

# VIDYASAGAR UNIVERSITY

Midnapore, West Bengal



*PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF*

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## **BACHELOR OF ARTS WITH SOCIOLOGY (MULTIDISCIPLINARY STUDIES)**

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**3-YEAR UNDERGRADUATE PROGRAMME**  
*(w.e.f. Academic Year 2023-2024)*

*Based on*

**Curriculum & Credit Framework for Undergraduate Programmes  
(CCFUP), 2023 & NEP, 2020**

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VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL

**VIDYASAGAR UNIVERSITY**  
**BACHELOR OF ARTS IN HUMANITIES/ SOCIAL SCIENCE with SOCIOLOGY**  
*(Under CCFUP, 2023)*

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks				
								CA	ESE	TOTAL		
B.A. in Humanities/ Social Science with Sociology	2 <sup>nd</sup>	III	<b>SEMESTER-III</b>									
			Major-A2	SOCPMJ02	T: Sociology of India <i>(To be studied by students taken English as Discipline- A )</i>	4	3-1-0	15	60	75		
			Major-A3	SOCPMJ03	T: Sociological Thought <i>(To be studied by students taken English as Discipline- A )</i>	4	3-1-0	15	60	75		
			SEC	SEC03	P: Application of Statistics in Sociology II <i>To be taken from SEC-03 for student of Discipline C.</i>	3	0-0-3	10	40	50		
			AEC	AEC03	Communicative English-2 <i>(common for all programmes)</i>	2	2-0-0	10	40	50		
			MDC	MDC03	Multidisciplinary Course-3 <i>(to be chosen from the list )</i>	3	3-0-0	10	40	50		
			Minor-3 (Disc.-C3)	SOCMIN03	T: Population and Society <i>(To be studied by students taken English as Discipline- C )</i>	4	3-1-0	15	60	75		
		<b>Semester-III Total</b>						<b>20</b>				<b>375</b>
		IV	<b>SEMESTER-IV</b>									
			Major-B2		<i>To be decided (Same as Major-A2 for English taken as Discipline-B)</i>	4	3-1-0	15	60	75		
			Major-B3		<i>To be decided (Same as Major-A3 for English taken as Discipline-B)</i>	4	3-1-0	15	60	75		
			Major (Elective) -1	SOCMJE-01	Sociology of Education <b>OR</b> Sociology of Media <i>(To be studied by students taken English as Discipline- A)</i>	4	3-1-0	15	60	75		
			AEC	AEC04	MIL-2 <i>(common for all programmes)</i>	2	2-0-0	10	40	50		
			Minor -4 (Disc.-C4)	SOCMIN04	T: Sociology of Social Movement <i>(To be studied by students taken English as Discipline- C )</i>	4	3-1-0	15	60	75		
			Summer Intern.	IA	Internship / Apprenticeship- <b>activities to be decided by the Colleges following the guidelines.</b>	4	0-0-4	-	-	50		
		<b>Semester-IV Total</b>						<b>22</b>				<b>400</b>
		<b>TOTAL of YEAR-2</b>						<b>42</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>775</b>

MJP = Major Programme (Multidisciplinary), MI = Minor, A/B = Choice of Major Discipline; C= Choice of Minor Discipline; SEC = Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language

## MAJOR (MJ)

**Major A2/B2: SOCIOLOGY OF INDIA**

**Credits 04**

**Major A2/B2T: SOCIOLOGY OF INDIA**

**Full Marks: 75**

### **Course contents:**

#### **1. Ideas of India**

- 1.1 M.K. Gandhi on Caste and Untouchability
- 1.2 B.R. Ambedkar on Caste and Untouchability
- 1.3 R.N. Tagore: Nationalism and Internationalism

#### **2. Resistance and Change**

- 2.1 Dalit Movements
- 2.2 Farmers Movements in Post Independent India
- 2.3 Women's Movements in Post Independent India
- 2.4 Anti- rape and Anti Liquor Movements
- 2.5 Tribal Movements

#### **3. Challenges to Civilization, State and Society**

- 3.1 Communalism
- 3.2 Secularism
- 3.3 Nationalism

### **Suggested Readings:**

1. Banerjee, B., & Chatterjee, K. (2012). *Bharater Samajtattik Chintadhara* (1st Ed.) [Bengali]. Levant Publishing House.
2. Bharill, C. (1977). *Social and Political Ideas of B. R. Ambedkar: A Study of His Life, Services, Social and Political Ideas*. Jaipur : Aalekh Publishers.
3. Berlin, I. (1996). Rabindranath Tagore and the Consciousness of Nationality. In *The Sense of Reality: Studies in Ideas and their History* (pp. 249–266). Pimlico.
4. Chatterjee, P. (2011). Tagore's Non-Nation. In *Lineages of Political Society: Studies in Postcolonial Democracy* (pp. 94–126). Columbia University Press. <http://www.jstor.org/stable/10.7312/chat15812.9>
5. Chatterjee, K., & Chaudhury, A. (2010). *Bharater Samajik Andolan* (1st Ed.) [Bengali]. Levant Publisher.
6. Chowdhury, A. (2020). *Bharater Samaj Prasange*. (Bengali). Chatterjee Publishars.
7. Ganguly, R. (2011). *Ambedkar: Ekti Samajtattik Parjalochana* [Bengali]. Pearson.
8. Gandee, S. (2015). Dr Bhimrao Ramji Ambedkar and the Reinterpretation of 'Untouchability': Legislating Against Caste Violence in Rural India, 1930-1975. *Retrospectives*, 4(1). [https://warwick.ac.uk/fac/arts/history/students/retrospectives/issues/volume4/retrospectives\\_iv\\_2015\\_-\\_sarah\\_gandee.pdf](https://warwick.ac.uk/fac/arts/history/students/retrospectives/issues/volume4/retrospectives_iv_2015_-_sarah_gandee.pdf)
9. Guha, R. (2013). *Makers of Modern India*. Harvard University Press.
10. Keer, D. (1962). *Dr. Ambedkar, Life and mission*. Popular Prakashan.
11. Madan, T. N. (2009). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Oxford University Press.
12. Nadkarni, M. V. (1987). *Farmers' Movements in India*. Allied Publishers.
13. Nagla, B. K. (2013). *Indian Sociological thought*. <http://ci.nii.ac.jp/ncid/BA91640519>
14. Nandy, A. (2006). "Nationalism, Genuine and Spurious: Mourning Two Early Post-Nationalist Strains", *Economic and Political Weekly*, Vol. 41(32), pp. 3500-3504
15. Nanda, B. R. (1994). Chapter 4: Gandhi and the Caste System. In *Gandhi and his Critics* (pp. 18–26). Oxford India Paperbacks. <https://doi.org/10.1093/acprof:oso/9780195633634.001.0001>

16. Oommen, T. K. (1997). *Citizenship and national identity: From Colonialism to Globalism*. SAGE Publications Pvt. Limited.
17. Shah, G. (2001). *Dalit Identity and politics*. SAGE.
18. Singh, K. S. (2012). *Tribal movements in India*. Manohar Publishers & Distributors.

**Major A3/B3: SOCIOLOGICAL THOUGHTS**

**Credits 04**

**Major A3/B3T: SOCIOLOGICAL THOUGHTS**

**Full Marks: 75**

**Course contents:**

- 1. Auguste Comte**
  - 1.1 Positivism
  - 1.2 Law of Three Stages
  - 1.3 Social Statics and Dynamics
- 2. Emile Durkheim**
  - 2.1 Social Fact
  - 2.2 Division Of Labour
  - 2.3 Religion
  - 2.4 Suicide
- 3. Karl Marx**
  - 3.1 Dialectical Materialism
  - 3.2 Historical Materialism
  - 3.3 Class and Class Struggle

**References**

1. Bhowmik, A. (2016). *Samajtotter Pratyay o Dharanasutra* (Vol. 2) [Bengali]. Rita Publication.
2. Chatterjee, M. K., & Chakraborty, K. (2018). *Some Great Educators and Educational Sociologists* [Bengali]. Rita Publication.
3. Durkheim, Emile. (1984). *The Division of Labour in Society*. Macmillan.
4. Durkheim, Emile. (1984). *The Division of Labour in Society*. Macmillan.
5. Marx, Karl. (1990). *Selected Writings in Sociology and Social Philosophy*. Penguin Books Limited.
6. Marx, Karl. (1990). *Selected Writings in Sociology and Social Philosophy*. Penguin Books Limited.
7. Mahapatra, A. (2022). *Bisay Samajotto: Samajtattik Gyancharchha* (Vol. 1) [Bengali]. Sandhya Prakashani.
8. Magill, Frank N. (1996). *International Encyclopedia of Sociology*. Volume 1, Routledge.
9. Ritzer, George. (2021). *Classical Sociological Theory*. 11<sup>th</sup> Ed. McGraw Hill.

**Major Elective -01: SOCIOLOGY OF EDUCATION**

**Credits 04**

**Major Elective -01T: SOCIOLOGY OF EDUCATION**

**Full Marks: 75**

**Course contents:**

- 1. Perspectives in the Sociology of Education**
  - 1.1 Education and Socialization: Agencies (Family, School and Media)
  - 1.2 Education and Social Reproduction (Pierre Bourdieu)
  - 1.3 Equality and Resistance (Ivan Illich, Basil Bernstein, Paulo Freire)
  
- 2. Education and Gender Identities: Emerging Trends in Education**
  - 2.1 School Education
  - 2.2 Higher Education
  
- 3. Contemporary Issues in Higher Education in India**
  - 3.1 N.E.P. 2020- Issues and Challenges

**References**

1. Apple, M. W., Ball, S. J., & Gandin, L. A. (2009). The Routledge International Handbook of the Sociology of Education. In Routledge eBooks. <https://doi.org/10.4324/9780203863701>
2. Ballantine, J., & Hammack, F. M. (2015). *The Sociology of Education: A Systematic Analysis*. Routledge.
3. Boronski, T., Hassan, N. (2015). *Sociology of Education*. United Kingdom: SAGE Publications.
4. Friere, P. (1970). *Pedagogy of the Oppressed*, Seabury Press.
5. Illich, I (1972): *Deschooling Society*, Harper & Row.
6. Kumar, A. (2024) *Sociology of Education in India* Academic Guru Publishing House.
7. Leonardo, Z., Torres, C. A., & Mitchell, T. R. (2000). *Sociology of Education: Emerging Perspectives*. *Contemporary Sociology a Journal of Reviews*, 29(1), 270. <https://doi.org/10.2307/2654970>
8. Levinson, D. L., & Pallas, A. M. (1995). *Research in Sociology of Education and Socialization*. *Contemporary Sociology a Journal of Reviews*, 24(6), 797. <https://doi.org/10.2307/2076703>
9. Mannheim, K., Stewart, W. A. C. (1997). *An Introduction to the Sociology of Education*. United Kingdom: Routledge.
10. O'Shea, D. W., & Richardson, J. G. (1987). *Handbook of Theory and Research for the Sociology of Education*. *Contemporary Sociology a Journal of Reviews*, 16(4), 571. <https://doi.org/10.2307/2069964>
11. Schneider, B. (2018) *Handbook of the Sociology of Education in the 21st Century*. Germany: Springer International Publishing.
12. Thakur, D., & Hawk, H. S., (2009) *Adhunik Bharater Sikkhar Dhara*. (in Bengali) Rita Publication
13. Warwick, D., & Young, M. F. D. (1972). *Knowledge and Control: New Directions for the Sociology of Education*. *British Journal of Sociology*, 23(4), 501. <https://doi.org/10.2307/588340>
14. Worgan, J., & Eggleston, J. (1975). *Contemporary research in the sociology of Education*. *British Journal of Sociology*, 26(3), 384. <https://doi.org/10.2307/589878>
15. Wrigley, J. (2003). *Education and Gender Equality*. Routledge.

**OR**

**Major Elective -01: SOCIOLOGY OF MEDIA**

**Credits 04**

**Major Elective -01T: SOCIOLOGY OF MEDIA**

**Full Marks: 75**

**Course contents:**

**1. Introduction**

- 1.1 History and Evolution of Media
- 1.2 Types and Component of Mass Media
- 1.3 Concept of Media Ideology and Media Hegemony

**2. Theoretical Approach**

- 2.1 Neo- Marxist
- 2.2 Feminist
- 2.3 Interactionist

**3. Media : Control and Challenges**

- 3.1 Censorship
- 3.2 Violence in Media : Trolling and Hate Speech
- 3.3 Impact of Social Media

**Reference**

1. Croteau, D., Hoynes, W., & Childress, C. (2021). *Media/Society: Technology, Industries, Content, and Users*. SAGE Publications.
2. Cuff, E., Sharrock, W., & Francis, D. (2005). *Perspectives in Sociology: Classical and Contemporary*. Routledge.
3. Hodkinson, P. (2010). *Media, Culture and Society: An Introduction*. <https://ci.nii.ac.jp/ncid/BB041214>
4. Lindgren, S. (2021). *Digital Media and Society*. SAGE.
5. Lindner, A. M., & Barnard, S. R. (2020). *All media are social: Sociological Perspectives on Mass Media*. Routledge.
6. Rohlinger, D. A., & Sobieraj, S. (2022). *The Oxford Handbook of Digital Media Sociology*. Oxford University.
7. Sawant, P. B. (1998). *Mass Media in Contemporary society*.
8. Turner, J. H. (2013). *Theoretical sociology: 1830 to the Present*. SAGE.
9. Waisbord, S. (2014). *Media Sociology: A Reappraisal*. John Wiley & Sons.
10. Waisbord, S. (2014b). *Media Sociology: A Reappraisal*. John Wiley & Sons.

**MINOR (MI)**

**MI-3/C-3: Same as Minor-3 (SOCMIN-03) of Sociology (Hons.) Prog. Credits 04  
Full Marks: 75**

**MI-2/C-2: Same as Minor-2 (SOCMI-02) of Sociology (Hons.) Prog. Credits 04  
Full Marks: 75**

**SKILL ENHANCEMENT COURSE (SEC)**

*(To be studied by students taken Sociology as Discipline- C)*

**SEC-03 P: Same as SEC-03 (SOCSEC03) of Sociology (Hons) Prog. Credits 03  
Full Marks: 50**

## **INTERNSHIP/APPRENTICESHIP (INT)**

**Credit-04 Marks: 50**

**(120 hours, 8 weeks)**

### ***Guideline for Internship/Apprenticeship***

Students will undertake internship/apprenticeship on major social issues like gender sensitization, drug abuse, child marriage, child mortality, human trafficking, ageing in school/ old age home/ police station (Thana)/ICDS to create an awareness in all these sectors along with wider society.

With all these issues college authority will take necessary steps in collaboration with any participating organizations. A brief report will be prepared about the activities with geo tag images. Colleges will assign coordinators who will be supervising the students. Students will have to complete the total 120 hours within the entire second year of their course.

A certificate from the visiting institution will be attached in the report.