

DEPARTMENT PROFILE

**DEPARTMENT OF SOCIOLOGY
DERABIS COLLEGE,
DERABISH, KENDRAPARA**



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Dept. Email-id : derabissociology@gmail.com**

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01.ABOUT DERABIS COLLEGE, DERABISH , KENDRAPARA

Derabis College is 12 Kms away from the Head Qtr., Kendrapara Situated in the heart of Derabish. It was established in the year of 1981 keeping a high aim to impart higher education, spirit of human values and knowledge to all sections of students in such a rural area. Now, it has been a premier institution in Odisha for improving Student's career with high sense of academic excellence.

02.A BRIEF REPORT OF DEPARTMENT OF SOCIOLOGY

The Department of Sociology at Derabish College was established in the academic session of 1997-98, initially affiliated with Utkal University. It began with just 16 seats in the pre-University Honours programme and has since developed into a prominent centre for sociology education.

Since its inception, the Department of Sociology has gained a reputation for excellence, producing numerous meritorious students who have achieved recognition at both state and national levels. The department's strong academic record has contributed to the college's status as one of the premier institutions under Utkal University. Many of our Honours students have consistently secured top ranks and positions, bringing honour to the institution.

Students from the department actively participate in seminars and symposia organized by other colleges, presenting research papers and engaging in various extracurricular activities, including the National Service Scheme (NSS). Their involvement has further enhanced the college's reputation.

The success of the Sociology Department is attributed to its dynamic faculty members. Notable educators such as Dr. Amiyakumar Rout, Smt. Smita Biswal, Dr. Basant Kumar Baral, Dr. Itisree Dash, and Sj. Strugna Sahoo have made significant contributions, many of whom have retired as principals of various colleges. Their dedication has been instrumental in nurturing our students' academic success.

Currently, the department is led by three dynamic faculty members: Sj. Gurucharan Sethi, Smt. Pratima Swain, and Sri Stalin Diga. The department also benefits from the expertise of a former Vice-Chancellor of Sambalpur University and Culture University of Odisha, who frequently visits to conduct seminars and extramural classes. These interactions encourage students to engage with public issues and develop critical analytical skills regarding society.

The Department of Sociology remains committed to fostering academic excellence and contributing to the broader community through education and research.

03.VISION OF THE DEPARTMENT

- **Understanding Society:** To provide students with a comprehensive understanding of societal structures, relationships, and processes, equipping them with the knowledge to analyze social phenomena critically.
- **Promoting Social Justice:** To cultivate a commitment to equity, inclusiveness, and diversity, fostering an awareness of social issues and the importance of environmental sustainability in shaping a just society.

MISSION OF THE DEPARTMENT

- **Holistic Perspective:** To offer value-based education that encourages students to engage with social issues and inspires transformative action in their communities.
- **Theoretical and Practical Knowledge:** To familiarize students with key sociological theories, concepts, and research methodologies, empowering them to understand and address complex social problems.
- **Critical Awareness:** To develop students' critical thinking skills and social consciousness, enabling them to analyze societal challenges and envision solutions.
- **Skill Enhancement:** To organize state, national, and international seminars and workshops in collaboration with relevant organizations, fostering communication skills and professional development for students.

04.BRIEF ABOUT THE DEPARTMENT

Year of establishment	1997-98
Honours	1997-98
Sanctioned strength	32
Courses offered	UG
Syllabus Adopted	CBCS & NEP
Hons	14
DSE	04
GE	02
Major	15
Minor	03

05.FACULTY PROFILE

DEPARTMENT OF SOCIOLOGY

SL. NO	NAME OF THE FACULTY	DATE OF JOINING	EDUCATIONAL QUALIFICATION	SPECIALISATION
1	Mr. Gurucharan Sethi	31.12.1992	M.A.,M.Phil (Utkal University)	Industrial Sociology
2	Mrs. Pratima Swain	03.07.2017	M..A.(Utkal University)	
3	Stalin Digal	02.03.2024	M.A. (IGNOU), UGC NET	

FACULTY PROFILE OF Mr. GURUCHARAN SETHI



Name : Mr. Gurucharan Sethi
Designation : Head of the Department
Date of Appointment : 01.12.1992

Educational Qualification:

Degree	Subject	University	Year
B.A(Hons.)	Sociology	Kendrapara College, Utkal University	1989
M.A	Sociology	Utkal University	1992
M. Phil.	Sociology	Utkal University	1994

Mobile : 9439164377
Email ID : sethigurucharan30@gmail.com

Research Activities:

Other achievement if any-----

Involvement in the college administration: Assignment to work as IDP-Coordinator(World Bank Assisted Project) OHEPEE,

Research Activities:

Minor Research Project:-Completed Minor Research Project in humanities. Financial Assistance Sanctioned by University Grant Commission. Kolkata. Vide letter No-F.PHO.129/06/07 DTD.15.01.2007 SNO 81603.

“On the Topic Dynamics of Sustainable lively hood among migrant Tribal in the informal sector of Bhubaneswar city-A Case study of Salia Sahi. M.R.P Completed during Financial Year-2006-07.

Refresher/Orientation Course attended.

Name of the Course	Centre	Duration	Year
Refresher Course	Academic Staff College	4 th Dec.to24 th December-2000	2000
Refresher Course	Academic Staff College	18 th March to 7 th April 02.	2002

Seminars/Conference attended.

Sl.No	Name of the Topic	Place	Type of the Seminar	Year
01	Quality Assurance & Quality Enhancement in Higher Education	U.G.C.Human Resource Development Centre.Utkal University. Vanivihar.BBSR.	National	2018
02	“Socio-Economic Issues In The Development of Odisha”	Guide College. Kendrapara	National	2015
03	Special Implication of Posco in Odisha	Kendrapara Auto.College	National	2014

Seminars/Conference Organised.

Sl.No	Type of Seminar	Place	Name of the Topic	Year
01	National Seminar	Derabish College	“Roll of IT in the Political Empowerment of Women In India”	3 rd &4 th April.2011
02.	Departmental Seminar	Derabish College	“Changing family Structure and Elderly Care	2018

03	Departmental Seminar	Derabish College	Women Empowerment in India	2018
04	Departmental Seminar	Derabish College	Gender Equality	2019
05	Departmental Seminar	Derabish College	Domestic Violence “Cause & Concern”	2020
06	Departmental Seminar	Derabish College	Impact of Covid-19 on labourers in Unorganised sector in India	2022
07	Departmental Seminar	Derabish College	Violence against Women “ Cause & Concern”	2023

Other achievement if any-

1. Qualified U.G.C. National Eligibility Test for Lectureship in Sociology(Masters Level),In 1994.Sl.Number 581/L (sc/st) Dec.94.
2. Selected by Regional Directorate of ,N.S.S Odisha Branch.Bhubaneswar and participated in the”Training of Trainees on Listen(Life Skills Training and Education)”at Birla Institute of Tecnology,Mesra,Jhardkhand from 28”September to 2nd October-2016.
3. Received University level NSS Award- 2023 (As best P.O)



Rajiv Gandhi Institute of Youth Development
(Institute of National Importance by the Act of Parliament No.35/2012)
Ministry of Youth Affairs & Sports
Government of India, Sriperumbudur-602105, Tamilnadu



CERTIFICATE

This is to certify that Dr./Mr./Ms. GURUCHARAN SETHI has participated in the "Training of Trainers on LISTEN (Life Skills Training and Education)" conducted for the NSS Programme Officers of WEST BENGAL, ODISHA, JHARKHAND and BIHAR organized by RGNIYD in collaboration with Regional Directorate of NSS, Patna at Birla Institute of Technology, Mesra, Jharkhand from 28th September to 2nd October, 2016.

Dr. S. Kumaravel
Asst. Professor, RGNIYD

Dr. B.K. Mishra
Dean Student Welfare
BIT Mesra

Dipak Kumar
Regional Director, NSS
Patna



FACULTY PROFILE OF Mrs. PRATIMA SWAIN



Name : Mrs. Pratima Swain

Designation : Lecturer in Sociology

Date of Appointment : 03.07.2017

Educational Qualification:

Degree	Subject	University	Year
B.A(Hons.)		Utkal University	1987
M.A		Utkal University	1989

Mobile :7606995367

Email ID : pratimaswain1794@gmail.com

Other achievement if any-----

FACULTY PROFILE OF Mr. STALIN DIGAL

Name :Mr. Stalin Digal



Designation : Lecturer in Sociology

Date of Appointment : 02.03.2024

Educational Qualification :

Degree	Subject	University	Year
B.Sc.(Hons.)	Zoology	IGNOU	2019
M.A	Sociology	IGNOU	2023

Mobile : 8763465206

Email ID : stalindigal@gmail.com

Refresher/Orientation/Faculty Development Course attended.

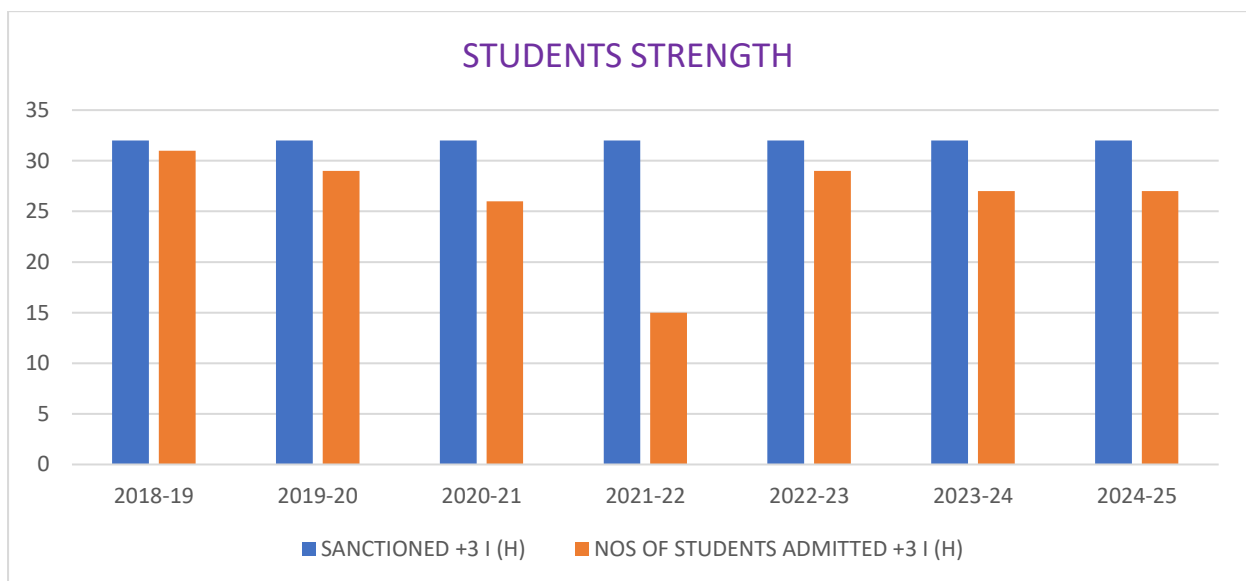
Name of the Course	Centre	Duration	Year
Orientation Course	NEP 2020 Orientation & sensitization Programme	1 st July to 13 th July	2024
Faculty Induction Programme	UGC-MMTC NIEPA	5 th August to 3 rd September	2024

**Other achievement if any-
Qualified UGC-NET**

06.STUDENTS STRENGTH OF THE DEPARTMENT (2018-19 TO 2024-25)

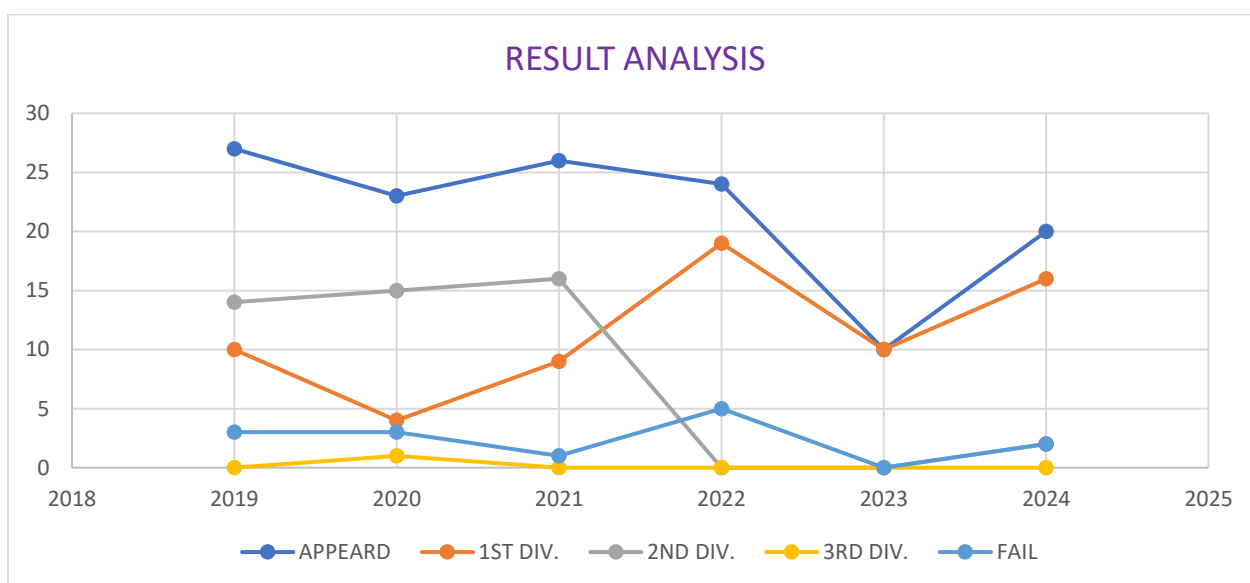
DEPARTMENT OF SOCIOLOGY

SESSION	SANCTIONED	NOS OF STUDENTS ADMITTED
	+3 I (H)	+3 I (H)
2018-19	32	31
2019-20	32	29
2020-21	32	26
2021-22	32	15
2022-23	32	29
2023-24	32	27
2024-25	32	27



07,RESULT ANALYSIS (2019 TO 2024)

SL NO	YEAR	APPEARD	1ST DIV.	2ND DIV.	3RD DIV.	FAIL
1	2019	27	10	14	0	3
2	2020	23	4	15	1	3
3	2021	26	9	16	0	1
4	2022	24	19	0	0	5
5	2023	10	10	0	0	0
6	2024	20	16	2	0	2



8. YEAR-WISE BEST PERFORMOERS OF THE DEPARTMENT

YEAR	NAME OF THE STUDENT	CGPA
2019	CHINMAYA KUMAR BEHERA	7.22
2020	SUSHREE SANGITA MOHANTY	7.92
2021	JAYSHREE ROUT	6.92
	DIPTIRANI SAHOO	6.92
2022	NISHITA PARIDA	8.41
2023	JHARANA MALLIK	7.43
2024	SWALEHA PARWIN	7.75
	AKBARI KHANUM	7.75

09. STUDENTS PROGRESSION

Year of Passing	Name	Student Admitted in Higher Education
2020	SUSHREE SANGITA MOHANTY	MSW in NISWASS
2022	ANJUM BEGUM	(SKILL INDIA), ALL INDIA SOCIETY FOR ELECTRONIC AND COMPUTER TECHNOLOGY
2023	JANE ALAM KHAN	MO-TR (CIPET: CSTS) BBSR
	SANDHYARANI DANDAPAT	I.T.I, KUDRAPUR
2024	AKBARI KHANAM	P.G. in SOCIOLOGY, KENDRAPARA

10. STUDENT ACHIEVEMENT

YEAR	Name	Event	Student Position
2019	PRABHAT KUMAR OJHA	100M RACE	2 ND
		200M RACE	1 ST
		400M RACE	1 ST
		LONG JUMP	1 ST
2022	SUBHASHREE BEHERA	100M RACE	1 ST
		200M RACE	2 ND
		400M RACE	2 ND
		LONG JUMP	2 ND
2022	SOMNATH SANDHA	100M RACE	2 ND
		400M RACE	1 ST
		100M RACE	3 RD
2023	SOMNATH SANDHA	400M RACE	2 ND
		800M RACE	3 RD

	SUBHASHREE BEHERA	LONG JUMP	3 RD
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11.DETAILS OF INFRASTRUCTURAL FACILITIES:

Classroom: Classroom with ICT facilities – Smart Board

Library: The department has a library of its own comprising more than 200 number of books.

Computer: Personal computer is used for departmental activities

12.DEPARTMENT ACTIVITIES.

The Department of Sociology celebrate and observe during the academic session time to time

- Ganesh puja
- Saraswati puja
- Welcome to Freshers
- Farewell to seniors
- Teachers' Day
- Childrens' Day
- Study Tour
- Picnic
- Field Trips
- Group Discussion

13.STRUCTURE OF SYLLABUS (CBCS)

CBCS SYLLABUS FROM THE SESSION 2016 TO 2024

SOCIOLOGY UNDERGRADUATE SYLLABUS FOR HONOURS

SL.No	Semester	Number	Title of the Course	Marks	Credit
1	1st	DSC.H.SOC.1	Introduction to Sociology-1	80+20	6
2		DSC.H.SOC.2	Introduction to Sociology-2	80+20	6
3		GE.H.SOC.1	Introduction to Sociology-1	80+20	6
4		AECC.H.SOC.1		80+20	4
5	2nd	DSC.H.SOC.3	Indian Society	80+20	6
6		DSC.H.SOC.4	Sociology of Environment	80+20	6
7		GE.H.SOC.2	Indian Society	80+20	6
8		AECC.H.SOC.2		80+20	4
9	3rd	DSC.H.SOC.5	Classical Sociological Thinkers	80+20	6
10		DSC.H.SOC.6	Social Change & Development	80+20	6
11		DSC.H.SOC.7	Sociology of Gender	80+20	6
12		GE.H.SOC.3	Social Change and Development	80+20	6
13		SEC SOC.1	Political Sociology	80+20	4
14	4th	DSC.H.SOC.8	Rural Sociology	80+20	6
15		DSC.H.SOC.9	Globalization & Society	80+20	6
16		DSC.H.SOC.10	Marriage, Family and Kinship	80+20	6
17		GE.H.SOC.4	Rural Sociology	80+20	6
18		SEC SOC.2	Industrial Sociology	80+20	4
19	5th	DSC.H.SOC.11	Research Methodology	80+20	6
20		DSC.H.SOC.12	Social Movements in India	80+20	6
21		DSE.H.SOC.1	Sociology of Health	80+20	6
22		DSE.H.SOC.2	Sociology of Education	80+20	6
23	6th	DSC.H.SOC.13	Population & Society	80+20	6
24		DSC.H.SOC.14	Social Disorganization & Deviance	80+20	6
25		DSE.H.SOC.3	Urban Sociology	80+20	6
26		DSE.H.SOC.4	Field Work & Dissertation / Tribes of India	80+20	6
	TOTAL			2600	0

14. PROGRAMME SPECIFIC OUTCOMES (PSOs) OF B.A SOCIOLOGY HONS.

After the completion of the programme students will be benefitted in the following ways:

PSO1-Comprehensive Understanding of Sociology: Graduates will have a thorough understanding of the meaning, relevance, and historical development of sociology, enabling them to analyse social phenomena critically.

PSO2-Conceptual Clarity and Universal Social Processes: Students will gain clarity on sociological concepts and universal social processes, providing them with a holistic view of social dynamics and structures.

PSO3-Familiarity with Indian Society: Graduates will develop familiarity with the intricacies of Indian society, including its institutions, cultural heterogeneities, and socio-economic dynamics.

PSO4-Awareness of Environmental Significance: Students will understand the interplay between society and the environment, equipping them to address environmental issues from a sociological perspective.

PSO5-Knowledge of Classical Sociological Theories: Graduates will be well-versed in the theoretical and methodological contributions of classical sociologists, understanding their contemporary relevance.

PSO6-Insight into Social Change and Development: They will comprehend the processes of social change and development, preparing them to contribute to societal progress and transformation.

PSO7-Understanding Gender Dynamics: Graduates will have a nuanced understanding of gender issues, enabling them to apply gender-sensitive perspectives in various social contexts.

PSO8-Expertise in Rural Sociology: Students will gain insights into rural life, including cultural institutions, socio-economic changes, and community dynamics, crucial for addressing rural development challenges.

PSO9-Knowledge of Globalization: They will grasp the implications of globalization on societies, preparing them to analyze global trends and their local impacts.

PSO10-Proficiency in Research Methodology: Graduates will acquire scientific research skills, including data collection, analysis, and interpretation, essential for conducting empirical studies and contributing to evidence-based social policies.

COURSE OUTCOMES (COs) OF B.A. SOCIOLOGY (HONS.)

Core Paper I: Introduction to Sociology

CO-This Paper provide knowledge to students to understand the meaning, relevance and historical development of sociology.

Core Paper II :Introduction to Sociology.

CO- This Paper clarify and broaden the student's notion about the object, the basic concepts used and some universal social process. This paper provides a wholesome, picture about the subjects all about.

Core Paper III: Indian Society

CO- This Paper is expected to develop familiarity in a student about Indian Society.

Core Paper IV: Sociology of Environment

CO- This paper is to disseminate knowledge about the significance of environment for society.

Core Paper V : Classical Sociological Thinkers.

CO- This Paper clarify and broaden the students' knowledge about the theoretical and methodological contribution of the classical contributors of the subject and the contemporary relevance of these theories.

Core Paper VI: Social Change and Development.

This Paper provides a wholesome idea to the students about the process of change.

Core Paper VII: Sociology of Gender

CO7- This Paper is expected to generate ideas senility about gender in a student which he/she can put into practice in daily life.

Core Paper VIII: Rural Sociology

CO- The students can have a grip on the grass roots of Indian Society and pts heterogeneities in culture. Institutions and their functions, changes features of these institution.

Core Paper IX: Globalization & Society.

CO-This Paper acquaints the student with an ongoing social process.

Core Paper X: Marriage, Family & Kinship

CO- This Paper instil knowledge about the fundamental institution their governing principles and the continuity and changes features of these Institutions.

Core Paper XI: Research Methodology.

CO- This paper designed and incorporated to acquaint the students with the scientific ways of studying social phenomenon.

Core Paper XII: Social Movement in India.

CO- This Paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.

Core Paper XIII: Population & Society.

CO-This paper is to acquaint the student with a perennial problem of Indian society that is growth and the measures introduced to control it.

Core Paper: XIV Social Disorganization & Deviance

CO-This Paper is designed to impress upon a student on concept of deviance behaviour leading to social Demonization.

DSE-Core Paper I:Sociology of Health

CO-This paper is about to know about the concept of health from different perspectives.

DSE-Core Paper II: Sociology of Education

CO-This paper is about to learn various perspective on education through the contributions of both Indian & western thinkers.

DSE-Core Paper III: Urban Sociology

CO-By going through this paper students can get an insight into the basic feature of the urban area. The way of cities' growth, the major problems that encounter urban population.

DSE Core Paper IV: Field work & Dissertation.

CO-This paper is design. To provide a basic knowledge to the students to the fields and to acquaint him/her with the research process. To equip them with the capacity to browse secondary literature from right sources and with a process of reviewing relevant literature. To promote in them an ability to capture the right type of data and put them onto documentation format.

15. STRUCTURE OF NEP SYLLABUS

Three Year Degree Course with Single Major and Two Minor

Semester	Core-I	Core-II	Core-III	Multi-disciplinary	AEC	SEC	VAC	Community Engagement & Services/ Field work /Internship	Total Minimum Credit
I	2X4=8	1X4=4		1X3=3	1X4=4 Odia		1x3=3 Environmental Studies and Disaster management		22
II	2X4=8		1X4=4	1X3=3	1X4=4 English	1X3=3			22
									44
III	3X4=12	1X4=4		1X3=3			1X3=3		22
IV	3X4=12		1X4=4					1x4=4	20
									42
V	3X4=12	1X4=4				1x3=3	1x3=3		22
VI	2X4=8		1X4=4			1x3=3	1x3=3		18
									40
Total	15X4=60	3X4=12	3X4=12	3X3=9	2X4=8	3x3=9	4x3=12	1x4=4	126

16. STRUCTURE OF SOCIOLOGY SYLLABUS (MAJOR) AS PER NEP

Semester	Subjects
I	Core I - Introduction to Sociology-I
	Core II- Introduction to Sociology- II
II	Core III- Indian Society
	Core IV - Classical Sociological Thinkers
III	Core V- Social Change and Development
	Core VI- Sociology of Gender
	Core VII- Sociology of Vulnerable Communities in India
IV	Core VIII- Sociology of Environment
	Core IX- Rural Sociology
	Core X- Research Methodology-I
V	Core XI- Contemporary Social Issues in India
	Core XII- Social Movements in India
	Core XIII- Globalisation and Society
VI	Core XIV- Urban Sociology
	Core XV- Sociology of Health
VII	Core XVI- Research Methodology-II
	Core XVII- Advanced Sociological Theories –I
	Core XVIII- Sociology of Tribes
	Core XIX- Media, Culture and Society
VIII	Core XX- Advanced Sociological Theory –II
	Core XXI- Perspectives on Indian Society
	Core XXII- Sociology of Religion
	Core XXIII- Sociology of Education

17.COURSE OUTCOMES AND LEARNING OUTCOMES AS PER NEP SYLLABUS

Core I

Semester I

Introduction to Sociology-I

The sociological concepts remain as gateways to the world of societies. Behind every discipline there are some conceptual building blocks with which the learners get conversant of particular framework of thinking and understanding about the world. In this context, this paper provides a rich background of sociological knowledge to the students.

Course Outcome

- After going through the paper, the students will have a wholesome idea about the emergence and growth of sociology as a subject, its scope, its relationship with other social sciences and other sociological concept and discourses such as social stratification, hierarchy, inequality and social mobility.

Unit-I Introducing the discipline

- Meaning, definition and subject matter. Sociology and common sense
- Modernity and emergence of sociology
- Nature and scope of sociology, sociology as a science.
- Changing contours of sociology

Learning Outcome

- Students can explain how sociology as a discipline emerged, and what were the historical and social contexts accountable for its growth.

Unit II Sociology and its relationship with other social sciences

- Sociology, Anthropology and History
- Sociology and Psychology
- Sociology and Political Science
- Sociology and Economics

Learning Outcome

- Students will be able to explain how other disciplines have contributed to the growth of sociology.

Unit-III Basic Concepts

- Society and Community, Associations, and Institutions
- Social Groups-Primary, Secondary, Reference Groups, In-Group and Out-Group
- Role, Status and identity.
- Folkways, Mores, Values and Norms

Learning Outcome

- Students will be able to demonstrate an understanding of basic concepts in sociology.

Unit-IV: Social Stratification & Mobility

- Meaning and Characteristics, social differences, Hierarchy, inequality &

Marginalization.

- Forms of Stratification-Caste, Class, Gender and Race
- Theories of stratification: Functionalist-Parsons, Davis and Moore, Tumin, Marxian & Weberian
- Social Mobility- open and closed system, types of mobility and causes of mobility

Learning Outcome

- Students can explain the sociological significance of underdoing hierarchy, stratification and mobility.

2

INTRODUCTION TO SOCIOLOGY-II

This part two introductory paper provides some additional knowledge on the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustenance of a society.

Course Outcome

- After completing this course, the students will be able to comprehend a wholesome conceptual picture of what Sociology is all about, the basic concepts used and some universal societal processes, and the effects of socialization and social control on social life.

Unit-I: Individual, Society and Culture

- Society: Meaning, prerequisites and relationship between individual and society
- Types of Society – Primitive, Pastoral, Agrarian and Industrial
- Social Structure: Meaning and features
- Culture: Meaning, features and types

Learning Outcome:

- Students will be able to explain the relationship between individual, society and culture, and the very conceptual understanding of society, social structure and culture.

Unit-II: Socialization

- Meaning, definitions & types
- Stages of socialization process
- Agencies of socialization
- Theories of Socialization- G H Mead, C.H Cooley and Sigmund Freud

Learning Outcome

- Students will be able to demonstrate an understanding of the socialization process and different theories of socialization.

Unit-III: Social Control

- Meaning & features
- Importance of social control
- Agencies of social control: formal and informal

Learning Outcome

- Students can explain the role of different agencies in controlling and regulating the social behaviors of individuals in society.

Unit-IV: Social Processes

- Meaning and Forms
- Associative Social Processes- Cooperation, Accommodation, Assimilation
- Dissociative Social Processes- Competition and Conflict

Learning Outcome:

Students will be able to explain the different social processes such as cooperation, accommodation, assimilation, competition, and conflict.

Core III

Semester -II

Indian Society

Every society has its own peculiar structure and institutions that undergo changes. The change agents and the initiatives they take enable the society to change with the passage of time. This paper focuses on the structure and processes of Indian society that continue as well as change.

Course Outcome:

- After completing this course, the students will be able to demonstrate an understanding of composition of Indian society in terms of its diverse culture, complex social structure and will have a better understanding of the factors of unity and diversity that makes a our country as a unique nation.

Unit-I: Composition of and Approaches on Indian Society

- Diverse Composition: Religious composition, linguistic composition & racial composition
- Threat to National Integration (Communalism, Linguism, Regionalism, Casteism)
- Unity in diversity: Factors of unity
- Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Learning Outcome

- Students will be able to explain the diverse composition of Indian society, approaches to study the Indian society, factors of unity and diversity.

Unit-II: Hindu Social Organization

- Features of Hindu Social Organization
- Varna Vyavastha and relevance
- Ashrama and Purusarthas
- Doctrine of Karma

Learning Outcome

- Students will be able to demonstrate their understanding on various aspects of Hindu social organization.

Unit-III: Marriage, Family and Kinship in India

- Marriage: Meaning and Types of Marriage among the Hindu, Muslims, Christians, and Tribes
- Hindu Joint Family-Meaning, features & disintegration
- Kinship: Meaning, terminology and regional variations
- Recent changes in the institutions of marriage and family

Learning Outcome

- Students will be able to demonstrate their understanding pertaining to Marriage, Family and Kinship system among different communities and societies in India.

Unit-IV: The Caste System in India

- Meaning & features of caste
- Functions & dysfunctions of caste
- Theories of the origin of caste system : Occupational, Religious and Racial
- Recent Changes in Caste System

Learning Outcome

- Students will be able to explain their understanding of caste system, which is one among the most debated topics of Indian sociology.

Core IV

Classical Sociological Thinkers

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political transformations. The various theories, methods and concepts that are dealt with by the discipline have been contributed by some founder thinkers. The contributions of these founder thinkers will be the subject matter of this paper.

Course Outcomes:

- The students will familiarize with the broad social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline.
- This paper is expected to clarify and broaden the students' knowledge about the theoretical and methodological contributions made by the classical Sociologists and their contemporary relevance.
- The students can be acquainted with different concepts/theories given by the founding fathers and their use in everyday life.

Unit-I: Auguste Comte and Herbert Spencer

- Law of Three Stages
- Hierarchy of Sciences & Positivism
- Organismic Analogy

- Theory of Social Evolution

Learning Outcome:

- This unit aims at giving an idea on the evolution of society as distinguished from biological evolution and the stages through which the society has passed through parallel with the development of human knowledge resulting in the development of sociology as an independent discipline.

Unit-II: Karl Marx

- Dialectical and Historical, Materialism, Mode of Production
- Theory of Capitalism
- Alienation
- Class struggle

Learning Outcome:

- This unit will impress upon the students on the development of society with the changing economic order and the emerging features of capitalism along with the challenges found by society under the capitalist regime.

Unit-III: Emile Durkheim

- Division of Labour in Society
- Rules of Sociological Method
- Theory of Suicide
- Theory of Religion

Learning Outcome:

- This unit intends to introduce the rise of division of labour in society as a social offshoot rather than the Smithian division of labour along with the study of the institutions of religion and the issue of suicides that had become the chronic features of 19th century Europe.

Unit IV: Max Weber

- Social Action
- Protestant ethic and the spirit of capitalism
- Ideal type
- Authority and Bureaucracy

Learning Outcome:

- This unit talks about the religious determinism of capitalism a distinct view uphold by Weber and the rise of institutions of bureaucracy and authority under the capitalist regime along with the methodological prescriptions of study of social institutions.

Core V

Semester-III

Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of sociological study. Change takes different forms. Change has its pattern which is spelled out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Course Outcomes:

- This paper is expected to provide a wholesome idea to the students about the process of social change.
- They can relate their experience with the theoretical explanations.

Unit-I: Social Change:

- Meaning and Nature
- Social Evolution & Social Progress: Meaning and features
- Social Development: Meaning and features
- Factors of Change (Cultural, Technological, Demographic) and
- Source of Change (Endogenous & Exogeneous)

Learning Outcome:

- Students can derive knowledge about the meaning, nature, forms and patterns of change and they will get an impression about the factors that propel change in the society.

Unit-II: Theories of Social Change:

- Evolutionary theory
- Functionalist theory
- Conflict Theory
- Cyclical Theory

Learning Outcome:

- Will get an idea about the theories that explain change and their adequacy in explaining so.

Unit-III: Models of development:

- Capitalist
- Socialist
- Gandhian
- Alternative (Microfinance and Ecological)

Learning Outcome:

- Students can derive knowledge about different models of development and how Indian experience of development has been shaped by these models.

Unit-IV: Processes of Social Change in Indian Context:

- Sanskritisation
- Westernisation
- Modernisation
- Secularisation

Learning Outcome:

- Students would learn about different processes of change that has shaped Indian society.

CORE VI

Sociology of Gender

The biological basis to the differences between the sexes does not explain the inequalities faced by men, women and the third gender in the society. The variations marked in the roles, responsibilities, rights and relations between these groups largely depend on the social prescriptions and sex affiliations. The differences and inequalities in access, control and opportunity, the division of labour between men, women and the third gender are often simply treated as consequences of their 'natural' differences. In fact the social norms, institutions, societal expectations play a significant role in deciding and dictating the behaviour of each sex group. This is the fundamental of the study of gender and society.

Course Outcomes:

- This paper is expected to generate ideas and sensitivity, remove contradictory feelings and instill complementarity among the three gender groups which students can put into practice in their daily life.
- This paper helps changing the prevalent biases and gender practices and creates a gender-neutral social world; where the three gender groups can enjoy their basic rights and cherish to achieve their dreams.

Unit-I: Social Construction of Gender

- Gender Vs. Sex
- Masculinity and Femininity
- Gender Role, Stereotyping and Socialization
- LGBTIA+: Lesbian, Gay, Bisexual, Transgender, Intersex, Asexual and more

Learning Outcome:

- The paper can help students to conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between them. Students will be able to note the difference in gender roles, responsibilities, rights and relations and get to learn more about the new emerging gender categories.

Unit-II: Feminism

- Meaning and Definitions
- Origin and Growth of Feminism, Waves of Feminism
- Patriarchy: Meaning, Features and Types
- Theories of Feminism-Liberal, Radical, Socialist, Marxist, Post Modernism

Learning Outcome:

- Get to know the theories of feminism that bring forth women issues and demand to the forefront of society and to trace out the evolution and institutionalization of “Patriarchy”.

Unit-III: Gender and Development

- Approaches -WAD, WID and GAD.
- Gender Mainstreaming: Meaning, Policies and Programmes
- Gender Development Index
- Women Empowerment: Meaning and Dimensions: Political, Economic and Social.

Learning Outcome:

- To assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Unit-IV: Status of Women in India through ages

- Women in Ancient Period
- Medieval Period
- Women in modern India
- Women’s Movement in India during post-independence period

Learning Outcome:

- To assess the status of women through different historical epochs and learn about the major women’s movement in India during the post-independence phase.

Core VII

Sociology of Vulnerable Communities In India

In recent years, there has been a growing emphasis on the contextualization of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention. The focus of the paper is on groups and communities who have suffered extreme poverty, discrimination, marginalization and exploitation over a long period of time.

Course Outcome:

- Students will get to know about the problems of vulnerable communities.

- The students will be able to understand the concepts of vulnerability and its multiple manifestations.
- They will be made aware about the social vulnerability and vulnerable communities in India.
- The course also focuses on the emerging patterns of vulnerability in India and the response of the state towards its eradication.

Unit-I: Introduction to Vulnerability

- Concepts of Vulnerability
- Types of Vulnerability
- Theories of Vulnerability
- Models of Vulnerability

Learning outcome:

- After going through the unit, the students can reflect upon the meaning, concepts, types, different theories and models of vulnerability which people are encountering in their everyday life experiences.

Unit-II: Social Vulnerability and Vulnerable Groups

- Caste
- Class
- Gender
- Ethnicity, Age based (Elderly and Children) & Disability

Learning outcome:

- After reading this unit, the students can perceive an intersectionality of social vulnerability among different vulnerable groups.
- They can understand some new kind of emerging vulnerability i.e. age-based and disability-based vulnerability which have emerged in the contemporary times due to its fast social transformation.

Unit-III: Emerging Socially Vulnerable Sections

- Refugees
- Internal Displaced Persons (IDPs)
- Orphans
- People affected with HIV/AIDS

Learning outcome:

- After going through this unit, the students can visualize the emergence of certain kinds of vulnerable communities like refugees, IDPs, orphans, and HIV/AIDS affected people focusing on their plights as well as remedial measures.

Unit-IV: Policies and Programmes

- Indian Constitutions and Legal Provisions
- Religious Minorities

- Policy, Programmes and Schemes

Learning outcome:

- After going through the unit, the students can analyse the evolution, implementations and effectiveness of different policies and programs for the vulnerable sections of society.

VIII

**Semester IV
Sociology of Environment**

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

Course Outcome:

- By the time the students have completed this course, they will be able to understand the relationship between environment and society, and the practices that can protect and preserve the environment.

Unit-I: Conceptual Issues of Sociology of Environment

- Sociology of Environment: Meaning, emergence and scope
- Environment and society – their interrelations, Ecology and Environment.
- Eco-system.
- Sustainable Development

Learning Outcome:

Students will be able to explain the emergence and growth of environmental sociology as a distinct subfield of sociological enquiry and the contributions of different school of thoughts for its development.

Unit-II: Environmental Movements

- Narmada Bachao Andolan
- Ganga Bachao Abhiyan
- Silent valley Movements
- Eco-feminist Movement

Learning Outcome:

Students will be able to analyse the various environmental movements in India which were emerged in response to the state led developmental policies, intervention of private capitalists and globalisation.

Unit-III: Major Environmental Issues

- Global Warming & Climate Change.
- Loss of Biodiversity
- Deforestation
- Urban Wastes, Industrial wastes

Learning Outcome:

Students will be able to demonstrate an understanding of major environmental Issues such as global warming, climate change, loss of biodiversity, deforestation urban and industrial pollution.

Unit-IV: Environmental Protection

- Environment protection efforts at the global level
- Efforts at national level
- Role of Civil Society Organizations
- Role of Corporate Social Responsibility in environmental protection

Learning Outcome:

Students can explain various environmental protection policy measures implemented at global and national levels, and the role of various organizations in achieving environmental justice.

Core-IX**RURAL SOCIOLOGY**

Rural Sociology is a specialized branch of sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Course Outcome:

- By the time the students have completed this course, they will be able to demonstrate an understanding on the emergence and growth of rural sociology, existing complexities in rural social structure, emerging rural social problems and policy measures implemented to arrest those problems.

Unit- I: Introduction to Rural Sociology

- Meaning, Definition & Nature
- Origin & Subject Matter of Rural Sociology
- Importance of Rural Sociology
- Evolution and Growth of Village Community

Learning Outcome:

Students will be able to explain the emergence and growth of rural sociology as a subject of sociological enquiry, and the contributions of different sociologists at both global and national levels for the rise of this sub discipline.

Unit- II: Rural Social Structure

- Village Community-Meaning & Types
- Rural-Urban Contrast & Continuum
- Land Ownership, Agricultural mode of production and emerging class structure in India
- Dominant Caste

Learning Outcome:

Students will be able to analyse the complexities of rural social structure in terms of its land ownership pattern, agricultural mode of production and caste relationship.

Unit- III: Rural Social Problems

- Poverty and Unemployment
- Depeasantization and Labour migration
- Indebtedness
- Rural factionalism

Learning Outcome:

Students will be able to demonstrate an understanding of emerging rural social problems such as poverty, unemployment, depeasantization, labour migration, indebtedness and rural factionalism.

Unit- IV: Rural Development Programmes

- Community development programmes, land reforms, cooperative movements, Green Revolution, panchayati raj system,
- Swarnajayanti Gram Swarozgar Yojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
- National Rural Livelihood Mission (NRLM)
- National Rural Health Mission (NRHM)

Learning outcome:

Students will be able to analyse the impact of various rural development programmes launched time to time to arrest the emerging rural social problems.

Core X

Research Methodology-I

Since the days of August Comte, debates and deliberations have been initiated to provide a scientific character to social sciences. In this attempt, empirical research as an integral part of observing social reality with canons of objectivity without subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations.

Course Outcomes:

- Students get acquainted with the scientific ways of studying social phenomena.

- Paper will provide students with research insights necessary to capture the most relevant data in an objective manner.
- The market of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research

Unit-I: Introduction to Social Research

- Meaning & Significance of Social Research
- Fact, Concept & Theory.
- Scientific Method: Characteristics, Inductive and Deductive method
- Major Steps in Social Research

Lesson Outcome:

- Students can get an understanding of the nature of scientific methods, nature of social phenomena and the way of attaining value neutrality.

Unit-II: Hypothesis & Sampling

- Meaning and Characteristics of Hypothesis
- Types and sources of Hypothesis
- Sampling-Meaning & Characteristics
- Types of sampling-probability & non-probability

Lesson Outcome:

- To develop an insight into the need and types of research design and sampling method for attending objectivity in social research.

Unit -III: Methods, Tools and Techniques of Data Collection

- Quantitative and Qualitative methods , Historical and Comparative method.
- Survey method,
- Interview Schedule, Questionnaire
- Observation, Interview, Ethnography, Case study and FGD

Lesson Outcome:

- This unit helps the students take up the skill of developing research tools and understand the ways of adopting certain research methods.

Unit-IV: Data Analysis & Report Writing

- Significance of Measures of Central Tendency
- Mean, Median, Mode
- Tabulation and Data Analysis
- Report Writing

Lesson Outcome:

- This unit helps the students helps students in understanding the uses of measures of central tendency, develop skills on data analysis and report writing.

Core-XI

Semester-V

Contemporary Social Issues in India

Contemporary Indian society is facing number of social problems starting from agrarian crisis to crisis of identity. The paper deals with four major contemporary social issues in India.

Course Outcome:

- By the time the students have completed this course, they will be able to understand the contemporary social issues such as Agrarian crisis in India and farmers' suicide, Causes and consequences of distress migration., Identity and its different dimensions, and Contemporary conflicts and its various manifestations.

Unit-I: Agrarian Crisis in India

- Agrarian Crisis during colonial, post-colonial, and neo-liberal India
- Neo-liberal agrarian crisis and populist politics in India
- Farmer suicides in India- Factors associated and regional trends
- Debates on farmer suicides in India

Learning Outcome:

Students will be able to explain the agrarian crisis during colonial, post-colonial and recent times, and the ongoing debate on agrarian distress and farmer suicides in India.

Unit-II: Distress Migration in India

- Distress Labour Migration: trends, patterns, problems, and prospects
- Poverty and migration
- Agrarian distress and migration
- Environmental crisis and migration

Learning Outcome:

Students will be able to analyse the causes and consequences of growing distress migration in India.

Unit-III: Identity in Contemporary Times

- Conceptualisation and formation of Identities, Nation as Imagined Community
- Late Modernity and Identity: Globalization
- The Global, The Local and Return of Ethnicity
- Transnationalism and Identity: Rise of Fundamentalism, Diasporic Identity, Hybridity

Learning Outcome:

After completing this unit students will be able to explain the conceptualisation and formation of identities at different phases of time.

Unit- IV: Contemporary Conflicts

- Concepts of Conflict, Theories of Conflicts (Coser and Dahrendorf).
- Infrastructure development and conflict- Causes, Consequences and Strategy for conflict prevention and management.
- Resource extraction and social conflict in Rural and Tribal areas in India- Causes of its emergence and Consequences for the local community.
- Democracy and Conflict- Democracy, Development and social conflicts/movements

Learning Outcome:

Students will be able to demonstrate an understanding of the diverse causes of contemporary conflict emerging from infrastructural development projects, resource extraction and democratic politics.

Core XII

Social Movements in India

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Course outcomes:

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation.
- To help them understand the various approaches to the study of social movements.

Unit-I: Social Movement

- Meaning, nature, characteristics and stages of Social Movements
- Theories of Social Movement (Resource mobilization, relative deprivation, structural strain theory)
- Types of Social Movement- Revolutionary, Reforms, Revival
- New Social Movements: Meaning and characteristics, Political factions, Pressure Groups & Civil Society.

Learning Outcome:

- After reading this unit, the students can understand the meaning, nature, characteristics, types and stages of a social movement and why a movement emerges.
- They can make a distinction between an old and a new social movement.

Unit-II: Peasant Movements in India

- Champaran Satyagraha

- Moplah Rebellion
- The Tebhaga Movement in Bengal
- The Peasant Revolt in Telengana

Learning Outcome:

- After reading this unit, the students can reflect upon major peasant movements fought in pre-and post-independence period in India representing two important kinds of protest strategies: violent and non-violent.
- The students can visualize the social background for the emergence of a peasant movement along with its collective mobilization, leadership, and impact on the larger society.

Unit-III: Tribal and Backward Caste Movements in India

- Mahar Movement in Maharashtra
- Dalit & Non-Brahmin Movement in Tamil Nadu, SNDP movement in Kerala
- Santhal Insurrection
- Bodoland Movement & Jharkhand Movement

Learning Outcome:

- After going through the unit, the students can have a detailed understanding of the nature and dynamics of tribal and backward caste movements in India as well as their impact on Indian society towards a creative transformation.

Unit-IV: Social Movements in Odisha

- Movement by Chasi Mulia Adivasi Sangathan
- Chilika Bachao Andolan
- Niyamgiri Movement
- Thengapali movement

Learning outcome:

- After reading this unit, the students can reflect upon different types of new social movements in Odisha which aims at preserving the environmental vitality, sacred and communitarian identity and sustainable livelihood.

Core XIII

Globalisation and Society

Globalization is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and social distancing in the world. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Course Outcome:

- By the time the students have completed this course, they will be able to understand the meaning and nature of globalization process, its historical mooring, its dimensions and impacts, the agencies that control the globalization process and critical understanding about the varying impact of globalization.

Unit-I: Globalisation

- Meaning, characteristics of Globalisation
- Emergence of Globalisation
- Liberalisation- Meaning and characteristics
- Privatisation- Meaning and characteristics

Learning Outcome:

Students will be able to explain the emergence and growth of globalization, contributions of different disciplines (i.e. economics, political science and history) to study globalization, liberalization and privatization.

Unit-II: Dimensions of Globalisation

- Economic
- Technological
- Political
- Cultural

Learning Outcome: Students will be able to analyse different dimensions of globalization using specific case studies.

Unit-III: Consequences of Globalisation

- Rising Inequality
- Environmental Degradation
- Consumerism
- Health and Security

Learning Outcome:

Students will be able to demonstrate an understanding of the consequences of globalization on different spheres of society.

Unit-IV: Impact of Globalisation in Indian Context

- Impact on Culture
- Impact on Education
- Impact on Religion
- Impact on Women

Learning Outcome:

Students can explain the impact of globalization on India's culture, education, religion and women.

Core XIV**Semester VI
Urban Sociology**

The world where we live in has become urban world as more than half of its population lives in urban area today. Urbanization has been showing up unstoppable changes in the nation-states worldwide. However, the urban world brings forth both measurable prosperity and insurmountable problems.

Course Outcomes:

- After studying this course the students gain multi-disciplinary and in-depth understanding of urban social life and its social and environmental consequences.
- The students can locate the urban space in the context of changing social issues and challenges
- Gain insight into urban problems as well as urban development programmes

Unit-I: Introduction to Urban Sociology

- Meaning and subject matter of Urban Sociology
- Importance of Urban Sociology
- Specific traits of Urban Community
- Urbanism as a way of life

Learning outcomes:

- After studying this unit the students will get well acquainted with the subject matter and importance of urban sociology.
- The students can visualise the specific traits of urban community and urbanism in the growing urban world.

Unit-II: Theories of patterns of city growth

- Concentric zone theory
- Sector model
- Multiple nuclei theory
- Exploitative model and symbolic approach theory

Learning outcomes:

• After studying this unit the students would be able to discuss the structure of city and critically analyse its growth models.

Unit-III: Urban Social Problems

- Urban Crime
- Problem of Slums
- Problem in Urban Basic Services
- Urban Pollution

Learning outcomes:

- After studying this unit the students would be able to evaluate the urban crimes, urban slums, urban pollution and urban basic services the contemporary urban world is confronting.

Pedagogy:

- Make a field visit to study the problems of urban slums/basic urban services
- Make a survey of how and why urban area get polluted
- Make a survey report on the urban crime and social life

Unit–IV: Urban Development Programmes in India

- Smart City Mission (SCM)
- Jawaharlal Nehru National Urban Renewal Mission (JNNURM)
- Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
- National Urban Livelihoods Mission (NULM)

Learning outcomes:

- After studying this unit the students would be able to evaluate different Urban Development Programmes in details.

Core XV

Sociology of Health

Human health issues have been drawing a serious global attention since corona pandemic. Despite virus impact human health has been the issue of social problems over the centuries. In this context, the sociology of health or medical sociology, studies the **relationship between human health issues, medical institutions and society** through the application of sociological theories and research methods.

Course outcomes:

- Students will come to know about the health dimensions and determinants as well as health programmes and reforms
- Get introduced with theoretical perspectives that analyse the dynamics of local, regional and global health knowledge.
- Can learn about the contemporary trends of sociology of health in India
- Can gain understanding on health sector reforms of Government of India.

Unit–I: Sociology of Health

- Meaning, Emergence and Scope
- Dimensions of Health (Physical and Mental)
- Social Determinants of Health
- Indian system of Medicine

Learning outcome:

- After reading this unit, the students will able to understand how sociology of health has been an important area of concern in contemporary societies.
- It deals with the meaning, origin and the subject matter of sociology of health as well as dimensions and determinants of health. It also reveals the holistic dimensions of Indian systems of medicine and its contemporary dynamics.

Unit-II: Sociological Perspectives on Health

- Functionalist
- Marxist
- Interactionist
- Post-structuralist

Learning outcome:

- After going through this unit, the students can demonstrate how different sociological perspectives deal with the sociology of health. While functional perspective talks about function of health care institutions for the fitness and health of the society, conflict perspective concerns with privatization and commodification of health.
- The interactionist perspective deals with the perception and experience of individuals as they negotiate with the health care institutions whereas post-structuralist perspective says that power is exercised through the everyday discursive practices of the doctors in medical establishments.

Unit-III: Health Programs in India

- Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)
- Janani Suraksha Yojana (JSY)
- National Urban Health Mission (NUHM)
- Biju Swasthya Kalyan Yojna in Odisha (BSKY)

Learning outcome:

- In this unit the students will be acquainted with the principles and practices of different health policies and programs conducted by the government of India as well as the state government.
- The students can make fieldwork/survey to know the implementation of these programmes.

Unit-IV: Health Sector Reforms of the Government of India

- Health Policies of the Government of India
- Role of ICDS
- Protective & Preventive measures
- Promotive measures (modern & indigenous)

Learning outcome:

- After reading this unit, the students will understand the various facets of health sector reforms in policy levels and the preventive, protective and promotive measures of health along with the role of ICDS in providing health care in India.
- The students will be asked to undertake a case study of ICDS in their area.

18. DEPARTMENTAL TIME TABLE

Department of Sociology Time Table 2024-25

DAYS	CLASS	09.00-10.00	10.00-11.00	11.00-12.00	12.00-01.00	01.00-02.00	02.00-03.00	03.00-04.00
MON	+3 1st SEM			HONS- SD	HONS- GCS	AEC ODIA(SCI)	M.D-	AEC ODIA(ARTS)
	+3 3rd SEM	HONS-GCS	HONS- SD	➔				
	+3 5th SEM					HONS- GCS	HONS- SD	➔
TUE	+3 1st SEM			HONS- SD	HONS- GCS	M.D-	MINOR	
	+3 3rd SEM					HONS- GCS	HONS- SD	➔
	+3 5th SEM	HONS-GCS	HONS- SD	➔				
WED	+3 1st SEM				HONS- SD	AEC ODIA(ARTS)	MINOR	AEC ODIA(SCI)
	+3 3rd SEM	➔	HONS- GCS	HONS- SD				
	+3 5th SEM					DSE-1- GCS	DSE-2- SD	➔
THU	+3 1st SEM					MINOR	HONS- SD	➔
	+3 3rd SEM				HONS- SD	HONS- SD	GE.1.2- GCS	
	+3 5th SEM	DSE-2- SD	DSE-1- GCS	➔				
FRI	+3 1st SEM					AEC ODIA(SCI)	HONS- GCS	M.D
	+3 3rd SEM			SEC ARTS & SCI	HONS- SD	HONS- GCS	GE.1.2- SD	➔
	+3 5th SEM	DSE-1- SD	HONS- SD	HONS-GCS				
SAT	+3 1st SEM		➔	HONS- GCS		AEC ODIA(ARTS)	MINOR	➔
	+3 3rd SEM				E & V	HONS- GCS	HONS- SD	SEC ARTS- & SCI
	+3 5th SEM	DSE-2- GCS	HONS- GCS	E & V	HONS- SD			

19.SEMINARS/CONFERENCE ORGANISED BY DEPARTMENT OF SOCIOLOGY

Sl.No	Type of Seminar	Place	Name of the Topic	Year
01	National Seminar	Dept. of Sociology	Role of IT in the Political Empowerment of Women in India	2011
02	Departmental Seminar	Dept. of Sociology	Violation Against Women	2016
03	Departmental Seminar	Dept. of Sociology	Changing Family Structure and Elderly Care	2018
04	Departmental Seminar	Dept. of Sociology	Women Empowerment in India	2018
05	Departmental Seminar	Dept. of Sociology	Gender Equality	2019
06	State Level Seminar	Dept. of Sociology	Domestic Violence on Women: Causes and Concerns	2020
07	Departmental Seminar	Dept. of Sociology	Impact of Covid-19 on Labourers in unorganized sectors in India	2022
08	Departmental Seminar	Dept. of Sociology	Violence Against Women 'Cause and Concern'	2023

NATIONAL SEMINAR INAUGURAL CEREMONY- 2011 “ROLE OF IT IN THE POLITICAL EMPOWERMENT OF WOMEN IN INDIA”

The National Seminar Inaugural Ceremony – 2011 on the theme “Role of IT in the Political Empowerment of Women in India” will feature several honourable guests. Among them are Prof. Binayak Ratha, Vice Chancellor of Utkal University, Bhubaneswar; Padmashree Tulasi Munda; Sj. Satrughana Sahoo, Head of the Department of Sociology; Prof. Haris Chandra Prusty, Principal of Derabish College; and Gurucharan Sethi, Organizer of the Seminar, Department of Sociology.



DEPARTMENTAL SEMINAR – 2016 “VIOLATION AGAINST WOMEN”

The honourable guests include Prof. Rekha Devi, Principal of Derabish College; Chaturbhuja Kar; Sj. Satrugana Sahoo, Head of the Department of Sociology; and Prof. Brundaban Das from the Department of Political Science.



DEPARTMENTAL SEMINAR – 2018 “CHANGING FAMILY STRUCTURE & ELDERLY CARE”

The honourable guests include Prof. D.N. Jena, Former Vice Chancellor of Utkal Culture University, Bhubaneswar; Prof. Srinibash Bhuyan, Retired Principal; Prof. Chaturbhuja Kar, Vice Principal of Derabish College; and Gurucharan Sethi, Head of the Department of Sociology.



“DEPARTMENTAL SEMINAR – 2018 “WOMEN EMPOWERMENT IN INDIA”

The honourable guests include Prof. B.C. Barik, Former Vice Chancellor of Sambalpur University, Sambalpur; Prof. Debadatta Mohanty, Retired Principal; Prof. Chaturbhuj Kar, Vice Principal of Derabish College; and Gurucharan Sethi, Head of the Department of Sociology. The event took place on 17.02.2018.



“DEPARTMENTAL SEMINAR ON “GENDER EQUALITY”-2019”

The honourable guests include Prof. Srinibash Bhuyan, Retired Principal; Dr. Rajendra Prasad Tripathy, Head of the Department of Sociology at Kendrapara Autonomous College; Prof. Chaturbhuj Kar, Principal of Derabish College; and Gurucharan Sethi, Head of the Department of Sociology. Date: 23.02.2019.



STATE LEVEL, SEMINAR ON “DOMESTIC VIOLENCE ON WOMEN ‘CAUSE & CONCERN’.”-2020

The resource persons in attendance included Dr. P.K. Kar, Retired Reader in Sociology; Sri Ajaya Kumar Rout, Retired Reader in Sociology; Dr. Prafulla Kumar Jena, Senior Lecturer in Sociology at L.N. College, Korua; Dr. Debabratta Nayak, Principal of our college; and Sri Gurucharan Sethi, Head of the Department of Sociology. Date: 13.03.2020.





“DEPARTMENTAL SEMINAR “IMPACT OF COVID-19’ON LABOURER IN UNORGANIZED SECTORS IN INDIA”

The departmental seminar on “Impact of COVID-19 on Laborers in Unorganized Sectors in India” featured the following resource persons: Sri Ajaya Kumar Rout, Retired Reader in Sociology; Sri Bhabani Prasad Panda, Head of the Department of Sociology at Birupa College, Indupur, Kendrapara; Dr. Debabratta Nayak; and Gurucharan Sethi, Head of the Department of Sociology.



“DEPARTMENTAL SEMINAR “VIOLENCE AGAINST WOMEN ‘CAUSE AND CONCERN”

The resource persons in attendance included Sri Bhabani Prasad Panda, Head of the Department of Sociology at Birupa College, Indupur; Sri Chandra Sekhar Nayak, Principal; Gurucharan Sethi, Head of the Department of Sociology; and Pratima Swain, Lecturer in Sociology.



20.SWOC ANALYSIS OF THE DEPARTMENT

Strength

Curriculum Diversity: A robust curriculum that includes various subfields like social justice, urban sociology, and global studies.

Research Opportunities: Access to research projects and partnerships with local organizations.

Student Engagement: High levels of student participation in extracurricular activities and sociology clubs.

Community Connection: Strong ties with the local community, enhancing practical learning experiences.

Weakness

Limited Resources: Insufficient funding for research projects, workshops, or guest speakers.

Faculty strength is not sufficient

Opportunities

Interdisciplinary Programs: Collaboration with other departments (e.g., education, economics, political science) to create interdisciplinary courses.

Community Projects: Increased partnerships with local organizations for applied sociology projects and internships.

Grant Funding: Opportunities for securing grants for research and program development.

Challenges

Market Competition: Increasing competition from other institutions offering sociology programs.

Changing Job Market: Need to adapt curriculum to align with current job market demands and skills required.

Technological Advances: Keeping up with the rapid pace of technological change in both teaching and research methodologies.

21.BEST PRACTICES:

- Group Discussion
- Weekly MCQ practice and Question Bank

22.FUTURE PLAN

- Motivate both teachers and students to go for research.
- Apply for research project.
- Upgradation to PG courses.
- To conduct more number of seminars.
- Student engagement in addressing society problem.

23. PHOTO GALLERY (GLIMPSES OF DEPARTMENTAL ACTIVITIES)

ନବଗତ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ସ୍ୱାଗତ



ଡେପାର୍ଟମେଣ୍ଟ-ଡି-ଓସି-ଓଏ
DEPARTMENT OF OSH & SAFETY

ଡେପାର୍ଟମେଣ୍ଟ, ଧୀ୧୦(ସମିପ): ଡେପାର୍ଟମେଣ୍ଟର ସମସ୍ତ ବିଜ୍ଞାନ ବିଭାଗ ପକ୍ଷରୁ ଏକ ଆଲୋଚନା ଚକ୍ର ସହ ନବଗତ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ସ୍ୱାଗତ କରାଯାଇଛି । କଲେଜ ଅଧ୍ୟକ୍ଷ ଚନ୍ଦ୍ର ଶେଖର ନାୟକ ଏହି ଆଲୋଚନା ଚକ୍ରରେ ଅଧ୍ୟକ୍ଷତା କରିଥିଲେ । ବିଭାଗୀୟ ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠା, ଇନ୍ଦ୍ରପୁର ବିରୁପା ମହାବିଦ୍ୟାଳୟର ସମ୍ପାଦକ ବିଜ୍ଞାନ ବିଭାଗ ମୁଖ୍ୟ ଅଧ୍ୟାପକ ବଳରାମ ପ୍ରସାଦ ପଣ୍ଡା ଯୋଗ ଦେଇଥିଲେ । ପ୍ରାଧ୍ୟାପିକା ପ୍ରତିମା ସ୍ୱାଇଁ ଧନ୍ୟବାଦ ଅର୍ପଣ କରିଥିଲେ । ବାମାମୁର ମଲିକ, ଛାତ୍ର ଚନ୍ଦ୍ରଭାନୁ ମହାନ୍ତି, ଅଧ୍ୟାପକ ଦେବେନ୍ଦ୍ରା, ସଲିଆ ପାରିବାନା ପ୍ରମୁଖ ପରିଚାଳନା କରିଥିଲେ ।

ଡେପାର୍ଟମେଣ୍ଟ ମହାବିଦ୍ୟାଳୟରେ ଆଲୋଚନାଚକ୍ର

ଡେପାର୍ଟମେଣ୍ଟ, ଧୀ୧୦(ଅପ୍ର): ଡେପାର୍ଟମେଣ୍ଟର ମହାବିଦ୍ୟାଳୟ ସମାଜ ବିଜ୍ଞାନ ବିଭାଗ ପକ୍ଷରୁ ମଙ୍ଗଳବାର ସମ୍ମିଳନୀ କକ୍ଷରେ ଏକ ଆଲୋଚନାଚକ୍ର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । ଏହି ଅବସରରେ ନୂତନ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ସ୍ୱାଗତ କରିବା ପାଇଁ ସମର୍ଥନ ଉପରେ ମଧ୍ୟ ଅନୁଷ୍ଠିତ ହୋଇଥିଲା । ଅଧ୍ୟକ୍ଷ ଚନ୍ଦ୍ରଶେଖର ମଲିକଙ୍କ ସଭାପତିତ୍ୱରେ ଅନୁଷ୍ଠିତ ଉପସଭାରେ 'ନଗାମାନଙ୍କ ପ୍ରତି ହିଂସା' ଏହାର ଲକ୍ଷ୍ୟ ଓ ସଚେତନତା ଶୀର୍ଷକ ଆଲୋଚନାଚକ୍ର ଅନୁଷ୍ଠିତ ହୋଇଥିଲା । ବିଭାଗୀୟ ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠାଙ୍କ ସଂଯୋଜନାରେ ଅନୁଷ୍ଠିତ ଇଫ୍‌ଇମ୍‌ସିରେ ବିରୁପା ମହାବିଦ୍ୟାଳୟ ସମାଜ ବିଜ୍ଞାନ ମୁଖ୍ୟ ପ୍ରାଧ୍ୟାପକ ବଳରାମ ପ୍ରସାଦ ପଣ୍ଡା ମୁଖ୍ୟବନ୍ଧୁ ଭାବେ ଯୋଗଦେଇ ମହିଳାମାନଙ୍କ ପ୍ରତି ହିଂସା ଓ ନାରୀ ସମ୍ବନ୍ଧରେ ଆଲୋଚନା କରାଯାଇଥିଲା । ଏହାଛଡ଼ା ଡେପାର୍ଟମେଣ୍ଟର ଅଧ୍ୟକ୍ଷ ଚନ୍ଦ୍ରଶେଖର ମଲିକଙ୍କୁ ସ୍ୱାଗତ କରିବା ପାଇଁ ଉପସଭାରେ ଉପସଭାପତି ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠାଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ ।

ଲିଙ୍ଗଗତ ସମାନତା ସମ୍ପର୍କିତ ଆଲୋଚନାଚକ୍ର

The 'Samaj' Dt. 14.3.2019



ଡେପାର୍ଟମେଣ୍ଟ, ଧୀ୧୦(ସମିପ): ଡେପାର୍ଟମେଣ୍ଟର ସମସ୍ତ ବିଭାଗ ପକ୍ଷରୁ ଏକ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । ଏହି ଉତ୍ସବରେ କଲେଜ ପରିସରରେ ଅନୁଷ୍ଠିତ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅଧ୍ୟକ୍ଷତା କରିଥିଲେ । ଏଥିରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠା ଯୋଗଦେଇ ଉପସଭାରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠାଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ । ଏହାଛଡ଼ା ଡେପାର୍ଟମେଣ୍ଟର ଅଧ୍ୟକ୍ଷ ଚନ୍ଦ୍ରଶେଖର ମଲିକଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ ।

ସମାଜବିଜ୍ଞାନ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ବିଦାୟ ସମ୍ବର୍ଦ୍ଧନା



ଡେପାର୍ଟମେଣ୍ଟ, ଧୀ୧୦(ସମିପ): ଡେପାର୍ଟମେଣ୍ଟର ମହାବିଦ୍ୟାଳୟ ସମାଜ ବିଜ୍ଞାନ ବିଭାଗ ପକ୍ଷରୁ ଏକ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । ଏହି ଉତ୍ସବରେ କଲେଜ ପରିସରରେ ଅନୁଷ୍ଠିତ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅଧ୍ୟକ୍ଷତା କରିଥିଲେ । ଏଥିରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠା ଯୋଗଦେଇ ଉପସଭାରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠାଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ । ଏହାଛଡ଼ା ଡେପାର୍ଟମେଣ୍ଟର ଅଧ୍ୟକ୍ଷ ଚନ୍ଦ୍ରଶେଖର ମଲିକଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ ।

ସମାଜ ବିଜ୍ଞାନ ସମ୍ମାନ ପକ୍ଷରୁ ବିଦାୟକାଳୀନ ସମ୍ବର୍ଦ୍ଧନା



ଡେପାର୍ଟମେଣ୍ଟ, ଧୀ୧୦(ସମିପ): ଡେପାର୍ଟମେଣ୍ଟର ସମସ୍ତ ବିଭାଗ ପକ୍ଷରୁ ଏକ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । ଏହି ଉତ୍ସବରେ କଲେଜ ପରିସରରେ ଅନୁଷ୍ଠିତ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅଧ୍ୟକ୍ଷତା କରିଥିଲେ । ଏଥିରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠା ଯୋଗଦେଇ ଉପସଭାରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠାଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ । ଏହାଛଡ଼ା ଡେପାର୍ଟମେଣ୍ଟର ଅଧ୍ୟକ୍ଷ ଚନ୍ଦ୍ରଶେଖର ମଲିକଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ ।

Departmental Seminar on

ବୟୋଜ୍ୟେଷ୍ଟଙ୍କ ସ୍ତ୍ରୀଶକ୍ତି ଓ ନାରୀ ସଶକ୍ତିକରଣ ଉପରେ ଗୁରୁତ୍ୱ



ଡେପାର୍ଟମେଣ୍ଟ, ଧୀ୧୦(ସମିପ): ଡେପାର୍ଟମେଣ୍ଟର ସମସ୍ତ ବିଭାଗ ପକ୍ଷରୁ ଏକ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । ଏହି ଉତ୍ସବରେ କଲେଜ ପରିସରରେ ଅନୁଷ୍ଠିତ ଆଲୋଚନାଚକ୍ର ଉତ୍ସବର ଅଧ୍ୟକ୍ଷତା କରିଥିଲେ । ଏଥିରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠା ଯୋଗଦେଇ ଉପସଭାରେ ଉପସଭାପତି ଭାବେ ଡେପାର୍ଟମେଣ୍ଟର ମୁଖ୍ୟ ଅଧ୍ୟାପକ ଗୁରୁତରଣ ସେଠାଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ । ଏହାଛଡ଼ା ଡେପାର୍ଟମେଣ୍ଟର ଅଧ୍ୟକ୍ଷ ଚନ୍ଦ୍ରଶେଖର ମଲିକଙ୍କୁ ସ୍ୱାଗତ କରିଥିଲେ ।





