DEPARTMENT OF SOCIOLOGY

CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA

Overview of the Department of Sociology

1. Introduction

Sociology, as a discipline, holds a mirror to society by exploring human relationships, institutions, cultures, and structures. At *Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya*, the **Department of Sociology** plays a vital role in cultivating a deeper understanding of social dynamics and fostering critical social thought among students. Since its inception, the department has remained committed to the values of academic rigor, inclusiveness, and social relevance.

2. Historical Background

The Department of Sociology was established in the year **2007** as part of the college's broader mission to expand its academic horizons in the field of humanities and social sciences. The department commenced with only **two faculty members, Mrs. Pranati Bhowmick & Mrs. Pamela Dey**, who laid the academic and administrative foundation with unmatched dedication and vision.

In the formative years, the department faced multiple infrastructural and resource limitations. Despite these challenges, the teaching-learning process continued with zeal, driven by a commitment to quality education and the broader mission of community development.

To strengthen the department, **Mr. Amit Kumar Bhunia** and **Mrs. Payel Maity Guin** joined the faculty in subsequent years. Their collective efforts and teamwork significantly contributed to the stabilization and academic growth of the department.

A significant milestone in the department's journey was the appointment of **Prof. Pranay Kanti Das** as the Head of the Department on **22nd August 2019**. Under his stewardship, the department entered a phase of organized development, with a renewed focus on streamlining academic activities, initiating co-curricular engagements, and aligning departmental objectives with institutional goals.

3. Vision and Mission

Vision:

To become a centre of academic excellence in the field of Sociology by nurturing critical thinkers and socially responsible citizens capable of understanding and addressing complex social realities.

Mission:

- To offer quality education in Sociology that is socially relevant, academically sound, and ethically grounded.
- To empower students to develop a scientific understanding of society and social phenomena.
- To engage students in community development and encourage them to contribute meaningfully to society.

4. Objectives

The Department of Sociology strives to:

- Equip students with conceptual, theoretical, and methodological tools to understand and analyze social structures, issues, and change.
- Encourage a multidisciplinary approach to social inquiry by integrating knowledge from other disciplines like Political Science, History, and Economics.
- Promote awareness of pressing social issues such as inequality, poverty, gender, caste, and globalization.
- Develop students' skills in observation, interpretation, analysis, and research.
- Foster academic curiosity, civic consciousness, and ethical responsibility.
- Organize seminars, workshops, and field visits to enhance practical knowledge and community engagement.

5. Academic Environment

Though the department currently offers only a **General Undergraduate Course**, it maintains a high standard of teaching through:
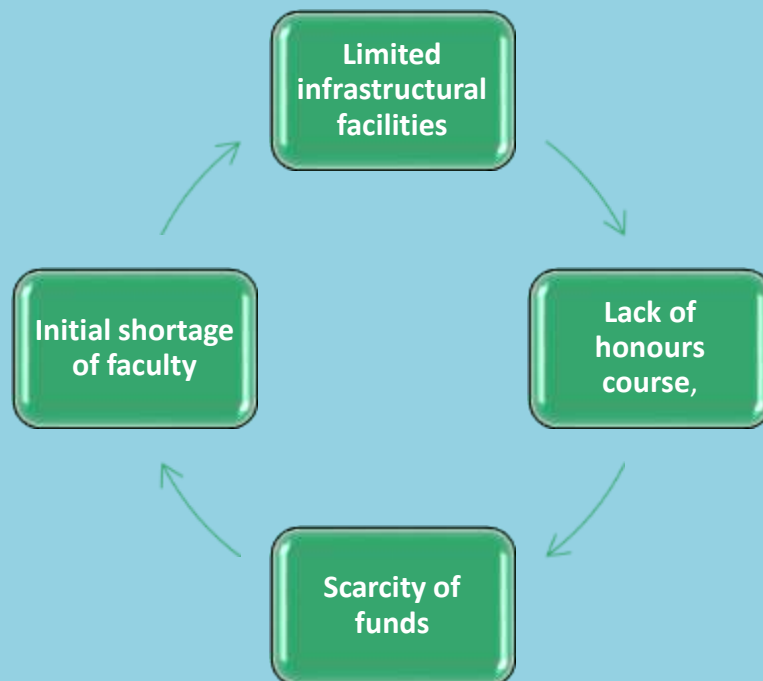
- **Regular interactive lectures and discussions**
- **Internal assessments and tutorial classes**
- **Student presentations, debates, and group activities**
- **Special lectures by invited experts**

The department places a strong emphasis on **value-based learning**, encouraging students to critically reflect on their own social realities and roles as active citizens.

6. Challenges

The journey of the department has not been without difficulties. Some of the notable

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            ┌─────────────────┐
            │    Limited       │
            │ infrastructural  │
            │   facilities     │
            └─────────────────┘
   ┌──────────────┐      ┌──────────────┐
   │   Initial    │      │   Lack of    │
   │  shortage    │      │   honours    │
   │  of faculty  │      │   course,    │
   └──────────────┘      └──────────────┘
            ┌─────────────────┐
            │  Scarcity of     │
            │     funds        │
            └─────────────────┘
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challenges faced include:

- **Limited infrastructural facilities** such as departmental rooms, dedicated library resources, and digital tools.
- **Initial shortage of faculty** leading to a heavy teaching load and limited time for academic innovation.
- **Lack of honours course**, which restricts students from specializing in Sociology within the institution.
- **Scarcity of funds** for organizing seminars, fieldwork, and other academic enrichment programmes.

Despite these hurdles, the department has shown commendable resilience and a strong desire for growth and improvement.

## 7. Achievements and Contributions
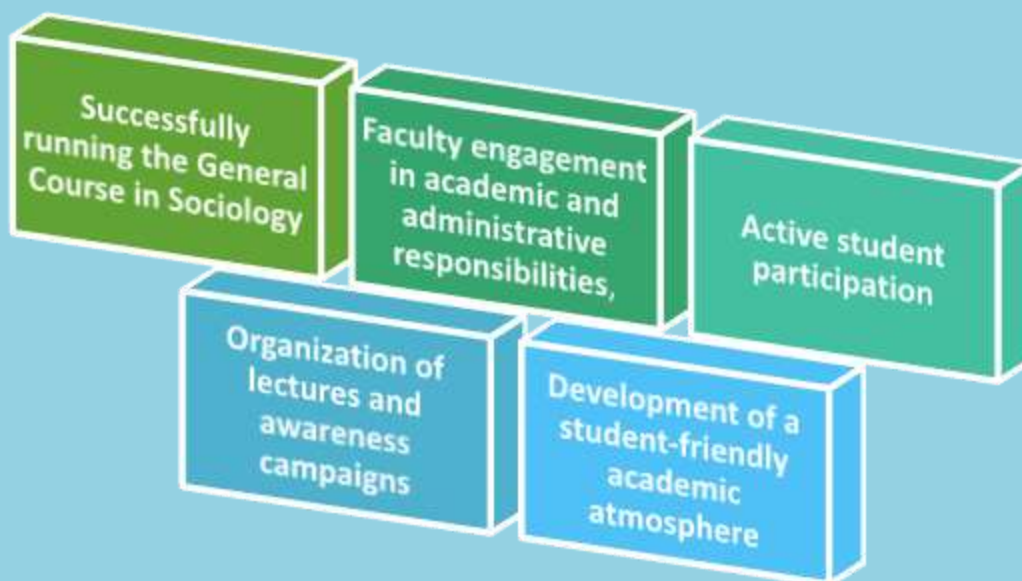
- **Successfully running the General Course in Sociology** since 2007 with consistently positive student feedback.
- **Faculty engagement in academic and administrative responsibilities**, contributing to the development of the college.
- **Active student participation** in institutional activities like NSS, cultural programmes, and social awareness drives.

- **Organization of lectures and awareness campaigns** on themes like gender equality, social justice, and mental health.
- **Development of a student-friendly academic atmosphere**, encouraging open dialogue and mentorship.

8. Future Plans

The Department of Sociology envisions an ambitious roadmap for future development, including:

Academic Expansion

Faculty Developmen

Community Engagement

Research and Fieldwork

Infrastructure Development
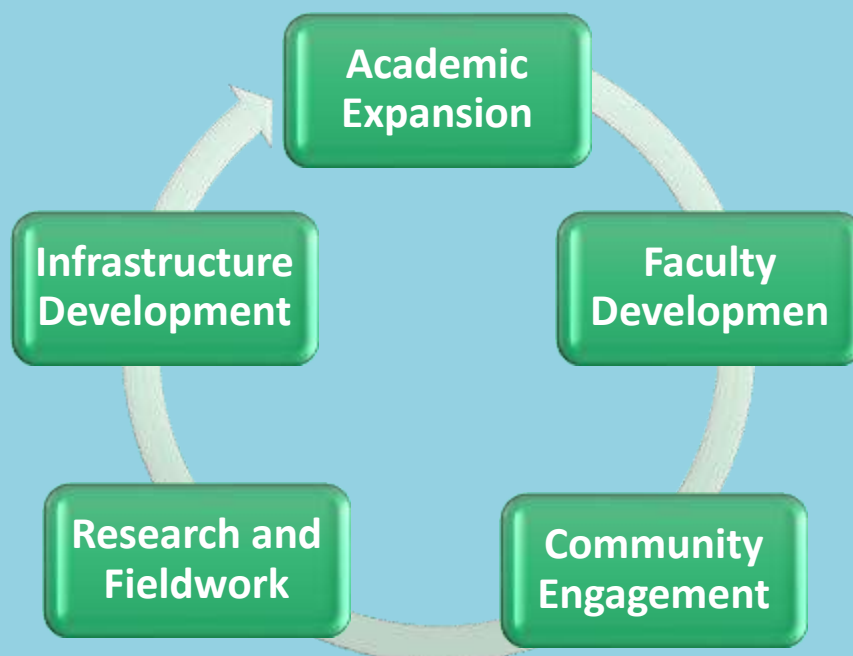
Academic Expansion

- Introduction of an **Honours Programme in Sociology** to provide in-depth specialization and research exposure to students.
- Proposal for **interdisciplinary and skill-based courses** to improve student employability and academic versatility.

Infrastructure Development

- Establishment of a **departmental library and reading room** with access to journals, textbooks, and digital resources.
- Development of **smart classrooms** and use of ICT tools to enhance the teaching-learning experience.

Research and Fieldwork

- Encourage **student-led field projects** and community studies on local socio-cultural issues.
- Collaboration with **government agencies, NGOs, and academic bodies** for research and extension activities.

Community Engagement

- Launch of **awareness programmes, outreach activities**, and **workshops** on topics such as domestic violence, sanitation, social inequality, and rural development.

Faculty Development

- Active participation in **refresher courses, FDPs (Faculty Development Programmes), and research initiatives**.
- Encouraging publications and paper presentations in national and international platforms.

9. Conclusion

The Department of Sociology at *Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya* has come a long way since its humble beginning in 2007. With a small but dedicated team of faculty members, the department has consistently worked towards building a nurturing, inclusive, and intellectually vibrant academic space. While challenges remain, the department's clear vision, strong academic foundation, and continuous efforts toward growth and excellence ensure that it will continue to be a significant contributor to the intellectual and social life of the college.

The department looks forward to scaling new heights with the introduction of advanced programmes, better infrastructure, and deeper community involvement—always staying true to the ideals of **academic integrity, social responsibility, and student-centric education**.

Faculty Profile (As of 2025)

The Department of Sociology is currently served by a dedicated team of four faculty members, combining both permanent and State Aided College Teachers (SACTs). Together, they bring a wealth of experience and diverse academic interests, forming the backbone of the department's teaching and learning ecosystem.

- **Total Faculty**: 4
- **Assistant Professor**: 1
- **SACT Faculty**: 3
- **Specializations**: Social Change, Indian Sociology, Industrial Sociology

Faculty Information Table

Name of the Faculty	Designation	Date of Joining	Highest Qualification	Area of Interest	Teaching Experience
Dr. Pranay Kanti Das	Assistant Professor	22.08.2019	Ph.D	Social Change	6 years
Mr. Amit Kumar Bhuniya	SACT	01.02.2008	M.A. in Sociology	Indian Sociology	17 years
Mrs. Pranati Bhowmick	SACT	03.09.2007	M.A. in Sociology	Industrial Sociology	18 years
Mrs. Payel Maity	SACT	12.01.2010	M.A. in Sociology	Social Change	15 years

Areas of Specialization

Area of Specialization
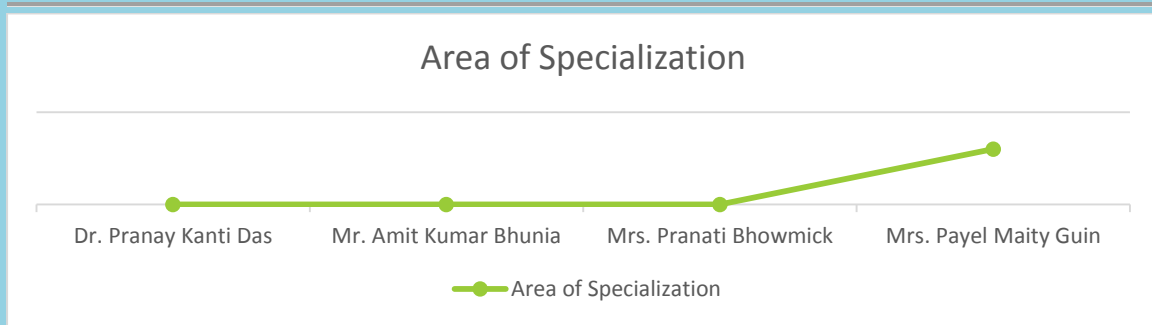
- **Social Change**: Dr. Pranay Kanti Das, Mrs. Payel Maity
- **Indian Sociology**: Mr. Amit Kumar Bhuniya
- **Industrial Sociology**: Mrs. Pranati Bhowmick

Faculty Tenure Timeline

Faculty Name	Year of Joining	Years in Service
Mrs. Pranati Bhowmick	2007	18
Mr. Amit Kumar Bhuniya	2008	17
Mrs. Payel Maity	2010	15
Dr. Pranay Kanti Das	2019	6

Key Takeaways

- All faculty members are actively involved in academic planning, curriculum implementation, and student mentoring.
- They regularly participate in college events, seminars, and contribute to interdisciplinary discussions.
- The department benefits from **strong teaching experience** and a **rich diversity of sociological expertise**.

Programme Outcomes (CBCS)

The program of learning focuses on the relevance of qualification requirements. The program learning aims to determine a systematic and comprehensible understanding of the

sociological concepts and theories. The learning objectives relate the analytical understanding of both the subject and its theoretical understanding to the actual experiences of the student. The students will be prepared with critical thinking, facilitating them to understand social, economic, political, and cultural institutional performances better and more systematically. With this advanced understanding, students will have the analytical skills to interpret the sociological theories and build altered world views that are logically independent in analyzing the formation of scientific concepts. The students will be able to determine the use of the skills and techniques to explore social phenomena. The operational analysis fits the activities of quantitative and qualitative research to emphasize formulating research design, methods of data collection, and data analysis that students will be able to conduct. In an application where the aim is learning, for example, by studying the 'Gender and Sexuality' paper, students will understand the issues related to gender and sexuality in a historical context: social construction, critical theories, critical thinkers, and present approaches. It will also provide them with the tools and skills to develop and integrate a gender perspective that addresses particular strengths for analyzing the multilayered characteristics of society in general and gender and sexuality in particular. Having learned the approach, technique, and theories to understand complex social and cultural realities, the students learn to develop responsible persons in society. On the other hand, students learn to respect all kinds of opinions and ideas, helping them to become rational beings.

DSC-1A(CC-1): INTRODUCTION TO SOCIOLOGY

The term sociology was first used by French Philosopher Auguste Comte in the 1830s when he proposed synthetic science uniting all knowledge about human activity. Sociology as a structured way of understanding the world. Sociology studies the ways people shape and are shaped by the groups and communities to which they belong. sociology is the scientific study of society, including patterns of social relationships, social interaction and culture.

DSC-1B(CC-2): SOCIOLOGY OF INDIA

Sociology in India deals with the professional activities of sociologist, which are related to the teaching of sociology in India the discussion on sociology of India concerns itself

with approaches to the study of Indian society. This is related to the researches which are done on Indian society, cast, village, kingship studies etc.

DSC-1C(CC-3): SOCIOLOGICAL THEORIES

A sociological theory is a supposition that intends to consider analyze and explain object of social reality from a sociological perspective drawing connection between individual concepts in order to organize and substantiate sociological knowledge.

DSC-1D(CC-4): METHODS OF SOCIOLOGICAL ENQUIRY

Social science is concerned with the explanation of human behaviour. Data of some kind will play an important role in such explanations and to these end social scientists have devised methods are techniques for the systematic collection of data. Methods are processes and principles by which we approach the problems and seek answers. Every method has its own techniques and techniques are tools for data collection. Here we will discuss the most widely used research methods and techniques.

DSE-1: SOCIAL STRATIFICATION: -

In every society people differ from each other following various factors. They are different from others in terms of age, sex, personal traits

and more just like any other society Indian society is also heterogeneous instead of homogeneous. Apart from the differences that are natural people also differentiate on the basis of status, power, income and more. we may also refer to it as social stratification or social inequality. In Indian society stratification mainly happens considering peoples cast, class and gender.

DSE-2: GENDER AND SEXUALITY

A strength of this approach is its presentation of the diversity of human experience and the multiplicity of critical perspectives. A weakness is it failure to convey the commonalities in race, class, gender, and sexuality analysis of social reality. To aid in teaching and research on race, class, cast, gender and sexuality this article presents 6 common themes that characterize this scholarship. Race class, gender and sexuality are sexuality are historically and globally

specific, socially constructed power for relations that simultaneously operate at both the macro and micro levels of society.

GE-1: INVITATION OF SOCIOLOGY

Sociology is the systematic and scientific study of human behaviour in groups and society. Sociological study various aspects of social life including behaviour in large organizations and small groups deviant behaviour and the characteristics of political and religious institutions and social movements. Sociologists study the social psychological explanations for behaviour.

GE-2: SOCIOLOGICAL THEORIES

Sociologists study social events, interactions, and patterns, and they develop a theory in an attempt to explain why things work as they do. a sociological theory seeks to explain social phenomena. Theories can be used to create a test table proposition, called a hypothesis, about society.

SEC-1: FRAMING QUESTIONNAIRE AND CONDUCTING INTERVIEW

Basic to any research design is the collection of data, either from primary sources or secondary sources or both primary and secondary sources. Primary data is directly collected through the process of fieldwork, whereas secondary data is obtained from published and unpublished documents. In this unit, we shall discuss the main techniques of primary data collection-questionnaire, interview and scheduled. The choice of the research tool to be employed, its specific preparation, construction and use largely depends on the aim, nature, and scope of the study.

SEC-2: HANDLING DATA: CODING AND TABULATION

The survey data collected from the field should be processed and analyzed as indicated in the research plan. Data processing primarily involves editing, coding, classification and tabulation of data, so that it becomes amenable for data analysis. This unit concentrates on

various aspects of data processing. The processing of data can either be in the form of tables or in the form of' graphs.

SEC 3: GENDER SENSITIZATION

 Gender Sensitization presents a compilation of information on gender awareness, bringing forward the distinction between sex and gender whilst defining other gender related terminology. The module reflects upon the ways in which gender and other gender related terminology are socially constructed and the important role that education can play in sensitizing the people to change their mindset. In order to have a better understanding of the concepts of equality and non-discrimination, the two fundamental aspects of our constitution, there is a need to understand the basic concepts like difference between sex and gender, gender roles, gender stereotypes, gender division of labour, gender discrimination, gender-based violence, masculinity, patriarchy, gender equality and so on. These concepts are necessary to understand because "the gender question is not just about women and men and how they interact (the gender question, Human development report, 2000)1 but understanding these concepts would help in sensitizing people about curbing the gender biases prevailing in the society and would help in empowering girls and women to achieve their goals. It is aimed at sensitizing adolescent girls and boys towards existing gender inequalities. With understanding comes ability to bring about attitudinal changes towards Gender based violence.

SEC-4: PROJECT REPORT WRITING

A project report is a comprehensive document that outlines a project's details, progress, and outcomes. It provides stakeholders a clear understanding of the project's purpose, scope, and deliverables. A project report serves as a record of the entire project lifecycle, from initiation to completion. A project report enables better decision-making, evaluation, and communication by effectively documenting project-related information.

A project report is a document that specifies the status of a project and other related information. In other words, it is a report that includes all the details about a project, navigating each step with great insight. This document helps to ascertain the feasibility of the activities or plans taken to fulfil a particular project's objectives.

PROGRAMME OUTCOME (NEP)

MJ-1: INTRODUCTION TO SOCIOLOGY

The term sociology was first used by French Philosopher Auguste Comte in the 1830s when he proposed synthetic science uniting all knowledge about human activity. Sociology as a structured way of understanding the world. Sociology studies the ways people shape and are shaped by the groups and communities to which they belong. sociology is the scientific study of society, including patterns of social relationships, social interaction and culture.

MJ-2: SOCIOLOGY OF INDIA

Sociology in India deals with the professional activities of sociologist, which are related to the teaching of sociology in India the discussion on sociology of India concerns itself with approaches to the study of Indian society. This is related to the researches which are done on Indian society, cast, village, kingship studies etc.

MI-1 & MI-C: INDIAN SOCIETY: IMAGES AND REALITIES

Images and realities are an interdisciplinary introductory course on Indian society. It constitutes Indian society as an object of study through delineating the historical processes and ideological tensions that tentatively constitute this object.

MI-2& MI-C: GENDER, VIOLENCE AND POLITICS

Gender based violence is a general term used to capture any type of violence that is rooted in exploiting unequal power relationships between genders. This can include gender norms and role expectations specific to a society as well as situation power imbalances and inequities.

MDC-2: GENDER STUDIES

Gender studies is an inter disciplinary academic field devoted to analysing gender identity and gender representation. Gender studies or originated in the field of women studies, concerning feminism, gender and politics. The field now overlaps with queer Studies and men's studies.

Course Outcomes: (CBCS)

GE-1: Indian Society: Images and Realities

Course Outcomes:

1. A familiarity with ideas of India in their social and historical context.

2. An acquaintance with key institutions and processes of Indian society.

 3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.

 4. A preliminary understanding of sociological discourse on Indian society.

5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

GE-2: GENDER AND VIOLENCE

Course Outcomes: -

1) This course will help students to understand Gender Based Violence, Social perspective of gender violence.
2) Understanding Functional perspectives of gender violence, structural and situational violence-caste and gender, domestic and family violence, harassment in workplace, Nature of sexual violence, Gender and violence of media.
3) Legislative measures in India for curbing sexual violence, Analysis of Domestic Violence Act, 2005.

GE-3: SOCIOLOGY OF EDUCATION

Course Outcomes:

On successful completion of the course, students should be able to:

1. The students would be able to elaborate various theoretical perspectives and framework emerged in the field of sociology of education
2. Students would be able to map the growth and development of sociology of education in India
3. Students would be able to discuss and debate on the contemporary educational issues and concerns.

GE-4: POPULATION AND SOCIETY

Course Outcomes:-

On successful completion of this course, students will be able to

1. Demonstrate a knowledge of key concepts in and different approaches to population studies.

2. Recognize the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.

3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.

4. Undertake a sociological analysis of international and national population dynamics and population policies.

DSC-1A(CC-1): INTRODUCTION TO SOCIOLOGY

Course Outcomes: -

this paper focus on the origin and development of sociology as a different discipline. after studying the paper, the learner should be able to-

1) outline the background to the emergence of sociology as a discipline.

2) understand the basic concept of sociology and relate them to social life.

3) over view of a sociological way of thinking.

DSC-1B(CC-2): SOCIOLOGY OF INDIA

Course Outcomes: -

The paper focuses on the functioning of various institution of society. After studying this paper students should be able to

(1) Analyses different basis of plurality in India

(2) Define the structure of caste class tribe kingship and village.

(3) Describe the shifts in issues addressed by the women's movement and the nature of dalit movement.

(4) Discuss the growth of communalism in India.

DSC-1C(CC-3): SOCIOLOGICAL THEORIES

Course Outcomes: -

The core course on sociological theories presents the very essence of disciplinary knowledge. a student on course competition will have a basic grounding in sociological thought:

1)The student shall also be able to relate the theories to the development of the discipline of sociology.

2)The very nature of the course requires higher order thinking skills among students thus the students shall develop reflective thinking.

3) With a basic grounding in theories the course will provide a meaningful platform for life long learning for the desiring student.

DSC-1D(CC-4): METHODS OF SOCIOLOGICAL ENQUIRY

Course Outcomes: -

1)Students are able to understand nature of scientific method in social science research.

2)Quantitative and qualitative approach to research.

3. promotes towards research.

DSE-1: SOCIAL STRATIFICATION

Course Outcomes: -

1)To make students understand the pervasive nature of social inequality and there.

2)Contextual variations.

3)Develop a critical understanding of the structure and social change through the lens of social stratification.

4)How persistence of inequality brings in anxieties and tension in social life.

DSE-2: GENDER AND SEXUALITY

Course Outcomes: -

1)Different between sex and gender.

2)Define gender roles, gender role socialization and gender role identify.

3)Compare females life experience to that of males.

4)To get overview and familiar with the national and international legal frameworks that promotes gender equality and women's human rights.

GE-1: INVITATION OF SOCIOLOGY

Course Outcomes: -

This paper focuses on the origin and development of sociology as a different discipline. After studying the paper, the learner should be able to -

1)Outline the background to the emergence of sociology as a discipline.

2)Understand the basic concept of sociology and relate them to social life.

3) Overview of sociological way of thinking.

GE-2: SOCIOLOGICAL THEORIES

Course Outcomes: -

1)Articulate a sociology perspective.

2)Apply sociological theories to understand social phenomena.

3) Critically evaluate explanations of human behavior and social phenomena.

4)Apply scientific principles to understand the social world.

SEC-1 : FRAMING QUESTIONNAIRE AND CONDUCTING INTERVIEW

Course Outcomes: -

(1)A questionnaire should clearly mention the purpose for which it will be used.

(2) Clear instructions should be provided to respondents for filling-up the questionnaire.

(3) All questions should be in simple language, easy to understand and self-explanatory.

(4) All the questions should relate with the objectives of the study. Unnecessary questions should not be included in the questionnaire.

SEC-2: HANDLING DATA: CODING AND TABULATION INTRODUCTION

Course Outcomes: -

1) It is useful in the classification of the responses into meaningful categories.

2) It simplifies the difficult task of processing the qualitative information.

3) One code is specific to only one kind of information so that a given response falls in only one category.

4)Computation of the data is made easier.

5)Comparison of data becomes very simple.

SEC 3: GENDER SENSITIZATION

Course Outcomes: -

(1) To behave in a manner which is sensitive to gender justice.

(2) Modification of behavior.

(3) Helps people in examining their personal attitudes.
(4) Changing behavior and instilling empathy.

(5) Against sexual harassment at workplace.

SEC-4: PROJECT REPORT WRITING

Course Outcomes: -

(1) Project reports are an important source for managers and stakeholders, to monitor the current   progress and measure against the original schedule.

(2) It helps to predict the threats and develop proper steps to recover.

(3) The report makes it easier to control the cost and budget apart from the budgeted cost.

(4) It will be a source of information to respond to success, stagnation, team results, or quality of work.

Course Outcome: CCFUP

MJ-1: INTRODUCTION TO SOCIOLOGY

Course Outcomes: -

this paper focus on the origin and development of sociology as a different discipline. after studying the paper, the learner should be able to-

1) outline the background to the emergence of sociology as a discipline.

2) understand the basic concept of sociology and relate them to social life.

3) over view of a sociological way of thinking.

MJ-2: SOCIOLOGY OF INDIA

Course Outcomes: -

The paper focuses on the functioning of various institution of society. After studying this paper students should be able to

(1) Analyse different basis of plurality in India

(2) Define the structure of caste class tribe kingship and village.

(3) Describe the shifts in issues addressed by the women's movement and the nature of Dalit movement.

(4) Discuss the growth of communalism in India.

MI-1 & MI-C: INDIAN SOCIETY: IMAGES AND REALITIES

Course Outcomes:

1. A familiarity with ideas of India in their social and historical context.

2. An acquaintance with key institutions and processes of Indian society.

3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.

4. A preliminary understanding of sociological discourse on Indian society.

5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

MI-2& MI-C: GENDER, VIOLENCE AND POLITICS

Course Outcomes: -

1) This course will help students to understand Gender Based Violence, Social perspective of gender violence.
2) Understanding functional perspectives of gender violence, structural and situational violence-caste and gender, domestic and family violence, harassment in workplace, Nature of sexual violence, Gender and violence of media.
3) Legislative measures in India for curbing sexual violence, Analysis of Domestic Violence Act, 2005.

MDC-2: GENDER STUDIES

Course Outcomes: -

*Identify and analyze the links among gender, sexuality, identity, power and social justice.

*Analyses of gender and sexuality in specific works.

*Social and responsibility.

Student-Centric Teaching Methodologies

Summary of Methods Implemented

The department has adopted a **blended approach** to teaching, incorporating **problem-solving techniques**, **experiential learning**, **participative strategies**, and the use of **ICT tools** to ensure inclusive and interactive learning experiences. The table below documents a sample of methods

applied across semesters and courses.

Detailed Table of Methodologies

Methodology	Method/Tool	Course Code	Text/Topic	Date
Problem Solving	Project Paper	SEC-4	Project Report Writing	29.05.2024
Experiential Learning	Open Book	DSC-1D/2D	Methods of Sociological Enquiry	24.06.2024
Participative Learning	Class Test	MI-1/C-1	Indian Society: Images and Realities	03.09.2024
	Quiz	MI-2/C-2	Gender, Violence and Sexuality	28.09.2024
	Writing Assignment	MI-3/C-3	Population and Society	26.03.2025
ICT-Based Learning	PowerPoint Presentation	GE-2	Gender and Violence	11.09.2023
	PowerPoint Presentation	GE-4	Population and Society	08.07.2024
	PowerPoint Presentation	MI-2/C-2	Gender, Violence and Sexuality	06.09.2024
	PowerPoint Presentation	MDC-2	Gender Studies	14.09.2024
	PowerPoint Presentation	DSE-1A/2A	Social Stratification	11.01.2025
ICT-Based Learning	Web Search	SEC-3	Gender Sensitization	04.12.2024

Note: This is a representative sample. More student-centric activities are adopted throughout the academic session

Problem Solving-PROJECT PAPER

Experiential Learning-OPEN BOOK

Participative Learning-CLASS TEST, QUIZ, ASSIGNMENT

ICT -Based Learning-POWER POINT, WEB SEARCH

Purpose and Impact

Methodology	Purpose	Student Outcome
Project Work	Enhance problem-solving, application of theory	Critical thinking, report-writing skills
Open Book Test	Encourage understanding over rote learning	Independent analysis and concept retention
Quiz/Class Test	Test comprehension and promote active engagement	Improved class participation
Writing Assignment	Develop articulation and research skills	Academic writing proficiency
PowerPoint Presentation	Foster creativity and public speaking	ICT competence and communication skills
Web Search	Improve digital literacy and independent knowledge gathering	Research and information evaluation skills

The Department of Sociology has effectively integrated **diverse, learner-centric methods** into the curriculum to promote **active learning**, **critical analysis**, and **skill development** among

students.

The department remains committed to advancing teaching innovation and ensuring students are well-equipped to understand and analyze contemporary social issues.

Report on Continuous Internal Assessment (CIA)
Academic Sessions: 2022–2025

INTRODUCTION

The Department of Sociology at Chaipat S.P.B. Mahavidyalaya is committed to implementing Continuous Internal Assessment (CIA) as a key element in evaluating student learning and academic progress. This report outlines the CIA activities conducted over the past three academic sessions (2022–2023, 2023–2024, and 2024–2025), under the CBCS and NEP (CCFUP) systems.

OBJECTIVES OF CONTINUOUS INTERNAL ASSSESSMENT

- To ensure regular academic monitoring and feedback.
- To measure comprehension, analytical thinking, and writing skills.
- To cultivate independent learning through diversified assessment formats.

- To maintain transparency and accountability in internal evaluations.

TYPES OF CONTINUOUS INTERNAL ASSSESSMENT

- **Class Test**
- **Home Assignment**
- **Quiz**
- **Open Book Examination**

Each assessment carries **full marks of 10** and is conducted thrice per course per semester, as per university guidelines.
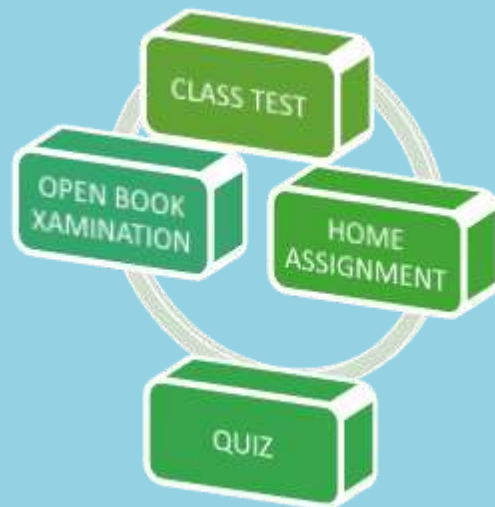
ASSESSMENT SUMMARY BY SESSION: 2022–2023

- **Semesters Covered:** 1st to 6th (Hons, Gen, SEC, DSE, GE)
- **Assessment Methods Used:** Quiz, Class Test, Open Book, Home Assignment
  - **Participation:** 2–50 students per test
  - **Total Assessments:** Over 90
  - **Examiner Pool:**
    - P.K.D. – Pranay Kanti Das
    - A.B. – Amit Kumar Bhunia
    - P.B. – Pranati Bhowmick
    - P.M. – Payel Maity

2023–2024

  - **New Implementation:** NEP-aligned MI and MJ courses (CCFUP Framework)
  - **Semesters Covered:** 1st to 6th
  - **Assessment Spread:** Balanced across all papers
  - ✓ **Max Participation:** 27 students per assessment
- ✓ **Focus:** Introduction of diversified formats and NEP-based papers

2024–2025

- **Frameworks Used:** CBCS and NEP
- **Participation:** 5–17 students per test
- **CIA Completed For:** MI-1 to MI-3 (NEP), DSC-1D, DSE-1A, SEC-3, GE (CBCS)
- **Examiners:** Same rotation ensuring fair evaluation
- **Notable Implementation:** All CIA types maintained across semesters and structures

KEY INSIGHTS

- **Assessment Regularity:** All semesters included three structured CIA tests.
- **Diverse Formats:** Multiple assessment types used to test a broad spectrum of student abilities.
- **Timely Execution:** Tests conducted as per academic calendar.
- **NEP Compliance:** Transition to CCFUP structure successful with full CIA implementation.

The Department of Sociology has ensured systematic and transparent internal assessment over the past three academic years. With consistency in execution and alignment with CBCS and NEP frameworks, the department remains committed to high academic standards and continuous evaluation practices.

INTERNAL ASSESSMENT REPORT
As per Vidyasagar University Guidelines
(CBCS & NEP Framework)

Introduction

The Department of Sociology conducts Internal Assessments (IA) as a vital part of the teaching-learning process. These assessments are designed in accordance with the **guidelines of Vidyasagar University** and the academic structures under **CBCS (Choice Based Credit System)** and **NEP (National Education Policy 2020)**. Internal assessment ensures the

academic accountability of students while also enhancing their analytical, writing, and comprehension skills.

Objectives of Internal Assessment

- To continuously monitor and assess student learning outcomes.
- To promote student engagement through classroom participation.
- To assess knowledge through diverse, student-friendly formats.
- To maintain transparency and academic fairness in evaluation.

Mechanism of Internal Assessment

Stage	Description
Notification	Assessment schedule is shared via:
	• Official College Website
	• Departmental WhatsApp Groups
	• Official College Facebook Page
Assessment Formats	• Written Test (Class Test, Quiz, Assignment)
	• Attendance Monitoring
Faculty Involvement	Faculty design question papers, invigilate tests, and evaluate scripts.
Feedback	Marks are shared with students; clarification sessions are conducted.
Documentation	Marks are recorded in departmental registers and submitted to the Exam Cell.

Marks Weightage Structure

For All Papers (Except SEC): 10

**For SEC Papers: 5**
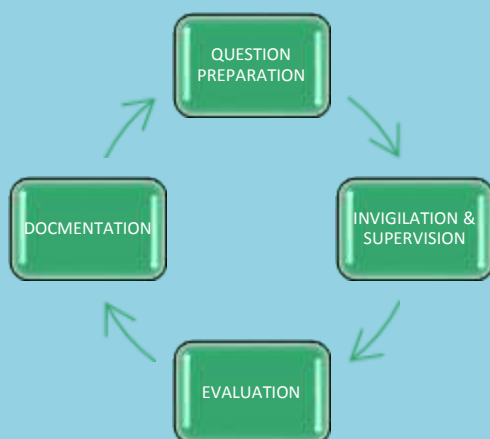
Faculty Roles & Responsibilities

- **Question Preparation:** Aligned with syllabus
- **Invigilation & Supervision:** Ensuring smooth conduct.

- **Evaluation:** Timely, fair, and recorded.
- **Documentation:** Maintaining CIA records for each student.

Communication Strategy

To ensure maximum student awareness and participation, internal assessment notifications are published through:

| Platform	Usage
College Website	Official announcement
	Public outreach
Departmental WhatsApp	Direct communication to students
College Notice Board	Official Announcements
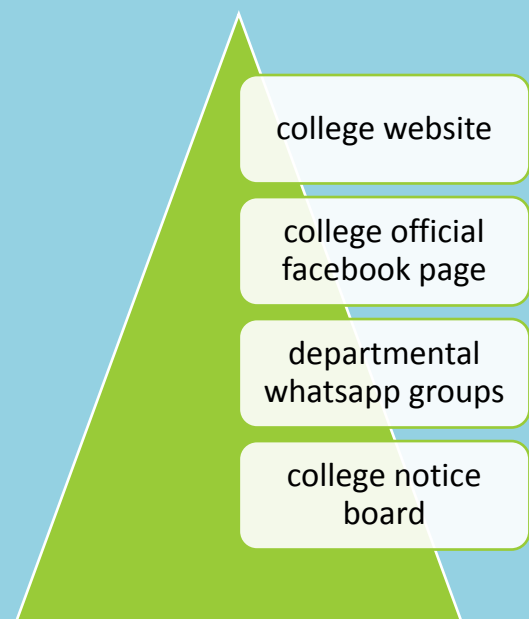
Transparency & Fairness Measures

- Uniform question pattern across sections.
- Timely publication of assessment dates.
- Timely evaluation
- Marks submission following University Guidelines

- college website
- college official facebook page
- departmental whatsapp groups
- college notice board
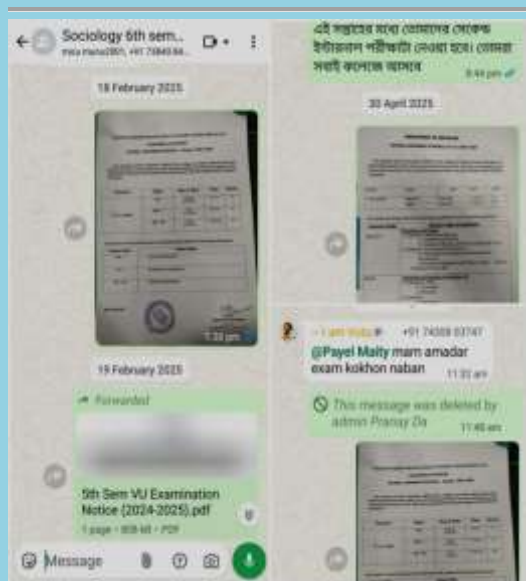
The Department of Sociology ensures that the internal assessment process is **systematic, student-friendly, transparent, and academically enriching**. By integrating multiple platforms of communication and aligning with Vidyasagar University regulations, the department maintains a high standard of academic accountability and quality assurance.

Sample of IA Questions
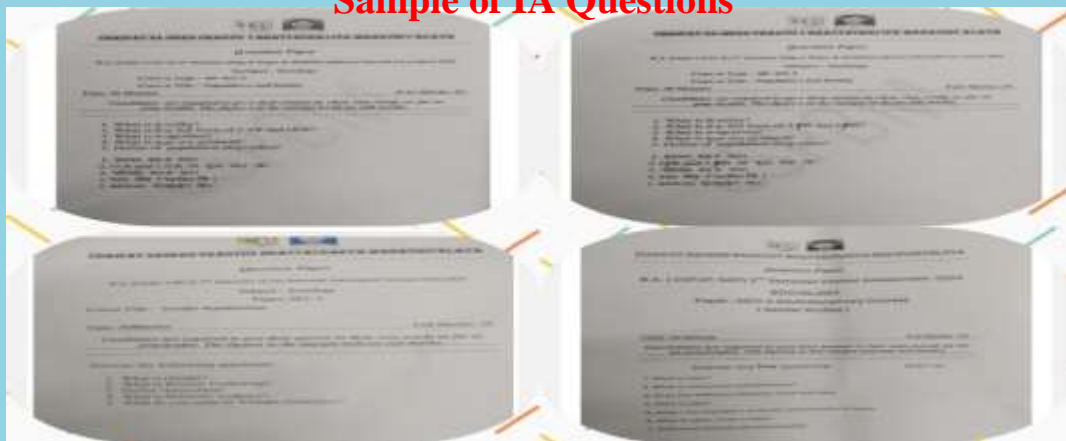
SKILL ENHANCEMENT COURSE: AN OVERVIEW

Introduction

The Department of Sociology, adhering to the **Choice Based Credit System (CBCS)** and following the **guidelines issued by Vidyasagar University**, has conducted the **SEC Project Evaluation** for the **6th Semester students**. This course is designed to foster **practical engagement with sociological research** and enhance the students' ability to critically examine social issues.

Objectives of the SEC Project

- To cultivate research aptitude among undergraduate students.
- To enable students to understand and apply sociological concepts to real-life situations.
- To enhance skills in interviewing, data collection, report writing, and presentation.
- To assess student performance through a multi-dimensional evaluation process.

Mechanism of Evaluation

Stage	Details
University Notification	Examination schedule and guidelines circulated by Vidyasagar University.
College-Level	Department circulates notice through internal channels to students.

Department of Sociology
Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya
Established: 2007 Affiliated to Vidyasagar University

Notification	
Examiner Appointment	Appointment letters issued to internal/external examiners by the college as per university instruction.
Supervision	Faculty members supervise and guide project development.
Submission & Viva	Students submit a hard copy of the project and appear for a viva/interview.

Marks Distribution for SEC Project (Total – 50 Marks)

| Component	Marks
External Evaluation	
• Interview (Viva-Voce)	30
• Project Paper (Written)	10
Internal Assessment	5
Class Attendance	5
Total	**50**

Evaluation Process
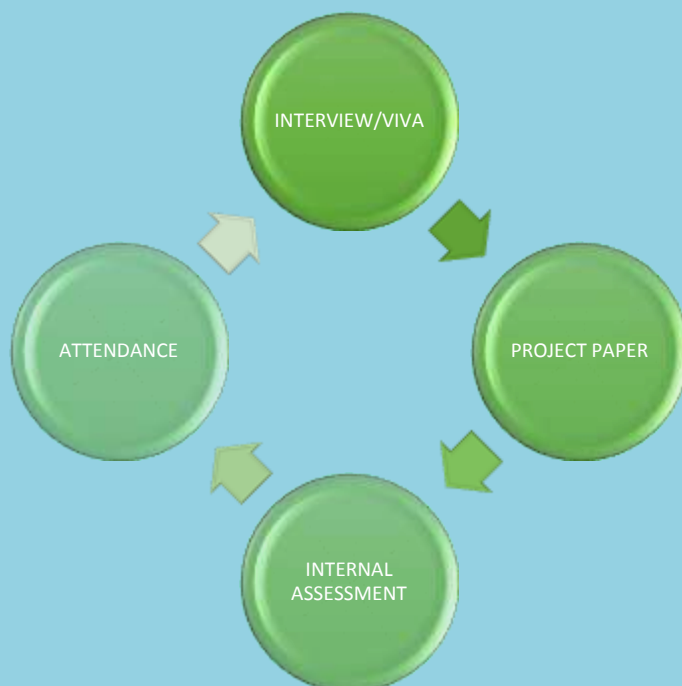
- **Interview/Viva**: Students are assessed on articulation, understanding of the topic, methodology, and sociological insight.
- **Project Paper**: Evaluated based on structure, content relevance, referencing, and originality.
- **Internal Assessment**: Based on engagement, punctuality, and responsiveness during project supervision.
- **Attendance**: Verified through departmental attendance records.

Communication Strategy

Stage	Mode of Communication
University Notification	Official university website & circulars
College Notice	Physical notice board, college website
Departmental Update	WhatsApp group, verbal intimation

Faculty Role

- Supervise student progress throughout the semester.
- Provide feedback and suggestions on research questions, tools, and report format.
- Evaluate project performance with fairness and academic rigor.

UNIVERSITY NOTIFICATION

↓

COLLEGE NOTICE

↓

DEPARTMENTAL UPDATE
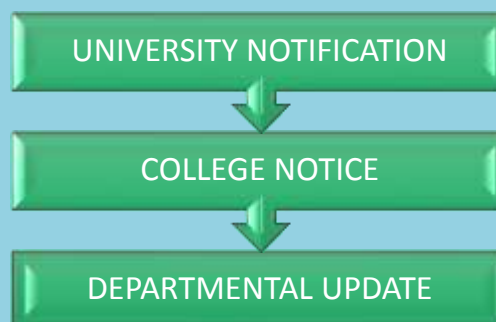
The SEC project in the Department of Sociology was conducted smoothly and transparently, maintaining strict adherence to **university regulations**. This project not only enhances academic skills but also prepares students for **future research and fieldwork**, aligning with **NEP 2020** emphasis on experiential learning.

SEC-4: Project Report Writing
6th Semester (Session: 2023–2024)

As per the curriculum under the **Choice Based Credit System (CBCS)**, students of the **6th semester** are required to undertake a project under **SEC-4: Project Report Writing**. This project work aims to enhance the students' research aptitude, analytical thinking, and sociological understanding of contemporary issues.

The Department of Sociology successfully conducted this assessment through the submission and evaluation of individual research projects under the supervision of departmental faculty.
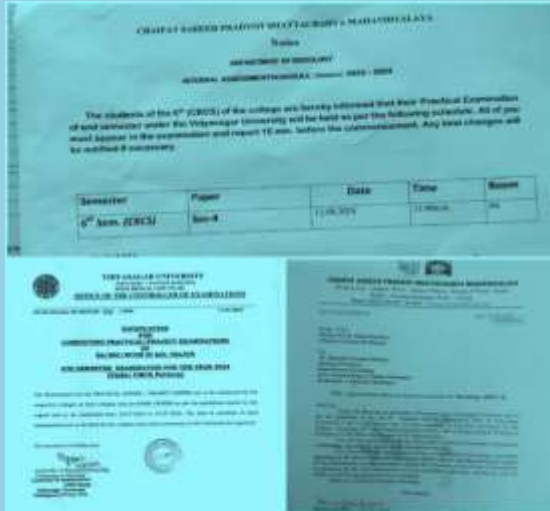
Objectives of the Project

- To encourage students to explore real-world sociological issues.
- To provide hands-on experience in research methodology and academic writing.
- To enhance understanding of data collection, interpretation, and presentation.
- To evaluate students on originality, analytical skills, and clarity of expression.

Project Supervision & Evaluation Mechanism

- **Supervision**: Each student was assigned to a faculty supervisor.
- **Guidance**: Supervisors provided research direction, topic refinement, and feedback.
- **Evaluation**: Based on content quality, structure, relevance, and presentation of findings.
- **Submission**: Final projects were submitted by April 2024 for evaluation.
- **Weightage**: The project carried **10 marks** (5 marks for project content, 5 for viva/attendance as per university regulation for SEC papers).

Project Title List

Sl. No.	Name of Student	Reg. No. & Year	Roll No.	Project Title	Supervisor
1	Subhra Alu	VU211003887 (2021–2022)	1216104, 211075	Recent Trends in Changing Family System	Amit Kumar Bhunia
2	Basanti Bera	VU211003734 (2021–2022)	1216104, 211085	Impact of Social Media on Mental Health: A Sociological Study	Pranay Kanti Das
3	Priti Samanta	VU211003827 (2021–2022)	1216104, 211096	Impact of Social Media on Mental Health: A Sociological Study	Pranay Kanti Das

4	Beauti Khatun	VU211003776 (2021–2022)	1216104, 211134	Impact of Social Media on Mental Health: A Sociological Study	Pranay Kanti Das
5	Lipika Rajpandit	VU211003794 (2021–2022)	1216104, 211135	Recent Trends in Changing Family System	Amit Kumar Bhunia
6	Mamata Bag	VU211003798 (2021–2022)	1216104, 211136	Recent Trends in Changing Family System	Amit Kumar Bhunia
7	Soniya Mondal	VU211003884 (2021–2022)	1216104, 211146	Impact of Social Media on Mental Health: A Sociological Study	Pranay Kanti Das
8	Sumona Maity	VU211003892 (2021–2022)	1216104, 211148	Recent Trends in Changing Family System	Amit Kumar Bhunia

Summary of Project Topics

Project Theme	No. of Students
Impact of Social Media on Mental Health	4
Recent Trends in Changing Family System	4

Conclusion

The Department of Sociology has effectively conducted the **SEC-4 Project Work** as per the academic schedule and university guidelines. The project submissions demonstrated students' growing engagement with empirical research and contemporary sociological themes. Faculty supervisors provided continuous guidance, ensuring quality and academic integrity in the final outputs. This report reflects the department's commitment to student-centred pedagogy and experiential learning.

Integration of Cross-Cutting Issues in the Curriculum

1. Introduction

In line with the recommendations of the **National Education Policy (NEP 2020)** and the **CBCS curriculum framework**, the Department of Sociology has integrated **cross-cutting issues** such as **Professional Ethics, Gender Sensitization, Human and Moral Values, Environment and Sustainability** into its curriculum. These issues are essential for shaping responsible, aware, and socially conscious citizens.

2. Objectives of Identifying and Integrating Cross-Cutting Issues

To sensitize students on key social, ethical, gender, and environmental issues.

To align with national educational goals of holistic, value-based learning.

To help students apply academic knowledge to solve real-world problems.

To ensure the development of responsible, empathetic, and ethically aware individuals.

To prepare students for societal leadership and informed citizenship.

3. Mechanism for Identifying Cross-Cutting Issues

The identification of cross-cutting themes is based on the following **mechanisms**:

Curriculum Mapping: Each course is analyzed to locate embedded themes related to ethics, gender, values, and environment.

NEP and CBCS Guidelines: Directives from UGC and affiliating university ensure the inclusion of these cross-disciplinary concerns.

4. Documentation of Cross-Cutting Issues in Sociology Curriculum

Dimension	Semester	Hons. /Gen.	Course Title	Credit
Professional Ethics	2nd (Gen.)	SOCSEC-02: Framing Questionnaire and Conducting Interview	3	Ethical data collection, objectivity in research
	3rd (Gen.)	SEC-1: Framing Questionnaire and Conducting Interview	2	Responsible research practices
	6th (Gen.)	SEC-4: Project Report Writing	2	Ethical reporting, social responsibility
Gender Sensitization	2nd (MIN.) &2nd (Multidisciplinary)	SOCMI-O2: Gender, Violence and Politics	4	Gender-based violence, empowerment
	2nd (Hons.)	GE-2: Gender and Violence	6	Gender roles, social awareness
	6th (Gen.)	DSE-2: Gender and Sexuality	6	Gender inclusivity, rights
Human & Moral Values	1st (Gen.)	SOCHMJ-101: Introduction to Sociology	4	Socialization, moral development
	1st (Hons.)	GE-1: Invitation to Sociology	6	Values formation, civic sense
Environment & Sustainability	2nd (Gen..)	SOCHMJ-102: Sociology of India-1	4	Social movements, environmental awareness
	2nd (Gen.)	DSC-1B: Sociology of India	6	Ecology, sustainability through Indian

Dimension	Semester	Hons. /Gen.	Course Title	Credit
				social lens
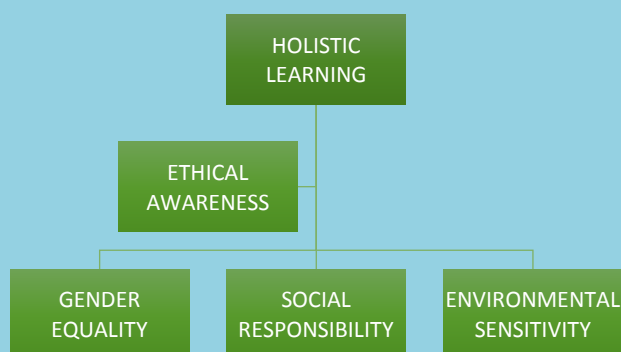
## 5. Benefits of Integrating Cross-Cutting Issues

- **Holistic Learning:** Students gain a comprehensive understanding of social dynamics beyond textbook knowledge.
- **Ethical Awareness:** Fosters a sense of professional integrity, especially in research-based tasks.
- **Gender Equality:** Promotes inclusivity and empowers students to challenge gender bias.
- **Social Responsibility:** Instills moral consciousness, compassion, and civic responsibility.
- **Environmental Sensitivity:** Encourages sustainable thinking and ecological awareness.

6. Impact on Students and Society

- ➢ Students become **sensitive to pressing societal issues** and ready to **contribute meaningfully** to social change.
- ➢ Enhanced participation in **community outreach programs, awareness campaigns**, and **gender/environment-related activities**.
- ➢ Emergence of **socially responsible graduates** who understand and advocate for justice, equity, and sustainability.

7. Future Plans

- ■ **Workshops and Seminars:** Organizing events on ethics, sustainability, and gender sensitization in collaboration with NGOs and governmental bodies.
- ■ **Research Projects:** Encouraging students to undertake mini-projects on social issues with practical outcomes.
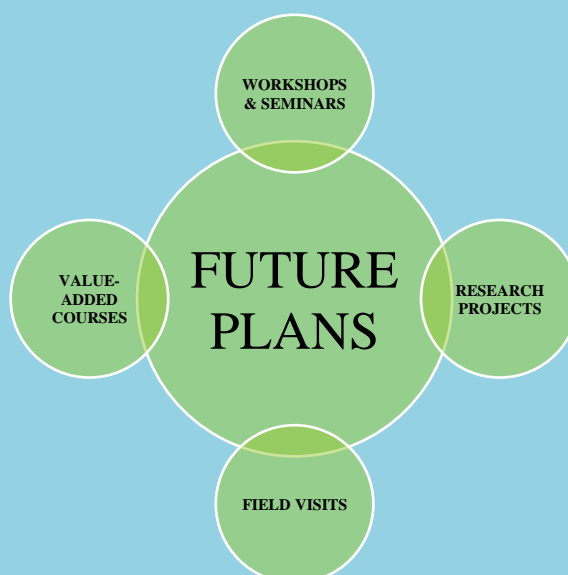
- **Field Visits:** Linking classroom learning with real-life understanding through exposure visits to NGOs, panchayats, or environmental sites.
- **Value-Added Courses:** Launching certificate programs on Gender Studies, Environmental Ethics, and Human Rights.

8. Conclusion

By embedding cross-cutting issues into its curriculum, **Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya** ensures that its Sociology graduates are not only academically competent but also **socially sensitive, ethically grounded, and environmentally conscious**. This holistic model prepares students for both **professional excellence** and **responsible citizenship**.

Report on Invited Lectures

1. Introduction

As part of its academic enrichment initiatives under the Choice Based Credit System (CBCS) and National Education Policy (NEP) framework,

the **Department of Sociology**, Chaipat Saheed Pradyut Bhattacharya Mahavidyalaya, organized **special invited lectures** to expose students to contemporary sociological

perspectives and critical issues. These lectures were delivered by **Dr. Ramesh Chandra Mondal**, a distinguished faculty member from **Government General Degree College, Mohanpur**.

2**. Details of Invited Lectures**

Sl. No.	Name of Resource Person	Institution	Department	Date of Appointment	Date of Lecture	Title of the Special Lecture
1	Dr. Ramesh Chandra Mondal	Government General Degree College, Mohanpur	Sociology	03.04.2023	April 13, 2023	Gender Sensitization
2	Dr. Ramesh Chandra Mondal	Government General Degree College, Mohanpur	Sociology	07.07.2023	July 18, 2023	Gender as a Social Construct

3. **Mechanism for Organizing the Lectures**

✧ **Identification of Themes:** Based on the CBCS and NEP curriculum that integrates cross-cutting issues like **Gender Sensitization**, the department selected relevant topics in alignment with students' syllabi and social relevance.

✧ **Selection of Resource Person:** A well-qualified scholar, Dr. Ramesh Chandra Mondal, was invited considering his academic expertise and engagement with gender studies.

✧ **Scheduling & Communication:** Dates were scheduled to align with the academic calendar. Formal invitations were sent to the speaker.

✧ **Logistics and Participation:** Arrangements were made to accommodate students and

faculty. The sessions were interactive with Q&A opportunities.

✧ **Feedback Mechanism:** Student feedback was collected post-session to assess learning outcomes.

4. **Objectives of the Invited Lectures**

❖ To **foster awareness** on **gender issues**, especially gender-based violence, inequality, and stereotypes.

❖ To highlight the concept of **gender as a social construct**, and how society shapes gender roles.

❖ To provide **supplementary academic input** beyond the classroom experience.

❖ To encourage **critical thinking** and **inclusive perspectives** among students.

❖ To promote **gender sensitivity and equality** as essential components of a just society.

5. **Key Highlights of the Lectures**

Lecture 1: Gender Sensitization (April 13, 2023)

Emphasized the importance of gender equality in educational and professional spaces.

Discussed social practices that normalize gender-based violence.

Advocated the need for building a safe, respectful and inclusive environment.

Lecture 2: Gender as a Social Construct (July 18, 2023)

Explained how gender identity is shaped by cultural, social, and historical contexts.

Challenged biological determinism and highlighted the role of institutions (family, media, education) in shaping gender norms.

Encouraged students to deconstruct myths surrounding masculinity and femininity.

6. Findings and Outcomes

INCREASED AWARENESS

POSITIVE STUDENT ENGAGEMENT

VALUE ADDITION TO CURRICULUM

SESITIZATION IMPACT

Increased Awareness: Students demonstrated better understanding of gender inequality and social stereotypes.

Positive Student Engagement: Active participation and questions from students reflected high interest and relevance.

Value Addition to Curriculum: The lectures effectively enriched the academic content on gender studies prescribed in the syllabus.

Sensitization Impact: Students reported increased sensitivity toward gender-based issues in both personal and social spheres.

7. Conclusion

The invited lectures by Dr. Ramesh Chandra Mondal significantly contributed to the **academic development and social awareness** of the students of the Department of Sociology. The initiative fulfilled the broader goals of integrating **cross-cutting issues** like **gender sensitization and human values** into higher education, as envisioned in the NEP. The department aims to continue such endeavors to bridge academic knowledge with social consciousness.

Report on Add-on Courses

1. Introduction

The Department of Sociology at Chaipat Saheed Pradyut Bhattacharyya Mahavidyalaya has been regularly conducting **Add-on Courses** to supplement the undergraduate curriculum. These certificate-oriented courses are designed to provide students with **value-added academic and practical insights** into core and emerging areas of sociology. The department emphasizes enhancing employability, research aptitude, and social awareness through these structured programs.

2. Objectives of the Add-on Courses

- To provide students with a **deeper understanding** of sociological issues beyond the regular curriculum.
- To introduce **interdisciplinary approaches** to complex social phenomena.
- To prepare students for **research**, **fieldwork**, and **competitive examinations**.
- To enhance **academic credentials** and promote **lifelong learning**.
- To inculcate values of **social responsibility and critical inquiry**.
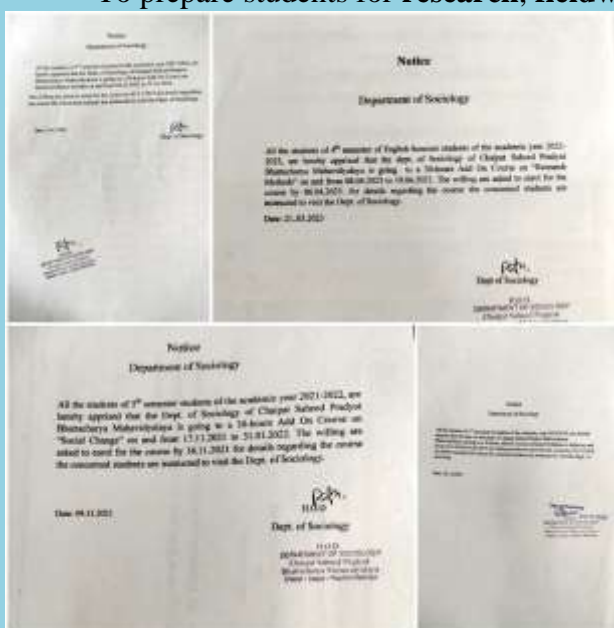
3. Mechanism of Implementation

a) Notification and Publicity

Course details including topic, duration, eligibility, and benefits are **notified through college notice boards**, WhatsApp groups, and official college communications.

Students are informed well in advance to ensure ample time for application.

b) Application and Enrolment

Interested students submit applications within the prescribed deadline.

Enrolment is done on a **first-come, first-served basis**, considering eligibility and student interest.

Each batch is carefully monitored to ensure manageable student-teacher ratios for effective delivery.

c) **Course Delivery**

Each course runs for **30 hours**, comprising **lectures, interactive sessions, and assignments**.

Classes are conducted by departmental faculty and guest lecturers with subject expertise.

A minimum **75% attendance** is mandatory for course completion.

d) **Assessment and Certification**

Students are evaluated based on **attendance, participation, and final exam.**

Those securing qualifying marks receive **certificates of completion**, enhancing their academic portfolio.

e) **Documentation and Result Processing**

Detailed attendance records and results

are maintained by the department.

Certificates are distributed through a formal event or administrative process.

4. Summary of Add-on Courses (2018–2024)

Academic Year	Duration	Period	Topic	Enrollment	Passed
2018–2019	30 hrs.	04.12.2018 – 12.02.2019	Social Problems in India	100	90
2021–2022	30 hrs.	17.11.2021 – 13.01.2022	Social Change	92	92
2022–2023	30 hrs.	08.04.2023 – 19.06.2023	Research Methods	35	35
2023–2024	30 hrs.	04.12.2023 – 31.01.2024	Social Problems in India	81	72

5.Outcomes and Impact

Total Enrolment: 308 students over four academic sessions.

Completion Rate: Over 94%, indicating high academic engagement.

Enhanced Research Orientation: Students reported improved understanding of sociological research, social issues, and change dynamics.

Academic Value Addition: Certificates awarded have helped students in **CV building**, **internship applications**, and **higher studies**.

Student Feedback: Positive feedback reflects the courses' effectiveness in clarifying complex concepts and improving analytical skills.

7. Conclusion

The Add-on Courses conducted by the Department of Sociology serve as a **model of academic excellence and student enrichment**. By creating platforms for extended learning, the department continues to uphold the institutional mission of promoting **value-based and socially relevant education**. With growing student interest and success, the department plans to introduce **new topics and interdisciplinary collaborations** in future sessions.
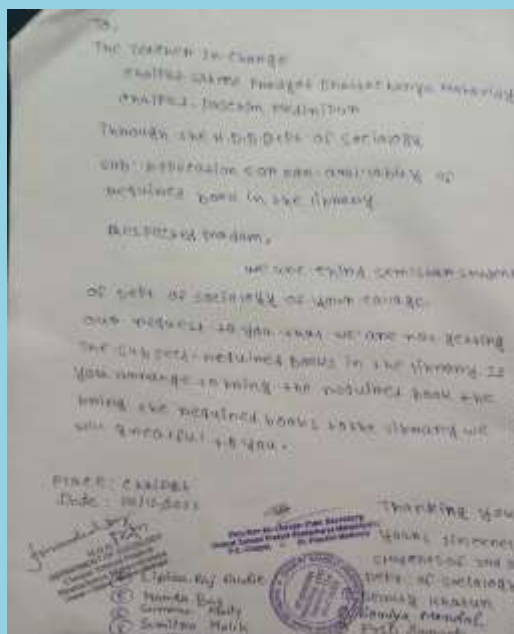
Library Resource Report

Department of Sociology
Academic Session: 2024–2025

1. Introduction

The Department of Sociology recognizes the central role of the library in facilitating academic excellence and intellectual growth among students.

With a commitment to enriching academic resources and providing seamless access to knowledge, the department continues to expand its

library collection and integrate modern library systems for enhanced usability.

2. Total Collection

As of the academic session 2024–2025, the Department of Sociology houses a total of **725 books**. These books cater to various branches and sub-disciplines of sociology, supporting both the curriculum and broader academic interests of the students and faculty members.

3. Break-up of Book Purchases by Academic Session

The table below outlines the yearly acquisition of books and their respective serial number entries:

Academic Session	Serial Number Range	Number of Books Acquired
2024–2025	725–710	16
2023–2024	709–700	10
2022–2023	699–642	58
2021–2022	641–623	19
2019–2020	622–423	200
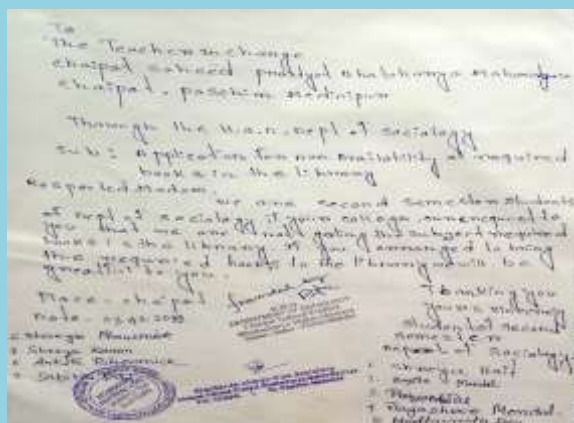
4. Objectives of Library Interaction

To ensure optimal utiliz

ACQUAINTING STUDNETS WITH AVAIABLE RESOURCES

INTRODUCTION TO LIBRARY AUTOMATION

ENCOURAGING CRITICAL ENGAGEMENT WITH TEXTS

UPDATING KNOWLEDGE AND SYLLABUS AWARENESS

ation of the library resources, the department organizes regular interactive sessions with the following objectives:

- **Acquainting Students with Available Resources:**
  To make students aware of the wide variety of books and materials available in the departmental library, fostering independent academic exploration.
- **Introduction to Library Automation:**
  The department has implemented an automated library system to ensure ease of access, efficient cataloging, and quick retrieval of information.

- **Encouraging Critical Engagement with Texts:**
  The sessions aim to help students approach academic texts from multiple theoretical and practical perspectives, enhancing their critical thinking and analytical skills.
- **Updating Knowledge and Syllabus Awareness:**
  Students are kept informed about modifications in the academic syllabus and introduced to emerging areas of research and contemporary sociological debates.

5. Conclusion

The Department of Sociology remains committed to creating a dynamic and resourceful academic environment. Through continuous enrichment of its library holdings and proactive engagement with students, the department aims to foster a culture of academic inquiry, critical thinking, and lifelong learning.