

Department of Sociology
Jamia Millia Islamia
Four Year Undergraduate Course
Sociology (Major)
Structure as per NEP 2020

Semester-I						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-SOY-C-101	Introduction to Sociology	4	40	60	4	100
24-SOY-C-102	Indian Society: Text and Context	4	40	60	4	100
MINOR						
24-SOY-M-103	Invitation to Sociology	4	40	60	4	100
MDC						
24-SOY-T-104	Understanding Gender	3	30	45	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
	General English	2	30	45	3	75
SKILL ENHANCEMENT COURSE (SEC)						
24-SOY-S-105	Learning to Read	3	30	45	3	75
VALUE ADDED COURSE						
24-SOY-SW-110	Indian Knowledge System SWAYAM (VAC)	02	20	30	2	50
Compulsory Qualifying-I						
	IRC/Islamiyat/HRS	2	20	30	2	50
Compulsory Qualifying-II						
	General Urdu	2	20	30	2	50
Total Credits		26	Total Marks			625

15/7/26

(Prof. Azra Abidi)

Head

विभागाध्यक्ष / Head
समाजशास्त्र विभाग / Department of Sociology
जामिया मिल्लिया इस्लामिया / Jamia Millia Islamia
नई दिल्ली / New Delhi-110025

Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Introduction to Sociology (Major)

Code- 24-SOY-C-101

Total Credits: 4

Course Objective:

The course is designed to introduce students to a range of basic sociological concepts so that they become familiar with the vocabulary and perspective of the discipline. Students will learn about the origins of sociology as a discipline and the early European traditions. They will further learn to relate theoretical concepts to their own life experiences, to enable them to cultivate a sociological imagination.

As this is an introductory paper, it is intended to acquaint the students with the distinctiveness of sociology among other social sciences. The course is organized in a way that even students without any previous exposure to sociology could acquire an interest in the subject.

Learning Outcomes

- To examine the distinctiveness of sociology among social sciences
- To learn the conceptual vocabulary of the discipline
- To cultivate sociological imagination
- To explore the relationship between the individual and the collective
- To understand society as a dynamic entity

Unit 1: Sociology as a discipline:

- Emergence and Development
- Thinking sociologically
- Society and Social interaction

Unit 2: Individual and the Collective:

- Culture
- Community, Association and Institutions
- Structure and Networks

Unit 3: Social Processes:

- Stratification and Mobility
- Integration and Conflict
- Social Change

Readings:

1. Bauman, Zygmunt and May Tim (2001), *Thinking Sociologically*, Wiley-Blackwell
2. Berger, P.L., & Berger, B., 1991, *Sociology: A Biographical Approach*, Penguin Books
3. Beteille, Andre (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press
4. Bierstedt, Robert (1974), *The Social Order*, New York: McGraw Hill Book Company
5. Fulcher & Scott (2003): *Sociology*, New York: Oxford University Press. Giddens, Anthony (2005): *Sociology*, Polity Press
6. Giddens, Anthony, 2021, *Sociology* (9th edition), Cambridge Polity Press
7. Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Ch. 1, 2, 3 and 5.
8. Lopez, Jose and John Scott. *Social Structure*. 2012. Open University Press. McGraw Hill Education. Ch. 1 and Ch. 2.
9. McIntyre, Lisa. *The Practical Skeptic: Core concepts in Sociology*. McGraw Hill Education, Washington State University. Ch. 1, 2, 7, 8, 9, 10.
10. Mills, C. Wright, 2000, *The Sociological Imagination*, New York: Oxford University Press
11. Ritzer, George (2017), *Introduction to Sociology* (4th edition), Sage publications.
12. Urry, John. (1999). *Sociology Beyond Societies: Mobilities for the Twenty-First Century* (1st ed.). Routledge.
13. Visvanathan, Susan (2001). *Structure and Transformation: Theory and Society in India*, Oxford University Press.

Readings in Urdu:

1. Abidi, Azra: *Hindustan mein Samaji Tabdili aur Samaji Masael (Social Change and Social Problems in India)* 2015, IBS, Book Store Pvt. Limited, New Delhi
2. Abidi, Azra: *Samajyatka Tarruf (Introduction to Sociology)* 2017, Noor Publications . Daryaganj, New Delhi

Readings in Hindi:

1. Husain, Mujtaba: *Samajshastriya Vichar (Sociological Thought)*, 2010, Orient Black Swan, New Delhi
2. Mukerji, Ravindra Nath: *Samkaleen Uchchatar Samajshastriya Sidhant (Contemporary Advanced Sociological Theories)* 2011, Vivek Prakashan, New Delhi
3. Yadav, R. Ganesh (edited): *Samajshastriya Prichay (Introduction to Sociology)* 2014, Orient Black Swan, New Delhi.

Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Indian Society: Text and Context (Major)

Code- 24-SOY-C-102

Total Credits: 4

Course Objectives:

The course is designed to provide a broad understanding of Indian society from a multiplicity of scholarly and theoretical approaches such as Indological, functionalist, Marxist. It also gives a glimpse of tribal, rural, and tribal life in India through institutions, processes and practices that continue to characterize Indian society in many ways but have also changed over time after independence and more so after liberalization.

Learning outcomes: The course would help student would have learnt about the following:

- ✓ the textual view of India's social structure.
- ✓ the plurality of India's institutional practices in different contexts.
- ✓ the inherent contradictions, inequalities and exclusions in Indian social system.
- ✓ the challenges to this structure by subaltern groups.
- ✓ the post liberalization changes in the economy, caste, class, and gender.

Unit-I Understanding Indian Society: Approaches

Indological/Textual: Tribe, Caste and Religion

Structural- Functional: Village

Marxist: Class Structure (Agrarian, Urban)

Unit- II Institutions and Practices: Tribal, Rural and Urban

- Social: Family, Kinship and Marriage
- Economic: Work and Labour
- Religion and Society

Unit - III Continuities and Change

- New Middle Classes
- Subaltern Groups
- Affirmative Action

Readings:

- Ambedkar, B.R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.
- Baviskar, A. and Ray, R. eds., 2020. *Elite and everyman: The cultural politics of the Indian middle classes*. Taylor & Francis. Introduction.
- Beteille, A., 1990. The definition of Tribe, Seminar, (14), October, 1990.
- Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2).
- De Neve, G., 2019. The sociology of labour in India. *Critical themes in Indian sociology*, pp.164-181.
- Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press.
- Gupta, D. (ed.) 1991(93). *Social Stratification*. OUP. Delhi. Chs , ' Varna and caste', Six features of caste system, 'Dumont On the Nature of Caste System.
- Gupta, D., 2006. Towards affirmative action. *India International Centre Quarterly*, 33(3/4), pp.150-161.
- Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press.
- Madan, T.N., 1989. Religion in India. *Daedalus*, pp.114-146.
- Rao, M.S.A., 1974. Traditional urbanism and urbanisation. *Urban Sociology in India: Reader and Source Book*, pp.97-118.
- Shah, A.M., 2019. eBook (2022)., *The structure of Indian society: Then and now*. Routledge India.Ch 5,13,14. Delhi; Routledge.
- Srinivas, M.N., 1980. *India: social structure*. Transaction Publishers
- Xaxa, V., 1999. Transformation of tribes in India: Terms of discourse. *Economic and political weekly*, Vol.34. no 24. pp.1519-1524.
- Raj, S.J. and Harman, W.P. eds., 2012. *Dealing with Deities: The Ritual Vow in South Asia*. State University of New York Press. Selected case studies.
- <https://egyankosh.ac.in/bitstream/123456789/66067/1/Unit4.pdf>

Evaluation:

It will be a 4 credit course with a total of 100 marks. The internal assessment of 25 marks will be spread across two terms and will be based on the course readings as well as additional readings suggested by the teacher. The assignments will be decided by the teacher and can be in the form of written class tests, debate, discussions, writing exercises, term papers, presentations in individual as well as group format.


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Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Invitation to Sociology (Minor)

Code- 24 -SY-M-103

Total Credits: 4

Course Objective:

This is an introductory course that seeks to offer an introduction to the discipline of sociology, focusing on key concepts and theories to understand human behaviour and society. Through readings, discussions, and practical exercises, students will explore various sociological perspectives and apply them to analyse social phenomena in everyday life.

Learning Outcomes: Students will be able to:

1. To familiarize students with the basic concepts of sociology.
2. To explore the role of culture, socialization, and social institutions in shaping individual and collective behaviour.
3. To examine the intersections of power, inequality, and social change.

Unit I: Exploring the Social World

- Context and Emergence of Sociology
- Thinking Sociologically
- Society and Culture

Unit II: Key Concepts

- Social Group, Community and Association
- Status and Role
- Organization and Institutions

Unit III: Social Processes

- Deviance and Social Control
- Social Change
- Networks

Readings:

14. Bauman, Zygmunt and May, Tim. (2019). *Thinking Sociologically*. (3rd edition). Wiley-Blackwell.
15. Berger, Peter L. (1988). 'Invitation to Sociology' in James M. Henslin (ed.) *Down to Earth Sociology: Introductory Readings*. New York: The Free Press.
16. Beteille, Andre. (2009). *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press.
17. Fulcher, James & Scott, John. (2003). *Sociology*. New York: Oxford University Press.
18. Giddens, Anthony. (2021). *Sociology*. (9th edition). Cambridge Polity Press.
19. Ritzer, George. (2017), *Introduction to Sociology*. (4th edition), Sage Publications.


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**Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Understanding Gender (MDC)**

Code- 24-SOY-T-104

Total Credits: 3

Course Objectives:

The course is meant to introduce concepts and debates pertaining to gender that students increasingly encounter in their everyday life. Students will learn about the classical debates on patriarchy, sex and gender, while also being oriented to contemporary modes of sensitization and awareness, such as the usage of appropriate pronouns, he/she/they, as expressions of identity. The course will enable students to appreciate the multiple axes of privilege and marginalization that intersect in our experience of gender. It also addresses and critiques practices of representation with regard to gender and the specific forms taken by misogyny in the digital realm.

Learning Outcomes:

Students will be able to articulate the vocabulary of gender and understand the nuances of the concepts they study. They will be able to critically examine the discourse of gender they encounter in popular media. Case studies will be used to initiate discussion and debate on contemporary concerns like menstrual leave, the #MeToo movement and gendered abuse encountered online. After completing the course, students will feel confident to hold forth informed opinions on gender and sexuality, even as we continue to encounter newer challenges in a changing world.

Unit I: Introduction to gender:

- Sex, gender and sexuality
- Gender stereotypes, gender roles and gender socialisation

Unit II: Identity and experience:

- Sexual identities
- Intersectionality: Issues and challenges

Unit III: Gender: Representation and responsibility

- Gender and media
- Digital spaces and online misogyny

Essential readings:

1. Belliappa, Jyothsna Latha. 2018. 'Menstrual Leave Debate', *Indian Journal of Industrial Relations*, April 2018, Vol. 53, No. 4 (April), pp. 604-617.
2. Bhasin, Kamala. 2003. *Understanding Gender*. New Delhi: Kali for Women.
3. Geetha, V. 2006. *Theorising Feminism*. Calcutta: Mandirasan.
4. Johnson, Alan. 2005. *The Gender Knot: Unravelling Our Patriarchal Legacy*. Revised and updated ed. Philadelphia, PA: Temple University Press.
5. Linda L. Lindsey. 2015. *Gender Roles: A Sociological Perspective* (6th ed.). Routledge, New Jersey.
6. Lucal, Betsy. 1999. What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System, *Gender and Society*, Vol. 13, No. 6 (Dec.), pp. 781-797
7. O. Alichie, Bridget. 2022. "'You Don't Talk like a Woman': The Influence of Gender Identity in the Constructions of Online Misogyny." *Feminist Media Studies* 23 (4): 1409-28.
8. Todd, Megan. 2017. 'Virtual Violence: Cyberspace, Misogyny and Online Abuse' In Tim Owen, Wayne Noble and Faye Christabel Speed (eds.), *New Perspectives on Cybercrime*, Palgrave Macmillan
9. Trans Student Educational Resources, 2015. "The Gender Unicorn." <http://www.transstudent.org/gender>.
10. Vicars, Mark. 2013. 'Queerer than Queer!', *Performances of Research: Critical Issues in K-12 Education*. Gabriel, Rachael and Lester, Jessica Nina, eds. *Counterpoints: Studies in the Postmodern Theory of Education* (440). Peter Lang International Academic Publishers, New York, pp. 245-272.
11. West and Zimmerman. 1987. 'Doing Gender', *Gender and Society*, 1, 125-151.

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Department of Sociology
Jamia Millia Islamia
B. A. Sociology (Major), Semester - I
Paper Title – Learning to Read (SEC)

Code- 24-SOY-S-105

Total Credits: 3

Course Objectives:

The students at the university are required to do a lot of reading of a variety of materials and texts for their course work. These range from reading the classic works of their subject of study, summaries, critiques and commentaries on these classics; journal articles, edited books, readers, review articles and book reviews etc. Often, they find it challenging to read effectively for the sake of good comprehension, retention and writing good assignments.

This course is visualised to make students appreciate reading as a source of learning. It aims to help students improve their skills of academic reading so that they can cope better with the learning materials in their other courses.

Learning Outcomes: At the end of the course, students are expected to have learnt effective strategies:

- to improve the academic reading;
- to develop the skills of analytical reading
- to enable critical reading of texts
- to discuss and debate important issues in society and culture.

Unit-I: Reading Strategies

Pre-reading: Select materials, locate sources, skimming, background knowledge

Mechanics of Reading: Note taking, annotating, paraphrasing, summarising

Unit- II Analytical Reading

Context: Locating the author/writer, central idea/s, supporting argument/s or data, conclusions or findings

Reviews, Commentaries, Impact

Brief about Learning Activities:

Over the two terms, students will sometimes work alone, sometimes in pairs, and sometimes in groups to engage in various activities. Two main types of activities will be undertaken by the learners:

Classroom based activities and journal based activities, books, news articles, essays, paragraphs, discussion quizzes and class debates.

Homework Outside of class: Students will study the articles, assigned paragraphs, sections of books, etc them at home by applying the strategies discussed and taught in the class. The list of reading materials will be provided by teacher. Students should read their selected material and then prepare a written report consisting of a summary of the reading material and their assessment of the content. These reports will be submitted in writing, and presented orally in the classroom.

Evaluation: It will involve internal assignment of 40% marks based on classroom exercises and home assignments around identified texts or selected reading materials, as prescribed by the course instructor, during the semester.

60% of the assessment will be based on an end semester written examination.

Readings:

- * Henderson, Eric. 2015. *The Active Reader: Strategies for academic reading and writing*, Oxford Univ Press, Oxford. <https://www.waikato.ac.nz/students/teaching-and-learning/student/reading/active-reading/>
- *
- * Roberts, Jamie Q., and Caitlin Hamilton. 2020. *Reading at University: How to Improve Your Focus and Be More Critical*. Bloomsbury Study Skills. Bloomsbury Academic. <https://books.google.co.in/books?id=zxmlyAEACAAJ>.
- * Prentice H <https://www.utoronto.ca/ctl/academic-reading-and-writing#:~:text=Academic%20reading%20is%20an%20active,the%20material%20you%2>


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