and debates concerning NPR, NRC and CAA.

Syllabus

Unit No.	Title with Contents	No. of Lectures
Unit I	Concept, Scope and Evolution of Population Studies	15
	1. Meaning and Scope of Population Studies	4
	2. Evolution of Population Studies	4
	3. Interrelationship between Population Studies and Other Disciplines	4
	4. Importance of Population Studies	3
Unit II	Dynamics of Population	15
	1. Fertility: Concept and Factors	4
	2. Mortality: Concept and Factors and	3
	3. Infant Mortality and Maternal Mortality: Concept and Factors	4
	4. Migration: Concept, Factors and Types	4
Unit III	Theories Related to Population Studies	15
	1. Malthusian Theory	4
	2. Theory of Demographic Transition	4

	3. Marxist Thoughts on Population	4
	4. Optimum Population Theory	3
Unit IV	Sources of Population Data	15
	1. Census: Concept and Uses	3
	2. Vital Registration System: Concept and Uses	4
	3. National Sample Survey: Concept and Uses	4
	4. Aadhaar, NPR, NRC and CAA: Concept and Debates	4

Essential Readings:

1. Heer, David M. 1987. *Society and Population*, Second Edition. Delhi: Prentice Hall India.
2. Raj, Hans. 1984. *Fundamentals of Demography (Population Studies with Special Reference to India)*, Third Edition. Delhi: Surjeet Publications.
3. Kumarasena, Harsha. 2004. *Population Education*. Delhi: Dominant Publishers and Distributors.

References:

1. Agarwal, S.N. (1989). *Population Studies with Special Reference to India*. New Delhi: Lok Surjeet Publication.
2. Agarwal, J. C. (2009). *Population Education*. Delhi: Shipra Publication
3. Bhende, A. And Kanitkar, T. (2003). *Principles of Population Studies*. Mumbai: Himalaya Publishing House.
4. Bose, Ashish. (1991). *Demographic Diversity in India*. Delhi: B. R. Publishing Corp.
5. Chandna, R. C. (1998). *Population*. Delhi: Kalyani Publications.
6. Demeny, Paul. & McNicoll, Geoffrey. (eds). (1998). *Population and Development*. Earth scan Pub. Ltd.
7. Dreze, Jean. & Sen, Amartya. (2011). *India: Development and Participation*. New Delhi: Oxford University Press.
8. Heer, David M. & Grigsby, Jill S. (1994). *Society and Population*. New Delhi: Prentice-Hall of India Pvt. Ltd.

9. Krishnaraj, M., Sudarshan, Ratna M., Shariff, Abusaleh. (eds) (1998). *Gender, Population and Development*. Delhi: Oxford University Press.
10. Mitra, K. C. (2005). *Encyclopedia of Population studies and Demography Vol I to V*. New Delhi: Dominant Publishers and Distributors.
11. Sen, Amartya. (2000). *Development as Freedom*. Delhi: Oxford University Press.
12. Srinivasan, K. (2017). *Population Concerns in India: Shifting Trends, Policies, and Programs*. Sage Publications Pvt. Ltd.
13. Srivastava, O.S. (1994). *Demography and Population Studies*. New Delhi: Vikas Publishing House.

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Course/ Paper Title	Applying Sociology to Everyday Life
Nature of Course	VSC 3
Course Code	23ABSO31VS
Semester	III
No. of Credits	02
No. of Teaching hours	30

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To understand the evolution of consumer culture over time and identify key historical events shaping consumer behaviour..
2.	To recognize the sociological aspects of food consumption and analyze the role of food in shaping social interactions and identity.
3.	To trace the historical evolution of shopping and understand the significance of shopping in contemporary consumer culture.
4.	To examine how consumption contributes to the formation of social identity and analyze the role of consumer choices in social categorization.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will be able to apply sociological perspectives to interpret food-related behaviours, as well as develop insights into the cultural

	significance of food in society.
2.	Students will develop cross-cultural communication skills related to food symbolism and formulate strategies for culturally sensitive marketing and consumption.
3.	Students will apply knowledge of shopping history to predict future trends and develop skills for creating consumer-focused shopping experiences.
4.	Students will develop awareness of the social impact of individual consumption choices and apply knowledge to promote socially responsible consumer behaviour as well as create effective marketing strategies.

Syllabus

Unit No.	Title with Contents	No. of Hours
Unit I	Understanding Consumer Culture: Food	15
	1. Consumer Culture: Definition, Historical overview	4
	2. Food as a form of Social Expression- How Food is Sociological	4
	3. Symbolic meaning of food in different cultures- Food Rules	4
	4. Impact of food trends on the food industry- Starbuckization and McDonaldization	3
Unit II	Surviving in Consumer Culture: Shopping	15
	1. Shopping- A brief history and why it matters?	3
	2. Shopping Motivations and Value, Comparison and Choices	4
	3. Role of advertising in shaping consumer desires	4

	4. Is shopping a social problem?	4
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Experiential learning- “Sociology outside the Classroom”

Personal Consumption journal:

Record your purchases for a day, or even better, for a week. Write down when you bought the item, where it was from, and how you felt making this purchase (e.g. was it stressful? Annoying? Pleasurable? Uneventful?). Make note of anything you consumed that you produced yourself. Think about how each commodity you buy connects you to others. How does it involve social and economic relationships?

- Students will get an understanding of the interconnectivity of personal consumption with social and economic relationships. This would help them recognise the emotional aspects of consumer behaviour and how it may be influenced by various factors.

Fast-food wages

Research the average wage for fast-food workers in your residential area. Do you think you could cover your living expenses on this wage? Could you support a family on this wage?

- This activity will make students aware of the economic challenges faced by workers in the fast-food industry and help in analyzing the feasibility of sustaining a living or supporting a family on fast-food wages.

Fast-food labour

Interview someone who works in the fast-food industry. You might want to ask what factors led them to this job, what their typical workday entails, and how they feel about their job. After the interview, see if you can draw connections between their personal work experiences and some of the sociological concepts discussed in the course, such as alienation, ideology, and McDonaldization.

- This activity will help students in exploring personal narratives and experiences in the context of sociological concepts like alienation, ideology, and McDonaldisation. This allows students to recognize the impact of work conditions on individual perceptions of the job.

Coffee shop ethnography

Go to a coffee shop and hang out. Observe people's coming and going. Do strangers talk to each other? How friendly does the space feel? Do some people seem more welcome than others? What groups of people does this coffee shop seem to cater to in terms of age, class, race, or other social factors?

- This activity will help students acquire skills in observing and understanding the social dynamics within public spaces, including factors like age, class, and race as well as recognizing how physical spaces contribute to social interactions and feelings of inclusion or exclusion.

Consuming status

Take a note of the kind of things people eat and drink in publicly visible ways- on television, in advertisements, at restaurants, and at social events. What foods and drinks seem associated with high status? What foods and drinks seem less prestigious? What social clues help signal high and low status?

- This activity will help students in analyzing how societal perceptions of status are reflected in public consumption patterns. Another skill acquired through this activity will be identifying social cues and associations with certain foods and drinks in relation to prestige.

Mini focus group

Conduct a mini focus group analysis with a group of friends or your family members. Present the group with a product, as well as an advertisement for that product. (The conversation will be livelier if you bring in a product with a clear connection to social belonging, like a brand-name piece of clothing.) Ask them to discuss what they like and

dislike about the product shaped by group discussion about the product? Do focus group participants tend to agree or disagree about the product? How do these agreements or disagreements speak to the relative success or failure of the product's marketing? How do participants' responses vary by aspects of their social location, such as age or gender?

- This activity will help students in understanding the role of social belonging in shaping consumer preferences and also analyzing how opinions about products are shaped through group discussion and its implications for marketing.

Watch the shopping network

Over the course of a week, regularly watch and analyze the products and marketing techniques of the home shopping network. What messages do the salespeople send about the role of products in constructing one's lifestyle and identity? Do they treat consumers as heroes or dupes? Does home shopping make the act of buying stuff less of a social activity? Does this kind of shopping seem to isolate people or provide a kind of virtual community?

- This activity will help students in analyzing the role of consumerism in constructing lifestyle and identity as well as examining the social implications of shopping through television and its impact on community and isolation.

Image analysis

A potential source of visual data can be found in our social media profiles, where we assemble images (as well as posts and links) in order to craft an online identity. For this exercise, analyse the images that a celebrity has shared over the past year on a highly visual social media platform, such as Instagram or Facebook. Looking across time, how do these images convey a sense of self to others? Keep a tally of the consumer practices displayed, including not only personal belongings like clothing and food, but also activities like attending concerts or travelling. Does this visual display of consumption choices work to craft a particular lifestyle?

- This activity will help students in understanding how visual displays on social

media contribute to the construction of identity and recognizing the role of consumer practices in crafting a particular lifestyle and self-presentation.

A trip to the drugstore

Put your sociological imagination to work with a trip to your local pharmacy. Look closely at the range of products sold and consider how they may emphasize sexist or racist beauty ideals (e.g. consider the amount of space devoted to women's and men's products, or the skin tones reflected in products like Band-aids and makeup). Given this array of products, who appears to be the targeted consumer? How are different groups of consumers targeted differently?

- This activity will help students in developing a sociological imagination by critically analyzing the range of products sold and their societal implications. Another skill acquired is recognizing how products may reinforce or challenge gender and racial stereotypes and beauty ideals.

These activities provide opportunities for individuals to apply sociological concepts to real-world situations, fostering a deeper understanding of the social dimensions of consumption, work, and identity.

Essential Reading:

1. Giddens, Anthony. (2017). *Sociology*. 8th edition, Polity.
2. Golino, Antonella. (2014). *Food from a Sociological Perspective*. Italian Sociological Review; Verona Vol. 4, Iss. 2, 221-233.
3. Johnston, Josée & Cairns, Kate & Baumann, Shyon. (2017). *Introducing Sociology Using the Stuff of Everyday Life*. Routledge, Taylor & Francis Group.
4. Kumar, S., & Sadarangani, P. (2021). An Empirical Study on Shopping Motivation among Generation Y Indian. *Global Business Review*, 22(2), 500-516.
5. Lee, Martyn J., ed. (2000). *The consumer society reader*. Malden, MA: Blackwell.
6. McCracken, G. (1989). Who is the celebrity endorser? Cultural foundations of the endorsement process. *Journal of Consumer Research*, 16(3), 310-321.

7. Ritzer, George. (1993). *The McDonaldization of society: An investigation into the changing character of contemporary social life*. Newbury Park, CA: Pine Forge.
8. Roach, Brian. Goodwin, Neva. (2019). *Consumption and the Consumer Society*. Routledge, Taylor & Francis Group.

References:

1. Britannica. Mass production and society.
<https://www.britannica.com/technology/mass-production/Mass-production-and-society>
2. Brown M., Pope N., & Voges K. (2003). Buying or browsing? An exploration of shopping orientations and online purchase intention. *European Journal of Marketing*, 37(11–12), 1666–1684.
3. Ditmar, H., R. Bond, M. Hurst, and T. Kasser. (2014). “The Relationship Between Materialism and Personal Well-Being: A Meta-analysis.” *Journal of Personality and Social Psychology*, 107(5): 879–924
4. Featherstone. M. (1987). *Lifestyle, and Consumer Culture*.
5. Firat. A., Kutucuoğlu. Y. K., Saltik, A. I., ed. (2013). *Consumption, consumer culture and consumer society*.
6. Giridhar V., Joshi R., & Sadarangani P. H. (2015). Purchase intentions of consumer towards foreign brand apparel: Evidences from India. *Designing and Implementing Global Supply Chain Management*, 185.
7. Jackson, Tim. (2008). “The Challenge of Sustainable Lifestyles,” in *State of the World 2008* World-watch Institute, Washington, DC.
8. Kent, Rachael. (2020). *Self-Tracking and Digital Food Cultures: Surveillance and Self-Representation of the Moral ‘Healthy’ Body*. Routledge, Taylor & Francis Group.
9. Lury, Celia. 1996. *Consumer culture*. 2nd ed. Cambridge, UK: Polity.
10. Martin C. A., & Turley L. W. (2004). Malls and consumption motivation: An exploratory examination of older Generation Y consumers. *International Journal of Retail & Distribution Management*, 32(10), 464–475.

11. Mathur. N. (2010). Shopping malls, credit cards and global brands: Consumer Culture and lifestyle of India's new middle class.
12. O'Guinn, Thomas C., and L.J. Shrum. (1997). "The Role of Television in the Construction of Consumer Reality." *Journal of Consumer Research*, 23(4): 278–294.
13. Okazaki, S. (2008). Advertising worldwide: Advertising appeals in magazine ads across countries. *International Marketing Review*, 25(2), 190-210.
14. Orr, David. (1999). "The Ecology of Giving and Consuming," in *Consuming Desires: Consumption, Culture, and the Pursuit of Happiness* (Roger Rosenblatt, editor). Island Press, Washington, DC
15. Parment A. (2013). Generation Y vs. baby boomers: Shopping behavior, buyer involvement and implications for retailing. *Journal of Retailing and Consumer Services*, 20(2), 189–199.
16. Giddens, A. (2009). *Sociology (Sixth Edition)*. London: Polity Press.

Note: Any other text/Article suggested by the subject teacher



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Syllabus for SYBA Sociology

(CBCS (NEP 2020) – Autonomy 23 Pattern)

Course/ Paper Title	Field Project
Nature of Course	FP 1
Course Code	21ABSO31FP
Semester	III
No. of Credits	02
No. of Teaching hours	30

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To provide students with a structured approach to guide them through the various stages of a sociological field project, emphasizing practical skills and critical thinking.
2.	To generate and disseminate studies that contributes novel insights to the local knowledge base and foster community engagement.
3.	To emphasize research with specific relevance to the local context and neighborhood, addressing social issues that often remain unexplored or overlooked.
4.	To promote impactful research that goes beyond conventional boundaries, actively involving and benefiting the community by addressing their unique social dynamics and challenges.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Students will gain knowledge and skills through the process of planning, conducting, and analyzing a sociological field project.
2.	Students will gain hands-on experience in applying research methods/techniques to investigate real-world social phenomena.
3.	Students will be able to acquire skills on how to build rapport, conduct interviews, and learn about reflexivity from practice.
4.	Students will use sociological perspective and understand the role of research in development of the discipline at the same time, engage in critical thinking, criticize and provide solutions to issues faced by the localities.

Guidelines for Field Project:

- The Field Project may be undertaken from any topic of interest and the goals of your course or research.
- Students are expected to identify the major issues, problems, or questions in nearby places of the educational institutes and can continue with the Field Project. Ensure that the topic is local in nature such as issues in the neighborhood or nearby college/institute. It should be achievable for field research and has relevant sociological implications.
- The social issues that can be tackled/addressed are as follows:
 - Water Scarcity
 - Waste disposal
 - Traffic rules/congestion
 - Sanitation and hygiene
 - Challenges faced by domestic workers, daily-wage workers, migrant workers, sanitary workers/garbage collectors, Zomato/Swiggy delivery boys, Uber/Ola drivers
 - Healthcare Disparities
 - Housing issues

- The students are expected to choose any topic from the list above (consult with the concerned course teacher if choosing outside of the alternatives given).
- Students can conduct a small-scale data collection exercise using observation method.
- Students must maintain a dairy and note regular observations.
- These observations involve having a dialogue with some respondents; asking questions regarding the livelihood choices of the respondents, living conditions, work conditions, effect on social status etc.
- Upon collecting data from the field, interpret the findings in order to draw meaningful conclusions from the analyzed data.
- Class presentation: Students present their research findings to the class, demonstrating effective communication skills.

Examination: 50 Marks

Submission of Report	25 Marks
Presentation	25 Marks
Total	50 Marks

***Only Internal examination NO External (End Semester Examination) will be conducted**

*****END*****