

A State Level Seminar

on

**Institutionalization of Development Studies :From  
Economic Growth to Social Economy**



Resource Person

**Dr Aditya Keshari Mishra**  
**Central University ,Koraput**

Organized by

**DEPARTMENT OF SOCIOLOGY**

**PATTAMUNDAI COLLEGE**

in

**IQAC**

**28-06-2022**

## REPORT

A state level seminar on the topic "Institutionalization of Development Studies : From Economic Growth to Social Economy " was organized by the Department of Sociology, Pattamundai College, Pattamundai at 11.00am on 29.06.2022 under the chairmanship of Prof. Pravakar Rout, principle of the College. The resource person of the seminar was Dr. Aditya Keshari Mishra, Faculty, Dept. of Sociology Central University of Odisha, Koraput. At the outset Capt. Manoj Parida, H.O.D. and convener of the seminar introduced the guests and delivered a keynote address on the subject. Then the principal formally welcomed the resource person and the participants. Mr. R.K.Senapati, Reader in Sociology and Co-convener of the seminar invited the resource person for his deliberations. After the deliberation there was a question-answer session. The seminar was attended by students, researchers, academicians, lecturers and others. The seminar was ended with a vote of thanks by Miss. Bijayalakshi Mohapatra, A final year student of the Sociology Department.

*Prof. Rout*  
6.7.22  
Head  
Department of Sociology  
Pattamundai College

*Am*  
06.07.2022  
IBAC Co-ordinator  
Pattamundai College

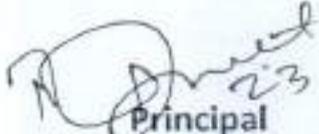
*P. D. Rout*  
6.7.22  
Principal  
Pattamundai College

OFFICE OF THE PRINCIPAL  
PATTAMUNDAI COLLEGE, PATTAMUNDAI

No 649 . Dt 23/06/2022

NOTICE

It is hereby notified that the department of Sociology is going to organise a State Level Seminar on the Topic "**Institutionalization of development studies : From economic growth to social economy**" at 10.30 am on dt.29.06.2022 in auditorium Hall. All the staff members are requested to remain present in the above mentioned seminar.

  
Principal

Pattamundai College

Copy to : Staff Common Room / Notice Board /Guard File .





To  
Aditya Mishra  
Principal  
27.6.22

Principal Pattamundai College <pattamundaicollege@gmail.com>

## Invitation for State level Seminar

2 messages

Principal Pattamundai College <pattamundaicollege@gmail.com>  
To: adityakesharimishra@gmail.com

Fri, Jun 24, 2022 at 1:12 PM

Sir, Please find the attachment and give your kind consent.  
Principal  
Pattamundai College  
[pattamundaicollege@gmail.com](mailto:pattamundaicollege@gmail.com)

 sociology invitation\_0001.pdf  
247K

Dr. Aditya Mishra <adityakesharimishra@gmail.com>  
To: Principal Pattamundai College <pattamundaicollege@gmail.com>

Fri, Jun 24, 2022 at 2:41 PM

Dear Sir,  
Namaskar.  
I am indeed grateful to you for your warm invitation.  
I herewith give my consent to deliver the lecture as per the schedule on 29 June 2022.  
With esteemed regards,  
Aditya  
(Quoted text hidden)

**Institutionalization of Development Studies:  
From Economic Growth to Social Economy**

Dr. Aditya Keshari Mishra  
Department of Sociology  
Central University of Odisha  
Koraput

***A draft brief synopsis of the Lecture***

As a multidisciplinary construct, several practitioners, as well as intellectuals have been, from time to time, engaged in (re)defining the construct of 'development' at multiple levels – micro, meso and macro – because of its worldwide acceptance. To put it in simple terms, 'development' basically refers to the positive changes in various aspects of human society. However, it is not as simple as it appears. As Thomas (2004) argues, development is considered as 'contested... complex, and ambiguous'. The construct of development means different things at different times, in different places, and by different people in different professions and organizations (Chambers 2004). In fact, the vagueness of the construct of 'development', coupled with its increasing significance in regional, national and international levels, has led to a large socioeconomic and sociopolitical scuffle for influence over our future, which has ultimately forced the policymakers, development practitioners, and nonetheless, the academicians to (re)think and to (re)define its intellectual history from time to time while (re)structuring the journey of 'development'.

Development, in all its historical and contemporary connotations, has emerged as a powerful discourse, which has been especially shaping the social, economic and political landscapes of the underdeveloped as well as the developing countries across the globe. Often considered as a powerful construct, the power of 'development' has been consistently empowering the rich or developed countries in (re)structuring their dominance over the poor or developing or underdeveloped countries of the world. In this context, while engaging with development, there are several questions that pop up to one's

mind that include: What is development? Is it an abstract construct? Or, is it an empirical construct? What are the characteristic features of development? What are the goals of development? What are the objectives of development? Is it a mere panacea for problems confronted by several communities as well as countries in the world? What are the themes of development studies? Or, what is the subject-matter of development studies? And, last but not the least, why is it so significant in academic discussions? Therefore, it is indispensable on the part of a reader to understand the nuances of 'development' while engaging with this metamorphic discourse in line with the abovementioned questions, which will certainly shape one's own intellectual thirstiness of development.

Sumner and Tribe (2008) have fundamentally outlined three discernable connotations of the idea of development: (a) development as a process of structural societal transformation that involves changes to socioeconomic structures including ownership, organization of production, technology, institutional structure and law; (b) development as a medium-term outcome of desirable targets that concerns with 'performance indicators'-goals or outcomes that can be measured and compared with targets; and (c) development as a dominant discourse of western modernity, which is based on the western ethnocentric notions of development upon the third world that has emerged as a reaction to the deliberate efforts at progress made in the name of development since World War II (Sumner and Tribe 2008).

That apart, the notion of development especially during the era of decolonization has brought about widespread changes in socioeconomic and political structures of the human society across the globe. The phase of development that has emerged soon after the end of World War II began to adopt Western/European model of development. In other words, the newly decolonized countries that have emerged soon after World War II started to depend upon the technologies of the West. Thus, the adoption of the Western model across the newly established decolonized countries in the post-World War II era underpins what Philip McMichael (2000) calls 'the development

project'. The development project of Philip McMichael (2000) provides a comprehensive view about the concept of development during postwar period. This alternative project of development as summarized by McMichael was understood as: '(a) an organizing concept to provide universal meaning; (b) a national framework for economic growth; (c) an international framework of aid binding the developing world to the developed world; (d) a growth strategy favouring industrialization; (e) an agrarian reform strategy encouraging agro-industrialization; and (f) central state initiatives to stimulate and manage investment and mobilize multi-class political coalitions into a development alliance supporting industrial growth' (Islam 2013).

Development is also treated as multidimensional in nature. According to Torado and Smith (2012), 'development must therefore be conceived as a multidimensional process involving major changes in social structures, popular attitudes, and national institutions, as well as the acceleration of economic growth, the reduction of inequality, and the eradication of poverty. Development, in its essence, must represent the whole gamut of change by which an entire social system, tuned to the diverse basic needs and evolving aspirations of individuals and social groups within that system, moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better'. They have formulated three core values of development: sustenance, self-esteem, and freedom from servitude. First, sustenance or the ability to meet basic needs refers to the basic goods and services, such as food, clothing, and shelter that are necessary to sustain an average human being at the bare minimum level of living. Second, self-esteem or to be a person refers to the feeling of worthiness that a society enjoys when its social, political, and economic systems and institutions promote human values such as respect, dignity, integrity, and self-determination. Third, freedom from servitude or to be able to choose refers to a situation in which a society has at its disposal a variety of alternatives from

which to satisfy its wants and individuals enjoy real choices according to their preferences.

In addition, Thomas (2000) in 'Meanings, and Views of Development' defines development in terms of three major sense: (a) development as vision sensing the constitution of a desirable society; (b) development as a historical process sensing the transformation of human societies over a period of time; and (c) development as action or deliberate efforts sensing the role of various agencies including governments, organizations and movements aiming towards improvement. It is argued that development appears no longer to be mainly about the transformation of the economic and social basis of societies, and is now often thought of in terms of dealing with problems rather than searching for grand alternatives. Development has always been an ambiguous idea, on the one hand being virtually synonymous with progress and on the other referring to intentional efforts to ameliorate the distorted faults or progress (Cowen and Shenton 1996; Thomas 2000). Development for Chambers (1997) means good change that implies 'a vision of a desirable society, something to aim at, a state of being with certain positive attributes which can be measured so that we can talk of more or less development' and change implies 'a process which may entail disruption of established patterns of living' (Thomas 2000).

Another significant element while defining development is the terminologies used for denoting the series of countries especially belonging to Africa, Asia, Latin America and the Caribbean while undertaking development. In fact, it is significant on the part of a learner to be conceptually clear while understanding the poor as well as the rich countries of the world. In the development literature, there is no uniform/single category in denoting these countries. Development scholars, from time to time, have (re)developed several conceptual categories in order to understand and analyze these countries. Thus, the frequently used terminologies in development literature by the scholars as well as the practitioners of development are the underdeveloped countries, developing countries, developed countries, the First World, the Second World,

the Third World, the South, and the North. These are the terminologies that have been frequently used, not only in this book, but in almost all books relating to development studies.

Broadly, the term 'underdeveloped country' is assigned to a country that is less developed economically than most others, with little industry and little money spent on education, health care, etc. The term 'developing country' is assigned to a country that is referred to low- and middle-income country in which most people have a lower standard of living with access to fewer goods and services than do most people in high-income countries. The term 'developed country' is assigned to a country, which is industrialized in nature and has a highly developed economy, strong political system, and advanced technological infrastructure in comparison to the underdeveloped or developing countries. The term 'First World' refers to so called developed, capitalist, industrial countries, roughly, a bloc of countries aligned with the United States after World War II, with more or less common political and economic interests: North America, Western Europe, Japan and Australia. The term 'Second World' refers to the former communist-socialist, industrial states, (formerly the Eastern bloc, the territory and sphere of influence of the Union of Soviet Socialist Republic) today: Russia, Eastern Europe (e.g., Poland) and some of the Turk States (e.g., Kazakhstan) as well as China. The term 'Third World' refers to all the countries especially the developing countries of Africa, Asia and Latin America. The Third World countries have been classified by various indices: their political rights and civil liberties, the gross national income (GNI) and poverty of countries, the human development index (HDI) of countries, and the freedom of information within a country. The term 'Third World' has been initially used by Alfred Sauvy in an article published in 1952. For Sauvy and others, the term Third World is referred not only to the then decolonized countries but also to the economically weak countries of the world. The term was used to mean two separate, yet linked, senses: poor economic development position; and relatively unimportant place in international politics.

Developmentally, the term Third World sought to capture the economically weak and underdeveloped postcolonial countries in comparison to the rich countries of the first world. The term 'South' has been introduced by Willy Brandt in 1980 while reflecting on the conditions of poverty, lack of development and low status of the countries belong to the Third World. Thus, South served to highlight the unjust global economic order. The term South broadly refers to the countries belong to Latin America and Caribbean, Asia, and Africa. The term 'North' is basically referred to the developed countries of North America and West Europe. In development literature, the North-South dichotomy is often debated. It is viewed that the South is rich in resources whereas the North is rich in technology.

A systematic and scientific understanding of the invention of development dates back to the Enlightenment era, which is often considered as a powerful intellectual and cultural movement that has vigorously promoted the idea of progress, the significant revolutions – scientific, industrial and French – that have produced material and ideological augmentations, and post-World War II – more aptly, after 1945 – the development discourse that has invigorated the 'development thinking' in order to address the pressing problems and issues of the then newly decolonized countries. Thus, it is rightly claimed that the foundation of development was laid during the age of Enlightenment – the harbinger of progress – intensified by three mega revolutions – precursors of the spread of science and technology and the development of rational ideas – and finally, culminated during post-World War II – the War that gradually put to end the colonization and started to put formally the foundation of the study of development of underdevelopment of the newly decolonized countries. Therefore, the current lecture has made a critical attempt in understanding the trajectory of development studies through two major sections: development studies during Enlightenment era; and development studies during post-World War II. Needless to mention, such an attempt not only necessarily necessitates a systematic scrutiny, but also

systematically sounds and simplifies the journey of the idea of development. Thus, the proposed lecture attempts to unearth the innovative trajectory including fascinating features of idea of development in each stage of its development. In other words, the dominant objective of this lecture is especially to outline the intellectual history of 'development' which has gained enough popularity soon after the World War II.

**A STATE LEVEL SEMINAR ON " INSTITUTIONALIZATION OF  
DEVELOPMENT STUDIES: FROM ECONOMIC GROWTH TO  
SOCIAL ECONOMY"**

ORGANISED BY: DEPARTMENT OF SOCIOLOGY IN ASSOCIATION WITH  
IQAC, PATTAMUNDAI COLLEGE, PATTAMUNDAI

DATE: 29th JUNE 2022

SLNO.	NAME	DESIGNATION WITH ADDRESS	MOBILE NO.
1	Dr. Fakir Chandor Pathan	Reader in Chemistry	9437608394
2	Simmangini Das	Lect. in Pol. Science	9090945613
3	Anabinda Chakraborty	Lect. in Sociology	9124188875
4	Dr. Dushasan Paul	Reader in Chemistry	9853165455
5	Ranjana K. Behere	Lecturer in History	9668830365
6	Alak Kumar Sahu	Lecturer in Logic & Philosophy	9848300596
7	Pranabendu Saha	Reader in Odia	9438409031
8	Pranabendu Saha	Reader in Odia	9937974209
9	Tannaya Kumari Sahoo	Lect. in Sociology	7077126132
10	Srinanta K. Jena	Lecturer in Philosophy	9777263171

SLNO.	NAME	DESIGNATION WITH ADDRESS	MOBILE NO.
11	Dr. Aditya K. Mishra	Faculty member, Dept. of Sociology, Central University of Bihar	9435246624
12	Saxopalina Sahoo	Pragatama Cevidinakar YCDA, HRDP	7852945599
13	Ranjit Kumar Parik	Office Executive YCDA, HRDP.	7991079001
14	Mannath Kumar Patra	Reader (SS) in Sociology Bansupara H.S.S.	9437277524
15	Bhabani Prasad Bhandari	Lecturer in sociology Birupa College, Indupur	9437439565
16	Rabin Das Kumar Prasad	Lecturer in sociology Bijupani H/S School Gangajharia	8895460468
17	Girish Kumar Nayak.	Lect. in Sociology Nalinikanta Hazra Secondary School	9438392996
18	Bijayrami Dikshit	Lect in Sociology Azil College, Azil	9437926100
19	Gouranga Char Panda	Lect in sociology U.K. Mahabir College, Malanpur	8917521890
20	Kanakalata Dash.	Lect. in sociology. S.S.B. College, Mahakalpara.	8763902661
21	Dr. Homansu Bhusan Parida	Lect. in Sociology V.H. Moharidya, Nihina	9438367485
22	Prerna Pradhan	Birupa College, Indupur Lect. in sociology	9583982272
23	Pusparajati Behera	S.V.M.S.V. college Chandakulat Lect-in-sociology	9937433774
24			

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IQAC, PATTAMUNDAI COLLEGE, PATTAMUNDAI**

**DATE: 29th JUNE 2022**

SLNO.	ROLL NO.	NAME OF THE PARTICIPANT	MOBILE NO.
1	BA-21-032	Bhagyashree Ray	8093673702
2	BA-21-085	Somnath Panda	9348068919
3	BA-21-086	Arpita Panda	7848875062
4	BA-21-034	Sneha Jyotshna Panda	7848861631
5	BA-21-80	Ankita Panda.	7735656034
6	BA-21-005	Bhagyashree Panda	8457063457
7	BA-21-22	Udit R. Biswas	9178428906
8	BA-21-247	Rahul Kumar Behera	6372373746
9	BA-21-136	Ashish Malik	8194817578
10	BA-21-084	Pudkararayan Badapathy	8260707266
11	BA-21-046	Pratima Kumar Setai	7815028664
12	BA-20-205	Swatismita Nayak	7609852202
13	BA-20-153	Pratibha Sahoo	6371270138
14	BA-20-095	Soujanya Kan	8658681197
15	BA-20-189	Radhakrishna Pradhan	7894968355
16	BA-20-091	Agarika Das	6370752518
17	BA-21-229	Anisha Das.	9861720288
18	BA-20-099	Prियanka Behera	9692922662
19	BA-20-244	Chandan Kumar Sethi	966784792
20	BA-20-77	Biswajit Barik	7978164609
21	BA-20-246	Sajant Kumar	8249402703

SLNO.	ROLL NO.	NAME OF THE PARTICIPANT	MOBILE NO
22	BA 20-248	Swarnarekha Sahoo	8114704125
23	BA19-04	Bijayalaxmi Mohapatra	8144581842
24	BA-19-80	Soudamini mahapatra	8260304115
25	BA-19-143	Laxmiree Malik	7894963475
26	BA-19-123	Bismaya Deesh	8480075991
27	BA-19-179	Ritesmita Nayak	9692407483
28	BA-19-217	Sumitra Malik	8093620532
29	BA-19-120	Sushree Sangita Samal	9078413421
30	BA-19-222	Babina Giri	6370013975
31	BA-19-090	Itishree Panda	8127047370
32	BA-19-124	Anjali Rout	8118068048
33	BA-19-147	Chinmayee Parida	7749002063
34	BA-19-100	Pankaj Das	826017477
35	BA-19-214	Lesia rami Das	9178728743
36	BA-19-122	Prियanka Priyadarshini Parida	9937447720
37	BA19-218	Laxmi Priya Lenka	8144102965
38	BA19-093	Suchismita Sahoo	86372869220
39	BA-19-166	Sandhya Prami Jena	9861176765
40	BA-19-132	Ashwini Kumar Sahoo	7735824709
41	BA-19-233	Om Prakash Mahanta	9078067112
42	BA-19-078	Pabitra Pradhan	8457071469
43	BA-19-234	Purnima Sahoo	7848877876
44	BA-19-130	Ani Mohapatra	7907598006
45	BA-19-162	Ankita Malik	9348494372
46	BA-19-177	Gitanjali Sethi	9777232918
47	BA-19-074	Swagatika Behera	9861720288
48	BA-19-061	Kabitarani Sahoo	8327734069
49	BA-20-078	Sangita Sahoo	9132444270
50	BA-20-186	Bismita Pradhan	8114802726

SLNO.	ROLL NO.	NAME OF THE PARTICIPANT	MOBILE NO
51	BA21-282	Dibyajyoti Pradhan	9861353219
52	BA-19-248	Stency Kraban Mohanty	9348527647
53	BA-19-076	Richan Biswal	8114859881
54	BA-19-139	Monali Behera	6371747981
55	BA-19-66	Sangita Dash	7815084044
56	BA-19-188	Sitabhani Parida	9348338441
57	BA-19-141	Gujata Royt	9556250787
58	BA-19-088	Monali Parida	6371833779
59	BA-19-069	Suehitra Nayak	6371376648
60	BA-19-249	Gitanjoui Sethi	7735004342
61	BA-19-150	Diplimayee Roxel	8260985372
62	BA-21-242	Bandita Priyadarshini Saloo	7847891644
63	BA-21-038	Amhika Sethi	9178596056
64	BA-21-78	Monalisa malik	8984777233
65	BA-21-186	Priyanka Priyadarshini	9090629769
66	BA-21-218	Cheetanjati Pradhan	7846830980
67	BA-21-127	Bhaskar Yashree malik	7605964674
68	BA-21-238	Abhijit Pradhan	7608843599
69	BA-21-183	Aditya malik	9556233205
70	BA-21-071	Monalisa Behera	9556170969
71	BA-21-069	Roshmarani Ray	8658242280
72	BA-21-119	Amisha Dash	8260760056
73	BA-21-009	Azima Nayak	9692821090
74	BA-21-273	Manali malik	7683800485
75	BA-21-003	Shivanki Mohanty	9090084813
76	BA-21-054	Rasmita Panda	9858621971
77	BA-21-166	Rangita Khandel	8018845534
78	BA-21-083	NITHU Behera	8984928315
79	BA-21-74	Ankita Khandel	8018845584

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80	BA2052	Purnima Sethy	8018118530
81	BA2015	Laxmi Priya Rath	9692653709
82	BA-20-107	Shradhanjali Roul	7326056364
83	BA-20-87	Ankita Sahoo	9678403131
84	BA-20-88	Pamfi Nayak	6371019644
85	BA20-197	Anjali Patra	7894677153
86	BA20-139	Subhadra Choudhury	8114702623
87	BA20-206	Namita Patra	8984780948
88	BA20-215	Satyajyoti Sahoo	7327014907
89	BA20-086	Puja Khataa	8048350089
90	BA20-130	Sanghamitra malik	7684985389
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Pattamundai, Odisha, India  
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Lat 20.575292°  
Long 86.573179°  
29/06/22 11:05 AM



Pattamundai, Odisha, India  
HHGF+882, Pattamundai, Odisha 754215, India  
Lat 20.575543°  
Long 86.573326°  
29/06/22 10:54 AM



Pattamundai, Odisha, India  
HHGF+276, Pattamundai, Odisha 754215, India  
Lat 20.575303°  
Long 86.573182°  
29/06/22 10:45 AM

# ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ସମାଜବିଜ୍ଞାନ ସେମିନାର

ପଢ଼ାମୁଣ୍ଡାଇ, ୨୯/୬(କମିସ): ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ସମାଜବିଜ୍ଞାନ ବିଭାଗ ପକ୍ଷରୁ ସେମିନାର ଅନୁଷ୍ଠିତ ହୋଇଛି । ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ଅଧ୍ୟକ୍ଷ ପ୍ରଫେସର ପ୍ରଭାକର ରାଉତଙ୍କ ପୌରୋହିତ୍ୟରେ ଅୟୋଜିତ ସେମିନାରରେ କୋରାପୁଟ ଜେଣ୍ଟାୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସମାଜବିଜ୍ଞାନ ବିଭାଗ ଆସିଷ୍ଟାଣ୍ଟ ପ୍ରଫେସର ଡ଼ ଆଦିତ୍ୟ କେଶରୀ ମିଶ୍ର ଯୋଗ ଦେଇ ବିଷୟ ଭିତ୍ତିକ ଆଲୋଚନା କରିଥିଲେ ।

THE SAMBAD : 30.06.2022

# ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ସମାଜବିଜ୍ଞାନ ସମ୍ମାନ



ପଢ଼ାମୁଣ୍ଡାଇ, ୨୯/୬(କମି): ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ସମାଜବିଜ୍ଞାନ ବିଭାଗ ପକ୍ଷରୁ ସମାଜବିଜ୍ଞାନ ଅଫ ଇନ୍‌ଟରମିଡ଼ିଏଟ୍ ଷ୍ଟଡିଜ୍ : ପ୍ରମ ଇନ୍‌ଟରମିଡ଼ିଏଟ୍ ଟୁ ସୋସିଆଲ୍ ସାଇନ୍ସ ଆଣ୍ଡ ସେମିନାର ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ଅଧ୍ୟକ୍ଷ ପ୍ରଫେସର ପ୍ରଭାକର ରାଉତଙ୍କ ପୌରୋହିତ୍ୟରେ ଅନୁଷ୍ଠିତ ହୋଇପାରିଛି । କୋରାପୁଟ ଜେଣ୍ଟାୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସମାଜବିଜ୍ଞାନ ବିଭାଗର ଆସିଷ୍ଟାଣ୍ଟ ପ୍ରଫେସର ଡ଼ ଆଦିତ୍ୟ କେଶରୀ ମିଶ୍ର ବିଷୟ ଭିତ୍ତିକ ଆଲୋଚନା କରିଥିଲେ । ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ସମାଜବିଜ୍ଞାନ ବିଭାଗ ପ୍ରଧାନ କର୍ମଚାରୀଙ୍କ ମଧ୍ୟରେ ଅଧିକ ଅତିଥିମାନଙ୍କ ପ୍ରସାର କରିଥିଲେ । ପ୍ରାଥମିକ ଡ଼ ଦୁର୍ଗାବତୀ ପରିଭା, ଡ଼ ପଦ୍ମାବତୀ ପାତ୍ର, ଅଶୋକ ସାହୁ, ମନୁଜ ପାତ୍ର, ଇନ୍ଦ୍ରାଣୀ ସିଂହ ପଣ୍ଡା ଆଦିଙ୍କ ସମ୍ମାନରେ ପଢ଼ା ଅନୁଷ୍ଠାନ ଯୋଗ ଦେଇଥିଲେ । ପ୍ରାଥମିକ ଉପସ୍ଥିତ କେଶରୀ ସେନାପତି ଓ ଅଧ୍ୟାପକ ଅଧ୍ୟାପକମାନଙ୍କ ପରିଚାଳନା କରିଥିଲେ ।

THE SAMAJ : 01.07.2022

# ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜରେ ସେମିନାର

ପଢ଼ାମୁଣ୍ଡାଇ, ୨୯/୬(କମି): ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ସମାଜବିଜ୍ଞାନ ବିଭାଗ ପକ୍ଷରୁ ସମାଜବିଜ୍ଞାନ ଅଫ ଇନ୍‌ଟରମିଡ଼ିଏଟ୍ ଷ୍ଟଡିଜ୍ : ପ୍ରମ ଇନ୍‌ଟରମିଡ଼ିଏଟ୍ ଟୁ ସୋସିଆଲ୍ ସାଇନ୍ସ ଆଣ୍ଡ ସେମିନାର ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ଅଧ୍ୟକ୍ଷ ପ୍ରଫେସର ପ୍ରଭାକର ରାଉତଙ୍କ ପୌରୋହିତ୍ୟରେ ଅନୁଷ୍ଠିତ ହୋଇପାରିଛି । କୋରାପୁଟ ଜେଣ୍ଟାୟ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସମାଜବିଜ୍ଞାନ ବିଭାଗର ଆସିଷ୍ଟାଣ୍ଟ ପ୍ରଫେସର ଡ଼ ଆଦିତ୍ୟ କେଶରୀ ମିଶ୍ର ଯୋଗ ଦେଇ ବିଷୟ ଭିତ୍ତିକ ଆଲୋଚନା କରିଥିଲେ । ପଢ଼ାମୁଣ୍ଡାଇ କଲେଜ ସମାଜବିଜ୍ଞାନ ବିଭାଗ ପ୍ରଧାନ କର୍ମଚାରୀଙ୍କ ମଧ୍ୟରେ ଅଧିକ ଅତିଥିମାନଙ୍କ ପ୍ରସାର କରିଥିଲେ । ପ୍ରାଥମିକ ଡ଼ ଦୁର୍ଗାବତୀ ପରିଭା, ଡ଼ ପଦ୍ମାବତୀ ପାତ୍ର, ଅଶୋକ ସାହୁ, ମନୁଜ ପାତ୍ର, ଇନ୍ଦ୍ରାଣୀ ସିଂହ ପଣ୍ଡା ଆଦିଙ୍କ ସମ୍ମାନରେ ପଢ଼ା ଅନୁଷ୍ଠାନ ଯୋଗ ଦେଇଥିଲେ । ପ୍ରାଥମିକ ଉପସ୍ଥିତ କେଶରୀ ସେନାପତି ଓ ଅଧ୍ୟାପକ ଅଧ୍ୟାପକମାନଙ୍କ ପରିଚାଳନା କରିଥିଲେ ।

THE PRAGATIVADI : 30.06.2022