



Date :- 01/08/2024

NOTIFICATION

Sub :- CBCS Syllabi of M. A. in Sociology (Sem. III & IV)

Ref. :- Decision of the Academic Council at its meeting held on 27/07/2024.

The Syllabi of M. A. in Sociology (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2024-25.

Copy of the Syllabi Shall be downloaded from the College Website (www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

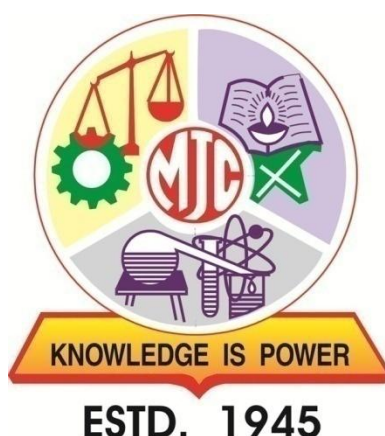
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon - 425001



STRUCTURE AND SYLLABUS

M. A. II - SOCIOLOGY
(Semester III& IV)

Under Choice Based Credit System (CBCS)
And
As per NEP-2020 Guidelines

[W.e.f. Academic Year: 2024-25]

Preface

As a teaching subject sociology is becoming quite popular at present not only at degree level but also at post-graduate level. Hence a large number of students have taken up sociology for study at college Level. like all other social science, sociology also concerned with the life and activities of man, sociology analyses the influence of economic, political, technological, cultural and other forces and facts on man and his life. the social scientist has a basic doctrine that he should present function and violence in human relations and that he should save lives and help in establishing peaceful and self-respecting relation between man and man.

The Moolji Jaitha College (Autonomous) has implemented a department specific model in accordance with the guideline of UGC NEP 2020 and the government of Maharashtra. The board of studies in the sociology of the college has formulated the syllabus for the first year post graduate programme in sociology. The syllabus aims to develop a strong theoretical function in various field of sociology. It covers Sociology of Development, Sociological theories, relation between industry, Labour, Globalization. It focuses on understanding of human welfare, health and society. In First year (PG) students will be introduced to the various field of sociology.

The overall curriculum of two year of PG covers a wide range of subjects including Women empowerment, Research Methodology, contemporary social issues, urban sociology, gender studies, education etc. these topics has been concerned with the development, social acts, social relationship, groups of all varieties communities (Urban, Rural, Tribal) associations, organizations and populations.

The detail of each syllabus of each paper is appended with a list of suggested readings.

Programme Specific Outcome (PSO) for M.A. Sociology

After completion of this course, students are expected to:

PSO No.	PSO
1	To enable students to understand the process of development, its theories and factor of social change.
2	To analyze the relationship between society and industry, industrialization, welfare etc.
3	To understand the meaning, scope and importance of social research, scientific method and its logic.
4	To understand the central concept developed by the theorists to analyze the social world.
5	To know about changing media scenario in the context of contemporary issues.
6	They can understand their responsibility towards civic, engagement and sustainability.

M.A. Sociology / Structure
(With Effect from June - 2023-24)

M.A. Sociology / Structure							
	MA II Sem- III	DSC	4	4	TH	SOC-DSC-611	Social Change and Development - I
		DSC	4	4	TH	SOC-DSC-612	Contemporary social issues - I
		DSC	4	4	TH	SOC-DSC-613	Sociology of Education - I
		DSC	2	2	TH	SOC-DSC-614	Urban Sociology
		DSE	4	4	TH	SOC-DSE-615(A)	Gender and Society – I
						SOC-DSE-615(B)	Sociology of Maharashtra
		PR	4	8	PR	SOC-RP-616	Research Project - I
	MA II Sem - IV	DSC	4	4	TH	SOC-DSC-621	Social Change and Development - II
		DSC	4	4	TH	SOC-DSC-622	Contemporary social issues - II
		DSC	4	4	TH	SOC-DSC-623	Sociology of Education - II
		DSE	4	4	TH	SOC-DSE-624(A)	Gender and Society - II
						SOC-DSE-624(B)	Sociology of Religion
		RP	6	12	PR	SOC-RP-625	Research Project – II

DSC	:	Department-Specific Core course	ENG	:	English
DSE	:	Department-Specific elective	ES	:	Environmental studies
GE/OE	:	Generic/ Open elective	CI	:	Constitution of India
SEC	:	Skill Enhancement Course	IKS	:	Indian Knowledge System
MIN	:	Minor course	CC	:	Co-curricular course
AEC	:	Ability Enhancement Course	TH	:	Theory
VEC	:	Value Education Courses	PR	:	Practical

Exam Pattern

- Each theory and practical course will be of 50 marks comprising of 10 marks internal and 40 marks external examination. ***Please specify the marks division between Internal and External Examination. For example, Internal Examination-10, and External Examination-40 for 2 credits. At the same time Internal Examination-40, and External Examination-60 Marks for 4 credits.**

MA

SEMESTER - III

MA - II
SEMESTER - III
SOC-DSC - 611– SOCIAL CHANGE AND DEVELOPMENT – I

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To understand the meaning of social change. - To provide basic knowledge of theories of social change. - To elaborate to students about the modern concept. - To examine the people's participation in change and development.	
Course Outcome	After successful completion of this course, students are expected to : - This course provides an opportunity for the students to become familiar with meaning of social change. - Students are able to understand conceptual perspectives of social change. - Students are familiarized with modern concept westernization, modernization and Sanskritization. - Students will be able to understand people's participation in change and development.	
Unit	Contents	Hours
Unit - I	Introduction of social change - Meaning and Characteristics of Social Change - Elements and types of Social change - Source and obstacles in Social Change - Social change and cultural change	15
Unit - II	Theories of Social Change - Linear and Cyclical theory of Social Change - Organic Evolution theory of Darwin - Karl Mark's theory of economic determinism - Theory of Thorsten Veblen	15
Unit - III	Social Change in Contemporary India - Westernization: Meaning, Characteristics, Impact on Indian Society. - Modernization : Meaning, Process, Characteristics, Causes, - Sanskritization & Secularization : Process, Nature, Causes - Religious Conversions	15
Unit - IV	People's Participation for Social Change - Meaning and Methods of People's Participation - Importance and objectives of People's Participation - obstacles and Remedies of People's Participation - Reasons for non-participation of people	15
Study Resources	- Kuppaswamy B. (1972), social change in India, Vikas Publication, Delhi. - Devis Kingsley, (1948), Human society, Macmillan publication, New york. - Sharma K. L. (2011), Indian Social structure and change, Rawat Publication, Delhi. - Rao C. N. (2004), Sociology of Indian society, S. Chand and company ltd. Delhi. - Patil R. B. (2009), Natural resource and sustainability and indian society, Shruti publication, Jaipur. - Paudmal Arun, Kendre Balaji, (2014), sociology of change and development, centre for distance education, Shivaji university, Kolhapur. - आगलावे प्रदीप, (२०११), समाजशास्त्र, श्री. साईनाथ प्रकाशन, नागपूर. - कविमंडल विजय, (१९९८), विकासाचे अर्थशास्त्र व नियोजन, श्री. मंगेश प्रकाशन, नागपूर. - जोशी रविंद्र, (१९८१), विकसनशील भारत, अजब पुस्तकालय, कोल्हापूर.	

MA - II
SEMESTER - III
SOC-DSC - 612–CONTEMPORARY SOCIAL ISSUES – I

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To provide basic knowledge about Social Problems. - To sensitize the students to about the Inequality and Poverty. - To introduce the students to the emerging social issues in India. - To understand the various social problems against weaker section.	
Course Outcome	After successful completion of this course, students are expected to : - Students will able to understand to the emerging Social Problems. - Students will able to gain more knowledge about inequality and poverty. - Students will able to gain knowledge about issues like white collar and corruption. - Students will able to study the problems of the weaker sections of the society.	
Unit	Contents	Hours
Unit - I	Introduction : - Social Problems : Meaning, Characteristics - Sociological Approaches to social problems - Social Problems and Development - Types of social problems.	15
Unit - II	Contemporary Issues : - Inequality in Caste and Gender - Human Trafficking and Prostitution - Poverty - Slums and Housing Problems	15
Unit - III	Issues Pertaining to Deviance : - Crime and Delinquency - White Collar Crime - Corruption - Changing Profile of Crime and Criminals	15
Unit - IV	Social Problems Against weaker Section : - Crime against women – Honour Killings, Dowry Deaths, Acid Attacks, Sexual Harassment at work - The SC and the ST (Prevention of Atrocities) act 1989 - Violence Against Senior Citizen - Problems of OBC (Social, Economic and Reservation)	15
Study Resources	- Ahuja Ram, Social Problems in India, Rawat, Jaipur, 2002 - Sing Yogendra, Social Change in India, Crisis and Resilience, har-anand Pub. New Delhi - Bhandari Amit, Development with Dignity, National Book Trust, Delhi, 2005 - Madan G.R. Indian Social Problems, Vol-I and II, Allied, Bombay, 1973 - Jain Prabha Shasi and Singh mamta, Violence Against Women, Radha, New Delhi 2001 - Paranjape N.P., Criminology (12th ed.) Central, Allahabad, 2005 - आगलावे प्रदीप, आगलावे सरोज, २०१८, भारतातील सामाजिक समस्या, श्री साईनाथ प्रकाशन, नागपूर. - भागवत विद्युत, २०१६, समकालीन भारतीय समाज, डायमंड पब्लिकेशन, पुणे. - काचोळे दा. धो., २०१५, सामाजिक समस्या आणि नागरी समाजशास्त्र, कैलाश पब्लिकेशन, औरंगाबाद. - लोटे रा. ज. २००५, भारतीय समाज आणि सामाजिक समस्या, पिंपळापुरे अंड क. पब्लिकेशन, नागपूर. - खडसे भा. की, २००७, भारतीय समाज आणि समस्या, हिमालय पब्लिकेशन हाउस, नागपूर.	

MA - II
SEMESTER - III
SOC-DSC - 613–SOCIOLOGY OF EDUCATION – I

Credits – 4

Internal Examination: 40

Marks – 100

External Examination: 60

Course Objectives	- To understand the meaning of Educational Sociology - To explain the role of the educational process in social transformation. - To understand the interface between education and society - To understand the theoretical approaches of sociology of education.	
Course Outcome	After successful completion of this course, students are expected to : - Students will be familiarized with meaning of educational sociology - Students are able to understand the process in social transformation - Students are familiarized with education and Society - Students will be able to understand theoretical approaches and development of Sociology of education.	
Unit	Contents	Hours
Unit - I	Introduction : - Meaning and Scope of Sociology of Education - Development of Sociology of Education - Significance of Sociology of Education - Functions of Education in Society and Relation between education and Sociology.	15
Unit - II	Agencies of Education - Family : Meaning Characteristics and Role of Education - School : Meaning and Function - Media : Meaning, Function and Role of Media - Teacher: Teacher as a Change agent.	15
Unit - III	Education and Society - Socialization : Meaning, Objects', agencies of Socialization - Social Stratification : Meaning and Dimensions of Social stratification, Stratification and Education - Education and Social Mobility : Meaning and Types of Social Mobility - Education and Social Change : Meaning and The Function of Education in the field of social change	15
Unit - IV	Theoretical Perspectives on Education - Functionalist Perspective on Education - Structural Functionalists Perspective - Radical and Feminist Perspective on Education - Conflict perspective and Cultural Reproduction Perspective	15
Study Resources	- Aggarwal J. C. (2006), Educational Reforms in India for the 21st Century, Shipra Publication, Delhi. - Mukhopadhyay Marmar, (2005), Total quality Management in Education, Sage Publications, New Delhi. - Pande R. S. (1997), Education in Emerging Indian Society, Vinod Pustak Mandir, Agra. - डांगे चंद्रकुमार, (१९७८), भारत आणि जगातील शिक्षण, नूतन प्रकाशन, पुणे. - जाधव मोहन, भोसले आरती आणि सरपोतदार प्राची, (२०००), भारतीय शिक्षणाचा इतिहास, फडके प्रकाशन, कोल्हापूर. - भंगाळे शैलजा व सोनवणे रंजना, (२०२२), समकालीन भारतातील शिक्षण आणि लिंगभाव, विद्यालय व समाज, प्रशांत प्रकाशन, जळगाव. - हळवे मालती व करवंदे अश्विनी, (२००८), शैक्षणिक समाजशास्त्राची मुलतत्वे, हिमालया पब्लिकेशन हाउस, मुंबई. - खंडागळे चंद्रकांत, (२०१८), शिक्षण आणि समाज, दूर शिक्षण केंद्र, शिवाजी विद्यापीठ, कोल्हापूर. - कुंडले म. बा. (२०१२), शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, श्री. विद्या प्रकाशन, नागपूर.	

MA - II
SEMESTER - III
SOC-DSC – 614 – URBAN SOCIOLOGY

Credits – 2
Marks – 50

Internal Examination: 20
External Examination: 30

Course Objectives	• To acquaint students with basic concepts in Urban Sociology. • To sensitize students on process on urbanization. • To analyze urban development and urban planning. • To understand theories of urban sociology.	
Course Outcome	After successful completion of this course, students are expected to : • Students will be able to understand the basic concept in urban sociology. • Students will be able to sensitize students on process of urbanization. • Students will be able to analyse urban development and urban planning. • Students will be able to understand the theories of urban sociology.	
Unit	Contents	Hours
Unit - I	Introduction to Urban Sociology • Meaning and Characteristics of Urban Sociology • Nature and Scope of Urban Sociology • Subject Matter and Importance of Urban Sociology • Basic concepts of Urban: City, Towns and Metropolis.	07
Unit - II	Process of Urbanization • Meaning and Characteristics of Urbanization • Factors and Process of Urbanization • Structural change in Urban Community: Family, Caste, Class and Migration Streams. • Status of women in Urban Society.	08
Unit - III	Urban Development and Planning • Meaning and Nature of Urban Planning • Objectives and Factors of Urban Planning • Obstacles of Urban Planning • Urban Development	08
Unit - IV	Theories of Urban Sociology • E. W. Burgess – Concentric zone theory • Roderick D. McKenzie – Theory of Community Change • Louis Wirth – Urbanization Theory • George Simmel – Theory of Metropolis • Park’s – Theory of human ecology	07
Study Resources	• Ahuja, Ram : Social Problems in India, Jaipur, Rawat Pub, 2000. • Colling worth J. B. : Problems of Urban Society, Vol.2, George and Unwin Ltd. • Desai, A. R. : Rural Sociology in India, Bombay, Popular Prakashan, 1977. • Gupta, Giriraj Ed. : Urban India, New Delhi, Vikas Publication, 2004. • Kapordekar, H. D. : Social Aspets of Urban Development, Mumbai, Popular Prakashan, , 2001. • Nagar, N. S. : Gender and Society in India, , New Delhi, Vista International Publishing House, ,2007. • Paddison, Rohman : Handbook of Urban Studies, Sage India, 2001. • Sing, Ravindra Sandhu : Urbanization in India, Sociological Contributions, New Delhi, Sage Publication, 2003. • शर्मा.डिस्ट्रिब्युटर्स अँड पब्लिकेशन अटलांटिक ,समाजशास्त्र नगरीय : राजेंद्रकुमार , • सिंह.२००० ,नगर जवाहर ,प्रकाशन विवेक ,दिल्ली ,समाजशास्त्र नागरीय : .बी .एन , • श्रीनिवासदिल्ली,परिवर्तन सामाजिक में भारत आधुनिक : .एन .एम ,, राजकमल प्रकाशन .१९९६ , • अहिरे.२००३ ,प्रकाशन विद्या श्री ,पुणे ,समाजशास्त्र नागरी आणि ग्रामीण : अरुणा ,सावरगावकर ;प्रतिभा ,	

	• बारहाते.२०११,प्रकाशन .बी .आर ,नागपूर ,विकास समुदाय नागरी भारतीय : नंदा , • कऱ्हाडे.२००५ ,पब्लिकेशन .कं.अॅण्ड पिंपळापुरे ,नागपूर ,समाजशास्त्र नागरी आणि ग्रामीण : .एम .बी , • कुलकर्णी.२००१ ,प्रकाशन विद्या ,नागपूर ,परिचय समाजशास्त्र नागरी व ग्रामीण : .के .पी , • काळदाते विद्या,औरंगाबाद ,समाजशास्त्र नागरी व ग्रामीण : सुमन ,लोमरे ;सुधा ,बुक्स पब्लिशर्स.२००३ , • काचोळे.२०१५ ,पब्लिकेशन कैलाश ,औरंगाबाद ,समस्या नागरी आणि सामाजिक : .धो .दा , • काचोळे.२०१४ ,पब्लिकेशन कैलाश ,औरंगाबाद ,समस्या आणि प्रश्न नागरी ग्रामीण : .धो .दा , • गोरेपब्लिक बुक्स विद्या ,औरंगाबाद ,समाजशास्त्र नागरी व ग्रामीण : आकाश ,शन.२०१४ , • मायी.२०१३ ,पब्लिकेशन डायमंड ,पुणे ,समाजशास्त्र शहरी : सुनील , • बडगे सागर, (२०२२), नागरी समाजशास्त्र,दूर शिक्षण केंद्र,एस.एन.डी.टी. महिला विद्यापीठ,मुंबई.
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MA - II
SEMESTER - III
SOC-DSE - 615(A) –GENDER AND SOCIETY – I

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To introduce the basic concept of gender. - To analyze the gendered nature of major social institutions. - To introduce various theory of gender relation. - To understand problems of women in India.	
Course Outcome	After successful completion of this course, students are expected to : - Students will be able to understanding basic concepts of gender - Students will be able to analyze the gendered nature of major social institutions. - Students will be able to familiarity with theoretical perspectives on gender. - Students will be able to understand various problem of women in India.	
Unit	Contents	Hours
Unit - I	Basic Concepts of Gender : - Sex and Gender - Patriarchy and Matriarchy - Socialization, Gender Sensitization - Biological form of Gender Bias	15
Unit - II	Gender in Indian Institution : - Family - Religion - Education - Politics - Economics	15
Unit - III	Theories of Gender Relation : - Liberal Theory - Radical Theory - Socialist Theory - Feminist Theory : Tarabai Shinde, Savitribai Phule and Pandita Ramabai	15
Unit - IV	Problems of Women in India : - Health issues : Physical and Psychological - Sex Ratio and Malnutrition - Superstition - Female Fetocide	15
Study Resources	- Altekar, A. S. : The Position of women in Hindu Civilization Delhi, New Delhi, Motilala Banarasidas, Second Edition, Fifth Reprint, 1983. - Chodrow , Nancy : The Reproduction of Moterhing, New Delhi, Berkely University of California Press, 1978. - Dube, Leela et.al (eds.) :Visibility and Power, Essay on Women in Society and Development, New Delhi, 1999. - Ramesh C. Nair, Cheena Josep- Women, Gender and Equality and Unnoted Bibliography Namoi Black and A. B. Cottrell Women and World Change . - Sharma, Ursula :Women, Work and Property in North - West India, London, Tavistock, 1983. - Srinivas, M. N. : Castits Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women). - आपटे, जे. एस. - भारतातील महिला विकासाची वाटचाल, पुणे, डायमंड पब्लिकेशन २०१२. - कर्वे, स्वाती - स्त्री विकासाच्या पाऊलखुणा, पुणे, प्रतिमा प्रकाशन, २००८. - कवी, माधवी - महिला कल्याण आणि विकास, नागपूर, विद्या प्रकाशन, २००८.	

	• गंगणे, वर्षा - स्त्रीसक्षमीकरण दशा आणि दिशा, नागपूर,साई ज्योती प्रकाशन, २०१८. • ताडपत्रीकर, मेधा - कौटुंबिक हिंसाचार, पुणे,डायमंड पब्लिकेशन, २०१२. • देशपांडे, शीला - कुटुंबसंस्था आणि परीतक्त्या स्त्री, नागपूर,साईनाथ प्रकाशन, २०११. • धनागरे, द. ना. - संकल्पनांचे विश्व आणि समाजवास्तव, पुणे,अरुण पारगावकर प्रकाशन, २००५. • पवार, दीपक - महिलांचे राजकीय सक्षमीकरण, नागपूर,श्री साईनाथ प्रकाशन, २०१३. • पाटील, दीपक - लिंग, शाळा आणि समाज, जळगाव, अथर्व पब्लिकेशन, २०१७. • पांगुळ, नंदा- महिलांवरील लैंगिक अत्याचार, नागपूर,आर. डी. प्रकाशन, २०१४ . • भागवत विद्युत - स्त्रीवाद सामाजिक विचार, पुणे, डायमंड पब्लिकेशन, २००८. • भागवत विद्युत - स्त्री प्रश्नांची वाटचाल, पुणे,प्रतिमा प्रकाशन, २००९. • भोसले, नारायण - महाराष्ट्रातील स्त्रीविषयक सुधारणावादाचे सत्ताकारण,पुणे, द. ताई प्रकाशन, २००८. • भालेराव, इंद्रजीत - ताराबाई शिंदे, महाराष्ट्र राज्य साहित्य आणि संस्कृतीमंडळ, २००८. • रानडे, प्रतिमा - स्त्री प्रश्नांची चर्चा, मुंबई,पॉप्युलर प्रकाशन, २००५. • महाजन, जयश्री - स्त्रिया आणि लिंगभाव, जळगाव,अथर्व पब्लिकेशन, २०१७ • मेहत्रे, सीमा - भारतीय स्त्री आणि मानवाधिकार, नागपूर,साईनाथ प्रकाशन, २०११. • रोडे, पुष्पा -महिलांसाठी आधार कायद्याचा, पुणे,डायमंड पब्लिकेशन, २००९. • समकालीन भारतातील नागरी स्त्रिया, अनुवाद- मंजुषा गोसावी, संपादक - रेहाना घडीयाली, पुणे, डायमंड पब्लिकेशन, २००८. • साखळे, राजश्री- कामाच्या ठिकाणी महिलांचा लैंगिक छळ अधिनियम २०१३,कोल्हापूर, शारीर बोध संस्था, २०१५.
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MA - II
SEMESTER – III

SOC-DSE - 615(B) – SOCIOLOGY OF MAHARASHTRA

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To provide students with an understanding of Maharashtra's historical background, including its ancient, medieval, and colonial history, and how these periods have shaped the region's development. - To explore the impact of significant socio-cultural movements such as the Satyashodhak Movement, the Non-Brahmin Movement, and Ambedkarite Movement on the social fabric of Maharashtra. - To critically evaluate the debates on social reforms and women's issues, such as age of consent, widow remarriage, and women's education, in 19th-century Maharashtra. - To examine the formation of the state of Maharashtra and explore the economic, political, and cultural issues that influenced its development.	
Course Outcome	After successful completion of this course, students are expected to : - Students will be able to demonstrate a comprehensive understanding of Maharashtra's historical development from ancient times to the modern era, including key historical events and movements. - Students will be able to evaluate the significance of cultural revolts and socio-cultural movements in colonial Maharashtra and their impact on contemporary society. - Students will be able to critically assess the debates surrounding social reform and women's issues in 19th-century Maharashtra, understanding their historical context and lasting impacts. - Students will be able to understand the economic, political, and cultural issues that influenced the formation of the state of Maharashtra and their contemporary relevance.	
Unit	Contents	Hours
Unit - I	Maharashtra : Mapping history and development indices - Historical background of Maharashtra - Geography of Maharashtra - Regions, divisions and districts of Maharashtra	15
Unit - II	Cultural revolt in colonial Maharashtra - Impact of Satyashodhak Movement - Non-Brahmin Movement - Right Discourse in Kolhapur state - Ambedkarite Movement	15
Unit - III	Debate on Social Reform and Women's Questions in 19th Cent. Maharashtra - Age of Consent - Widow Remarriage - Education And Nation	15
Unit - IV	Formation of Maharashtra: Economic, Political and Cultural Issues. - Samyautkra Maharashtra Movement - Girangaon and working class Movement - Ethnic Nationalism : Shiv Sena - Development of Bahujan, Dalit and OBC Politics in Maharashtra. - Contemporary issues in Maharashtra - Regional Disparity in Development - Issues of Displacement - Farmer's Suicide - Sex ration	15
Study Resources	- Lele Jayant, 1982, Elite Pluralism and Class Rule – Political Development in Maharashtra, Popular Prakashan, Bombay. - Lele Jayant, 1990, 'Caste, Class and Dominance: Politics Mobilization in Maharashtra', "Dominance and state power in modern India – Decline of Social Order", Francine Frankel,	

	MsA Rao (Ed), Oxford University press, Delhi. • Khekale, N 1999, 'Pressure Politics in Maharashtra', Himalaya Publishing House, Bombay • Omvedt Gail, 1999, Dalit and the DeMocratic Revolution, Sage publication, New Delhi. • Phadke Y. D. Visavyashatakati Maharashtra, Vol. 1 to 6, Srividya Prakashan, Pune.
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MA - II
SEMESTER - III
SOC-RP - 616 –RESEARCH PROJECT - I

Credits – 4
Marks – 100
Hours - 120

Internal Examination: 40
External Examination: 60

Course Objectives	1. To give exposure to the students to research culture and technology 2. To introduce students to how to select a research topic, plan, perform experiments, collect and analyze the data 3. To foster self-confidence and self-reliance in the students as they learn to work and think independently	
Course Outcome	After successful completion of this course, students are expected to : - Conceive a problem based on published research and conduct a comprehensive literature survey. - Plan and carry out the tasks in the given framework of the dissertation and present the work in writing and viva. - Learn handling of instruments, use of chemicals and how to conduct the experiments - Learn how to present the project in PowerPoint and answer the queries to examiners and the science of writing.	
Unit	Contents	Hours
Unit - I	Identification of a research topic, formulation of research problem, objectives, sample size and hypothesis, etc.	30
Unit - II	Preparation of Outline	30
Unit - III	Review of literature	30
Unit - IV	Bibliography	30
Study Resources	- Kothari, C. R., and Gaurav Garg. 2019. <i>Research Methodology: Methods and Techniques</i>. New Age International Publishers. New Delhi - Krishnaswamy, O. R., and M. Ranganathan. 2011. <i>Methodology of Research in Social Sciences</i>. Himalaya Publishing House. New Delhi - Punch, Keith F. 2016. <i>Developing Effective Research Proposals</i>, Sage Publications. . London - Ridley, Diana. 2012. <i>The Literature Review: A Step-by-Step Guide for Students</i>. Sage Publications. London - Turabian, Kate L. 2018. <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i>. University of Chicago Press. Chicago	

**The systematic approach towards the execution of the project should be as follows:
(Wherever applicable)**

- The complete tenure of the research project should be one year. It should be allotted during the third semester and completed in the fourth semester.
- Weekly 8 hours should be allotted to the research project in a regular timetable.
- In the third semester, students will be evaluated based on a credit distribution mentioned above. In the fourth semester, students should perform further research work, collect and analyze the data, compile the results and prepare and submit the final dissertation.
- Students may be given an opportunity to participate in ongoing research activities in the respective Departments/Schools/Supervisors' laboratories. This will familiarize them with the literature survey and give them a fundamental understanding of designing and executing a research project.

5. Students may work individually or in groups (not more than 3 students) to be decided by the concerned department/supervisor.
6. Each research group should have a different research topic with some possible level of novelty.
7. The student should select the topic relevant to priority areas of concern or allied subjects with the guidance of supervisor/ head of the department.
8. Students are encouraged to work on multidisciplinary and applied projects, but it is not mandatory criteria.
9. At the beginning, students should submit the outline of the research work to be carried out in the project. (Writing in order: Title, Aim and objectives, Literature to be collected, Experimental plan or method design, expected outcome etc.)
10. Write and submit a Literature Review Report and Research outline
Tentative order for review: Title of the Project, Certificates, Acknowledgment, Abstract and Keywords, Contents, Introduction, Literature Review, Aim of the Project, Materials and Methods, Bibliography/reference etc.
Tentative order for research outline: Title page, introduction, background and significance of study, problems to be investigated, objective, hypothesis, chapter scheme, bibliography.
11. At the end of the third semester, each student should submit a detailed Literature Review Report and research outline.
12. An appropriate and essential conclusive statement must be drawn at the end of the study.
13. Students should maintain lab notebooks, and the Supervisor may ask them to submit the mid-semester progress report.
14. For documents related to project submission: Font- Times New Roman, Heading Font Size-14, Normal Text Size-12, spacing-1.5, both sides justified and 1 inch margin on all side, both side printing on A-4 size.
15. Three copies of the Literature Review Report, research outline should be prepared (one copy for each department, guide, and student).
16. At the end of the semester, the candidate should prepare and present research work using a PowerPoint presentation with modern ICT tools and present the same in front of his/ her respective department during the Internal Examination.
17. For external examination the candidate will have to present the research work and face viva voce.
18. Students may present their research work in Avishkar/Webinars/Conferences.
19. Students should note that plagiarism is strictly prohibited.

Internal examination (40 marks): Components of continuous internal assessment:

- Draft Research Outline (10 marks)
- Draft Review of literature (10 marks)
- Working Bibliography (10 marks)
- PowerPoint presentation, and oral examination (10 marks)

External examination (60 marks) and Components of external assessment:

- Final submitted review report, research outline in bound form at the time of examination **(40 marks)**

Overall presentation reflecting the contribution of work, response to questions **(20 marks)**

MA

SEMESTER - IV

MA - II
SEMESTER - IV
SOC-DSC - 621– SOCIAL CHANGE AND DEVELOPMENT – II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	• To understand the methods of community development and community organization. • To understand the political, education and business are agents of development. • To understand the key concepts of Privatization, Liberalization and globalization. • To understand the alternative approaches to social development.	
Course Outcome	After successful completion of this course, students are expected to : • Students will be able to understand the methods of community development and community organization. • Students will be able to understand political, education and business are agents of development. • Students will be able to understand the impact of key concepts of privatization, liberalization and Globalization on India. • Students will be able to understand the effect of alternative approaches to social development.	
Unit	Contents	Hours
Unit - I	Community Development and Community Organization • Community Development: Meaning, Objective, Importance and Principle. • Role of Government in community development • Community Organization: Meaning, Objective and Principle. • Methods of community organization.	15
Unit - II	Agents of Development • Political Structure: Meaning, Characteristics, <i>trisutry</i> of state. • Education : Meaning, Objects, types, • Business Structure : Meaning, Objects and <i>Balutedari</i> System • Merits and Demerits of <i>Balutedari</i> system	15
Unit - III	Privatization, Liberalization and Globalization (PLG) • Meaning of Privation, Liberalization and Globalization • Impact of Globalization on Education. • Impacts of Privation on Education • National Health Policy – 2022 and (PLG)	15
Unit - IV	Alternative Approaches to Development • Alternative Development : Meaning, Characteristics, • Importance of Alternative Development. • Eco-friendly Farming : Meaning, Characteristics, Importance, • Organic Farming : Meaning, Characteristics, Importance,	15
Study Resources	• Kuppaswamy B. (1972), social change in India, Vikas Publication, Delhi. • Devis Kingsley, (1948), Human society, Macmillan publication, New York. • Sharma K. L. (2011), Indian Social structure and change, Rawat Publication, Delhi. • Rao C. N. (2004), Sociology of Indian society, S. Chand and company ltd. Delhi. • Patil R. B. (2009), Natural resource and sustainability and Indian society, Shruti publication, Jaipur. • Paudmal Arun, Kendre Balaji, (2014), sociology of change and development, centre for distance education, Shivaji University, Kolhapur. • आगलावे प्रदीप, (२०११), समाजशास्त्र, श्री. साईनाथ प्रकाशन, नागपूर. • कविमंडल विजय, (१९९८), विकासाचे अर्थशास्त्र व नियोजन, श्री. मंगेश प्रकाशन, नागपूर. • जोशी रविंद्र, (१९८१), विकसनशील भारत, अजब पुस्तकालय, कोल्हापूर. • वैरागडे उज्वला, मुळे विदुल्लता, (२०१८), सामुदायिक विकास, विस्तार शिक्षण व महिला सबलीकरण, विद्या बुक्स पब्लिकेशन, औरंगाबाद.	

MA - II
SEMESTER - IV
SOC-DSC - 622–CONTEMPORARY SOCIAL ISSUES – II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	• To understanding the problems of different age group. • To study the problems hindering the development. • Students understanding the problem of unemployment. • To study the problems of current Debates.	
Course Outcome	After successful completion of this course, students are expected to : • Students will be able to understand the seriousness of issues of different age groups. • Students will be able to solve the problems that hinder the development. • Students will be able to understand the problem of unemployment. • Students will be able to study the problems of current debates.	
Unit	Contents	Hours
Unit – I	Problems in Different age groups • Childhood : Health and Education • Teenagers : Health and Sanitation, Internet and online addiction • Youth : Drug Addition, Lack of sex Education • Adult : Illiteracy, Unemployment • Old age : Living Arrangements, Old Age homes,	15
Unit - II	Developmental Problems • Regional Disparities • Ecological Degradation • Environmental Pollution • Consumerism	15
Unit - III	Current Social Problems in India • Unemployment • Caste, Religious and Cultural Intolerance • Suicide – Farmer, Students and women	15
Unit - IV	Current Debates • Issues of Reservation • Reservation for weaker Section • Problems of Nation building – Regionalism, • Communism and Terrorism	15
Study Resources	• Jogn, Sankar.(ed), Social Problems and Welfare in India, Ashish, New Delhi, 1992 • Ahuja Ram, Social Problems in India,Rawat, Jaipur, 2002 • Sing Yogendra, Social Change in India, Crisis and Ressilience, har-anand Pub.New Delhi • Bhandari Amit, Develpoment with Dignity, National Book Trust, Delhi, 2005 • Madan G.R. Indian Social Problems, Vol-I and II, Allied, Bombay, 1973 • jain Prabha Shasi and Singh mamta, Violence Against Women, Radha, New Delhi 2001 • Paranjape N.P., Crminology (12th ed.) Central, Allahabad, 2005 • dandekar, K. (1996), “The Elderly in India”,New Delhi : Sage Publication • Government of India, (1999),”National Policyon Older Persons”, Ministry of Social Justice and Empowerment, Shastri Bhawan, New Delhi. • Mead, G.H. (1937, “Mind, Self and Society,”Chieago: University of Chieago Press. • Panda, A.K. (2005),”Elderly Women in Megapolis Status and Adjustment,” Concept Pubishing Company, New Delhi • आगलावे प्रदीप, २००९, भारतीय समाज प्रश्न आणि समस्या, श्री. साईनाथ प्रकाशन, नागपूर. • आगलावे प्रदीप, आगलावे सरोज, २०१८, भारतातील सामाजिक समस्या, श्री साईनाथ प्रकाशन, नागपूर. • भागवत विद्युत, २०१६, समकालीन भारतीय समाज, डायमंड पब्लिकेशन, पुणे. • काचोळे दा. धो., २०१५, सामाजिक समस्या आणि नागरी समाजशास्त्र, कैलाश पब्लिकेशन, औरंगाबाद. • लोटे रा. ज. २००५, भारतीय समाज आणि सामाजिक समस्या, पिंपळापुरे अंड क. पब्लिकेशन, नागपूर. • खडसे भा. की, २००७, भारतीय समाज आणि समस्या, हिमालय पब्लिकेशन हाउस, नागपूर.	

MA – II
SEMESTER – IV
SOC-DSC –623–SOCIOLOGY OF EDUCATION – II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- Understanding the education system in India. - To study recent developments and challenges in education. - To study the views of social reformers on education. - Understanding modern education and development.	
Course Outcome	After successful completion of this course, students are expected to : - Students will be able to gain knowledge of education system in India during the ancient, British and post-independence eras. - Students will be able to gain knowledge of the development and challenges of education in India. - Students will be able to get knowledge of thoughts of mahatma Phule, Rajshri Maharaj and karmaveer Patil and Dr. Babasaheb Ambedkar on education. - Students will be able to gain knowledge about modern education and development.	
Unit	Contents	Hours
Unit – I	Development of Education in India - Education in Ancient Period : Early Vedic period, Post Vedic period and Buddhist Period, - Merit and Demerits in ancient period education. - Education in British Period: Christian Missionaries, East India Company, Educational development under the rule of Queen. - Education in Post-independence Period : Provisions in the Constitution, Establishment of Education Commissions, National Educational Policy,	15
Unit - II	Recent Development & Challenges before Education - Fundamental Education System: Meaning, Objects and Principle. - Merits and Demerits of Fundamental Education System. - Higher Education System and Governance : Ministry of Education, University grant commission, - University, Autonomous research institution.	15
Unit - III	Social Reformers Thoughts on Education & Contribution - Mahatma Jyotiba Phule - Rajshri Shahu Maharaj - Dr. Babasaheb Ambedkar - Karmaveer Bhaurao Patil	15
Unit - IV	Education & Development - SSA (Sarva Shiksha Abhiyan) : The central strategy of the Program - DPEP (District Primary Education Program), - Non-formal education, - Adult and <i>Nirantar</i> Education, National Literacy <i>Mohim</i>	15
Study Resources	- Aggarwal J. C. (2006), Educational Reforms in India for the 21st Century, Shipra Publication, Delhi. - Mukhopadhyay Marmar, (2005), Total quality Management in Education, Sage Publications, New Delhi. - Pande R. S. (1997), Education in Emerging Indian Society, Vinod Pustak Mandir, Agra. - डांगे चंद्रकुमार, (१९७८), भारत आणि जगातील शिक्षण, नूतन प्रकाशन, पुणे. - जाधव मोहन, भोसले आरती आणि सरपोतदार प्राची, (२०००), भारतीय शिक्षणाचा इतिहास, फडके प्रकाशन, कोल्हापूर. - भंगाळे शैलजा व सोनवणे रंजना, (२०२२), समकालीन भारतातील शिक्षण आणि लिंगभाव, विद्यालय व समाज, प्रशांत प्रकाशन, जळगाव. - हळबे मालती व करवंदे अश्विनी, (२००८), शैक्षणिक समाजशास्त्राची मुलतत्वे, हिमालया पब्लिकेशन हाउस, मुंबई. - खंडागळे चंद्रकांत, (२०१८), शिक्षण आणि समाज, दूर शिक्षण केंद्र, शिवाजी विद्यापीठ, कोल्हापूर.	

MA – II
SEMESTER – IV
SOC-DSE-624(A) –GENDER AND SOCIETY – II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To study the status of women in India at different eras. - To know the concepts related to women employment. - To study various crimes against women in India. - To study laws related to protection of women.	
Course Outcome	After successful completion of this course, students are expected to : - Students will be able to knowledge of the status of women in India during the ancient, medieval and post-independent periods. - Students will be able to knowledge the concepts related to women empowerment. - Students will be able to study various forms of violence against women. - Students will be able to gain knowledge about women's education, domestic violence and personal law's.	
Unit	Contents	Hours
Unit – I	Status of women in India - Ancient Period - Medieval and Post Independent Period - Status of women in Modern Era - Demographic Profile of India	15
Unit - II	Women empowerment in India - Meaning, Nature and Indicators of women Empowerment - Reservation Policy and women empowerment - Self Help Group - Role of education in women Empowerment	15
Unit - III	Gender Issues in Modern India - Crime against women – Rape, Prostitution - Problems of working women – Organized and Unorganized sector - Domestic violence - Dropout of Girls in Education	15
Unit - IV	Women and Legal Protection - Rights of women in Indian Constitution - Personal Laws – Marriage, Divorce, Special Marriage Act 73rd and 74th Amendment in the constitution of India - Domestic Violence act 2005	15
Study Resources	- Altekar, A. S. : The Position of women in Hindu Civilization Delhi, New Delhi, Motilala Banarasidas, Second Edition, Fifth Reprint, 1983. - Chodrow , Nancy : The Reproduction of Moterhing, New Delhi, Berkely University of California Press, 1978. - Dube, Leela et.al (eds.) :Visibility and Power, Essay on Women in Society and Development, New Delhi, 1999. - Sharma, Ursula :Women, Work and Property in North – West India, London, Tavistock, 1983. - Srinivas, M. N. : Castits Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women). - Vaid, S. And K. Decade of Women Essays in Colonial History, New Delhi, 1989. - आपटे, जे. एस. – भारतातील महिला विकासाची वाटचाल, पुणे, डायमंड पब्लिकेशन २०१२. - आंबेडकर, बाबासाहेब – हिंदू स्त्रियांची उन्नती आणि अवनिती, सुगत प्रकाशन, २००४. - बाबर, सरोजिनी – स्त्री शिक्षणाची वाटचाल, महाराष्ट्र शासनाच्या शिक्षणसंचालनातर्फे प्रकाशित. - कर्वे, स्वाती – स्त्री विकासाच्या पाऊलखुणा, पुणे, प्रतिमा प्रकाशन, २००८.	

	• कवी, माधवी – महिला कल्याण आणि विकास, नागपूर, विद्या प्रकाशन, २००८. • गुंदेकर, श्रीराम – महात्मा फुले, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, २००५. • गंगणे, वर्षा – स्त्रीसक्षमीकरण दशा आणि दिशा, नागपूर, साई ज्योती प्रकाशन, २०१८. • ताडपत्रीकर, मेधा – कौटुंबिक हिंसाचार, पुणे, डायमंड पब्लिकेशन, २०१२. • देशपांडे, शीला – कुटुंबसंस्था आणि परीतकत्या स्त्री, नागपूर, साईनाथ प्रकाशन, २०११. • धनागरे, द. ना. – संकल्पनांचे विश्व आणि समाजवास्तव, पुणे, अरुण पारगावकर प्रकाशन, २००५. • पवार, दीपक – महिलांचे राजकीय सक्षमीकरण, नागपूर, श्री साईनाथ प्रकाशन, २०१३. • पाटील, दीपक – लिंग, शाळा आणि समाज, जळगाव, अथर्व पब्लिकेशन, २०१७. • पांगुळ, नंदा- महिलांवरील लैंगिक अत्याचार, नागपूर, आर. डी. प्रकाशन, २०१४. • भागवत विद्युत – स्त्रीवाद सामाजिक विचार, पुणे, डायमंड पब्लिकेशन, २००८. • भागवत विद्युत – स्त्री प्रश्नांची वाटचाल, पुणे, प्रतिमा प्रकाशन, २००९. • भोसले, नारायण – महाराष्ट्रातील स्त्रीविषयक सुधारणावादाचे सत्ताकारण, पुणे, द. ताई प्रकाशन, २००८. • भालेराव, इंद्रजीत – ताराबाई शिंदे, महाराष्ट्र राज्य साहित्य आणि संस्कृतीमंडळ, २००८. • रानडे, प्रतिमा - स्त्री प्रश्नांची चर्चा, मुंबई, पॉप्युलर प्रकाशन, २००५. • महाजन, जयश्री – स्त्रिया आणि लिंगभाव, जळगाव, अथर्व पब्लिकेशन, २०१७. • मेहत्रे, सीमा – भारतीय स्त्री आणि मानवाधिकार, नागपूर, साईनाथ प्रकाशन, २०११. • रोडे, पुष्पा - महिलांसाठी आधार कायद्याचा, पुणे, डायमंड पब्लिकेशन, २००९. • समकालीन भारतातील नागरी स्त्रिया, अनुवाद- मंजुषा गोसावी, संपादक – रेहाना घडीयाली, पुणे, डायमंड पब्लिकेशन, २००८. • साळुंके, आ. ह. – हिंदू संस्कृती आणि स्त्री, मुंबई, लोकवाङ्मयगृह प्रकाशन, २००५. • साखळे, राजश्री- कामाच्या ठिकाणी महिलांचा लैंगिक छळ अधिनियम २०१३, कोल्हापूर, शारीर बोध संस्था, २०१५.
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MA – II
SEMESTER – IV
SOC-DSE-624 (B) – SOCIOLOGY OF RELIGION

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- Students to learn about religion. - To know about different religions in India. - To study the relation between religion and social change. - To know the views of various thinkers about religion.	
Course Outcome	After successful completion of this course, students are expected to : - Students will be able to know the study topic of religion. - Students will be able to acquire a comprehensive knowledge of the major religions of India. - Students will be able to gain knowledge between religion and social change. - Students will be able to know the views of various thinkers on religion.	
Unit	Contents	Hours
Unit – I	Introduction of Religion - Meaning, characteristics and scope of Religion - Study matter of religion - Meaning and Scope of Sociology of Religion - Study matter of Sociology of Religion	15
Unit - II	Religions in India - Nature, theories and living style of Hindu religion. - Meaning of Islam, Origin, Belief in Islam, living style, duties of Islam Religion. - Meaning of Buddha dhamma, characteristics, <i>Panchashil, Ashtangik Marg, and Tripitak.</i> - Meaning, origin, and Principles of Christin, Jain and Shikh religion	15
Unit - III	Religion and Social Change - Satyashodhak Samaj - Brahemo Samaj - Arya Samaj	15
Unit - IV	Perspective to study of religion - Emile Durkheim – Definition, theory and Criticisms on Durkheim’s theory - Max Weber – Theory of religion - Mahatma Phule – <i>Sarvjanik Satya dharma</i> - Dr. Babasaheb Ambedkar – Thoughts on Hindu Religion.	15
Study Resources	- Baird Robert, (1995), Religion in modern India, Manohar publication, Delhi. - Madan T. N. (1992), Religion in India, oxford university press, New Delhi. - Salve R. N. (2008), Buddhism and Education, Shriti Publication, Jaipur. - Sharma K. L. (2011), Indian social structure and change, Rawat publication. Delhi. - आठवले मंगला, (२०१७), धर्म आणि हिंसा, राजहंस प्रकाशन, पुणे. - डोईफोडे ज्योती, (२०११), भारतीय समाज : संरचना व परिवर्तन, विद्या बुक्स पब्लिकेशन, औरंगाबाद - पुंडलिक विद्याधर, (२००३), धर्माचे समाजशास्त्र, कॉन्टीनेन्टल प्रकाशन, पुणे.	

MA - II
SEMESTER – IV
SOC-RP - 625 –RESEARCH PROJECT - II

Credits – 6
Marks – 100

Internal Examination: 60
External Examination: 90

Course Objectives	• To give exposure to the students to research culture and technology • To introduce students to how to select a research topic, plan, perform experiments, collect data and analyze the data • To foster self-confidence and self-reliance in the students as they learn to work and think independently	
Course Outcome	After successful completion of this course, students are expected to : • Conceive a problem based on published research and conduct a comprehensive literature survey. • Plan and carry out the tasks in the given framework of the dissertation and present the work in writing and viva. • Learn handling of instruments, use of chemicals and how to conduct the experiments • Learn how to present the project in PowerPoint and answer the queries to examiners and the science of writing.	
Unit	Contents	Hours
	• Formulation of Problems • Research Methods • Data Collection • Research Report Writing.	180
Study Resources		

**The systematic approach towards the execution of the project should be as follows:
(Wherever applicable)**

1. The complete tenure of the research project should be one academic year. It should be allotted during the third semester and completed in the fourth semester.
2. Weekly 12 hours should be allotted to the research project in a regular timetable.
3. In the fourth semester, students should perform further experimental work, analyze the data and compile the results.
4. Students may be given an opportunity to participate in ongoing research activities in the respective Departments/Schools/Supervisors' laboratories. This will familiarize them with the literature survey and give them a fundamental understanding of designing and executing a research project.
5. Students may work individually or in groups (not more than 3 students) to be decided by the concerned department/supervisor.
6. Each research group should have a different research topic with some possible level of novelty.
7. The student should select the topic relevant to priority areas of concern or allied subjects.
8. Students are encouraged to work on multidisciplinary and applied projects, but it is not mandatory criteria.
9. Students are expected to work in line with the research outline and literature review, which was submitted in the third semester.
10. Students are expected to learn how to execute the research work systematically and overcome the hurdles. Students will get the opportunity to learn about practical aspects of many characterization techniques or models and further how to effectively employ them in the

research work. Students should be able to critically evaluate the literature on the topic, identify the research gaps, plan and perform the experiments, interpret the results, understand the limitations of the work and draw conclusions.

11. At the end of the semester, each student should submit a detailed Research Report.
12. The format of the final research report shall be as per the guidelines of respective department. (**Example:** Title of the Project, Certificates, Acknowledgment, Abstract and Keywords, Contents, Introduction, Literature Review, Aim and objective, Materials and Methods, Result, Data analysis and Discussions, conclusion, limitations, suggestion, future scope, Bibliography, Appendix etc.)
13. An appropriate and essential conclusive statement must be drawn at the end of the study.
14. Students should maintain lab notebooks, and the supervisor may ask them to submit the mid-semester progress report.
15. For documents related to project submission: Font- Times New Roman, Heading Font Size-14, Normal Text Size-12, spacing-1.5, both sides justified and 1 inch margin on all side, both side printing on A-4 size.
16. Three copies of the dissertation should be prepared (one copy for each department, guide, and student).
17. At the end of the semester, the candidate should prepare and present research using a PowerPoint presentation using modern ICT tools during the Internal and External Examination.
18. Besides writing a dissertation, students are encouraged to write a manuscript/patent if the results obtained are worthy of publication.
19. Students may present their research work in Avishkar/Webinars/Conferences.
20. Students should note that plagiarism is strictly prohibited.

Internal examination (60 marks): Components of continuous internal assessment:

- Literature collected, methodological planning, analysis of data, design and work, progress reports etc. (30 marks)
- Presentation in Webinars/Conferences/publication and departmental presentation etc (20 marks)
- Oral examination (Viva Voce) (10 marks)

External examination (90 marks) and Components of external assessment:

- Evaluation of dissertation submitted in bound form at the time of examination **(60 marks)**
- Presentation (PPT format) **(15 marks)**
- Overall presentation reflecting the contribution of work, Response to questions **(15 marks)**

BOS Panel

Sr. No.	Name of Members	Composition	Designation & Affiliation
01	Dr. Sagar L. Badge	Head of the Department (Chairman)	Associate Professor, M. J. College, Jalgaon. 425001
02	Prof. Dr. Sandip Chaudhari,	Subject Expert from outside the Parent University to be nominated by the Academic Council.	Professor, Sarasvati Bhuwan, Art's Commerce and Science College, Aurangabad.
03	Prof. Dr. Pradeep Meshram	Subject Expert from outside the Parent University to be nominated by the Academic Council.	Professor, J. M. Patel Art's, Commerce and Science College, Bhandara.- 441904
04	Dr. Sahebrao V. Padalwar	Expert to be nominated by the V.C. of Parent University from the Panel of six recommended by the college principal	Nutan Maratha College, Jalgaon - 425001
05	Mr. Bhushan Bhalerao	One representative from industry/corporate sector/ allied area relating to placement	Career Vision Training & Placement Organization, Nashik.
06	Prof. Dr. J. T. Mahajan	Invitee Member (Retired)	Professor, M. J. College, Jalgaon. 425001
07	Ms. Priyanka R. Athe	Invitee Member	Dr. Annasaheb G. D. Bendale Mahila College, Jalgaon. 425001