

Serampore Girls' College
Report of Department: Department of Sociology
Academic Year: 2024-2025

No. of Students in the Department

General	1 st Year		2 nd Year	
	1 st Sem	2 nd Sem	3 rd Sem	4 th Sem
CCF	182	114	202	202

3 rd Year	5 th Sem	6 th Sem
		167

Total No. of Students: 03

No. of Teachers:

Full Time	SACT I	SACT II	Total
01	02	-	03

Student – Teacher Ratio (1st Semester) – 60:1

Student – Teacher Ratio (All Semester) – 183:1

Departmental Routine of SOCIOLOGY (G) for the July 2024 to June 2025

**Department of Sociology
Class Routine (Odd Semester 2024)**

Day	Semester	9:45	10:45	11:45	12:45	2:00	3:00
Monday	1 st			MDC (AG)	Minor (AG) MDC (SC)		
	3 rd		MDC Minor (SC)			MDC Minor SEC (SC)	IDC (SC)
	5 th		DSE (AG)				
Tuesday	1 st			MDC SEC (SK)	Minor (SC) MDC (SK)		
	3 rd		MDC Minor SEC (SK)				
	5 th		DSE (SC)				
Wednesday	1 st	MDC SEC (SC)	MDC (SC)		Minor (SK)		
	3 rd		Minor (SK)	MDC (AG)	MDC Minor (AG)	MDC Minor SEC (AG)	
	5 th	DSE (SK)			DSE (SC)		

Day	Semester	9:45	10:45	11:45	12:45	2:00	3:00
Thursday	1 st		MDC SEC (AG)	MDC (AG)			
	3 rd		MDC (SC)	MDC Minor SEC (SC)	Minor (AG) MDC Minor (SK)	IDC (SK)	
	5 th	DSE (AG)					
Friday	1 st			MDC (AG)	Minor (AG) MDC (SK)		
	3 rd		MDC (SK)			IDC (AG)	MDC Minor SEC SK
	5 th						
Saturday	1 st			MDC SEC (SC)			
	3 rd			MDC (AG)	MDC Minor (AG) Minor (SC)	MDC Minor SEC (AG)	
	5 th		DSE (SK)				

S.K (Dr. Saswati Chanda) - 13

(Dr. Aritra Ghosh) - 16

Sarojit Kapasi - 12

Continuous Internal Examination (CIE)

SERAMPORE GIRLS' COLLEGE

B.A. Semester III CIE 2024 (CCF)

Subject– Sociology (Major MN)

Paper – CC1

Total Marks – 20

Duration – 1 Hour

Date – 2/12/2024, Time – 2:30 – 3:30 P.M

Write Any Two

1. সমাজতাত্ত্বিক চিন্তন কাকে বলে? ইহার বৈশিষ্ট্য গুলি কি কি? সমাজতাত্ত্বিক চিন্তনের গুরুত্ব আলোচনা কর। 2+4+4
2. সমাজে প্রাথমিক গোষ্ঠীর গুরুত্ব আলোচনা কর। কি ভাবে প্রাথমিক গোষ্ঠী এবং গৌণ গোষ্ঠীর মধ্যে পার্থক্য চিহ্নিত করবে। 4+6
3. সমাজতত্ত্বের সংজ্ঞা দাও। সমাজতত্ত্ব এবং নৃতত্ত্বের মধ্যে পার্থক্য লেখ। সমাজতত্ত্ব এবং মনস্তত্ত্বের মধ্যে সাদৃশ্য লেখ। 2+4+4

Write Any Two

English Version

1. What is sociological imagination? Mention it's features. Discuss the importance of sociological imagination? 2+4+4
2. Mention importance of primary group in our society. How would you identify the differences between primary group and secondary group? 4+6
3. Define Sociology. What are the differences between Sociology and Anthropology. What are the similarities between Sociology and Psychology. 2+4+4

Write Any Two

4. সমাজতাত্ত্বিক চিন্তন কাকে বলে? ইহার বৈশিষ্ট্য গুলি কি কি? সমাজতাত্ত্বিক চিন্তনের গুরুত্ব আলোচনা কর। 2+4+4
5. সমাজে প্রাথমিক গোষ্ঠীর গুরুত্ব আলোচনা কর। কি ভাবে প্রাথমিক গোষ্ঠী এবং গৌণ গোষ্ঠীর মধ্যে পার্থক্য চিহ্নিত করবে। 4+6
6. সমাজতত্ত্বের সংজ্ঞা দাও। সমাজতত্ত্ব এবং নৃতত্ত্বের মধ্যে পার্থক্য লেখ। সমাজতত্ত্ব এবং মনস্তত্ত্বের মধ্যে সাদৃশ্য লেখ। 2+4+4

Write Any Two

English Version

4. What is sociological imagination? Mention it's features. Discuss the importance of sociological imagination? 2+4+4
5. Mention importance of primary group in our society. How would you identify the differences between primary group and secondary group? 4+6
6. Define Sociology. What are the differences between Sociology and Anthropology. What are the similarities between Sociology and Psychology. 2+4+4

Internal Examination - 10 Marks

Bengali Version

10 x 1 = 10

- সাম্প্রদায়িকতার প্রধান উপাদান হল -
ক. ধর্ম খ. জাতি গ. সমাজ ঘ. কোনটাই নয়
- 'The Problems of Minorities' বইটির লেখক কে?
ক. কোবিকুঞ্চ খ. বিপানচন্দ্র গ. সিঁজিশাহ ঘ. এআরদেশাই
- ধর্মনিরপেক্ষ রাষ্ট্রের অর্থ হোল:
ক. রাষ্ট্রের একটা নিজস্ব ধর্ম আছে ঘ. ধর্মের ব্যাপারে রাষ্ট্র নিরপেক্ষ
গ. রাষ্ট্র ধর্মের বিরুদ্ধে ঘ. উপরের কোনটিই নয়।
- ভারতের সংবিধানের কোন সংশোধনীতে প্রস্তাবনায় 'ধর্মনিরপেক্ষতা' শব্দটি যুক্ত করা হয়েছে?
ক. 42 তম সংশোধনী খ. 44 তম সংশোধনী গ. 54 তম সংশোধনী ঘ. 51 তম সংশোধনী
- প্রাচীন ভারতীয় সমাজের পুরোহিত শ্রেণী ছিল --
ক. বৈশ্য খ. শূদ্র গ. ব্রাহ্মণ ঘ. ক্ষত্রিয়
- সিদ্ধার্থ গৌতম প্রতিষ্ঠাতা ছিলেন --
ক. হিন্দুধর্ম খ. বৌদ্ধধর্ম গ. বর্ণপ্রথা ঘ. পবিত্র শহর বারাণসী
- ইসলাম শব্দের অর্থ হল --
ক) জমা দেওয়া খ) শান্তি গ) দৃঢ়তা ঘ) কৃতজ্ঞতা
- কে বলেছেন 'Religion is the Opium of the People-'
ক) টি. ম্যালথাস খ) এম. ওয়েবার গ) কে. মার্কস ঘ) ই. ডুরখেইম
- পবিত্র এবং অপবিত্র ধারণাগুলি কোন তত্ত্বিকের কেন্দ্রীয় বিষয় -
ক) ডুরখেইমের ধর্ম তত্ত্ব খ) মার্ক্সের ধর্ম তত্ত্ব গ) ওয়েবার ধর্ম তত্ত্ব ঘ) উপরের কোনটি নয়
- Match the following list -
1. E. Durkheim i) Sociology of Religion
2. M. Weber ii) The Elementary Forms of Religious Life
3. B. Chandra iii) The Protestant Ethic and the Spirit of Capitalism
4. M. Weber iv) Communalism in Modern India
1 2 3 4
a) i ii iv iii
b) i iv iii ii
c) ii iii iv i
d) iv iii ii i

English Version

10 x 1 = 10

- The main component of communalism is...
a) Religion b) Caste c) Society d) None of these
- Who is the author of the book 'The Problems of Minorities'?
a) K.B.Krishna b) Bipan Chandra c) C.G.Shah d) A.R.Desai
- Secular State means:
a. The State has a religion b) The State is impartial in the matter of religion
c) The State is against religion d) None of the above
- Which amendment of the Constitution of India added the word 'Secularism' in the Preamble?
a) 42nd Amendment b) 44th Amendment c) 54th Amendment d) 51st Amendment
- The priestly class of Ancient Indian society were
a) the Vaisyas b) the Sudras c) the Brahmins d) the Kshatriyas
- Siddhārtha Gautama was the founder of ---
a) Hinduism b) Buddhism c) the caste system d) the holy city of Varanasi
- The term 'Islam' means -- a) Submission b) Peace c) Fortitude d) Thankfulness
- Who said "Religion is the opium of the people" -
a) T. Malthus b) M. Weber c) K. Marx d) E. Durkheim
- The concepts of Sacred and profane are central to -
a) Durkheim's theory of Religion b) Marx's theory of Religion
c) Weber theory of Religion d) None of the above
- নিচের জালিকার সাথে মিল করে -
1. E. Durkheim i) Sociology of Religion
2. M.Weber ii) The Elementary Forms of Religious Life
3. B. Chandra iii) The Protestant Ethic and the Spirit of Capitalism
4. M. Weber iv) Communalism in Modern India
1 2 3 4
a) i ii iv iii
b) i iv iii ii
c) ii iii iv i
d) iv iii ii i

Routine for Internal Assessment Examination for 2nd and 6th Sem

Serampore Girls College

CIE ROUTINE 2025
2nd Sem & 6th Sem

	10:30-11:30	12:30-01:30	2:30-3:30
28.04.2025 MON	Sem 2 Major CC 2 Sem 6 H CC13	Sem 6 H CC14	Sem 6 Gen DSE (HISG, EDCG, PEDG, ZOOG, MTMG)
29.04.2025 TUE	Sem 2 MDC CC2 Sub1 (Hist, Edu, Socio, Phil, Sans, Mus, Phy.Ed, Geo, Math, Bot) Sem 2 MN2 (Phil, Edu, Mus, Sans, Hist, Geo, Socio)	Sem 6 H DSE A Sem 6 Gen DSE (PHIG)	Sem 6 Gen DSE (BENG, PLSG, ENGG, ECOG, BOTG, PHSG, ELTG) Sem 6 H DSE B
30.04.2025 WED	Sem 2 MDC CC2 Sub2 (Pol.Sc, Beng, Hindi, Urdu, Eco, Eng, Phys, Zool) Sans, Phy. Ed. Sem 2 MN2 (Pol.Sc, Hindi, Urdu, Eco, Phys, Elec)	Sem 6 Gen SEC	Sem 2 Major SEC 2 Sem 6 Gen DSE (SOCC, SANG, GEOG, HING, URDG, MUCG, CEMG, CMSG)

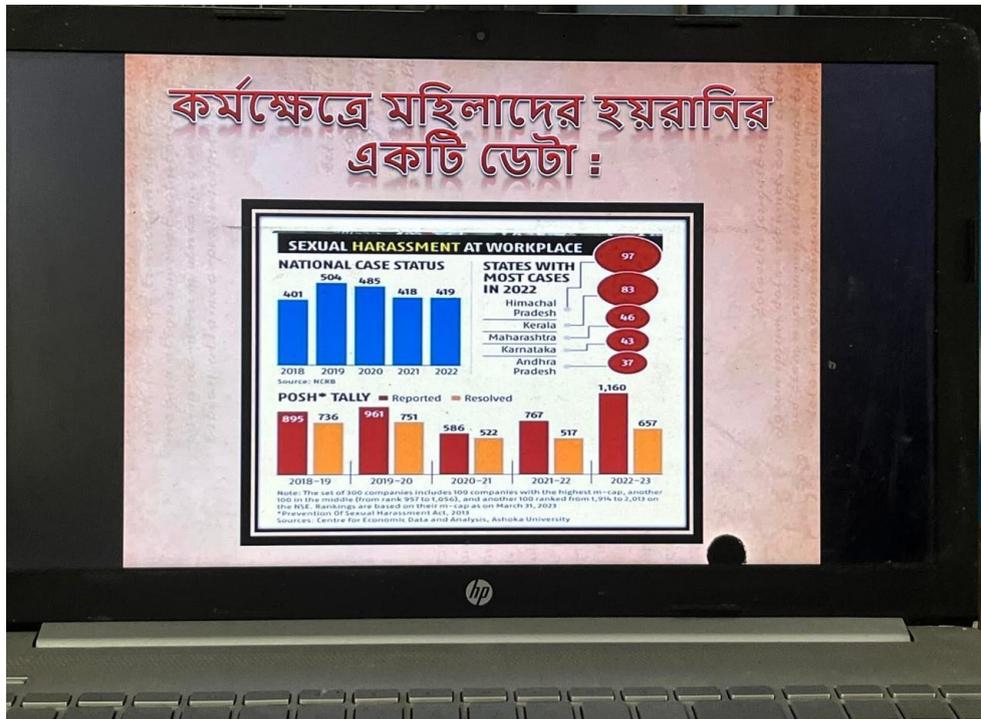
Apar Hossain
CIE Routine Committee
22/4/25

S...
Principal
Serampore Girls College
Serampore, Ho...

Extra-curricular Activities

organized by the Department of Sociology

Students' Seminar held on 15.2.2025



Slide Presentation by Students



Students presented their Paper (Students' Seminar)

Study Tour Conducted by Department of Sociology (11-12th February 2025)

The Department of Sociology organized a study tour to Santiniketan with the objective of providing students with practical exposure to cultural heritage, rural life, and social institutions. Santiniketan, founded by Rabindranath Tagore, is a unique educational and cultural center that reflects the ideals of holistic learning, harmony with nature, and cultural integration. The tour aimed to connect theoretical knowledge from the classroom with real-life social observations.

During the visit, students explored Visva-Bharati University and its various departments, which follow Tagore's philosophy of open and creative education. The group also visited important places such as Rabindra Bhavan Museum, Uttarayan Complex, and Kala Bhavan. These places offered insights into the life, works, and educational vision of Rabindranath Tagore. The architecture, art, and sculptures at Kala Bhavan reflected a blend of traditional and modern artistic expressions.

The students also observed the rural environment surrounding Santiniketan. Interaction with local people and artisans helped them understand aspects of rural economy, handicrafts, and cultural practices. The famous Sonajhuri Haat was another important attraction where local artisans displayed handmade products, demonstrating the link between culture and livelihood.

The study tour provided an opportunity for students to understand the relationship between education, culture, and society. It also encouraged teamwork, observation, and analytical thinking among the participants. Overall, the visit was both educational and enriching, as it helped students gain deeper insights into Indian culture, rural life, and Tagore's vision of education. The Department of Sociology successfully organized the tour, making it a memorable and valuable learning experience for all the participants.



Departmental Teachers and Students in front of Rabindra Bhavan Museum



Teachers and Students in front of Bolpur Railway Station

Mentor – Mentee Report from Department of Sociology, Serampore Girls' College

The student mentoring system is introduced in the Department of Sociology, Serampore Girls' College. Departmental teachers (3) are involved in the process of mentoring. Every mentor is allotted 60-65 students to take care of them. The mentor has a chalked-out responsibility to take care of all the mentees such as to provide them personal counselling, to support them for any kind of difficulty in their curriculum, to make provision of remedial class for them and to always support them as and when required. Specially help to mental boost up in pandemic situation.

The mentor also works for finding out hidden talent of the students in various aspects of academic, co-curricular, extra-curricular and extra mural activities so that they can be promoted to do various activities in the concerned area for their holistic development. The mentor also contacts and meets the parents of his or her mentees to discuss their progress or any other matter, as and when required.

- Mentors talked to them personally and found out they were in a lot of trouble in day-to-day life. Mentors have kept in touch with them and kept in touch with their education system through counselling and motivation.

Mentor Mentee Ratio- 1:90 (Mentor 3, Mentee 270)