



Date :- 25/04/2025

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Sociology (Sem. V & VI)

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. in Sociology (Fifth and Sixth 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 2025-26.

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

Sd/-
Chairman,
Board of Studies

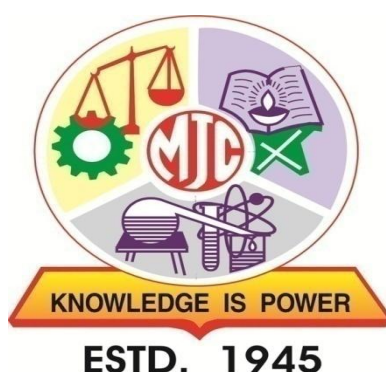
To :

- 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

T.Y.B.A.

Sociology

**B.A. Honours / Honours with Research
(DSC, DSE, VSC, INT/OJT)**

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

[W.e.f. Academic Year: 2025 - 26]

Preface

In today's interconnected global society the relevance of sociology has increased significantly compared to previous time. Sociology the youngest of all the social sciences, encompasses the scientific study of society. In essence, sociology focuses on understanding and analyzing human behavior within groups.

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 under graduate programme in sociology. The syllabus aims to develop a strong theoretical function in various field of sociology. It covers diverse topics such as human society, as well as its origin, development, structure and function. It focuses on understanding the collective life of individual and society. In first year students will be introduced to the various concepts of sociology and Indian society.

The overall curriculum of three / four year covers a wide range of subjects including general sociology, Indian society, Anthropology, Contemporary social issues, classical sociological theories, demographic studies, Research methodology and social legislation, criminology, Rural sociology, Gender studies etc. these topics are instrumental in understanding and addressing social problems in various domains.

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

Programme Specific Outcome (PSO) for B.A. Sociology Honours/Honours with Research:

After completion of this course, students are expected to:

PSO No.	PSO
1	Will have Understood the basic concepts and fundamental principles related to sociology.
2	Will have known the basic knowledge of society and the changes in society and its structure.
3	Will be able to express sociological ideas clearly and coherently both in writing and in oral presentation.
4	Will have familiarized with and develop an understanding of core substantive areas of sociological inquiry.
5	Will have developed a various skills like communication, leadership, social research etc.
6	Gain knowledge about the emergence and development of the sociology.

Credit distribution structure for Three/ Four year Honors/ Honors with Research Degree Programme with Multiple Entry and Exit
Sem- Semester, **DSC-** Department Specific Course, **DSE-** Department Specific Elective, **T-** Theory, **P-** Practical, **CC-**Cocurricular
RM- Research Methodology, **OJT-** On Job Training, **FP-** Field Project, **Int-** Internship, **RP-** Research Project,

Multiple Entry and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree- Honours Or Bachelor's Degree- Honours with Research	160	176	8	4

DEPARTMENT OF SOCIOLOGY
TYBA STRUCTURE AS PER NEP-2020
WEF 2025-26
T.Y.B.A. SEM - V

Course	Credit	Hours /Week	TH / PR	Code	Title
DSC	2	2	TH	SOC-DSC-351	Social Movement in India - I
DSC	4	4	TH	SOC-DSC-352	Quantitative Research in Sociology
DSC	4	4	TH	SOC-DSC-353	Sociology of Human Resource Development - I
DSE	4	4	TH	SOC-DSE-351(A)	Urban Sociology in India - I
				SOC-DSE-351(B)	Sociology in India - I (Swayam Online) https://onlinecourses.swayam2.ac.in/nu25_hs17/preview
VSC	4	4	TH	SOC-VSC-351	Rural Development - I
OJT/ INT	4	8	PR	SOC-OJT/INT-351	On Job Training / Internship
T.Y.B.A. SEM - VI					
DSC	2	2	TH	SOC-DSC-361	Social Movement in India - II
DSC	4	4	TH	SOC-DSC-362	Qualitative Research in Sociology
DSC	4	4	TH	SOC-DSC-363	Sociology of Human Resource Development - II
DSC	4	4	TH	SOC-DSC-364	Study of Gender
DSE	4	4	TH	SOC-DSE-361(A)	Urban Sociology in India - II
			TH	SOC-DSE-361(B)	Sociology in India – II (Swayam Online) https://onlinecourses.swayam2.ac.in/nu25_hs17/preview
VSC	4	4	TH	SOC-VSC-361	Rural Development - 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

SEMESTER - V

TYBA (Sociology)
SEMESTER - V
SOC-DSC -351 Social Movement in India - I

Credits – 2
Marks – 50

Internal Examination: 20
External Examination: 30

Course Objectives :	- To provide students with a foundational understanding of social movements, their meaning, nature, characteristics, historical evolution, and classification. - To enable students to understand the framework, essential conditions, and dynamics of social movements, including micro-mobilization, movement maintenance, and supporter identification. - To familiarize students with different types of social movements, including reform, revolutionary, self-help, religious, resistance, and utopian movements, and their impact on society. - To introduce students to key theoretical perspectives on social movements, including resource mobilization, political opportunity, emerging cultural perspectives, and theories of social change.	
Course Outcomes :	After successful completion of this course, - Students will be able to analyze the concept of social movements, identify their key characteristics, trace their historical development, and classify them based on their objectives and impact on society. - Students will be able to analyze the structural and individual factors that contribute to social movements, understand the process of micro-mobilization, and evaluate strategies for sustaining movements and identifying supporters. - Students will be able to distinguish between various types of social movements, understand their objectives and strategies, and critically analyze their role in social transformation. - Students will be able to critically analyze different theoretical approaches to social movements, understand the factors influencing their emergence and success, and apply these theories to contemporary social movements.	
UNIT	CONTENT	HOURS
I	Introduction of social movement - Meaning and nature of Social movement - Characteristics of social movement - History of social movement - Classification of social movement	07
II	Issues of Social Movement - Frame work of social movement - Favourable Pre-conditions and individual inducements - The ingredients of micro-mobilization - Movement maintenance and identification of supporters	08
III	Types of Social Movement - Reform Movement - Revolutionary Movement - Self-help Group and Religious Movement - Resistance and Utopian Movement	08

Unit - IV	Theories of social Movement • Resource mobilization Theory • Political Opportunity Theory • Emerging culture perspective • Theory of social change	07
Study Resources :	• Devgaonkar and Dumre, 2009, social movement, sainath Publication, Nagpur. • Desai, A.R. (Ed.).1990, Changing Profile of Rural India and Human Rights of Agrarian Poor, CRRID Publication, Chandigarh. • Jain P. C, 2008, Sociology of Social Movement, National Publication, New Delhi. • Oommen T.K., 2004, Nation, Civil Society and Social Movements : Essays in Political Sociology.: Sage publication, New Delhi • Pawar S. N. Patil R. B & Salunkhe S. A. 2005, Environmental Movements in India, Rawat Publication, Jaipur. • Rao M. S. A. 1978, Social Movement in India, vol.I & II Manohar Publications, New Delhi. • Singh R, 2001, Social Movements, Old and New, Sage Publications, New Delhi. • Shah Ghansham, 2011, Social Movement in India, Sage publication, New Delhi. • Shah Ghansham, 2004, Social Movement in India, Diamond Publication, Pune. • https://www.researchgate.net/publication/319547908_Labor_Movement/link/5b85e18aa6fdcc5f8b6e8b56/download Workers Movement: • http://www.drbrambedkarcollege.ac.in/sites/default/files/worker%27s%20movement%20%28English%29.pdf	

TYBA (Sociology)
SEMESTER - V

SOC-DSC -352 - Quantitative Research in Sociology

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives :	• To introduce students to the fundamental concepts, characteristics, and significance of quantitative social research. • To equip students with knowledge of the research process, including writing research proposals, research report writing, and key approaches in quantitative research. • To introduce students to data collection techniques, including questionnaire design and sampling methods, along with their merits and demerits. • To train students in data analysis and interpretation through statistical tools such as mean, mode, median, correlation, and SPSS.	
Course Outcomes :	After successful completion of this course, students are expected to : • Define quantitative research and explain its characteristics, nature, and significance. • Develop and write structured quantitative and qualitative research proposals. • Apply appropriate data collection methods, including designing and analysing questionnaires. • Utilize SPSS for basic statistical analysis, understanding its functions and applications.	
UNIT	CONTENT	HOURS
I	Introduction to Quantitative Research • Meaning, Characteristics and Nature of Quantitative Research • Significance and Critique of Quantitative Research • Primary and Secondary, Small and Big types of data • Positivism – Background, French Tradition and Central Tenets.	15
II	Process of quantitative research • Writing research proposal : used, process, proposal’s and Formats • Qualitative research proposal • Main steps in quantitative research: Approaches and Steps • Research Report Writing : Meaning, types, functions and format	15
III	Regard of quantitative research • Social survey – Aims, types and method of study, • Advantages and Disadvantages of Social survey • Data Collection – Objective. Types and Merits and Demerits of Questionnaire • Sampling Method – Types, Merits and Demerits of sampling	15

	method,	
IV	Data Analysis and Interpretation • Meaning of Mean, Mode and Median • Correlation – types, limitations and significance of coefficient and correlation • SPSS – Meaning, Characteristics, and Functions • Statistical Method, uses, Benefits and limitation of SPSS	15
Study Resources :	• Singh K. 2007, Quantitative Social Research methods, Sage Publications India. • Krishna swami Rangantham, 2019, Methodology of Research in Social Science, Himalaya Publishing House. • Bryman A, 2016, Social research methods, Oxford university press, • Goode W, Hatt P, 1981, Methods in social research, McGraw-Hill Book company, • Borwankar P. V, 1995, Research-Methodology, Seth Publisher, • Aaglave Pradip, 2010, Samajik Sanshodhan Padhati aani Tantre, Sainath Publication, Nagpur	

TYBA (Sociology)
SEMESTER - V

SOC-DSC-353 – Sociology of Human Resource Development - I

Credits – 4

Internal Examination: 40

Marks – 100

External Examination: 60

Course Objectives :	- To provide students with a comprehensive understanding of Human Resource Development (HRD), including its meaning, characteristics, scope, principles, goals, functions, and significance, with a special focus on challenges faced in India. - To familiarize students with the roles, responsibilities, and essential qualities of an HRD manager while exploring the challenges they face and the evolving trends in Human Resource Development. - To equip students with knowledge of recruitment and selection processes, including their objectives, influencing factors, procedures, and challenges in achieving effective hiring. - To provide students with an understanding of performance appraisal, including its meaning, goals, characteristics, methods, processes, and evaluation techniques.	
Course Outcomes :	After successful completion of this course, - Students will be able to analyze the role of HRD in organizational and national development, identify key challenges in HRD implementation in India, and propose solutions for effective human resource management. - Students will be able to assess the critical functions of an HRD manager, evaluate the challenges in HRD management, and analyze emerging trends shaping the future of HRD. - Students will be able to analyze recruitment strategies, evaluate selection procedures, and identify barriers to effective hiring, enabling them to recommend improvements in HR practices. - Students will be able to analyze various performance appraisal methods, assess their effectiveness, and design appropriate appraisal systems to enhance employee performance and organizational growth.	
UNIT	CONTENT	HOURS
I	Introduction to human resource development - Meaning, characteristics and Scope of HRD - Principal and Goals of HRD - Function and Need of HRD - Significance and Problems of HRD in India	15
II	Human Resource Development and Manager - Functions and Responsibilities of HRD Manager - Objectives and Qualities of HRD Manager - Challenges faced by HRD Managers - Impact and New Directions in HRD	15

III	Recruitment and Selection in HRD • Meaning and Objective of Recruitment • Source/Factors Affecting Recruitment • Meaning and Procedure of Selection • Barriers to Effective Selection	15
IV	Performance Appraisal • Meaning and Goal/Characteristics of Performance Evaluation • Performance Evaluation : Method of Appraisal • Appraisal Process and Design • Evaluate the Performance	15
Study Resources :	• Ashwatthapa K. 2005. Human Resource and Personnel Management, Text and Cases, The McGraw Hill Companies, New Delhi. • Memoria C, Gankar S. V. 2007, Personnel Management, Himalaya Publishing House, Mumbai. • Nair N, Latha Nair, 2004, Personal Management and Industrial Relation, S. Chand 2 Company Ltd. New Delhi. • Rao, T. V. (2014). <i>HRD audit: Evaluating the human resource development function for business improvement</i>. SAGE Publications. • Sarma A. M, 2005. Personnel Management, Himalaya Publishing House, Mumbai. • Sangare Sachin, 2022, Sociology of Human Resource Development, Institute of distance and open learning, Mumbai University, Mumbai. • Tiwari T. D. 2003, Human Resource Development: A New Perspective, Shanti Prakashan, New Delhi. • www.hse.gov.uk/pubns/indg44.htm.	

TYBA (Sociology)
SEMESTER - V

SOC-DSE-351(A) – Urban Sociology in India - I

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives :	- To familiarize students with the fundamental concepts of Urban Sociology, its scope, significance, and the rural-urban continuum. - To develop an understanding of key concepts in Urban Sociology, including urbanism, urbanization, and the classification of cities. - To introduce students to traditional theories in Urban Sociology by examining the contributions of key theorists like Louis Wirth, George Simmel, Ernest Burgess, Homer Hoyt, and Robert Park. - To explore contemporary theories in Urban Sociology by examining the perspectives of Manuel Castells, David Harvey, the Chicago School, and the Los Angeles School of urban studies.	
Course Outcomes :	After successful completion of this course, - Students will be able to explain the meaning, characteristics, and development of Urban Sociology while analysing the rural-urban continuum in the context of social change. - Students will be able to analyze the characteristics, causes, and consequences of urbanization while distinguishing between cities and towns based on their sociological aspects. - Students will be able to critically analyze and compare the classical theories of urban sociology and their relevance in understanding urban life and city structures. - Students will be able to critically evaluate contemporary urban theories and their application in understanding modern urbanization patterns and city development.	
UNIT	CONTENT	HOURS
I	Introduction of Urban Sociology - Urban Sociology : Meaning and Characteristics - Scope and Importance of Urban Sociology - Development of Urban Sociology - Rural –Urban Continuum	
II	Basic concept in Urban Sociology - Urban & Urbanism : Meaning and Characteristics - Urbanization : Characteristics, Causes, Importance & Consequences - City : Classification, Pre & Post-industrial cities & Nature, - Deference between city and town	
III	Traditional theories in urban sociology - Louis Wirth - George Simmel's - Ernest Burgess	

	• Homer Hoyt & Robert Park	
IV	Contemporary Theories • Manuel Castells • David Harvey • The Chicago school of urban studies • The Los Angeles school of urban studies	
Study Resources :	• Bergill, E.E. 1995. Urban Sociology, McGraw Hill Book Co. New Delhi • Bose, Ashish, 2002, India's Urbanization 1901-2001, TATA Mc GRAW HILL, New Delhi • Patel, Sujata & Das Kaushal, 2006, Urban Studies, Oxford University Press. New Delhi • Patel, Sujata & Thorne Alice: Bombay Metaphor for Modern India, Oxford University Press. New Delhi • Sandhu Ravinder Singh, 2008, Urbanization in India: Sociological Contributions, Sage Publications. New Delhi • Sanyal Sanjeev, 2008, The Indian Renaissance – India's Rise after a Thousand years of decline, Penguin / Viking.	

TYBA (Sociology)
SEMESTER - V

SOC-DSE-351 (B) – Sociology in India – I (Online Swayam)

Credits – 4

Internal Examination: 40

Marks – 100

External Examination: 60

Course Objectives :	- To understand the emergence of sociology as a discipline in India by analyzing its social background, key themes, and significant contributions, particularly through village studies. - To explore various sociological perspectives on caste in India, including the Brahminical perspective, field-based views, Dr. B.R. Ambedkar's and Ram Manohar Lohia's critiques, and the census-based approach. - To understand the sociological significance of family and marriage as institutions in India, analyzing their structure, functions, and evolving patterns through kinship studies. - To analyze the structure of class in India by examining agrarian classes, the working and middle classes, and the intersections of gender, caste, and class in shaping social hierarchies.	
Course Outcomes :	After successful completion of this course, - Students will be able to critically examine the development of sociology in India, identify major issues and themes, and assess the role of village studies in shaping sociological perspectives. - Students will be able to analyze and compare different perspectives on caste, critically engage with Ambedkar's and Lohia's contributions, and assess the role of census data in understanding caste dynamics. - Students will be able to critically examine the household as both a cooperative and conflicting unit, evaluate changing marriage patterns, and apply descent and alliance approaches to the study of kinship in India. - Students will be able to critically assess the complexities of class dynamics in India, understand the interrelation of caste and gender with class, and evaluate the socio-economic roles of different class categories.	
UNIT	CONTENT	HOURS
I	Emergence of sociology in India - Meaning and social background of sociology in India - Emergence of the discipline - Issues and themes - Village studies in India	15
II	Perspectives - Brahminical perspective - View from the field - Dr. Ambedkar's and Lohia's on caste - Census perspective	15
III	Family and Marriage Institution The household and the family	

	• The Household as a cooperative – conflicting unit • Marriage and its changing patterns • Decent and alliance approaches to the study of kindship in India	15
IV	Class in India • Agrarian classes and categories • The working class • The middle class • Gender, caste and class	15
Study Resources :	• Amrita Verma (2019) Indian Social Movement Jaipur: ABD Publishers • Guha R and Parry (1999) Institutions and Inequalities, New Delhi: Oxford University Press • Nita Kumar (2007) The Politics of Gender, Community, and Modernity New Delhi: Oxford University Press • Ambedkar BR (1971) Annihilation of Caste Jullunder: Bheem Patrika • B.B Misra 1963 The Indian Middle Classes : Their Growth in Modern Times Oxford University Press. • Ghanshyam Shah (1990) Social Movements in India: A Review of Literature New Delhi: Sage • Ghanshyam Shah (2001) Dalit Identity and Politics New Delhi: Sage • https://sociology.berkeley.edu/sites/default/files/faculty/ray/Introsocmovements-1.pdf • https://egyankosh.ac.in/bitstream/123456789/18922/1/Unit-4.pdf • https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf	

TYBA (Sociology)
SEMESTER - V
SOC-VSC-351 Rural Development - I

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives :	- To provide students with an understanding of the key components of Indian rural society, the rural-urban continuum, and the impact of rural communities on urban spaces. - To develop an understanding of the social, economic, and political challenges faced by Scheduled Castes, Scheduled Tribes, and women in rural society, along with the constitutional provisions and remedies available for their upliftment. - To explore the role of religion, education, and cooperative institutions in shaping rural society and their significance in rural development. - To examine the nature and causes of social change in rural society, with a focus on concepts like Sanskritization, Westernization, and Modernization and their impact on rural life.	
Course Outcomes :	After successful completion of this course, - Students will be able to differentiate between tribal, rural, and urban societies, analyze changes in Indian rural society, and explain the concept of the rural-urban continuum with relevant examples. - Students will be able to identify and analyze the problems faced by SCs, STs, and women in rural India and evaluate the effectiveness of constitutional provisions and remedial measures aimed at their empowerment. - Students will be able to analyze the functions and importance of religion, education, and cooperative systems in rural society and evaluate their impact on rural development. - Students will be able to analyze the processes of social change in rural India, evaluate the effects of Sanskritization, Westernization, and Modernization, and understand their implications for rural development.	
UNIT	CONTENT	HOURS
I	Components of Indian Rural Society - Tribal, Rural and Urban – Definition and Characteristics - Changes in Indian rural society - Rural Urban Continuum – Meaning and Examples - Impact of Rural Community on Urban Community	15
II	Problems of Weaker Section in Rural Society - Scheduled Caste : Meaning and Problems - Scheduled Tribes : Meaning and Problems - Problems of Women : Meaning and Problems - Remedies and Constitutional Provisions for SC, ST and Women	15
III	Rural Institutional System. Religion : Characteristics, Factors, Function and Importance	

	• Education: Objectives, Function and Importance in Rural Development. • Co-operation : Concept, Nature and Types • Importance in rural development	15
IV	Social Change in Rural Society • Social Change : Nature, Causes and changes in rural social life • Sanskritization : Characteristics, Factors and Limitation • Westernization : Characteristics, Nature, Types and Impact on Society • Modernization : characteristics, causes and process of modernization in rural area	15
Study Resources :	• Desai Vasant, 2005, Himalaya Publishing House, “Rural Development in India - Past Present and Future”. Mumbai, • Lalitha N. 2004, Rural Development in India” Dominant Publishers, Mumbai. • Mishra S. K. & Puri V. K., 2006, Development Issues of Indian Economics, Himalaya Publishing House, New Delhi • Patil Dilip, 2021, Rural Society, institute of distance & open learning, Mumbai. • Sundaram Satya, 2002, 2nd rev, Rural Development. Himalaya Publishing House, Mumbai. • https://www.ukessays.com/essays/management/role-of-educationin-rural-development.php • https://www.sociologydiscussion.com/social-process/co-operation-in-social-process-meaning-types-and-role/2210 • https://www.iilsindia.com/blogs/westernization-a-boon-or-curse-to-the-society/	

TYBA (Sociology)
SEMESTER - V

SOC-OJT/INT-351 :On Job Training / Internship

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To provide the students with actual work experience - To make aware prescribe standards and guidelines at work - To develop the employability of participating student - To avail an opportunities to eventually acquire job experiences=	
Course Outcomes	After successful completion of this course, students are expected to : - After successful completion of this course, students are expected to: - Get actual work experience with office and virtual exposure to various management styles, technical, industrial, and procedural systems - Acquaint the knowledge related to working hours, work protocols and guidelines - Understand the roles and responsibilities of employee as well as team work Justify job experiences that match their potentials, skills, and competencies	
UNIT	CONTENT	HOURS
	Internship:	15
	An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.	15
		15
	On the job training: On the job training is a form of training provided at the workplace. During the training, employees are familiarized with the working environment they will become part of. Employees also get hands-on experience using machinery, equipment, tools, materials, etc.	15
	Internship / OJT Mechanism: 1. Pre-Approval: Students should seek approval from the college before starting the Internship /OJT. This ensures that the Internship / OJT aligns with the curriculum and meets the necessary criteria. 2. Mentor and Supervisor: Each student should have an assigned mentor at the organization/industry where they are interning. Additionally, an Internship / OJT supervisor from the college will be appointed to guide and monitor the progress. 3. Regular Reporting: Students should maintain regular communication with their supervisor and mentor, providing progress reports and seeking feedback. 4. Professional Conduct: Students must adhere to professional conduct throughout the Internship /OJT, including punctuality, respect for colleagues, and adherence to the organization's/industry's policies and guidelines. 5. Student Diary: Students should maintain a diary to document their experiences,	

	challenges faced, and lessons learned during the Internship / OJT. 6. Final Report: At the end of the Internship / OJT, students should submit a comprehensive final report, summarizing their accomplishments, contributions, and key takeaways. 7. Evaluation: The Internship / OJT is worth 4 credits (equivalent to 100 marks), and the evaluation will be divided into two categories: one by the mentor and the other by the Internship / OJT supervisor. The mentor's evaluation (internal examination) will carry 40 marks, and it will be based on the student's performance during the Internship / OJT. External examination will be conducted by mentor and supervisor which will be based on the student's diary, the final report prepared by the student, and their performance in the final viva voce, and will carry 60 marks. The total marks obtained by the students in both evaluations will be added together for the purpose of final evaluation. The evaluation of the students will be conducted by the mentor using the valuation sheet provided by the college. Internal Evaluation Criteria for Students by the Mentor: 1. Quality of Work (10 marks): How well did the student perform their assigned tasks during the Internship / OJT? Evaluate the accuracy, thoroughness, and attention to detail in their work. 2. Initiative and Reactiveness (10 marks): Did the student show initiative in taking on additional responsibilities or tasks beyond their assigned role? Did they demonstrate a proactive attitude towards problem-solving? 3. Communication Skills (10 marks): Assess the student's ability to communicate effectively with colleagues, superiors, and clients (if applicable). Consider both written and verbal communication. 4. Problem-Solving Skills and Time Management (10 marks): Evaluate the student's ability to analyze problems, propose solutions, and implement effective strategies to overcome challenges. How well did the student manage their time during the Internship / OJT? Were they able to meet project deadlines and handle multiple tasks efficiently? External Evaluation Criteria for Students by the Supervisor and Mentor: 1. Student Diary (15 marks): Review the student's diary to understand their reflections, insights gained, and self-assessment of their performance during the Internship / OJT. 2. Final Report (15 marks): Evaluate the quality and comprehensiveness of the student's final report, including the clarity of their achievements and contributions. 3. Presentation of Student in Viva Voce (30 marks): Evaluate the responses given by the student to the questions asked by the faculty in the Viva Voce. Evaluation Criteria for Final Viva Voce: 1. Presentation Skills 2. Knowledge of the Internship / OJT Project 3. Practical Application and Work Experience 4. Problem-Solving and Critical Thinking 5. Communication and Professionalism
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SEMESTER - VI

TYBA (Sociology)
SEMESTER - VI

SOC-DSC -361 Social Movement in India - II

Credits – 2
Marks – 50

Internal Examination: 20
External Examination: 30

Course Objectives :	- To provide students with an understanding of peasant and farmer movements in India, their causes, historical context, and their role in shaping socio-political changes. - To explore the historical development of labour movements in India, their evolution in the pre- and post-independence eras, and the challenges faced under new economic policies. - To examine the historical and social foundations of student movements in India, their role in political and social change, and the impact of globalization on student activism. - To provide students with an understanding of environmental movements, their scope, legal framework, theoretical perspectives, and significant case studies like the Chipko and Narmada movements.	
Course Outcomes :	After successful completion of this course, - Students will be able to analyze the causes and impact of peasant movements in British India, examine farmer movements in independent India, and critically evaluate significant movements like <i>Tebhaga</i>, <i>Telangana</i>, and the Naxalite movement. - Students will be able to analyze the growth and impact of labour movements in India, understand the challenges posed by economic reforms, and critically assess the strengths and weaknesses of the Indian labor movement. - Students will be able to analyze the causes and consequences of student movements, understand key movements like <i>Nav Nirman Andolan</i> and Bihar student protests, and evaluate the influence of globalization on student activism. - Students will be able to analyze the origin, characteristics, and impact of environmental movements, examine legal and theoretical frameworks, and assess the role of environmental organizations in advocating for sustainable development.	
UNIT	CONTENT	HOURS
I	Peasant and Farmers Movements - Peasant movement in British India - Causes of Peasant Movement - Farmer Movement in independent India <i>Tibhaga</i>, <i>Telangana</i> and Naxalite Movement	07
II	Labour Movements - Labour movement in Pre-independence Era. - Labour movement in Post-independence Era. - Challenges of the new economic policy - Weakness of Indian Labour Movement	08

III	Students Movements - History and Social Basic of Students movement - Linguistic, <i>Nav Nirman Andolan</i>, Bihar students, students protest during the emergency etc. movement - Students movements and Globalization	08
IV	Environment Movements - Scope, Law and theory of Environment movement - Origin and Features of Environment movement - Chipko and Narmada Movement - Environmental organization	07
Study Resources :	- Devgaonkar and Dumre, 2009, social movement, sainath Publication, Nagpur. - Desai, A.R. (Ed.).1990, Changing Profile of Rural India and Human Rights of Agrarian Poor, CRRID Publication, Chandigarh. - Jain P. C, 2008, Sociology of Social Movement, National Publication, New Delhi. - Oommen T.K., 2004, Nation, Civil Society and Social Movements : Essays in Political Sociology.: Sage publication, New Delhi - Pawar S. N. Patil R. B & Salunkhe S. A. 2005, Environmental Movements in India, Rawat Publication, Jaipur. - Rao M. S. A. 1978, Social Movement in India, vol.I & II Manohar Publications, New Delhi. - Singh R, 2001, Social Movements, Old and New, Sage Publications, New Delhi. - Shah Ghansham, 2011, Social Movement in India, Sage publication, New Delhi. - Shah Ghansham, 2004, Social Movement in India, Diamond Publication, Pune. https://www.researchgate.net/publication/319547908_Labor_Movement/link/5b85e18aa6fdcc5f8b6e8b56/download Workers Movement: http://www.drbrambedkarcollege.ac.in/sites/default/files/worker%27s%20movement%20%28English%29.pdf	

TYBA (Sociology)**SEMESTER - VI****SOC-DSC -362 - Qualitative Research in Sociology****Credits – 4****Internal Examination: 40****Marks – 100****External Examination: 60**

Course Objectives :	- To introduce students to the fundamental concepts of qualitative research, including its meaning, characteristics, significance, critique, and key steps, while developing an understanding of the perspectives and preoccupations of qualitative researchers. - To familiarize students with the theoretical foundations of qualitative research, including Interpretivism, its significance, advantages and disadvantages, and the distinctions between qualitative, quantitative, and mixed-method approaches, while addressing issues of reliability and validity. - To provide students with an understanding of key qualitative research approaches, including ethnography and case study methods, their historical background, significance, characteristics, advantages, limitations, and techniques. - To equip students with knowledge of various qualitative data collection methods, including interviews, focus group discussions, conversation analysis, and discourse analysis, along with their processes, advantages, limitations, and analytical techniques.	
Course Outcomes :	After successful completion of this course, - Students will be able to explain the nature and importance of qualitative research, critically analyze its strengths and limitations, and apply key steps in conducting qualitative research effectively. - Students will be able to critically evaluate the Interpretivism approach, differentiate between qualitative and quantitative research methodologies, assess the role of mixed methods, and apply strategies to ensure reliability and validity in qualitative research. - Students will be able to analyze the strengths and limitations of ethnography and case study methods, evaluate their significance in qualitative research, and apply appropriate techniques for conducting ethnographic and case study research. - Students will be able to apply appropriate qualitative data collection techniques, critically assess their strengths and weaknesses, and utilize conversation and discourse analysis tools for interpreting qualitative data effectively.	
UNIT	CONTENT	HOURS
I	Introduction to Qualitative Research - Meaning, Characteristics and Nature of Qualitative Research - Significance and Critique of Qualitative Research - Main steps in Qualitative Research - Qualitative Researcher : Understanding and Pre-occupations of	15

	Qualitative Researchers	
II	Process of Qualitative Research • Theoretical Considerations-Interpretivism : Meaning and Significance, • Advantages and Disadvantages • Difference between Quantitative and Qualitative Research, Mixed Method • Reliability and Validity in qualitative Research,	15
III	Approaches in qualitative research • Ethnography : Historical Background, advantage and disadvantage • Significance of Ethnography • Case Study Method : Characteristics, Significance, types, • Limitation and Technique of Case Study	15
IV	Data Collection Methods and Techniques • Interview : Meaning, Types, Steps, Advantage and Disadvantage • Focus Group Discussion: Meaning, Types, Steps, Advantages and disadvantages. • Conversation Analysis: Meaning, Hypothesis, Basic tools. • Discourse Analysis: Themes, Action and Critical in Discourse Analysis.	15
Study Resources :	• Singh K. 2007, Quantitative Social Research methods, Sage Publications India. • Krishna swami Rangantham, 2019, Methodology of Research in Social Science, Himalaya Publishing House. • Bryman A, 2016, Social research methods, Oxford university press, • Given L. W, 2008, Encyclopaedia of qualitative research methods, sage publications. • Goode W, Hatt P, 1981, Methods in social research, McGraw-Hill Book company, • Gupta A. & Gupta N, 2022, Research methodology, SBPD publication, • Borwankar P. V, 1995, Research-Methodology, Seth Publisher, • Aaglave Pradip, 2010, Samajik Sanshodhan Padhati aani Tantre, Sainath Publication, Nagpur	

TYBA (Sociology)
SEMESTER - VI

SOC-DSC-363 – Sociology of Human Resource Development - II

Credits – 4

Internal Examination: 40

Marks – 100

External Examination: 60

Course Objectives :	- To develop an understanding of ergonomic factors in Human Resource Development (HRD), their characteristics, and their role in enhancing workplace health, safety, and overall efficiency. - To provide students with an understanding of Corporate Social Responsibility (CSR), its origin, government policies in India, various types, benefits, and the role of CSR managers, along with challenges and initiatives taken by Indian and multinational corporations. - To introduce students to the principles of Total Quality Management (TQM), including its characteristics, origin, process, key elements, challenges, and its relationship with Human Resource Management (HRM), while exploring strategies for effective implementation. - To familiarize students with the concepts of talent management, human resource management (HRM), and soft skills development, while exploring their benefits, challenges, and practical applications in workplace operations and image building.	
Course Outcomes :	After successful completion of this course, students are expected to : - Students will be able to analyze the impact of ergonomic factors on employee well-being, assess their importance in workplace safety, and propose ergonomic solutions to improve organizational productivity. - Students will be able to analyze the significance of CSR in different sectors, evaluate government regulations and corporate initiatives, and assess the challenges faced in implementing effective CSR strategies. - Students will be able to evaluate the significance of TQM in organizational success, analyze its implementation challenges, and propose strategies to enhance the effectiveness of TQM in various industries. - Students will be able to analyze talent management models, assess HRM functions and principles, and apply soft skills strategies for effective workplace communication and professional growth.	
UNIT	CONTENT	HOURS
I	Emerging Issues and Challenges in HRD - Meaning, characteristics of Ergonomic Factors - Ergonomics and Human Factors Improve health and Safety - Examples of Ergonomic Factors and Importance in the Workplace	15
II	Corporate Social Responsibility - Origin and Government's take on CSR in India - Understanding CSR in Different Areas and Types of CSR - Benefits and Role of CSR Manager	15

	Challenges and CSR Initiatives by Indian And Multinational Corporations	
III	Total Quality Management (TQM) - Characteristic, Origin and Process of TQM - Need, Elements and Problems of Implementing of TQM - Relation between HRM and TQM, Suggestions for Making TQM Effective - Advantages and Limitations of TQM	15
IV	Management Services and Operations - Meaning and Benefits of Talent Management - Model and Challenges in Talent Management - Principles, Benefits and Functions of Human Resource Management - Characteristics, Principal and Practicing Soft Skills at Workplace for Image Building	15
Study Resources :	- Ashwatthapa K. 2005. Human Resource and Personnel Management, Text and Cases, The McGraw Hill Companies, New Delhi. - Mamoria C, Gankar S. V. 2007, Personnel Management, Himalaya Publishing House, Mumbai. - Nair N, Latha Nair, 2004, Personal Management and Industrial Relation, S. Chand 2 Company Ltd. New Delhi. - Rao, T. V. (2014). <i>HRD audit: Evaluating the human resource development function for business improvement</i>. SAGE Publications. - Sarma A. M, 2005. Personnel Management, Himalaya Publishing House, Mumbai. - Sangare Sachin, 2022, Sociology of Human Resource Development, Institute of distance and open learning, Mumbai University, Mumbai. - Tiwari T. D. 2003, Human Resource Development: A New Perspective, Shanti Prakashan, New Delhi. www.hse.gov.uk/pubns/indg44.htm.	

TYBA (Sociology)
SEMESTER - VI

SOC-DSC-364 – Study of Gender

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives :	- To understand the various forms of violence against women, including domestic violence, communal violence, and workplace harassment, along with their causes and legal remedies. - To analyze gender-based violence in virtual spaces and its impact on marginalized genders, while exploring legal frameworks and activist responses. - To critically examine the role of protests and resistance in addressing gender inequalities, including surrogacy, women's land rights, and feminist critiques of legislation. - To explore contemporary women's movements in digital spaces, their origins, significance, and impact on gender rights and activism.	
Course Outcomes :	After successful completion of this course, students are expected to : - Explain the different forms of violence against women, including domestic violence, caste-based gender violence, and sexual harassment at the workplace. - Assess the impact of gender violence in virtual spaces and understand legal measures like Section 377 and protections against online harassment. - Analyze feminist critiques of surrogacy, women's land and forest rights, and legal frameworks addressing rape and domestic violence. - Examine the role of digital activism, including movements like <i>Right to Bleed</i>, <i>Why Loiter</i>, <i>Pinjra Tod</i>, and <i>Me Too</i>, in reshaping gender rights and public discourse.	
UNIT	CONTENT	HOURS
I	Violence against women - Domestic Violence : Violence within home - Cause and remedies of domestic violence - Concept of Communal violence, Caste-based Gender Violence and Armed Conflict. - Sexual harassment at the work place –act 2013	15
II	Violence in Virtual spaces and Marginalized Genders - Gender violence in Virtual space – Girls and Women targeted, Law and Solution of Problem - Gender galaxy – Meaning and limitless possibility, - Queer activism – Meaning, Theory and Queer activism in India - Section 377 – Natural Vs unnatural offences and de-criminalization	15

III	Protests and Resistance • Surrogacy – Meaning, types, causes, Monitored and Closed Environment • Women's right to land & forests, centrality of women's rights, • Obstacles and constructive changes. • Legislation – A feminist critique on Rape and Domestic violence	15
IV	Women's movements on digital spaces. • Right to bleed movement – history, menstrual hygiene scheme and happy to bleed campaign • Why loiter movement - understanding and solution • Pinjra Tod movement – Background and Critique • Me too movement – Origin, Nature, impact and criticism	15
Study Resources :	• Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi. • Patel, V. 2002, Women's challenges of the new millennium. Gyan Publishing House, New Delhi • Revathi, A. 2013. The Truth About Me: A Hijra Life Story. Books India. Penguin • Shah, Chayanika; Merchant, R. Mahajan, S. & Nevatia, S. 2015, No outlaws in the Gendergalaxy. Zubaan New Delhi: • Gonsalves, Lina, 2001. Women and Human Rights, APH Publishing Corporation. New Delhi • Phadke, S., Khan, S., & Ranade, S. 2011. Why loiter?: Women and risk on Mumbai streets. Books India. Penguin • Surve Pankti, Gender and Society in India : Contemporary Debates and emerging issues, 2023, Institute of Distance and Open Learning, University of Mumbai, Vidyanagari, Mumbai	

TYBA (Sociology)
SEMESTER - VI

SOC-DSE-361(A) – Urban Sociology in India - II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives :	- To understand the dynamics of urban growth by examining rural-urban migration, over-migration, and the concepts of megacities, satellite cities, suburbs, and the rural-urban fringe. - To examine the major social and environmental issues in urban society, including slums, environmental degradation, civic amenities, consumerism, and commercialization. - To understand the concepts, significance, and challenges of urban development and planning, along with the role of urban policies in shaping city growth. - To trace the historical development of urban life in India from ancient times to the post-independence period, highlighting key transformations in urbanization.	
Course Outcomes :	After successful completion of this course, - Students will be able to analyze the causes and consequences of migration and urban expansion while distinguishing between different urban forms and their sociological significance. - Students will be able to analyze the causes and consequences of urban problems and assess their impact on the quality of life in cities. - Students will be able to evaluate the importance of urban planning and policy while identifying the obstacles that hinder effective urban development. - Students will be able to analyze the patterns of urbanization across different historical periods in India and understand their social, economic, and political implications.	
UNIT	CONTENT	HOURS
I	Urban Growth - Rural – Urban Migration : Effects - Over Migration : Causes and consequences - Concept of Megacity, Satellite City, - Suburbs and Rural urban fringe	15
II	Problems in urban society - Slum : Meaning, characteristic - Environmental degradation - Civic amenities - Consumerism and commercialization	15
III	Urban Development and Planning	

	• Meaning and Characteristics of Urban development • Meaning and Importance of Urban planning • Importance of urban planning & Urban policy • Obstacles of urban planning	15
IV	History of Urban Sociology in India • Development of urban life in ancient India • Urbanization in Medieval India • Urbanization in the British (Colonial) period • Urbanization in the Post-Independence period	15
Study Resources :	• Bergill, E.E. 1995. Urban Sociology, McGraw Hill Book Co. New Delhi • Bose, Ashish, 2002, India's Urbanization 1901-2001, TATA Mc GRAW HILL, New Delhi • Patel, Sujata & Das Kaushal, 2006, Urban Studies, Oxford University Press. New Delhi • Patel, Sujata & Thorne Alice: Bombay Metaphor for Modern India, Oxford University Press. New Delhi • Sandhu Ravinder Singh, 2008, Urbanization in India: Sociological Contributions, Sage Publications. New Delhi • Sanyal Sanjeev, 2008, The Indian Renaissance – India's Rise after a Thousand years of decline, Penguin / Viking.	

TYBA (Sociology)
SEMESTER - VI

SOC-DSE-361(B) – Sociology in India - II (Online Swayam)

Credits – 4

Internal Examination: 40

Marks – 100

External Examination: 60

Course Objectives :	- To develop an understanding of the social, economic, and cultural aspects of tribes in India, with a focus on their relationship with caste, territory, and common property resources, as well as key theoretical perspectives by Elwin and Ghurye. - To explore the complex interplay between religion, politics, and culture in India, examining both the cohesive and divisive dimensions of religion and the process of secularization. - To analyze the processes of social change in India, focusing on urbanization, migration, industrialization, and globalization, and their impact on social structures and cultural transformations. - To understand the concept, dimensions, and types of social movements in India, with a special focus on peasant movements and new social movements.	
Course Outcomes :	After successful completion of this course, students are expected to : - Students will be able to critically analyze tribal social structures, differentiation, and the impact of historical and contemporary perspectives on tribal communities in India. - Students will be able to critically assess the role of religion in shaping societal structures, political discourse, and cultural practices while evaluating the impact of secularization in contemporary India. - Students will be able to evaluate the effects of urbanization, migration, industrialization, and globalization on various social institutions and understand their implications for contemporary society. - Students will be able to analyze the historical and contemporary significance of social movements in India and their role in shaping social and political change.	
UNIT	CONTENT	HOURS
I	Tribe in India - Tribe, territory and common property resources - Tribe and caste - Elwin and Ghurye's perspectives on tribes - Social differentiation among tribes	15
II	Religion in India - Religion and politics - Religion and culture - Cohesive and divisive dimensions of religion - secularisation	15
III	Process of social change - Urbanization - Migration	15

	• Industrialisation • Globalization	
IV	Social Movement in India • Social movement – Meaning and dimensions • Types of social movement • Peasants movement • New social movement	15
Study Resources :	• Amrita Verma (2019) Indian Social Movement Jaipur: ABD Publishers • Guha R and Parry (1999) Institutions and Inequalities, New Delhi: Oxford University Press • Nita Kumar (2007) The Politics of Gender, Community, and Modernity New Delhi: Oxford University Press • Ambedkar BR (1971) Annihilation of Caste Jullunder: Bheem Patrika • B.B Misra 1963 The Indian Middle Classes : Their Growth in Modern Times Oxford University Press. • Ghanshyam Shah (1990) Social Movements in India: A Review of Literature New Delhi: Sage • Ghanshyam Shah (2001) Dalit Identity and Politics New Delhi: Sage • https://sociology.berkeley.edu/sites/default/files/faculty/ray/Introsocmovements-1.pdf • https://egyankosh.ac.in/bitstream/123456789/18922/1/Unit-4.pdf • https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf	

TYBA (Sociology)
SEMESTER - VI

SOC-VSC-361 Rural Development - II

Credits – 4
Marks – 100

Internal Examination: 40
External Examination: 60

Course Objectives :	- To develop an understanding of pollution in rural society, with a focus on land pollution, its causes, consequences, and remedial measures for sustainable environmental management. - To examine the impact of population pressure on agricultural land, focusing on issues such as unemployment, land fragmentation, and migration, along with their causes, consequences, and possible solutions. - To provide students with an understanding of rural poverty in India, including its types, causes, consequences, and strategies for poverty measurement and alleviation. - To examine the impact of New Economic Policies, including liberalization, privatization, and globalization, on agriculture, rural artisans, and the integration of rural areas into capitalist banking and marketing systems.	
Course Outcomes :	After successful completion of this course, students are expected to : - Students will be able to identify different types of pollution, analyze the impact of land pollution on rural communities, and propose effective strategies for its prevention and control. - Students will be able to analyze the relationship between population growth and land use, evaluate the effects of unemployment and migration on rural and urban areas, and propose strategies for sustainable land and labor management. - Students will be able to analyze the factors contributing to rural poverty, assess its impact on society, and evaluate various measures and policies aimed at poverty reduction in rural areas. - Students will be able to analyze the effects of economic reforms on rural livelihoods, assess the challenges and opportunities created by globalization, and evaluate policy measures for sustainable rural development.	
UNIT	CONTENT	HOURS
I	Problem of Pollution in Rural Society - Pollution : Meaning and Types of Pollution - Land Pollution : Concept and Causes - Consequence of land pollution - Remedial measures of land pollution	15
II	Pressure of population on agricultural land - Unemployment : Meaning and Types of unemployment - Sub division and fragmentation of land : causes and consequences - Migration : Meaning, types and factors impact - Rural – Urban Trends, Causes and remedial measures of migration	15
III	Rural poverty in India	

	• Meaning and types of rural poverty • Causes and consequence of rural poverty • Action and reduce poverty, measurement of poverty • Remedial measures of poverty alleviation	15
IV	New Economic policies and its impact • New economic policy : liberalization, privatization and globalization • Impact of liberalization, privatization and globalization • Impact on agriculture and rural artisans • Opening of rural area to capitalist classes in banking and marketing	15
Study Resources :	• Bhosale Pandurang, 2001, Vikasache Arthshatra ani Krushi, Publisher , Chetak Books, Pune. • Bhosale K.M and Kate K.B, 2009, Commercial Environment, Phadke Prakashan, Kolhapur. • Jhamre G.N, 2005, Development and Environmental Economics, Pimpalapur and Publishers, Nagpur. • Jadhav Kunal,(editor), 2023, emerging issues in rural development, institute of distance & open learning. Mumbai. • Ksagar, 2015, Indian Planning and Development, K Sagar Publication, Pune • K. Sagar, 2003, Krushi vishayak Ghatak –K. Sagar Publication, Pune. • Nikam Jaydeep, (Editor), 2015, Yashwantrao Chavan Maharashtra Mukta Vidyapeeth, Paryavan & Abhyas, • Padmakar Dubhashi , 2006, Jagtikikaran, Udarikaran ani Arthkaran, Shri Vidya Publication, Pune, 2006 • Ragaverndra B. V. 2004, Migration- Causes, Consequences and Problems, Abhijit Publication, New Delhi. • Vitthal Sontakke, 2012, Arthik Vrudhhi ani Vikas, Seth Prakashan, Mumbai.	

BOS Panel (Sociology)

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