

2. 28

Structure of CBCS in Economics: Semester - I

Course Code & Type	Course Subject	Course Credit	No of Hours per week	Weightage for Internal Exams	Weightage for Semester Exams	Total Marks	Duration of Exam
✓ CC-101 Core Compulsory	Economics Micro Economics - I	4	04 (03+01)	30	70	100	2:30
✓ CC-102 Core Compulsory	Economics Money & Banking	4	04 (03+01)	30	70	100	2:30
✓ CE-I (101) Core Elective	Economics Micro Economics - I	4	04 (03+01)	30	70	100	2:30
✓ CE-I (102) Core Elective	Economics Money & Banking	4	04 (03+01)	30	70	100	2:30
CE-I (101) Core Elective	Co-Operative in India	4	04 (03+01)	30	70	100	2:30
CE-I (102) Core Elective	Co-Operative in Foreign Countries	4	04 (03+01)	30	70	100	2:30
✓ EO- (105) Elective Open	Elementary Economics	2	02 (01+01)	15	35	50	2:00
EO- (105) Elective Open	Co-Operation	2	02 (01+01)	15	35	50	2:00

B.A. Semester-I [Economics]
Course-CC-101 (Core Compulsory)
Micro Economics-1

Objective:

- This paper is to introduce the basic concepts of Economics to the students
- This paper enable them for further learning in Economics
- This paper makes them more aware about the concept of Economics

Unit-1

Introduction:

Definition of Economics, Nature & Scope of Economics, Methodology in economics an economics problems, Basic postulates.

Unit - 2

Demand and Supply:

Meaning and laws of Demand. Extension of demand and contraction of demand, increase and decrease of demand; Meaning and laws of Supply. Extension of supply and contraction of supply, Increase and decrease of supply.

Unit-3:

Introduction of Utility analysis:

Definition of Utility, Cardinal utility analysis assumption, Concept of marginal utility, Concept of total utility, Difference between marginal and total utility; Ordinal Utility analysis-Concepts of scale of preference, concept of Indifference schedule and indifference curve, Marginal rate of substitution.

Unit - 4

Elasticity of Demand:

Meaning of Elasticity of Demand, Meaning and Types of Price Elasticity of demand, Importance of Price Elasticity of demand, Factors determining of price elasticity.

Basic Reading:

1. Ahuja H.L: Advance Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Agrawal H.S.: Advance Economic Theory, Konark Publishers Pvt. Ltd. New Delhi.
3. Dewett K.K: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
4. Jhingan. M.L. : Principal of Economics, Vrinda Publication, Delhi,
5. Parkin, Micha: Micro Economics, Addison Willey Publishing Co., New York.
6. અમીન આર.કે. મૂલ્યાંતી સિધ્ધાંતો, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

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B.A. Semester-I [Economics]
Course-CC-102 (Core Compulsory)

Money & Banking

Objective:

- This paper is to introduce the students to basic understanding of macro Economics and public finance.
- This paper also enhance the understanding of conceptual terminology of macro Economics

- Unit - 1: **Basic Concepts:**
Money - meaning, functions and classification. Gresham's law, Role of money in capitalist, socialist and mixed economies; Monetary standards - Metallic and paper system of note issue.
- Unit-2: **Inflation-1:**
Concept of Inflation, deflation and reflation, types and causes of inflation; effects of inflation on the different sectors of the economy.
- Unit-3: **Inflation-2**
Demand-pull and cost-push inflation, Measures to control inflation, Trade off between inflation and unemployment (Philip's Curve).
- Unit-4: **Commercial Banking:**
Meaning and types of bank, Functions of commercial banks, The process of credit creation - Purpose and limitations, Liabilities and assets of banks.

Basic Reading:

1. Dewett K.K: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Mithani D.M.,: Money, Banking, International Trade and Public Finance, Himalaya Publication House, New Delhi.
3. Shrivastava P.K.,:Banking Theory and Practice, Himalaya Publication House, New Delhi.
4. Ahuja H.L: Macro Economic Theory & Policy, S.Chand, & Co. Ltd. New Delhi.

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B.A. Semester-I [Economics]
Course-EO - 105 (Elective open)
Elementary Economics

Objective:

- This paper will enhance the students' basic understanding of elementary Economics.
- This paper will also prove beneficial to conceptual understanding of various economic terms.

Unit-1: Definition and basic Concept of economics Variables:
Definition of Economics, Demand, Supply, Difference between value and price, Utility, Private & public goods.

Unit-2: Factor of Production:
Factors of production, Meaning and characteristics of Labour, Meaning and characteristics of Land, Meaning and characteristics of Capital, Meaning and characteristics of Entrepreneur, Division of labour and specialization-merit and demerit.

Unit-3: Concept of Money:
Various definition of money, difference between value and price, functions of money, Gresham's law, Value of money.

Basic Reading:

1. Dewett K.K: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Ahuja H.L: Macro Economic Theory & Policy, S.Chand, & Co. Ltd. New Delhi.
3. DuttRuddar & K.P.M.: Sundaram, Indian Economy, S.Chand & Co. Ltd. New Delhi
4. Mithani D.M.: Money, Banking, International Trade and Public Finance, Himalaya Publication House, New Delhi.
5. Shrivastava P.K.: Banking Theory and Practice, Himalaya Publication House, New Delhi.

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✓ B.A. Semester-I [Economics]
Course-CE-101 (Core Elective)
Micro Economics-I

Objective:

- This paper is to introduce the basic concepts of Economics to the students
- This paper enable them for further learning in Economics
- This paper makes them more aware about the concept of Economics

Unit-1

Introduction:

Definition of Economics, Nature & Scope of Economics, Methodology in economics an economics problems, Basic postulates.

Unit - 2

Demand and Supply:

Meaning and laws of Demand. Extension of demand and contraction of demand, increase and decrease of demand; Meaning and laws of Supply. Extension of supply and contraction of supply, Increase and decrease of supply.

Unit-3:

Introduction of Utility analysis:

Definition of Utility, Cardinal utility analysis assumption, Concept of marginal utility, Concept of total utility, Difference between marginal and total utility; Ordinal Utility analysis-Concepts of scale of preference, concept of Indifference schedule and indifference curve, Marginal rate of substitution.

Unit - 4

Elasticity of Demand:

Meaning of Elasticity of Demand, Meanings and Types of Price Elasticity of demand, Importance of Price Elasticity of demand, Factor determining of price elasticity.

Basic Reading:

1. Ahuja H.L.: Advance Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Agrawal H.S.: Advance Economic Theory, Konark Publishers Pvt. Ltd. New Delhi.
3. Dewett K.K.: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
4. Jhingan. M.L.: Principal of economic, Vrinda Publication, Delhi,
5. Parkin, Micha: Micro Economics, Addison Willey Publishing Co., New York.
6. अमीन आर.के. मूल्यनां सिद्धांतो, युनि. ग्रंथ निर्माणा बोर्ड, अमरावाट

B.A. Semester-I [Economics]
Course-CE-102 (Core Elective)

Money & Banking

Objective:

- This paper is to introduce the students to basic understanding of macro Economics and public finance.
- This paper also enhance the understanding of conceptual terminology of macro Economics

- Unit - 1: Basic Concepts:
Money - meanings, functions and classification. Gresham's law, Role of money in capitalist, socialist and mixed economies; Monetary standards - Metallic and paper system of note issue.
- Unit-2: Inflation-1:
Concept of Inflation, deflation and reflation, types and causes of inflation; effects of inflation of the different sectors of the economy.
- Unit-3: Inflation-2
Demand-pull and cost-push inflation, Measures to control inflation, Trade off between inflation and unemployment (Philipps Curve).
- Unit-4: Commercial Banking:
Meaning and types of bank, Functions of commercial banks, The process of - credit creation - Purpose and limitations, Liabilities and assets of banks.

Basic Reading:

1. Dewett K.K: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Mithani D.M.,: Money, Banking, International Trade and Public Finance, Himalaya Publication House, New Delhi.
3. Shrivastava P.K.,:Banking Theory and Practice, Himalaya Publication House, New Delhi.
4. Ahuja H.L: Macro Economic Theory & Policy, S.Chand, & Co. Ltd. New Delhi.

Structure of CBCS in Economics: Semester - II

Course Code & Type	Course Subject	Course Credit	No of Hours per week	Weightage for Internal Exams	Weightage for Semester Exams	Total Marks	Duration of Exam
CC-201 Core Compulsory	Economics Micro Economics - I	4	04 (03+01)	30	70	100	2:30
CC-202 Core Compulsory	Economics Money & Banking	4	04 (03+01)	30	70	100	2:30
CE-I (201) Core Elective	Economics Micro Economics - I	4	04 (03+01)	30	70	100	2:30
CE-I (202) Core Elective	Economics Money & Banking	4	04 (03+01)	30	70	100	2:30
CE-I (201) Core Elective	Co-Operative in India	4	04 (03+01)	30	70	100	2:30
CE-I (202) Core Elective	Co-Operative in Foreign Countries	4	04 (03+01)	30	70	100	2:30
EO- (205) Elective Open	Elementary Economics	2	02 (01+01)	15	35	50	2:00
EO- (205) Elective Open	Co-Operation	2	02 (01+01)	15	35	50	2:00

B.A. Semester-II [Economics]
Course-CC-201 (Core Compulsory)
Micro Economics-2

Objective: The objective of this paper is to introduce the basic concepts of economics to the students so as to able them for further learning in economics.

Unit-1: Elasticity of Demand:-

Meaning and types of income elasticity, Importance of income elasticity, Factors determining of income elasticity of demand, Meaning, type and importance of cross elasticity.

Unit-2: Theory of Production & Cost:

Meaning of Production Function, Short run production Function, Law of Diminishing Return; Different concept of Costs (Real Cost, opportunity cost, and monetary cost) and their interrelation.

Unit-3: Market Structure :

Meaning and forms of Markets, its functions & limitation; meaning, & Characteristics of perfect competition, monopoly and monopolistic competition.

Unit-4: Factor Pricing:

Basic Concepts of Rent, Interest- Gross Interest and net interest, Wages-Normal wages and real wages; Profit - Gross Profit & Net Profit. Basic concept of economic welfare.

Basic Reading:

1. Ahuja H.L: Advance Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Agrawal H.S. : Advance Economic Theory, Konark Publishers Pvt. Ltd. New Delhi.
3. Dewett K.K : Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
4. Jhingan. M.L. : Principal of economic, Vrinda Publication, Delhi,
5. Parkin, Michal (1990): Micro Economics, Addison Willey Publishing Co., New York.
5. અમીન આર.કે. મૂલ્યનાંસિધ્ધાંતો, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
૭. પરીખ નરહરિ માનવ અર્થશાસ્ત્ર, નવજીવન પ્રકાશન મંદિર, અમદાવાદ

B.A. Semester-II [Economics]
Course-CC-202 (Core Compulsory)

Banking & Public Economics

Objectives:

The main objective of this paper is to introduce the students to basic understanding of macro Economics and public finance

Unit-1: Commercial Banking:

A critical appraisal of the progress of commercial banking after nationalization, Recent reforms in banking sector in India, Concept of Foreign And Private Banks, function of state and district co-operative Bank.

Unit-2: Central Banking:

Meaning of Central bank, Functions of central bank (Reserve Bank of India), Quantitative and qualitative methods of credit control - bank rate policy, open market operations, variable reserve ratio and selective methods, concept of Repo rate and reverse Repo rate, Objectives and limitation of monetary policy with special reference to India.

Unit-3: Public Economics-1:

Meaning of Public Finance, instruments of Public Finance - Concept of Pub expenditure, Causes of increasing public expenditure; Meaning, types and effects public debt.

Unit-4: Public Economics-2:

Meaning and types of tax, Merit and demerits of direct and indirect taxes, concept of GST and its effects.

Basic Reading:

1. Dewett K.K: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Mithani D.M., Money, Banking, International Trade and Public Finance, Himalaya Publication House, New Delhi.
3. Shrivastava P.K., Banking Theory and Practice, Himalaya Publication House, New Delhi.
4. Ahuja H.L: Macro Economic Theory & Policy, S.Chand, & Co. Ltd, New Delhi.

**B.A. Semester-II [Economics]
Course-CE-201 (Core Elective)
Micro Economics-2**

Objective: The objective of this paper is to introduce the basic concepts of Economics to the students so as to able them for further learning in Economics.

Unit-1: Elasticity of Demand:-

Meaning and types of income elasticity, Importance of income elasticity, Factors determining of income elasticity of demand, Meaning and importance of cross elasticity.

Unit-2: Theory of Production & Cost :

Meaning of Production Function, Short run production Function, Law of Diminishing Return; Different concept of Costs (Real Cost, opportunity cost, and monetary cost) and their interrelation.

Unit-3: Market Structure :

Meaning and forms of Markets, its functions & limitation; meaning, & Characteristics of perfect competition, monopoly and monopolistic competition.

Unit-4: Factor Pricing :

Basic Concepts of Rent, Interest- Gross Interest and net interest, Wages-Normal wages and real wages; Profit - Gross Profit & Net Profit. Basic concept of economic welfare.

Basic Reading:

1. Ahuja H.L: Advance Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Agrawal H.S. : Advance Economic Theory, Konark Publishers Pvt. Ltd. New Delhi.
3. Dewett K.K : Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
4. Jhingan. M.L. : Principal of economic, Vrinda Publication, Delhi,
5. Parkin, Michal (1990): Micro Economics, Addison Willey Publishing Co., New York.
૬. અમીન આર.કે. મૂલ્યનાં સિદ્ધાંતો, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
૭. પરીખ નરહરિ માનવ અર્થશાસ્ત્ર, નવજીવન પ્રકાશન મંદિર, અમદાવાદ

B.A. Semester-II [Economics]
Course-CE-202 (Core Elective)

Banking & Public Economics

Objectives:

The main objective of this paper is to introduce the students to basic understanding of macro economics and public finance

Unit-1: Commercial Banking:

Evolution of commercial banking in India after Independence. A critical appraisal of the progress of commercial banking after nationalization, Recent reforms in banking sector in India, Concept of Foreign And Private Banks,

Unit-2: Central Banking:

Meaning of Central bank, Functions of central bank (Reserve Bank of India), Quantitative and qualitative methods of credit control - bank rate policy market operations, variable reserve ratio and selective methods, concept of Repo rate and reverse Repo rate Objectives and limitation of monetary policy with special reference of India.

Unit-3: Public Economics-1:

Meaning of Public Finance, instruments of Public Finance - Concept of Pub expenditure, Causes of increasing public expenditure; Meaning, types and effects public debt.

Unit-4: Public Economics-2: -

Meaning and types of tax, Merit and demerits of direct and indirect taxes, concept of GST and its effects.

Basic Reading:

1. Dewett K.K: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Mithani D.M., Money, Banking, International Trade and Public Finance, Himalaya Publication House, New Delhi.
3. Shrivastava P.K., Banking Theory and Practice, Himalaya Publication House, New Delhi.
4. Ahuja H.L: Macro Economic Theory & Policy, S.Chand, & Co. Ltd, New Delhi.

B.A. Semester-II [Economics]
Course-EO -205 (Elective open)
Elementary Economics

Objective: The objective of this paper is to introduce the basic understanding of elementary Economics

Unit-1: Banking:

Meaning and type of Bank, Functions of commercial and central Bank (Reserve Bank of India).

Unit-2 Indian economics issues-1:

Concept & Causes of Poverty, Remedies of Poverty; Types, Causes and Effects of Unemployment.

Unit-3 Indian economics issues-2:

Causes and effects of population explosion, population policy of India.

Basic Reading:

1. Dewett K.K: Modern Economic Theory, S.Chand, & Co. Ltd. New Delhi.
2. Ahuja H.L: Macro Economic Theory & Policy, S.Chand, & Co. Ltd. New Delhi.
3. Dutt Ruddar & K.P.M. Sundaram: Indian Economy, S.Chand & Co. Ltd. New Delhi
4. Mithani D.M.,: Money, Banking, International Trade and Public Finance, Himalaya Publication House, New Delhi.
5. Shrivastava P.K.,: Banking Theory and Practice, Himalaya Publication House, New Delhi.

Structure of CBCS in Economics: Semester - III

Course Code & Type	Course Subject	Course Credit	No of Hours per week	Weightage for Internal Exams	Weightage for Semester Exams	Total Marks	Duration of Exam
CC-303 Core Compulsory	Economics Micro Economics -I	4	04 (03+01)	30	70	100	2:30
CC-304 Core Compulsory	Indian Economy	4	04 (03+01)	30	70	100	2:30
CC - 305 - A Core Compulsory	Economic System	4	04 (03+01)	30	70	100	2:30
CC - 305 B Core Compulsory	Rural Economy of India	4	04 (03+01)	30	70	100	2:30
CC - 305 C Core Compulsory	Quantitative Techniques	4	04 (03+01)	30	70	100	2:30
CC - 305 D Core Compulsory	Investigation	4	04 (03+01)	30	70	100	2:30
CE-303 Core Elective	Co-Operation in India	4	04 (03+01)	30	70	100	2:30
CE-304 Core Elective	Law of Co-Operation	4	04 (03+01)	30	70	100	2:30

S.Y.B.A. Semester: 3 ECONOMICS
Core Compulsory - CC 303 (Main)
(Micro Economics - 1)

Objective:-

- The motive of this paper is to enhance the analytical skills of economic behavior of individual, Firm and Market.
- All the concepts in this paper concerned with primitive concepts which is mainly concerned with U.G. Student

- Unit: 1 Price mechanism and market equilibrium:**
Concept and role of price mechanism, meaning and introduction of market equilibrium, change of demand and its effect on market equilibrium, change of supply and its effect on market equilibrium, change of demand and supply and their effect on market equilibrium.
- Unit: 2 Theory of Demand (cardinal utility analysis):**
Law of diminishing marginal utility, Derivation of law of demand on basis of the law of diminishing marginal utility, Principle of equi-marginal utility, Explanation of consumer surplus on the basics of cardinal utility analysis.
- Unit: 3 Theory of Demand (ordinal utility analyses):**
Concept and characteristics of indifference curve. Price line, shifting in the Price line, Consumer's equilibrium, Brief introduction of price effect, income effect and substitute effect.
Explanation of consumer surplus on the basis of ordinal utility analysis.
- Unit: 4 Theories of cost and Revenue:**
Concepts of cost: Total cost, fixed cost and variable cost, Marginal and average cost relation between marginal and average cost.
Concept of revenue: Total revenue, Marginal revenue and average revenue in perfect competition, monopoly and monopolistic competition

Basic Reading: -

1. Ahuja H.L. Advance Economic theory, S.Chand & co Ltd. New Delhi.
2. Agrawal, H.S. Advance Economic theory, Konark pub. Pvt. Ltd. New Delhi.
3. Dewett, K.K. Modern Economic theory, S.Chand & G. Ltd. New Delhi.
4. Jhingan, M.L. Principle of economics, vrinda pub. Delhi.
5. Parkin, Michel (1990): Micro Economics, Addison Wesley pub. Co. New York 6.
6. Tripathi G.D. Micro Economic Theory, Mark Publishers, Jaipur
7. अभीनआर. डे. 'मूल्यानासिध्दांतो' युनि. ग्रंथनिर्माणबोर्डअमदावाड

H.N.G.UNIVERSITY PATAN
S.Y.B.A. Semester: 3 ECONOMICS
Core Compulsory – CC: 304 (Main)
Indian Economy -I

Objective: The main objective of the paper is to make the students familiar with the problems and characteristic of different sectors of Indian economy.

Unit 1 India as a developing Economy, its main characteristics. Human development Index of India. Changing structure of GDP in Indian economy, decreasing share of primary sector and increasing share of tertiary sector.

Unit 2 **Population**

Principle of demographic transition, size and trends of population in India; concept of birth rate, mortality infant mortality rate, growth rate, rural- urban population, literacy rate and life expectancy; Causes of population explosion and its effects on Indian economy, National population policy.

Unit 3 **Problems of poverty and unemployment**

Meaning and nature of poverty (absolute and relative poverty), estimates of poverty in India. Causes and remedies of poverty. Meaning and types of unemployment estimates of unemployment in India, Causes and remedies of unemployment.

Unit 4 **Natural Resources in India**

Importance of Natural resources in economic development; Land, Forest, Water and Mineral.

Basic Redding:

1. Indian Economy, Dutt and Sundram.
2. Indian Economy, Mishra and Puri
3. Indian Economy, Tandan and Tandan
4. ભારતીય અર્થતંત્ર, નીરવ પ્રકાશન
5. ભારતીય અર્થતંત્ર, નીરવ પ્રકાશન
6. ભારતીય અર્થતંત્ર, પોપ્યુલર પ્રકાશન, સુરત.

S.Y.B.A. Semester: 3 Economics
Core Compulsory- CC: 305 A (Main Optional)
Economic System

Objective:-

- This paper is to make the students familiar with the basic philosophy and objects of different economic systems.
- The course also aims to introduce the merit and demerits of different economic systems.

- Unit 1 Economic System:**
Meaning, Characteristics, Functions, Nature, Criteria for success and limitations
- Unit 2 Capitalism - 1:**
Meaning, Capitalism as laissez faire, invisible hand, Price mechanism and free market. Characteristics and economic institutions of Capitalism. Merits and demerits of Capitalism (Benefits and Limitations)
- Unit 3 Capitalism - 2:**
Development of Corporate culture and economic welfare of common people, benefits of Social Security Schemes. Association of capitalism with Democracy and economic freedom Keynesian economics and states intervention
- Unit 4 Gandhian Economic Thoughts:**
Meaning of Gandhian economy. Main characteristics of Gandhian economic thoughts Importance of labour intensive production, techniques, small scale industries and rural economy. Relevance of Gandhian economic thought.

Basic Reading

1. Schumpeter, Joseph "Capitalism, socialism & Democracy, London: Allen & Unwin, 1943.
2. Kornai Janos; the Socialists System: The Political Economy of Communism, Princeton, N.J. Princeton University Press 1942.
- 3: Dunlop, John B. The Rise of Russia and the fall of the soviet Empire, Princeton University press 1993.
4. Bhagwati Jagdish India in transition. Oxford: Clarendon press. 1993.
5. Tripathi G.D. , History of Economic Thoughts, Mark Publications, Jaipur
5. તુલનાત્મક આર્થિક પદ્ધતિઓ: લેખક ડૉ.આર.કે. ગાંધીયુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
6. ગુજરાતનું અર્થતંત્ર: લેખક ડૉ.બી.કે. ભટ્ટ ન્યુ પોપ્યુલર પ્રકાશન સુરત.
7. પરીખ, નરહરિ. 'માનવ અર્થશાસ્ત્ર

Structure of CBCS in Economics: Semester - IV

Course Code & Type	Course Subject	Course Credit	No of Hours per week	Weightage for Internal Exams	Weightage for Semester Exams	Total Marks	Duration of Exam
CC-403 Core Compulsory	Economics Micro Economics - I	4	04 (03+01)	30	70	100	2:30
CC-404 Core Compulsory	Indian Economy	4	04 (03+01)	30	70	100	2:30
CC - 405 - A Core Compulsory	Economic System	4	04 (03+01)	30	70	100	2:30
CC - 405 B Core Compulsory	Rural Economy of India	4	04 (03+01)	30	70	100	2:30
CC - 405 C Core Compulsory	Quantitative Techniques	4	04 (03+01)	30	70	100	2:30
CC - 405 D Core Compulsory	Investigation	4	04 (03+01)	30	70	100	2:30
CE-303 Core Elective	Co-Operation in India	4	04 (03+01)	30	70	100	2:30
CE-304 Core Elective	Law of Co-Operation	4	04 (03+01)	30	70	100	2:30

H.N.G.UNIVERSITY PATAN
S.Y.B.A, Semester: 4 Economics
Core compulsory -403 (Main)
Micro Economics -2

Objective: Object: - The main objective of the paper is to analyze the economic behavior of individual, Firm and Market. It is mainly concerned with U.G. Students.

Unit. 1 Market Structure-1 (Perfect competition & monopoly):

Meaning of perfect competition, short run and long run equilibrium of the firm and industry in perfect competition, Concept of monopoly, equilibrium of firm in the monopoly, Meaning and types of price discrimination, Possibility and profitability of price discrimination, Effect of monopoly.

Unit 2 Market structure-2 (Monopolistic competition):

Concept of monopolistic competition, price and output determination of firm under monopolistic competition, Equilibrium of group, Selling cost and its effect on demand curve, Comparison among perfect competition, monopoly and monopolistic competition, concept of oligopoly and duopoly.

Unit. 3 Distribution of National Income:

Marginal productivity theory of distribution, Modern theory of rent, collective bargaining theory of wages, concept and effects of minimum wages.

Unit: 4 Distribution and welfare economics:

- (a) Theories of profit: Theory of risk, theory of uncertainty, theory of innovations.
(b) Definition of welfare economics, Introduction of economic and non economic welfare, concept of individual welfare and social welfare, Introduction of pigou's welfare economics, problems in measuring welfare,

Basic Reading:

1. Ahuja H.L. Advance Economic theory, S, Chand & co Ltd. New Delhi.
2. Agrawal, H.S. Advance Economic theory, Konark pub, Pvt. Ltd. New Delhi.
3. Dewett, K.K. Modern Economic theory, S.Chand& G. Ltd. New Delhi.
4. Jhingan, M.L. Principle of economics, Vrinda pub. Dehli.
5. Parkin, Michel (1990): Micro Economics, Addison Wesley pub. Co. New York.
6. अमीन आर.के. "मूल्यनां सिद्धांतो" युनि.ग्रंथ निर्माणा बोर्ड अमदावाड

Semester: 4 ECONOMICS
Core Compulsory CC- 404(Main)
Indian Economy- 2

Object: The main objective of this paper is to introduce the basic concepts of Indian Economy. This paper is to make the students familiar with the main problems and characteristic of different sectors of Indian economy.

Unit 1 Planning

Achievements, limitations and lessons of Indian planning. meaning of Niti Ayog, its construction, objectives and functions.

Unit. 2 Agriculture

Role of agriculture in Indian economy. Causes of low productivity of agriculture in India. Land reforms, Role of credit in agricultural development, institutions providing credit to the agriculture sector, Regulated Agricultural Market. Green revolution in India; merit and demerits.

Unit -3 Industrial Sector

Importance of Industrial development in Indian economy. Trends of Industrial development. Importance and problems of Small scale and cottage industries in India. Measures of the development of small and cottage industry. Liberalized industrial policy in India.

Unit-4

Role of private sector, public sector and co-operative sector in the development of industrial and tertiary sector, special economic zone; concept of skill India, make in India and startup India.

Basic Reading:

1. Dutt, Raddar & K.P.M. Sundaram: Indian Economy, S. Chand & Co. Ltd, New Delhi.
2. Misra & Puri (2010) Indian Economy, Himalaya pub. Hou, New Delhi.
3. Agarwal A.N. Indian Economy, Wiswas Parkas, New Delhi.
4. R.B.I. Bulletin
5. Economic Survey of India.

H.N.G.UNIVERSITY PATAN
S.Y.B.A. Semester: 4 ECONOMICS
Core Compulsory CC - 405 -A (Main-Optional)
Economic Systems -2

Objective: - The objective of the paper is to make the students familiar with the basic philosophy and objects of different economic systems. The course also aims to introduce the merit and demerits of different economic systems.

Unit 1 **Analysis of capitalism by Karl Marks. Crisis of capitalism illustrated by Karl Marks Communism: Meaning, Nature and characteristics, Merits and demerits of communism. Experience of communism in Russia and China.**

Unit 2 **Socialism:**
Meaning, types (Utopian, Fabianism, Market Socialism) and characteristics. Lang's and tailor's Model of Market socialism, Relevance of Socialistic ideas in modern world.

Unit 3 **Mixed economy:**
Meaning, objectives and Characteristics, Merits and demerits, Experience of India

Unit 4 **Nationalization Policy:**
Meaning, objectives. Merit and demerits. Nationalization policy experienced by United Kingdom and India. Cooperative economic system as a subordinate system. Co-operative economy experienced by Israel.

Basic Reading:

1. Dutt, Reddar & K.P.M. Sundaram: Indian Economy, S. Chand & Co. Ltd. New Delhi.
2. Misra & Puri (2010) Indian Economy, Himalaya pub. Hou, New Delhi.
3. Agarwal A.N. Indian Economy, Wiswas Parkas, New Delhi.
4. R.B.I. Bulletin
5. Economic Survey of India.

Structure of CBCS in Economics: Semester - V

Course Code & Type	Course Subject	Course Credit	No of Hours per week	Weightage for Internal Exams	Weightage for Semester Exams	Total Marks	Duration of Exam
CC-506 Core Compulsory	Macro Economics	4	04 (03+01)	30	70	100	2:30
CC-507 Core Compulsory	International Economics	4	04 (03+01)	30	70	100	2:30
CC-508 Core Compulsory	Public Economics	4	04 (03+01)	30	70	100	2:30
CC-509 A Core Compulsory	Dev. & Envi. Economics	4	04 (03+01)	30	70	100	2:30
CC-509 B Core Compulsory	Eco. Of Developing Countries	4	04 (03+01)	30	70	100	2:30
CC-509 C Core Compulsory	Economy of Gujarat - I	4	04 (03+01)	30	70	100	2:30
CC-509 D Core Compulsory	Economic Essay - I	4	04 (03+01)	30	70	100	2:30
CC-510 A Core Compulsory	Co-Operation	4	04 (03+01)	30	70	100	2:30
CC-510 B Core Compulsory	History of Eco. Thoughts	4	04 (03+01)	30	70	100	2:30
CC-510 C Core Compulsory	Demography	4	04 (03+01)	30	70	100	2:30
CC-510 D Core Compulsory	Economic Investigation	4	04 (03+01)	30	70	100	2:30
CC-510 E Core Compulsory	Economic Survey	4	04 (03+01)	30	70	100	2:30

B.A. Semester V Course CC - 506
Macro Economics-I

Objectives:

- To understand the basic concepts of economy terminology various school of thoughts
- To develop analytical ability of students about theories based study

Unit I **National Income**

Meaning, Definition, Various concepts of National income, Measurement & limitation

Unit-2 **Classical Economics**

J.B. Say's law, wages prize, employment, Pigous law. Kayansiyian criticism of classical Economics.

Unit 3 **Keynesian Theory**

Equilibrium at full employment and underemployment, Marginal efficiency of capital, Marginal propensity to consume.

Unit -4 **Quantitative theory of money**

Fisher, Cambridge, Milton Fridmen.

Reference Books:

1. Gupta, S.B. (1994), Monetary Economics S.Chand and co. Delhi.
2. Ackley, G. (1976), Macroeconomics: Theory and Policy. Macmillan, New York.
3. Heijdra, B.J. and F.V. Ploeg (2001) Foundation of modern macroeconomics, Oxford University Press, Oxford.
4. Powelson, J.P.C. (1960) National Income and flow of funds Analysis, Megraw hill, New York.
5. Kindleberger, G.P. (1958) Economic Development, McGraw-Hill Bookcompany, New York.
6. Hanson, A.H. (1953) A Guide to Keynes, McGraw hill, New York.
- 7- Dr G.D. Tripathi, Advanced Economics Theory, Mark Publication, Jaipur

Semester:- V Course CC - 507
INTERNATIONAL ECONOMICS

PREAMBLE

- This course provides the students a thorough understanding and deep knowledge about the principles that tend to govern the free flow of trade in goods and services at the global level.
- The contents of the Paper spread over various modules, lay stress both on theory and applied nature of the subject that have registered rapid changes during the last decade. Besides this, the contents prepare the students to know the impact of free trade and tariffs on the different sectors of the economy as well as at the macro level. The students would also be well trained about the rationale of recent changes in the export-import policies of India.

- Unit 1: **Introduction & Theories of International Trade:**
International Economics- meaning, Scope & Importance, meaning of Inter-regional and international trade, Adam Smith's absolute cost advantage theory, David Ricardo's Comparative cost advantage theory.
- Unit 2: **Theories of International Trade:**
Haberler's opportunity cost theory, Heckscher-Ohlin theory, Leontief's paradox,
- Unit 3: **Gains from Trade:**
Gains from trade -Their measurement of gains, Trade as an engine of economic growth, Terms of trade concepts, Importance & types, The theory of reciprocal demand, Offer curves and terms of trade.
- Unit 4: **Trade policy:**
Free trade policy: meaning, advantage and disadvantage. Protection Policy: meaning, advantage and disadvantage. Types of tariffs and quotas - Their impact in partial equilibrium analysis.

BASIC READING LIST

1. Kenan, P.B. (1994), The International Economy, Cambridge University Press, London.
2. Kindlberger, C.P.(1973), International Economics, R.D. Irwin, Homewood,
3. Krugman, P.R. and M. Obstfeld (1994), International Economics : Theory and Policy, Glenview, Foresman.
4. Salvatore, D.L. (1997), International Economics, Prentice-Hall, Upper SaddleRiver, N.J.
5. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London.

ADDITIONAL READING LIST

1. Bhagwati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge University Press, Mass.
2. Greenaway, D. (1983), International Trade Policy, Macmillan Publishers Ltd., London.
3. Joshi V. and L.M.D. Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi.
- 4- Dr G.D. Tripathi, Handbook of International Economics, Prism Publication, Jaipur
5. Patel, S.J. (1995), Indian Economy Towards the 21st Century, University Press Ltd., India.

B.A. Semester V Course-CC- 508
Public Economics

Objective: -

- To aware the students with fundamentals of fiscal policy.
- To make students to understand fiscal federalism and public Economics.

Unit 1.

Theory of fiscal federalism, practice of fiscal federalism with special reference to India. Main principles of fiscal federalism in India, current finance commission

Unit 2.

Nature and scope of public finance, public goods v/s private goods. Spill over benefits & spill over cost. Principle of maximum social advantage, market failure, role of government.

Unit 3.

Objectives of fiscal policy, major instruments of fiscal policy. Limitations of fiscal policy, Limitations of fiscal policy with reference to developing countries.

Unit 4.

Deficit financing, its meaning, budgetary deficit and fiscal deficits. Revenue deficit, need for fiscal deficit in developed and developing countries. Limitations of/ adverse effects of deficit financing. Agriculture income tax in developing countries : advantage & disadvantage and its effects.

Reading list:

1. Richard A. MUSGRAVE & PEGGY B MUSGRAVE, Public finance in theory and practice
2. K.K.Dewtt and M.H. MAVALUR, modern Economy theory , S. Chand, Delhi
3. H.L. ahvia, modern Economics, S. Chand Delhi
4. S.K.Singh, Public finance, S Chand, Delhi
5. MUSGRAVE R.A.: The Theory of public finance – MCGRAW, Hill Book Company
6. Mithani D.M. : Modern Public finance : Theory and practice – Himalaya Publishing house
7. Bhatiya H.L. : Public finance Vikas Publishing house pvt.Ltd, New Delhi
8. Jha.R, Modern Public finance, Rutledge, London
9. મહેશ ભટ્ટ, જાહેર વિત્તવ્યવસ્થા સિક્કાંતો, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
10. રવિશંકર ત્રિવેદી (અનુવાદિત), , જાહેર અર્થવિધાનના સિક્કાંતો, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

B.A. Semester 5 CC-509 (B)
Course 509 (B)
Economics of Developing Countries

Objective: -

- To aware the students with fundamentals economic problems of development economies.
- To facilitate the students to understand problems and remedies of developing economies.

Unit 1

Meaning of under development and developing economy. Characteristics of under developed economy, changing structure of economy.

Unit-2

Concept and Primary introduction: PQLI, Human poverty Index, Human Development Index, Gender Development Index, National happiness Index

Unit 3

(A) Population, Theory of demographic transition, population policy.

(B) Poverty: Concept of poverty line, indicators of poverty, nature and causes of poverty, critical view of anti- poverty policy and programmes.

Unit 4

(A) Unemployment: Nature and causes of unemployment and under employment in developing countries.

(B) Agriculture: technological changes and institutional changes in agriculture, role of credit in agricultural development, NABARD.

READING LIST:

- 1- ADELMAN I, Theories of Economic Growth and Development, Standford University, press, Standford
- 2- Chenery H and T N Srinivasan (EDs) Handbook of Development Economics, Vol-I
- 3- Myint H, Economic Theory and Underdeveloped countries, Oxford University Press, New York
- 4- Rudra dutt, Indian Economy, S. Chand Publication, New Delhi
- 5- Dr Tripathi G.D., Research in Economics of Planning and Development, Mark Publication

B.A Semester V CC - 510 (A)
Co-operation

Objective: -

- To understand various concepts, theories and principles of co-operation
- To make students aware about the process and rules of co-operation in India aboard

Unit.1 **Introduction**

Meaning and definition of co-operation. Principles of co-operation, meaning and types of co-operative societies. Origin and Development co-operation, Achievements and limitations of co-operation.

Unit.2 **Co-operation and Development**

Role of co-operative movement in the Development of Rural area and Agriculture. Co-operation in panchayati Raj, co-operative education & training- goals and organization. Recommendations of Vaidyanathan committee report.

Unit 3 **Organization of co-operative Societies**

Registration process of society. Powers of General body, power and function of executive body, Accounts of co-operative. Inspection and Audit.

Unit 4 **Co-operation in Foreign countries**

Consumer co-operative societies in Britain, Dairy co-operative societies in Denmark and Sweden, Co-operative Communities in Israel. Industrial cooperative in France.

READING LIST:

1. A.K. Shivkumar and others, Handbook of Population and development, oxford University Press, New Delhi, 2010
2. Kenneth c.w. Kamneyer and Hellen Ginn, An introduction to Population, Archives Books, 1988
3. Gaurat Dutt and Ashwini Mahajan, Indian Economy, S Chand, New Delhi
4. Bogve, D.J. Principles of Demography, John Wiley, New York
5. Agarwala S.N., India's Population problem, Tata mcgraw-Hill co, Bombay
6. Bose.A, India's Basic Demographic statistics, B.R. publishing core, New Delji
7. Census of India.

Structure of CBCS in Economics: Semester - VI

Course Code & Type	Course Subject	Course Credit	No of Hours per week	Weightage for Internal Exams	Weightage for Semester Exams	Total Marks	Duration of Exam
✓ CC-606 Core Compulsory	Macro Economics	4	04 (03+01)	30	70	100	2:30
✓ CC-607 Core Compulsory	International Economics	4	04 (03+01)	30	70	100	2:30
✓ CC-608 Core Compulsory	Public Economics	4	04 (03+01)	30	70	100	2:30
CC-609 A Core Compulsory	Dev. & Envi. Economics	4	04 (03+01)	30	70	100	2:30
✓ CC-609 B Core Compulsory	Eco. Of Developing Countries	4	04 (03+01)	30	70	100	2:30
CC-609 C Core Compulsory	Economy of Gujarat - I	4	04 (03+01)	30	70	100	2:30
CC-609 D Core Compulsory	Economic Essay - I	4	04 (03+01)	30	70	100	2:30
✓ CC-610 A Core Compulsory	Co- Operation	4	04 (03+01)	30	70	100	2:30
CC-610 B Core Compulsory	History of Eco. Thoughts	4	04 (03+01)	30	70	100	2:30
CC-610 C Core Compulsory	Demography	4	04 (03+01)	30	70	100	2:30
CC-610 D Core Compulsory	Economic Investigation	4	04 (03+01)	30	70	100	2:30
CC-610 E Core Compulsory	Economic Survey	4	04 (03+01)	30	70	100	2:30

B.A. Semester 6 Course 606.
Macro Economics – 2

Objectives

- It established the functional relationship between the large aggregates.
- It is essential to analyze the macro theoretical structure, which is considered proper for comprehending different issues and policies.
- Macroeconomics now is not only a scientific of analysis, but also a body of empirical economic knowledge.

Unit 1 **Theories of interest**

Classical and Neo- classical approach, Keynesian theory of inter Relative effectiveness of Monetary and fiscal policies.

Unit-2 **Trade Cycles**

Nature and characteristics: Hawtry's monetary theory, Keynes' view on trade cycle, the concept of accelerator, Samuelson and Hicks Multiplier accelerator interaction model, control of trade cycle.

Unit-3 **supply of money**

Meaning of money supply Effective factors of the money supply, RBI approach about money supply (M1, M2, M3, M4) High power money and effective factors of its, concept of money multiplier. The control of money supply: rules versus discretion.

Unit – 4 **Value of Money**

Meaning of the value money, measurement of value of money, type of the value of money, Price Index Numbers: Objectives, construction, importance and limitations. Concept of whole sale price index and consumer price index.

Reference Books;

1. Backhouse. R and Slansi. A (Eds) (2000), macroeconomics and real world. (2000) Oxford University Press, London.
2. Ackly, G. macroeconomics: Theory and policy, Macmilan, NewYork.
3. Bombuch. R. and Stanley. F, Macroeconomics, MC. Grow Hill, New York.
4. Hall R.E. and Taylor, J.B. Macroeconomics, w.w.Norton, New
5. Dr G.D. Tripathi, Macro Economic Theory- Mark Publication Jaipur York.
6. Eranson, W.A. Macroeconomics: theory and policy Harper androw. New York

B.A. Semester VI Course 607
International Economics 2

Objectives:

- This course provide understanding and deep knowledge about the basic principles that tend to govern the free flow of trade in goods and services at global level.
- The contents prepare the students to know the impact of free trade and tariffs on the different sectors of the Economy.

Unit 1: Foreign Exchange Rate:

Meaning of Exchange rate, Fixed & flexible Exchange Rate – merits & Demerits, Theories of Exchange rate: The purchasing power parity theory, the balance of payments theory.

Unit 2: Balance of trade & Balance of Payments:

Concepts and components of Balance of trade and Balance of payments, Equilibrium and disequilibrium in balance of payments, causes of disequilibrium in balance of payments, various measures to correct deficit in the balance of payments.

Unit 3: Foreign Trade in India

Recent changes in the Conquinty, composition and direction of foreign trade, causes and effects of persistent deficit in the balance of payments, Measures adopted by the government to correct the deficit of balance of payment after 1991, Latest Export – import polices in India, Importance of SEZ in India.

Unit 4: International Institutions

World Bank: objectives, Functions and evaluation

IMF: objectives, Functions & performance

WTO & India, Role of multinational corporations in India

ADB bank: Functions and evaluation

Basic Reading List

1. Kenan, P.B.(1994) The International Economy, Cambridge University Press, London.
2. Kindlberger, C.P. (1973), International Economics, R.D. Irwin, Homewood.
3. Krugman, P.R. and M. Obstgeld (1994), International Economics: Theory and Policy, Glenview, Foresman.
4. Salvatore, D.L.(1997), International Economics, Prentice – Hall, Upper SaddleRiver, N.J.
5. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd. London.

BA Semester-6 Course-609 (B)
Economics of Developing countries

Objectives

- This paper helps students to understand existing economic policies of developing countries.
- This paper also helps to understand foreign trade issues, inflation and role of international financial institutions in economy of developing countries.

- Unit-1 Introduction, Meaning and characteristics of developing economy. Agriculture V/S industries in economic development. Strategies of industrialization and their impact on growth, choice of technology, critical view of industrialization, experience in developing countries. Importance role of F.D.I. in developing countries (India).
- Unit-2 Monetary and Fiscal policies: Role of Monetary and fiscal policies in economic development, Tax structure and policies in developing countries-Taxation, borrowing and deficit financing as a source of financing, public expenditure and their effects.
- Unit-3 Foreign trade and development: Inward looking and out ward looking trade policy and development. Custom union in developing countries. Foreign capital, foreign aid and burden of repayment of debt, transfer of technology. Multinational corporations: merits and de-merits.
- Unit-4 International Monetary System: I.M.F & its working. Problems of inflation in developing countries. Role of privatization, liberalization and globalization in developing countries. New world economic order.

READING LIST:

- 1- ADELMAN I, Theories of Economic Growth and Development, Standford University, press, Standford
- 2- Chenery H and T N Srinivasan (EDs) Handbook of Development Economics, Vol-I
- 3- Myint H, Economic Theory and Underdeveloped countries, Oxford University Press, New York
- 4- Rudra dutt, Indian Economy, S. Chand Publication, New Delhi
- 5- Dr Tripathi G.D., Research in Economics of Planning and Development, Mark Publication

Structure of the CBCS in Economics: First Semester.

Subject/ course	Title of Course	Course credit	No. of hours per week	Weightage for Internal examination	Weightage for Semester examination	Total marks	Duration of semester end exam. In hours
CC101 Core Compulsory	Micro Economics- I	04	04	30	70	100	03
CC102 Core Compulsory	Macro Economics- I	04	04	30	70	100	03
CC103 Core Compulsory	Quantitative Methods	04	04	30	70	100	03
CC104(A) Core Compulsory Optional	Theory & Practices of Co- Operation-I	04	04	30	70	100	03
CC104(B) Core Compulsory Optional	Economics of Banking & Financial Services- I	04	04	30	70	100	03
IDC105(A) Inter Disciplinary	Agriculture Economics	04	04	30	70	100	03
IDC105(B) Inter Disciplinary	Research In Social Science - I	04	04	30	70	100	03
IDC105(C) Inter Disciplinary	Computer Application in Economics-I	04	04	30	70	100	03

Semester-2

Subject/ course	Title of Course	Course credit	No.of hours per week	Weightage for Internal examination	Weightage for Semester examination	Total marks	Duration of semester end exam. In hours
✓ CC201 Core Compulsory	Micro Economics-2	04	04	30	70	100	03
✓ CC202 Core Compulsory	Macro Economics-2	04	04	30	70	100	03
CC203 Core Compulsory	Basic Statistics for Economics	04	04	30	70	100	03
✓ CC204(A) Core Compulsory Optional	Theory & Practices of Co-Operation- 2	04	04	30	70	100	03
CC201(B) Core Compulsory Optional	Economics of Banking & Financial Services-2	04	04	30	70	100	03
✓ IDC205(A) Inter Disciplinary	Industrial Economics	04	04	30	70	100	03
IDC205(B) Inter Disciplinary	Research In Social Science- 2	04	04	30	70	100	03
IDC205(C) Inter Disciplinary	Computer Application in Economics-2	04	04	30	70	100	03

Semester-3

Subject/ course	Title of Course	Course credit	No. of hours per week	Weightage for Internal examination	Weightage for Semester examination	Total marks	Duration of semester end exam. In hours
CC301 Core Compulsory	Public Finance-1	04	04	30	70	100	03
CC302 Core Compulsory	International Economics-1	04	04	30	70	100	03
CC303 Core Compulsory	Theory & Issues of Growth & Development	04	04	30	70	100	03
CC304(A) Core Compulsory Optional	Dissertation (Minor research)	04	04	30	70	100	03
CC304(B) Core Compulsory Optional	Economy of Gujarat	04	04	30	70	100	03
IDC305(A) Inter Disciplinary	Research Methodology	04	04	30	70	100	03
IDC305(B) Inter Disciplinary	Gandhian Economics	04	04	30	70	100	03
IDC305(C) Inter Disciplinary	Computer Application In Economics-3	04	04	30	70	100	03

Semester-4

Subject/ course	Title of Course	Course credit	No. of hours per week	Weightage for Internal examination	Weight age for Semester examination	Total marks	Duration of semester end exam. In hours
CC401 Core Compulsory	✓ Public Finance-2	04	04	30	70	100	03
CC402 Core Compulsory	✓ International Economics-2	04	04	30	70	100	03
CC403 Core Compulsory	✓ Planning and Developing policies	04	04	30	70	100	03
CC404(A) Core Compulsory Optional	✓ Major Environment Issues	04	04	30	70	100	03
CC404(B) Core Compulsory Optional	Research & Quantitative Methods	04	04	30	70	100	03
IDC405(A) Inter Disciplinary	✓ Indian Economic Policies	04	04	30	70	100	03
IDC405(B) Inter Disciplinary	Demography	04	04	30	70	100	03
IDC405(C) Inter Disciplinary	Computer Application In Economics-4	04	04	30	70	100	03

Semester: - 1

Core Compulsory: CC101

Micro Economics -1 (Compulsory Paper)

PREMBLE:

The main objective of this paper is to analyze the economic behavior of individuals, firms and markets. It is mainly concerned with the learning the students in very analytical and comprehensive manner with the various aspects of consumer behavior, trends of costs, and the traditional and modern theory of markets and equilibrium of firm.

- Unit:1 Basic Economic Problem -Choice and Scarcity, Basic Assumptions of Economics, Nature and Scope of Economics, Deductive and Inductive Methods of Analysis, General and Partial Equilibrium, Static and Dynamic Equilibrium.
- Unit:2 Approaches of Theory of Demand—Marshallian Utility, Hicksian Indifference Curve, Samuelson's revealed preference Theory, Revision of Demand, Theory by Hicks, Price Effect Analysis, Different approaches of Consumer's Surplus.
- Unit:3 Production Function, Law of Variable Proportions and Returns to Scale, Isoquants, Least cost combination of inputs, various concepts of costs -Social cost, Opportunity cost, Economist's and Accountant's concepts of costs, Short term and Long term cost curves, Economies of Scale—Internal and External Economies & Diseconomies, Extension Path.
- Unit-4 Analysis of Equilibrium of firm and industry under Perfect competition, Imperfect Competition , Monopolistic competition, Monopoly and Oligopoly. Concepts of Duopoly, Modals of duopoly - Cournot, Bertrand and Edgeworth. Price Discrimination - types, merits & demerits. Basis of the classification of Market Structure - Elasticity, crossed elasticity, Numbers of firms.

Basic Reading.

1. Stonier, A.W. and Hague, D.C., A Text Book of Economic Theory. ELBS & Longman, London.
2. Ray, N. C., An Introduction to Microeconomics, Mcmillan Co. of India Ltd. Delhi.
3. Prasad, K. N., Lectures in Micro Economic Theory, Himalaya Publishing Co., Mumbai.
4. Samuelson, P. A. and Nordhaus, W.D., Economics, Tata McGraw Hill, New Delhi.
5. Ahuja, H. L., Advance Economic Theory, S.Chand and Co., Delhi.
6. Handerson, J and Quandt R.E. , Micro Economic Theory :A Mathematical Approach, McGraw Hill , New Delhi.

Semester:-1
Core Compulsory : CC102
Macro Economics - (1) (Compulsory Paper)

PREMBLE:

Macroeconomic or aggregative economic analyses have great importance in the days of new economic reforms. So macroeconomics is very important to understand macro economic policies to the students of this subject. Because it established the functional relationship between the large aggregates. It is essential to analyze the macroeconomic theoretical structure, which is considered for the proper comprehensive of the different issues and policies. Macroeconomics now is not only a scientific method of analysis, but also a body of empirical economic knowledge. This paper equips the students at the postgraduate level to understand systemic facts and latest theoretical developments for empirical analysis.

- Unit—1 National Income Accounts- Different forms of National Income. Social accounting, input-output accounting, flow of funds and balance of payments accounting. Concepts of Micro and Macro Economics.
- Unit--2 Classical Approach to Demand for Money- Quantity theory, Fisher's Equation, Cambridge Quantity theory, Keynes' speculative demand for money- aggregate for Money : Derivation of L.M. Curve.
- Unit--3 Post Keynesian Approaches to Demand for Money – Patinkin and Real Balance Effect, Approaches of Baumal and Tobin, Friedman and the Modern Quantity Theory, Crisis in Keynesian Economics and the revival of Monetarism.
- Unit -4 Neo-classical and Keynesian views on Interest. IS-LM Model, Extension Sector Relative effectiveness of monetary and Fiscal policies. Extension of IS-LM Model with Labour market and flexible prices.

Basic Reading

1. Ackley, G. , *Macroeconomics : Theory and policy.*, Macmillan, New York.
2. Branson, W.A. , *Macroeconomic Theory and policy*, Harper and Row, New Delhi.
3. Hall, R. E. and Taylor, J.B., *Macroeconomics*, W.W. Norton, New York.
4. Heijdra, B.J, and Frederick, V.P., *Foundations of Macroeconomics*. Oxford university Press, New Delhi.
5. Romer, D.L., *Advanced Macroeconomics*, McGraw Hill company Ltd., New York.
6. Gupta, R.D. , *Keynes and Post Keynesian Economics*.

Semester -1
Core Compulsory : CC103
Quantitative Methods (Compulsory Paper)

Preamble:

The Main objective of this paper is to train students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic problem. The emphasis of this paper is understanding economic concepts with the help of mathematical methods rather than learning mathematical it self.

Unit-1: Function Limit and differentiation;

Concepts and types of function, limit, Continuity and derivative, Rules of differentiation, Simple problems of market equilibrium.

Unit-2: Applications of differentiation in Economics;

Interpretation of revenue , cost, demand and supply functions. Elasticity and their types, Problems of maxima and minima in single and multivariable functions. Application to consumer's surplus and producers surplus.

Unit-3: Determinant and Matrix;

Determinants and their basic properties, Solution of simultaneous equations through Cramer's rule, Concepts of Matrix, their types, Inverse of Matrix, application of Matrix.

Unit-4: Linear Programming

Basic concept, Formulation of a linear programming problem, its structure and variables, feasible basic and optimal solution of linear programming through graphical method.

Basic Reading:

1. Das M.N., Statistical Methods and Concepts, New Age International, Delhi.
2. Gupta, S.P., statistical methods.. Chand and Co., Delhi.
3. Kalimantan, K.P., Applied Econometrics, Oxford & IBH, Delhi.
4. Mehta, B.C. and Mehta, A.C., Fundamental Econometrics, Himalaya Publishing house, Bombay.
5. Simpson, G and Kafka, fritz., Basic Statistics, Delhi.
6. Srivastava, U.K., Quantitative Techniques for Managerial Decision, New Age International, Delhi.
7. Mehta and Madnani, Mathematics fro Economics, Sultan Chand & sons, New-Delhi.
8. R.S.Bhardwaj, Business Statistics, , Excel Books, New-Delhi.

Semester ~1
Core Compulsory (Optional) : CC104 (A)
Theory and Practice of Co-operation (1)

Preamble:

Co-Operative sector plays significant role in development of rural economic, agriculture sector & industrial sector in India. This paper equips the student at the P.G level to understand principles, achievements and limitations of Co-Operative sector & various co-operative societies in India

- Unit – 1: Growth and Principles of Co-Operation:
Origin, Meaning, Scope, Co-Operative Movement in the World, Major Principles of Co-Operation, Revision of Principles of Co-Operation.
- Unit – 2: Co-Operative Set up and departmental set up in India, three tier structure – Primary Level, District Level, State Level Federations, National Co-Operative Federations, Power of registrar of Co-Operative.
- Unit – 3: Co-Operative Credit and Banks, Primary Co-Operative credit Societies, District/Central Co-Operative Banks, Urban Co-Operative Banks, Problems faced by Co-Operative Banks – Protection of Deposits – Support and Control by Reserve Bank of India.
- Unit – 4: Co-Operative milk Societies:- Primary milk Co-Operative Societies objectives, Functions and Management; Working Establishment of AMUL and AMUL Pattern of Co-Operative dairies – District Co-Operative Milk Union – Extension Services, State Co-Operative Milk Marketing Federation: Objectives and activities, Role of NDDDB – National Dairy Development Board and National Co-Operative Dairy Federation of India in Dairy development.

Basic Reading:

1. Ahmed Rais, Co-Operative and Integrated Rural Development, Mittal Publication, New Delhi.
2. Anand, Jaya S, Co-Operatives and Agricultural & Rural Development Bank, Atlantic Publishers and distributors, New Delhi.
3. Bedi, R.D. ; Theory, History and Practice of Co-Operation, R.Lal and Co., Meerut.
4. Dwivedi R.C. , Glimpses of Co-operative thought vol. 1-8., The Co-operative Times, New Delhi.
5. Hajela, T.N. ; Principles, Problems and Practice of Co-Operation, Shivlal Agrawal & Co., New Delhi.
6. Mathur, B.S. , Co-Operative Marketing in India, Shahitya Bhavan, Agra.
7. Puri, S.S., Ends and Means of Co-Operative Development , Deep and Deep Publication, New Delhi.

Semester-1

Core Compulsory (Optional) : CC104 (B) Economics of Banking & Financial Service-I

Preamble:

This paper is introduced to make student well conversant with changing financial and capital structure. It aims at basic theoretical premises of banking and finance with current scenario.

- Unit-1: Meaning and types of bank, function of commercial bank, function of central bank, objectives of the monetary policy, Recent Change in Banking Sector.
- Unit-2: Meaning, Function and instrument of the money market, Meaning, function and instruments of capital market, Distinction between money and capital market.
- Unit-3: Meaning of Development Banking, features of Development Bank, Development Banks of India, The Industrial Development Bank of India (IDBI), The Industrial Credit and Investment Corporation of India (ICICI), The Export-Import Bank of India (EXIM), NABARD.
- Unit-4: Meaning of E-Banking, Facts of E-Banking, Function of E-Banking, Model of E-Banking-Meaning of Complete centralized solution and its features, meaning of cluster approach and its features, Meaning of High-tech bank within bank and its features, Advantages and limitation of E-Banking.

Reference List:

1. Mithani D.M., Money, Banking, International Trade and Public Finance, Himalaya Publishing House, New Delhi, 2009.
2. Shrivastava P.K., Banking Theory and Practice, Himalaya Publishing House, New-Delhi, 2009.
3. Ahuja H.L., Macro Economics: Theory and Policy, S.Chand, New Delhi, 2009.
4. RBI Bulletin and various RBI Report.
5. Kapila Raj & Uma Kapila, India's Economy in to the 21st century, Academic Foundation, New-Delhi 2002.

Semester – 1

Inter Disciplinary Paper : IDC105(A)

Agricultural Economics—1

PREMBLE:

The Objective of the course is to familiarize student with policy issue that are relevant to Indian Agricultural Economics and enable them to analyze the issues. Using basic micro economic concepts.

Unit -1 Agricultural and Economic Development :-

Nature and scope of Agricultural and Rural Economics, Traditional agriculture and its Modernization Role of agriculture in economic development, Interdependence between agricultural and Industry, Role of agricultural in Economic development.

Unit -2 Land use Policy and Social Infrastructure:-

Land Use Policy, Land distribution- Problems of small and marginal farmers. Rural Social infrastructure –Land, water, Energy, education and health.

Unit -3 Agricultural Production and Productivity:-

Concept of Production Function – Law of diminishing return and its importance in Decision Making, cobweb theorem –prices and output relationship –Long term trends in production and productivity , Causes of Low productivity.

Unit -4 Agricultural Growth in India:-

Agricultural policy in India, New strategy of Agricultural Development- Green revolution Application of new technologies –Hvy Chemical fertilizer, Irrigation PPM and far mechanization Labour absorption –Sustainable agriculture and future challenges.

Basic Reading List :-

1. Bhaduri, A. (1984). The Economic Structure of Backward Agriculture, Macmillan, Delhi.
2. Blgrami, S.A.R. (1996) ,Agriculture Economics, Himalaya Publishing House, Delhi.
3. Dantwala M.L. et. al. (1991), Indian Agricultural Development since independence, Oxford & IBH, New Delhi.
4. Govt. of India, Economic Survey (annual) , New Delhi.
5. Govt. of India, 1976., Report of the National Commission on Agriculture, New Delhi.
6. Gulati A,& T. Kelly (1999) . Trade, liberalization and Indian Agriculture, Oxford University Press, New Delhi.
7. Joshi P.C. (1975). Land Reforms in India, Trends & Prospects, Allied Publishers, New Delhi.
8. Kahlo A.S. and Tyagi, D.S. (1983), Agricultural Price Policy in India, Allied Publishers, New Delhi.
9. Rao C.H. Hanymantha (1975), Agricultural growth, Rural Poverty and Environmental Degradation in India, Oxford University Press, New Delhi.

Semester -2

Core Compulsory : CC201

Micro Economics -2

(Theories of Distribution And Welfare)

Preamble:

This paper analyses the micro and macro theories of distribution, welfare economics. It develops the student knowledge about rewards of factors and economic welfare.

Unit-1 Marginal Productivity theory of factor pricing, Exploitation of labour, Euler's theorem. Labour's share- Minimum wages, collective Bargaining power & wages rise.

Unit-2 Macro Theories of distribution: Classical theories of distribution- David Ricardo and Karl Mark, Neo classical theories of distribution Kalecki & Kaldor.

Unit -3 Concept of Economic Welfare, Benthamian notion of economics welfare, Piguvian Welfare economics, Paroto's concept of optimal welfare, Bergson's concept of social welfare function & its applicability.

Unit-4 Hicks Kaldor Compensation Criterion, Inability to obtain optimum welfare- Imperfection market failure, decreasing costs, uncertainty and non existent and incomplete markets, Theory of second Best Arrow's impossibility theorem, Rawl's theory of justice, equity-efficiency trade off.

Basic reading

- 1) Ahuja, H.L., Advance Economic Theory, S. Chand and Co., Delhi.
- 2) American Economic Association(1969), Reading in Welfare Economics.
- 3) American Economic Association(1950), Reading in The Theory of Income Distribution.
- 4) Archibald, G.O., Theory of Firm., Penguin, Books.
- 5) Boumal, W. J., Economic Theory and Operating Analysis, Printice Hall, Delhi, India.
- 6) Da Costa G. C., Production Price And Distribution, Tata McGraw Hill, Delhi.
- 7) Kreps, David M., A Course in Microeconomic Theory, Princeton University Press, Princeton.

Semester -2
Core Compulsory : CC202

Macro-Economics(2)

- Unit-1: Consumption Function-Keynes psychological law of consumption. It is implications, short run and long run consumption function. Empirical Evidence. Income—Consumption relationship. Absolute income, relative income, Life cycle and permanent income hypothesis.
- Unit-2: Marginal Efficiency of capital and investment. The accelerator and investment behaviour. Multiplier, Keynesian general Equilibrium, concept of effective demand.
- Unit-3: supply of Money: A behaviour model of money supply. A demand determined money supply process., RBI approach to money supply, High powered money and money multiplied, money supply and open economy. The control of Money supply -rule versus discretion.
- Unit-4: The Financial Intermediation-A mechanistic model of bank deposit, determination approach of model on open economy, Asset markets: Meaning, Types and features, Theory of rational expectations, Monetary approach of balance of payments.

Basic Reading

1. Ackley, g. Macroeconomics: Theory and Policy, Macmilan, New York.
2. Backhouse. R and Slansi. a (Eds.) (2000), macroeconomics and real World.(2000) Oxford University Press. London.
3. Eranson. W.A, Macroeconomics: Theory and Policy, Harper and row, New-Delhi.
4. Bombuch. R and Stanley. F., Macroeconomics, Mc. Grow Hill, New York.
5. Hall R.E. And Taylor, J.B., Macroeconomics,W.W.Norton, New York.

Semester -2

Core Compulsory : CC203 Basic Statistics for Economics.

Preamble:

The Main objective of this paper is to train students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic problem. The emphasis of this paper is on understanding economic concepts with the help of mathematical methods rather than learning mathematical it self.

Unit-1: Data collection And sampling:

Collection of data, primary and secondary sources of data collection, Good questionnaires, population (census) survey and sample survey, characteristics of a good sample. Difference between population study and sample study, sampling methods, simple random, stratified random, systematic sampling etc

Unit-2: Measures of central tendency and dispersion:

Mean, Median, Mode, Dispersion, Rang, Deviation, Quartile Deviation, and Standard Deviation.

Unit-3: Linear Correlation & Linear Regression:

Meaning of Correlation, Types of Correlation, Method of studying Correlation, Scatter diagram method, Karl pearson's method, spearman's method of rank Correlation, Probable error.

Meaning of Regression, Linear regression model, Equations of lines regression, Calculation of regression coefficients, Correlation and regression

Unit-4: Probability:

Deterministic and non deterministic experiments, classical and empirical definitions of probability, Laws of addition and multiplication, conditional probanility.

Basic Reading:

1. Mehta-Madnani, Mathematics fro Economics, Sultan Chand & sons, New-Delhi.
2. R.S.Bhardwaj, Business Statistics, , Excel Books, New-Delhi.
3. Das M.N. , Statistical Methods and Concepts, New Age International, Delhi.
4. Gupta, S.P., statistical methods., S. Chanel and Co., Delhi.
5. Kalimantan, K.P., Applied Econometrics, Oxford & IBH. , Delhi.
6. Mehta, B.C. and Mehta, A.C. , Fundamental Econometrics, Himalaya Publishing house, Bombay.
7. Simpson, G and Kafka, fritz., Basic Statistics, Delhi.
8. Srivastava, U.K. at all. , Quantitative Techniques for Managerial Decision, New Age International, Delhi.

Semester – 2
Core Compulsory (Optional) : CC204 (A)

Theory and Practice of Co-Operation – II (Elective Paper)

Preamble:

Co-Operative sector plays significant role in development of rural economic, agriculture sector & industrial sector in India. This paper equips the student at the P.G level to understand principles, achievements and limitations of Co-Operative sector & various co-operative societies in India

Unit-1 Agricultural Co-operative: Marketing and Processing Co-operative Marketing Structure, Primary Marketing Co-Operatives, Taluka and District Level Purchase and Sale Unions, State Agricultural Marketing Federation – Gujcomasol – Gujarat Agricultural Marketing Board, Regulated Markets : Functions, Procurement, Distribution of Consumer Goods – National Agricultural Marketing Federation (NAFED)

Unit-2 Different Types of Co-Operatives

Industrial Co-Operatives, Fishery Co-Operatives, Housing Co-Operatives, Irrigation Co-Operatives, Consumer Co-Operatives, Fertilizer Co-Operatives (IFFCO, KRIBHCO)

Unit-3 Co-Operative Education, Training and Information, National Co-Operative Union of India (NCUI), National Council for Co-Operative Training (NCCT), Vaikunth Mehta National Institute of Co-Operative Management (VAMNICOM), State Co-Operative Unions, District Co-Operative Unions, Co-Operative Education for Members, Committee Members, Leadership; Youth and Women International Co-Operative Alliance (ICA)

Unit-4 Evaluation of Co-Operatives – Achievements – Income and Employment Generation, Infrastructural Facilities, Production, Marketing, Distribution, Management, Education & Training, Rural Development – Problems of Co-Operation, National Co-Operative Policy

Basic Reading:

1. Mathur, B.S., Co-Operative Marketing in India, Shahitya Bhavan, Agra.
2. Haleja, T.N.; Principles, Problems and Practice of Co-Operation, Shivalal Agarwal & Co., New Delhi.
3. Das T.R. and Sen, K.K., Co-Operative and Economics and Economic Development Publication, Jaipur and New Delhi.
4. Gohel, B.B., Management of Marketing Co-Operatives, Deep and Deep Publication, New Delhi.
5. Jain, P.K., Marketing Management of Co-Operative Sector in India, Krishna Publishing House, New Delhi.
6. Mishra, Baidynath., Co-operative Management in India, APH Publishing Co., New Delhi.
7. Saxena, K.K., Evolution of Co-Operative thought, Somaiya Publication Pvt. Ltd., New Delhi.

Semester-2
Core Compulsory (Optional) : CC204 (B)
Economics of Banking & Financial Service-2

Preamble:

This paper is introduced to make student well conversant with changing financial and capital structure, It aims at basic theoretical premises of banking and finance along with current scenario.

- Unit-1: Meaning of portfolio management, objectives of the portfolio management of bank, Theories of portfolio management, Investment Policy of a commercial Bank, Essential of a sound banking system.
- Unit-2: Concept of primary and secondary market, Meaning of Financial Assets and its classification, Concepts of shares, Kinds of shares-meaning and characteristics of Equity shares, Meaning and features of preference shares, concept of deferred shares No par stock and sweat equity, Meaning and types of debentures (Bonds), Concepts of derivatives, concepts of futures and option, Concept of right issue and bonus issues.
- Unit-3: What is Stock Exchange? Function of Stock Exchange. Introductions of SEBI, SEBI's Role in stock exchange, introduction of Bombay Stock Exchange (BSE) and National Stock Exchange (NSE).
- Unit-4: Concept and types of Insurance, Characteristics of Insurance, Function of Insurance, Principles of Insurance, Important aspects of Insurance business.

Reference List:

1. Mahani D.M., Money Banking, International Trade and Public Finance, Himalaya Publishing House, New-Delhi-2009.
2. Gupta Shashi K and Rosy Joshi, Security Analysis And Portfolio Management, Kalyani Publishers, New-Delhi,2005
3. Fischer Donald E and Ronald I Tordan, Security Analysis And Portfolio Management, Prentice- Hall of India, New-Delhi,2007
4. Rawal Tejindersing, How to invest in shares, Taxman's New-Delhi,2007.
5. Jhingan M.L.,Principlesof Economics, Vrinda Publication LTD., New-Delhin 2005.

Semester -2
Inter Disciplinary Paper: IDC 205(A)
Industrial Economics -I

Preamble: -

In the contemporary world with globalization and liberalization more and more attention is being given to industry. This course intends to provide knowledge to the students on the basic issues such as productivity, efficiency, capacity utilization and debates involved in the industrial development of India. The objective is to provide a thorough knowledge about the economics of industry in a cogent and analytical manner, particularly in the Indian context.

- Unit-1: Framework and Problems of Industrial Economics. Concept and Organization of a Firm. Control and Objective of the firm. Market Structure. Sellers Concentration. Product differentiation, Economics of Scale, Innovations, Theory of Industrial Location- Weber and Sargeant Florence, Factors affecting Location.
- Unit-2 :Industrial Growth and Pattern –Classification of Industries, Industrial Policy – Role of Public and Private Sector, MNCs and transfer of technology, Importance and limitations of MNCs. concept of Make in India and Start up India.
- Unit-3 : Industrial Finance- Components of funds. Role, Types of Industrial Finance--IDBI IFCL SFCS, SIDC, ICICI, Commercial Banks.
- Unit-4: Current Problems of Selected Industries- Iron and Steel, Cotton—Textile, Sugar. Engineering Goods, Chemical and Pharmaceutical Industries, Development of small Scale and Cottage Industries in India.

Basic Reading :

1. Aahluwalia, I. J., Industrial Growth in India, Oxford University, New Delhi.
2. Barthwal, R. R., Industrial Economics, Wiley Eastern Ltd., New Delhi.
3. Cherunilam, F., Industrial Economics: Indian Perspective, Himalaya Publishing House, Mumbai.
4. Desai, Industrial Economy in India, Himalaya Publishing House, New Delhi.
5. Divine, P. J. and Jones, R. M. et. al. , An Introduction to Industrial Economics, George Allen and Unwin Ltd., London.

Semester- 3
Core Compulsory : CC301
PUBLIC FINANCE- I

PREMBLE:

Role and functions of the Government in an economy have been changing with passage of time. It is necessary for post-graduate students to know principals of public finance and package of policy executed by the State Government and Central Government. Budgetary policy is an important part to understand the basic problems of use of resources, distribution of income, etc. This paper aims to well-equipped P.G. students of Economics about tax system, public expenditure, public debt, and budgetary procedure as stabilization instrument. This paper also explain through understanding of fiscal institutions.

Unit-1

Role of Government in organized society, Private goods, public goods & merit goods, Market failure, Informational Asymmetry – theory of second best, Private and public mechanism for allocating resources, Problems of preference revelation & aggregation of preferences, Voting systems- Arrow impossibility theorem.

Unit-2

Provision of public goods, voluntary exchange models, Impossibility of Decentralized provision of public goods (Contribution of Sanwelson & Musgrave), Demand revealing schemes for public goods(Contribution of leyard), Keynesian case for stabilization policy

Unit-3

Wagner's law of increasing state activities, Wiseman – peacock hypothesis, Pure theory of public Expenditure, Structure & growth of public Expenditure, Taxation – Theory of incident- alternative concepts of incidents, Benefits & Ability to pay approaches, Theory of optimal taxation, Excess burden of taxation, Trade off between equity & efficiency

Unit-4 Classical view of public debt, Burden of public debt, Sources of public debt, Crowding out of private investments, Public borrowing, Principles of debt management & repayment

Basic Reading:

- 1) Musgrave R.A. & P B Musgrave, Public Finance Theory & practice. McGrawHill.
- 2) J.M Buchahan, The Public Finance .
- 3) C.S. Shoup, Public Finance, Aldine ,Chicago.
- 4) R.Jha , Morden Public Economics ,Rutledge ,
- 5) A.B. Atkinson & J E. Stiglitz, Lectures on Public Finance.
- 6) R.A. Musgrave & P B Musgrave, The Theory of Public Economics ,Mc GrawHill.
- 7) D.K. , fmal Federalism in India.
- 8) Hugh Dalton, Principals of Public Finance .

Semester – 3
Core Compulsory : CC302
International Economics – 1

PREMBLE:

International trade acts as an engine of growth. It is necessary for P.G. students in economics to know International trade theories, practices and policies. It will help them to examine impact of trade policies followed by welfare implications.

- Unit – 1** International Trade theory of Comparative Cost Difference , Trade Theory of Hecker, Leontief Paradox , Opportunity cost approach. Rybzyński Theorem, posner's technological gap theory, the Kravis theory of availability, vernal's product cycle theory
- Unit -2** Terms of Trade , Mill's reciprocal Theory of demand, Factors affecting terms of Trade, Trade as an Engine of Growth, Free Trade Policy Vs Protection – merits & Demerits of Protection
- Unit – 3** Optimum Tariffs, Theory of Custom Union, Trade Organizations – GATT, UNCTAD, EEC, W.T.O.
- Unit – 4** International Capital Movements: Factors influencing Capital Movements, classification of international capital movement , Foreign Aid – Bilateral and Multilateral aid , IDRD (World Bank) and its Subsidiaries, Importance and Problem of Foreign Aid.

Basic Reading:-

1. Salvatore, D. ,Theory and Problems of International Economics, Mc Grow Hill, New York
2. Ellsworth, P.T & Leith, J.C., The International Economy, McMillan, New York, 1975.
3. Bhagwati, Jagdish, International Trade : Selected Readings, MIT Press, Cambridge, 1981.
4. Sodersten, B.O. ,international Economics, Routledge, London,2000.
5. Lakdawala, D.T. and Shah Ramesh ,Antarrashtriya Arthshastra (Guj.) University Grant Nirman Board, Ahmedabad.

Semester – 3
Core Compulsory (Optional) : CC304 (A)
✓ **Course – 14.1 Dissertation**

14 (1) Dissertation

Minor Research Work Based on Primary and/or Secondary Data.
(Dissertation should be preparing in 50 to 80 Pages.)

Semester -3
Inter Disciplinary Paper : IDC305(A)

Research Methodology

Preamble:

The Main objective of this paper is to train students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic problem. The emphasis of this paper is on understanding economic concepts with the help of mathematical methods rather than learning mathematical it self.

- Unit-1: Index Number**
Meaning, uses & limitations of index number, construction of index number, price index number, consumer price index number, Laspeyere's Paasche's and Fisher's index number ,Time reversal Test, Factor reversal Test.
- Unit-2 : Testing of Hypothesis**
Various steps of testing of hypothesis, Types of hypothesis, Type-I & II errors, testing of Means, Proportions, equality of population means correlation coefficient, T-Test, F-Test, Chi-Test.
- Unit-3 : Input-Output Analysis and Game Theory**
Assumptions, The technological coefficient matrix, closed and open input-output model, equation solution. Basic concepts of game theory, payoff matrix, Zero Sum Game, Maximin and Minimax principle, saddle point, mixed strategy, principle of dominance.
- Unit-4 Time series Analysis**
Meaning, Analysis of time series, Components of time series; determination of trend by graphical, moving average and least squares methods. Determination of seasonal variations.

Basic Reading:

1. Mehta-Madnani, Mathematics for Economics, Sultan Chand & sons, New-Delhi
2. R.S.Bhardwaj, Business Statistics, Excel Books, New-Delhi.
3. Das M.N. , Statistical Methods and Concepts, New Age International, Delhi.
4. Gupta, S.P. , statistical methods, S. Chand and Co., Delhi.
5. Kalimantan, K.P., Applied Econometrics, Oxford & IBH, Delhi.
6. Mehta, B.C. and Mehta, A.C. ,Fundamental Econometrics, Himalaya Publishing house, Bombay.
7. Simpson, G and Kafka, Fritz. , Basic Statistics, Delhi.
8. Srivastava, U.K. at all. , Quantitative Techniques for Managerial Decision, New Age International, Delhi.

Semester – 4
Core Compulsory : CC401
Public Finance-II

PREMBLE:

Role and functions of the Government in an economy have been changing with passage of time. It is necessary for post-graduate students to know principals of public finance and package of policy executed by the State Government and Central Government. Budgetary policy is an important part to understand the basic problems of use of resources, distribution of income, etc. This paper aims to well-equipped P.G. students of Economics about tax system, public expenditure, public debt. and budgetary procedure as stabilization instrument. This paper also explain through understanding of fiscal institutions.

Unit-1

Objectives of fiscal policy, Interdependent of fiscal & monetary policies, Budgetary deficits & its implications, Fiscal policy for stabilization, Alternative measure of resources mobilization & their impact on distribution & prices, Balanced budget multiplier

Unit-2

Principles of multi-unit finance, Evolution of Fiscal federalism in India, Assignment of function & sources of Revenue, Constitutional provisions, Planning Commission and finance commission, Centre-state financial relations in India, Problems of state resources & indebtedness.

Unit-3

Structure of Indian tax System, Major taxes in India, GST and it's role, Trends in public expenditure & Public debt.

Unit-4

Analysis of central & state govt. Budgets, Fiscal crisis & fiscal sector reforms in India, Reports of the last Finance commission in India

Basic Reading:

1. Musgrave R.A. & P B Musgrave, Public Finance Theory & practice, McGrawHill.
2. J.M Buchahan, The Public Finance .
3. C.S. Shoup, Public Finance, Aldine ,Chicago
4. R Jha , Morden Public Economics ,Rutledge .
5. A.B. Atkinson & J E. Stiglitz, Lectures on Public Finance.
6. R.A. Musgrave & P B Musgrave, The Theory of Public Economics ,Mc GrawHill.
7. D.K. , final Federalism in India.
8. Hugh Dalton, Principals of Public Finance .

Semester – 4
Core Compulsory : CC402
International Economics – 2

PREMBLE:

It is necessary for P.G. student in economics to know the international trade, finance and trade managing institutions in era of globalization of national economics. The study of the paper under the present era of globalization will train the student about the likely consequences on income, employment and social standard and possible policy solutions in the 21st century.

- Unit – 1 Balance of Payments: Meaning and Components.
- Different Concept of Equilibrium of B.O.P
 - Factor Causes for Disequilibrium in B.O.P
 - Equilibrium of B.O.P under Gold Standard
 - Devaluation and Depreciation
 - Conditions for Success of Devaluation
- Unit-2: Exchange Rate:– Principles of Exchange Rate Determination(P.P.P. Theory , B.o.p. Theory), Meaning, Merits & Demerits of Fixed and Flexible Exchange Rate , Controls on Foreign Exchange –Objectives & Methods of Exchange Control.
- Unit-3: International Monetary Fund (IMF) : Objectives, Problems – Crises and Reforms in International Monetary System, Special Drawing Rights , Evaluation of IMF, The New International Economic order.
- Unit-4: Foreign Trade Policies in India in Liberalized Economic Scenario, Problems relating foreign Trade in India , Exchange rate Policy of India., Rupee Convertibility .

Basic Reading: -

1. Prebisch, R., Towards a New Trade Policy for Development, United Nations, New York, 1964.
2. Stern, R.M. , The Balance of Payments: Theory and Economics Policy, Aldine, Chicago ,1973.
3. Thriwal, A.P.; Trade, The Balance of Payments and Exchange Rate Policy in Developing Countries ,University of Kent, Catebury, UK, 2004.
4. Bagwati, Jagdish. ,The Pure Theory of International Trade, Economic Journal Vol .74, March ,1964.
5. Cherunilam, F. ,International Economics, Tata Mc Grow Hill Publishing Co., New Delhi.
6. Frankel, J and Johnson H. , The Monetary Approach to the Balance of Payments. ,Allen &Unwin, London ,1975.
7. Greenway, D. , International Trade Policy , Mc Millan Publisher Ltd. ,London ,1983.

Semester -4
Core Compulsory : CC403
Planning and Development Policies

Preamble:

The objectives of this paper at the Post-Graduate would to sharpen and analytical ability of the students and functioning of Indian Economy with various policies with alternative approaches for further growth. This means that P.G.Students need to be aware about the planning period in India.

- Unit-1: Meaning of underdevelopment, poverty (absolute and relative poverty, measurement & causes of poverty), Inequalities of Income (Measurement & causes), Population problem (Causes & Effect) and growth pattern of population.
- Unit-2: Market & Market Failure (Reason For market Failure), state & state failure, Role of the state in economic development, Issues of good governance (Idea of effective Government).
- Unit-3: Role of agriculture and industrial in economic development, Inter -Relation between agriculture & industrial development. New technology & sustainable agriculture.
- Unit-4: Objective and strategy of Indian Plan, Achievements, failures & lessons of planning in India. NITI Ayog and its functions.

Basic Readings:

- 1 Adleman , Theory of Economic Growth and Development. Stanford University Press, Stanford.
- 2 Kindle Berger, C.P. Economic Decevelopment Mc. Grow.Hill. New york
- 3 Chakrawarti, S. Alternative Approaches to the theory of Economic Growth, Oxford University Press, New Delhi.
- 4 Meir, G.M. Leading Issues in Economic Development Oxford University Press New Delhi.
- 5 Gove.of India-planning commission, various Five years plan document, New delhi.
- 6 Gove. Of India, Economic surveys,oxford uni. Press, Dilhi.
- 7 World Development Reports – World Bank
- 8 Human Development Reports- U.N.D.P.
- 9 Dholakiya Bakul H & Dholakiya Ravindra H. Arthik Vruddhina Model(Gujarati), Granth Niramn Board, Ahmedabad

Semester – 4
Core Compulsory (Optional) : CC404 (A)

Major Environmental Issues

PREMBLE:

The main objective of this course is to appraise and sensitive student about major environment issues of India and develop skill to analyze them with the help of appropriate theoretical frames.

Unit 1: Environmental Issues of Primary Sector

Changing Land use and cropping pattern and environmental issues, the problem of grazing land , pasture and live –stock management ; the problem of conservation of forests and bio- diversity; supply and quality of groundwater and its management, the conservation and management of marine fish.

Unit-2: Industrial Development and Environmental Issues;

Change in growth and structure of industries in India, growth of pollutant industries and problem of air and water pollution, management of solid and liquid wastes.

Unit-3 International Environmental Issues ;

The problem of trans boundary pollution; global warming and acid rain, globalization, international trade and environmental issues: the problem of trade of hazardous waste, endangered species and medical plants, the problem of patenting, trade and environment in WTO system.

Unit-4 Environmental Policy in India;

Growth of environmental policy in India ; important environmental laws, international environmental agreements and India's approach; mechanism of implementation of environmental laws in India.

Basic Reading :

- 1) Baumol, W.J.and Oates, 1998, The Theory of Environmental policy, Cambridge University Press, Cambridge.
- 2) Chari, S.N. and vyasalu. Vinod 2000, Environmental management: An Indian Perspective, Macmillan India Ltd.
- 3) Dasgupta , P, and Maller Karl . 1997, The Environment and Emerging Development Issues, Vol-I and Vol -II, Clarendon Press, Oxford.
- 4) Katar Singh, (1994), Managing Comman Pool Resources: Principles and Case Studies, Oxford University Press.
- 5) Lead India ,(2002), Rio, Johnisburg and Beyond ; India's Progress in Sustainable Development , Orient Longman, New Delhi.
- 6) Ramprasad Sengupta 2001, Ecology and Economics, Oxford University Press.

Semester-4
Core Compulsory (Optional) : CC404 (B)

Research and Quantitative Methods

Preamble:

The Main objective of this paper is to train students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic problem. The emphasis of this paper is on understanding economic concepts with the help of mathematical methods rather than learning mathematical itself.

- Unit-1: Partial Differentiation and Integration
Concept and rules of partial differentiation, Homogeneous function, Euler's theorem for Homogeneous function, Application of Partial derivatives in Economics, Maximization of utility, Cost minimization, Concept and basic rules of Integration. Consumer's surplus and producer's surplus.
- Unit-2: Interpolation and Extrapolation
Meaning and Importance, Methods of Interpolation Newton, Binomial Expansion Lagrange.
- Unit-3: Demographic Method
Meaning and scope of demography,
Uses of demographic statistics,
Methods of collecting demographic statistics.
Simple and standardized death rates.
Infant mortality Rate, Birth Rate, Fertility Rate, Total Fertility Rate
- Unit-4: Operating Research
Meaning, Uses of O.R in industries, limitations, Techniques of O.R., Transportation Problems, North-West corner method, Lest cost method, Vogel Method, Assignment problems, Hungarian method.

Basic Reading:

- 1 Mehta-Madnani, Mathematics fro Economics, sultan chand & sons, New-Delhi
- 2 R.S.Bhardwaj , Business Statistics, Excel Books, New-Delhi.
- 3 Das M.N., Statistical Methods and Concepts, New Age International, Delhi.
- 4 Gupta, S.P., statistical methods., S. Chand and Co., Delhi.
- 5 Kalimantan, K.P. , Applied Econometrics, Oxford & IBH. , Delhi.
- 6 Mehta, B.C. and Mehta, A.C., Fundamental Econometrics, . Himalaya Publishing house, Bombay.
- 7 Simpson, G and Kafka, fritz., Basic Statistics. Delhi.
- 8 Srivastava, U.K. at all. , Quantitative Techniques for Managerial Decision, New Age International. Delhi.

STRUCTURE OF THESEMESTER SYSTEM

PROGRAMME: B.A. PSYCHOLOGY

SEMESTER – I

COURSE CODE	COURSE TYPE	COURSE NAME	CREDITS OF DIRECT TEACHING	TOTAL CREDITS	
CC 101	Core Compulsory	Introduction to Psychology –I	4	4	
CC 102	Core Compulsory	Introduction to Social Psychology– I	4	4	
CE 101	Core Elective	General Psychology –I	4	4	
EO 102	Core Elective	Child Psychology – I	4	4	
FC 103	Foundation Compulsory	English	2	2	
FE 104	Foundation Elective	Sanskrit	2	2	
EO 105	Elective Open	Environmental Psychology – I	2	2	
EG 106	Elective Generic	Any one from the list	2	2	
Total Courses	8	Total Lectures	24	Total Credits	24

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -101		B. A. Semester-I		Psychology
COURSE / PAPER TITLE - INTRODUCTION TO PSYCHOLOGY-I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

The aim of the course is to familiarize students with the basic psychological Process and the studies relating to the factors, which influence them. It will also focus on some important application areas of psychology.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Introduction to Psychology	1	25
	1.1 Introduction, Definition and goals of psychology.		
	1.2 The School of Psychology (in Brief)		
	1.3 Methods of Psychology. (Observation, Experimental, Case study)		
	1.4 Field of Psychology. (In Brief)		
2	Motivation	1	25
	2.1 Concept of Motivation		
	2.2 Theories of Motivation		
	2.2.1 Drive reduction theory		

2.2.2 Arousal theory		
2.2.3 Maslow's hierarchy of needs		
2.2.4 Social-cognitive theory.		
2.3 The Primary Drives (Hunger, Thirst, Sex)		
2.4 Social Motives (Achievement)		
3 Emotion	1	25
3.1 Definition and components of emotion		
3.2 Theories of emotion (James- Lange theory, Cannon- Bard theory)		
3.3 The physiology of emotion		
3.4 Animal Emotion		
3.5 polygraph		
4 Learning	1	25
4.1 Definition		
4.2 Classical Conditioning (Pavlov & Watson- Little Albert and peter)		
4.3 Operant conditioning (Skinner)		
4.4 Cognitive Learning		
4.4.1 Learning by insight		
4.4.2 Observational Learning		
4.4.3 Animal Cognition		
4.4.4 Cognitive maps.		

Referance Books:

1. Philip G., Zimbardo and Ann L. Weber (1997) **Psychology** Longman, New York.
2. Wood S. E. and Wood E. G. (1996) 'The World of psychology' Allyn and Bacon, New York

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -102		B. A. Semester-I		Psychology
COURSE / PAPER TITLE - INTRODUCTION TO SOCIAL PSYCHOLOGY-I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

The aim of the course is to familiarize students with the problems of the society and the studies relating to the factors, which influence them. It will also focus on some important application areas of social psychology.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Introduction to Social Psychology	1	25
	1.1 Definition, Nature and Scope of social psychology.		
	1.2 Scientific study of social and cognitive Processes		
	1.3 Application of social psychology in Indian context		
2	Methods of Social Psychology	1	25
	2.1 Experimental Methods		
	2.2 Field V/S Laboratory setting		
	2.3 Methods of Data Collection		
	2.4 Self-Report, Observation, Correlation Research		

3 Social Perception	1	25
3.1 Social Perception		
3.2 Perceiving Ourselves		
3.2.1 Self Concept		
3.2.2 Self esteem		
3.2.3 Self-Presentation		
4 Group Processes	1	25
4.1 Definition, Nature and Function		
4.2 Social Facilitation		
4.3 Social loafing		
4.4 Conformity		
4.5 Compliance		

ReferenceBooks:

1. Baron R. A. & Byrone D. (2004) *Social psychology*, Pearson Education, pta. Ltd, Indian Branch, Delhi-110092 (India)
2. David J. Whittaker (2001) *'The Terrorism Reader'* new Felter lane, London Ec 4P, 4EE 29, West, 31st Street NY-10001
3. Elliot R. Smith & Diane m Mackie (2000) *Social Psychology* 325, chansut street, Philadelphia- P.A. 19'06
4. Taylor, Peplau, Sears (1994): *'Social Psychology'* 8th Ed. Prentice Hall.

STRUCTURE OF THESEMESTER SYSTEM

PROGRAMME B.A. PSYCHOLOGY

SEMESTER – II

COURSE CODE	COURSE TYPE	COURSE NAME	CREDITS OF DIRECT TEACHING	TOTAL CREDITS
CC 201	Core Compulsory	Introduction to Psychology -II	4	4
CC 202	Core Compulsory	Introduction to Social Psychology- II	4	4
CE 201	Core Elective	Introduction to Psychology -II	4	4
CE 202	Core Elective	Introduction to Social Psychology- II	4	4
FC 203	Foundation Compulsory	English	2	2
FE 204	Foundation Elective	Sanskrit	2	2
EO 205	Elective Open	Environmental Psychology - II	2	2
EG 206	Elective Generic	EG-206 Any one from the list	2	2
Total Courses	8	Total Lectures 24	Total Credits	24

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -201		B. A. Semester-II		Psychology
COURSE / PAPER TITLE- INTRODUCTION TO PSYCHOLOGY-II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

The aim of the course is to familiarize students with the basic psychological Process and the studies relating to the factors, which influence them. It will also focus on some important application areas of psychology.

The Scheme of question paper:

1. The paper will consist of four units
2. Every unit should be given equal weight age in the examination.
3. Total Marks: 70 External Examination,
30 Internal Examination
4. Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1 Memory		1	25
	1.1 Definition of Memory.		
	1.2 Beginning memory research		
	1.3 How Memory works?		
	1.4 The three system in memory		
	1.5 Forgetting		
	1.6 Improving memory		
2 Perception		1	25
	2.1 Definition of perception		
	2.2 The Gestalt principals of Perceptual organization		

2.3 Perceptual constancy		
2.4 Depth Perception		
2.5 Attentional Processes		
2.6 Functions of Attention.		
3 Intelligence	1	25
3.1 Definition and nature of Intelligence		
3.2 The Range of Intelligence		
3.2 Mental Retardation		
3.3 Measuring Intelligence		
3.4 Measuring Intelligence in India		
4 personality	1	25
4.1 Definition of personality		
4.2 Theories of personality		
4.2.1 Freud and Psychoanalysis		
4.2.2 Humanistic personality theories, Maslow and Rogers		
4.3 Personality: Is it in the Genes?		
4.3.1 The Twin Stud Method		
4.3.2 Shared and Non shared Environment		
4.3.3 Adoption Method		
4.3.4 Personality and Culture		

ReferanceBooks:

1. Philip G., Zimberdo and Ann L. Weber (1997) Psychology Longman, New York.
2. Wood S. E. and Wood E. G. (1996) 'The World of psychology' Allyn and Bacon, New York.
3. Morgan C. T., King R.A., Weisz J. S., Schopler J. (1988) 'Introduction to psychology' Mc. Graw Hill Co. International Ed.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -202		B. A. Semester-II		Psychology
COURSE / PAPERTITLE- INTRODUCTIN TO SOCIAL PSYCHOLOGY-II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

The aim of the course is to familiarize students with the basic psychological Process and the studies relating to the factors, which influence them. It will also focus on some important application areas of psychology.

The Scheme of question paper:

- 1) The paper will consist of four units.
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks:70 External Examination,
30 internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1 Leadership		1	25
	1.1 Definition and Function of Leadership		
	1.2 Approaches to leadership		
	1.2.1 Traits		
	1.2.2 Situational		
	1.2.3 Interactional		
	1.2.4 Contingency		
	1.3 Leadership Effectiveness		
	1.4 The charismatic leadership		

2 Attitudes	1	25
2.1 Definition and Nature of attitudes		
2.2 Attitudes and Behaviour		
2.3 Formation of Attitudes		
2.4 Measurement of Attitudes		
3 Prejudice	1	25
3.1 Components of Prejudice		
3.2 The social and Cognitive roots of Prejudice		
3.3 Targets of Prejudice: Social groups		
3.4 Reducing Prejudice.		
4 Aggression	1	25
4.1 Defining Aggression		
4.2 Interpersonal Aggression		
4.3 What Triggers Aggression		
4.4 Prevention & Control of Aggression		
4.5 Motivations for Terrorism		
4.6 Theory of Albert Bandura		

Reference Books:

1. Baron R. A. & Byrne D. (2004) *Social psychology*, Pearson Education, pte. Ltd. Indian Branch, Delhi-110092(India)
2. David J. Whitaker (2001) *The Terrorism Reader* new Fetter lane, London Ec 4P, 4EE 29, West, 31st Street NY-10001
3. Eliot R. Smith & Dianem Mackie (2000) *Social Psychology* 325, chensutstreet, Philadelphia-P.A. 19106
4. Taylor, Peplau, Sears (1994) *'Social Psychology'* 8th Ed. Prentice Hall.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CE -201		B. A. Semester-II		Psychology
COURSE / PAPERTITLE- INTRODUCTION TO PSYCHOLOGY-II				
Course Type			Total Credit	
Core Elective			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

The aim of the course is to familiarize students with the basic psychological Process and the studies relating to the factors, which influence them. It will also focus on some important application areas of psychology.

The Scheme of question paper:

1. The paper will consist of four units.
2. Every unit should be given equal weight age in the examination.
3. Total Marks: 70 External Examination,
30 Internal Examination
4. Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1 Memory		1	25
	1.1 Definition of Memory.		
	1.2 Beginning memory research		
	1.3 How Memory works?		
	1.4 The three system in memory		
	1.5 Forgetting		
	1.6 Improving memory		
2 Perception		1	25
	2.1 Definition of perception		
	2.2 The Gestalt principals of Perceptual organization		

2.3 Perceptual constancy		
2.4 Depth Perception		
2.5 Attentional Processes		
2.6 Functions of Attention		
3 Intelligence	1	25
3.1 Definition and nature of Intelligence		
3.2 The Range of intelligence		
3.3 Mental Retardation		
3.4 Measuring Intelligence		
3.5 Measuring Intelligence in India		
4 personality	1	25
4.1 Definition of personality		
4.2 Theories of personality		
4.2.1 Freud and Psychoanalysis		
4.2.2 Humanistic personality theories, Maslow and Rogers		
4.3 Personality: Is it in the Genes?		
4.3.1 The Twin Stud Method		
4.3.2 Shared and Non shared Environment		
4.3.3 Adoption Method		
4.3.4 Personality and Culture		

ReferenceBooks:

1. Phillip G., Zimberdo and Ann L. Weber (1997) Psychology Longman, New York.
2. Wood S. E. and Wood E. G. (1996) 'The World of psychology' Allyn and Bacon, New York.
3. Morgan C. T., King R.A., Weisz J. S., Schopler J. (1986) 'Introduction to psychology' Mc. Graw Hill Co. International Ed.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CE -202		B. A. Semester-II		Psychology
COURSE / PAPER TITLE-		INTRODUCTIN TO SOCIAL PSYCHOLOGY-II		
Course Type		Total Credit		
Core Elective		04		
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

The aim of the course is to familiarize students with the basic psychological Process and the studies relating to the factors, which influence them, It will also focus on some important application areas of psychology.

The Scheme of question paper:

1. The paper will consist of four units
2. Every unit should be given equal weight age in the examination.
3. Total Marks:70 External Examination,
30 Internal Examination
4. Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Leadership	1	25
	1.1 Definition and Function of Leadership		
	1.2 Approaches to leadership		
	1.2.1 Traits		
	1.2.2 Situational		
	1.2.3 Interactional		
	1.2.4 Contingency		
	1.3 Leadership Effectiveness		
	1.4 The charismatic leadership		

2 Attitudes	1	25
2.1 Definition and Nature of attitudes		
2.2 Attitudes and Behaviour		
2.3 Formation of Attitudes		
2.4 Measurement of Attitudes		
3 Prejudice	1	25
3.1 Components of Prejudice		
3.2 The social and Cognitive roots of Prejudice		
3.3 Targets of Prejudice: Social groups		
3.4 Reducing Prejudice.		
4 Aggression	1	25
4.1 Defining Aggression		
4.2 Interpersonal Aggression		
4.3 What Triggers Aggression		
4.4 Prevention & Control of Aggression		
4.5 Motivations for Terrorism		
4.6 Theory of Albert Bandura		

Reference Books:

1. Baron R. A. & Byrne D. (2004) *Social psychology*, Pearson Education, pte. Ltd. Indian Branch, Delhi- 110092(India)
2. David J. Whitaker (2001) *The Terrorism Reader* new Fetter lane, London Ec 4P, 4EE 2G, West 31st Street NY-10001
3. Eliot R. Smith & Dianem Mackie (2000) *Social Psychology* 325, chensutstreet, Philadelphia-P.A. 19106
4. Taylor, Peplau, Sears (1994): *'Social Psychology'* 8th Ed. Prentice Hall.

COURSE PATTERN
Psychology B.A. Semester – III & IV
 (Effective from June-2020)

COURSE PATTERN

Sem	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
III	✓ CC-303 Adjustment Psychology-I	4	2.5	30	70	100	4
	✓ CC-304 Health psychology-I	4	2.5	30	70	100	4
	✓ CC-305 Introduction to Bio-Psychology - I Or CC-305 Systems and Schools in Psychology-I	4	2.5	30	70	100	4
	CE-303 Adjustment Psychology-I	4	2.5	30	70	100	4
	CE-304 Health psychology-I	4	2.5	30	70	100	4
	FC-303 English	2	2	15	35	100	2
	EG-306 Any one from the list	2	2	15	35	50	2
	Total	24	16.5	180	420	650	24
	IV	✓ CC-403 Adjustment Psychology-II	4	2.5	30	70	100
✓ CC-404 Health psychology-II		4	2.5	30	70	100	4
✓ CC-405 Introduction to Bio-Psychology - II Or CC-405 Systems and Schools in Psychology-II		4	2.5	30	70	100	4
CE-403 Adjustment Psychology-II		4	2.5	30	70	100	4
CE-404 Health psychology-II		4	2.5	30	70	100	4
FC-403 English		2	2	15	35	100	2
EG-406 Any one from the list		2	2	15	35	50	2
Total		24	16.5	180	420	650	24

STRUCTURE OF THE SEMESTER SYSTEM

PROGRAMME: B.A. PSYCHOLOGY

SEMESTER-III

COURSE CODE	COURSE TYPE	COURSE NAME	CREDITS OF DIRECT TEACHING	TOTAL CREDITS
CC 303	Core Compulsory	Adjustment psychology - I	4	4
CC 304	Core Compulsory	Health psychology-I	4	4
CC 305	Core Compulsory	Introduction to Bio-Psychology - I Or Systems and Schools in Psychology-I	4	4
CE 303	Core Elective	Adjustment psychology - I	4	4
CE 304	Core Elective	Health psychology-I	4	4
FC 303	Foundation Compulsory	English	2	2
EG 306	Elective Generic	Any one from the list	2	2
Total Courses 7		Total Lectures 24	Total Credits 24	

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC-303		B. A. Semester-III		Psychology
COURSE / PAPER TITLE - ADJUSTMENT PSYCHOLOGY -I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- Helping the students to acquaint with the key concepts, Methods, Subject matter and applications of psychology.
- To acquaint the students with the concept of adjustment and development.
- To help students to make more effective choices in coping with problems of everyday life.

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks:70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1.	Introduction to Adjustment 1.1 Definition & Process of Adjustment 1.2 Social Change 1.3 Challenges of self-Direction 1.4 Themes of Personal Growth	1	25
2.	Perspective on Child Development 2.1 The Biological Perspective on Child Development 2.2 The Psychodynamic Perspective on Child Development	1	25

	2.3 The Social-Cognitive Perspective on Child Development		
	2.4 The Humanistic Perspective on Child Development		
3	Seeking Selfhood and Meeting People	1	25
	3.1 What is the Self Concept?		
	3.2 Core Characteristics of the Self Concept		
	3.3 The Self-Concept and Personal Growth		
	3.4 Meeting People		
	3.4.1 First Impressions		
	3.4.2 Mistaken Impression		
4	Stress Management	1	25
	4.1 Understanding Stress		
	4.1.1 Conceptualizing stress		
	4.1.2 Stress & you		
	4.2 Reaction to Stress		
	4.3 Managing Stress		

Reference Book:

1. Duffy K.G. & Atwater E. (2008) : Psychology for Living-Adjustment, Growth and Behaviour Today, Eighth Edition, Pearson Education, New Delhi, India

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -304		B. A. Semester-III		Psychology
COURSE / PAPER TITLE - HEALTH PSYCHOLOGY-I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Introduction to the concept and model of health in the socio-cultural contexts and the scope of Health Psychology
Introduction to the health enhancing and health compromising life styles/behaviors.

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks:70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Introduction to Health Psychology 1.1 What is Health? 1.2 What is Health Psychology? 1.3 Why is the Field of Health Psychology Needed? 1.4 The Bio-Psychosocial Model in Health Psychology.	1	25
2	The Systems of the Body 2.1 The Endocrine System 2.2 The Cardiovascular System 2.3 The Respiratory System 2.4 The Digestive System	1	25

	2.5 The Immune System		
3	Health Enhancing Behaviours	1	25
	3.1 What are the Health Behaviours?		
	3.2 Health Enhancing Behaviours		
	3.2.1 Exercise		
	3.2.2 Accident Prevention		
	3.2.3 Maintaining a Healthy Diet		
	3.2.4 Weight Control		
4	Health Compromising Behaviours	1	25
	4.1 Characteristics of Health Compromising Behaviours		
	4.2 What is Substance Dependence?		
	4.3 Alcoholism and Problem Drinking		
	4.4 Smoking		

Reference Books

1. Taylor S.E. (2003) Health Psychology, Fifth International Edition, McGraw-Hill Companies, New York
2. Marks F.D. & Others (2005) Health Psychology (theory, Research & practice), Second Edition, Sage Publication, New Delhi.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject Course
CC-305		B. A. Semester-III		Psychology
COURSE / PAPER TITLE - INTRODUCTION TO BIO-PSYCHOLOGY - I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Teaching a student's the basics of biological bases of behavior

To acquaint students with basic constructs of Physiological Psychology

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks:70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units :

Unit	Topic	Credit	Marks
1	Nature of Physiological Psychology	1	25
	1.1 Historical Roots of Physiological Psychology		
	1.2 Definition, Nature and Scope of Physiological Psychology		
	1.3 Importance of Studying Physiological Psychology		
	1.4 The Modern Era of Brain Imaging		
2	Research Methods of Physiological Psychology	1	25
	2.1 Neuroanatomical Methods		
	2.1.1 Method of Staining		

	2.1.2 Method of Degeneration		
	2.1.3 Method of Extirpation		
	2.1.4 Electrolytic Lesionous Method		
	2.2 Electrical Recording Methods		
	2.2.1 Electroencephalogram		
	2.2.2 Method of Evoked Potentials		
	2.2.3 Method of Micro-electrodes		
	2.3 Method of Stimulation		
	2.3.1 Method of Electrical Stimulation		
	2.3.2 Method of Chemical Stimulation		
	2.4 Hormonal and Bio-chemical Methods		
	2.4.1 Hormonal Method		
	2.4.2 Bio-chemical Method		
3	The Neuron, Nervous System	1	25
	3.1 The Anatomy of Neuron		
	3.2 What Neurons do?		
	3.3 Peripheral Nervous System		
	3.4 Central Nervous System		
4	The Physiological Basis of Perception	1	25
	4.1 Visual Perception		
	4.2 Auditory Perception		
	4.3 Chemical Perception		

Reference Books

1. Levinthal C.F. (2003): Introduction to Physiological Psychology, Third Printing of Third Edition, Prentice Hall of India Pvt. Ltd; New Delhi
2. Kimbal D.P. (1988): Biological Psychology, Holt, Rinehart and Windson, Inc. New York

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2012

Course Code		Programme Name		Subject/ Course
CE -303		B. A. Semester-III		Psychology
COURSE / PAPER TITLE - ADJUSTMENT PSYCHOLOGY -I				
Course Type			Total Credit	
Core Elective			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Helping the students to acquaint with the key concepts, Methods, Subject matter and applications of psychology.

To acquaint the students with the concept of adjustment and development.

To help students to make more effective choices in coping with problems of everyday life.

The scheme of question paper:

1. The paper will consist of four units
2. Every unit should be given equal weight age in the examination.
3. Total Marks:70 External Examination,
30 Internal Examination
4. Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Introduction to Adjustment 1.1 Definition & Process of Adjustment 1.2 Social Change 1.3 Challenge of self-Direction 1.4 Themes of Personal Growth	1	25
2	Perspective on Child Development 2.1 The Biological Perspective on Child Development 2.2 The Psychodynamic Perspective on Child Development	1	25

	2.3 The Social-Cognitive Perspective on Child Development		
	2.4 The Humanistic Perspective on Child Development		
3	Seeking Selfhood and Meeting People	1	25
	3.1 What is the Self Concept?		
	3.2 Core Characteristics of the Self Concept		
	3.3 The Self-Concept and Personal Growth		
	3.4 Meeting People		
	3.4.1 First Impressions		
	3.4.2 Mistaken Impression		
4	Stress Management	1	25
	4.1 Understanding Stress		
	4.1.1 Conceptualizing stress		
	4.1.2 Stress & you		
	4.2 Reaction to Stress		
	4.3 Managing Stress		

Reference Book:

1. Duffy K.G. & Atwater E. (2008) : Psychology for Living-Adjustment, Growth and Behaviour Today, Eighth Edition, Pearson Education, New Delhi, India

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CE -304		B. A. Semester-III		Psychology
COURSE / PAPER TITLE - HEALTH PSYCHOLOGY-I				
Course Type			Total Credit	
Core Elective			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Introduction to the concept and model of health in the socio-cultural contexts and the scope of Health Psychology
Introduction to the health enhancing and health compromising life styles/behaviors.

The scheme of question paper:

1. The paper will consist of four units
2. Every unit should be given equal weight age in the examination.
3. Total Marks: 70 External Examination,
30 Internal Examination
4. Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Introduction to Health Psychology 1.1 What is Health? 1.2 What is Health Psychology? 1.3 Why is the Field of Health Psychology Needed? 1.4 The Bio-Psychosocial Model in Health Psychology.	1	25
2	The Systems of the Body 2.1 The Endocrine System 2.2 The Cardiovascular System 2.3 The Respiratory System	1	25

	2.4 The Digestive System		
	2.5 The Immune System		
3	Health Enhancing Behaviours	1	25
	3.1 What are the Health Behaviours?		
	3.2 Health Enhancing Behaviors		
	3.2.1 Exercise		
	3.2.2 Accident Prevention		
	3.2.3 Maintaining a Healthy Diet		
	3.2.4 Weight Control		
4	Health Compromising Behaviours	1	25
	4.1 Characteristics of Health Compromising Behaviours		
	4.2 What is Substance Dependents?		
	4.3 Alcoholism and Problem Drinking		
	4.4 Smoking		

Reference Books

1. Taylor S.E.(2003) Health Psychology, Fifth International Edition, McGraw-Hill Companies, New York
2. Marks F.D. & Others(2005):Health Psychology(theory, Research&practice),Second Edition, Sage Publication, New Delhi.

STRUCTURE OF THE SEMESTER SYSTEM

PROGRAMME: B.A. PSYCHOLOGY

SEMESTER-IV

COURSE CODE	COURSE TYPE	COURSE NAME	CREDITS OF DIRECT TEACHING	TOTAL CREDITS
CC 403	Core Compulsory	Adjustment Psychology - II	4	4
CC 404	Core Compulsory	Health Psychology-II	4	4
CC 405	Core Compulsory	Introduction to Bio-Psychology-II Or Systems and Schools in Psychology-II	4	4
CE 403	Core Elective	Adjustment Psychology - II	4	4
CE 404	Core Elective	Health Psychology-II	4	4
FC 403	Foundation Compulsory	English	2	2
EG 406	Elective Generic	Any One From The List	2	2
Total Courses 7		Total Lectures 24	Total Credits 24	

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -403		B. A. Semester-IV		Psychology
COURSE / PAPER TITLE - ADJUSTMENT PSYCHOLOGY- II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Helping the students to acquaint with the key concepts, Methods, Subject matter and applications of psychology.
To acquaint the students with the concept of adjustment and development.
To help students to make more effective choices in coping with problems of everyday life.

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	The Body & Health	1	25
	1.1 Body Image		
	1.2 Psychological Factors and Physical Illness		
	1.3 Coping with illness		
	1.4 Promoting Wellness		
2	Love & Commitment	1	25
	2.1 Love & Commitment		
	2.2 Love & Intimacy		

	2.3 Commitment		
	2.4 Adjusting to Intimate Relationship		
	2.5 Divorce and its consequences		
3	Managing Your Inner life	1	25
	3.1 Understanding Motivation		
	3.2 Understanding Emotion		
4	Adulthood	1	25
	4.1 Early Adulthood		
	4.2 Middle Adulthood		
	4.3 Late Adulthood		

Reference Book:

1. Duffy K.G. & Atwater E. (2008) : Psychology for Living-Adjustment, Growth and Behaviour Today, Eighth Edition, Pearson Education, New Delhi, India

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC-404		B. A. Semester-IV		Psychology
COURSE / PAPER TITLE - HEALTH PSYCHOLOGY-II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Introduction to the concept and model of health in the socio-cultural contexts and the scope of Health Psychology
Introduction to the health enhancing and health compromising life styles behaviors.

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units :

Unit	Topic	Credit	Marks
1	Patient-Provider Relations	1	25
	1.1 What is a Health Care Provider?		
	1.2 Nature of Patient –Provider Communication		
	1.3 Improving Patient –Provider Communication		
	1.4 Placebo as Healer		
2	Heart Disease, Hypertension, Stroke and Diabetes	1	25
	2.1 Coronary Heart Disease		
	2.2 Stroke		
	2.3 Diabetes		

3	Management of Chronic Illness	1	25
	3.1 Quality of Life		
	3.2 Emotional Response to Chronic Illness		
	3.3 Coping with Chronic Illness		
	3.4 Personal Issues in Chronic Disease		
	3.5 Psychological Intervention and Chronic Disease		
4	Health Psychology: Challenges for the Future	1	25
	4.1 Health Promotion		
	4.2 Stress and its Management		
	4.3 Trends for the Future		
	4.4 Becoming a Health Psychologist		

Reference Books:

1. Taylor S.E.(2003) Health Psychology, Fifth International Edition, McGraw-Hill Companies, New York
2. Marks F.D.& Others(2005):Health Psychology(theory, Research&practice),Second Edition, Sage Publication, New Delhi.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC-405		B. A. Semester-IV		Psychology
COURSE / PAPER TITLE - INTRODUCTION TO BIO- PSYCHOLOGY- II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Teaching a student's the basics of biological bases of behavior

To acquaint students with basic constructs of Physiological Psychology

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks:70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	The Physiological Basis of Sensory and Motor Mechanism 1.1 Sensory Mechanism 1.1.1 Sensory Centers and Pathways 1.1.2 Reticular Activating System 1.1.3 Topographical Arrangement 1.1.4 Sensory Experience 1.2 Motor Mechanism 1.2.1 Skilled Movement 1.2.2 Motor Area 1.2.3 Pre-motor Area	1	25
2	The Physiological Basis of Motivation & Emotionality	1	25

	2.1 The Physiological Basis of Motivation		
	2.1.1 Meaning of Motivation		
	2.1.2 Mechanism for Eating		
	2.1.3 Mechanism for Drinking		
	2.1.4 Arousal and Sleep		
	2.2 The Physiological Basis of Emotionality		
	2.2.1 Cognitive Factors in Human Emotionality		
	2.2.2 The Peripheral Signs of Emotionality		
3	Mechanisms for Learning, Reward	1	25
	3.1 Physiological Changes During Learning		
	3.2 The Anatomical Requirement for Learning		
	3.3 The Role of Hippocampus in Learning		
	3.4 The Physiological Basis for Reward		
4	Mechanism for Remembering	1	25
	4.1 The Anatomy of Memory		
	4.2 Physiological Mechanism for Memory in the Brain		
	4.3 Triggers for Memory Retrieval		
	4.4 Amnesia, Dementia and Alzheimer's disease		

Reference Books:

1. Lewinthal C.F.(2003): Introduction to Physiological Psychology, Third Printing of Third Edition, Prentice Hall of India Pvt. Ltd. New Delhi
2. Kimbal D.P. (1968) Biological Psychology, Holt, Rinehart and Windson, Inc. New York

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CE-403		B. A. Semester-IV		Psychology
COURSE / PAPER TITLE - ADJUSTMENT PSYCHOLOGY– II				
Course Type			Total Credit	
Core Elective			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Helping the students to acquaint with the key concepts, Methods, Subject matter and applications of psychology.

To acquaint the students with the concept of adjustment and development.

To help students to make more effective choices in coping with problems of everyday life.

1. The paper will consist of four units
2. Every unit should be given equal weight age in the examination.
3. Total Marks: 70 External Examination,
30 Internal Examination
4. Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	The Body & Health	1	25
	1.1 Body Image		
	1.2 Psychological Factors and Physical Illness		
	1.3 Coping with illness		
	1.4 Promoting Wellness		
2	Love & Commitment	1	25
	2.1 Love & Commitment		
	2.2 Love & Intimacy		

	2.3 Commitment		
	2.4 Adjusting to Intimate Relationship		
	2.5 Divorce and its consequences	1	25
3	Managing Your Inner life		
	3.1 Understanding Motivation		
	3.2 Understanding Emotion		
4	Adulthood	1	25
	4.1 Early Adulthood		
	4.2 Middle Adulthood		
	4.3 Late Adulthood		

Reference Book:

1. Duffy K.G. & Atwater E. (2008) : Psychology for Living-Adjustment, Growth and Behaviour Today, Eighth Edition, Pearson Education, New Delhi, India

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CE -404		B. A. Semester-IV		Psychology
COURSE / PAPER TITLE - HEALTH PSYCHOLOGY- II				
Course Type			Total Credit	
Core Elective			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Introduction to the concept and model of health in the socio-cultural contexts and the scope of Health Psychology
Introduction to the health enhancing and health compromising life styles behaviors.

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units :

Unit	Topic	Credit	Marks
1.	Patient-Provider Relations	1	25
	1.1 What is a Health Care Provider?		
	1.2 Nature of Patient –Provider Communication		
	1.3 Improving Patient –Provider Communication		
	1.4 Placebo as Healer		
2.	Heart Disease, Hypertension, Stroke and Diabetes	1	25
	2.1 Coronary Heart Disease		
	2.2 Stroke		
	2.3 Diabetes		

3. Management of Chronic Illness	1	25
3.1 Quality of Life		
3.2 Emotional Response to Chronic Illness		
3.3 Coping with Chronic Illness		
3.4 Personal Issues in Chronic Disease		
3.5 Psychological Intervention and Chronic Disease		
4. Health Psychology: Challenges for the Future	1	25
4.1 Health Promotion		
4.2 Stress and its Management		
4.3 Trends for the Future		
4.4 Becoming a Health Psychologist		

Reference Books:

1. Taylor S.E.(2003) Health Psychology, Fifth International Edition, McGraw-Hill Companies, New York
2. Marks F.D.& Others(2005) Health Psychology(theory, Research&practice), Second Edition, Sage Publication, New Delhi.

COURSE PATTERN
Psychology B.A. Semester – V
(Effective from June-2020)

Sem	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
V	CC-506 Abnormal Psychology - I ✓	4	3	30	70	100	4
	CC-507 Introduction to Psychological Inquiry- ✓	4	3	30	70	100	4
	CC-508 Experimental Psychology Practical Or CC-508 Experimental Psychology Theory ✓	4	3	30	70	100	4
	CC-509 Industrial Psychology - I ✓ Or CC-509 Foundation of Developmental Psychology-I ✓	4	3	30	70	100	4
	CC-510 Counselling Psychology - I ✓ Or CC-510 Positive Psychology	4	3	30	70	100	4
	FC-503 English	2	2	15	35	50	2
	EG-506 Any one from the list	2	2	15	35	50	2
	Total	24	19	180	420	600	24

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -506		B. A. Semester-V		Psychology
COURSE / PAPER TITLE - ABNORMAL PSYCHOLOGY-I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To impart knowledge about the abnormal behavior
- To make students understand the nature and cause of various abnormal syndromes
- To impart knowledge need for therapies of different abnormal syndromes

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Abnormal Psychology: An Overview 1.1 What Do We Mean by Abnormal Behavior? 1.1.1 Why Do We Need to Classify Mental Disorder? 1.1.2 What Are the Disadvantages of Classification? 1.1.3 The DSM-IV Definition of Mental Disorder 1.1.4 How Does Culture Affect What is Considered Abnormal? 1.1.5 Culture –Specific Disorders 1.1.6 Treatment 1.1.7 The Mental Health Care Act	1	25
2	Causal Factors for Abnormal Behavior 2.1 The Biological Causal Factors	1	25

	2.1.1	Neurotransmitter and Hormonal Imbalance		
	2.1.2	Genetic Vulnerabilities		
	2.1.3	Temperament		
	2.1.3	Brain Dysfunction and Neural Plasticity		
	2.1.4	The Impact of Biological Viewpoint		
	2.1	The Psychological Causal Factors		
	2.1.1	Early Deprivation or Trauma		
	2.1.2	Inadequate Parenting Styles		
	2.1.3	Marital Discord and Divorce		
	2.1.4	Maladaptive Peer Relationships		
	2.2	The Sociocultural Causal Factors		
	2.2.1	The Sociocultural Environment		
	2.2.2	Pathogenic Societal Influences		
	2.2.3	Impact of the Sociocultural Viewpoint		
3		Panic, Anxiety and Their Disorders	1	25
	3.1	The Fear and Anxiety Response Patterns		
	3.2	Specific Phobias		
	3.3	Social Phobias		
	3.4	Panic Disorder with and Without Agoraphobia		
	3.5	Generalized Anxiety Disorder		
	3.6	Obsessive-Compulsive Disorder		
	3.7	Sociocultural Causal Factors for All Anxiety Disorders		
4		Somatoform and Dissociative Disorders	1	25
	4.1	Somatoform Disorders		
	4.1.1	Hypochondriasis		
	4.1.2	Somatization Disorder		
	4.1.3	Pain Disorder		
	4.1.4	Conversion Disorder		
	4.1.5	Body Dysmorphic Disorder		
	4.2	Dissociative Disorders		
	4.2.1	Depersonalization Disorder		
	4.2.2	Dissociative Amnesia and Fugue		
	4.2.3	Dissociative Identity Disorder		

Reference Book

1. Carson R. C; Butcher J.M; Mineka S. and Hboley J.M. (2011); **Abnormal Psychology**. Thirteenth Edition, Pearson Education & Doring Kindersley (India) Pvt. Ltd; New Delhi.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -507		B. A. Semester-V		Psychology
COURSE / PAPER TITLE - INTRODUCTION TO PSYCHOLOGICAL INQUIRY - I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To impart knowledge about basic concepts of research methodology.

To make students understand the nature and techniques of various sampling and research design.

To impart knowledge about interpretation and publication of research data.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Research Methodology an Introduction	1	25
	1.1 Introduction		
	1.2 Meaning of Research		
	1.3 Types of Research		
	1.4 Significance of Research		
	1.5 Importance of Knowing How Research is Done		
	1.6 Criteria of Good Research		
2	Research Problem and Hypotheses	1	25
	2.1 What is Research Problem?		
	2.2 Selecting the Problem Necessity of Defining the Problem		

	2.3	Technique Involved in Defining a Problem		
	2.4	Meaning, Types and Sources of Hypothesis		
3		Research Design	1	25
	3.1	Meaning of Research Design		
	3.2	Importance of Research Design		
	3.3	Features of a Good Design		
	3.4	Different Research Design		
4		Sampling Design	1	25
	4.1	Basic Terminology of sampling		
	4.2	Characteristics of a Good Sample Design		
	4.3	Different Types of Sample Design		
	4.4	Sampling Error		

Reference Books

1. Kerlinger F. N. (1999): Foundation of Behavioural Research, Second Revised Edition, Surgeet Publication, New York.
2. Kohari C.R. (2009): Research Methodology: Methods and Techniques, Second Revised Edition, New Age International Publishers, New Delhi.
3. Shaughnessy J. J., Zechmeister E.B. and Zechmeister J.S. (2006): Research Methods in Psychology, Seventh International Edition, McGraw Hill Higher Education, New York.
4. Ohla B.D. (2011): SanshodhanPaddhiSemaikVigyanoma (2011):Gujarati Edition, Akshar Publication, Ahmedabad.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject Course
CC -508		B. A. Semester-V		Psychology
COURSE / PAPER TITLE - EXPERIMENTAL PSYCHOLOGY PRACTICAL				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To develop scientific attitude in students.
- To provide training to the students in conducting Experiments.

The Scheme of question paper:

- 1) The experiment performance examination will consist of ten units
- 2) Each experiment should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours
- 5) Distribution of marks of the Experiment performance examination.
Journal: 25, Performance: 15, Report writing: 15, Viva voce: 15, Total Marks= 70
- 6) Distribution of time of the experiment performance examination.
Performance and Report writing: 2- Hours, Viva voce: 1-Hours

The paper will consist of the following ten units:
Any Six experiments should have to be performed and reported in the journal

Unit	Topic
1	Measurement of Optical Illusion
2	Comparison between the method of Ranking and Paired Comparison by determining colour Preference.

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- 3 Fluctuation of Attention ✓
 - 4 Suggestion Progressive weights method —
 - 5 Association Reaction Time →
 - 6 Mirror Tracing
 - 7 Maze Learning —
 - 8 Whole vs Part method of Learning
 - 9 Immediate Span of Memory —
 - 10 Problem Solving —
- દયાન વિચલન
 સૂચન ક્રમિક વધના વાળની
 સંબંધનું પ્રતિ ક્રિયા સમય
 સમયનું પદ્ધતિ
 ભૂલભૂલમળની પ્રયોગ
 શિખવાની સમગ્ર પ્રક્રિયા
 વિભાગીયતા
 તાત્કાલિક સૂચન વિસ્તાર
 સમસ્યા ઉકેલ

Reference Books

- 1 Postman Land Egan J. "Experimental Psychology-An Introduction" Harpen and Row Co. New York 1949
- 2 Woodworth R. and Stoohsberg H. "Experimental Psychology" Oxford and I.B.H. Publishing Co. 1971
- 3 S.C.Kanawala "Prayogic Manovignar- Sidhantane Prayogpothi" 1979, Univesity Granth Nirman Board, Ahmedabad
- 4 C.B.Dave and Others "Manovignar- Prayogane Ankadashastra" 11th edition 2004-05, C.Jamanedas Co. Ahmedabad

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -508		B. A. Semester-V		Psychology
COURSE / PAPER TITLE - EXPERIMENTAL PSYCHOLOGY THEORY				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To make students conversant with the key concepts and vocabulary of experimental psychology.
To acquaint the students to methods and application of psychology as experimental science.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	The Scope of Experimental Psychology	1	25
	1.1 Definition and nature of experiment		
	1.2 Experimental psychology as method		
	1.3 Variables		
	1.4 Experimental and control group		
	1.5 Forms of behavior studied in Experimental psychology		
2	The Psychophysical Methods	1	25
	2.1 The basic concepts of psychophysics		
	2.2 Method of minimal changes		
	2.3 Rank order method		
	2.4 Method of constant stimuli		

	2.5 Method of average error		
	2.6 Method of pair comparison		
3	Association	1	25
	3.1 The concept of association		
	3.2 Types of verbal association		
	3.3 Classification of association		
	3.4 Clinical and diagnostic use of verbal association		
4	Verbal Learning	1	25
	4.1 Methods of practice		
	4.2 Basic variables of learning experiments		
	4.3 Performance as a function of what is learned (Effects of learning material on learning)		
	4.4 Performance as a function of how learning proceeds (Effects of learning methods on learning)		

Reference Books

1. Leo Postman and Jams P. Egan, "Experimental Psychology"(An Introduction) Edition - 2008 Srihti Book Distributors.
2. M.R.Damato,"Experimental Psychology" TMH Edition, McGraw-Hill Publishing Company, New Delhi.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -509		B. A. Semester-V		Psychology
COURSE / PAPER TITLE		INDUSTRIAL PSYCHOLOGY- I		
Course Type		Total Credit		
Core Compulsory		04		
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To acquaint the students with perspective on industrial psychology and world of work.

The aim of the course is to familiarizing the students with the various aspects of nature of work in the modern society.

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	An Introduction to Industrial Psychology	1	25
	1.1 Definition of industrial psychology		
	1.2 The historical development of industrial psychology		
	1.3 Area of industrial organizational psychology		
	1.4 Methods of Psychological Research		
	1.4.1 The experimental methods		
	1.4.2 The naturalistic observation method		
	1.4.3 Surveys and opinion polls		
2	Employee selection	1	25
	2.1 The recruitment process		

2.2	An overview of the selection process		
2.3	Job analysis		
2.3.1	What is job analysis		
2.3.2	Use and values of job analysis		
2.3.3	Methods of job analysis		
3	Training and Development	1	25
3.1	The scope of organizational training programme		
3.2	The goals or objectives of organizational training programme		
3.3	Training methods for non-supervisory employees		
3.4	Training methods for managers		
4	Motivation, Job Satisfaction and Job Involvement	1	25
4.1	Content theory of motivation		
4.2	Process theory of motivation		
4.3	Job satisfaction: the quality of life at work		
4.4	Job satisfaction and on the job behavior		
4.5	Job involvement and organizational commitment		

Reference Books

1. Duane P. Schultz and Sydney Ellen Schultz (2004): Psychology and work Today. Published by Pearson Education Pvt. Ltd., Indian Branch Delhi.
2. Tiffin J. and Mc. Covvic, E.J. (1971) Industrial Psychology, New Delhi : Prentice Hall India
3. Luthans, Fred (1987) Organizational behaviour, McGraw- Hill Serves, International Student Edition. Times Printer- Singapore.
4. Von Haller Gimber (1971) : Industrial and Organizational Psychology. New York, McGraw Hill
5. Anastasi A. (1979) : Fields of Application Psychology. McGraw Hill, Kogakusha Ltd. Tokyo.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -510		B. A. Semester-V		Psychology
COURSE / PAPER TITLE COUNSELLING PSYCHOLOGY-I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives :

To provide students a perspective on Counselling Psychology

To familiarize the students to the theory, Practice and techniques of counseling

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	The Nature of Counseling	1	25
	1.1 What is Counseling?		
	1.2 Counselling and Psychotherapy		
	1.3 Goals of Counseling		
2	The Need of Counseling	1	25
	2.1 Why Counseling?		
	2.2 Who Provide Counseling?		
	2.3 Settings of Counseling		
	2.4 Problems of an Indian Students		

3	Fields of Counselling	1	25
	3.1 School Counselling		
	3.2 Career Counselling		
	3.3 Rehabilitation Counselling		
	3.4 Mental Health Counselling		
	3.5 Cyber Counselling		
	3.6 Marriage Counselling		
	3.7 Individual Counselling		
	3.8 Group Counselling		
 4	 Professional Preparation and Training for Counsellor	 1	 25
	4.1 The Need for Counsellors for Counselling Service		
	4.2 Problems of Counsellor's Selection		
	4.3 Training of Counsellors		
	4.4 Important factors of Training of Counsellor		

Reference Books

1. Dr. Somabhai T. Patel/Salah Manovignan*3rd edition University GranthNirman Board Ahmedabad.
2. George R.L. and Cristiani T.S.*Counselling : Theory and Practice* 4th edition 1995, Allyn and Bacon Co. Boston, U.S.A.
3. George G.*Counselling : They and Practice* 4th edition 1995, Allyn and Bacon Co. Boston, U.S.A.
4. Belkin Gray'An Introduction to Counselling* 3rd edition 1988. W.C.Brown Publishers.
5. Hansen J.C., Stevic R.R. and Warner R.W. *Counselling-Theory and Process* 4th edition 1986, Allyn and Bacon Co. Boston, U.S.A.

Psychology B.A. Semester – VI

(Effective from June-2020)

COURSE PATTERN

Sem	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
				Internal	External	Total	
VI	CC-606 Abnormal Psychology - II ✓	4	3	30	70	100	4
	CC-607 Introduction to Psychological Inquiry -II ✓	4	3	30	70	100	4
	CC-608 Quantitative Data Analysis ✓	4	3	30	70	100	4
	CC-609 Industrial Psychology - II ✓ Or CC-609 Foundation of Developmental Psychology-II	4	3	30	70	100	4
	CC-610 Counselling Psychology - II Or CC-610 Married Life Psychology ✓	4	3	30	70	100	4
	FC-603 English	2	2	15	35	50	2
	EG-606 Any one from the list	2	2	15	35	50	2
	Total	24	19	180	420	600	24

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Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC-606		B. A. Semester-VI		Psychology
COURSE / PAPER TITLE ABNORMAL PSYCHOLOGY – II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To impart knowledge about the abnormal behavior
- To make students understand the nature and cause of various abnormal syndromes
- To impart knowledge need for therapies of different abnormal syndromes

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Mood Disorders 1.1 What are Mood Disorders? 1.2 Unipolar Mood Disorders 1.3 Causal Factors in Unipolar Mood Disorder 1.4 Bipolar Disorders 1.5 Causal Factors in Bipolar Mood Disorder	1	25
2	Health Problems and Behaviour 2.1 Psychological Factors in Health and Disease 2.1.1 Stress and Stress Response 2.1.2 Biological Costs of Stress	1	25

	2.1.3	Lifestyle Factors in Health and Illness		
	2.2	Cardiovascular Disease		
	2.2.1	Hypertension		
	2.2.2	Coronary Heart Disease		
	2.3	General Causal Factors in Physical Illness and Disease		
	2.4	Treatment and Clinical Outcomes		
3		Schizophrenia and Other Psychotic Disorders	1	25
	3.1	The Clinical Picture in Schizophrenia		
	3.2	Subtypes of Schizophrenia		
	3.3	What Causes Schizophrenia		
	3.4	Genetic Aspects		
	3.5	Biological Aspects		
	3.6	Psychosocial and Cultural Aspects		
	3.7	Treatment and Clinical Outcomes		
	3.7.1	Pharmacological Approaches		
	3.7.2	Psychosocial Approaches		
4		Therapy	1	25
	4.1	An Overview of Treatment		
	4.2	Pharmacological Approaches to Treatment		
	4.2.1	Drug Treatment		
	4.2.2	E.C.T.		
	4.2.3	Neurosurgery		
	4.3	Psychological Approaches to Treatment		
	4.3.1	Psychodynamic Therapy by Freud		
	4.3.2	Humanistic Therapy		
	4.3.3	Behavioural Therapy		
	4.3.4	Cognitive & Cognitive Behavioural Therapy		

Reference Book

1. Carson R. C; Butcher J.M; Mineka S. and Hooley J.M. (2011): Abnormal Psychology, Thirteenth Edition, Pearson Education & Dorling Kindersley (India) Pvt. Ltd; New Delhi

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Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -607		B. A. Semester-VI		Psychology
COURSE / PAPER TITLE INTRODUCTION TO PSYCHOLOGICAL INQUIRY – II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To impart knowledge about basic concepts of research methodology.

To make students understand the nature and techniques of various sampling and research design.

To impart knowledge about interpretation and publication of research data.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Survey Research and Questionnaire	1	25
	1.1 Uses of Surveys		
	1.2 Various Survey Methods		
	1.3 Survey- Research Design		
	1.4 Questionnaire		
	1.4.1 Steps in preparing a Questionnaire		
	1.4.2 Guideline for Effective Wording of Questions		
2	Observation	1	25
	2.1 What is Observation?		
	2.1 Classification of Observational Methods		

	2.2 Recording Behavior		
	2.3 Thinking Critically About Observational Research		
3	Experimental Method	1	25
	3.1 Overview		
	3.2 Characteristics of True Experiments		
	3.3 Obstacles to Conducting True Experiments In Natural Settings		
	3.4 Threats to Internal Validity Controlled by True Experiments		
	3.5 Problems That Even True Experiments May Not Control		
4	Report Writing	1	25
	4.1 Meaning and Purposes of Research Report		
	4.2 Guidelines for Effective Writing		
	4.3 Structure of a Research Report		
	4.4 Precaution for Writing Research Report		

Reference Books

1. Kerlinger F. N. (1999): Foundation of Behavioural Research, Second Revised Edition, Surgeet Publication, New York.
2. Kothari C.R. (2009): Research Methodology: Methods and Techniques, Second Revised Edition, New Age International Publishers, New Delhi
3. Shaughnessy J. J, Zechmeister E.B. and Zechmeister J.S. (2006): Research Methods in Psychology, Seventh International Edition, McGraw Hill Higher Education, New York.
4. Dhile B.D. (2011): Sanshodhan Paddhti Samajik Vigyanome (2011): Gujarati Edition, Akshar Publication, Ahmedabad.

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Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -608		B. A. Semester-VI		Psychology
COURSE / PAPER TITLE		QUANTITATIVE DATA ANALYSIS		
Course Type		Total Credit		
Core Compulsory		04		
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To develop and understanding of elementary statistics used in Psychology.

To impart knowledge of statistical techniques in terms of their assumptions, applications and limitations.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Frequency Distribution	1	25
	1.1 Need of Statistics in Psychology		
	1.2 Tabulation of Data and Frequency Distribution		
	1.3 Graphical Representation of Grouped Data		
2	Meaning of Central Tendency	1	25
	2.1 Meaning of Measure of Central Tendency		
	2.2 Mean, Median, Mode and their specific Uses.		
3	Measures of Variability	1	25
	3.1 Quartiles, Deciles, Percentiles		
	3.2 Percentile Rank		
	3.3 Concept of Variability		
	3.4 Measures of Variability		

	3.5 Range, Average Deviation, Quartile Deviation, Standard Deviation, and their specific uses		
4	Correlation	1	25
	4.1 Meaning and Types of Correlation		
	4.2 Spearman's Rank Order Correlation		
	4.3 Uses of Correlation		

Reference Books

1. Garrett H. "Elementary Statistics" Longmans green and Co. New York
2. Dawid N. and Heath R. "Basic Statistical Methods" Harper and Row Publishers, New York 2nd edition
3. C.B.Dave and Others "Manovignan- Prayogaane Ankadashastra" 11th edition 2004-05, C.Jamanadas Co. Ahmedabad

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Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -609		B. A. Semester-VI		Psychology
COURSE / PAPER TITLE INDUSTRIAL PSYCHOLOGY – II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To acquaint the students with perspective on industrial psychology and world of work.

The aim of the course is to familiarizing the students with the various aspects of nature of work in the modern society.

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Performance Appraisals	1	25
	1.1 Performance Appraisal: why do it?		
	1.2 Objective performance appraisal methods		
	1.3 Judgmental performance appraisal methods		
	1.4 Bias in performance appraisal		
2	Working Condition	1	25
	2.1 Physical working condition		
	2.2 Work schedules		
	2.3 Psychological and social issues		
	2.3.1 Boredom and monotony		
	2.3.2 Fatigue		

3	Safety, Violence and Health in Workplace	1	25
	3.1 Accidents		
	3.2 Violence in the workplace		
	3.3 Alcoholism in the workplace		
	3.4 Drug use in the work place		
	3.5 Computers and physical health issues		
4	Stress in work place	1	25
	4.1 Definition of stress		
	4.2 Nature of stress		
	4.3 Work-family conflicts		
	4.4 Causes of stress in the workplace		
	4.5 Effects of stress in the work place		
	4.6 Treating stress in the workplace		
	4.7 Time and motion study		

Reference Books

1. Duane P. Schultz and Sydney Ellen Schultz (2004): *Psychology and work Today*. Published by Pearson Education Pvt. Ltd., Indian Branch Delhi.
2. Tiffin J. and Mc. Covmic, E.J. (1971) *Industrial Psychology*, New Delhi : Prentice Hall India
3. Luthans, Fred (1987) *Organizational behaviour*, McGraw- Hill Serves, International Student Edition: Times Printer- Singapore.
4. Von Haller Gimber (1971) : *Industrial and Organizational Psychology*. New York, McGraw Hill
5. Anastasi A. (1979) : *Fields of Application Psychology*. McGraw Hill, Kogakusha Ltd, Tokyo.

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Course Code		Programme Name		Subject/ Course
CC-610		B. A. Semester-VI		Psychology
COURSE / PAPER TITLE MARRIED LIFE PSYCHOLOGY				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To provide scientific knowledge about fitness and maturity of marriage to students.

To help the students to examine their gender roles and relationship with opposite sex.

To acquaint students with reality of married life and prepare them to build the successful marital adjustment.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 2.5 Hours

The paper will consist of the following four units:

Unit	Topic	Credit	Marks
1	Purpose and Fitness for Marriage	1	25
	1.1 Definition of Marriage		
	1.2 Purpose of Marriage		
	1.3 Types of Fitness for Marriage		
	1.4 Aspects of Maturity for Marriage		
	1.5 Characteristics of Maturity for Marriage		
2	Human Sexuality	1	25
	2.1 Concept of Human Sexuality		
	2.2 Perspectives of Human Sexuality		

2.2.1	Historical Perspective		
2.2.2	Biological Perspective		
2.2.3	The Cross-cultural perspective		
2.2.4	Psychological perspective		
2.2.5	Sociological perspective		
3	Gender Identify and Gender Role	1	25
3.1	Changing Status of Women		
3.2	Nature and Nurture in Gender Identify		
3.3	Gender Differences		
3.3.1	Biological Differences		
3.3.2	Differences in Cognitive Ability		
3.3.3	Differences in Personality		
3.3.4	Differences in Aptitude and Achievement		
3.4	Development of Role Concept		
3.5	Attitudes of Young men and women for future role playing		
3.6	Flexibility of role concept		
4	Happiness in Marriage	1	25
4.1	Marital Conflict - Causes of Marital Conflict		
4.2	Steps for happy married life		
4.3	Suggestions for Marital Success by Dr. Stone and Stone		

Reference Books

1. Janet Shibley Hyde and Delamater J.D. "Understanding Human Sexuality"
2. Spencer A. Rathus, Nevid J.S., Rathus L.F. "Human Sexuality in a world of Diversity Aliyan and Bacon, 1993"
3. Dr. Stone and Stone "A Marriage Manual" 1953, Pocket Book Co. Mumbai, India.
4. Landis J.T. and Landis M.G. "Building a Successful Marriage" 7th edition 1977, Prentice-Hall INC, U.S.A.
5. DhunPanteki "Education in Human Sexuality" 1997, Family Planning Association of India, Mumbai
6. Bechtal S. and Stains L.R. "Sex - A Man's Guide" 1st Indian edition 1967, Rajendra Publishing House Pvt., Mumbai
7. Yogan Bhatt and Bansri Bhatt "JalyataaneLaganjivan nu Manovigyan" 1st edition 2006-07, C.Jamanadas Co. Ahmedabad

COURSE PATTERN
Psychology M.A. Semester - I
 (Effective from June-2018)

Course Code	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
				Internal	External	Total	
CC-101 *	General Concepts of Psychology	4 20/25/25	3	30	70	100	4
CC-102 B.S.	Research Methods and Measurement in Psychology	4 25/25	3	30	70	100	4
CC-103 P.S.	Child Development	4 25/25	3	30	70	100	4
CC-104 20/25	Experimental Psychology (Practical) Or Community Psychology-I	4 25/25	3	30	70	100	4
ID-105 D.U.	Psychopathology-I Or Psychology and Work Today Or Advanced Adjustment Psychology	4 25/25	3	30	70	100	4
	Total	20	16	150	350	500	20

Course Code		Programme Name		Subject/ Course
CC-101		M. A. Semester-I		Psychology
COURSE / PAPER TITLE - GENERAL CONCEPTS OF PSYCHOLOGY				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60		30	70	100

Main Objectives:

The aim of the course is to familiarize students with the world of psychology and the studies relating to the factors, which influence them. It will also focus on some important application areas of psychology.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	Introduction to Psychology, Biology and Behaviour
	1.1 Psychology: Science or Common Sense?
	1.2 The Goal of Psychology

- 1.3 Critical Thinking: Thinking Like A Scientist
- 1.4 The Neurons. (Anatomy and Functions of Neurons)
- 1.5 The Central Nervous System.
- 1.6 The Peripheral nervous system.
- 1.7 Endocrine system.

2 States of Mind

2.1 Consciousness

- 2.1.1 The Meaning of the Mind
- 2.1.2 Studying Conscious Activity
- 2.1.3 The Nature of Consciousness
- 2.2 Everyday Changes in Consciousness
 - 2.2.1 Daydreaming
 - 2.2.2 Sleep
 - 2.2.3 Dreaming
- 2.3 Extended States of Consciousness
 - 2.3.1 Hypnosis

3 Intelligence, cognition and language

- 3.1 Definition, nature and range of intelligence
- 3.2 Measuring intelligence
- 3.3 Imagery and Concepts: Tools of thinking
- 3.4 Approaches of problem solving
- 3.5 Language
- 3.6 Animal Language
- 3.7 Language and thinking

4 personality

- 4.1 Definition of personality
- 4.2 Theories of personality
 - 4.2.1 Freud and Psychoanalysis
 - 4.2.2 Humanistic personality theories, Maslow and Rogers
 - 4.2.3 Personality: Is it in the Genes?
- 4.3 Personality Assessment

4.3.1 — Personality Inventory
4.3.2 — Projective Test

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Enforce from June-2018

Course Code		Programme Name		Subject / Course
CC-103		M. A. Semester - I		Psychology
COURSE / PAPER TITLE -		CHILD DEVELOPMENT		
Course Type		Total Credit		
Core Compulsory		04		
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main objectives:

- Aims and objective of this paper is to give the student knowledge about the foundations of child development in research and practice. In case they want to practices as child psychologists, that is, maybe working with a paediatrician in a hospital, these basics will give them knowledge about the normal and abnormal development in a child.

The Scheme of question paper:

- The paper will consist of four units
- Every unit should be given equal weightage in the examination.
- Total Marks: 70 External Examination
30 Internal Examination
- Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	History, Theory and applied directions <ul style="list-style-type: none"> 1.1 Child Development as a scientific, Applied and interdisciplinary field 1.2 Basic Issues 1.3 Historical foundations 1.4 Theoretical perspectives <ul style="list-style-type: none"> 1.4.1 Psychoanalytical 1.4.2 Behaviourism 1.4.3 Social Learning 1.4.4 Piaget's Cognitive Development
2	Research strategies <ul style="list-style-type: none"> 2.1 Common methods used to study children 2.2 Reliability and validity 2.3 Clinical research design 2.4 Designs for studying development

2.5 Ethics in research on children

3

Foundation of Development

- 3.1 Prenatal development
- 3.2 Childbirth
- 3.3 Infancy
- 3.4 The new-born
- 3.5 Motor development
- 3.6 Perceptual development
- 3.7 Puberty

4

Cognitive Developments and Information Processing approach

- 1.1 Piaget's Cognitive Developmental theory
- 1.2 The Sensorimotor stage
- 1.3 The Concrete Operational Stage
- 1.4 The Formal Operational Stage
- 1.5 Evaluation of Piaget's theory
- 1.6 General Models
- 1.7 Developmental theories
 - 1.7.1 Attention
 - 1.7.2 Memory
 - 1.7.3 Intelligence, definition, intelligence test for children
 - 1.7.4 Computation and distribution of IQ scores.

Reference Books:

1. Berk Laura E (2003) "Child Development " (Sixth Edition) Pearson Education (Indian Edition) New Delhi
2. Berk Laura E (2002) Sixth editions, prentice Hall of India, New delhi
3. Tyagi M (2007) Developmental Psychology Avishkar, Publishing Jaipur
4. Santrock J.W (2004) life span Development Tata Mc Grow Hill New Delhi
5. Hurlock E.B.(1978) Child Development , MC Grow Hill , New Delhi.

Paper – 102 Research Methodology

1. Main objective

- To Provide an overview of scientific approaches to psychological research in terms of sampling techniques, scientific method
- To acquaint the students with respect to non testing approaches like interviews and Questionnaires
- To help students to make more effective choices in coping with problems of everyday life

2. The Scheme of question paper:

1. The paper will consist four units:
2. Each Unit Should be given equal weightage in examination
3. Total Marks are 100.
70: External Examination
30: Internal evaluation
(Duration of examination: 3 hours)

Unit – 1 The scientific method, problem, hypotheses and research designs, Sampling and Randomness

Scientific and every day approaches to knowledge
Goals of the scientific method
Scientific theory construction and testing
Problem, criteria of problems and problem statements
Hypotheses
The Importance of problems and hypotheses, problems, values and definitions
Research Design: Definition, Purpose and Function of research Design
Sampling, random sampling and representativeness
Randomness
Randomization
Sample size
Kind of sample
Advantages, disadvantages of sampling
Sampling error

Unit – 2 Interview and Interview schedules,

Interview and schedules as a tool of science
The interview schedules, kind of schedule, information and items
Criteria of Question writing
The value of interview and interview schedules, Forces group and group interviewing
Types of Interview
Advantages and disadvantages of interview
Observation and Sociometry
Overview

Sampling Behaviour
Classification of observational methods
Observation with & without Intervention
Recording Behaviour
Analysis of observational data
Sociometry:
- Sociometry and sociometry choice,
- Methods of sociometric Analysis
- Research use of Sociometry

Unit – 3 Psychological Tests

Definition and type of test
Characteristics of good test
Reliability, Validity and norms
Reliability and Its types
Validity and Its types
Norms and Its types
Application of Psychological test
Administrator, Scoring and Interpretation of test score

Unit – 4 Communications in Psychology

Introduction
Computer in Research
The Internet and research
Guidelines for Effective writing structure of a research report: Title page, Abstract,
Introduction, Method, Results, Discussion, Reference, Appendixes, Author Name, Footnotes, Order of manuscript Pages,
Oral Presentations
Research Proposals
A Sample Research Report

Books

1. Kerlinger F.N. and Lee H.B. (2000), " Foundations of Behavioural Research " 4th Ed. N.Y. Harcourt. College, Pub.
2. Shaughnessy J.J. and Zechmeister B.E. (2003), Research Methods in Psychology N.Y. The McGraw Hill (Appendix – C)
3. Anastasi (2002) Psychological testing N.Y. the McGraw Hill
4. Sharma K. R. (2002): Research Methodology, New Delhi- National Pub. House
5. Shah V.P. (1988) 'Reporting Research', Uni. GranthNirman Board, Guj.

Paper – 103 Community Psychology – I (Optional Paper)

1. Main Objectives

- To impart knowledge about community psychology
- To make the students familiar with contribution of community psychology

2. The Scheme of question paper:

1. The paper will consist four units;
2. Each Unit Should be given equal weightage in examination
3. Total Marks are 100.

70: External Examination

30: Internal evaluation

(Duration of examination: 3 hours)

Unit – 1 Introduction of Community Psychology

What is Community Psychology?

Definition Community Psychology: A Shift in Perspectives?

Seven core values of community Psychology

Unit-2 Development of Community Psychology:

Individualistic Science & Practice in Psychology

Psychology in Cultural Perspectives, Individualistic Practice

Community Psychology emerges in U.S.A.

Preventive perspectives on problems in living

Movement for Social Change and Liberation

Reforms in mental Health system

Group Dynamics & Action Research

Under Current Optimism

The Swampscott conference

Unit – 3 The Aims of Community research and Methods of Community Psychology Research

- Question for conducting community research
- What values stance shall we take
- How shall we Promote community Participation and collaboration in research decisions?

Qualitative Research

- Common Features of Qualitative Research
- Participant observation
- Qualitative Interviewing
- Strength & Limitations

Quantitative methods

- Common Features of Quantitative Methods

- Randomized group
- Field Experiments
- Strength & Limitations
- Integrating Qualitative & Quantitative Methods

Unit – 4 Understanding Community

Understanding community, who defines community

What is community?

- Types of Community
- Levels of Community
- Sense of Community
- Questions & Issues for Defining sense of community
- Elements of sense of community
- Levels of sense of community
- Narratives and sense of community
- Multiple communities in person's life
- Online communities

Books

Community Psychology (2007) Dalton – Elias, Wandersman, Thomas Higher Education 10, Davis Drive, Balmount, CA -9420025-3098 U.S.A
Handbook of Community Psychology (2000). Rappaport, J. and Seidman, E. (Eds.) New York: Kluwer Academic/Plenum Publishers.

Paper 104 Psychopathology – I

1. Main Objective

- To impart knowledge about the normality and abnormality
- To make students understand the nature and cause of various abnormal conditions

2. The Scheme of question paper:

1. The paper will consist four units:
2. Each Unit Should be given equal weightage in examination
3. Total Marks are 100.

70: External Examination

30: Internal evaluation

(Duration of examination: 3 hours)

Unit – 1 Introduction and Theoretical Perspective on Maladaptive Behaviour

- What is Abnormal Psychology?
- The Range of Abnormal Behaviour
- Recent Concept of Abnormal Behaviour
- The Epidemiology of Maladaptive behaviour
- Research in Abnormal Psychology
- The Biological Perspective
- The Psychological Perspective
- The Behavioural Perspective
- The Cognitive Perspective
- Classification: Categories of Maladaptive Behaviour
- The Multiaxial Approach: DSM-IV TR

Unit – 2 Anxiety Disorder, Stress Disorder

- The experience of anxiety
- Generalized Anxiety Disorder
- Obsessive-compulsive disorder
- Panic Disorder
- Phobias
- Posttraumatic Stress Disorder
- Clinical Reaction to Stress
 - Adjustment Disorder
 - Acute Stress Disorder
 - Dissociative Disorder

Unit – 3 Bodily Maladaptations and Bodily Preoccupational Disorders

- Psychological, Social and Bodily Interactions
- Eating Disorder
- Sleep Disorder
- Psycho physiological Disorder
- Somatoform Disorder

- Pain Disorder
- Somatization Disorder
- Conversion Disorder
- Hypochondriasis
- Body Dysmorphic Disorder

Unit – 4 Schizophrenia, Other Psychotic Disorder,

- Psychotic Disorder
- Schizophrenia
- Schizophrenic Spectrum Disorder
- The Development of Schizophrenia
- Studying Vulnerability in Schizophrenia
- Therapeutic Approaches
- Other Psychotic Disorder
 - Schizoaffective disorder
 - Delusional Disorder
 - Shared Psychotic Disorder

BOOKS

1. Sarason I. G. and Sarason B.R.(2005) Abnormal Psychology : The Problem of maladaptive Behavior, 11th Edition (2005), Prentic- Hall of India Private LTD, New Delhi

COURSE PATTERN
Psychology M. A. Semester – II
 (Effective from October-2018)

Course Code	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
				Internal	External	Total	
CC-201	Advanced Experimental Psychology	4	3	30	70	100	4
CC-202	Sport Psychology	4	3	30	70	100	4
CC-203	Statistics in Psychology	M 4	3	30	70	100	4
CC-204	Experimental Psychology (Testing) Or Community Psychology-II	M 4 (1-Theory 3-practical)	3	30	70	100	4
ID-205	Psychopathology-II Or Ergonomics and Industrial Psychology Or Advanced Social Psychology	4	3	30	70	100	4
	Total	20	16	150	350	500	20

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Enforce from October-2018

Course Code		Programme Name		Subject / Course
CC-201		M. A. Semester-II		Psychology
COURSE / PAPER TITLE - ADVANCED EXPERIMENTAL PSYCHOLOGY				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- This course aims to familiarize students with experimental methods and various designs of experiments.

The Scheme of question paper.

- The paper will consist of four units
- Every unit should be given equal weightage in the examination.
- Total Marks: 70 External Examination
30 Internal Examination
- Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	Experimentation in Psychological Research, Control of Relevant Variables <ol style="list-style-type: none"> 1.1 Concept of Experimental Psychology 1.2 Psychological Research 1.3 Psychology and the Concept of Variables 1.4 Three Types of Control Techniques 1.5 Three Classes of Relevant Variables 1.6 Control of Subject Relevant Variable 1.7 Control of Situation Relevant Variable 1.8 Control of Sequence Relevant Variable
2	Scaling Techniques <ol style="list-style-type: none"> 1.1 Methods of Equal Appearing Interval 1.2 Methods of Summating Ratings 1.3 Methods of Paired Comparison 1.4 Methods of Successive Categories 1.5 Ranking Method 1.6 Semantic Differential and Q- Sort 1.7 Problems and Evaluation of Scaling Methods
3	Classical and Morden Psychophysics

- 3.1 Basic Concepts of Psychophysics
- 3.2 The Methods for Determining A.L. and D.L.
- 3.3 The Methods of Constant Stimuli
- 3.4 The Method of Average Error.
- 3.5 The Just Noticeable Difference and Weber's and Fechner's Law.

4 Verbal Learning, Retention and Forgetting

- 4.1 Introduction, The subjects, the materials, The Tasks
- 4.2 Some basic determinants of verbal learning
- 4.3 Organizational Process in verbal learning
- 4.4 Retention and forgetting of verbal learning
- 4.5 The measurement of verbal learning
- 4.6 Theories of Forgetting

Reference Books

- 1 M.R.D' amato (2006) Experimental Psychology: Methodology Psychophysics and Learning TMH Edition – Fifteenth Reprint (2006)
- 2 Kaplan and Saccuzo (2002) Psychological Testing Principles Application and Issues. New Delhi.
- 3 Anastasi and Urbana (2007) Psychological Testing. New Delhi.
- 4 Prof. C.B. Dave and others (1998) Experimental Psychology Theory and Statistics. Viral Prakashan – A bad

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Enforce from October-2018

Course Code		Programme Name		Subject/ Course
CC -202		M. A. Semester-II		Psychology
COURSE / PAPER TITLE - SPORT PSYCHOLOGY				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To enable students to differentiate between sports and exercise psychology.
- To provide insight in to the field of clinical sports psychology.
- To learn the varied intervention strategies conducted in the sports field.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	Introduction to Sport Psychology
	1.1 What is Sport Psychology
	1.2 A Brief History of Sport Psychology
	1.3 What is A Sport Psychologist
	1.4 For Those New to Psychology

2 Personality Characteristics and Sporting Behaviour

- 2.1 Trait Theory
- 2.2 Research in to Traits and Sporting Behaviour
- 2.3 Narrow-Band Theories of Personalities
- 2.4 Attentional Style
- 2.5 Discussion of the Trait and Narrow-Band Approaches
- 2.6 Situational and Interactional Approaches

3 Personality Development and Sport

- 3.1 Social Learning Theory
- 3.2 Applying Social Learning Theory to Sport
- 3.3 Sources of Influence on Social Development and Sport
- 3.4 Gender and Sport
- 3.5 Sport as an Influence on Social Development
- 3.6 The Psychodynamics Approach to Personality Development

4 Attitude to Sport

- 4.1 The Nature of Attitudes
- 4.2 Measuring Attitudes
- 4.3 The Formation of Attitudes to Sport
- 4.4 Attitude to Competition
- 4.5 Attitude to Sport and Sporting Behaviour

Reference Book:

- 1. Matt Jarvis (2006) *Sport Psychology*, Taylor and Francis e-Library, 270 Madison Avenue New York, NY 10016.

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Enforce from October-2018

Course Code		Programme Name		Subject/ Course
CC-203		M. A. Semester-II		Psychology
COURSE / PAPER TITLE - STATISTICS IN PSYCHOLOGY				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To Develop an understanding of various statistical techniques in terms of their assumptions, application and limitation

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit

Topic

1 Correlation

- 1.1 Pearson's Correlation technique
- 1.2 Raw score technique
- 1.3 Product moment technique
- 1.4 Assume mean technique

2 't' test and Chi-Square

- 2.1 Computation of 't' values for independent and dependent samples
- 2.2 Chi-square
- 2.3 Equal Distribution
- 2.4 Contingency Table (2x2)
- 2.5 Chi-square test of Independence in Contingency table
- 2.6 Normal Distribution

- 3 'W' test and 'Tau' test
 - 3.1 Kendall Coefficient of concordance – 'W' test
 - 3.2 Kendall ranking correction – Tau 'test
- 4 ANOVA
 - 4.1 One way analysis of variance
 - 4.2 Two way analysis of variance

Reference Books:

1. Aron, Author ,Aron,E.N. and coups E.J.(2007)Statistics for psychology New delhi. person Education
2. Prof. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics: Viral Prakashan – A'bad.
3. Suresh. C. Parekh (1995) Statistical Testing in Psychological&S.K,DixitResearch ChampaPrakashan, Junagadh
4. Downie and HeathBasic statistical MethodSiegel's (1994)Non Parametric statistics for Behaviour science second editon new york Mcgraw Hill Book co.
5. S.C.parekh (1996) Non Parametric statistics ChampaPrakashan, Junagadh
6. M.D.Trivedi&B.U.Parekh (1989): statistics in Education , GranthNirman Board Ahmedabad

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Enforce from October-2018

Course Code		Programme Name		Subject/ Course
CC-204		M. A. Semester-II		Psychology
COURSE / PAPER TITLE - COMMUNITY PSYCHOLOGY- II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To impart knowledge about community psychology
- To make the students familiar with contribution of community psychology
- To acquaint the students with prevention of mental disorders of human diversity.

The Scheme of question paper.

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	Understanding Human Diversity <ol style="list-style-type: none"> 1.1 Key Dimensions of Human Diversity for community Psychology Culture, Race, Ethnicity, Gender, Sexual orientation, Localities, Age, Spirituality & Religion 1.2 Implications for community psychologist <ol style="list-style-type: none"> 1.2.1 Individual Culture Competence 1.2.2 Designing Culturality Sensitive 1.2.3 Community Progress
2	Understanding Coping in context <ol style="list-style-type: none"> 2.1 Coping: An Ecological – Contextual Frame Work <ol style="list-style-type: none"> 2.1.1 Risks & Protective Processes Distal, Factors, Proximal stressors 2.1.2 Stress activated Reactions

- 2.1.3 Resources activated for coping
- 2.2 Social support
 - 2.2.1 Generalized and specific social support
 - 2.2.2 The Relationship context of Social support
 - 2.2.3 Social support networks

3 Prevention & Promotion: Key Concepts

- 3.1 Introduction: Prevention as a field study
- 3.2 What is prevention?
- 3.3 A Focus on Competence Bower's Model: Competence
 - 3.3.1 Key Integrates Social Systems (Kiss)
 - 3.3.2 Allying in Difficulty (AID)
 - 3.3.3 Linkage in Social Ecology and Developmental Psychology
- 3.4 Concepts for Understanding Prevention / Promotion Caplan:
 - 3.4.1 Caplan: Primary, Secondary & Tertiary Prevention
 - 3.4.2 Connecting stress & coping Concept of Prevention & Promotion
- 3.4 Applying Concepts in Real World

4 Prevention and Promotion: Current and Future Applications

- 4.1 Prevention & Promotion: All around you
- 4.2 Microsystem Level Prevention & Promotion: Home, School and work place
- 4.3 How we Determine effectiveness of prevention / promotion efforts?
- 4.4 Emerging Areas of prevention / promotion

Reference Books:

- 1 Dalton – Elias , Wandersman Community, Psychology (2007) Thomas Higher Education 10, Davis Drive, Balmount, CA-9420025-3098 U.S.A
- 2 Rappaport, J. and Seidman, E. Handbook of Community Psychology (2000). (Eds.) New York: Kluwer Academic/Plenum Publishers.

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Enforce from October-2018

Course Code		Programme Name		Subject/ Course
ID-205		M. A. Semester-II		Psychology
COURSE / PAPER TITLE - ADVANCED SOCIAL PSYCHOLOGY				
Course Type			Total Credit	
Inter Disciplinary			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To help students to develop an understanding about one's-self, how people think about, influence and relate to one another.
- To orient them to the dynamics of attraction, love and aggression and application of the principles of social psychology in different fields.

The Scheme of question paper:

- The paper will consist of four units
- Every unit should be given equal weightage in the examination.
- Total Marks: 70 External Examination
30 Internal Examination
- Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	Introduction 1.1 Definition, Origin and Development of Social Psychology 1.2 Research Methods in Social Psychology 1.3 Social Perception 1.4 Social Cognition 1.5 Attitudes
2	Social Identity, Prejudice and Discrimination 2.1 Aspects of Social Identity 2.2 Prejudice and Discrimination
3	Attraction, Joy and Sorrow in Relationships 3.1 Meeting Strangers Becoming Acquainted and Moving Towards Friendship 3.2 Initial Interdependent Relationship, Friendship Versus Loneliness, Romantic Relationship

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1. સમાજશાસ્ત્રનો વિકાસ અને તેના ક્ષેત્રો, સમાજશાસ્ત્રના નિયમો અને તેના ઉપયોગો.

2. સમાજશાસ્ત્રના મુખ્ય ક્ષેત્રો, સમાજશાસ્ત્રના મુખ્ય ક્ષેત્રો, સમાજશાસ્ત્રના મુખ્ય ક્ષેત્રો.

3.3 Love and Physical Intimacy

3.4 Marital Relationship

4 **Social Influence, Pro-social Behaviour and Aggression**

4.1 Conformity and Compliance, Obedience

4.2 Pro-social Behaviour

4.3 Aggression

Reference Books:

1. Baron Robert A. and Byrne D. (2001) Social Psychology 8th Ed. Reprint. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Crisp, R. J. and Turner, R. N. (2007) Essential social Psychology, New Delhi, Sage Publications

COURSE PATTERN
Psychology M. A. Semester – III
 (Effective from June-2019)

Course Code	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
				Internal	External	Total	
CC-301	Perspective on Human Behavior	2 hrs (4 ²)	3	30	70	100	4
CC-302	Guidance and Counseling in Education	2 hrs (4 ²)	3	30	70	100	4
CC-303	Psychology of Emotion	2 hrs (4 ²)	3	30	70	100	4
CC-304	Clinical Psychology-I Or Organizational Behaviour	4 hrs (2 ⁴)	3	30	70	100	4
ID-305	Consumer Behaviour Or Statistical Inference-I Or Health and Wellness	4	3	30	70	100	4
	Total	20	15	150	350	500	20

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2019

Course Code		Programme Name		Subject/ Course
CC-301		M. A. Semester-III		Psychology
COURSE / PAPER TITLE -		PERSPECTIVES ON HUMAN BEHAVIOUR		
Course Type		Total Credit		
Core Compulsory		04		
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To define human behaviour in East and Western Approach
- To identify the areas of theories and system of psychology
- To introduce new human known theory and behavior
- To understand ancient Greek philosophical influence and Today's modern theoretical concepts

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	Structuralism & Functionalism
	Structuralism
	1.1 Wilhelm Wundt – Scientific Psychology
	1.2 Edward Bradford Titchener's Structuralism
	1.2.1 Nature of Psychology
	1.2.2 Method of Psychology
	1.2.3 System of Structuralism
	Functionalism
	1.3 The Forerunners of Functionalism
	1.4 William James's Functionalism
	1.5 Pioneer American Functionalist G. Stanley Hall
	1.6 The Founding of Functionalism John Dewey.
	1.7 Harvey A. Carr
	1.8 R.S. Woodworth

2 Associationism, Pavlov's Conditioning

- 2.1 Associationism
- 2.2 Old Associationism and New Associationism
- 2.3 Thorndike's Connectionism and laws of Learning
- 2.4 Conditioning and Objective Psychology
 - 2.4.1 Pavlov's Postulates and Principles
 - 2.4.2 Classical Conditioning
 - 2.4.3 Stimulus – Generalization and Discrimination
 - 2.4.4 Extinction and inhibition
 - 2.4.5 Experimental Neurosis

3 Behaviorism and Reductionism

- 3.1 Forces in the background of Behaviorism
- 3.2 Watson's Behaviorism, Principles Behaviorism
- 3.3 Some earlier behaviorists.
 - 3.3.1 Karl S. Lashely, Donald Hebb

4 Neo-Behaviorism, Learning Theory, Purposivism and Hormic Psychology

- 4.1 Contiguity conditioning theory of Edwin Guthrie
- 4.2 B.F. Skinner's inductive Empiricism
- 4.3 Edward Chase Tolman's Purposive Behaviorism
- 4.4 Clark Leonard Hull's Deductive Behaviorism
- 4.5 Gregory Razran's Evolutionary levels of Learning
- 4.6 John Dollard and Neal Elgar Miller
- 4.7 Purposive Psychology – William McDougall
- 4.8 Hormic Psychology according to McDougall
 - 4.8.1 Theory of Sentiment
 - 4.8.2 Theory of Instincts and Hormic Psychology
 - 4.8.3 Concluding remarks about McDougall

Reference Books

- 1 Benjamin B. Wolman (1979) "Contemporary Theories and Systems in Psychology" Freeman Book Company
- 2 Melvin H. Marx and William A. Hillix (1978) "Systems and Theories in Psychology" Tata McGraw Hill New Delhi
- 3 Thomas Hardy Leahey (1997) "A History of Psychology" Prentice Hall Upper Saddle River New Jersey
- 4 Dr. B.A. Parikh (1994) "Manovignana : Sampradayaane Siddhanto" University Grants Board, Gujarat State
- 5 Brennam James : Reading in the history and systems of psychology
- 6 Sinha, Jadunath: Indian Psychology
- 7 Karen Huffman (2000) Psychology in Action, N.Y., Wiley

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2019

Course Code		Programme Name		Subject/ Course
CC-302		M. A. Semester-III		Psychology
COURSE / PAPER TITLE - GUIDANCE AND COUNSELLING IN EDUCATION				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main objective

- To provide knowledge of concept of Counseling.
- To acquaint the students With The , Methods & aspects of Counselling
- To prepare the students For research to enable them For Theories of Counselling

The Scheme of question paper

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit

Topic

1 Educational Guidance

- 1.1 Guidance needs related to education
 - 1.1.1 Guidance at the elementary school level
 - 1.1.2 Guidance at the secondary school level
 - 1.1.3 Counseling at the college level
- 1.2 The role of teachers in Counseling
- 1.3 Counseling at home
- 1.4 Vocational Guidance

2 Psychology testing

- 2.1 Types of psychological test
- 2.2 Test use in Counseling situation
- 2.3 Test interpretation in Counseling
- 2.4 Non-test client appraisal techniques

3 Counseling interview

- 3.1 Counselee- counsellor relationship
- 3.2 Interviewing techniques in counseling
- 3.3 Structuring the counselling relationship
- 3.4 Transference, Counter transference.
- 3.5 Resistance: Handling of Resistance.

4 Special areas in Counseling and Group Counselling

- 4.1 Family Counseling.
 - 4.1.1 Counseling with Families Concerning Children
 - 4.1.2 Counseling with parents
- 4.2 Counseling the delinquent
- 4.3 Counseling reluctant clients
- 4.4 Marriage Counseling
- 4.5 Counseling Women
- 4.6 Counseling Weaker section
- 4.7 Counseling drug addicts.
- 4.8 Emerging field of group counseling
 - 4.8.1 Structuring group
 - 4.8.2 Limitation and assumption of group counselling –its value
 - 4.8.3 The Process of group counseling
 - 4.8.4 similarities and differences between individual and group counselling

Reference Books:

- 1. Counseling and psychology –Allen E. Jvey
- 2. Introduction to counselling—Gary J. Belkin
- 3. Counseling—Acomprehensive Profession—SamualT. Gladding
- 4. Counseling psychology –T.NarayanRao
- 5. Counseling Psychology—Sombhai Patel Granthnirman Board, Ahmedabad
- 6. Counseling Psychology –Kusumben Bhatt GranthNirman Board ,Ahmedabad
- 7. Counseling psychology –Prof. C.B Dave, Prof. K.K.Mehta,Dr. B.M. Contractor, GranthNirman Board ,Ahmedabad

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Enforce from June-2019

Course Code		Programme Name		Subject/ Course
CC-303		M. A. Semester-III		Psychology
COURSE / PAPER TITLE -		PSYCHOLOGY OF EMOTION		
Course Type		Total Credit		
Core Compulsory		04		
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To Provide information of various aspects of Emotions
- To Provide Information of Indian approach of Emotions

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	<p>Basic Issues in the study of emotions</p> <p>1.1 Definition of emotion.</p> <p>1.2 Components of emotion</p> <p> 1.2.1 Cognitive</p> <p> 1.2.2 Psychological</p> <p> 1.2.3 Behavioural.</p> <p>1.3 Categories of emotion</p> <p> 1.3.1 Fear and anxiety, anger, jealousy and envy, Guilt, grief, sadness, happiness and love.</p> <p>1.4 Approaches to emotion</p> <p> 1.4.1 Biological, cognitive, behavioural and phenomenological.</p>
2	<p>Physiological Bases of Emotion</p> <p>2.1 Central mechanisms</p> <p> 2.1.1 Subcortex – spinal cord, medulla brainstem, thalamus, hypothalamus, limbic system – amygdala, hippocampus, cingulate of gras, septum:</p>

- frontal lobes & cortex
- 2.2 Peripheral mechanisms
 - 2.2.1 role of autonomous nervous system
 - 2.2.2 Neurochemistry and emotion.
 - 2.2.3 Hemispheric differences in affective behavior

3 Bodily Changes In Emotion and Measurement of Emotion

3.1 Short term changes

- 3.1.1 the cardiovascular, the respiratory, the gastro intestinal, thermoregulatory, the muscular and hormonal systems hormonal changes during stressful situations

3.2 Long term changes

- 3.2.1 general adaptation syndrome (GAS) and Psychogenic ulcer
- 3.2.2 Physiological methods of measurement
- 3.2.3 Psychological methods of measurement
- 3.2.4 Lie - Detector.

4 Theories of Emotion

- 4.1 James - Lange theory
- 4.2 Cannon - Bard theory
- 4.3 Undsley's Activation theory
- 4.4 Schachter's two-Factor theory
- 4.5 Cognitive appraisal theory of Lazarus
- 4.6 Paper - McLean theory
- 4.7 Psycho- evolutionary theory of Robert Plutchi

Reference Books

1. Bar - On R. (2006) The Bar- On models of emotional social intelligence Psicothema, 18, supl. 13-25.
2. B.Kuppuswamy (2001) Elements of Ancient Indian Psychology, New Delhi: Konark Publications Pvt.Ltd. p 165-179.
3. Goleman, D (1995) Emotional Intelligence, New York: Bantam Books.
4. Paranjpe A.C.(1999) Emotion: A perspective from the Indian Tradition Asian perspectives on Psychology: New Delhi: Sage.
5. Hare, R. (1986). The Social construction of emotions. Oxford: Basil Blackwell
6. Buck, R. (1976). Human, motivation and emotion, New York. John Wiley
7. Ekman, P. (1981): Emotion in the human face. Cambridge: Cambridge University Press.
8. Strongman, K.T. (1989): The Psychology of emotion, London: Plenum

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Enforce from June-2019

Course Code		Programme Name		Subject/ Course
CC-304		M. A. Semester-III		Psychology
COURSE / PAPER TITLE - CLINICAL PSYCHOLOGY-I				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives

- This Paper focuses on the contribution of different theoretical approaches to psychopathology to the area of clinical and community interventions and aims.
- To Train students in different approaches to counselling and psychotherapy.
- To provide knowledge of clinical aspect of Psychology
- To provide information regarding advance research in this area.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	<p>The Evolution of Clinical Psychology and Contemporary Clinical Psychology</p> <p>1.1 Defining the Nature and scope of Clinical Psychology 1.2 Mental Health Professions 1.3 A Brief History of Clinical Psychology 1.4 Activities of Clinical Psychologists 1.5 Employment Setting 1.6 The Two Pillars of Clinical Psychology : Science and Ethics 1.7 Training in Clinical Psychology 1.8 Licensure in Clinical Psychology</p>
2	<p>Assessment: Interviewing and Observation</p> <p>2.1 Ethical Issues : Limits of Confidentiality</p>

- 2.2 Unstructured Assessment Interviews
- 2.3 Structured Diagnostic Interviews
- 2.4 General Issues in Interviewing
- 2.5 Observations

3 Assessment : Intellectual and Cognitive Measures

- 3.1 Defining Intelligence
- 3.2 Theories of Intelligence
- 3.3 Assessing Intelligence : The Clinical Context

4 Assessment: Self – Report and Projective Measures

- 4.1 The Person-Situation Debate
- 4.2 Self -Presentation Biases
- 4.3 Developing Culturally Appropriate Measures
- 4.4 Projective measures of Personality

Reference Books

1. Michael T. Nietzel, Douglas A. Bernstein, Richard Milich (1994) : Introduction to Clinical Psychology 4 th Ed Prentice Hall, Englewood Cliffs, New Jersey
2. Introduction to clinical psychology , John Hunsley and Catherine M. Lee , John Wiley & sons Inc. Ed.2010 (U.S.A)

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from June-2019

Course Code		Programme Name		Subject/ Course
ID-305		M. A. Semester-III		Psychology
COURSE / PAPER TITLE - HEALTH AND WELLNESS				
Course Type			Total Credit	
Inter Disciplinary			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

Introduction to the concept and model of health and wellness in the socio-cultural contexts and the scope of

Health Psychology.

Introduction to the health enhancing and health compromising life styles/behaviors.

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination.
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit Topic

1 The Systems of the Body

1.1 The Nervous System

1.2 The Endocrine System

1.3 The Cardiovascular System

1.4 The Respiratory System

1.5 The Reproductive System

1.5 The Immune System

Handwritten notes in Gujarati:
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- 2 **Stress and You**
 - 2.1 What is Stress?
 - 2.2 Theoretical Contribution to Study of Stress
 - 2.3 What makes Events Stressful?
 - 2.4 Sources of Chronic Stress
- 3 **Moderators of the Stress Experience**
 - 3.1 Coping with Stress?
 - 3.2 Social Support
 - 3.3 The Management of Stress
- 4 **Pain and It's Management**
 - 4.1 Elusive Nature of Pain
 - 4.2 Clinical Issues in Pain Management
 - 4.3 Pain Control Technique
 - 4.4 Management of Chronic Pain

Reference Books

1. Taylor S.E. (2003) Health Psychology. Fifth International Edition, McGraw-Hill Companies, New York
2. Marks F.D. & Others (2005). Health Psychology (theory, Research & practice). Second Edition, Sage Publication, New Delhi.

COURSE PATTERN
Psychology M. A. Semester – IV
 (Effective from October-2019)

Course Code	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
				Internal	External	Total	
CC-401	Theories of Human Behavior	4	3	30	70	100	4
CC-402	Psychological Measurement and Scaling	4	3	30	70	100	4
CC-403	Forensic Psychology	4	3	30	70	100	4
CC-404	Clinical Psychology-II Or Human-Resource Development (HRD)	4	3	30	70	100	4
ID-405	Stress Management Or Statistical Inference-II Or Dissertation	4	3	30	70	100	4
	Total	20	15	150	350	500	20

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from October-2019

Course Code		Programme Name		Subject/ Course
CC 401		M. A. Semester-IV		Psychology
COURSE / PAPER TITLE - THEORIES OF HUMAN BEHAVIOUR				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To define human behaviour in East and Western Approach
- To identify the areas of theories and system of psychology
- To introduce new human known theory and behaviour
- To understand ancient Greek philosophical influence and Today's modern theoretical concepts

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
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1 Gestalitsim and Field Theory

- 1.1 The Founding of Gestalt Psychology
 - 1.1.1 Max Wartheimar
 - 1.1.2 Kurt Koffka
 - 1.1.3 Wolfgang Kohler
- 1.2 Gestalt Methodology – Theoretical bases
 - 1.2.1 Opposition to Quantification
 - 1.2.2 The Physical Gestalt
 - 1.2.3 Physiological – Neurological basis
 - 1.2.4 Isomorphism
 - 1.2.5 Concept of Psychological field
- 1.3 Law of Perceptual Organization
- 1.4 Learning through insight

- 1.5 Creative Thinking
- 1.6 Field Theory – Topological concepts and Personality Theory
- 2 **Psychoanalysis**
 - 2.1 Historical Antecedents of Psychology
 - 2.2 Postulates of Psychoanalysis
 - 2.3 The Unconscious
 - 2.3.1 Conscious, Preconscious and Unconscious
 - 2.4 Dream interpretation
 - 2.5 Theory of instincts
 - 2.6 Theory of Psychosexual Development
 - 2.7 Personality Theory
 - 2.8 Defense Mechanisms
- 3 **Analytical and individual Psychology**
 - 3.1 Analytical Psychology – Carl Gustav Jung
 - 3.1.1 Carl Jung and Freud
 - 3.1.2 Theory of libido
 - 3.1.3 Conscious, Personal Unconscious and Collective Unconscious
 - 3.1.4 Introvert – Extrovert-attitudes and personality types
 - 3.2 Individual Psychology – Alfred Adler
 - 3.2.1 Alfred Adler and Freud
 - 3.2.2 Main Principles of Adler's Psychology
 - 3.2.3 Causation versus Purposivism
 - 3.2.4 Striving for superiority
 - 3.2.5 Inferiority feeling and compensation
 - 3.2.6 Sociability
 - 3.2.7 Style of life
 - 3.2.8 Creative Self
 - 3.3 Karen Horney
 - 3.4 Erich Fromm
 - 3.5 Harry stack Sullivan
- 4 **Organismic and Personalistic Psychology**
 - 4.1 Organismic Psychology
 - 4.1.1 Kurt Goldstein
 - 4.1.2 Jacob Robert Kantor
 - 4.2 Personalistic Psychology
 - 4.2.1 William Stern
 - 4.2.2 Edward Sprenge
 - 4.2.3 G.W.Allport
 - 4.2.4 Henry A. Murray

Reference Books

1. "Contemporary Theories and Systems in Psychology" by Benjamin B. Wolman (1979) Freeman Book Company
2. "Systems and Theories in Psychology" by Melvin H. Marx and William A. Hillix (1978) Tata McGraw Hill New Delhi
3. "A History of Psychology" by Thomas Hardy Leahey (1997) Prentice Hall Upper Saddle River New Jersey
4. "Manovignyan : Sampradayaane Siddhinto" Dr. B.A.Panikr (1994) University Granth Board, Gujarat State
5. Brennan James ; Reading in the history and systems of psychology
6. Sinha, Jadunath: Indian Psychology
7. Karen Huffman (2000) Psychology in Action, N.Y.; Wiley

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from October-2019

Course Code		Programme Name		Subject/ Course
CC-402		M. A. Semester-IV		Psychology
COURSE / PAPER TITLE - PSYCHOLOGICAL MEASUREMENT AND SCALING				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

- To train students for Psychological Measurement & evaluation.
- To give knowledge and skills for test development process.
- To explain the different areas of testing.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit

Topic

1 Definition of Psychological Test

- 1.1 Nature of test
- 1.2 Type of test
- 1.3 Uses of test
- 1.4 Test administration
- 1.5 Scoring problems
- 1.6 The concept of measurement in Psychology
- 1.7 Ethical standards of Psychologists
- 1.8 Why use and setting control
- 1.9 Outline for test Evaluation
- 1.10 Steps in constructing Psychological Test

2 Psychometric properties of a good psychological Test and Some representative Psychological Tests

- 2.1 Reliability of test
- 2.2 Validity of test
- 2.3 The different types of Norms and its interpretations
- 2.4 Stanford – Binet Intelligence scales

- 2.5 Wechsler Intelligence scales
- 2.6 Group testing Indian and Gujarati adaptation of Intelligence scales
- 2.7 Raven's progressive metrics
- 2.8 Draw – a – Man test.

3 Measurement of Interest and Aptitude

- 3.1 Strong compbell Interest Inventory
- 3.2 Kuder preference Records
- 3.3 Thurston & Linkert attitude scale
- 3.4 Study of values – work values Inventory
- 3.5 DAT
- 3.6 GATB
- 3.7 Fact aptitudes scales.

4 Application of Testing

- 4.1 Assessment people with Disabilities
 - 4.1.1 The Visually Impaired & The Blind
 - 4.1.2 The Hearing Impaired & Deaf
 - 4.1.3 The Deaf – Blind
 - 4.1.4 Motor Disabilities
 - 4.1.5 Cognitive Disabilities
- 4.2 Computer Associated Psychological Assessment
 - 4.2.1 An Overview
 - 4.2.2 Computer Input / Output
 - 4.2.3 Issues in CAPA

Reference Books

1. Anastasi, A. (1988) : Psychological testing (Stz.Ed)N.K. : Mcmillan
2. Broota, K.D.(1990): Experimental Design in Behavioural Research N.Y : John Wiley
3. Cronbach, L.J. (1970) : Essential of Psychological Testing N.Y : Harper & Row
4. Freeman, F.S.(1986) : Theory and Prentice of Psychological Testing. New Delhi : Oxford & IBH publishing Co.
5. Guilford, J.P (1954) : Psychometric Methods . New Delhi : Tata McGrans – Hill Publishing Co. Ltd.
6. Desai K.G and Desai H.G. "ManovagnarikMapan " (2000) 4th Edition. University GranthNirman Board
7. Bhargava M (2001) "Modern Psychological Testing and Measurement (Hindi) Agra HariprasadBhargava

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from October-2019

Course Code		Programme Name		Subject/ Course
CC-403		M. A. Semester-IV		Psychology
COURSE / PAPER TITLE - FORENSIC PSYCHOLOGY				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives:

To impart knowledge about forensic psychology

To make students understand the techniques of criminal investigation

The scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weight age in the examination.
- 3) Total Marks: 70 External Examination,
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units :

Unit	Topic
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1 Forensic Psychology and Psychologists

- 1.1 What is Forensic Psychology
- 1.2 History of the relationship between Psychology and the Law (In brief)
- 1.3 Conflict between Psychology and the Law
 - 1.3.1 Laws and Values
 - 1.3.2 What determines "Truth"?
- 1.4 Forensic Psychologist Roles and responsibilities
 - 1.4.1 Specific Roles: Researcher
 - 1.4.2 Specific Roles: Consultant to Law Enforcement
 - 1.4.3 Specific Roles: The Trial Consultant
 - 1.4.4 Specific Roles: Forensic Evaluator and Expert Witness

1.4.5 Specific Roles: Presentation of Psychology to Appellate Courts and Legislatures.

2 Psychology and Law Enforcement

- 2.1 Who are the Clients?
- 2.2 The Selection of Police
- 2.3 The Training of Police
- 2.4 Evaluating Effectiveness of Police Activities
- 2.5 Community Policing

3 Techniques of Criminal Investigation

- 3.1 What is Criminal Profiling?
- 3.2 Procedure Used in Criminal Profiling
 - 3.2.1 Crime Scene Analysis and the Generation of Psychological Profiles
 - 3.2.2 An Evaluation of Profiles
- 3.3 Psychological Autopsies
 - 3.3.1 Guidelines
- 3.4 Hypnosis in Criminal Investigation
 - 3.4.1 Advocacy: Martin Reiser's Position
 - 3.4.2 The Hillside Strangler Case
 - 3.4.3 Hypnosis of Witnesses and Victims
- 3.5 The Polygraph Technique
 - 3.5.1 Use of the Polygraph in Interrogation
 - 3.5.2 A Psychological Analysis

4 From Dangerousness to Risk Assessment

- 4.1 Risk assessment and Predictions of Dangerousness
- 4.2 Predictions of Violence
- 4.3 Predictions of Sexual Offending
- 4.4 Predictions of Domestic Violence and Child Abuse
- 4.5 Predictions of Suicide.

Reference Books

- 1 Solomon M. Fulero and Lawrence S. Wrightsman, (2009) 'Forensic Psychology' Wadsworth Cengage Learning, Third Edition, USA.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from October-2019

Course Code		Programme Name		Subject/ Course
CC-404		M. A. Semester-IV		Psychology
COURSE / PAPER TITLE - CLINICAL PSYCHOLOGY-II				
Course Type			Total Credit	
Core Compulsory			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objectives : (Optional Paper)

- This Paper focuses on the contribution of different theoretical approaches to psychopathology to the area of clinical and community interventions and aims.
- To Train students in different approaches to counselling and psychotherapy
- To provide knowledge of clinical aspect of Psychology
- To provide information regarding advance research in this area.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit	Topic
1	<p>Assessment: Integration and Clinical Decision Making and Prevention</p> <p>1.1 Integrating Assessment Data 1.2 Threats to the Validity of Assessments and Case Formulations 1.3 Psychological Assessment Reports and treatment Plans 1.4 Approaches to Prevention 1.5 Promoting Evidence-Based Parenting 1.6 Prevention of Violence 1.7 Prevention of Internalizing Disorders 1.8 Prevention of Substance Abuse 1.9 Prevention of Problems in Those Exposed to Trauma or Loss</p>
2	<p>Intervention: Overview</p> <p>2.1 The Ethics of Intervention</p>

- 2.2 Theoretical Approaches
- 2.3 Seeking Psychological Treatment
- 2.4 The Duration and Impact of Psychotherapy
- 2.5 Alternative Modes of Service Delivery

3 Intervention: Adults and Couples

- 3.1 Does Psychotherapy Work? A Controversy and Its Impact
- 3.2 Meta-Analysis and Psychotherapy Research
- 3.3 Evidence-Based Treatments: Initiatives and Controversies
- 3.4 Clinical Practice Guidelines
- 3.5 Evidence-Based Treatments: Some Examples
- 3.6 CBT for Depression
- 3.7 Adoption of Evidence-Based Treatments

4 Intervention: Children and Adolescents

- 4.1 Introduction
- 4.2 Who is the Client in Psychological Services for Childhood Disorders?
- 4.3 Landmarks in the Evolution of Evidence-Based Psychological Services for children and Adolescents
- 4.4 Examples of Evidence-Based Treatments
- 4.5 Disruptive Behaviour Disorders
- 4.6 Parent management Training
- 4.7 Adolescent Depression

Reference Books

- 1. Michael T. Nietzel, Douglas A. Bernstein, Richard Milich (1994) 'Introduction to Clinical Psychology' 4th Ed. Prentice Hall, Englewood Cliffs, New Jersey.
- 2. Introduction to clinical psychology, John Hunsley and Catherine M. Lee, John Wiley & sons Inc. Ed. 2010 (U.S.A)

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN.
Enforce from October-2019

Course Code		Programme Name		Subject/ Course
ID-405		M. A. Semester-IV		Psychology
COURSE / PAPER TITLE - STRESS MANAGEMENT				
Course Type			Total Credit	
Inter Disciplinary			04	
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

Main Objective:

- To provide the knowledge of various aspects of stress and management.

The Scheme of question paper:

- 1) The paper will consist of four units
- 2) Every unit should be given equal weightage in the examination.
- 3) Total Marks: 70 External Examination
30 Internal Examination
- 4) Duration of Examination: 03 Hours

The paper will consist of the following four units:

Unit

Topic

1 Personality as a factor influencing stress tolerance

- ✓ 1.1 General nature of stress
- ✓ 1.2 Various personality traits as moderators of stress
 - 1.2.1 Hardiness
 - 1.2.2 Optimism
 - 1.2.3 self-esteem and self-efficacy
 - 1.2.4 Locus of control
 - 1.2.5 Type-A
- ✓ 1.3 Behaviour pattern (TA BP) – concept
 - 1.3.1 TA BP and stress
 - 1.3.2 TA BP and health
 - 1.3.3 Modifying TA BP

2 Social support as moderator of stress

- 2.1 Concept of social support
- 2.2 Type of social support
- 2.3 Sources of social support
- 2.4 Social support as moderator of stress and

- as method of coping-stress buffering hypothesis
- 2.5 Some studies on impact of social support

3 Stress and Coping

- 3.1 The concept of coping
- 3.2 Common coping patterns of limited value
 - 3.2.1 giving up
 - 3.2.2 striking out of others including yourself
 - 3.2.3 Blaming self
 - 3.2.4 Using defensive coping.
- 3.3 The nature of constructive coping
- 3.4 Categories of constructive coping

4 Strategies of Coping and Other strategies of stress management

- 4.1 Appraisal focused constructive coping
 - 4.1.1 Ellis's Rational Thinking
 - 4.1.2 Humour as a stress reducer
 - 4.1.3 Positive reinterpretation.
- 4.2 Problem focused constructive coping
 - 4.2.1 using systematic problem solving
 - 4.2.2 seeking help and control
- 4.3 Emotion-Focused constructive coping
 - 4.3.1 Releasing pent-up emotions
 - 4.3.2 Distracting yourself
 - 4.3.3 Managing hostility and forgiving others
 - 4.3.4 Meditating
 - 4.3.5 Using relaxation procedures.
- 4.4 Yoga
- 4.5 Assertiveness training
- 4.6 Nutrition and exercise

Reference Book

1

B.A. SEMESTER-I: CORE COMPULSORY- CC - 101

પ્રશ્નપત્ર : પદ્યકૃતિનો અભ્યાસ - મધ્યકાલીન

નિયતકૃતિ: 'સુદામા ચરિત્ર': પ્રેમાનંદ

સંપાદકો : લાલશંકર ઠાકર

પ્રસાદ બ્રહ્મભટ્ટ

પ્રકાશક: પાર્શ્વ પ્રકાશન,અમદાવાદ

એકમ : ૧ સામાન્ય પરિચય

(૧) મધ્યકાળના પ્રમુખ પદ્યપ્રકારો (પદ, રાસ-રાસો, કાગુ, પ્રબંધ, આખ્યાન, પદ્યવાર્તા) નો પ્રાથમિક પરિચય.

(૨) છંદ અને લય વિશેની સમજ:

૧. શિખરિણી, ૨. મંદાકાન્તા, ૩. પૃથ્વી, ૪. શાફૂલવિકીડિત, ૫. વસંતતિલકા,
૬. ચોપાઈ, ૭. દોહરો, ૮. હરિગીત, ૯. જૂલણા.

એકમ : ૨ (૧) પાઠ્યકૃતિનું સાહિત્યસ્વરૂપ

(૨) કવિ પ્રેમાનંદનું જીવન-કવન

(૩) સાહિત્યસ્વરૂપનો ઉદભવ અને વિકાસ.

એકમ : ૩ (૧) સાહિત્યસ્વરૂપને આધારે કૃતિની સમીક્ષા.

(૨) કૃતિને આધારે સર્જકની સર્જનાત્મક વિશેષતા - મર્યાદાઓ.

(૩) યુગસંદર્ભમાં કૃતિનું મૂલ્યાંકન.

એકમ : ૪ કૃતિનો સમીક્ષાત્મક અભ્યાસ :

વિષયવસ્તુ, રચનારીતી, પાત્રચિત્રણ, ભાવાભિવ્યક્તિ, ભાષાશૈલી ઇત્યાદિ સંદર્ભમાં કૃતિસંબંધિત અભ્યાસ.

(4) 44
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B. A. : GUJARATI SYLLABUS

COURSE CODE	COURSE NAME	QUESTION STYLE	INTERNAL MARKS	EXTERNAL MARKS	TOTAL COURSE CREDIT
CC-101	પદ્યકૃતિનો અભ્યાસ : મધ્યકાલીન	4	30	70	4
CC-102	ગદ્યકૃતિનો અભ્યાસ (અર્વાચીન)	4	30	70	4
CE-101	પદ્યકૃતિનો અભ્યાસ : મધ્યકાલીન	4	30	70	4
CE-102	ગદ્યકૃતિનો અભ્યાસ (અર્વાચીન)	4	30	70	4
EO-105	સાહિત્યકૃતિનો અભ્યાસ	3	15	35	2
CC-201	પદ્યકૃતિનો અભ્યાસ : અર્વાચીન	4	30	70	4
CC-202	ગદ્યકૃતિનો અભ્યાસ : અર્વાચીન	4	30	70	4
CE-201	પદ્યકૃતિનો અભ્યાસ : અર્વાચીન	4	30	70	4
CE-202	ગદ્યકૃતિનો અભ્યાસ : અર્વાચીન	4	30	70	4
EO-205	સાહિત્યકૃતિનો અભ્યાસ	3	15	35	2
CC-303	સાહિત્યસ્વરૂપનો અભ્યાસ(મધ્યકાલીન) : પદ્યવાર્તા	4	30	70	4
CC-304	ગ્રંથકારનો અભ્યાસ : ઠાન	4	30	70	4
CC-305	ગુજરાતી સાહિત્યનો ઇતિહાસ : મધ્યકાલીન- ૧	4	30	70	4
CE-303	સાહિત્યસ્વરૂપનો અભ્યાસ(મધ્યકાલીન) પદ્યવાર્તા	4	30	70	4
CE-304	ગ્રંથકારનો અભ્યાસ : ઠાન	4	30	70	4
CC-403	સાહિત્યસ્વરૂપનો અભ્યાસ- અર્વાચીન : એકાંકી	4	30	70	4
CC-404	ગ્રંથકારનો અભ્યાસ : જોસેફ મેક્વાન	4	30	70	4
CC-405	ગુજરાતી સાહિત્યનો અભ્યાસ : મધ્યકાલીન- ૨	4	30	70	4
CC-403	સાહિત્યસ્વરૂપનો અભ્યાસ- અર્વાચીન : એકાંકી	4	30	70	4
CE-404	ગ્રંથકારનો અભ્યાસ : જોસેફ મેક્વાન	4	30	70	4
CC-506	ગુજરાતી સાહિત્યનો ઇતિહાસ : અર્વાચીન -૧	4	30	70	4
CC-507	ભાષાના સ્વરૂપનો અભ્યાસ - ૧	4	30	70	4
CC-508	સાહિત્યસિદ્ધાંતવિચાર - ૧	4	30	70	4
CC-509 (OPTION-I)	સાહિત્યસ્વરૂપનો અભ્યાસ : પદ્ય (કરુણ પ્રશસ્તિ)	4	30	70	4
CC-509 (OPTION-II)	સાહિત્યસ્વરૂપનો અભ્યાસ : પદ્ય (ખંડકાવ્ય)	4	30	70	4
CC-510 (OPTION-I)	સમીક્ષા અને અપઠિત	4	30	70	4
CC-510 (OPTION-II)	સાહિત્યિક નિબંધો અને કૃતિસમીક્ષા	4	30	70	4
CC-606	ગુજરાતી સાહિત્યનો ઇતિહાસ : અર્વાચીન- ૨	4	30	70	4
CC-607	ભાષાના સ્વરૂપનો અભ્યાસ - ૨	4	30	70	4
CC-608	સાહિત્ય સિદ્ધાંતવિચાર - ૨	4	30	70	4
CC-609 (OPTION-I)	સાહિત્યકૃતિનો અભ્યાસ : (ગદ્ય) 'મળેલા જીવ'	4	30	70	4
CC-609 (OPTION-II)	સાહિત્યકૃતિનો અભ્યાસ : (ગદ્ય) 'નુલસીક્યારો	4	30	70	4
CC-610 (OPTION-I)	વ્યવહારવાચી	4	30	70	4
CC-610 (OPTION-II)	સાંપત્તિ નિબંધો, કૃતિસમીક્ષા અને અહેવાલલેખન	4	30	70	4

B.A. SEMESTER-I: CORE COMPULSORY- CC – 102

પ્રશ્નપત્ર : ગદ્યકૃતિનો અભ્યાસ - અર્વાચીન

નિયતકૃતિ: 'ઈચ્છાવર': રઘુવીર ચૌધરી

પ્રકાશક: રંગદ્વાર પ્રકાશન, અમદાવાદ

એકમ : ૧ સામાન્ય પરિચય :

૧. અર્વાચીન ગુજરાતીના પ્રમુખ ગદ્ય પ્રકારો (નવલકથા, લઘુકથા, એકાંકી, ટૂંકીવાર્તા, લલિત નિબંધ) નો સ્વરૂપલક્ષી પરિચય.

૨. અલંકાર પરિચય :

(૧) ઉપમા(૨) ઉત્પ્રેક્ષા (૩) રૂપક (૪) દ્રષ્ટાંત(૫) વ્યાજસ્તુતિ(૬) અનન્વય
(૭) સજ્જવારોપણ(૮) વ્યતિરેક(૯) શ્લેષ (૧૦)અતિશયોક્તિ(૧૧) વર્ણાનુપ્રાસ

એકમ : ૨ (૧) પાઠ્યકૃતિના સાહિત્યસ્વરૂપ (નવલકથા) નો વિસ્તૃત પરિચય.

(૨) સર્જક રઘુવીર ચૌધરીના જીવન અને સાહિત્યિક પ્રદાનનો પરિચય.

(૩) સર્જકનાં ઘડતર પરિબળો.

એકમ: ૩ (૧) સ્વરૂપ આધારિત કૃતિ સમીક્ષા.

(૨) કૃતિને આધારે સર્જકની સર્જન શક્તિનું મૂલ્યાંકન.

(૩) યુગ સંદર્ભમાં કૃતિનું મૂલ્યાંકન.

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધો.

સંદર્ભગ્રંથો :

(૧) નવલકથા - પ્રવિણ દરજી : ગ્રંથનિર્માણ બોર્ડ,અમદાવાદ

(૨) નવલકથા : શિલ્પ અને સ્વરૂપ - નરેશ વેદ : પાર્શ્વ પ્રકાશન.

(૩) સ્વરૂપ સાનિધાન : સં.સુમન શાહ - પાર્શ્વ પ્રકાશન.

(૪) નવલકથા : ડૉ. શિરીષ પંચાલ - અરુણોદય પ્રકાશન

(૫) અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : આધુનિક અને અનુઆધુનિક યુગ :

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સંદર્ભગ્રંથો :

- (૧) ગુજરાતી સાહિત્યનો ઇતિહાસ (મધ્યકાલીન) - અનંતરાય રાવળ
- (૨) ગુજરાતી સાહિત્યની વિકાસરેખા (મધ્યકાલીન) : ધીરુભાઈ ઠાકર.
- (૩) ગુજરાતી સાહિત્યનો ઇતિહાસ : ભાગ ૧-૨, ગુજરાતી સાહિત્ય પરિષદ
- ૧ મધ્યકાલીન ગુજરાતી સાહિત્ય : પ્રવાહ અને સ્વરૂપ - હસુ યાજ્ઞિક : પાર્શ્વ પ્રકાશન
- (૫) મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - હસુ યાજ્ઞિક : પાર્શ્વ પ્રકાશન
- (૬) મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - પ્રસાદ બ્રહ્મભટ્ટ : પાર્શ્વ પ્રકાશન
- (૭) મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - ડૉ. રમેશચેમ.ત્રિવેદી : આદર્શ પ્રકાશન
- (૮) આખ્યાનકવિ પ્રેમાનંદ - કે.કા.શાસ્ત્રી : આદર્શ પ્રકાશન
- (૯) કવિ શિરોમણી પ્રેમાનંદ - પ્રસાદ બ્રહ્મભટ્ટ : પાર્શ્વ પ્રકાશન

B.A. SEMESTER-I: CORE ELECTIVE – CE – 102

પ્રશ્નપત્ર : ગદ્યકૃતિનો અભ્યાસ – અર્વાચીન

નિયતકૃતિ: 'ઈંચાવર': રઘુવીર ચૌધરી

પ્રકાશક: રંગદ્વાર પ્રકાશન, અમદાવાદ

એકમ : ૧ સામાન્ય પરિચય :

૧. અર્વાચીન ગુજરાતીના પ્રમુખ ગદ્ય પ્રકારો (નવલકથા, લઘુકથા, એકાંકી, ટૂંકીવાર્તા, લલિત નિબંધ) નો સ્વરૂપલક્ષી પરિચય.

૨. અલંકાર પરિચય :

- (૧) ઉપમા(૨) ઉત્પ્રેક્ષા (૩) રૂપક (૪) દ્રષ્ટાંત(૫) વ્યાજસ્તુતિ(૬) અનન્વય
(૭) સજ્જવારોપણ(૮) વ્યતિરેક(૯) શ્લેષ (૧૦)અતિશયોક્તિ(૧૧) વર્ણાનુપ્રાસ

એકમ : ૨ (૧) પાઠ્યકૃતિના સાહિત્યસ્વરૂપ (નવલકથા) નો વિસ્તૃત પરિચય.

(૨) સર્જક રઘુવીર ચૌધરીના જીવન અને સાહિત્યિક પ્રદાનનો પરિચય.

(૩) સર્જકનાં ઘડતર પરિબળો

એકમ: ૩ (૧) સ્વરૂપ આધારિત કૃતિ સમીક્ષા.

(૨) કૃતિને આધારે સર્જકની સર્જન શક્તિનું મૂલ્યાંકન.

(૩) યુગ સંદર્ભમાં કૃતિનું મૂલ્યાંકન.

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધો.

સંદર્ભગ્રંથો :

(૧) નવલકથા – પ્રવિણ દરજી : ગ્રંથનિર્માણ બોર્ડ,અમદાવાદ

(૨) નવલકથા : શિલ્પ અને સ્વરૂપ – નરેશ વેદ : પાર્શ્વ પ્રકાશન.

(૩) સ્વરૂપ સાન્નિધાન : સં.સુમન શાહ – પાર્શ્વ પ્રકાશન.

(૪) નવલકથા : ડૉ. શિરીષ પંચાલ – અરુણોદય પ્રકાશન

(૫) અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : આધુનિક અને અનુઆધુનિક યુગ :

પ્રસાદ ભ્રક્ષભટ્ટ: પાર્શ્વ પ્રકાશન.

(૬) અમૃતાથી ઘરાધામ ભાગ ૧

– ૧૧ સં. દ્રષ્ટી- સુનીતા : રંગદ્વાર પ્રકાશન.

સંદર્ભગ્રંથો :

- (૧) ગુજરાતી સાહિત્યનો ઇતિહાસ (મધ્યકાલીન) - અનંતરાય રાવળ
- (૨) ગુજરાતી સાહિત્યની વિકાસરેખા (મધ્યકાલીન) : ધીરુભાઈ ઠાકર.
- (૩) ગુજરાતી સાહિત્યનો ઇતિહાસ : ભાગ ૧-૨, ગુજરાતી સાહિત્ય પરિષદ
- (૪) મધ્યકાલીન ગુજરાતી સાહિત્ય : પ્રવાહ અને સ્વરૂપ - હસુ યાજ્ઞિક : પાર્શ્વ પ્રકાશન
- (૫) મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - હસુ યાજ્ઞિક : પાર્શ્વ પ્રકાશન
- (૬) મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - પ્રસાદ બ્રહ્મભટ્ટ : પાર્શ્વ પ્રકાશન
- (૭) મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - ડૉ. રમેશ એમ. ત્રિવેદી : આદર્શ પ્રકાશન
- (૮) આખ્યાનકવિ પ્રેમાનંદ - કે.કા.શાસ્ત્રી : આદર્શ પ્રકાશન
- (૯) કવિ શિરોમણી પ્રેમાનંદ - પ્રસાદ બ્રહ્મભટ્ટ : પાર્શ્વ પ્રકાશન

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B.A. SEMESTER-I: ELECTIVE OPEN - EO -105

પ્રશ્નપત્ર : સાહિત્ય કૃતિનો અભ્યાસ

નિયતકૃતિ: 'ચહેરા ભીતર ચહેરા' :

લેખક : ચંદ્રકાંત શેઠ

પ્રકાશક: આદર્શ પ્રકાશન, અમદાવાદ

નિમ્નસૂચિત રચનાઓ અભ્યાસમાં નિયત કરવામાં આવે છે.

- (૧) મહાસુખભાઈ મેરાઈ
- (૨) બચુમિયાં બેઠવાળા
- (૩) શંકર મિસ્ત્રી
- (૪) રૂપીખવાસણ
- (૫) કાશીબા
- (૬) વસુધા
- (૭) મંગલા
- (૮) શંકરલાલ 'સ્ટુડિયો'
- (૯) વિનુભાઈ વિલાયતી
- (૧૦) બબલદાસ

એકમ : ૧ (૧) ગુજરાતી નિબંધ : સ્વરૂપ અને લક્ષણો

(૨) ગુજરાતી વ્યક્તિ - રેખાચિત્ર ક્ષેત્રે નીચેના સર્જકોનું પ્રદાન :

- (૧) રઘુવીર ચૌધરી, (૨) જોસેફ મેકવાન, (૩) ચંદ્રકાંત શેઠ, (૪) વિનોદભટ્ટ,
- (૫) અશોક દવે, (૬) મણિલાલ.ક.પટેલ (૭) ભગીરથ બ્રહ્મભટ્ટ

એકમ : ૨ ચંદ્રકાંત શેઠ - સર્જક પરિચય

- (૧) સર્જકનું જીવન
- (૨) સર્જકવ્યક્તિત્વને ધકનારાં પરિબલો
- (૩) સર્જકનું સમગ્ર સાહિત્યિક પ્રદાન

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એકમ : 3 - કૃતિના સમીક્ષાત્મક પ્રશ્નો.
- રસાલક્ષી સમીક્ષા

નોંધ: -

આ પેપર બે કેડિટના કોર્સનું હોઈ દરેક યુનિટમાંથી એક-એક એમ ત્રણ પ્રશ્નો આંતર વિકલ્પે પૂછવાના રહેશે. જેમાં ગુણભાર ૧૨, ૧૨, ૧૧ નો રહેશે.

સં. ગ્રંથો :

- (૧) ચંદ્રકાન્ત શેઠની નિબંધસૃષ્ટિ - અશોક ચૌધરી : આદર્શ પ્રકાશન
- (૨) નિબંધ : સ્વરૂપ અને વિકાસ : પ્રવિણ દરજી
- (૩) નિબંધ અને ગુજરાતી નિબંધ : સં. જયંત કોઠારી : ગૂર્જર પ્રકાશન
- (૪) સ્વરૂપ સંનિધાન - સં. સુમનશાહ : પાર્શ્વ પ્રકાશન

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B.A. SEMESTER-II: CORE ELECTIVE – CE - 201

પ્રશ્નપત્ર : પદ્યકૃતિનો અભ્યાસ - અર્વાચીન

નિયતકૃતિ: 'પ્રશિષ્ટ ગુજરાતી કાવ્યઝલક : ખંડ -૨

ગુચ્છ-૨

સંપાદક : ચંદ્રકાંત શેઠ

પ્રકાશક: અરુણોદય પ્રકાશન, અમદાવાદ

નિમ્નસૂચિત કાવ્યો અભ્યાસક્રમમાં નિયત કરવામાં આવે છે :

(૧) ઝવેરચંદ મેઘાણી

(૧) કસુંબીનો રંગ

(૨) કોઈનો લાડકવાયો

(૩) શિવાજીનું હાલરડું

(૨) સુન્દરમ્

(૧) હંકારી જા

(૨) મેરે પિયા ।

(૩) બાનો ફોટોગ્રાફ

(૩) ઉમાંશંકર જોશી

(૧) લોમિયા વિના

(૨) ગાણું અધૂરું

(૩) જઠરાગ્નિ

(૪) રાજેન્દ્ર શાહ

(૧) નિરુદ્દેશે

(૨) ઈંધણા વીણવા ગૈતી મોરી સૈયર

(૩) કેવડિયાનો કાંટો

(૫) નિરંજન ભગત

CC - 202

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એકમ : ૪ (૧) વાર્તા (કૃતિ) આધારિત ટૂંકનોંધ જેમકે,

વાર્તાનું વિષયવસ્તુ-પાત્રચિત્રણ-પરિવેશ-સંઘર્ષ- આરભ-અંત-શીર્ષક વગેરે

સંદર્ભગ્રંથો :

- (૧) સ્વરૂપ સંનિધાન : સુમનશાહ - પાર્શ્વપ્રકાશન
- (૨) વાર્તાવિચાર : રાઘેશ્યામ શર્મા - પાર્શ્વપ્રકાશન
- (૩) ટૂંકીવાર્તા : ડૉ.વિજયશાસ્ત્રી - અરુણોદય પ્રકાશન
- (૪) ટૂંકીવાર્તા : વ્યાખ્યાથી વિકાસ - ડૉ.સંજય આચાર્ય : આદર્શ પ્રકાશન
- (૫) ગુજરાતી સાહિત્યનો ઇતિહાસ ગ્રંથ ૫-૬ : ગુ.સા. પરિષદ, અમદાવાદ



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B.A.SEMSTER-II : CORE COMPULSORY – C.C.-202

પ્રશ્નપત્ર : ગદ્યકૃતિનો અભ્યાસ

નિયતકૃતિ : ગુજરાતી પ્રતિનિધિ વાર્તાઓ
સંપાદક : વિનોદ અધ્વર્યુ
આદર્શ પ્રકાશન

નિમ્નસૂચિત વાર્તાઓ અભ્યાસક્રમમાં નિયત કરવામાં આવે છે :

- (૧) ગોવાલણી - મલયાનિલ
- (૨) પૃથ્વી અને સ્વર્ગ - ધૂમકેતુ
- (૩) માજાવેલાનું મૃત્યુ - સુદરમ
- (૪) એજે નહીં તો બેજે - પન્નાલાલ પટેલ
- (૫) લોહીની સગાઇ - હાથર પેટલીકર
- (૬) ફુંડી - ગુલાબદાસ બોકર
- (૭) આલલાનો એક ટુકડો - જયતિદલાલ
- .. રીંછ - સુમનશાહ
- (૯) ટોળું - ધનશ્યામ દેસાઇ

એકમ : ૧ ટૂંકીવાર્તા : સ્વરૂપ

(૧) ટૂંકીવાર્તા : સ્વરૂપ - લાક્ષણિકતાઓ

(૨) ટૂંકીવાર્તાનો અન્ય ગદ્ય સાહિત્ય સ્વરૂપો વચ્ચે ભેદ - પ્રભેદ

એકમ : ૨ (૧) ગુજરાતી ટૂંકીવાર્તાનો ઉદ્ભવ અને વિકાસ

(૨) પસંદગી પામેલી વાર્તાઓના સર્જકોના જીવનનો સંક્ષિપ્ત પરિચય

એકમ : ૩ (૧) સ્વરૂપ આધારિત કૃતિ સમીક્ષા

(૨) કૃતિની રસલક્ષી સમીક્ષા

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સંદર્ભગ્રંથો:

- (૧) ગુજરાતી સાહિત્યનો ઇતિહાસ ગ્રંથ ૫ અને ૬ : ગુ. સા. પરિષદ, અમદાવાદ.
- (૨) અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા : ડૉ. ધીરુભાઈ ઠાકર.
- (૩) અર્વાચીન કવિતા : સુન્દરમ્
- (૪) રાજેન્દ્ર અને નિરંજનયુગની કવિતા : પ્રસાદ બ્રહ્મભટ્ટ : પાર્થ પ્રકાશન.

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B.A. SEMESTER-II: ELECTIVE OPEN – EO – 205

પ્રશ્નપત્ર : સાહિત્યકૃતિનો અભ્યાસ

નિયતકૃતિ: 'બાપાની પીપર'

સર્જક : કિરીટ દ્રુઘાત

પ્રકાશક: નવભારત સાહિત્ય મંદિર, અમદાવાદ

- એકમ : ૧ (૧) ટૂંકી વાર્તાનાં સ્વરૂપ અને લક્ષણો.
(૨) ગુજરાતી ટૂંકીવાર્તા નો ઉદભવ અને વિકાસ.
(૩) સર્જકનું જીવન અને સાહિત્યિક પ્રદાન.

એકમ : ૨ કૃતિ આધારિત સમીક્ષાત્મક પ્રશ્નો/આસ્વાદલક્ષી ચર્ચા.

એકમ : ૩ કૃતિલક્ષી ટૂંક નોંધ.

સંદર્ભગ્રંથો :

(૧) અનુઆધુનિક વાર્તાકાર કિરીટ દ્રુઘાત અને અજીત ઠાકોર : ડૉ. ભાર્ગવ ભટ્ટ :
પાર્શ્વ પ્રકાશન

(૨) કિરીટ દ્રુઘાતની વાર્તા : ડૉ. શશીકાંત પટેલ : આયુધ પ્રકાશન, ભાવનગર

(૩) આવિર્ભાવ : જયેશ ભોગાયતા : પ્રકાશક : પોતે

(૪) આધુનિકોત્તર ગુજરાતી ટૂંકી વાર્તા : સં.વિદ્યનાથ પટેલ : પ્રકાશક : પોતે

(૫) ગુજરાતી ટૂંકી વાર્તાકોશ : સં.ચંદ્રકાન્ત ટોપીવાળા

(૬) વાર્તાવિશેષ : લેખક : રઘુવીર ચૌધરી : રંગભ્રમર પ્રકાશન

નોંધ :

આ પેપર બે કેડીટના કોર્ષનું હોઈ દરેક યુનિટમાંથી એક-એમ ત્રણ પ્રશ્નો આંતર વિકલ્પે પૂછવાના રહેશે. જેમાં ગુણભાર ૧૨, ૧૨, ૧૧ નો રહેશે.

B.A. : SEMESTER-III : CORE COMPULSORY : CC -303

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યસ્વરૂપનો અભ્યાસ - મધ્યકાલીન

નિયત સ્વરૂપ : પદ્યવાર્તા

નિયતકૃતિ:

'નંદબત્રીસી' : શામળ

સંપાદક : હસુ યાજ્ઞિક

પ્રકાશક: પાર્થ પ્રકાશન,અમદાવાદ

એકમ : ૧ (અ) સ્વરૂપગત ચર્ચા :

૧. પદ્યવાર્તાનું સાહિત્યસ્વરૂપ
૨. પદ્યવાર્તાનાં આંતર - બાહ્ય લક્ષણો
૩. પદ્યવાર્તાના રચનાગત વિશેષો

(બ) વિકાસગત ચર્ચા :

૧. પદ્યવાર્તાનો ઉદભવ અને વિકાસ
૨. મધ્યકાલીન સાહિત્યમાં પદ્યવાર્તાના મુખ્ય સર્જકો અને તેમનું પ્રદાન

એકમ : ૨ સર્જકગત ચર્ચા :

૧. શામળનું જીવન અને તત્કાલીન સામાજિક પરિવેશ
૨. શામળનું સાહિત્યિક અર્પણ
૩. શામળના સર્જનવિશેષો

એકમ : ૩ કૃતિના સમીક્ષાત્મક પ્રશ્નો.

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધ.

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સંદર્ભગ્રંથો :

૧. ગુજરાતી સાહિત્ય (મધ્યકાલીન) - અનંતરાય રાવળ

૨. ગુજરાતી સાહિત્યનો ઇતિહાસ - ભંગ : ૧-૨, પ્રકાશન : ગુજરાતી સાહિત્ય પરિષદ.
૩. ગુજરાતી સાહિત્યની વિકાસરેખા - મધ્યકાલીન - ડૉ. ધીરુભાઈ ઠાકર
૪. મધ્યકાલીન ગુજરાતી સાહિત્ય ; પ્રવાહ અને સ્વરૂપ - હસુ યાજ્ઞિક
૫. મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - પ્રસાદ બ્રહ્મભટ્ટ
- મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - હસુ યાજ્ઞિક
૭. મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - ડૉ. રમેશ.એમ.ત્રિવેદી
૮. મધ્યકાલીન ગુજરાતી સાહિત્યનો જ્ઞાનકોશ - પ્રતિભા શાહ

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B.A. : SEMESTER-III : CORE COMPULSORY : CC -304

પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ - કાવ્ય

નિયતકૃતિ:

પૂર્વાલાપ ('કાવ્ય'નાં કાવ્યો)

સંપાદક : વિનોદ અધ્વર્યુ

પ્રકાશક: પાર્શ્વ પ્રકાશન.અમદાવાદ

નિમ્નસૂચિત કાવ્યો અભ્યાસક્રમમાં નિયત કરવામાં આવે છે.

- (૧) મારી કિસ્તી
- (૨) સ્નેહશંકા
- (૩) ઉદગાર
- (૪) ઉપહાર
- (૫) પ્રણયમાં કાલક્ષેપ
- (૬) ચંદાને સંબોધન
- (૭) સાગર અને શશી
- (૮) કલાપીને સંબોધન
- (૯) સખીને આમંત્રણ
- (૧૦) હિંદમાતાને સંબોધન
- (૧૧) આપણી રાત
- (૧૨) અંતિમ પ્રાર્થના
- (૧૩) રમા
- (૧૪) મૃગતૃષ્ણા
- (૧૫) ઉપાલંભ

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સંદર્ભગ્રંથો :

- (૧). ગુજરાતી સાહિત્ય (મધ્યકાલીન) - અનંતરાય રાવળ
- (૨). ગુજરાતી સાહિત્યનો ઇતિહાસ - ભાગ : ૧-૨, પ્રકાશન : ગુજરાતી સાહિત્ય પરિષદ.
- (૩). ગુજરાતી સાહિત્યની વિકાસરેખા - મધ્યકાલીન - ડૉ. ધીરુભાઈ ઠાકર
- (૪). મધ્યકાલીન ગુજરાતી સાહિત્ય : પ્રવાહ અને સ્વરૂપ - હસુ યાજ્ઞિક
- (૫). મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - ડૉ. પ્રસાદ બ્રહ્મલલિત
- (૬). મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - ડૉ. રમેશ.એમ.ત્રિવેદી
- (૭). મધ્યકાલીન ગુજરાતી સાહિત્યનો જ્ઞાનકોશ - પ્રતિભા શાહ
- (૮). પદ્યવાર્તા - હસુ યાજ્ઞિક
- (૯). મધ્યકાલીન 'નંદબત્રીસી' પરંપરા અને શામળ - કોશી યાવડા

403- આદર્શ એન્ટીકો
- સામીખ જ્ઞાન

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B.A. : SEMESTER-III : CORE COMPULSORY : CC -305

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ : મધ્યકાલીન - ૧

- એકમ : ૧
૧. મધ્યકાલીન સાહિત્યનો ઉદ્ભવ અને વિકાસ
 ૨. મધ્યકાલીન ગુજરાતી સાહિત્યની રાજકીય, સામાજિક, સાંસ્કૃતિક સ્થિતિ
 ૩. મધ્યકાલીન ગુજરાતી સાહિત્યની વિશેષતાઓ અને મર્યાદાઓ

- એકમ : ૨
૧. પ્રાગ-નરસિંહયુગનું સાહિત્ય : જૈન સાહિત્ય
 ૨. પ્રાગનરસિંહયુગનું સાહિત્ય : જૈનેતર સાહિત્ય
 ૩. નરસિંહ મહેતાનું જીવન અને સાહિત્યક અર્પણ
 ૪. મીરાંબાઈનું જીવન અને સાહિત્યિક અર્પણ

એકમ : ૩ મધ્યકાલીન ગુજરાતી સર્જકોનું પ્રદાન :

૧. હેમચંદ્ર ચાર્ય
૨. ભાલણ
૩. પદ્મનાભ
૪. વલ્લભ મેવાડી
૫. ધીરો ભગત
૬. ભોજો ભગત
૭. પ્રીતમ

એકમ : ૪ કૃતિ સમીક્ષા :

૧. ભરતેશ્વર - બાહુબલિરાસ
૨. સિરિકૃતિભંડારગુ
૩. પુષ્પીચંદ્રચરિત
૪. રણમલ્લછંદ
૫. ત્રિભુવનદીપકપ્રબંધ
૭. હંસાઉલી

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એકમ : ૧ (૧) કાવ્યને સાહિત્યકાર તરીકે ધડનચારા/પરિભ્રમણો

(૨) સર્જક કાવ્યનું જીવન - કવન

(૩) કાવ્ય : ખંડકાવ્યોના કવિ તરીકે

(૪) નાટ્યકાર કાવ્ય

એકમ : ૨ કૃતિ આધારિત સમીક્ષાત્મક અભ્યાસ

એકમ : ૩ કાવ્યની રસલક્ષી સમીક્ષા

એકમ : ૪ કૃતિ આધારિત દ્રેકનોંધ.

સંદર્ભગ્રંથો :

(૧) ખંડકાવ્ય : પ્રો. જયદેવ શુક્લ - અરુણોદય પ્રકાશન

(૨) ગુજરાતી સાહિત્યનો ઇતિહાસ ગ્રંથ - ૩ - ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ

(૩) પૂર્વાલાપ : આસ્વાદમાલા (કાવ્યાસ્વાદ) - સં.ડૉ.પુંડરિક પવાર : ડિવાઈન પ્રકાશન

(૪) ખંડ કાવ્ય : સ્વરૂપ અને વિકાસ : ચિનુ મોદી : અનડા પ્રકાશન

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B.A. SEMESTER-IV: CORE COMPULSORY- CC -403

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યસ્વરૂપનો અભ્યાસ - (એકાંકી)

નિયતકૃતિ:

આદર્શ એકાંકી : સં.સતીશ વ્યાસ

પ્રકાશક: અરુણોદય પ્રકાશન,અમદાવાદ

નિમ્નસૂચિત એકાંકીઓ અભ્યાસક્રમમાં નિયત કરવામાં આવે છે.

- | | |
|----------------------------|--------------------|
| ૧. ઉમાશંકર જોશી | (૧) ઠસલાં |
| (૨) દુર્ગા | |
| ૨. જયંતિ દલાલ | (૧) માંની દીકરી |
| ૩. યુનીલાલ મડિયા | (૧) મહાજનને ખોરડે |
| ૪. લાલશંકર ઠાકર | (૧) બાથટબમાં માછલી |
| (૨) કાહે કોચલ શોર મચાચે રે | |
| ૫. મધુરાય | (૧) અથથામા |
| ૬. ચીનુ મોદી | (૧) હુકમ, માલિક |

એકમ : ૧ (૧) એકાંકીનું સ્વરૂપ - લાક્ષણિકતાઓ.

(૨) ગુજરાતી એકાંકીનો ઉદભવ અને સ્થિત્યતરો.

(૩) એકાંકીનું નાટક, નવલકથા અને ટૂંકીવાર્તા સાથેનું સામ્ય-વૈષમ્ય.

એકમ : ૨ ગુજરાતી એકાંકીક્ષેત્રે નીચેના સર્જકોનું પ્રદાન (સંક્ષિપ્ત નોંધ).

(૧) ઉમાશંકર જોશી.

(૨) જયંતિદલાલ

(૩) લાલશંકર ઠાકર

(૪) મધુરાય

(૫) ચીનુ મોદી

એકમ : ૩ કૃતિનો સ્વરૂપલક્ષી અભ્યાસ.

એકમ : ૪ કૃતિ આધારિત ટૂંક નોંધો.

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- એકમ : ૧ (૧) કાવ્યને સાહિત્યકાર તરીકે ઘડનારા પરિવર્તનો
(૨) સર્જક કાવ્યનું જીવન - કવન
(૩) કાવ્ય : ખંડકાવ્યોના કવિ તરીકે
(૪) નાટ્યકાર કાવ્ય

એકમ : ૨ કૃતિ આધારિત સમીક્ષાત્મક અભ્યાસ

એકમ : ૩ કાવ્યની રસલક્ષી સમીક્ષા

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધ.

સંદર્ભગ્રંથો :

- (૧) ખંડકાવ્ય : પ્રો. જયદેવ શુક્લ - અરુણોદય પ્રકાશન
(૨) ગુજરાતી સાહિત્યનો ઇતિહાસ ગ્રંથ - ૩ - ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ
(૩) પૂર્વાલાપ : આસ્વાદમાલા (કાવ્યાસ્વાદ) - સં.ડૉ. પુંડરિક પવાર : ડિવાઈન પ્રકાશન
(૪) ખંડ કાવ્ય : સ્વરૂપ અને વિકાસ : ચિનુ મોદી : અનડા પ્રકાશન

B.A. SEMESTER-IV: CORE ELECTIVE – CE -404

પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ - જોસેફ મેકવાન

નિયતકૃતિ:

વ્યથાનાં વીતક

લેખક : જોસેફ મેકવાન

પ્રકાશક: ડિવાઈન પ્રકાશન, અમદાવાદ

નિમ્નસૂચિત રેખાચિત્રો અભ્યાસક્રમમાં નિયતકરવામાં આવે છે.

- (૧) હતી ત્યારે મારે ત્રણ-ત્રણ માં હતી ।
- (૨) લક્ષ્મીનો ચાંલ્લો.
- (૩) ભગવાનનું માંણહ
- (૪) ભવાન ભગત
- (૫) હેઝલ પદમણી
- (૬) શામળી
- (૭) દરિયો
- (૮) ઘરનો દીવો
- (૯) બહેરું આયર્ષુ : મૂંગી વ્યથા.

એકમ : ૧ (૧) સર્જક જોસેફ મેકવાનનું જીવન

- (૨) સર્જક જોસેફ મેકવાનને ઘડનારાં પરિબળો.
- (૩) સર્જક જોસેફ મેકવાનનું સાહિત્યક્ષેત્રે અર્પણ.

એકમ : ૨ (૧) નવલકાર જોસેફ મેકવાન

- (૨) વાર્તાકાર જોસેફ મેકવાન

એકમ : ૩ 'વ્યથાના વીતક ના સમિક્ષાત્મક પ્રશ્નો.

એકમ : ૪ કૃતિઆધારિત ટૂંકનોંધ.

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સંદર્ભગ્રંથો:

- (૧) સ્વરૂપ સંનિધાન : સુમન શાહ : પાર્શ્વ પ્રકાશન
- (૨) સત્તર સાહિત્યસ્વરૂપો - પ્રસાદ બ્રહ્મભટ્ટ : પાર્શ્વ પ્રકાશન
- (૩) ગુજરાતી એકાંકી સાહિત્યમાં એબ્સર્ડનો ઉન્મેષ : ડૉ.રાજેશ ત્રિવેદી, ડિવાઈન પબ્લિકેશન
- (૪) પ્રયોગશીલ એકાંકીકાર ચિનુમોદી : ભરત કાનાબાર, પાર્શ્વ પ્રકાશન

B.A. : SEMESTER - IV : CORE COMPULSORY : PAPER - CC - 405

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ : મધ્યકાલીન - ૨

- સાક્રમ : ૧ મધ્યકાલીન ગુજરાતી સર્જકોનું પ્રદાન :
૧. રામનંદ ભાગે તેનું સાહિત્ય
૨. નાગે ભાગે તેનું સાહિત્ય
- સાક્રમ : ૨ મધ્યકાલીન ગુજરાતી સર્જકોનું પ્રદાન :
૧. શામળા ભાગે તેનું સાહિત્ય
૨. દેવદાસ ભાગે તેનું સાહિત્ય
- સાક્રમ : ૩ મધ્યકાલીન ગુજરાતી સાહિત્ય સ્વરૂપનાં લક્ષણો :
૧. રસ રસો
૨. શબ્દ
૩. યત્ન
૪. ન્યાયભાસ
૫. અપભ્રંશ
- સાક્રમ : ૪ મધ્યકાલીન ગુજરાતી સાહિત્યસ્વરૂપનો વિકાસ :
૧. રસ રસો
૨. શબ્દ
૩. યત્ન
૪. ન્યાયભાસ
૫. અપભ્રંશ
- સાક્રમ : ૫ પરિચયાત્મક ગોષ્ઠી :
૧. મધ્યકાલીન સાહિત્યમાં સ્ત્રીકવિઓનું પ્રદાન
૨. મધ્યકાલીન સાહિત્યમાં સ્વામીનારાયણ સંપ્રદાયના કવિઓનું પ્રદાન
૩. મધ્યકાલીન સાહિત્યની ગદ્યકૃતિઓ
૪. મધ્યકાલીન સાહિત્યમાં ભક્તિ અને જ્ઞાનમાર્ગી કવિતા

એકમ : ૧ સર્જક જીવનચર્યા :

૧. જયંત પાઠકનું જીવન
૨. સર્જક જયંત પાઠકનાં પાત્ર પરિભાષા

એકમ : ૨ સર્જકગત ચર્ચા :

૧. સર્જક જયંત પાઠકનું સાહિત્યિક અર્પણ-પ્રદાન
૨. જયંત પાઠકની સર્જક તરીકેની સિદ્ધિઓ-મૂલ્યાંકન
૩. ગુજરાતી સાહિત્યમાં સર્જક જયંત પાઠકનું સ્થાન - સર્જકગત ચર્ચા

એકમ : ૩ કૃતિમૂલ્યાંકન :

૧. 'વગડાનો શાસ'ની કવિતાસંદર્ભે કવિની વિશેષતાઓ અને સંપાદન
૨. વિષયવિધિ અને સ્વરૂપવિધિ સંદર્ભે 'વગડાનો શાસ'ની કવિતાનું મૂલ્ય

એકમ : ૪ નિયત કાવ્યોનો આસ્વાદમૂલક પરિચય
(ત્રણમાંથી એક વિશે પુછાશે)

એકમ : ૫ કૃતિ આધારિત ટૂંકનોંધો

સંદર્ભગ્રંથો :

૧. રાજેન્દ્ર-નિરંજનપુત્રની કવિતા : પ્રસાદ જીવનકથા
૨. ગુજરાતી સાહિત્યનો ઇતિહાસ : ભાગ-૧, ૨, ૩, ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ
૩. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : પ્રસાદ જીવનકથા
૪. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ર્મણ ત્રિવેદી
૫. ઘોડો વગડાનો શાસ (જયંત પાઠક) : સંપાદન : માનસિક ચૌધરી
૬. આધુનિક કવિતાનાં આપાદર્ભ : સ્મૃતિ પાલ
૭. સ્વાતંત્ર્યોત્તર ગુજરાતી કવિતા - પરિદર્શન : દલા ગ્યાસ
૮. સારસ્વત જયંત પાઠક : દલા ગ્યાસ

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B.A. SEMESTER-V: CORE COMPULSORY- CC - 506

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ : અર્વાચીન - ૧

એકમ : ૧ યુગ- અભ્યાસ :

૧. મધ્યકાલીન સાહિત્ય અને અર્વાચીન સાહિત્યનાં ભેદક લક્ષણો

૨. અર્વાચીન ગુજરાતી સાહિત્યને ઘડનારાં પરિબલો

એકમ : ૨ યુગ- પરિબલો :

૧. સુધારકયુગનાં ઘડતર પરિબલો અને લક્ષણો

૨. પંડિતયુગનાં ઘડતર પરિબલો અને લક્ષણો

૩. ગાંધીયુગનાં ઘડતર પરિબલો અને લક્ષણો

એકમ : ૩ સાહિત્યકારની સાહિત્યસેવા :

૧. સુધારકયુગના સર્જકો : દલપતરામ, નર્મદ, નવલરામ

૨. પંડિતયુગના સર્જકો : કલાપી, ન્હાનાલાલ, બ.ક.ઠાકોર

૩. ગાંધીયુગના સર્જકો : સુન્દરમ, ઉમાશંકર જોશી, પન્નાલાલ પટેલ

એકમ : ૪ મહત્વની કૃતિઓનો અભ્યાસ :

૧. કરણધેલો	: નંદશંકર મહેતા
૨. સરસ્વતીચંદ્ર	: ગોવેર્ધનરામ ત્રિપાઠી
૩. રાઈનો પર્વત	: રમણલાઈ નીલકંઠ
૪. પૂર્વાલાપ	: કાન્ત
૫. તણબા મંડળ -૧	: ધૂમકેતુ
૬. યુગવંદના	: ઝવેરચંદ મેઘાણી
૭. અમાસના તારા	: કિશનસિંહ ચાવડા
૮. સત્યના પ્રયોગો	: ગાંધીજી
૯. જનમટીપ	: ઈશ્વર પેટલીકર
૧૦. હિમાલયનો પ્રવાસ	: કાકાસાહેબ કાલેલકર

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સંદર્ભગ્રંથો :

- (૧) લૌહીના લયમાં સર્જાયેલું સાહિત્ય, ડૉ.દીનુ ચુડાસમા ડિવાઈન પબ્લિકેશન
- (૨) વિતક ઝંખે વહાલ, મણિલાલ.હ.પટેલ
- (૩) જીંદગી જીવ્યાનો હરખ : મણિલાલ.હ.પટેલ
- (૪) સમર્થ સર્જક જોસેફ મેકવાન : સં.હરીશ મંગલમ
- (૫) જોસેફ મેકવાનનો વાર્તાલોક : ગુણવંત વ્યાસ, ડિવાઈન પબ્લિકેશન

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B.A. SEMESTER-V: CORE COMPULSORY- CC -507

પ્રશ્નપત્ર : ભાષાના સ્વરૂપનો અભ્યાસ - ૧

એકમ : ૧

૧. ભાષાની સંજ્ઞા, સ્વરૂપ અને લાક્ષણિકતાઓ
૨. ભાષા અંગેની સ્તુર્તવા, સેપિર, હોલ વગેરેની વ્યાખ્યાઓ અને તેમાંથી પ્રગટ થતાં ભાષાનાં લક્ષણો.
૩. માનવજીવનમાં ભાષાની ઉપયોગીતા - કાર્યક્ષેત્ર
૪. પશુ- પંખીઓના અવગમન વ્યવહારના સંકેતો, અન્ય ચિહ્નો, ઈંગિત , ચેષ્ટારૂપ સંકેતોથી માનવભાષાના સંકેતોની વિશેષતા
૫. ભાષાની યાદચ્છિકતા

એકમ : ૨

૧. ભાષાના સામાજિક - સાંક્રુતિક - પ્રાસંગિક સ્વરૂપભેદો
૨. ઉચ્ચરિત અને લેખિત ભાષાના સ્વરૂપભેદો - ભાષા અને લિપિ
૩. માન્યભાષા અને બોલી
૪. ગુજરાતની બોલીઓ

એકમ : ૩

૧. ભાષાની ઉચ્ચારણપ્રક્રિયા અને ઉચ્ચારણઅંગોનું કાર્ય
૨. સ્વર ધ્વનિઘટકો અને ગુજરાતીના માન્યસ્વરો
૩. વ્યંજન ધ્વનિઘટકો અને ગુજરાતીના માન્યવ્યંજનો

એકમ : ૪

૧. સંયોજકો
૨. નિષાતો
૩. ક્રિયાવિશેષણ અને તેના પ્રકાર
૪. અંગસાધક પ્રત્યયો (સંસ્કૃત-તત્સમ પૂર્વ અને પરપ્રત્યયો)
૫. કૃદંત અને તેના પ્રકાર

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સંદર્ભ ગ્રંથો :

૧. ગુજરાતી સાહિત્યનો ઇતિહાસ - ગ્રંથ : ૫, ૬, અને ૭ : ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ
૨. અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા : ડૉ. ધીરુભાઈ ઠાકર
૩. અર્વાચીન કવિતા : 'સુન્દરમ'
૪. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ડૉ. પ્રસાદ બ્રહ્મભટ્ટ
૫. સાહિત્યમાં આધુનિકતા : ડૉ. સુમન શાહ
૬. આધુનિકતા - એક સંકુલ પ્રત્યય : બિપિન આશર
૭. આધુનિકતા અને ગુજરાતી કવિતા : ભોજાભાઈ પટેલ
૮. અનુઆધુનિકતાવાદ : ગંદકાંત ટોપીવાળા
૯. સુરેશ જોષીથી ગુજરાતી નિબંધ - ડૉ. વાલુ દેસાઈ
૧૦. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ - રમેશ ર. દવે
૧૧. પ્રથમા - સંપાદક : ભરત પરીખ

B.A. SEMESTER-V: CORE COMPULSORY- CC -508

પ્રશ્નપત્ર : સાહિત્યસિદ્ધાંતવિચાર - ૧

એકમ : ૧ સાહિત્યકલા - ૧ :

૧. કલાની વ્યાખ્યા, લલિત અને લલિતેતર કલાઓ વચ્ચેનો ભેદ, સાહિત્યકલાની વિશેષતાઓ, લલિત અને લલિતેતર સાહિત્ય
૨. શબ્દનું સ્વરૂપ (વર્ણ-અર્થ-લય), તાત્પર્યશક્તિ (આકાંક્ષા, યોગ્યતા, સંનિધિ)
૩. વ્યવહારની ભાષા અને સાહિત્યભાષા

એકમ : ૨ સાહિત્યકલા - ૨ :

૧. પ્રાચીન ભારતીય દ્રષ્ટિએ તથા અર્વાચીન દ્રષ્ટિએ સાહિત્યનાં પ્રયોજનો
૨. શબ્દશક્તિઓ : અભિધા, લક્ષણા, વ્યંજના
૩. કાવ્યમાં છંદ અને અલંકાર

એકમ : ૩ કાવ્યકલા :

૧. કાવ્યવ્યાખ્યા (ભામહ, કુન્તક, મમ્મટ, વિશ્વનાથ, પ્લેટો, એરીસ્ટોટલ, વર્ડ્ઝવર્થ, મેથ્યુ આર્નલ્ડ)
૨. કાવ્ય હેતુ
૩. કાવ્યના પ્રકાર (ધ્વનિકાવ્ય - મધ્યમકાવ્ય - ચિત્રકાવ્ય)

એકમ : ૪ સર્જન-ભાવન અને વિચારવલણ :

૧. અનુભૂતિનું સાહિત્યમાં રૂપાંતર
૨. સાધારણીકરણ
૩. સાહિત્યમાં પરંપરા અને પ્રયોગ
૪. સૌખ્યપ્રિય અને કૌતુકપ્રિય વલણો
૫. ભરતનું રસસૂત્ર

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સંદર્ભગ્રંથો :

૧. ભાષાપરિચય અને ગુજરાતી ભાષાનું સ્વરૂપ ; જયંત કોઠારી

૨. ગુજરાતી ભાષાનું ધ્વનિસ્વરૂપ અને ધ્વનિપરિવર્તન ; પ્રબોધ પંડિત

૩. ગુજરાતી ભાષા - ઉદગમ, વિકાસ, અને સ્વરૂપ ; ડૉ. કે.બી વ્યાસ

૪. ભાષાવિજ્ઞાન ; ખંડ - ૧ (સિદ્ધાંતનિરૂપણ) ; ડૉ. કે.બી.વ્યાસ

૫. વ્યુત્પત્તિવિચાર ; ડૉ. હરિવલ્લભ ભાયાણી

૬. બોલીવિજ્ઞાન અને ગુજરાતી બોલીઓ ; ડૉ. યોગેન્દ્ર વ્યાસ

૭. વાસમજ અને સાહિત્ય ; ડૉ. યોગેન્દ્ર વ્યાસ

૮. ભાષાનો વૈજ્ઞાનિક અભ્યાસ ; ડૉ. યોગેન્દ્ર વ્યાસ

૯. ગુજરાતી વ્યાકરણ ; ડૉ. યોગેન્દ્ર વ્યાસ

૧૦. ભાષાવિજ્ઞાન - સિદ્ધાંતવિમર્શ ; ડૉ. દિનેશ પટેલીયા

૧૧. રૂપશાસ્ત્ર - એક પરિચય ; ડૉ. ભર્મિ દેસાઈ

૧૨. ગુજરાતી વાક્યરચના ; ડૉ. અરવિંદ ભંડારી

૧૩. ભાષા અને ગુજરાતી ભાષા ; કે. કા. શાસ્ત્રી

૧૪. ગુજરાતી ભાષાનું બૃહદ વ્યાકરણ ; કમળાશંકર પ્રાણશંકર ત્રિવેદી

૧૫. ગુજરાતી ભાષાનું વ્યાકરણ - કે. કા. શાસ્ત્રી

૧૬. ઉચ્ચારણ પ્રક્રિયામાં ભાગ ભજવતા વાગચ્ચવચ્ચો અને તેમનું કાર્ય

- ડૉ. એલ.એસ.મેવાડા,

સંવેદ -૩, (માર્ચ -૨૦૧૪)

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B.A. SEMESTER-V: CORE COMPULSORY- CC -509

OPTION - II

પ્રશ્નપત્ર : સાહિત્યસ્વરૂપનો અભ્યાસ : ખંડકાવ્ય (પદ્ય)

નિયતકૃતિ:

'શ્રેષ્ઠ ગુજરાતી ખંડકાવ્યો'

સંપાદક: ચિનુ મોદી

સતીશવ્યાસ,

પ્રકાશક: પાર્થ પબ્લિકેશન, અમદાવાદ

નિમ્નસૂચિત ખંડકાવ્યો અભ્યાસક્રમ માટે નિયત કરવામાં આવે છે.

(૧) વસંતવિજય - કાંત

(૨) ચક્રવાક મિથુન - કાંત

(૩) ગ્રામમાતા - કલાપી

(૪) સુવર્ણકારિકાનું સાગર નીમજજન - સુંદરજી બેટાઈ

(૫) એમલવાળો - દા.ખુ. બોટાદકર

(૬) છેલ્લી પૂજા - પ્રફલાદ પારેખ

(૭) શિખંડી - વિનોદ જોશી

(૮) બાહુક - ચિનુ મોદી

(૯) જટાયુ - સિતાંશુ યશશંકર

એકમ : ૧ (૧) ખંડકાવ્યનું સ્વરૂપ - લાક્ષણિકતાઓ.

(૨) ગુજરાતી ખંડકાવ્યોનો ઉદભવ અને વિકાસ

(૩) ગુજરાતી ખંડકાવ્યક્ષેત્રે વિવિધ સર્જકોનું પ્રદાન

એકમ : ૨ કૃતિના સમીક્ષાત્મક પ્રશ્નો (સમગ્રકૃતિને કેન્દ્રમાં રાખીને)

એકમ : ૩ ખંડકાવ્યની રસલક્ષી અને સ્વરૂપગત સમીક્ષા

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધો.

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સંદર્ભ પુસ્તકો :

- (૧) કરુણપ્રશસ્તિ : કાવ્યસ્વરૂપ - ડૉ. મેનાત્રાડા - આદર્શ પ્રકાશન
- (૨) આપણાં કરુણપ્રશસ્તિ કાવ્યો - ડૉ. મેનાત્રાડા - આદર્શ પ્રકાશન.
- (૩) આપણું કાવ્યસાહિત્ય : પ્રકૃતિ અને પ્રવાહ - ચંદ્રકાન્ત શેઠ : આદર્શ પ્રકાશન.

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B.A. SEMESTER-V: CORE COMPULSORY- CC – 510

OPTION - II

પ્રશ્નપત્ર : સાહિત્યિક નિબંધો અને કૃતિ સમીક્ષા

એકમ : ૧ સાહિત્યિક નિબંધ : (ચારમાંથી એક)

ગુણ: ૨૫

- (૧) મધ્યકાલીન ગુજરાતી સાહિત્યની લાક્ષણિકતાઓ અને મર્યાદાઓ
- (૨) મધ્યકાલીન ભક્તિકવિતા
- (૩) મધ્યકાલીન ગુજરાતી જ્ઞાનમાર્ગિકવિતા
- (૪) મધ્યકાલીન ગુજરાતી પદ્યવાર્તા : સ્વરૂપ અને વિકાસ
- (૫) મધ્યકાલીન ગુજરાતી આખ્યાન : સ્વરૂપ અને વિકાસ
- (૬) મધ્યકાલીન લોકસાહિત્ય

એકમ : ૨ સાહિત્યિક નિબંધ : (ચારમાંથી એક)

ગુણ: ૨૫

- (૧) ગુજરાતી સાહિત્ય પર ગાંધીવિચારધારાનો પ્રભાવ
- (૨) ગુજરાતી રંગભૂમિ અને ગુજરાતી નાટ્યસાહિત્ય
- (૩) ગુજરાતી સાહિત્યમાં અનુઆધુનિકતાવાદી વલણો
- (૪) ગુજરાતી નિબંધમાં પ્રગટતી ગદ્યની વિવિધ તરેહો
- (૫) ગુજરાતી સાહિત્યમાં મહાકાવ્યલેખનના પ્રયોગો
- (૬) સાહિત્ય અને સમૂહમાધ્યમો

એકમ : ૩ કૃતિ સમીક્ષા : (ત્રણમાંથી એક)

ગુણ: ૨૦

- (૧) રખડુંનો કાગળ - મહેન્દ્રસિંહ પરમાર : લટ્ટર પ્રકાશન, ભાવનગર
- (૨) પશ્યંતીની પેલે પાર - જાતુષ જોષી : પાર્શ્વ પબ્લિકેશન, અમદાવાદ
- (૩) આયમતાં અજવાળાં - લગીરથ ભૂલભદ્ર : આર.આર. શેઠની કંપની, અમદાવાદ
- (૪) અણપારી યાત્રા - યોગેશ જોષી: ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ
- (૫) નાતો - મનોહર ત્રિવેદી : લટ્ટર પ્રકાશન ભાવનગર

સંદર્ભગ્રંથો :

(૧) ગુજરાતી કવિતાનો આસ્વાદ - સુદેશ જોષી

(૨) ગુજરાતી કવિતાવેલવ - મનસુખલાલ ઝવેરી

(૩) સાહિત્યનો આસ્વાદ - મણિલાલ. હ. પટેલ

(૪) સાહિત્યનો આસ્વાદ અને સ્વાધ્યાય - યોગીન્દ્ર જ. ત્રિપાઠી

(૫) રૂઢિપ્રયોગો, કહેવતો, અને છંદઅલંકાર - ડૉ. પ્રસાદ બ્રહ્મભટ્ટ

(૬) અપકિત લેખનકૌશલ અને પરિશીલન - નીતિન વડગામા

(૭) અંગવિષયક રૂઢિપ્રયોગો - બિપિન આશર

(૮) કાવ્યઆસ્વાદો - ડૉ. પ્રસાદ બ્રહ્મભટ્ટ

(૯) ગુજરાતી કવિતા : આસ્વાદ અને અવબોધ - બિપિન આશર

(૧૦) છંદ અને અલંકાર પરિચય - ચંદ્રશંકર ભટ્ટ

(૧૧) વિચાર વિસ્તાર, છંદ, અલંકાર - નટભાઈ ઠક્કર

(૧૨) ૩૯ કાવ્યાસ્વાદો - પ્રસાદ બ્રહ્મભટ્ટ

(૧૩) ગુજરાતી કવિતા - આસ્વાદ અને અવબોધ : ડૉ. બિપિન આશર અને અન્ય

(૧૪) કાવ્યસમીક્ષા અને ગદ્યસમીક્ષા - બાબુ દાવલપુરા

(૧૫) સાહિત્યાચન - બાબુ દાવલપુરા

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B.A. SEMESTER-VI: CORE COMPULSORY- CC -606

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ અર્વાચીન - ૨

એકમ : ૧ યુગ અભ્યાસ :

૧. સ્વાતંત્ર્યોત્તર (અનુગાંધીયુગ) યુગનાં ઘડતર પરિબળો
૨. આધુનિકયુગનાં ઘડતર પરિબળો અને તેના લક્ષણો
૩. અનુઆધુનિક (આધુનિકોત્તર) યુગનાં ઘડતર પરિબળો અને તેના લક્ષણો

એકમ : ૨ સાહિત્યકારની સાહિત્યસેવા : (ત્રણમાંથી એક)

૧. જયંતિ દલાલ
૨. રાજેન્દ્ર શાહ
૩. સુરેશ જોષી
૪. ચંદ્રકાંત બક્ષી
૫. રઘુવીર ચૌધરી
૬. દિમાંશી શેલત

એકમ : ૩ સાહિત્યસ્વરૂપની વિકાસરેખા : (ત્રણમાંથી એક વિશે)

૧. નવલકથા
૨. ટૂંકી વાર્તા
૩. એકાંકી
૪. સોનેટ

૫. ખંડકાવ્ય

એકમ : ૪ મહત્વની કૃતિઓનો અભ્યાસ : (ચારમાંથી બે વિશે)

૧. છંદોલય	: નિરંજન ભગત
૨. અંગત	: રાવજી પટેલ
૩. દૂરના એ સૂર	: દિગ્વીશ મહેતા
૪. સ્વાપ્નતીર્થ	: રાધેશ્યામ શર્મા
૫. બાંશી નામની એક છોકરી	: મધુરાય
૬. મરી જવાની મગ્ગ	: લાલશંકર ઠાકર
૭. અસૂર્યલોક	: ભગવતીકુમાર શર્મા
૮. મલક	: દલપત ચૌધરી
૯. વિકિરણ	: ધીમાગાદી પટેલ
૧૦. રાજગઢી	: રામચંદ્ર પટેલ

સાહિત્યિક નિબંધો અને
EC-510 કૃતિ સંગ્રહ

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સંદર્ભગ્રંથો :

(૧) સાહિત્યિક નિબંધો - ડૉ. પ્રસાદ બ્રહ્મભટ્ટ

(૨) સાહિત્યિક નિબંધો અને લેખનકૌશલ્ય - સંપાદક : મફત ઓઝા , રતિલાલ સા. નાયક

(૩) સાહિત્યિક નિબંધો : મણિલાલ . ઠ. પટેલ

(૪) સાહિત્યિક નિબંધસંચય - સંપાદક : રતિલાલ દવે , વિનાયક રાવલ

(૫) સંદર્ભ - સંપાદક : જયંત કોઠારી , ચિમનલાલ ત્રિવેદી

(૬) યોગેશ જોષીની સાહિત્યસૃષ્ટિ - ડૉ. ભીખાભાઈ પટેલ

'આથમતાં અજવાળાં' - ગઈકાલના ગામડાનો રમણીય અસબાબ - યશોધર. ઠ. રાવળ,

'બુદ્ધિપ્રકાશ' સામયિક : જુલાઈ - ૨૦૧૬

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B.A. SEMESTER-VI: CORE COMPULSORY- CC - 607

પ્રશ્નપત્ર : ભાષાના સ્વરૂપની અભ્યાસ - ૨

એકમ : ૧ ભાષાકુળોનો ખ્યાલ :

૧. આદિમ ભારત - યુરોપીય ભાષાકુળનો પરિચયાત્મક ખ્યાલ
૨. ભારતીય ઉપખંડનાં ભાષાકુળો : (ભારતીય આર્યકુળ, દ્રવિડકુળ, મોનખ્મેરકુળ, અને ચીની- તિબેટીકુળ)

એકમ : ૨ (અ) ભાષા - વિકાસ પરિચય :

૧. ભારતીય આર્યની વિવિધ ભૂમિકાઓ
(અ) પ્રાચીન ભૂમિકા
(બ) મધ્યમ ભૂમિકા
(ક) અર્વાચીન ભૂમિકા

(બ) ગુજરાતી ભાષાનો ઉદભવ અને તેના વિકાસ તબક્કાઓ :

૧. અપભ્રંશથી અર્વાચીન ગુજરાતી સુધી આવતાં થયેલ મહત્વનાં ધ્વનિ પરિવર્તનો
૨. અપભ્રંશથી અર્વાચીન ગુજરાતી સુધી આવતાં થયેલ મહત્વનાં વ્યાકરણીય પરિવર્તનો.

એકમ : ૩ ગુજરાતી વાક્યરચનામાં પદક્રમ :

૧. ગુજરાતી લિંગ સિદ્ધિના પ્રત્યયો અને અર્થો
૨. ગુજરાતી વચનવ્યવસ્થા, બહુવચનના 'ઓ' પ્રત્યયનું કાર્યક્ષેત્ર
૩. અનુગ અને નામયોગી તત્ત્વો
૪. ગુજરાતીમાં સમાસરચના
૫. ગુજરાતીમાં વચનવ્યવસ્થા

એકમ : ૪ પરિચયાત્મક નોંધ :

૧. દ્વિરુક્ત અને અવાનુકારી રચના
૨. ગુજરાતી ભાષાનું શબ્દસંકોળ
૩. વિકારી અને અવિકારી નામો
૪. કર્તારિ, કર્મણી અને ભાવે પ્રયોગ
૫. ગુજરાતીમાં વાક્યનાં પ્રયોગો

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સંદર્ભગ્રંથો :

૧. ગુજરાતી સાહિત્યનો ઇતિહાસ - ગ્રંથ - ૫, ૬ અને ૭ - ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ
૨. અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા : ડૉ. ધીરુભાઈ ઠાકર
૩. અર્વાચીન કવિતા : સુન્દરમ્
૪. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ડૉ. પ્રસાદ બ્રહ્મભટ્ટ
૫. સાહિત્યમાં આધુનિકતા : ડૉ. સુમન શાહ
૬. આધુનિકતા - એક સંકલ્પ પ્રત્યયઃ બિપિન આશર
૭. આધુનિકતા અને ગુજરાતી કવિતા : લોબાભાઈ પટેલ
૮. અનુઆધુનિકતાવાદ : ચંદ્રકાંત ટોપીવાળા
૯. સુરેશ જોષીથી ગુજરાતી નિબંધ - ડૉ. બાબુ દેસાઈ
૧૦. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ - રમેશ ર. દવે
૧૧. સુરેશ જોષીથી સુરેશ જોષી - સુમન શાહ
૧૨. રચનાવલી - ચંદ્રકાંત ટોપીવાળા

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B.A. SEMESTER-VI: CORE COMPULSORY- CC - 608

પ્રશ્નપત્ર : સાહિત્યસિદ્ધાંતવિચાર - ૨

એકમ : ૧ વિવેચનવિચાર :

- (૧). વિવેચનની વિભાવના (વિવેચનનું સ્વરૂપ, મહત્વ, પ્રયોજન)
- (૨). વિવેચકની સજ્જતા (વિવેચકના ગુણ)
- (૩). વિવેચનની વિવિધ પદ્ધતિ (સાહિત્યસ્વરૂપલક્ષી, ઐતિહાસિક, સમાજશાસ્ત્રીય માનસશાસ્ત્રીય)
- (૪). નવ્ય વિવેચનના પાયાના સિદ્ધાંતો

એકમ : ૨ સાહિત્યવિવેચન સંદર્ભિત વાદ-વલણ : (ભૂમિકા, વ્યાખ્યા, લક્ષણો, ઉદાહરણરૂપ કૃતિઉલ્લેખ)

- (૧). પ્રશિષ્ટતાવાદ
- (૨). રંગદર્શિતાવાદ
- (૩). વાસ્તવવાદ
- (૪). અસ્તિત્વવાદ

એકમ : ૩ પાશ્ચાત્ય સાહિત્યવિચારણાદ્રષ્ટિ :

- (૧). ઉદાત્તતા અને તેનું નિર્માણ કરનારાં તત્ત્વો (લોન્જાઈનસ)
- (૨). આંતરસ્ફૂરણ તથા અભિવ્યક્તિ (બેનેડેટ ક્રોચે)
- (૩). કલ્પના અને તરંગ (કોલરિજ)
- (૪). કલાની નિર્વ્યક્તિકતા (ટી. એસ. એલિયટ)

એકમ : ૪ સમીક્ષાત્મક સૂત્રો :

- (૧). 'નીતિ એ કલાની વિષકન્યા છે'
- (૨). 'અવગમન નહીં તો સાહિત્ય નહીં'
- (૩). 'શીલ એવી કૃતિ'
- (૪). 'સાહિત્યમાં અનુકરણ એટલે મરણ'
- (૫). કવિતા એ જીવનની સમીક્ષા છે.
- (૬). વિવેચક એ કવિનો શ્રીકૃષ્ણ છે.

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સંદર્ભગ્રંથો :

૧. ભાષાપરિચય અને ગુજરાતી ભાષાનું સ્વરૂપ : જયંત કોઠારી
૨. ગુજરાતી ભાષાનું ધ્વનિસ્વરૂપ અને ધ્વનિપરિવર્તન : પ્રબોધ પંડિત
૩. ગુજરાતી ભાષા - ઉદગમ, વિકાસ અને સ્વરૂપ : ડૉ. કે.બી.વ્યાસ
૪. ભાષાવિજ્ઞાન : ખંડ - ૧ (સિદ્ધાંતનિરૂપણ) : ડૉ. કે.બી.વ્યાસ
૫. વ્યુત્પત્તિવિચાર : ડૉ. હરિવલ્લભ ભાચારી
૬. બોલીવિજ્ઞાન અને ગુજરાતી બોલીઓ : ડૉ. યોગેન્દ્ર વ્યાસ
૭. ભાષાસમાજ અને સાહિત્ય : ડૉ. યોગેન્દ્ર વ્યાસ
૮. ભાષાનો તૈજાનિક અભ્યાસ : ડૉ. યોગેન્દ્ર વ્યાસ
૯. ગુજરાતી વ્યાકરણ : ડૉ. યોગેન્દ્ર વ્યાસ
૧૦. ભાષાવિજ્ઞાન - સિદ્ધાંતવિમર્શ : દિનેશ પટેલીયા
૧૧. રૂપશાસ્ત્ર - એક પરિચય : ડૉ. ભૂમિ દેસાઈ
૧૨. ગુજરાતી વાક્યરચના : ડૉ. અરવિંદ ભંડારી
૧૩. ભાષા અને ગુજરાતીભાષા : કે. ક. શાસ્ત્રી
૧૪. ગુજરાતી ભાષાનું બૃહદ્ વ્યાકરણ : કમળાશંકર ત્રિવેદી

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option-I

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B.A. SEMESTER-VI: CORE COMPULSORY- CC – 609

OPTION - I

પ્રશ્નપત્ર : સાહિત્યકૃતિનો અભ્યાસ (ગદ્ય)

**નિયતકૃતિ : 'મળેલાજીવ'
સર્જક - પન્નાલાલ પટેલ**

- એકમ : ૧ (૧) નવલકથાનું સ્વરૂપ અને લાક્ષણિકતાઓ.
(૨) નવલકથા અને આત્મકથા, નિબંધ, ટૂંકીવાર્તા જેવા અન્ય ગદ્યસાહિત્યસ્વરૂપો વચ્ચે સામ્ય - વૈષમ્ય .
(૩) ગુજરાતી નવલકથાનાં સ્થિત્યંતરો
- એકમ : ૨ (૧) સર્જક પન્નાલાલ પટેલનું જીવન.
(૨) પન્નાલાલ પટેલના સર્જક વ્યક્તિત્વને ઘડનારાં પરિબલો.
(૩) પન્નાલાલ પટેલનું સાહિત્ય ક્ષેત્રે પ્રદાન
- એકમ : ૩ પાઠ્યકૃતિ (મળેલાંજીવ) ના સમીક્ષાત્મક પ્રશ્નો.
- એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધો.

સંદર્ભગ્રંથો :

- (૧) અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા - ધીરુભાઈ ઠાકર.
(૨) પન્નાલાલનું પ્રદાન - સં. રઘુવીર ચૌધરી.
રમેશ. ર. દવે : ગુજરાતી સાહિત્ય પરિષદ
(૩) નવલકથા - ડૉ. શિરીષ પંચાલ : અરુણોદય પ્રકાશન
(૪) નવલકથા : શિલ્પ અને સ્વરૂપ - નરેશવેદ : પાર્શ્વ પ્રકાશન
(૫) પન્નાલાલ પટેલ : વ્યક્તિત્વ અને વાંગ્મય - બાબુ દાવલપુરા : પાર્શ્વ પ્રકાશન
(૬) મળેલાં જીવ : આસ્વાદ અને અવબોધ - કમલેશ મદ્રાસી : આદર્શ પ્રકાશન

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સંદર્ભગ્રંથો :

- (૧) આધુનિકતા : એક સંકલ સંપ્રત્યય : બિપિન આશર
- (૨) સાહિત્યમાં આધુનિકતા - ડૉ. સુમન શાહ
- (૩) સાહિત્યવિવેચનમાં સિદ્ધાંતો - મણિલાલ.હ. પટેલ તથા અન્ય
- (૪) સાહિત્યમીમાંસા. - મણિલાલ. હ. પટેલ, હરીશ પંડિત
- (૫) સાહિત્યવિવેચન - ડૉ. બહેચરભાઈ પટેલ
- (૬) પાશ્ચાત્ય કાવ્યશાસ - ડૉ. બહેચરભાઈ પટેલ
- (૭) આધુનિક સાહિત્યસંજ્ઞાકોશ - સંપાદક : ચંદ્રકાંત ટોપીવાળા અને અન્ય
- (૮) આધુનિકતાવાદ - સંપાદક : ભોળાભાઈ પટેલ, ચંદ્રકાંત ટોપીવાળા અને અન્ય
- (૯) આધુનિકતા અને ગુજરાતી કવિતા - ભોળાભાઈ પટેલ

B.A. SEMESTER-VI: CORE COMPULSORY- CC - 610

OPTION - I

પ્રશ્નપત્ર : વ્યવહારભાષા

એકમ : ૧ અરજીલેખન : ગુણ : ૧૮

આ એકમમાં વિદ્યાર્થી જે નોકરીમેળવવા માટેની અરજી લખવાની રહેશે. સામાન્ય રીતે સ્નાતક (ગ્રેજ્યુએટ) થયેલો વિદ્યાર્થી જે પ્રકારની નોકરી મેળવવા માટે લાયક ગણાય છે તે પ્રકારની નોકરી માટેની અરજી કરવાનો પૂછવામાં આવશે.

એકમ : ૨ અહેવાલલેખન : ગુણ : ૧૭

સમાચારપત્ર માટે કોઈ પણ પ્રસંગ, ઘટના કે બનાવ સંદર્ભે સમાચારલેખન-અહેવાલલેખન કરવાનું રહેશે. કોઈપણ જે અહેવાલનો એકબીજાના વિકલ્પે પ્રશ્ન પૂછવામાં આવશે. તેમાંથી એકનું આલેખન કરવાનું રહેશે.

એકમ : ૩ પત્રલેખન : ગુણ : ૧૮

આ એકમમાંથી એકબીજાના વિકલ્પે ફરિયાદપત્ર અથવા આવેદનપત્ર પૂછવામાં આવશે.

એકમ : ૪ ગદ્યકંડિકાનો અર્થવિસ્તાર : ગુણ : ૧૭

આ એકમમાંથી પ્રશ્નપત્રમાં ચાર ગદ્યકંડિકાઓ પૂછવામાં આવશે એમાંથી કોઈપણ બેનો વિદ્યાર્થીએ અર્થવિસ્તાર કરવાનો રહેશે.

સંદર્ભગ્રંથો :

- (૧) વ્યવહારભાષા, અરજીલેખન અને પત્રલેખન : પ્રસાદ બ્રહ્મભટ્ટ
- (૨) વર્તાતનિવેદન અને અહેવાલલેખન : ર. સાં. નાયક અને આર. યુ. જાની
- (૩) અપહિત લેખનકૌશલ્ય અને પરિશીલન : નીતિન વડગામા
- (૪) રિપોર્ટિંગના સિદ્ધાંતો : યાસીન દલાલ.
- (૫) ગુજરાતી સાહિત્યનો જ્ઞાનસાગર (સંવર્ધિત આવૃત્તિ) : સં- ડૉ. બી.એસ.પટેલ અને પ્રિ. ડી. હસ્યદા પંડ્યા

2019-'20 થી

Year - 2019 - 20

અમલમાં M.A. - Syllabus

હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ

વિનયન વિદ્યાશાખા

ગુજરાતી વિષયનો અભ્યાસક્રમ

॥ અભ્યાસક્રમ ॥

(રેગ્યુલર અને એક્સટર્નલ)

M.A. : GUJARATI

જૂન : ૨૦૧૮ થી ક્રમશઃ અમલમાં

વિ. ૦૬-૩/૦૬
૨૫/૦૫/૨૦૨૨ - A.M.

હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ

વિનયન વિદ્યાશાખા

ગુજરાતી વિષયનો અભ્યાસક્રમ

-: અભ્યાસના હેતુઓ :-

- (૧) અભ્યાસક્રમમાં વિદ્યાર્થીની સાહિત્ય, કલ્પના અને સૌંદર્યદ્રષ્ટિ વિકસે તેવું આયોજન થયું છે.
- (૨) સાહિત્ય એ સમાજજીવનનું પ્રતિબિંબ કે દર્પણ છે એટલે સમાજની બદલાતી સ્થિતિજો પાઠ્યક્રમ દ્વારા જ વિદ્યાર્થીઓ જાણે એવા સંદર્ભોને અભ્યાસક્રમમાં વણી લેવાયા છે.
- (૩) સાહિત્યકલામાં પારંગત થયેલા વિદ્યાર્થીઓ સાહિત્યકલા સાથે સંબંધ ધરાવતી આંતરવિદ્યાઓને પણ સમજે-સજ્જ બને તેવી પણ આ અભ્યાસક્રમની પુનઃરચનામાં કાળજી રખાઈ છે.
- (૪) સાહિત્યકલામાં પારંગત થયેલા વિદ્યાર્થીઓને સમૂહમાધ્યમો કે પત્રકારત્વમાં રોજગારીની તકો ઉપલબ્ધ થાય તેની પણ ખાસ કાળજી આ અભ્યાસક્રમના આયોજનમાં રખાઈ છે.
- (૫) વિદ્યાર્થીઓ ભાષા, સાહિત્ય અને કલાક્રિમુખ તથા જીવનાક્રિમુખ બને એવી ઉદ્દેશ આ નવતર અભ્યાસક્રમમાં આકારિત થયો છે.
- (૬) વિદ્યાર્થીઓ માત્ર ગુજરાતી ભાષાસાહિત્ય પ્રત્યે જ નહિ પરંતુ ભારતીય અને વિશ્વ સાહિત્યથી પણ વાકેફ થાય તેવો દ્રષ્ટિકોણ અભ્યાસક્રમમાં રાખવામાં આવ્યો છે.
- (૭) વિદ્યાર્થીઓને પોતાની રુચિ મુજબ પસંદગી મળે તેવા વિકલ્પો પણ આ અભ્યાસક્રમમાં સમાયોજન પામ્યા છે.
- (૮) વિદ્યાર્થીઓ ભારતીય સાહિત્યના અભ્યાસ દ્વારા ભારતીયતાના ભાવ-વિચાર-વારસો જાણે તથા વિશ્વ સાહિત્યના અધ્યયન દ્વારા વૈશ્વિક ભાવ-વિચાર-વારસો અને સંસ્કૃતિને જાણે-પ્રમાણે તેનો પણ આ અભ્યાસક્રમમાં ખાસ ખ્યાલ રખાયો છે.

M.A. : GUJARATI SYLLABUS

SEMESTER	COURSE CODE	COURSE NAME [NAME OF PAPER]	Question Style	Internal Marks	External Marks	Total Course Credit
1	C.C.-101	પ્રસિદ્ધ કૃતિઓનો અભ્યાસ	5	30	70	4
1	C.C.-102	સાહિત્યસ્વરૂપનો અભ્યાસ	5	30	70	4
1	C.C.-103	સાહિત્ય અને આધુનિકતા	5	30	70	4
1	C.C.-104	લોકવિદ્યા અને લોકસાહિત્ય	5	30	70	4
1	I.D.-105(A)	સાહિત્ય વિવેચનના અભિગ્રમો	5	30	70	4
1	I.D.-105(B)	સાહિત્ય અને સિનેમા	5	30	70	4
1	I.D.-105(C)	સાહિત્યિક સંભાવિચાર	5	30	70	4
2	C.C.-201	ગ્રંથકારનો અભ્યાસ : દયારામ (મધ્યકાલીન)	5	30	70	4
2	C.C.-202	ભારતીય સાહિત્ય મીમાંસા	5	30	70	4
2	C.C.-203	ભારતીય સાહિત્ય	5	30	70	4
2	C.C.-204	લોકસાહિત્યનું સ્વરૂપ, પ્રકાર અને કૃતિઓ	5	30	70	4
2	I.D.-205(A)	અનુવાદિત સાહિત્ય	5	30	70	4
2	I.D.-205(B)	સાહિત્ય અને સમાજશાસ્ત્ર	5	30	70	4
2	I.D.-205(C)	કોશવિજ્ઞાન	5	30	70	4
3	C.C.-301	ગ્રંથકારનો અભ્યાસ : રવજી પટેલ (અર્વાચીન)	5	30	70	4
3	C.C.-302	પાશ્ચાત્ય સાહિત્ય મીમાંસા	5	30	70	4
3	C.C.-303	ભાષાવિજ્ઞાન અને ભાષાનું સ્વરૂપ	5	30	70	4
3	C.C.-304	તુલનાત્મક સાહિત્ય	5	30	70	4
3	I.D.-305(A)	લોકસાહિત્યનું સંશોધન, સંપાદન-ગતિવિધિઓ	5	30	70	4
3	I.D.-305(B)	ગાંધી સાહિત્ય	5	30	70	4
3	I.D.-305(C)	સાહિત્યિક પત્રકારત્વ	5	30	70	4
4	C.C.-401	ગુજરાતી વિવેચન પરંપરા	5	30	70	4
4	C.C.-402	વિષયસાહિત્યની કૃતિઓ	5	30	70	4
4	C.C.-403	ગુજરાતી ભાષાનું અધ્યયન	5	30	70	4
4	C.C.-404	ભાષા અને સાહિત્ય કીશલ	5	30	70	4
4	I.D.-405(A)	લોકસાહિત્યના સંશોધકો-સંપાદકોનો અભ્યાસ	5	30	70	4
4	I.D.-405(B)	લપ્તશોધ નિબંધ (Dissertation)	5	30	70	4
4	I.D.-405(C)	સાહિત્ય અને ઇતિહાસ	5	30	70	4

- નોંધ: (૧) રેગ્યુલર અને એક્સટર્નલ વિદ્યાર્થીઓ માટે, આ જ અભ્યાસક્રમ સમાન રહેશે.
(૨) રેગ્યુલર વિદ્યાર્થી માટે કોલેજમાંથી લેવાતી પરીક્ષાના દરેક પેપરની આંતરિક પરીક્ષાના ૩૦ ગુણમાંથી આંતરિક પરીક્ષાના ૧૫ ગુણ રહેશે.
(૩) સેમિનારના ૧૦ ગુણ ગણાશે, વિષય અંતર્ગત દર મિનિટ વક્તવ્ય આપવાનું રહેશે.
(૪) અસાઇનમેન્ટના ૫ ગુણ રહેશે. વિદ્યાર્થીએ ક્ષણભેલ વિષય પર પંદર પૃષ્ઠનું લખાણ આપવાનું રહેશે.

MA sem.-I
CC-101

M.A. SEMESTER- I : CORE COMPULSORY – PAPER : C.C.-101

પ્રશ્નપત્ર : પ્રશિષ્ટ કૃતિઓનો અભ્યાસ

એકમ-૧ : પ્રશિષ્ટ કૃતિની વિભાવના:

૧. પ્રશિષ્ટ કૃતિની વ્યાખ્યા અને તેની લાક્ષણિકતાઓ
૨. ભારતીય અને વિશ્વ સાહિત્યની પ્રશિષ્ટ કૃતિઓ
૩. ગુજરાતી સાહિત્યની પ્રશિષ્ટ કૃતિઓ (મધ્યકાલીન અને અર્વાચીન)

એકમ-૨ : પ્રશિષ્ટકૃતિ-૧ (મધ્યકાલીન)

નિયત કૃતિ : 'પ્રેમપચીસી'
સંપાદક : ડૉ. નિરંજના વોરા
પ્રકાશક : પાર્શ્વ પબ્લિકેશન, અમદાવાદ

એકમ-૩ : કૃતિ સંદર્ભે સામાન્ય (જનરલ) પ્રશ્નો (આંતરિક વિકલ્પ સાથે)
પ્રશિષ્ટકૃતિ-૨ (અર્વાચીન)

નિયત કૃતિ : 'અમૃતા'
સંપાદક : રઘુવીર ચૌધરી
પ્રકાશક : રંગદ્વાર પ્રકાશન, અમદાવાદ

એકમ-૪ : પ્રશિષ્ટકૃતિ-૧-૨ આધારિત ટૂંકનોંધો (ચારમાંથી બે)

એકમ-૫ : ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ કુલ ચાર ટૂંકનોંધ પૂછવી જેમાંથી વિદ્યાર્થીએ બે ટૂંકનોંધ લખવાની રહેશે.

સંદર્ભગ્રંથો:

૧. ગુજરાતી સાહિત્યકોશ (ભાગ-૧ થી ૩), ગુ.સા.પરિષદ, અમદાવાદ
૨. ગુજરાતી સાહિત્યનો ઇતિહાસ (૧ થી ૬), ગુ.સા.પરિષદ, અમદાવાદ
૩. નવલકથા : શિલ્પ અને સર્જન - ડૉ. ભરતકુમાર ઠાકર
૪. નવલકથા : સાહિત્યને સ્વરૂપ - સંપાદક : સિરીષ પંચાલ
૫. ગુજરાતી નવલકથા - રઘુવીર ચૌધરી, રાધેશ્યામ શર્મા
૬. ચંદ્રકાન્ત બહીથી ફેરો - સુમન શાહ
૭. અમૃતાથી ધરાધામ (ભાગ-૧) સં. દ્રષ્ટિ પટેલ, સુનીતા ચૌધરી
૮. ગુજરાતી કથાવિશ્વ (નવલકથા) બાબુ દાવલપુરા, નરેશ વેદ
૯. વિશ્વનાથ જાની - એક અધ્યયન : મહેન્દ્ર દવે
૧૦. અધીત: પર્વ-૧, સંપાદકો: જે.એમ.ચંદ્રવાડિયા અને અન્ય
૧૧. પ્રેમપચીસી : વિનોદ જોશી : કૃતિસમીપે : સં. ઉત્પલ પટેલ
૧૨. અમૃતા - ચંદ્રકાન્ત શેઠ : કૃતિસમીપે : સં. ઉત્પલ પટેલ
૧૩. ગુજરાતી નવલકથામાં પાત્રનિરૂપણકલા - રમેશ ર. દવે

MA SEM. - I

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M.A. SEMESTER- I : CORE COMPULSORY – PAPER : C.C.-102

પ્રશ્નપત્ર : સાહિત્યસ્વરૂપનો અભ્યાસ : નાટક

- એકમ-૧ : (૧) નાટક : સંજ્ઞા, સ્વરૂપ અને લક્ષણો
(૨) નાટક અને એકાંકી, નવલકથા, ટૂંકીવાર્તા જેવાં સ્વરૂપો વચ્ચેના ભેદ-પ્રભેદ-સામ્યતા
- એકમ-૨ : (૧) ગુજરાતી નાટકનો ઉદ્ભવ અને વિકાસ
(૨) સુધારક અને પંડિતયુગના મુખ્ય મુખ્ય નાટકસર્જકો અને રચનાઓ
(૩) ગાંધીયુગના મુખ્ય મુખ્ય નાટ્યસર્જકો અને નાટ્યસર્જનો
(૪) આધુનિક યુગના નાટ્યસર્જકો અને તેમના નાટ્યસર્જનોનો પરિચય
- એકમ-૩ :

નિયત કૃતિ : 'અંગૂલિમાલ'
સંપાદક : સતીશ વ્યાસ
પ્રકાશક : પાર્શ્વ પ્રકાશન

- એકમ-૪ : કૃતિ સંદર્ભે સામાન્ય (જનરલ) પ્રશ્નો (આંતરિક વિકલ્પ સાથે)
એકમ-૫ : કૃતિ આધારિત ટૂંકનોંધો (ચારમાંથી બે)
એકમ-૫ : ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ કુલ ચાર ટૂંકનોંધ પૂછવી. જેમાંથી વિદ્યાર્થીએ બે ટૂંકનોંધ લખવાની રહેશે.

- સંદર્ભગ્રંથો:
૧. અવાંચીન ગુ.સા.નો ઇતિહાસ - ધીરુભાઈ ઠાકર
 ૨. ગુ.સા.નો ઇતિહાસ ગ્રંથ-૩ - સં. ઉમાશંકર જોષી, ગુ.સા.પરિષદ વગેરે
 ૩. ગુ.સા.નો ઇતિહાસ ગ્રંથ-૪ - સં. ઉમાશંકર જોષી, ગુ.સા.પરિષદ વગેરે
 ૪. નાટક વિશે - જયંતિ દલાલ, શ્રી જયંતિ દલાલ સ્મૃતિ સમિતિ.
 ૫. નાટક વિશે - રમણલાલ યાજ્ઞિક, ગુજરાત સાહિત્ય અકાદમી
 ૬. નાટ્યકળા - ધીરુભાઈ ઠાકર, પોતે. પ્રથમ આવૃત્તિ-૧૯૮૫
 ૭. આધુનિક ગુજરાતી નાટકો અને અન્ય લેખો - રાજેન્દ્ર મહેતા અને અન્ય, તાદર્થ્ય- ઓક્સી.- નવે. ૨૦૦૦
 ૮. નાટ્યસર્જક સતીશ વ્યાસ- સં. ચીમનભાઈ કોળી
 ૯. ગુજરાતી નાટક - સતીશ વ્યાસ
 ૧૦. ગુજરાતી નાટ્ય સાહિત્યનો ઉદ્ભવ અને વિકાસ : મહેશ ચોકશી
 ૧૧. બૃહદ નાટ્યલોક : જશવંત શેખડીવાળા

M.A. SEMESTER- I : CORE COMPULSORY – PAPER : C.C.-103

HHP

પ્રશ્નપત્ર : સાહિત્ય અને આધુનિકતા

- એકમ-૧ : ૧. આધુનિકતા : સંજ્ઞા, વિભાવના અને લાક્ષણિકતાઓ
૨. આધુનિકતાના પ્રેરક-ઉદ્ભાવક પરિબલો (પાશ્ચાત્ય અને ગુજરાતી સાહિત્યના સંદર્ભમાં)
- એકમ-૨ : આધુનિકતા અને વિવિધ વિચારધારાઓ
(૧) અસ્તિત્વવાદ (૩) અસંગતિવાદ
(૨) પ્રતીકવાદ (૪) અતિવાસ્તવવાદ
- એકમ-૩ : ગુજરાતી સાહિત્યમાં આધુનિકતા :
(૧) ગુજરાતી નવલકથામાં આધુનિકતા (૨) ગુજરાતી દ્રેકીવાર્તામાં આધુનિકતા
(૩) ગુજરાતી કવિતામાં આધુનિકતા (૪) ગુજરાતી નાટકમાં આધુનિકતા
- એકમ-૪ : નિયતકૃતિ : 'આધુનિક વાર્તા સૃષ્ટિ' (પસંદ કરેલી નવ વાર્તાઓ)
સંપાદક : મોહન પરમાર
સં. પ્રકાશક : પાર્શ્વ પ્રકાશન
અભ્યાસક્રમમાં નિયત વાર્તાઓ
(૧) રાક્ષસ (૬) ચોન્ડી
(૨) ચક્ષુ-શ્રવા (૭) સગી
(૩) કાલસર્પ (૮) ટુ થાઉઝન્ડ ટુવેન્ટી (૨૦૨૦) લગી
(૪) પોટકું (૯) ફીકાકુંવરી
(૫) ન કૌસમાં, ન કૌસ બહાર
- એકમ-૫ : આ એકમમાં ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ કુલ ચાર દેકનોંધ પૂજાશે. જેમાંથી વિદ્યાર્થીએ બે ના ઉત્તર લખવાના રહેશે.
- સંદર્ભગ્રંથો: ૧. સાહિત્યમાં આધુનિકતા : સુમનશાહ
૨. આધુનિકતાવાદ : પ્રમોદકુમાર પટેલ
૩. આધુનિકતા અને ગુજરાતી કવિતા : ભોળાભાઈ પટેલ
૪. આધુનિક કથાવિધ (નવલકથા) સં. બાબુ દાવલપુરા, નરેશ વેદ
૫. આધુનિકતા : એક સંકુલ સંપત્ત્ય - બિપિન આશર
૬. સ્વાતંત્ર્યોત્તર એબ્સર્ડ નાટકો- ડૉ. દમયંતી પરમાર
૭. આધુનિક ગુજરાતી નાટક : પ્રત અને પ્રયોગો - મહેશ ચંપકલાલ : યુનિ. ગ્રંથ નિર્માણ બોર્ડ
૮. આધુનિક કવિતામાં ભાષકર્મ ; સતીશ વ્યાસ : પાર્શ્વ પ્રકાશન
૯. દ્રેકીવાર્તા અને ગુજરાતી દ્રેકીવાર્તા : જયંત કોઠારી : ગુર્જર પ્રકાશન
૧૦. ચાર નવલકથાકારો : ભરત મહેતા : ડિવાઇન પ્રકાશન
૧૧. આધુનિક દ્રેકીવાર્તામાં કથનકેન્દ્ર : શરીફા વીજળીવાળા
૧૨. આધુનિક દ્રેકીવાર્તામાં સંનિષિકરણ : ભરત સોલંકી : પાર્શ્વ પ્રકાશન

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પ્રશ્નપત્ર : લોકવિદ્યા અને લોકસાહિત્ય

- એકમ-૧ : લોકવિદ્યા વિજ્ઞાન : સંજ્ઞા અને સંપ્રત્યય :
૧. લોકવિદ્યાની વિભાવના, સંજ્ઞા અને સ્વરૂપ
 ૨. લોકવિદ્યાનાં લક્ષણો
 ૩. લોકવિદ્યાનું વિભાગીકરણ
- એકમ-૨ : ૧. લોકસાહિત્ય અને શિષ્ટસાહિત્યની તુલના
૨. લોકસાહિત્યનું સ્વરૂપગત વિભાગીકરણ
૩. લોકસાહિત્ય અને લોકલોગ્ય સાહિત્ય (ભજન, ભરથરીગીતો)
- એકમ-૩ : ૧. લોકકથાના અભ્યાસની સમસ્યાઓ
૨. કથાગીતનાં લક્ષણો
૩. લોકકથા અને કથાગીતની તુલના
- એકમ-૪ : ૧. લોકસાહિત્ય અને સમાજશાસ્ત્ર
૨. લોકસાહિત્ય અને નૃવંશશાસ્ત્ર
૩. લોકસાહિત્ય અને ઇતિહાસ
- એકમ-૫ : ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ કુલ ચાર ટૂંકનોંધ પૂછશે, જે પૈકી વિદ્યાર્થીઓએ બે ના ઉત્તર આપવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. લોકવાક્યમય: કનુભાઈ જાની, પ્ર. સી. યુનિ. રાજકોટ
 ૨. લોકવિદ્યા વિજ્ઞાન - ડૉ. હસુ યાજ્ઞિક, પ્ર. યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
 ૩. લોકવિદ્યા અને લોકસાહિત્ય : નરેશ વેદ પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
 ૪. લોકસાહિત્ય વિભાવના અને પ્રકાર - ડૉ. હસુ યાજ્ઞિક, પ્ર. પોતે, અમદાવાદ
 ૫. ગુજરાતી લોકસાહિત્ય વિમર્શ - ડૉ. બલવંત જાની, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
 ૬. લોકસાહિત્ય-આલોક : જશવંત શેખડીવાળા, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
 ૭. લોકસાહિત્ય ભણી - બિપિન આશર, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
 ૮. લોકસાહિત્ય અને સંબંધિત વિદ્યાશાખાઓ - ડૉ. પ્રશાંત પટેલ અને અન્ય
 ૯. લોકસંદર્ભ - ઉષા જ. મકવાણા, પ્ર. આદર્શ પ્રકાશન, અમદાવાદ
 ૧૦. લોકસાહિત્ય વિજ્ઞાન : ડૉ સત્યેન્દ્ર
 ૧૧. લોકસાહિત્યની વિરાસત - જોરાવરસિંહ જાદવ, પ્ર. પોતે, અમદાવાદ
 ૧૨. ગુજરાતની લોકસંસ્કૃતિ - ડૉ. હસુતાબેન શેહાણી, પ્ર. યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

પ્રશ્નપત્ર : સાહિત્ય વિવેચનના વિવિધ અભિગમો

- એકમ-૧ : નારીવાદી અભિગમ :
૧. નારીવાદી અભિગમની વિભાવના
૨. ગુજરાતી સાહિત્યમાં નારીવાદી અભિગમનું નિરૂપણ
- એકમ-૨ : નારીવાદી અભિગમ સંદર્ભે કૃતિ અભ્યાસ :
નિયતકૃતિ : 'અસ્વાપ્ન સુખીજીવન'
લેખક : જયંત ગાડીત
પ્રકાશન : ડિવાઇન પ્રકાશન
- એકમ-૩ : દલિતવાદી અભિગમ:
૧. દલિતવાદી અભિગમની વિભાવના
૨. ગુજરાતી સાહિત્યમાં દલિતવાદી અભિગમનું નિરૂપણ
- એકમ-૪ : દલિતવાદી અભિગમની કૃતિનો અભ્યાસ :
નિયતકૃતિ : 'વિમ્મય' (પસંદ કરેલી આઠ વાર્તાઓ)
લેખક : મોહન પરમાર
પ્રકાશન : ગુજરાત સાહિત્ય અકાદમી
અભ્યાસક્રમમાં નિયત વાર્તાઓ :
૧. ઘરનું ઘર - જોસેફ મેકવાન
૨. ડર - દલપત ચૌહાણ
૩. નંદુ - દશરથ પરમાર
૪. છોડ - ધરમાલાઈ શ્રીમાળી
૫. જી. સાહેબ - પ્રવીણ ગઢવી
૬. ઘોડાર - મોહન પરમાર
૭. કમઠાણ - સંજય ચૌહાણ
૮. દલો ઉડે દલસિંહ - હરીશ મંગલમ
- એકમ-૫ : ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ કુલ ચાર ટૂંકનોંધ પૂજાશે, જે પૈકી વિદ્યાર્થીઓએ બેના ઉત્તર લખવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. સાહિત્યમાં નારીચેતના : સં. કલ્પના શાહ
૨. પ્રત્યાચન : ભી.ન.વણકર
૩. સાંપ્રત દલિત સાહિત્યનો પ્રવાહ : પશ્ચિમ પરમાર
૪. ગુજરાતી સાહિત્યનો સ્વાધ્યય અને સમીક્ષા : મોહન પરમાર
૫. સર્જનપ્રક્રિયા અને નારીચેતના : ઉષા ઉપાધ્યાય
૬. નારીવાદ : વિભાવના અને વિમર્શ : ઉર્વશી પંડ્યા
૭. ગુજરાતી કથા સાહિત્યમાં નારી ચેતના : હિમાંશી શેલત
૮. ગુજરાતી દલિત સા. રૂપરેખા: સં. નાથલાલ ગોહિલ
૯. ગુજરાતી દલિત સાહિત્ય અને પ્રતિબંધતા : હરીશ મંગલમ
૧૦. દલિત ચેતનાની અનુભાષુનિક વાર્તાઓ : કનુ ખડકિયા : ડિવાઇન પ્રકાશન
૧૧. નારીચેતના-સંવેદનની અનુભાષુનિક વાર્તાઓ : કનુ ખડકિયા : ડિવાઇન પ્રકાશન
૧૨. સ્ત્રી વિમર્શ : નિવ્યા પટેલ : ડિવાઇન પ્રકાશન
૧૩. દલિતકથા વિમર્શ : કાન્તિ માલસતર : દલિત સા. અકાદમી

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પ્રશ્નપત્ર : સાહિત્ય અને સિનેમા

- એકમ-૧ : સાહિત્ય અને સિનેમા : પરિભાષા, આંતરસંબંધ અને ઇતિહાસ :
૧. સાહિત્ય અને સિનેમાની વિભાવના તથા બંને ક્ષેત્રોની પાયાની પરિભાષા
૨. ફિલ્મ નિર્માણની પ્રક્રિયાના ઘટકો
૩. સાહિત્ય અને સિનેમાના આંતરસંબંધોની વિલક્ષણતા
૪. સાહિત્ય આધારિત સિનેમાનો પ્રાથમિક ઇતિહાસ
- એકમ-૨ : સાહિત્યકૃતિ આધારિત ફિલ્મ (ટૂંકીવાર્તા પરથી ફિલ્મ)
ગુજરાતી ટૂંકીવાર્તા : અભુ મકરાણી (યુનીલાલ મડિયા)
કૃતિ આધારિત ફિલ્મ - 'મિર્ચમસાલા' (કેતન મહેતા)
(નોંધ: અહીં સાહિત્ય અને ફિલ્મ કૃતિનો તુલનાત્મક અભ્યાસ અપેક્ષિત છે.)
- એકમ-૩ : નવલકથા આધારિત ફિલ્મ :
ગુજરાતી નવલકથા : કંકુ (પન્નાલાલ પટેલ)
કૃતિ આધારિત ગુજરાતી ફિલ્મ : કંકુ (શનિ સહોડ)
(નોંધ: અહીં સાહિત્ય અને ફિલ્મ કૃતિનો તુલનાત્મક અભ્યાસ અપેક્ષિત છે.)
- એકમ-૪ : બંને સાહિત્યકૃતિ-ફિલ્મકૃતિ આધારિત ટૂંકનોંધો:
એમ કે. સાહિત્યકૃતિ-ફિલ્મકૃતિનો આરંભ, મધ્ય, અંત, પાત્રાલેખન, પાત્ર પસંદગી વગેરે.
- એકમ-૫ : ઉપરોક્ત એકમોમાંથી એક-એક એમ કુલ ચાર ટૂંકનોંધ પૂછાશે, જે પૈકી વિદ્યાર્થીએ બેના જવાબ આપવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. રૂપ-અરૂપ- યુનીલાલ મડિયા
૨. મડિયાની શ્રેષ્ઠ નવલકાઓ - યુનીલાલ મડિયા
૩. કંકુ - પન્નાલાલ પટેલ
૪. સિનેમા વિમર્શ - અમૃત ગંગર
૫. રૂપાંતર - અમૃત ગંગર
૬. જગતની શ્રેષ્ઠ ફિલ્મો - અભિજિત વ્યાસ
૭. સાહિત્ય ઓર સિનેમા - સી. ભાસ્કરરાવ
૮. સાહિત્ય અને સિનેમા - જય વસાવડા
૯. સાહિત્ય અને સિનેમા - મહિપતસિંહ રાઓલજી
૧૦. મીડિયા મેસેજ - સુમન શાહ
૧૧. ભારતીય સિનેમાના સો વર્ષ - હસમુખ ધાલકી
૧૨. અભુ મકરાણીથી 'મિર્ચમસાલા' - ભરત મહેતા : કૃતિસમીપે
૧૩. 'કંકુ' અને 'કંકુ': તરુણ બેન્કર : કૃતિ સમીપે : પાર્શ્વ પ્રકાશન
૧૪. સાહિત્ય અને સિનેમાનો અનુબંધ : મહિપત રાઓલજી : આદર્શ પ્રકાશન
૧૫. મિર્ચમસાલા : સં. ભરત મહેતા : પાર્શ્વ પ્રકાશન
૧૬. ફિલ્મોંતર : પ્રતિભા ત્રિવેદી : પાર્શ્વ પ્રકાશન
૧૭. નવલકથા અને સિનેમા : હિરેન્દ્ર પંડ્યા : પાર્શ્વ પ્રકાશન

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પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ (મધ્યકાલીન)

નિયત ગ્રંથકાર : દયારામ

- એકમ-૧ : ૧. લેખક-ગ્રંથકારનો જન્મ અને કવનકાળ, સમકાલીન સમયની સામાજિક, રાજકીય અને સાંસ્કૃતિક પરિસ્થિતિ.
૨. ગ્રંથકારનું જીવન અને ઉછેર
૩. ગ્રંથકારના સાહિત્યિક વ્યક્તિત્વને ઘડનારાં પરિબલો.
- એકમ-૨ : ૧. ગુજરાતી સાહિત્યમાં ગ્રંથકારનું સ્થાન, ઐતિહાસિક દ્રષ્ટિએ તેમના સાહિત્યકાર્યનો પ્રભાવ.
૨. સાહિત્યકારનું સાહિત્યિક અર્પણ, સમગ્ર સર્જનકાર્ય.
૩. સાહિત્યકારના સમગ્ર સાહિત્ય પ્રદાનનું મૂલ્યાંકન
- એકમ-૩ : સાહિત્યકારે ખેડેલાં સ્વરૂપોને કેન્દ્રમાં રાખીને તેમની સાહિત્યકૃતિઓની સમીક્ષા – મૂલ્યાંકન.
'વાંસલડી' : સં.સુમન શાહ : પાર્શ્વ પ્રકાશન
- એકમ-૪ : ગ્રંથકારલક્ષી અને કૃતિલક્ષી દૃકનોંધો.
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર દૃકનોંધ પૂજારે, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.

સંદર્ભગ્રંથો:

૧. ગુજરાતી સાહિત્યનો ઇતિહાસ – ગ્રંથ : ૨, પ્રકાશન : ગુજરાતી સાહિત્ય પરિષદ
૨. સાહિત્યનો ઇતિહાસ : મધ્યકાળ – અનંતરાય રાવળ
૩. આપણા કવિઓ – ખંડ:૧ – કે.કા.શાસ્ત્રી
૪. મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ – હસુ યાસિક
૫. દયારામનો અક્ષરદેહ : ગો.મા.ત્રિપાઠી
૬. દયારામ : સુભાષ દવે : કુમકુમ પ્રકાશન
૭. દયારામનાં પદો : સુભાષ દવે : આદર્શ પ્રકાશન
૮. દયારામનાં અપ્રકાશિત પદો : જગદીશ શાહ : ધોષ્યુલર પ્રકાશન, સુરત.

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પ્રશ્નપત્ર : ભારતીય સાહિત્ય મીમાંસા

- એકમ-૧ : ભારતીય કાવ્યશાસ્ત્ર
૧. ભારતીય કાવ્યશાસ્ત્ર અને તેની પરંપરાનો પરિચયાત્મક અભ્યાસ
 ૨. ભારતીય કાવ્યશાસ્ત્રના વિવિધ સંપ્રદાયોનો પરિચય
 - ૧) રીતિ વિચાર
 - ૨) અલંકાર વિચાર
 - ૩) ઔચિત્ય વિચાર
- એકમ-૨ : ૧. ભરતનું રસસૂત્ર અને તેના અનુગામી કાવ્યશાસ્ત્રીઓએ કરેલી રસસૂત્રની વિચારણા
૨. અભિનવગુપ્તનો રસવિચાર, સાધારણીકરણ, રસપ્રતીતિનાં વિધનો
- એકમ-૩ : ૧. ધ્વનિ સિદ્ધાંતની વિભાવના
૨. ધ્વનિનું સ્વરૂપ, આનંદવર્ધનનો ધ્વનિવિચાર, ધ્વનિના પ્રકાર
- એકમ-૪ : વક્રોક્તિ અને રમણીયતાનો સિદ્ધાંત
- (અ) ૧. ભામહ, દંડી અને કુંતકની વક્રોક્તિ વ્યાખ્યા અને વિચારણા
૨. કુંતકનો વક્રોક્તિવિચાર, વક્રોક્તિનું સ્વરૂપ અને પ્રકાર
- (બ) ૧. જગન્નાથની રમણીયતાની વિભાવના
૨. રમણીયતાનું સ્વરૂપ, કાવ્યના પ્રકાર, કાવ્યહેતુ
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂછાશે, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. ભારતીય કાવ્ય સિદ્ધાંત - જયંત કોઠારી
 ૨. સાહિત્યના સિદ્ધાંતો - નગીનદાસ પારેખ
 ૩. કાવ્યવિચાર - અનુવાદ : નગીનદાસ પારેખ
 ૪. અભિનવ ગુપ્તનો રસવિચાર અને બીજા લેખો - નગીનદાસ પારેખ
 ૫. રસ અને ધ્વનિ - નગીનદાસ પારેખ.
 ૬. ધ્વનિ - રમેશ શુક્લ
 ૭. રસસિદ્ધાંત - પ્રમોદકુમાર પટેલ
 ૮. વક્રોક્તિ વિચાર : રાજેન્દ્ર નાણાવટી
 ૯. ભારતીય સાહિત્ય મીમાંસા - ડૉ. બહેચરભાઈ પટેલ
 ૧૦. ભારતીય સાહિત્ય મીમાંસા - ડૉ. બહેચરભાઈ પટેલ
 ૧૧. ધ્વન્યાલોક - ડોલરરાય માંકડ
 ૧૨. સાહિત્યમીમાંસા : વિષ્ણુપ્રસાદ ભટ્ટાચાર્ય, અનુ. સુરેશ જોશી
 ૧૩. કુંતકનો વક્રોક્તિ વિચાર : રમેશ મ. શુક્લ

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પ્રશ્નપત્ર : લોકસાહિત્યનું સ્વરૂપ અને પ્રકાર

- એકમ-૧ : ૧. લોકગીતની સંજ્ઞા અને વિભાવના
૨. લોકગીતનાં લક્ષણો
૩. લોકગીતનાં પ્રકાર
- એકમ-૨ : લોકગીત : કૃતિલક્ષી અભ્યાસ (પરિચયાત્મક)
૧. રઢિયાળી રાત - ૧ - ઝવેરચંદ મેઘાણી ૩. ગુજરાતનાં લોકગીતો- જોડીદાસ પરમાર
૨. ચંદર ઉઝ્યે ચાલવું- પુષ્કર ચંદરવાકર ૪. વિવાવાજન - ડો. ઇન્દુ પટેલ
- એકમ-૩ : ૧. લોકકથાની સંજ્ઞા અને સ્વરૂપ
૨. લોકકથાના લક્ષણો
૩. લોકકથાના પ્રકાર
- એકમ-૪ : લોકકથા: કૃતિલક્ષી અભ્યાસ (પરિચયાત્મક)
(૧) રંગ છે બારોટ (૨) ધરતીની અમીરાત
ઝવેરચંદ મેઘાણી જયમલ્લ પરમાર
(૩) જવારા (૪) હેંડી વાત માંડીએ
પ્રતાપસિંહ ઠ. રાઠોડ શાંતિલાલ આચાર્ય
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂછાશે, જેમાંથી વિદ્યાર્થીએ બે ના જવાબ લખવાના રહેશે.
- સંદર્ભગ્રંથો: ૧. લોકસાહિત્ય આલોક - જશવંત શેખડીવાળા, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
૨. લોકગીત : તત્વ અને તંત્ર, સં. બળવંત જાની, પ્ર. ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર
૩. લોકકથાશાસ્ત્ર અને સંપાદન - સં. અમૃત પટેલ, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
૪. લોકવાર્તા સ્વરૂપ વિમર્શ, પ્રાંજલિ પટેલ , પ્ર. પાર્શ્વ પ્રકાશ, પ્ર. પાર્શ્વ પબ્લિકેશન, અમદાવાદ
૫. લોકવાર્તા ઉદ્ભવ વિકાસ અને પ્રકાર - પુષ્કર ચંદરવાકર
૬. લોકકથાનાં મૂળ અને કૃળ - હરિવલ્લભ ભાયાણી, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
૭. વિવાવાજન - ડો. ઇન્દુ પટેલ, પ્ર. સંસ્કાર સાહિત્ય મંદિર, અમદાવાદ
૮. રંગ છે બારોટ. ઝવેરચંદ મેઘાણી, પ્ર. પ્રસાર, ભાવનગર
૯. રઢિયાળી રાત - ૧, ઝવેરચંદ મેઘાણી, પ્ર. પ્રસાર, ભાવનગર
૧૦. ચંદર ઉઝ્યે ચાલવું - પુષ્કર ચંદરવાકર
૧૧. ગુજરાતનાં લોકગીતો - જોડીદાસ પરમાર, પ્ર. સાહિત્ય અકાદમી, દિલ્લી
૧૨. લોકકથા પૃથ્થકરણ અને ઘટનાદિ - સં. પિનાકિની પંડ્યા, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
૧૩. હેંડી વાત માંડીએ - શાંતિલાલ આચાર્ય, પ્ર. ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર
૧૪. જવારા - પ્રતાપસિંહ ઠ. રાઠોડ, રંગરૂપ પ્રકાશન, અમદાવાદ

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પ્રશ્નપત્ર : અનુવાદિત સાહિત્ય

નિયત કૃતિ : 'હું હીજડો- હું લક્ષ્મી'

લેખક : લક્ષ્મીનારાયણ ત્રિપાઠી

અનુવાદ : કિશોર ગૌડ

પ્રકાશક : ગંગા બા પરિવાર પ્રકાશન, અમદાવાદ

- એકમ-૧ :
- અનુવાદનું સ્વરૂપ અને એની વ્યાખ્યાઓ
 - અનુવાદની આવશ્યકતા અને ઉપયોગીતા
 - અનુવાદકની સજ્જતા
- એકમ-૨ :
- અનુવાદના પ્રકાર
 - અનુવાદની સમસ્યાઓ અને તેના ઉકેલ
 - અનુવાદની મર્યાદાઓ
- એકમ-૩ :
- ગુજરાતી ભાષાની પ્રમુખ કૃતિઓનો પરભાષામાં અનુવાદ
 - પરભાષાની પ્રમુખ કૃતિઓનો ગુજરાતી ભાષામાં અનુવાદ
- એકમ-૪ :
- અનુદિત કૃતિનો અભ્યાસ : 'હું હીજડો- હું લક્ષ્મી'
- એકમ-૫ :
- ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ કુલ ચાર દંકનોંધ પૂછશે, જે પૈકી વિદ્યાર્થીઓએ એના ઉત્તર લખવાના રહેશે.
- સંદર્ભગ્રંથો:
- નિવેદન - અનિલા દલાલ
 - અનુવાદ વિજ્ઞાન - મોહનભાઈ પટેલ
 - અનુવાદ કલા- અનુવચ્ચાદ : નવનીત મદ્રાસી
 - અનુવાદની સમસ્યાઓ ; એક સંગોષ્ઠિ - સં. મોહનભાઈ પટેલ
 - અનુવાદ, આધુનિકતા અને સાહિત્યિક સંશોધન - ડૉ. બી.એસ. પટેલ , ડિવાઇન પ્રકાશન
 - પંડિતયુગનું અનુવાદ સાહિત્ય - નીલા પ્રવીણ ત્રિવેદી, પાર્શ્વ પ્રકાશન
 - દલિત સાહિત્ય સમાજ વિમર્શ - સં. જયંતિ યાવડા અને ગણપત સોઢા

M.A. SEMESTER- II : INTERDISCIPLINARY COURSE – PAPER : ID-205(C)

પ્રશ્નપત્ર : કોશવિજ્ઞાન

- એકમ-૧ : ૧. કોશ : પરિભાષા અને સ્વરૂપ
૨. કોશના વિભિન્ના પ્રકારો
- એકમ-૨ : ૧. કોશ નિર્માણની પ્રક્રિયા
૨. કોશ નિર્માણની સમસ્યાઓ
૩. કોશ વિજ્ઞાન અને અન્ય વિષયનો સંબંધ
- એકમ-૩ : ગુજરાતી કોશ (નિયત-૧)
✓ 'બૃહદ ગુજરાતી કોશ - ભાગ-૧-૨'
- એકમ-૪ : ગુજરાતી કોશ (નિયત-૨)
✓ 'ગુજરાતી સાહિત્ય કોશ - ભાગ-૧-૨'

- સંદર્ભગ્રંથો: ૧. કોશનિર્માણ : સિદ્ધાંત ઓર પરંપરા - સંપા. સુરેશકુમાર, કેન્દ્રીય હિંદી સંસ્થાન, આગરા
૨. કોશવિજ્ઞાન (હિંદી) - ભોલાનાથ તિવારી
૩. કોશરચના અને જોડણી - યોગેન્દ્ર વ્યાસ
૪. બૃહદ ગુજરાતી કોશ ખંડ-૧-૨ - કે.કા.શાસ્ત્રી
૫. કોશ અને સૂચિનું મહત્વ અને પ્રકાર - રતિલાલ સાં. નાયક, આદર્શ પ્રકાશન
૬. ગુજરાતી ભાષાનો અનુપ્રાસકોશ - કે.કા.શાસ્ત્રી
૭. આગમકથાકોશ - દીપરત્નસાગર મહારાજ
૮. આગમ શબ્દકોશ ૧ થી ૪ - દીપરત્નસાગર મહારાજ
૯. ગાંધી જ્ઞાનકોશ - ચંદુલાલ પટેલ
૧૦. અધીત-૩૨ (કોશરચના -વિજ્ઞાનની નવી દિશાઓ-સંકેત) - રમણ સોની

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CC-301

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LVCB

પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ : રાવજી પટેલ (અર્વાચીન)

- એકમ-૧ : ૧. લેખક-ગ્રંથકારનો જન્મ અને ડવન સમયની સામાજિક, રાજકીય અને સાંસ્કૃતિક પરિસ્થિતિ
૨. સર્જકનું જીવન અને સાહિત્યિક અર્પણ
૩. ગ્રંથકારના સર્જક વ્યક્તિત્વને ધડનારાં પરિબલો
- એકમ-૨ : સર્જક રાવજી : કવિ તરીકે :
કૃતિ : અંગત
પ્રકાશક : આદર્શ પ્રકાશન
- એકમ-૩ : સર્જક રાવજી : નવલકથાકાર તરીકે
૧) અશુધર
૨) ઝંઝા
પ્રકાશક : આદર્શ પ્રકાશન
- એકમ-૪ : સર્જક રાવજી : વાર્તાકાર તરીકે
'રાવજી પટેલની શ્રેષ્ઠ વાર્તાઓ' પ્રકાશક - આદર્શ પ્રકાશન
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂજારો, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.

સંદર્ભગ્રંથો:

૧. ગુજરાતી સાહિત્યનો ઇતિહાસ - ભાગ-૧ થી ૬, પ્રકાશન : ગુજરાતી સાહિત્ય પરિષદ
૨. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ધીરુભાઈ ઠાકોર
૩. નવલકથા : સાહિત્ય અને સ્વરૂપ : સં. શિરીષ પંચાલ
૪. કથેતી : જયેન્દ્ર શેખડીવાળા : ડિવાઇન પબ્લિકેશન
૫. સર્જક રાવજી પટેલ : સતીશ ડણાક : આદર્શ પ્રકાશન
૬. સર્જક રાવજી પટેલ : મણિલાલ ઠ. પટેલ : પાર્શ્વ પ્રકાશન
૭. રાવજી પટેલ : મહંમદ હસનક શેખ, પાર્શ્વ પ્રકાશન
૮. અંગત છવિ - જયેન્દ્ર શેખડીવાળા, ડિવાઇન પ્રકાશન

MS Teams

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પ્રશ્નપત્ર : પાશ્ચાત્ય સાહિત્ય મીમાંસા

- એકમ-૧ : ૧. પાશ્ચાત્ય સાહિત્ય મીમાંસાનો પરિચયાત્મક ખ્યાલ.
૨. પ્લેટોની કળા વિભાવના
૩. ચેરિસ્ટોટલની ટ્રેજેડીની વિભાવના
- એકમ-૨ : ૧. લોન્ગાઇનસની ભવ્યતાની વિભાવના
૨. વર્ડ્ઝવર્થનો કવિતાવિચાર
- એકમ-૩ : ૧. મેથ્યુ આર્નોલ્ડનો કવિતા વિચાર (૩) સાહિત્ય અને જીવનનો સંબંધ
૨. કોલરીજનો કલ્પના વિચાર
- એકમ-૪ : ૧. ટી.એસ.એલિયેટનો કવિતા વિચાર (૩) કવિતાના ત્રણ સૂર
૨. બેનેડેટ કોચેનો કવિતા વિચાર
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂછાશે, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.

સંદર્ભગ્રંથો:

૧. પાશ્ચાત્ય વિવેચનના સિદ્ધાંતો - બહેચરભાઈ પટેલ
૨. પ્લેટો અને ચેરિસ્ટોટલની કાવ્યવિચારણા - જયંત કોઠારી
૩. ચેરિસ્ટોટલનું કાવ્યશાસ્ત્ર - અનિરુદ્ધ બાલભદ્ર
૪. ઉદાત્તતત્વ - ચંદ્રશંકર ભટ્ટ
૫. પશ્ચિમનું સાહિત્ય વિવેચન - શિરીશ પંચાલ
૬. કોચેનો કલાવિચાર - નગીનદાસ પારેખ
૭. પાશ્ચાત્ય સાહિત્ય મીમાંસાના સીમાસ્તંભો - બહેચરભાઈ પટેલ
૮. સાત્રનો સાહિત્ય વિચાર - સુમન શાહ
૯. કલામીમાંસા સન્નિધાન - સુમન શાહ
૧૦. ભારતીય અને પાશ્ચાત્ય સાહિત્ય મીમાંસા -રમેશ ત્રિવેદી
૧૧. મેથ્યુઆર્નોલ્ડનો કાવ્યવિચાર - ભરત મહેતા

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UHP

પ્રશ્નપત્ર : ભાષાવિજ્ઞાન અને ભાષાનું સ્વરૂપ

- એકમ-૧ : ભાષાવિજ્ઞાન પરિચય - ૧
૧. ભાષાવિજ્ઞાન અને ભાષાશાસ્ત્રનું સ્વરૂપ
 ૨. ભાષાવિજ્ઞાનનો વિષયપ્રદેશ, કાર્યક્ષેત્ર
 ૩. ભાષા અધ્યયનનું મહત્વ
 ૪. ભાષા અધ્યયનની વિવિધ પદ્ધતિઓ
- એકમ-૨ : ભાષાવિજ્ઞાન પરિચય -૨
૧. શબ્દ અને અર્થનો સંબંધ
 ૨. ભાષાવિજ્ઞાનની વિવિધ શાખાઓ
(ધ્વનિવિજ્ઞાન, પદવિજ્ઞાન, અર્થવિજ્ઞાન, વાક્યવિજ્ઞાન)
 ૩. ભાષાવિજ્ઞાનનો અન્ય વિદ્યાશાખાઓ સાથેનો સંબંધ
- એકમ-૩ : ઉચ્ચારણ પ્રક્રિયાનો અભ્યાસ :
૧. ઉચ્ચારણ પ્રક્રિયા, વાચ્યવચનોનું કાર્ય
 ૨. ધ્વનિ, ધ્વનિ ઘટક અને ઉપધ્વનિ ઘટક
 ૩. માન્ય ભાષા અને બોલી
 ૪. ભાષા મિશ્રણો : પિડજિન અને કેઓલ
- એકમ-૪ : ભાષા અને ગુજરાતી ભાષા અભ્યાસ :
૧. ભાષા વર્ગીકરણની પદ્ધતિઓ
 ૨. રૂપઘટક અને ઉપરૂપઘટક
 ૩. વાક્યગુણ (વ્યાકાંક્ષા-દ્યોગ્યતા સંબંધિ)
 ૪. ગુજરાતની સરહદી બોલીઓ (ભીલી, ખાનદેશી, કચ્છી, મારવાડી)
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર દૃકનોંધ પૂજાશે, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. ભાષાપરિચય અને ગુજરાતી ભાષાનું સ્વરૂપ : જસંત કોઠારી
 ૨. ગુજરાતી ભાષાનું ધ્વનિસ્વરૂપ અને ધ્વનિ પરિવર્તન - પ્રબોધ પંડિત
 ૩. ગુજરાતી ભાષા : ઉદ્ભવ, વિકાસ અને સ્વરૂપ - ડો. કે.બી.વ્યાસ
 ૪. ભાષાવિજ્ઞાન ખંડ -૧ - ડો. કે.બી.વ્યાસ
 ૫. વ્યુત્પત્તિ વિચાર - ડો. હરિવલ્લભ ભાગ્યાણી
 ૬. બોલી વિજ્ઞાન અને ગુજરાતી બોલીઓ - ડો. યોગેન્દ્ર વ્યાસ
 ૭. ભાષા સમાજ અને સાહિત્ય - ડો. યોગેન્દ્ર વ્યાસ
 ૮. ભાષાનો વૈજ્ઞાનિક અભ્યાસ - ડો. યોગેન્દ્ર વ્યાસ
 ૯. ગુજરાતી વ્યાકરણ - ડો. યોગેન્દ્ર વ્યાસ
 ૧૦. ભાષાવિજ્ઞાન : સિદ્ધાંત વિમર્શ - ડો. દિનેશ પટેલિયા
 ૧૧. રૂપશાસ્ત્ર : એક પરિચય - ડો. ભૂમિ દેસાઈ

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VCB

પ્રશ્નપત્ર : તુલનાત્મક સાહિત્ય

- એકમ-૧ : ૧. તુલનાત્મક સાહિત્ય: સંગ્રહ અને સ્વરૂપ
૨. તુલનાત્મક સાહિત્યનું મહત્વ અને કાર્યક્ષેત્ર
૩. ગુજરાતી સાહિત્ય, ભારતીય સાહિત્ય અને વિદ્ય સાહિત્ય : કૃતિ તુલના
૪. તુલનાત્મક સાહિત્યમાં અનુવાદનું મહત્વ
- એકમ-૨ : તુલનાત્મક કૃતિ અભ્યાસ :

નિચેલ કૃતિઓ:

(૧) માનવીની ભવાઈ

લેખક: પન્નાલાલ પટેલ

(૨) ગુડ અર્થ

લેખક: પર્લ બક

અનુ. નવનીલ મદ્રાસી

પ્રકાશક: આદર્શ પ્રકાશન

- એકમ-૩ : કૃતિલક્ષી સામાન્ય (જનરલ) પ્રશ્નો
એકમ-૪ : કૃતિલક્ષી ટૂંકનોંધ
એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂછાશે, જેમાંથી વિદ્યાર્થીને બેના જવાબ લખવાના રહેશે.

સંદર્ભગ્રંથો:

૧. તુલનાત્મક સાહિત્યની ભૂમિકા : ઇન્દ્રનાથ ચૌધરી
૨. તુલનાત્મક સાહિત્ય : પ્રસાદ બ્રહ્મભટ્ટ
૩. તુલનાત્મક સાહિત્ય - ધીરુ પરીખ
૪. સ્વાધ્યાય : ડો. દમયંતી પરમાર
૫. તુલનાત્મક સાહિત્યનો અભ્યાસ - ધીરુ પરીખ
૬. ભારતીય નવલકથામાં પ્રકૃતિ નિરૂપણ : એક તુલનાત્મક અભ્યાસ - ડો. મુકેશ વસાવા
૭. તુલનાસંદર્ભ: વિજય શાસ્ત્રી : આદર્શ પ્રકાશન
૮. કૃતિગત વિજય શાસ્ત્રી : આદર્શ પ્રકાશન
૯. માનવીની ભવાઈ : મણિલાલ ઠ. પટેલ
૧૦. પન્નાલાલ પટેલ : પ્રમોદકુમાર પટેલ
૧૧. તુલનાત્મક સાહિત્ય : સં.ડી.બળવંત જાની વગેરે.

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પ્રશ્નપત્ર : લોકસાહિત્યનું સંશોધન, સંપાદન અને ગતિવિધિ

- એકમ-૧ :
૧. લોકસાહિત્યના સંશોધન માટે ક્ષેત્રકાર્ય (ફિલ્ડવર્ક) ની પદ્ધતિઓ (ઐતિહાસિક, ગ્રંથાલય નિરીક્ષણ અને અન્ય)
 ૨. લોકસાહિત્યનું સંપાદન :
 - ૧) વિષયની દ્રષ્ટિએ
 - ૨) સ્વરૂપની દ્રષ્ટિએ
 - ૩) પ્રદેશની દ્રષ્ટિએ
- એકમ-૨ :
૧. લોકસાહિત્યના સંશોધન – સંપાદનની સમસ્યાઓ
 ૨. લોકવાર્તા સંપાદનની પદ્ધતિઓ અને વૈજ્ઞાનિક વર્ગીકરણ
- એકમ-૩ :
૧. ગુજરાતી લોકગીતના સંશોધન – સંપાદનની ગતિવિધિ
 - (૧) મેઘાણી પૂર્વે (૨) મેઘાણીથી આજ સુધી
- એકમ-૪ :
૧. ગુજરાતી લોકકથાના સંશોધન – સંપાદનની ગતિવિધિ
 - (૧) મેઘાણી પૂર્વે (૨) મેઘાણીથી આજ સુધી
- એકમ-૫ :
- ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂછાશે, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. લોકસાહિત્ય સંશોધન પ્રકૃતિ – હસુ યાજ્ઞિક, પ્ર. એન.એસ.પટેલ આર્ટ્સ કોલેજ, બાણદે
 ૨. આદિવાસી લોકસાહિત્યનો ઇતિહાસ – હસુ યાજ્ઞિક, પ્ર. પાર્શ્વ પબ્લિકેશન્સ, અમદાવાદ
 ૩. તારણો અને તારતમ્ય : પરમ પાઠક, પ્ર. પોતે, વલ્લભ વિદ્યાનગર
 ૪. લોકસાહિત્ય: તત્વદર્શન અને મૂલ્યાંકન – સં. બલવંત જાની, પ્ર. ગુજરાત સાહિત્ય અકાદમી
 ૫. લોકવાર્તા ઉદ્ભવ, વિકાસ અને પ્રકાર – પુષ્કર ચંદરવાકર
 ૬. મેઘાણી અને લોકસાહિત્ય – નલિન દેસાઈ, પ્ર. પોતે, પ્રકાશન, પેટલાદ
 ૭. લોકસાહિત્ય : સંપાદન અને સંશોધન – હરિવલ્લભ ભાયાણી, પ્ર. ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ
 ૮. ગુજરાતી લોકકથા – હસુ યાજ્ઞિક, પ્ર. ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર
 ૯. લોકસાહિત્યવિજ્ઞાન : ડૉ. સત્યેન્દ્ર

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પ્રશ્નપત્ર : સાહિત્યિક પત્રકારત્વ

- એકમ-૧ : ૧. સાહિત્યિક પત્રકારત્વની વિભાવના, પ્રયોજન અને કાર્યક્ષેત્રે
૨. સાહિત્ય અને સમૂહમાધ્યમો
૩. દૈનિકો-સામયિકો, વર્તમાનપત્રો, ટેલિવિઝન અને રેડિયો જેવા માધ્યમોનો સાહિત્ય સાથેનો આંતરસંબંધ
- એકમ-૨ : સુધારકયુગ અને પંડિતયુગ : સાહિત્યિક પત્રકારત્વ અને સામયિકો:
૧) દાંડિયો
૨) ગુજરાત શાળાપત્ર
૩) પ્રિયંવદા
૪) સુદર્શન
૫) વસંત
- એકમ-૩ : (અ) ગાંધી યુગ : સાહિત્યિક પત્રકારત્વ અને સામયિકો :
૧) વીસમી સદી
૨) કુમાર
૩) સંસ્કૃતિ
(બ) અનુગાંધી યુગ તથા આધુનિક યુગ : સાહિત્યિક પત્રકારત્વ અને સામયિકો :
૧) પરબ
૨) શબ્દસૃષ્ટિ
૩) ફાબસ ગુજરાતી ત્રૈમાસિક
- એકમ-૪ : કેટલાક પ્રમુખ સાહિત્યિક પત્રકારોનું પ્રદાન
૧) ક. મા. મુનશી
૨) રા. વિ. પાઠક
૩) મુરેશ જોષી
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂજારો, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.
- સંદર્ભગ્રંથો: ૧. અને સાહિત્ય -સંપાદક : યશવંત ત્રિવેદી
૨. પત્રકારત્વ અને સાહિત્ય - સં. યશવંત ત્રિવેદી
૩. સંદર્ભ - જયંત કોઠારી
૪. સાહિત્યરંગી પત્રકારત્વ - અમિતા ઠાકેર
૫. સામયિકોની સૃષ્ટિ - સંપાદક : યાસીન દલાલ
૬. પત્રકારત્વના પ્રવાહો - વિષ્ણુ પંડ્યા

૩. સાહિત્ય અને પત્રકારત્વ- સંપાદક: કુમારપાળ દેસાઈ
૮. સાહિત્યિક પત્રકારત્વ - સંપાદક : કિશોર વ્યાસ
૯. સમૂહમાધ્યમો અને સાહિત્ય - પ્રીતિ શાહ
૧૦. મીડિયા મેસેજ - સુમન શાહ
૧૧. સ્વાતંત્ર્યોત્તર ગુજરાતી પત્રકારત્વ - વિષ્ણુ પંડ્યા
૧૨. પ્રખર પત્રકારો : યાસીન દલાલ

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પ્રશ્નપત્ર : ગુજરાતી વિવેચન પરંપરા

- એકમ-૧ : વિવેચન વિચાર :
૧. વિવેચન : સંજ્ઞા અને પ્રકારો
૨. ગુજરાતી વિવેચન પરંપરા - પરિચય
- એકમ-૨ : વિવેચન વિકાસ- ૧
૧. સુધારક યુગની વિવેચન પ્રવૃત્તિ
૨. પંડિત યુગની વિવેચન પ્રવૃત્તિ
૩. ગાંધી યુગની વિવેચન પ્રવૃત્તિ
- એકમ-૩ : વિવેચન વિકાસ- ૨
૧. અનુગાંધી યુગની વિવેચન પ્રવૃત્તિ
૨. આધુનિક યુગની વિવેચન પ્રવૃત્તિ
૩. અનુ-આધુનિક યુગની વિવેચન પ્રવૃત્તિ
- એકમ-૪ : વિવેચકોનું પ્રદાન:
૧. નવલરામનું વિવેચન
૨. નરસિંહરાવ દિવેદિયાનું વિવેચન
૩. વિષ્ણુનાથ મ. ભટ્ટનું વિવેચન
૪. સુરેશ જોષીનું વિવેચન
- એકમ-૫ : ઉપરોક્ત એકમ ૧ થી ૪ માંથી એક-એક એમ ચાર રૂકનોંધ પૂછશે, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. ગુજરાતી સાહિત્ય વિવેચન- જયંત કોઠારી
૨. વિવેચનની ભૂમિકા - પ્રમોદકુમાર પટેલ
૩. સાહિત્ય વિવેચનના સિદ્ધાંતો - નગીનદાસ પારેખ
૪. આપણું વિવેચન સાહિત્ય - હીરા મહેતા
૫. વાત આપણા વિવેચનની - શિરીષ પંચાલ
૬. સાહિત્ય વિવેચન : રામનારાયણ પાઠક - સં. શિરીષ પંચાલ
૭. સાહિત્ય વિવેચન : વિષ્ણુપ્રસાદ ત્રિવેદી - સં. શિરીષ પંચાલ
૮. સાહિત્ય વિવેચન : સુરેશ જોષી - સં. શિરીષ પંચાલ
૯. સાહિત્ય વિવેચન : ભાગ-૧,૨ : ઉમાશંકર જોષી - સં. શિરીષ પંચાલ
૧૦. સાહિત્ય વિવેચન : જયંત કોઠારી - સં. શિરીષ પંચાલ
૧૧. વાત આપણા વિવેચનની (પૂર્વાર્ધ અને ઉત્તરાર્ધ) - શિરીષ પંચાલ
૧૨. વિવેચન સંદર્ભ - રમણ સોની

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પ્રશ્નપત્ર : કૃતિ અભ્યાસ : વિશ્વ સાહિત્ય

નિયત કૃતિઓ

(૧) 'સિદ્ધાર્થ'

લેખક: હરમાન હેશ

અનુવાદ : અલકેશ પટેલ

પ્રકાશન : અરુણોદય પ્રકાશન

(૨) 'આગનુશ' (પસંદગીની વાર્તાઓ)

સંપાદક : સતીશ ડણાક : આદર્શ પ્રકાશન

અભ્યાસક્રમમાં નિયત વાર્તાઓ

- | | |
|-----------------------|-----------------------|
| ૧. કાબુલીવાલા | ૫. એમિલીનું ગુલાબ |
| ૨. ગુણવત્તાની જ વાત | ૬. વરસાદમાં એક બિલાડી |
| ૩. યુદ્ધ | ૭. સાપ |
| ૪. શ્રી બિન્નેની બપોર | ૮. કુનિયસ માલ્ટની |

એકમ-૧ :

કૃતિલક્ષી અભ્યાસ : અપ્રકાશિત

એકમ-૨ :

કૃતિલક્ષી ટૂંકનોંધ : અપ્રકાશિત

એકમ-૩ :

વાર્તાઓનો કૃતિલક્ષી અભ્યાસ (પસંદગીની)

એકમ-૪ :

કૃતિલક્ષી ટૂંકનોંધ (પસંદગીની વાર્તાઓ આધારે)

એકમ-૫ :

ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂજારી જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.

સંદર્ભગ્રંથો:

૧. વિશ્વનવલકથા : સુમનશાહ : પાર્શ્વ પ્રકાશન
૨. શબ્દ દેશનો, શબ્દ વિદેશનો : ચંદ્રકાન્ત શેઠ : આદર્શ પ્રકાશન
૩. ભરતવાક્ય : ભરતમહેતા : રાવલ પ્રકાશન, પાટણ

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૨૬ વર્ષ

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પ્રશ્નપત્ર : ગુજરાતી ભાષાનું અધ્યયન

એકમ-૧ : ભાષાવિકાસ ભુમિકા :

૧. પ્રાચીન ભારતીય આર્ય (સંસ્કૃત) થી મધ્યમ ભારતીય આર્ય (પ્રાકૃત-અપભ્રંશ) સુધી આવતાં થયેલાં મહત્વનાં ધ્વનિ અને વ્યાકરણીય પરિવર્તનો
૨. ગુજરાતી ભાષાનો ઉદ્ભવ અને તેના વિકાસ તબક્કાઓ
(અ) અપભ્રંશથી જૂની ગુજરાતીમાં આવતાં થતું પરિવર્તન (ધ્વનિ અને વ્યાકરણીય)
(બ) જૂની ગુજરાતીમાંથી મધ્યકાલીન ગુજરાતીમાં આવતાં થતું પરિવર્તન
(ક) મધ્યકાલીન ગુજરાતીથી અર્વાચીન ગુજરાતીમાં આવતાં થતું પરિવર્તન

એકમ-૨ : ગુજરાતીના ધ્વનિ ઘટકોનો અભ્યાસ :

૧. ગુજરાતીના માન્ય સ્વરો
૨. ગુજરાતી ભાષાના સ્પર્શ વંજનો
૩. ગુજરાતી ભાષાના સંઘર્ષી વ્યંજનો
૪. ગુજરાતી ભાષાના અર્ધ સ્વરો
૫. ગુજરાતી ભાષાના અનુનાસિકો

એકમ-૩ : ભાષા અધ્યયનકાર્યનો ઐતિહાસિક પરિચય :

૧. પ્રાચીન ભારતમાં થયેલ ભાષા અધ્યયન
૨. ગુજરાતી ભાષા અધ્યયન ક્ષેત્રે વિદ્વાનોનું પ્રદાન
૧. હેમચંદ્રાચાર્ય
૨. નરસિંહરાવ દિવેદિયા
૩. કે. કા. શાસ્ત્રી
૪. ડો. હરિવલ્લભ ભાયાણી
૫. ડો. પ્રબોધપંડિત
૬. ડો. યોગેન્દ્ર વ્યાસ

એકમ-૪ : અર્વાચીન ગુજરાતી ભાષાસ્વરૂપ અને તેનું અધ્યયન :

૧. ગુજરાતની બોલીઓ (પદ્મણી, સુરતી, સૌરાષ્ટ્રી, ચરોતરી)
૨. વાક્યમાં પદક્રમ અને પદસંવાદ
૩. ગુજરાતી ભાષાનું શબ્દસંકોલ
૪. ગુજરાતી ભાષાની લાક્ષણિકતા (ઉચ્ચારણ, સૂચનાર, જંકચર, વચન, લિંગ, સહાયકારક ક્રિયારૂપો, નિપાત, કૃદંત સૂદંભે)

એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર ટૂંકનોંધ પૂછાશે, જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.

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- સંદર્ભગ્રંથો:
૧. ભાષા પરિચય અને ગુજરાતી ભાષાનું સ્વરૂપ - જયંત કોઠારી
 ૨. ગુજરાતી ભાષાનું ધ્વનિ સ્વરૂપ અને ધ્વનિપરિવર્તન - પ્રબોધ પંડિત
 ૩. ગુજરાતી ભાષા - ઉદ્દગમ, વિકાસ અને સ્વરૂપ - ડૉ. કે.બી.વ્યાસ
 ૪. ભાષાવિજ્ઞાન : ખંડ -૧ (સિદ્ધાંત નિરૂપણ) - ડૉ. કે.બી. વ્યાસ
 ૫. વ્યુત્પત્તિવિચાર - ડૉ. હરિવલ્લભ ભાયાણી
 ૬. બોલી વિજ્ઞાન અને ગુજરાતી બોલીઓ : ડૉ. યોગેન્દ્રવ્યાસ
 ૭. ભાષાનો વૈજ્ઞાનિક અભ્યાસ - ડૉ. યોગેન્દ્ર વ્યાસ
 ૮. ગુજરાતી વ્યાકરણ - ડૉ. યોગેન્દ્ર વ્યાસ
 ૯. ભાષાવિજ્ઞાન : સિદ્ધાંત વિમર્શ - ડૉ. દિનેશ પટેલિયા
 ૧૦. રૂપશાસ્ત્ર : એક પરિચય : ડૉ. ભમિ દેસાઈ
 ૧૧. અધીતપર્વ - ૪, સંપાદકો : જે.એમ.ચંદ્રવાડિયા અને અન્ય
 ૧૨. પ્રારંભિક ગુજરાતી વ્યાકરણ : કનૈયાલાલ જોશી : આદર્શ પ્રકાશન

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પ્રશ્નપત્ર : ભાષા અને સાહિત્ય કૌશલ

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એકમ-૧ : આ એકમમાં સાંપ્રતપ્રવાહી, પ્રકૃતિ - કુદરતને અનુલક્ષીને, કોઈ કુદરતી કે માનવસર્જિત આફતના વિકલ્પે સાહિત્યિક વિષય પર નિબંધ લખવાનો રહેશે.

એકમ-૨ : કાવ્યકૃતિની સમીક્ષા - રસલક્ષી મૂલ્યાંકન - આસ્વાદલેખન

એકમ-૩ : કાવ્યપંક્તિનો અર્થવિસ્તાર

વિકલ્પે

ગદ્યપંક્તિનો અર્થવિસ્તાર

એકમ-૪ : સાહિત્યકૃતિનું અવલોકન (ત્રણમાંથી એક વિશે કૃતિ સમીક્ષા પૂછાશે)

૧. નવનિધિ : બળવંત જાની : પાર્શ્વ પ્રકાશન

૨. ફૂલની ચરી : જી.કા.વ્યાસ : રક્ષાદે પ્રકાશન

૩. મને તારા લઈ જાવ - માઘ ડિયર જયુ : લટ્ટુ પ્રકાશન, ભાવનગર

૪. તરસ્યા મલકનો મેઘ - મણિલાલ હ. પટેલ : વિશ્વકોશ પ્રકાશન, અમદાવાદ

એકમ-૫ : વિરામચિહ્નો- લેખન ચિહ્નોની ઓળખ:

આ એકમમાં લેખનમાં વપરાતાં વિવિધ લેખન ચિહ્નો-વિરામ ચિહ્નોનો વિદ્યાર્થીએ પરિચય કરવાનો રહેશે. વિદ્યાર્થીએ લખાણમાં વપરાતા ચિહ્નોની ઓળખમાં એનું સંકેતચિહ્ન જણાવી લખાણમાં તેના ઉપયોગની ઉદાહરણસહ સમજૂતી આપવાની રહેશે. પ્રશ્નપત્રમાં કુલ દસ વિરામચિહ્નો-લેખનચિહ્નો પૂછાશે. તેમાંથી વિદ્યાર્થીએ કોઈ પણ સાતનો ઉત્તર આપવાનો રહેશે.

• અભ્યાસક્રમમાં નીચેનાં વિરામચિહ્નો-લેખનચિહ્નો સુચિત કરવામાં આવે છે:

૧) પૂર્ણવિરામ, ૨) અલ્પવિરામ, ૩) અર્ધવિરામ, ૪) ગુરૂવિરામ, ૫) આશ્ચર્ય ચિહ્ન, ૬) પ્રશ્નાર્થ ચિહ્ન, ૭) અવતરણ ચિહ્ન, ૮) લોપ ચિહ્ન, ૯) વિગ્રહરેખા, ૧૦) શબ્દતૂટક (હાઇફન), ૧૧) પોલું મીડું, ૧૨) ત્રાંસી લીટી (ઓબ્લિક), ૧૩) ફેડડી, ૧૪) ટપકાં (ઇલિપ્સિસ), ૧૫) એજન (ડિટ્ટો), ૧૬) કૌસ, ૧૭) મોરપગલું (ક્રાકપદ ચિહ્ન)

સંદર્ભગ્રંથો:

૧. સાહિત્યિક નિબંધો: સંપાદક : પ્રસાદ બ્રહ્મભટ્ટ

૨. સંદર્ભ: સંપાદક : જયંત કોઠારી

૩. ગુજરાતી કવિતાનો આસ્વાદ : સુરેશ જોષી

૪. કવિતાની સમજ : હેમંત દેસાઈ

૫. સાહિત્યાચન : બાબુ દાવલપુરા

૬. કાવ્યાસ્વાદ : સંપાદક : હર્ષદ ત્રિવેદી

૭. સાહિત્યિક નિબંધ સંગ્રહ: સં. રતિલાલ દવે.

૮. કૃતિ સમીપે: સં. ઉત્પલ પટેલ : પાર્શ્વ પ્રકાશન

૯. વિચાર વિસ્તાર : કલ્પેશ પટેલ : પાર્શ્વ પ્રકાશન

૧૦. ગદ્ય અને પદ્ય આસ્વાદ : ડી. ભરત કાકર, અદર્શ પ્રકાશન

૧૧. ગુજરાતી વ્યવહારિક વ્યાકરણ : અરવિંદ ભાંડારી : અરુણોદય પ્રકાશન

૧૨. વ્યાકરણ વિમર્શ : નિયતિ અંતાણી : અરુણોદય પ્રકાશન

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પ્રશ્નપત્ર : લોકસાહિત્યના સંશોધકો-સંપાદકોનો અભ્યાસ

- એકમ-૧ : લોકસાહિત્યના સંશોધકો-૧ :
૧. ઝવેરચંદ મેઘાણી
 ૨. પુષ્કર ચંદરવાકર
 ૩. દુલેરાય કારાણી
- એકમ-૨ : લોકસાહિત્યના સંશોધકો-૨ :
૧. ભગવાનદાસ પટેલ
 ૨. શંકરભાઈ તડવી - રેવાબેન તડવી
 ૩. જયાનંદ જોશી
- એકમ-૩ : ઉત્તર ગુજરાતના સંશોધકો:
૧. જયંતિલાલ દવે
 ૨. પ્રેમજી પટેલ
 ૩. વીરચંદ પંચાલ
- એકમ-૪ : લોકસાહિત્યના સમીક્ષકો
૧. કનુભાઈ જાની
 ૨. હસુ યાજ્ઞિક
 ૩. બળવંત જાની
- એકમ-૫ : ઉપરોક્ત એકમ ૧થી ૪ માંથી એક-એક એમ ચાર દ્રેકનોંધ પૂછશે. જેમાંથી વિદ્યાર્થીએ બેના જવાબ લખવાના રહેશે.
- સંદર્ભગ્રંથો:
૧. વનસ્વર - બળવંત જાની, પ્ર. ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર
 ૨. ગુજરાતી લોકસાહિત્ય વિમર્શ - બળવંત જાની, પ્ર. પાર્થ પબ્લિકેશન્સ, અમદાવાદ
 ૩. આદિવાસી લોકસાહિત્યનો ઇતિહાસ - હસુયાજ્ઞિક, પ્ર. પાર્થ પબ્લિકેશન્સ, અમદાવાદ
 ૪. ભીલી લોકકૃતિઓ અને સંસ્કૃતિ - દીપક પટેલ
 ૫. મારી લોકયાત્રા વિશે - સં. પ્રેમજી પટેલ, અરાવલી પ્રકાશન
 ૬. મેઘાણી સાહિત્યની ભૂમિકા - ભરત મહેતા, ડિવાઇન પ્રકાશન
 ૭. લોકસાહિત્યના સંશોધક - સં. પુષ્કર ચંદરવાકર : અમૃતજાદવ
 ૮. લોકવાર્તા સ્વરૂપવિમર્શ - પ્રાંજલિ પટેલ
 ૯. અધીત પર્વ - ૪ : સં. જ. એમ. સંદ્રવાડિયા વગેરે.

સંસ્કૃત મુખ્ય તથા પ્રથમ ગો (A) (CC/CE)નો
નવો આભ્યાસીક્રમ જૂન ૨૦૨૨ થી અમલમાં

2

સુધારો - 1

2	101-Core Comp. મુખ્ય	(૧) વેણીસંહાર - ભટ્ટનારાયણ	X	4
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સુધારો - અહીં વેણીસંહારને બદલે રઘુવંશમ્ સર્ગ 1 રાખવું.

સુધારો - 2

3	102-Core Comp. મુખ્ય	(૧) સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (ભાસ, અશ્વઘોષ, કાલિદાસ, શૂદ્રક, વિશાલદત્ત, ભારવિ, માઘ, હર્ષ, વાણભટ્ટ)		4
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સુધારો -

અહીં - સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (ભાસ, અશ્વઘોષ, કાલિદાસ, શૂદ્રક, વિશાલદત્ત, ભારવિ, માઘ, હર્ષ, વાણભટ્ટ) ને બદલે

સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (ભાસ (મહાભારત આધારિત રૂપકો), અશ્વઘોષ, કાલિદાસ, શૂદ્રક, વિશાલદત્ત, ભારવિ, માઘ, હર્ષવર્ધન, વાણભટ્ટ) રાખવું.

સુધારો - 3

2	101-CE. પ્રાચીન	(૧) વેણીસંહાર - ભટ્ટનારાયણ		4
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સુધારો - અહીં વેણીસંહારને બદલે રઘુવંશમ્ સર્ગ 1 રાખવું.

સુધારો - 4

3	102-CE. પ્રથમ ગો (A)	(૧) સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (ભાસ, અશ્વઘોષ, કાલિદાસ, શૂદ્રક, વિશાલદત્ત, ભારવિ, માઘ, હર્ષ, વાણભટ્ટ)		4
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સુધારો -

અહીં - સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (ભાસ, અશ્વઘોષ, કાલિદાસ, શૂદ્રક, વિશાલદત્ત, ભારવિ, માઘ, હર્ષ, વાણભટ્ટ) ને બદલે

સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (ભાસ (મહાભારત આધારિત રૂપકો), અશ્વઘોષ, કાલિદાસ, શૂદ્રક, વિશાલદત્ત, ભારવિ, માઘ, હર્ષવર્ધન, વાણભટ્ટ)

સુધારો - 5

2	201-Core Comp.	(૧) મુદ્રારાક્ષસ- વિશાખદત્ત	4
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સુધારો - અહીં (૧) મુદ્રારાક્ષસ- વિશાખદત્તને બદલે

મહાભારત વિરાટ પર્વ (નિયતાંશ) અધ્યાય 1 થી 23 સખવું.

સુધારો - 6

3	202-Core Comp.	સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (વણ્ડી, ભવમૂતિ, મટ્ટનારાયણ, ચિલ્હુણ, શ્રીહર્ષ(નૈષધીયચરિત્), અમ્બિકાદત્ત વ્યાસ, પંડિતા કમારાવ, વી.રાઘવન, શ્રીધર માસ્કર વર્ણેકર)	4
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સુધારો -

અહીં સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ

(વણ્ડી, ભવમૂતિ, મટ્ટનારાયણ, ચિલ્હુણ, શ્રીહર્ષ(નૈષધીયચરિત્), અમ્બિકાદત્ત વ્યાસ, પંડિતા કમારાવ,
વી.રાઘવન, શ્રીધર માસ્કર વર્ણેકર)ને બદલે

1. સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ

(વણ્ડી, ભવમૂતિ, મટ્ટનારાયણ, ચિલ્હુણ, શ્રીહર્ષ(નૈષધીયચરિત્), મર્તુહરિ, અમ્બિકાદત્ત વ્યાસ, પંડિતા કમારાવ)
સખવું.

સુધારો - 7

2	201-CE.	(૧) મુદ્રારાક્ષસ- વિશાખદત્ત	4
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સુધારો - અહીં (૧) મુદ્રારાક્ષસ- વિશાખદત્તને બદલે

મહાભારત વિરાટ પર્વ (નિયતાંશ) અધ્યાય 1 થી 23 સખવું.

સુધારો - 8

3	202-CE.	સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ (વણ્ડી, ભવમૂતિ, મટ્ટનારાયણ, ચિલ્હુણ, શ્રીહર્ષ(નૈષધીયચરિત્), અમ્બિકાદત્ત વ્યાસ, પંડિતા કમારાવ, વી.રાઘવન, શ્રીધર માસ્કર વર્ણેકર)	4
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સુધારો - અહીં સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ

(વણ્ડી, ભવમૂતિ, મટ્ટનારાયણ, ચિલ્હુણ, શ્રીહર્ષ(નૈષધીયચરિત્), અમ્બિકાદત્ત વ્યાસ, પંડિતા કમારાવ,
વી.રાઘવન, શ્રીધર માસ્કર વર્ણેકર)ને બદલે

સંસ્કૃત સાહિત્યનો ઇતિહાસ- કવિઓ અને કૃતિઓ

(વણ્ડી, ભવમૂતિ, મટ્ટનારાયણ, ચિલ્હુણ, શ્રીહર્ષ(નૈષધીયચરિત્), મર્તુહરિ, અમ્બિકાદત્ત વ્યાસ, પંડિતા કમારાવ)
સખવું.

संस्कृत साहित्यना २५/१२/२०२२ वर्ष-१५

7

(१) वैदिक साहित्यना इतिहास CC 305

सामान्य सूत्राः

- ✓ 0. वेदों ना कालः ढेक्समूलर, ए.वेबर, जैकोबी, बालगंगाधर तिलक, एम.विन्टरनिट्ज, भारतीय परंपरागत विचार
- ✓ 0. संहिता साहित्य - ऋग्वेद (परिचय)
- ✓ 0. ब्राह्मण साहित्य - प्रतिपाद्य- विषय, विधि एवं एना प्रकार, अग्निहोत्र, अग्निष्टोम, दर्शपूर्णमास यज्ञ, पंचमहायज्ञ,
- ✓ 0. वेदांग साहित्य परिचय - शिक्षा, कल्प, व्याकरण, तिरुक्त, छन्द, ज्योतिष (परिचयमात्र)

(2) ऋग्वेद (नियत सूक्त)

- 0. पुरुरवा - उर्वशी संवाद (ऋ. 10.95)
- 0. विश्वामित्र-तवी संवाद (ऋ. 3.33)
- 0. इन्द्रसूक्तम् - (ऋ.2.12.)
- 0. संज्ञानसूक्तम् (ऋ. 10.191) - रामवु.

सुधारी - 11

2	304-CE	(१) काव्यप्रकाश - आचार्य मम्मट - उल्लास-1, 2, मम्मट विरचित शिव्यशास्त्रना संप्रदायो (रससंप्रदाय, अलंकारसंप्रदाय, रीतिसंप्रदाय, ध्वनिसंप्रदाय, वक्रोक्तिसंप्रदाय, औचित्यसंप्रदाय)	4
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सुधारी -

अही (१) काव्यप्रकाश - आचार्य मम्मट - उल्लास-1, 2, मम्मट विरचित
शिव्यशास्त्रना संप्रदायो (रससंप्रदाय, अलंकारसंप्रदाय, रीतिसंप्रदाय, ध्वनिसंप्रदाय, वक्रोक्तिसंप्रदाय, औचित्यसंप्रदाय) ने अएले

(1) काव्यप्रकाश - आचार्य मम्मट - उल्लास-1 अने उल्लास 10 (नियतांश - नियतालंकारो - 1. उपमा, 2. उन्नेसा, 3. रूपक, 4. अपहलनुति, 5. समासोक्ति, 6. श्लेष, 7. स्वभाषोक्ति, 8. अर्थान्तरन्यास)

(2) शिव्यशास्त्रना संप्रदायो

(रससंप्रदाय, अलंकारसंप्रदाय, रीतिसंप्रदाय, ध्वनिसंप्रदाय, वक्रोक्तिसंप्रदाय, औचित्यसंप्रदाय) रामवु.

सुधारे - 12

1	403-Core Compulsory	रघुवंश सर्ग-1 कालिदास विरचित	4
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सुधारे - अही रघुवंश सर्ग-1 कालिदास विरचितने ढदले -

हितोपदेश (नियतांश) मित्रलास (निर्घण्टसागर संस्करण) राडवुं.

सुधारे - 13

2	404-Core Compulsory	(१) काव्यप्रकाश - आचार्य मम्मट - उल्लास -10 मम्मट विरचित (यज्ञोक्ति, अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेला, समासोक्ति, अपस्तुति, निदर्शना, अर्थान्तरन्यास, दृष्टांत, विभावना, विशेषोक्ति, स्वभावोक्ति, विरोधाभास, संकर,संसृष्टि।)	4
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सुधारे

अही (१) काव्यप्रकाश - आचार्य मम्मट - उल्लास -10 मम्मट विरचित

(यज्ञोक्ति, अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेला, समासोक्ति, अपस्तुति, निदर्शना, अर्थान्तरन्यास, दृष्टांत, विभावना, विशेषोक्ति, स्वभावोक्ति, विरोधाभास, संकर,संसृष्टि।) ने ढदले

(१) काव्यप्रकाश - आचार्य मम्मट - उल्लास - 2 अने 10 (नियत अलंकारौ)

(1. व्याजोक्ति, 2. अपस्तुतप्रशंसा, 3. दीपक, 4. निदर्शना, 5. दृष्टांत, 6. विभावना, 7. विशेषोक्ति अने

8. विरोधाभास) राडवुं.

सुधारे - 14

3	405-Core Compulsory	(१) वैदिक साहित्य (संवाद सूक्तो- पुरुरवा- उर्वशी, यम-यमी, सर्मा-पणी, विश्वामित्र-नदी, अग्नि (1.1), अम (10.34), ज्ञान (10.71)	4
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सुधारे - (१) वैदिक साहित्य (संवाद सूक्तो- पुरुरवा- उर्वशी, यम-यमी, सर्मा-पणी, विश्वामित्र-नदी, अग्नि (1.1), अम (10.34), ज्ञान (10.71) ने ढदले

✓ (१) वैदिक साहित्य - ऋग्वेद नियतांश (अग्निसूक्त (1.1), अमसूक्त (10.34), ज्ञानसूक्त (10.71) अने यजुर्वेद नियतांश (शिवसंस्वपमन्त्र, अध्याय - 34, मंत्र 1 बी 8)

✓ (2) उपनिषद् परिचय (नियत उपनिषद् - ईश, केन, कठ, प्रश्न, माण्डुक्य, मंडुक, अैतरेय, तैत्तिरीय अने श्वेताश्वतर) - राडवुं.

સુધારો - 15

1	403-CE	રઘુવંશ સર્ગ-1 કાલિદાસ વિરચિત	4
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સુધારો - અહીં રઘુવંશ સર્ગ-1 કાલિદાસ વિરચિતને બદલે -

✓ હિતોપદેશ (નિવૃત્તાંશ) મિત્રલાલ (નિર્ણયસાગર સંસ્કરણ) રાખવું.

સુધારો - 16

2	404-CE	(૧) કાવ્યપ્રકાશ - આચાર્ય મમ્મટ - ઉલ્લાસ - 10 મમ્મટ વિરચિત (વક્ત્રોક્તિ, અનુપ્રાસ, યમક, શ્લેષ, ઉપમા, રૂપક, ઉત્પ્રેક્ષા, સમાસોક્તિ, અપહ્નુત્તિ, નિવર્ણના, અર્થાન્તરન્યાસ, વૃદ્ધાંત, વિભાવના, વિશેષોક્તિ, સ્વભાવોક્તિ, વિરોધાભાસ, સંકર, સંસૃષ્ટિ ।)	4
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સુધારો

અહીં (૧) કાવ્યપ્રકાશ - આચાર્ય મમ્મટ - ઉલ્લાસ - 10 મમ્મટ વિરચિત
(વક્ત્રોક્તિ, અનુપ્રાસ, યમક, શ્લેષ, ઉપમા, રૂપક, ઉત્પ્રેક્ષા, સમાસોક્તિ, અપહ્નુત્તિ, નિવર્ણના, અર્થાન્તરન્યાસ, વૃદ્ધાંત,
વિભાવના, વિશેષોક્તિ, સ્વભાવોક્તિ, વિરોધાભાસ, સંકર, સંસૃષ્ટિ ।) ને બદલે

J (૧) કાવ્યપ્રકાશ - આચાર્ય મમ્મટ - ઉલ્લાસ - 2 અને 10 (નિયત અલંકારો)
J (1. ત્યાજોક્તિ, 2. અપ્રસ્તુતપ્રશંસા, 3. વીપક, 4. નિવર્ણના, 5. વૃદ્ધાંત, 6. વિભાવના, 7. વિશેષોક્તિ અને
8. વિરોધાભાસ) રાખવું.

		હલન્ટ- લિટ્, ત્રિષ્વવાહ, ચતુર્ (ત્રણે લિંગોમાં), ઇવ્મ (ત્રણે લિંગોમાં), પિમ્ (ત્રણે લિંગોમાં), તન્ (ત્રણે લિંગોમાં), રાજન્, મધવન્, પયિન્, વિદ્મ્, અસ્મદ્, યુગ્મદ્ ।)	
7	ઇલેક્ટ્રીવ જીનેરીક	દેમ.ઉ.ગુ.યુનિવર્સિટી પરિપત્ર ક્રમાંક ૧૩૦/૨૦૧૨ પ્રમાણે	

સુધારો 17

1	506- Core Compulsory	(૧) સંજ્ઞા અને સમાસ પ્રકરણ - મટ્ટોજી વીક્ષિત	4
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સુધારો - અહીં (૧) સંજ્ઞા અને સમાસ પ્રકરણ - મટ્ટોજી વીક્ષિત ને બદલે -

(૧) સંજ્ઞાપ્રકરણમ્ (સિ.કૌમુદી)

(2) ભાષાવિજ્ઞાન - (ભાષાની પરિભાષા (વ્યાખ્યા), ભાષાનું વર્ગીકરણ (વિભાજન) (આકૃતિમૂલક અને પારિવારિક), ભાષાવિજ્ઞાનના અંગો, ભાષાવિજ્ઞાનની અધ્યયન પદ્ધતિઓ, ધ્વનિઓનું વર્ગીકરણ (વિભાજન) સ્પર્શ, સંઘર્ષો, અર્ધસ્વર, સ્વર (સંસ્કૃત ધ્વનિઓના વિશેષ સંદર્ભમાં) - રાખવું.

સુધારો - 18

2	507- Core Compulsory	(૧) વેદાન્તસાર- સદાનંદ વિરચિત	4
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સુધારો - અહીં (૧) વેદાન્તસાર- સદાનંદ વિરચિત ને બદલે

(૧) સદાનંદ વિરચિત વેદાન્તસાર (નિયતાંશ - અધ્યાય 1 થી 4) - રાખવું.

સુધારો - 19

3	508- Core Compulsory	(૧) યાજ્ઞવલ્ક્યસ્મૃતિ : (જ્ઞાનહારાધ્યાય)	4
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સુધારો -

અહીં (૧) યાજ્ઞવલ્ક્યસ્મૃતિ : (જ્ઞાનહારાધ્યાય) ને બદલે

(૧) મનુસ્મૃતિ (અધ્યાય - 7) રાખવું.

સુધારો - 20

5	510- Core Compulsory	(૧) ભાષાવિજ્ઞાન- (ભાષાની પરિભાષા (વ્યાખ્યા), ભાષાનું વર્ગીકરણ (વિભાજન) (આકૃતિમૂલક અને પારિવારિક), ધ્વનિઓનું વર્ગીકરણ (વિભાજન) સ્પર્શ, સંઘર્ષો, અર્ધસ્વર, સ્વર (સંસ્કૃત ધ્વનિઓના વિશેષ સંદર્ભમાં) માનવીય ક્ષતિયંત્ર, ધ્વનિ પરિવર્તનના કારણો, ધ્વનિ નિયમ (ઘ્રિન, શ્રાસમાન, વર્નર) અર્થ પરિવર્તનની દિશાઓ અને કારણો, વાક્યનું વ્યક્ત અને ભેદ, ભારોપીય પરિવારનો સામાન્ય પરિચય, વેદિક સંસ્કૃત અને વૈકલ્પિક સંસ્કૃતમાં અન્તર, ભાષા અને વાક્ય માં અન્તર, ભાષા તથા જોલીમાં અન્તર) વૈકલ્પિક	4
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	(૧) છંદોનો પરિચય - (આર્યા, અનુષ્ટુપ, ઇન્દ્રવજ્રા, ઉપેન્દ્રવજ્રા, વસન્તતિલકા, ઉપજાતિ, વંશસ્થ, દ્રુતવિલમ્બિત, શાલિની, માલિની, શિખરિણી, મન્દાક્રાન્તા, હરિણી, શાર્દૂલવિક્રીડિત, સ્વઘરા ।)	
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સુધારો -

અહીં (૧) ભાષાવિજ્ઞાન- (ભાષાની પરિભાષા (વ્યાખ્યા), ભાષાનું વર્ગીકરણ (વિભાજન) (આકૃતિમૂલક અને પારિવારિક), ધ્વનિઓનું વર્ગીકરણ (વિભાજન) સ્પર્શ, સંઘર્ષ, અર્ધચ્ચર, સ્વર (સંસ્કૃત ધ્વનિઓના વિશેષ સંદર્ભમાં) માનવીય ધ્વનિનિર્ગમ, ધ્વનિ પરિવર્તનના કારણો, ધ્વનિ નિયમ (ટ્રિમ, ગ્રાસમાન, ચર્ચર) અર્થ પરિવર્તનની દિશાઓ અને કારણો, વાક્યનું વ્યક્તિ અને ભેદ, ભાષાની પરિવારનો સામાન્ય પરિચય, વૈદિક સંસ્કૃત અને વૈદિક સંસ્કૃતમાં અન્તર, ભાષા અને વાક્ય માં અન્તર, ભાષા તથા બોલીમાં અન્તર)

વૈકલ્પિક

(૧) છંદોનો પરિચય - (આર્યા, અનુષ્ટુપ, ઇન્દ્રવજ્રા, ઉપેન્દ્રવજ્રા, વસન્તતિલકા, ઉપજાતિ, વંશસ્થ, દ્રુતવિલમ્બિત, શાલિની, માલિની, શિખરિણી, મન્દાક્રાન્તા, હરિણી, શાર્દૂલવિક્રીડિત, સ્વઘરા ।) ને બદલે

સૂચના - 510- Core Compulsory (વૈકલ્પિક પુસ્તક)

અહીં (૧) નિબંધો -1. ઋગ્વેદનો સમય 2. વૈદિક ધર્મનું સ્વરૂપ 3. વૈદિક દેવતાઓનું સ્વરૂપ

4. વૈદિક સૂક્તોમાં કાવ્યતત્ત્વ 5. આદિકાવ્ય રામાયણ 6. શ્રીમદ્ ભગવદ્ગીતામાં ઉપદેશોની જીવનકલા 7. ભારતીય દર્શનોમાં આત્મતત્ત્વ 8. ભારતીય દર્શનોમાં સાંખ્યશાસ્ત્રનો ફાળો 9. ભારતીય દર્શનોમાં કર્મ અને પુનર્જન્મનો સિદ્ધાંત 10. ધર્મશાસ્ત્રમાં નિરૂપિત સમાજવ્યવસ્થા

(2) નિઘંટ છંદોનો પરિચય (1.અનુષ્ટુપ, 2.વસન્તતિલકા, 3.શિખરિણી, 4.મન્દાક્રાન્તા, 5.હરિણી, 6. શાર્દૂલવિક્રીડિત ।) રાખવું. વાળી. આ સાથે -

સુધારો - 21

6	510- Core Compulsory વૈકલ્પિક	(૧) નિબંધો -1. ઋગ્વેદનો સમય 2. વૈદિક ધર્મનું સ્વરૂપ 3. વૈદિક દેવતાઓનું સ્વરૂપ 4. વૈદિક સૂક્તોમાં કાવ્યતત્ત્વ 5. આદિકાવ્ય રામાયણ 6. શ્રીમદ્ ભગવદ્ગીતામાં ઉપદેશોની જીવનકલા 7. ભારતીય દર્શનોમાં આત્મતત્ત્વ 8. ભારતીય દર્શનોમાં મોક્ષનિગાર 9. ભારતીય દર્શનોમાં સાંખ્યશાસ્ત્રનો ફાળો 10. ભારતીય દર્શનોમાં કર્મ અને પુનર્જન્મનો સિદ્ધાંત 11. ધર્મશાસ્ત્રમાં નિરૂપિત સમાજવ્યવસ્થા વૈકલ્પિક - વ્યાકરણ પાણિનિ, કાત્યાયન, પતંજલિ, ભટ્ટહરિ, ચામનજવાદિત્ય, મટ્ટોજિદીક્ષિત પરિભાષાઓ - સંહિતા, ગુણ, વૃદ્ધિ, પ્રાતિપદિક, નદી, ધિ, ઉષ્ણા, અપૂત્ત, ગતિ, વિભાષા, મવર્ણ, ટિ, પ્રગુહ્ય, સર્વનામ-સ્થાન, વિઠા । સન્ધિ- અર્ચ સન્ધિ, હૃલ્ સન્ધિ, વિસર્ગ સન્ધિ (લઘુસિદ્ધાંતકૌમુદિ - અનુસાર) સુબન્ત- અજન્ત-રામ, સર્વ (ત્રણે લિંગોમાં), વિશ્વપા, હરિ, ત્રિ (ત્રણે લિંગોમાં), સઙ્ગિ, સુધી, ગુરુ, પિતૃ, ગૌ, રમા, મણિ, નદી, ધેનુ, માતૃ, જ્ઞાન, વારિ, મધુ । હલન્ત- લિટ્, વિશ્વવાહ, ષતુર્ (ત્રણે લિંગોમાં), ઇદમ્ (ત્રણે લિંગોમાં), કિમ્ (ત્રણે લિંગોમાં), તત્ (ત્રણે લિંગોમાં), રાજન્, મધવન્, પથિન્, વિદ્વન્, અસ્મઞ્, યુષ્મઞ્ ।
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સુધારો -

અહીં (૧) જિલ્લો -1. ઋગ્વેદનો સમય 2. વેદિક ધર્મનું સ્વરૂપ 3. વેદિક દેવતાઓનું સ્વરૂપ
4. વેદિક સૂત્રોમાં કાલ્પતાત્વ 5. આદિકાવ્ય રામાયણ 6. શ્રીમદ્ ભગવતગીતામાં ઉપદેશોની જાણ-સહ્યા 7. ભારતીય દર્શનોમાં
આત્મતાત્વ 8. ભારતીય દર્શનોમાં મોક્ષવિચાર 9. ભારતીય દર્શનોમાં સાંખ્યશાસ્ત્રનો ફાળો 10. ભારતીય દર્શનોમાં કર્મ અને
પુનર્જન્મનો સિદ્ધાંત

11. ધર્મશાસ્ત્રમાં નિરૂપિત સમાજવ્યવસ્થા

વૈકલ્પિક - વ્યાકરણ

પાણિનિ, કાત્યાયન, પતંજલિ, ભર્તૃહરિ, વામનજયાદિત્ય, ભટ્ટોજિદીક્ષિત

પરિભાષાઓ - સંહિતા, ગુણ, વૃદ્ધિ, પ્રાતિપદિક, નદી, છિ, ઉપધા, અપૂક, ગતિ, વિભાષા, સ્વર્ણ, ટિ, પ્રગૃહ્ય, સર્વનામ-
સ્થાન, નિષ્ઠા ।

સન્ધિ- અચ્ સન્ધિ, હલ્ સન્ધિ, વિસર્ગ સન્ધિ (લઘુસિદ્ધાંતકૌમુદિ - અનુસાર)

સુવન્ત- અજન્ત-રામ, સર્વ (ત્રણે બિંબોમાં), વિષ્ણવા, હરિ, ત્રિ (ત્રણે બિંબોમાં), સચિ, સુધી, ગુરુ, પિતૃ, મૌ, રમા, મતિ, નદી,
ધેનુ, માતૃ, જ્ઞાન, ચારિ, મધુ ।

હલન્ત- સિદ્ધ, વિષ્ણવાહ, ચતુર (ત્રણે બિંબોમાં), ઇદમ્ (ત્રણે બિંબોમાં), કિમ્ (ત્રણે બિંબોમાં), તત્ (ત્રણે બિંબોમાં), રાજન્,
મધવન્, પચિન્, વિદ્વન્, અસ્મદ્, સુષ્મદ્ ।) ને બદલે

સૂચના - 510- Core Compulsory ની વિકલ્પે (વૈકલ્પિક પુસ્તક)

વ્યાકરણશાસ્ત્ર

(1) વ્યાકરણશાસ્ત્રનો ઇતિહાસ (પાણિનિ, કાત્યાયન, પતંજલિ, વામન-જયાદિત્ય અને ભટ્ટોજિદીક્ષિત - કર્તા અને કૃતિ
પરિચય)

(2) સંઘાઓ - સંહિતા, ગુણ, વૃદ્ધિ, પ્રાતિપદિક, નદી, ચિ, ઉપધા, અપૂક, ગતિ, વિભાષા, સ્વર્ણ, ટિ, પ્રગૃહ્ય,
સર્વનામ-સ્થાન, નિષ્ઠા અને અશ્વય ।

(3) સન્ધિ પ્રયોગ - અચ્ સન્ધિ, (લઘુસિદ્ધાંતકૌમુદી - અનુસાર)

(4) સુવન્તરૂપાવલિ -રામ, સર્વ (ત્રણે બિંબોમાં), હરિ, ગુરુ, પિતૃ, રમા, મતિ, નદી, માતૃ, જ્ઞાન, ચારિ, મધુ
અને

ઇદમ્ (ત્રણે બિંબોમાં), કિમ્ (ત્રણે બિંબોમાં), તત્ (ત્રણે બિંબોમાં) અસ્મદ્, સુષ્મદ્ તથા સંખ્યાવાચક શબ્દ - એક,

દ્વિ, ત્રિ અને ચતુર (ત્રણે બિંબોમાં) - સખવું.

સુધારો - 22

1	606- Core Compulsory	(૧) કારક પ્રકરણ - સિદ્ધાંતકૌમુદી - મટ્ટોજી લીલિત	4
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સુધારો -

અહીં (૧) કારક પ્રકરણ - સિદ્ધાંતકૌમુદી - મટ્ટોજી લીલિત ને બદલે

(૧) કારક-પ્રકરણમ્ - સિદ્ધાંતકૌમુદી - મટ્ટોજી લીલિત (પ્રથમા, તૃતીયા, પંચમી અને સાતમી વિભક્તિ)

(2) ભાષાવિજ્ઞાન - અર્થ પરિવર્તનની દિશાઓ, અર્થપરિવર્તનનાં કારણો, વાક્યનું લક્ષણ, વાક્યના ભેદ,

ભારોપીય ભાષાસુબંધનો સામાન્ય પરિચય, વેદિક સંસ્કૃત અને અવેસ્તા સામ્ય અને વૈષમ્ય) - રાખવું.

સુધારો - 23

2	607- Core Compulsory	(૧) સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત	4
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સુધારો -

અહીં (૧) સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત ને બદલે

(૧) સાંખ્યકારિકા (ઈશ્વરકૃષ્ણ વિરચિત) નિયતાંશ , કારિકા 1 થી 50 રાખવું.

સુધારો - 24

5	610- Core Compulsory	(૧) દર્શનોનો પરિચય (6 + 3 = 9) વૈકલ્પિક મનુસ્મૃતિ- (પ્રથમ, દ્વિતીય) (પ્રમુખ સ્મૃતિઓનો સામાન્ય પરિચય	4
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સુધારો

અહીં (૧) દર્શનોનો પરિચય (6 + 3 = 9)

વૈકલ્પિક

મનુસ્મૃતિ- (પ્રથમ, દ્વિતીય) (પ્રમુખ સ્મૃતિઓનો સામાન્ય પરિચય ને બદલે -

સૂચના - 610- Core Compulsory (વૈકલ્પિક પ્રકાર)

(1) નિબંધ - (1.) કાવ્યશાસ્ત્ર અને વ્યાકરણશાસ્ત્રમાં શબ્દાર્થ વિચાર (2.) સંસ્કૃત કાવ્યશાસ્ત્રના સંપ્રદાયો - રસ અને અલંકાર (3.) સંસ્કૃત નાટકની ઉત્પત્તિ (4.) સંસ્કૃત મહાકાવ્યનો ઉદ્ભવ અને વિકાસ (5.) સંસ્કૃતમાં એકાંકી રૂપકોનું સ્વરૂપ (6.) પંચ મહાકાવ્યની સમીક્ષા (કથાવસ્તુના સંદર્ભે) (7.) મહાકવિ કાલિદાસ - એક નાટ્યકાર તરીકે (8.) સંસ્કૃત સાહિત્યમાં કર્ણરસ (9.) સંસ્કૃત-સ્તોત્ર-સાહિત્યનો પરિચય અને (10.) મહાભારતની ત્રિવિધ આવૃત્તિઓ.

(2) નિયત છંદોનો પરિચય (1. શાલિની, 2. માતિની, 3. હરિણી, 4. ઉપજાતિ અને 5. પૃથ્વી, 6. મધરા) - રાખવું, વળી, આ સાથે

સૂચના - 610- Core Compulsory ના વિકલ્પે પ્રકાર

(1.) વ્યાકરણશાસ્ત્ર -

9. व्याकरणशास्त्रज्ञो परिचय - (पाणिनीतर संप्रदायो)

10. तद्धितप्रयोग - अपत्यार्थक एवं मत्वर्थीय (लघुसिद्धान्तकौमुदी अनुसार)

11. तिङन्तरूपावलि - भू, एध्, अद्, अस्, हु, दिव्, पुज्, तुद्, तन्, कृ, रुध्, क्विञ्, घुर् (दश लकार)

12. कृदन्तप्रयोग - तव्य / तव्यत्, अनीयर्, यत्, प्यत्, क्यप्, शत्, धानच्, क्त्वा, क्त, क्तवत्, तुमुन्, णमुल् ।

13. परस्मैपद - आत्मनेपद - विधान (सिद्धान्तकौमुदी - अनुसार) - 2।14।

B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System

Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

(WITH EFFECT FROM JUNE-2020)

Scheme of Examination

Arts (English)

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-I

CC 101

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of Five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-I

C E 101 /C C 101 (Optional)

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of Five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-I

C C 102/C E 102

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of Five) | (18) |

CC 101 INDIAN CLASSICAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 ad
- Appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- Historically situate the classical literature and diverse literary cultures from India mainly from Sanskrit, but also Tamil, prakrit and pali by focusing on major texts in the principal genres
- Trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- Understand, analyze and appreciate various texts with comparative perspectives

Course Content

Unit 1

Indian Intellectual Tradition

Indian Knowledge System

Unit 2

Bhasa – Kamabharam

Unit 3

Meera Kant- Heard, But Never Seen

Unit 4 Acquaintances

Shakuntala	Kadambari	Vikromorvasiyam	Natayasastra	Kathoparishad
Rigveda	Mrichchakatikam	The Dhammapada	Sattasai	Silappadikaram

Suggested Readings:

Bhasa Karnabharam and Madhyama- Vyayoga, Ed and Tr. Dr S K Sharma, Parimal Publications: Ahmedabad, 2005

Meera Kant Heard But Never Seen, Tr Manu Vikraman in Indian English Literature Vol 237, Sahitya Akademi Jan- Feb 2007

P V Kane Histry of Sanskrit Poetics

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol.

V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33-40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavva Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

C C101 (Optional)

Introduction to the Forms of Literature (Prose)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition forms of English literature
- Develop a clear understanding of Essay and Short Story that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Essay as a form of literature

Short Story as a form of literature

Unit 2

Shakespeare's Sister by Virginia Woolf

The Religion of the Forest by Tagore

Unit 3

The Lady Rams by Mulk Raj Anand

The fall of the House of Usher By Edgar Allen Poe

Unit 4 Acquaintances

Munshi Premchand	R K Narayan	Ruskin Bond	Antov Chekov	O' Henry
Michel de Montaigne	Francis Bacon	Charles Lamb	William Hazlitt	R L Stevenson

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

R J Rees, English Literature An Introduction for Foreign Readers Macmillan

W H Hudson, An Introduction to the Study of Literature

PAPER C C 102
BRITISH POETRY: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance, Humanism that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Introduction to the age of Chaucer

Chief Characteristics of the Elizabethan poetry

Metaphysical Poetry

Unit 2

Geoffrey Chaucer -The Pardoner's Tale

Unit 3

Edmund Spenser Selections from Amoretti: Sonnet LXXV 'One day I wrote her name...'

William Shakespeare Sonnet LXV since Brass nor Stone

Christopher Marlowe – The Face That Launched a Thousand Ships

John Donne- Death Be not Proud

Unit 4 Acquaintances

Sir Philip Sidney	Thomas Sackville	Michael Drayton	John Dryden	Samuel Butler
Robert Herrick	Andrew Marvel	George Herbert	Henry Vaughan	Richard Crashaw

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

R J Rees, English Literature An Introduction for Foreign Readers Macmillan

W H Hudson, An Introduction to the Study of Literature

C E101

Introduction to the Forms of Literature (Prose)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

Understand the historical background and tradition forms of English literature

Develop a clear understanding of Essay and Short Story that provides the basis for the texts suggested

Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

Appreciate and analyze the literary texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Essay as a form of literature

Short Story as a form of literature

Unit 2

Shakespeare's Sister by Virginia Woolf

The Religion of the forest by Tagore

Unit 3

The Lady Rams by Mulk Raj Anand

The Fall of the House of Usher By Poe

Unit 4

Munshi Premchand	R K Narayan	Ruskin Bond	Antov Chekov	O Henry
Michel de Montaigne	Francis Bacon	Charles Lamb	William Hazlitt	R L Stevenson

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

R J Rees, English Literature An Introduction for Foreign Readers Macmillan

W H Hudson, An Introduction to the Study of Literature

PAPER C E 102
BRITISH POETRY: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance, Humanism that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Introduction to the age of Chaucer

Chief Characteristics of the Elizabethan poetry

Metaphysical Poetry

Unit 2

Geoffrey Chaucer -The Pardoner's Tale

Unit 3

Edmund Spenser Selections from Amoretti: Sonnet LXXV 'One Day I wrote Her

Name...'

William Shakespeare Sonnet LXV since Brass nor Stone

Christopher Marlowe – The Face That Launched a Thousand Ships

John Donne- Death Be not Proud

Unit 4 Acquaintances

Sir Philip Sidney	Thomas Sackville	Michael Drayton	John Dryden	Samuel Butler
Robert Herrick	Andrew Marvel	George Herbert	Henry Vaughan	Richard Crashaw

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

R J Rees, English Literature An Introduction for Foreign Readers Macmillan

W H Hudson, An Introduction to the Study of Literature

B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System

Scheme of Examination

**AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION**

Scheme of Examination

Arts (English)

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-II

CC 201

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-II

C C 201/ C E 201 (Optional)

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-II

C C 202/C E 202

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

C C 201
EUROPEAN CLASSICAL LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes.

- Historically situate classical European, i.e., Greek and Latin literary cultures and their
- Socio-political-cultural contexts
- Engage with classical literary traditions of Europe from the beginning till the 5th
- Century AD
- Grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- Appreciate classical literature of Europe and pursue their interests in it
- Examine different ways of reading and using literary texts across a wide range of
- Classical authors, genres and periods with comparative perspectives
- Develop ability to pursue research in the field of classics
- Develop academic and practical skills in terms of communication and presentation and
- Also learn about human and literary values of classical period

Course Content

Unit 1

Contribution of Aeschylus, Euripides and Sophocles

Contribution of Aristophanes

Epics of Homer

Unit 2

Sophocles - Oedipus Rex

Unit 3

Aeschylus - Agamemnon

Unit 4

Acquaintances

Antigone	Prometheus Bound	The Oresteia	Medea	Aristotle
The Frogs	The Cloud	Odyssey	Socrates	Plato

Suggested Readings

Homer, *The Iliad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

C C 201 (Optional)

Introduction to the Forms of Literature (Verse)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition forms of English literature
- Develop a clear understanding of Verse forms that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and contexts of the time.

Course Content

Unit 1

Epic as a form of Literature

Ballad as a form of Literature

Unit 2

John Keats La Belle Dame sans Merci

Thomas Hardy- Her Immortality

Unit 3

Robert Burns – Red Red Rose

W B Yeats – When You Are Old

Unit 4

Acquaintances

Lyric	Ode	Sonnet	Elegy	Song
Dramatic	Novel	Auto Biography	Satire	Allegory
Monologue				

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

R J Rees, English Literature An Introduction for Foreign Readers

W H Hudson, An Introduction to the Study of Literature

C C 202
BRITISH Drama: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance, Humanism that provides the basis for the texts
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the prescribed texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Early Drama (Mystery, Miracle, Morality Plays)
Chief Characteristics of Elizabethan Drama
Contribution of University Wits

Unit 2

Renaissance
Humanism

Unit 3

William Shakespeare- As You Like It

Unit 4

Acquaintances

George Peele	John Lyly	Robert Greene	Thomas Kyd	Marlowe
Ben Jonson	John Webster	William Congreve	John Wycherley	John Dekker

Suggested Topics For Presentation:

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Suggested Readings

Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

C E 201

Introduction to the Forms of Literature (Verse)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition forms of English literature
- Develop a clear understanding of Verse forms that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the literary texts in the larger socio-political and contexts of the time.

Course Content

Unit 1

Epic as a form of Literature

Ballad as a form of Literature

Unit 2

John Keats La Belle Dame sans Merci

Thomas Hardy- Her Immortality

Unit 3

Robert Burns – Red Red Rose

W B Yeats – When You Are Old

Unit-4

Acquaintances

Lyric	Ode	Sonnet	Elegy	Song
Dramatic	Novel	Auto Biography	Satire	Allegory
Monologue				

Suggested Reading

Alfred H Upham, The Typical Forms of English Literature, New Delhi: AITBS Publishers

B Prasad, A Background to the Study of English Literature, New Delhi: Macmillan, 2000

M H Abrams, A Glossary of Literary Terms New Delhi: Laxmi Publications 2001

R J Rees, English Literature An Introduction for Foreign Readers

W H Hudson, An Introduction to the Study of Literature

C E 202
BRITISH Drama: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes:

- Understand the historical background and tradition of English literature from 14th to 17th centuries.
- Develop a clear understanding of Renaissance, Humanism that provides the basis for the texts
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the prescribed texts in the larger socio-political and religious contexts of the time.

Course Content

Unit 1

Early Drama (Mystery, Miracle, Morality Plays)
Chief Characteristics of Elizabethan Drama
Contribution of University Wits

Unit 2

Renaissance
Humanism

Unit 3

William Shakespeare- As You Like It

Unit 4

Acquaintances

George Peele	John Lyly	Robert Greene	Thomas Kyd	Marlowe
Ben Jonson	John Webster	William Congreve	John Wycherley	John Dekker

Suggested Topics For Presentation:

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Suggested Readings

Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

SCHEME OF EXAMINATION

ARTS (ENGLISH) ARTS(B.A)/FINE ARTS/ HOME SCIENCE PROGRAMME

SEMSTER-III

F C 303

Q.1-(A) One long question with an internal option (from unit -I)	(8)
Q.1-(B) Attempt five short questions out of eight (from unit-I)	(10)
Q.2- Attempt five questions from each grammatical topic of unit II. (Ten out of twelve)	(10)
Q.3 Précis Writing	(7)

B A Semester III

Course Level Learning Outcome:

To encourage students to learn and appreciate language through Short Stories/Essays To encourage and develop reading habits in Under Graduate Students

To develop abilities to comprehend passages and compose short summaries

To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed topics

To enable students to comprehend short passages and compose précis so as to develop writing skills

Course Content

Unit 1

Lesson 1 to 5

Panorama Frank Bros. & Co.

Unit 2

Grammar

Voice (Active to Passive)

Use Adverb /Adjective

Unit 3

Comprehension and Composition

Précis Writing

SCHEME OF EXAMINATION

ARTS (ENGLISH) ARTS(B.A)/FINE ARTS/ HOME SCIENCE PROGRAMME

SEMSTER-IV

F C 403

- | | |
|--|------|
| Q.1-(A) One long question with an internal option (from unit -I) | (8) |
| Q.1-(B) Attempt five short questions out of eight (from unit-I) | (10) |
| Q.2- Attempt five questions from each grammatical topic of unit II.
(Ten out of twelve) | (10) |
| Q.3 Letter writing Or Email Writing with internal option | (7) |

B A Semester IV

Course Level Learning Outcome:

To encourage students to learn and appreciate language through literature

To encourage and develop reading habits in Under Graduate Students

To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed topics

To enable students to write and respond to formal letters and Email

Course Content

Unit 1

Lesson 6 to 10

Panorama Frank Bros. & Co.

Unit 2

Grammar

Identification of Clauses

Modal Auxiliaries

Unit 3

Composition (Formal Letter and E Mail)

Letter of Inquiry/Complaint/Invitation

B.A. PROGRAMME IN ENGLISH

Core Compulsory and Core Elective

Semester System

Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY
GRANTS COMMISSION

(WITH EFFECT FROM JUNE-2021)

Scheme of Examination

Arts (English)

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C E 303 /C C 303

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C C 303 (Optional)

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C E 304 /C C 304

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-III

C C 305

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

C C 303
INDIAN WRITING IN ENGLISH (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism / postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English Novel before Independence

Indian English Novel after Independence

Unit- II

R.K. Narayan *Swami and Friends*

Unit-III

Raja Rao *Kanthapura*

Unit –IV Acquaintances:

Rajmohun's Wife	Gujarat and the Gujaratis (1882)	The Guide	The God Of Small Things	In Custody
Home	The River Sutra	Midnight's Children	Train to Pakistan	A Suitable Boy

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10

C C 303(Optional) WORLD LITERATURES (Poetry& Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit 1

Literature and Society

Literary Traditions

Unit 2

Sri Aurobindo Savitri Book 1 ,

Unit 3

Bertolt Brecht -Mother Courage and Her Children

Unit 4 Acquaintances

Kalidasa	Homer	Milton	Rabindranath Tagore	Premchand
Kafka	Hermann Hesse	Aphra Behn	Caryl Churchill	Emile Zola

Suggested Reading:-

Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.

David Damrosch, How to Read World Literature, Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, The Reader's Companion to World Literature, Penguin, 2002.

Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.

C C 304
BRITISH POETRY: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify the major characteristics Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

Unit 1

Chief Characteristics of the age of Milton

Growth and development of poetry during the 17th & 18th Century

Unit 2

John Milton Lycidas

Unit 3

Alexander Pope The Rape of the Lock

Unit 4 Acquaintances

Paradise Lost	Paradise Regained	Elegy Written in a Country Church Yard	Essay on Dramatic Poesie	Epistle to Dr Arbuthnot
The Deserted Village	London	The Spectator	Idler	Man in Black

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8

C E 303
INDIAN WRITING IN ENGLISH (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English Novel before Independence

Indian English Novel after Independence

Unit- II

R.K. Narayan, *Swami and Friends*

Unit-III

Raja Rao , *Kanthapura* ,

Unit -IV

Acquaintances:

Rajmohun's Wife	Gujrat and the Gujratis (1882)	The Guide	The God Of Small Things	In Custody
Home	The River Sutra	Midnight's Children	Train to Pakistan	A Suitable Boy

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v-vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61-70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187-203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1-10.

C E 304
BRITISH POETRY: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify the major characteristics Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama.
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

Unit 1

Chief Characteristics of the age of Milton

Growth and development of poetry during the 17th & 18th Century

Unit 2

John Milton Lycidas

Unit 3

Alexander Pope The Rape of the Lock

Unit 4 Acquaintances

Paradise Lost	Paradise Regained	Elegy Written in a Country Church Yard	Essay on Poesy	Epistle to Dr Arbuthnot
The Deserted Village	London	The Spectator	Idler	Man in Black

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767

CC 305 LITERARY CRITICISM

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of rasa, alamkar, riti, dhvani, vakroti, auchitya) and western (Greek, roman, English, German, Russian and French)
- Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts □ learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- Learners will be able to strengthen and deepen their interpretative skills

Course Content

- The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Unit 1

What is literary Criticism?

Functions of Literary Criticism

Reader Response Theory

Unit 2

Plato's concept of poetry

Plato's theory of imitation

Unit 3

Aristotle -Nature and Function of Tragedy

Concept of Tragic Hero

Unit 4

Acquaintances

Rasa	Alamkar	Riti	Dhwani	Vakrokti
Auchitya	Catharsis	Mimesis	Nemesis	Hamartia

Suggested Reading:-

A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*. London & New York: Rutledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960. Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 403 /C E 403

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 403 (Optional)

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C E 404 /C C 404

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-IV

C C 405

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

C C 403
INDIAN WRITING IN ENGLISH (Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English drama before Independence

Indian English drama after Independence

Unit- II

Girish Karnad Nagamandala

Unit-III

Mahesh Dattani - Where There is a Will

Unit –IV Acquaintances

Badal Sircar	Vijay Tendulkar	Mohan Rakesh	Guru Charan Das	V.V.S. Iyengar
Asif Currimbhoy	Manjula Padmanabham	Nissim Ezekiel	Rabindranath Tagore	Mahesh Elkunchwar

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

C C 403 (Optional)
WORLD LITERATURES (Fiction)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Explain the concept of world literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and vishwa sahitya.
- Appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- Analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- Analyze and interpret literary texts in their contexts and locate them.

Course Content:

Unit 1

Concept of World Literature

Evolution of World Literature

Unit 2

Albert Camus, The Outsider

Unit 3

Paulo Coelho The Alchemist

Unit-4

Acquaintances:

Savitri	Gitanjali	The Stranger	Great Expectations	Crime and Punishment
1984	Anna Karenina	Ulysses	My Experiments With Truth	Godan

Suggested Reading: Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.

David Damrosch, How to Read World Literature, Wiley Blackwell, 2002.

Lillian Herlands Hornbittin, The Reader's Companion to World Literature, Penguin, 2002.

Frank Magil, Masterpieces of World Literature, Collins Reference, 1991.

CC 404
BRITISH DRAMA: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include.
- Identify the major characteristics of Comedy and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content

Unit 1

Chief Characteristics of Drama during the 17th & 18th century

Restoration Comedy

Heroic Tragedy

Unit 2

Dryden- All For Love

Unit 3

Congreve – The Way of the World

Unit 4 Acquaintances

The Man of Mode	Venice Preserved	Love in a Wood	Love for Love	Pilgrim's Progress
The Battle of the Books	Gulliver's Travels	The Rambler	Life of Johnson	The Vicar of the Wakefield

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period □ The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

CC 405 LITERARY CRITICISM

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include.
- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French) □ learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts

- learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

Course Content

Unit 1

The Mode of Existence of a Literary Work of Art

Art and Morality

Unit 2

S T Coleridge - Fancy and Imagination

Mathew Arnold - Culture and Anarchy

Unit 3

T.S. Eliot Functions Of Criticism

'Frontiers of Criticism'

Unit 4

Acquaintances

Longinus	Horace	John Dryden	Ben Jonson	Alexander Pope
Dr Johnson	Walter Pater	Saussure	I.A.Richards	F. R. Lewis

Suggested Readings

- A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.
- David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*. London & New York: Rutledge, 2000.
- Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.
- Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.
- S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.
- Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.
- William Wimsatt and Cleanth Brooks, *Literary Criticism: A Short History*. New Delhi: Oxford and I B H Publishing Co. Pvt. Ltd 1957

C E 403
INDIAN WRITING IN ENGLISH (Drama)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- appreciate the historical trajectory of various genres of IWE from colonial times till
- the present
- critically engage with Indian literary texts written in English in terms of
- Colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit -I

Indian English drama before Independence

Indian English drama after Independence

Unit- II

Girish Karnad Nagamandala

Unit-III

Mahesh Dattani - Where There is a Will

Acquaintances

Badal Sircar	Vijay Tendulkar	Mohan Rakesh	Guru Charan Das	V.V.S. Iyengar
Asif Currimbhoy	Manjula Padmanabham	Nissim Ezekiel	Rabindranath Tagore	Mahesh Elkunchwar

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp. 187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10

C E 404
BRITISH DRAMA: 17TH AND 18TH CENTURIES

Course Level Learning Outcomes

- Some of the course learning outcomes that students of this course are required to demonstrate include
- identify the major characteristics of Comedy and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content

Unit 1

Chief Characteristics of Drama during the 17th & 18th century

Restoration Comedy

Heroic Tragedy

Unit 2

Dryden- All For Love

Unit 3

Congreve – The Way of the World

Unit 4 Acquaintances

The Man of Mode	Venice Preserved	Love in a Wood	Love for Love	Pilgrim's Progress
The Battle of the Books	Gulliver's Travels	The Rambler	Life of Johnson	The Vicar of the Wakefield

Suggested Topics for Background Reading and Class Presentation

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period □ The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Suggested Readings

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

SCHEME OF EXAMINATION

ARTS (ENGLISH) ARTS(B.A)/FINE ARTS/ HOME SCIENCE PROGRAMME

SEMSTER-V

F C 503

- Q.1-(A) One long question with an internal option (from unit -I) (8)
- Q.1-(B) Attempt five short questions out of eight (from unit-I) (10)
- Q.2- Fill in the blanks with multiple choice. Five blanks from each grammatical topic of unit II.
(Ten out of twelve) (10)
- Q.3 Application Writing with internal option(For Jobs) (7)

B A Semester V

Course Level Learning Outcome:

To encourage students to learn and appreciate language through literature
To encourage and develop reading habits in Under Graduate Students
To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed topics
To enable students to write applications for prospective jobs

Course Content

Unit 1

Lesson 1 to 5

Reflections Macmillan

Unit 2

Grammar

Tenses (Verb Forms)

Concord

Unit 3

Composition

Job Application

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 506

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 506 (Optional)

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 507

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 508

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 509

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

CC 510

Q.1- One very long question with an internal option from unit –I	(17)
Q.2- One very long question with an internal option from unit –II	(18)
Q.3- (A)- Short Notes (Two out of Four)	(10)
Q.3- (B)- Linguistic Notes (Five out of Seven)	(10)
Theoretical Practical of Research Methodology (Practical Examination)	(15)

C C 506 MODERN EUROPEAN DRAMA

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate includes

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Course Content

Unit 1

Chief Characteristics of Modern European Drama

Major modern European Playwrights

Unit 2

Henrik Ibsen, *A Doll's House*

Unit 3

Samuel Beckett, *Waiting for Godot*

Unit-4 Acquaintances:-

Oscar Wilde	Sean O'Casey	Luigi Pirandello	Jean Genet	Bertolt Brecht
August Strindberg	Emilie Zola	John Osborne	Harold Pinter	Anton Chekhov

Suggested Topics for Presentation

- Politics, Social Change and the Stage
- Text and Performance
- European Drama; Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd
- The Role of the Director
- The Role of the free theatres

Suggested Readings

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121-5, 137-46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68-76, 121-8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.

C C 506 (Optional) SCIENCE FICTION

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- write critically about the two genres: Science Fiction, and Detective Literature
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behaviour
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

Course Content

Unit 1

Science Fiction as a Literary Genre

Ontological Development of Science Fiction

Unit 2

Manjula Padmanabham, "Escape"

Unit 3

H.G. Wells- The Time Machine

Unit 4 Acquaintances:

Isaac Asimov	Philip K Dick	Aldous Huxley	Ursula K.Le Guin	Frank Herbert
Arthur Clarke	Ray Bradbury	George Orwell	Jules Verne	Tanith Lee

Suggested Readings

Suvin, Darko. "On the Poetics of the Science Fiction Genre." *College English* 34, no. 3 (December 1972): 372-82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in *Companion to Crime Fiction: Blackwell Companions to Literature and Culture*, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_ficton.pdf

Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction', *South Central Review*; Vol.18, No.3/4; *Whose Body: Recognizing Feminist Mystery and Detective Fiction* (Autumn-Winter, 2001), pp.54-71.

C C 507 BRITISH ROMANTIC LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Course Content

Unit 1

Chief Characteristics of Romantic Revival

Major Romantic Poets

Unit 2

William Wordsworth – Daffodils

Coleridge- Kubla Khan

Keats – Ode to the Nightingale

Shelley – Ozymandias

Unit 3

Charles Lamb – New Years Eve, Dream Children: A Reverie

Hazlitt- On Reading Old Books, On Personal Character

Unit 4 Acquaintances:

Robert Southey	Sir Walter Scott	Thomas Moore	Lord Byron	Jane Austen
Mary Shelley	Thomas Love Peacock	Thomas De Quincey	William Hazlitt	Leigh Hunt

Suggested Topics for Presentation

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Suggested Readings

William Wordsworth, 'Preface to Lyrical Ballads', in Romantic Prose and Poetry, ed.

Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991). Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

C C 508

INDIAN WRITING IN ENGLISH TRANSLATION

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

Course Content

Unit 1

Amrita Pritam -Pinjar

Unit-2

Rabindra Nath Tagore -The Home and The world

Unit-3

Badal Sircar -Evam Indrajit :

Unit-4 Acquaintances:-

Samskara	Fire and the Rain	Nirmala	Halfway House	The Revenue Stamp
Seven Steps in the Sky	Meghdutam	Khoshla	Gora	Ghashiram Kotwal

Suggested Topics for Presentation

- The Aesthetics and Politics of Translation
- Linguistic Regions and Languages
- Modernity in Indian Literature
- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature

Suggested Readings

Rabindranath Tagore, 'Nationalism in India,' in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83.

Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, Indian Literature, No. 151 (Sept./Oct. 1992).

B.R. Ambedkar, 'Annihilation of Caste' in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.

Sujit Mukherjee, 'A Link Literature for India', in Translation as Discovery (Hyderabad: Orient Longman, 1994) pp. 34-45.

G.N. Devy, 'Introduction', from After Amnesia in The G.N. Devy Reader (New Delhi: Orient BlackSwan, 2009) pp. 1-5.

A History of Indian English Literature- M.K.Naik,
Indian Writing in English- -K.R..Srinivas Iyanger
Indian Writing in English-(Volumes I to VIII) Editors Manmohan K.Bhatnagar &
M.Rajeshwar

CC 509

BRITISH LITERATURE: THE EARLY 20TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature

- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

Course Content:

Unit 1

Chief Characteristics of Modern Age
Impact of World War on English Literature

Unit 2

E.M.Forster-A Passage to India

Unit 3

W.B. Yeats 'Leda and the Swan'
'The Second Coming'
T.S. Eliot 'The Love Song of J. Alfred Prufrock'

Unit-4 Acquaintances:-

W H Auden	Stephen Spender	Louis Mac Neice	Ezra Pound	Robert Bridges
H G Wells	Joseph Conrad	D.H.Lawrence	E M Foster	Virginia Woolf

Suggested Topics for Presentation

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Suggested Readings

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

CC 510

English Language and Research Methodology

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- To introduce learners to the history of English language and concepts in phonetics and linguistics
- To make learners aware of the form and content of language
- To enable learners to know the scientific systems of the language
- Recognize/understand the structure and various parts of the language
- Understand the existence of language in the form of different dialects based on a set of established factors
- Identify the various functions a language performs and the roles assigned to it
- Understand that all languages behave alike and develop a tolerance for other languages
- Understand that making errors is a process of learning and not hesitate to use language for the fear of making errors
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.
- Elicit specific conclusions.

Course Content

Unit 1

Characteristics of the English Language

Origin and Descent of The English Language

Landmarks of the English Language

Unit 2

Greek Influence on the English Language

French Influence on the English Language

Latin Influence on the English Language

Unit 3

A Write Short Notes

Influence of Shakespeare

Standard English

Bible Translation

Homophones and Homonyms

Archaism

Development of Dictionary

B Make Linguistic Notes

Boomerang, Boycott, Camouflage, Harakiri, Husband, Juggernaut, Khaki, Kindergarten,

Monk, O K, Robot, Sandwich, Shampoo, Swastika, Television

Suggested Topics for Presentation

- a. . Basic concept of research and the terminology involved
- b. Basic types of research
- c. Basic tools of research
- d. Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources.
- e. Conceptualizing and drafting a research paper
- f. Style manuals
- g. Notes, references and bibliography
- h. Research and ethics: documentation and plagiarism

Suggested Readings

Kumar, Ranjit. (2012) *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi, Vikas.

Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge UP, 1985.

Wrenn, C L. *The English Language*. London: Methuen, 1949.

Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)

Wallace, Michael. (2004). *Study Skills*. Cambridge: CUP.

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 606

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 606 (Optional)

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 607

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 608

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit -I | (17) |
| Q.2- One very long question with an internal option from unit -II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit -III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 609

- | | |
|---|------|
| Q.1- One very long question with an internal option from unit –I | (17) |
| Q.2- One very long question with an internal option from unit –II | (18) |
| Q.3- Q.1- One very long question with an internal option from unit –III | (17) |
| Q.4 Acquaintances in brief. (Three out of five) | (18) |

SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-VI

C C 610

Q.1- One very long question with an internal option from unit -I	(17)
Q.2- One very long question with an internal option from unit -II	(18)
Q.3- (A)- Short Notes (Two out of Four)	(10)
Q.3- (B)- Phonetic transcription of the given words. (Ten out of Twelve)	(10)
VIVA-VOCE EXAM (Practical Exam)	(15)

C C 606 WOMEN'S WRITING

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- recognize the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Course Content

Unit 1

Contribution of Women to English Literature

The Feminine way of Writing

Unit 2

Emily Dickinson 'I'm wife

Sylvia Plath 'Daddy'

Eunice De Souza 'Advice to Women'

Unit 3

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Katherine Mansfield 'Bliss'

Mahashweta Devi 'Draupadi',

Unit-4 Acquaintances

Jhumpa Lahiri	Arundhathi Roy	Sashi Deshpande	Shobha De	Anita Desai
Doris Lessing	Margaret Atwood	Zadie Smith	Angela Carter	Kiran Desai

Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender

- Social Reform and Women's Rights
- Women under Colonialism
- Women in and out of Slavery
- Is there a Woman's Language?

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97

Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

C C 606 (Optional)

DETECTIVE LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- write critically about Detective Literature as a form
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behavior
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

Course Content

Unit 1

Detective Literature as a genre

Ontological Development of Detective Literature

Unit 2

Agatha Christie- The Murder of Roger Ackroyd,

Unit 3

Arthur Conan Doyle The Hound of the Baskervilles

Unit 4 Acquaintances:-

Agatha Christie	Sir Arthaur Conan Doyle	Edgar Allan Poe	Raymond Candler	John Grisham
Dorothy L Sayers	Cecil Street	Arthur Morrison	Satyajit Ray	Kalpna Swaminathan

Suggested Readings

Suvin, Darko. "On the Poetics of the Science Fiction Genre." *College English* 34, no. 3 (December 1972): 372–82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in *Companion to Crime Fiction: Blackwell Companions to Literature and Culture*, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_ficton.pdf

Joy Palmer, 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction', *South Central Review*; Vol. 18, No.3/4; *Whose Body: Recognizing Feminist Mystery and Detective Fiction* (Autumn-Winter, 2001), pp.54-71.

C C 607
BRITISH LITERATURE: 19TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Course Content

Unit 1

Chief Characteristics of Victorian Age

Major Victorian Poets

Major Victorian Novelists

Unit 2

Jane Austen Pride and Prejudice

Unit 3

Alfred Tennyson - 'Ulysses', The Lotus Eaters

Robert Browning - 'My Last Duchess', 'The Last Ride Together'

Unit-4 Acquaintances:-

Thomas Hardy	Thackeray	Elizabeth Barrett Browning	Matthew Arnold	C.G.Rossetti
Emily Bronte	Charles Dickens	Macaulay	J.S.Mill	George Meredith

Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Suggested Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

C C 608
AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- Understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content

Unit 1

Arthur Miller All My Sons

Unit 2

Emily Dickenson – Hope is the Thing with Feathers

Robert Frost- The Road not Taken

E E Cummings – I Carry your Heart with Me

Maya Angelou: 'Still I Rise'

Unit 3

John Steinbeck- To a God Unknown

Unit 4 Acquaintances:-

Earnest Hemingway	William Faulkner	F Scott Fitzgerald	Eugene O' Neill	Edward Albert Albee
Sam Shepard	Walt Whitman	H D Thoreau	Emily Dickenson	Elaine Showalter

Suggested Topics for Background Reading and Class Presentation

- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is Huck Finn the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Topological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry

Suggested Readings

Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

Krishna Sen and Ashok Sengupta, '*A Short History of American Literature*' (Hydrabad: Orient Black Swan, 2017)

C C 609 LITERARY THEORY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Have a historical overview of major literary theorists, particularly of the 20th century
- Show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- Develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- Historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- Identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- Apply various theoretical frameworks and concepts to literary and cultural texts
- Evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- Sharpen interpretative skills in the light of various theoretical frameworks

Course Content

UNIT-I

- Literature & Biography
- Literature & Psychology
- Literature & Society

UNIT-II

- Literature & Other Arts-Music, painting
- Arts & Morality
- Evaluation

UNIT-III

- Feminism
- Aestheticism
- Modernism

UNIT-IV Acquaintances:-

Legislative criticism	Comparative criticism	Biographical criticism	Historical	Eco criticism
Psychoanalytic criticism	Sociological criticism	New criticism	Postcolonial criticism	Post structuralist criticism

Suggested Readings:-

1. Theory of Literature—Rene Wellek
2. The Making of Literature—R.A. Scott James
3. Critical Approaches to literature—David Daiches
4. David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Routledge, 2000.
5. Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory, Manchester: Manchester University Press, 1984.
6. Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.
7. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009
- 8.

C C 610

Spoken English

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include knowledge of

- The English sound system
- The process of continuous English speech
- The main intonation patterns in English and their functions
- The difference between British English and Indian English
- Pronunciation based on the model accents Received Pronunciation(RP) and General Indian English.
- The main difference between these and other major accents of English, and the concept of sound change
- Skills of speaking and listening

Unit 1

English as a Link Language in India

Organs of Speech

Speech Mechanism

Unit 2

Vowels

Consonants

Diphthongs

Unit 3

A-Short Notes

Phoneme and Morpheme

Intonation

Syllable

Inflection

Sound-Voiced-Unvoiced

Rhythm

B -Phonetic Transcription List of Fifty Word

View	Life	Lover	longer	Three
Thanks	Cloth	Father	Listen	Vision
Park	Habit	Tune	Breathing	Guard
Target	Promise	Cheer	Choice	Kitchen
Search	Fashion	Company	House	Nation
America	Queen	Computer	Tuesday	Chorus
Flower	Character	Pool	Noise	Poor
Young	laughter	bite	abroad	cool
Prayer	teach	order	resume	foreign
Biscuit	blood	chimney	court	factory

Recommended Reading:

1. T.Balasubramaniam - A Textbook of English Phonetics for Indian Students
2. J.D O'Connor - Better English Pronunciation
3. R K Bansal and J B Harrison - Spoken English, Orient Longman

HNG UNIVERSITY
B.A. (HONS) SEMESTER-I
HISTORY
CORE CC 101

Ancient India: History, Archaeology and Culture (Pre History to 6th cent. BC)

(To be implemented from June-2020)

UNIT 1

1. Sources for studying Indian History
 - Archaeological Sources
 - Literary Sources
2. Prehistory of India
 - Palaeolithic Culture
 - Mesolithic Culture
 - Neolithic Culture

UNIT 2

1. Aspects of Harappan Civilization
 - Town planning,
 - Social & Economic condition
 - Religion and Culture
 - Relationship with other Civilization
 - Decline and Views
 - Contribution of Harappan civilization to India and world

UNIT 3

1. Rigvedic period:
 - Political System
 - Society
 - Religion
 - Position of women
2. Later vedic period
 - Literature : Samveda, Athrvaveda, Yajurveda, Brahmangranth, Aryanakas, Ramayana and Mahabharata, Puranas and Dharmshastra , Upnishadas
 - Political system
 - Society
 - Change in Position of women
 - Economic Condition
 - Religion

UNIT 4

1. Mahavira Swami : Life and Work As A Reformer
2. Gautam Buddha : Life and Work As a Reformer
3. Political Situation in the 6th Cent. BC
16 Mahajanapadas and Rise of Magadha
4. Haryaka Dynusty, Naga Dynasty and Nanda Dynasty

Suggested Readings :

- | | | |
|----|-----------------------|--|
| 1. | Majumdar R.C. | The History and Culture of the Indian People Vol. I - III. |
| 2. | Nilkanth Shastri | History of South India Part-I
(1) Ancient India (2) History of India. |
| 3. | Panikkar K.K. | A survey of Indian History. |
| 4. | Raosen E. | The Cambridge History of India Vol. I, III |
| 5. | Raychaudhary H. | Political History of Ancient India. |
| 6. | Tripathi R.C. | (1) Ancient India.
(2) Cultural Heritage of India. I, II. |
| 7. | Kulkarni Chidambara | Ancient Indian History and Culture. |
| 8. | David D. A. & Others: | History and Culture of Ancient India. |

ગુજરાતી પુસ્તકો :

- | | | |
|----|----------------------|---|
| ૧. | શાસ્ત્રી હરિપ્રસાદ | - પ્રાચીન ભારતનો ઇતિહાસ |
| ૨. | ડૉ. ધારેયા આર કે. | - પ્રાચીન ભારતનો ઇતિહાસ |
| ૩. | જવાહરલાલ નેહરુ | - મારું હિંદનું રેખાદર્શન |
| ૪. | મનુભાઈ પંચોલી | - આપણો વેલ્લ અને વરસો |
| ૫. | સત્યકેતુ વિદ્યાલંકાર | - પ્રાચીન ભારતીય સંસ્કૃતિ ઓર ઉસકા ઇતિહાસ |
| ૬. | લુંનીયા બી. એન. | - પ્રાચીન ભારતકા રાજનૈતિક ઓર સંસ્કૃતિક ઇતિહાસ |

HNG UNIVERSITY
B.A. (HONS) SEMESTER-I
HISTORY
CORE CC 102

World History (from Renaissance to French revolution.)
(To be implemented from June - 2020)

UNIT 1

Renaissance

1. Meaning of Renaissance
2. Factors leading to Renaissance
3. Impact on Literature, Art, Architecture and Science

Religious Reformation

1. Factors leading to Reformation
2. Major Reformers
 - Erasmus
 - John Huss
 - Martin Luther
3. Results of Religious reforms

UNIT 2

Geographical Discoveries

1. Factors responsible for Geographical discoveries
2. Marco Polo, Columbus, Vasco-de-gama, Henry the Navigator
3. Results of Geographical Discoveries

UNIT 3

Blood less Revolution of England (1688 A.D.)

1. Causes and Its impact
2. Bill of Rights and its Importance

UNIT 4

1. American Revolution (1776) : Causes and Results
2. French Revolution (1789) : Causes and Results
3. Napoleon Bonaparte

Suggested Readings :

1. Weach W.H. : History of the world
2. Davis A.H. : An outline History of the World
3. Palmor R.R. : A History of Modern World
4. Welles Peter : The American war of Independence
5. Current & Williams : American History : A survey (Calcutta, 1975)
6. નહેરુ જવાહરલાલ : જગતના ઇતિહાસનું દર્શન (અનુ.)
7. ભદ્ર દેવેન્દ્ર : યુરોપનો ઇતિહાસ, ગ્રંથનિર્માણ બોર્ડ
8. શેઠ સુરેશ સી. : વિશ્વની ક્રાંતિઓ
9. કિશર એચ. : યુરોપનો ઇતિહાસ ભાગ-૧ અને ૨. અનુ. દેસાઈ કીકુભાઈ
10. જ્ઞાનગંગોત્રી ભાગ-૧૨ : ક્રાંતિ દર્શન
11. ડૉ. મગુભાઈ પટેલ : વિશ્વક્રાંતિઓ અને રાષ્ટ્રીય આંદોલન
12. ડૉ. એસ. વી. જાની : અમેરિકાનો સ્વાતંત્ર્ય સંગ્રામ, ગુર્જર ગ્રંથરત્ન, અમદાવાદ
13. કે. બી. બાજપેયી : સંયુક્ત રાજ્ય અમેરિકા કા ઇતિહાસ

HNG UNIVERSITY
B.A. (HONS) SEMESTER-II
HISTORY
CORE CC 201

ANCIENT INDIA: HISTORY, ARCHAEOLOGY, AND CULTURE
(5th Century B.C to 650 A. D.)
(TO BE IMPLEMENTED FROM DECEMBER - 2020)

UNIT 1

India between 5th B.C to 3rd B.C.

- A. Impact of Iranian and Greek Invasion on India
- B. Mauryan Age:
 - i. Chandragupta Maurya and Bindusara
 - ii. Ashoka- Political and religious policy
 - iii. Mauryan Administration

UNIT 2

India between 2nd B.C. to 3rd A.D.

- A. Indo-Greek Rulers
- B. Shakas and Pahalavas, Satvalhano, Vakatako
- C. Kushana Dynasty: Political, Administrative and Cultural Achievement of Kanishka

UNIT 3

The Gupta Age

- A. Chandragupta Vikramaditya and Skandgupta
- B. The Gupta Administration
- C. Cultural development during Gupta period

UNIT 4

Post Gupta Period

- A. Harshavardhana
- B. Cultural Achievements of Harshavardhana
- C. Hiu-en-Tsang.



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HNG UNIVERSITY
B.A. (HONS) SEMESTER-II
HISTORY
CORE CC 202

WORLD HISTORY (1815 TO 1870 AD)
(TO BE IMPLEMENTED FROM DECEMBER - 2020)

UNIT 1

- A. Vienna conference
- B. European Union

UNIT 2

- A. French Revolution of 1830 AD
- B. French Revolution of 1848 AD

UNIT 3

- A. Industrial Revolution : Meaning and Definition
- B. Industrial Revolutions : Causes
- C. Industrial Revolutions : Political, Social & Economic Effects

UNIT 4

- A. Meiji Age in Japan
- B. Meiji Constitution and Administration
- C. Modernization of Japan during Meiji



HNG UNIVERSITY
B.A. (HONS) SEMESTER-I
HISTORY
CORE CE 101

Ancient India: History, Archaeology and Culture (Pre History to 6th cent. BC)

(To be implemented from June-2020)

UNIT 1

1. Sources for studying Indian History
 - Archaeological Sources
 - Literary Sources
2. Prehistory of India
 - Palaeolithic Culture
 - Mesolithic Culture
 - Neolithic Culture

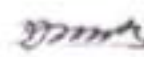
UNIT 2

1. Aspects of Harappan Civilization
 - Town planning
 - Social & Economic condition
 - Religion and Culture
 - Relationship with other Civilization
 - Decline and Views
 - Contribution of Harappan civilization to India and world

UNIT 3

1. Rigvedic period:
 - Political System
 - Society
 - Religion
 - Position of women
2. Later vedic period
 - Literature – Samveda, Athrvaveda, Yajurveda, Brahmangranth, Aryanakas, Ramayana and Mahabharata, Puranas and Dharmshastra, Upanishadas
 - Political system
 - Society
 - Change in Position of women
 - Economic Condition
 - Religion

UNIT 4

1. Mahavira Swami : Life and Work As A Reformer
 2. Gautam Buddha : Life and Work As a Reformer
 3. Political Situation in the 6th Cent. BC
16 Mahajanapadas and Rise of Magadha
 4. Haryaka Dynusty, Naga Dynasty and Nanda Dynasty
- 
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HNG UNIVERSITY
B.A. (HONS) SEMESTER-I
HISTORY
CORE CE 102

World History (from Renaissance to French revolution.)
(To be implemented from June - 2020)

UNIT 1

Renaissance

4. Meaning of Renaissance
5. Factors leading to Renaissance
6. Impact on Literature, Art, Architecture and Science

Religious Reformation

4. Factors leading to Reformation
5. Major Reformers
 - Erasmus
 - John Huss
 - Martin Luther
6. Results of Religious reforms

UNIT 2

Geographical Discoveries

4. Factors responsible for Geographical discoveries
5. Marco Polo, Columbus, Vasco-de-gama, Henry the Navigator
6. Results of Geographical Discoveries

UNIT 3


Blood less Revolution of England (1688 A.D.)

3. Causes and Its impact
4. Bill of Rights and its Importance

UNIT 4

4. American Revolution (1776) : Causes and Results
5. French Revolution (1789) : Causes and Results
6. Napoleon Bonaparte




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ING UNIVERSITY
B.A. (HONS) SEMESTER-II
HISTORY
CORE CE 201

ANCIENT INDIA: HISTORY, ARCHAEOLOGY, AND CULTURE
(5th Century B.C to 650 A. D.)
(TO BE IMPLEMENTED FROM DECEMBER - 2020)

UNIT 1

India between 5th B.C to 3rd B.C.

- A. Impact of Iranian and Greek Invasion on India.
- B. Mauryan Age:
 - Chandragupta Maurya and Bindusara
 - Ashoka- Political and religious policy
 - Mauryan Administration

UNIT 2

India between 2nd B.C. to 3rd A.D

- A. Indo-Greek Rulers
- B. Shakas and Pahalavas, Satvahano, Vakatako
- C. Kushana Dynasty- Political, Administrative and Cultural Achievement of Kanishka

UNIT 3

The Gupta Age

- A. Chandragupta Vikramaditya and Skandgupta
- B. The Gupta Administration
- C. Cultural development during Gupta period

UNIT 4

Post Gupta Period

- A. Harshavardhana
- B. Cultural Achievements of Harshavardhana
- C. Hiu-en-Tsang.



Hemchandra
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

HNG UNIVERSITY
B.A. (HONS) SEMESTER-II
HISTORY
CORE CE 202

WORLD HISTORY (1815 TO 1870 AD)
(TO BE IMPLEMENTED FROM DECEMBER - 2020)

UNIT 1

- C. Vienna conference
- D. European Union

UNIT 2

- A. French Revolution of 1830 AD
- B. French Revolution of 1848 AD

UNIT 3

- A. Industrial Revolution : Meaning and Definition
- B. Industrial Revolutions : Causes
- C. Industrial Revolutions : Political, Social & Economic Effects

UNIT 4

- A. Meiji Age in Japan
- B. Meiji Constitution and Administration
- C. Modernization of Japan during Meiji




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PATAN

H.N.G. University
B.A. (HONS) SEMESTER – III
History (Core C.C. -303)

History of India (From 650 A.D. to 1206 A.D.)

(To be implemented from the Academic year June 2021)

Unit – 1 Post Gupta Era

1. The Kanauj
2. Gurjar Pratiharas of Rajasthan
3. Gadhavals
4. Chauhans of Delhi

Unit – 2

1. Palas and Senas of Bengal
2. Gangs and Chadellas
3. Paramaras and Chalukyas

Unit – 3

1. Rastrakutas
2. Chalukyas
3. Pallavas
4. Cholas

Unit – 4

1. Social and Economic condition of Rajputas
2. Religion and Philosophy
3. Art and Culture

Suggested Reading:

1. Majumdar R.C. The History and Culture of the Indian People Vol. I- II
2. Raoson E. The Cambridge History of India Vol. I, II
3. Raichaudhary H. Political History of Ancient India
4. Tripathi R. C. (1) Ancient India
(2) Cultural History of India, I, II.
5. David D.A. & Others: History of Culture of Ancient India.
6. Thapar Romila Ancient India Social History – Some interpretations

❖ ગુજરાતી પુસ્તકો :

૧. શાસ્ત્રી હરિપ્રસાદ - પ્રાચીન ભારતનો ઇતિહાસ
૨. ડૉ. ધારેયા આર. કે. - પ્રાચીન ભારતનો ઇતિહાસ
૩. જવાહરલાલ નહેરુ - માટું દિવનું રેખાદર્શન
૪. મનુભાઈ પંચોલી - આપણો વેલવ અને વારસો
૫. સત્યકેતુ વિદ્યાલંકાર - પ્રાચીન ભારતીય સંસ્કૃતિ ઓર ઉસકા ઇતિહાસ
૬. લુનિયા બી. એન. - પૂર્વ મધ્યકાલિન ભારત કા રાજનૈતિક ઓર સાંસ્કૃતિક ઇતિહાસ

H.N.G. University

B.A. (HONS) SEMESTER - III

History (Core C.C. -304)

World History (From 1870 A.D. to 1920 A.D.)

(To be implemented from the Academic year June 2021)

Unit - 1

1. Nationalism રીપબ્લિક
2. Unification of Germany and Italy ઝર્મની અને ઈટાલીનું એકીકરણ
3. Meiji Rule of Japan and Modernization જાપાનના રાજ્યનિર્માણ અને આધુનિકીકરણ

Unit - 2

1. Chinese Revolution of 1911 ૧૯૧૧ના ચીન ક્રાંતિ / ઈટાલી / મેક્સિકો
2. World War I : Causes and Effect ૧૯૧૪ના વિશ્વ યુદ્ધના કારણ અને પરિણામ
3. Paris Peace conference પેરિસમાં કાર્યવાહી કરવા અને સંધિ

Unit - 3

- League of Nation (રાષ્ટ્રસંઘ)
1. Origin, Aims and Organs રાષ્ટ્રસંઘનું ઉદ્દેશ્ય, કાર્યકાર્ય
 2. Contribution in World Peace વિશ્વમાં શાંતિ, સંધિ
 3. Causes of Failure નિષ્ણતાઓ

Unit - 4

1. Russian Revolution of 1917 રશિયન ક્રાંતિ (૧૯૧૭) કારણ / પરિણામ
2. Causes and Effects on Russia and World
3. New Economics Policy of Lenin લેનિનની નવી આર્થિક નીતિ

Suggested Reading:

1. Weach W. H. : History of the World
2. David A. H. : An outline History of the World
3. નહેરુ જવાહરલાલ : જગતનાં ઇતિહાસનું દર્શન
4. ભદ્ર દેવેન્દ્ર : યુરોપનો ઇતિહાસ, ગ્રંથનિર્માણ બોર્ડ
5. શેઠ સુરેશ સી : વિશ્વની ક્રાંતિઓ
6. કિશર એચ : યુરોપ નો ઇતિહાસ ભાગ ૧ અને ૨
અનુ. દેસાઇ કિશુભાઈ
7. જાનગંગોત્રી ભાગ ૧૨ : ક્રાંતિ દર્શન
8. ડો. મંગુભાઈ પટેલ : વિશ્વક્રાંતિઓ અને રાષ્ટ્રીય આંદોલન
9. કે.બી. બાજપેયી : સંયુક્ત રાજ્ય અમેરિકા કા ઇતિહાસ

H.N.G. University
B.A. (HONS) SEMESTER – III
History (Core C.C. -305)

History of India (From 1206 A.D. to 1526 A.D.)
(To be implemented from the Academic year June 2021)

Unit – 1

1. India on the eve of establishment of Delhi Sultanate
 - Political condition
 - Social condition
 - Economics condition

Unit – 2

Dynasties of Delhi sultanate

1. Gulams,
2. Khiljis,
3. Tughlak,
4. Saiyad and Lodhis

Unit – 3

1. Administration of Sultanate period *વડીલશીતંત્ર શાસનકાલ*
2. Bhakti and Sufi Movements
3. Art and Architecture

Unit – 4

1. Vijaynagar and Empire
2. Art & Architecture of Vijaynagar dynasty

❖ Suggested Reading:

1. R.C. Majumdar & Others : The History and Culture of Indian People
Delhi Sultanate Vol. III Bhartiya Vidya Bhavan
2. Sir Haig Woolsey : Cambridge History of India Vol. III
3. Dr. Ishwari Prasad : A Short History of Muslim Rule in India
4. Dr. Tripathi R. S. : Some Aspects of Muslim Administration
5. Dr. A. L. Shrivastava : The Delhi Sultanate

❖ ગુજરાતી પુસ્તકો :

૧. ડૉ. હોટલાઇ નાયક - મધ્યયુગીન ભારત ખંડ - ૨
૨. પરીખ પી. એસ. - (૧) ભારતનો સાંસ્કૃતિક ઇતિહાસ
(૨) મધ્યકાલીન ભારતમાં ધાર્મિક જીવન અને સંગઠન
૩. આચાર્ય ન.આ. - ભારતમાં વૈષ્ણવધર્મ અને શક્ત સંપ્રદાય

❖ હિન્દી પુસ્તકો :

૧. ડૉ. શ્રીવાસ્તવ એસ. - દિલ્હી સલ્તનત
૨. હુનિયા બી. એન. - પૂર્વ મધ્યકાલીન ભારત કા રાજનૈતિક એવમ સાંસ્કૃતિક ઇતિહાસ
૩. ડૉ. મહાજન વિદ્યાધર - દિલ્હી સલ્તનત કા ઇતિહાસ

H.N.G. University
B.A. (HONS) SEMESTER – III
History (Core Elective. -303)

History of India (From 650 A.D. to 1206 A.D.)
(To be implemented from the Academic year June 2021)

Unit – 1 Post Gupta Era

1. The Kanauj
2. Gurjar Pratiharas of Rajasthan
3. Gadhavals
4. Chauhans of Delhi

Unit – 2

1. Palas and Senas of Bengal
2. Gangs and Chadellas
3. Paramaras and Chalukyas

Unit – 3

1. Rastrakutas
2. Chalukyas
3. Pallavas
4. Cholas

Unit – 4

1. Social and Economic condition of Rajputas
2. Religion and Philosophy
3. Art and Culture

Suggested Reading:

1. Majumdar R.C. The History and Culture of the Indian People Vol. I- II
2. Raason E. The Cambridge History of India Vol. I, II
3. Raichaudhary H. Political History of Ancient India
4. Tripathi R. C. (1) Ancient India
(2) Cultural History of India, I, II.
5. David D.A. & Others: History of Culture of Ancient India.
6. Thapar Romila Ancient India Social History – Some interpretations

❖ ગુજરાતી પુસ્તકો :

૧. શાસ્ત્રી હરિપ્રસાદ - પ્રાચીન ભારતનો ઇતિહાસ
૨. ડૉ. ધારેયા આર. કે. - પ્રાચીન ભારતનો ઇતિહાસ
૩. જવાહરલાલ નહેરુ - મારું હિન્દુ રેખાદર્શન
૪. મનુભાઈ પંચોલી - આપણો વેશવ અને વારસો
૫. સત્યકેતુ વિદ્યાલંકાર - પ્રાચીન ભારતીય સંસ્કૃતિ ઓર ઉસકા ઇતિહાસ
૬. લુનિયા બી. એન. - પૂર્વ મધ્યકાલિન ભારત કા રાજનૈતિક ઓર સાંસ્કૃતિક ઇતિહાસ

H.N.G. University

B.A. (HONS) SEMESTER – III

History (Core Elective. -304)

World History (From 1870 A.D. to 1920 A.D.)

(To be implemented from the Academic year June 2021)

Unit – 1

1. Nationalism
2. Unification of Germany and Italy
3. Meiji Rule of Japan and Modernization

Unit – 2

1. Chinese Revolution of 1911
2. World War I : Causes and Effect
3. Paris Peace conference

Unit – 3

League of Nation

1. Origin, Aims and Organs
2. Contribution in World Peace
3. Causes of Failure

Unit – 4

1. Russian Revolution of 1917
2. Causes and Effects on Russia and World
3. New Economics Policy of Lenin

Suggested Reading:

1. Weach W. H. : History of the World
2. David A. H. : An outline History of the World
3. નહેરુ જવાહરલાલ : જગતનાં ઇતિહાસનું દર્શન
4. ભદ્ર દેવેન્દ્ર : યુરોપનો ઇતિહાસ, ગ્રંથનિર્માણ બોર્ડ
5. શેઠ સુરેશ સી : વિશ્વની ક્રાંતિઓ
6. ફિશર એચ : યુરોપ નો ઇતિહાસ, ભાગ ૧ અને ૨
અનુ. દેસાઈ કિરુભાઈ
7. જ્ઞાનગંગોત્રી ભાગ ૧૨ : ક્રાંતિ દર્શન
8. ડો. મંગુભાઈ પટેલ : વિશ્વક્રાંતિઓ અને રાષ્ટ્રીય આંદોલન
9. કે.બી. બાજપેયી : સંયુક્ત રાજ્ય અમેરિકા કા ઇતિહાસ

H.N.G. University
B.A. (HONS) SEMESTER – IV
History (Core C.C. -403)
History of India – 1526 to 1757

(To be implemented from the Academic year Oct-2021)

Unit – 1

1. The First Battle of Panipat - 1526
2. Sher Shah Soor – Internal policy and reforms
3. Akbar – Rajput and religious policy.

Unit – 2

1. Mughal Administration
2. Shahjahan and Aurangzeb
3. Cultural Achievements of Mughals.
4. Decline of Mughal Empire

Unit – 3

1. Rise of Maratha Power in India
2. Chhatrapati Shivaji – Life and Achievements.
3. The Peshwas – Bajirao 1st and Balajibajirao.
4. 3rd Battle of Panipat and decline of Maratha power.

Unit – 4

1. European Companies in India – Portugal, Dutch, English and French.
2. Anglo-Dutch and Anglo-French wars.
3. Anglo-Maratha wars.

❖ **Suggestion Readings:**

1. Majmudar R.C. & Others: An Advance History of India.
2. Cambridge History of India : British India Vo. 1-V.
3. Chhabra S.S. : Advance History of India.
4. Gadhavi J. J. : Aadhunikkbharat no Itihas(Delhi, Macmillan, 2013).

H.N.G. University
B.A. (HONS) SEMESTER – IV
History (Core C.C. -404)
World History – 1919 to 1990

(To be implemented from the Academic year Oct- 2021)

- Unit – 1 World between two world wars.
1. Internal and external policy of Mussolini. #
 2. Internal and external policy of Hitler.
- Unit – 2 The Second world wars.
1. Causes of Second World War.
 2. Impact of Second World War.
 3. Chinese Revolution of 1949.
- Unit – 3 United Nations.
1. Aims of UN. #
 2. Achievements & Failure of UN.
 3. Contribution of UN in World peace.
- Unit – 4 World after Second World War.
1. Cold War – Incidents, Causes and effects.
 2. The Non Alignment Movement.
 3. End of Cold War – Cause and effect. *

❖ Suggested Reading:

1. David A H: An Outline history of the World.
2. Jain and Mathur : Modern World.
3. Weach W H: History of the World.

H.N.G. University
B.A. (HONS) SEMESTER – IV
History (Core C.C. -405)

History of India – 1757 to 1885

(To be implemented from the Academic year Oct- 2021)

Unit – 1

1. Establishment of British Power in India – Battle of Plassey and Buxar.
2. Charles Cornwallis – Internal Policy (Permanent Settlement, Cornwallis code, Judiciary and Administrative Reforms.

Unit – 2

1. Lord Wellesley- Internal Policy (Subordinate System)
2. Lord William Bentinck – Internal Policy and Reforms.
3. Lord Dalhousie – Internal Policy (Reforms, Doctrine of Lapse-Khalsa policy)

Unit – 3

1. The Upheaval of 1857.
2. Causes and Effects of 1857.
3. Nature of 1857.

Unit – 4

1. Lord Lytton – Internal Policy
2. Lord Ripon – Internal Policy and Reforms.

❖ Suggested Reading:

1. Majumdar R.C. & Others: An Advance History of India.
2. Sharma R. S. : The making of India.
3. Cambridge History of India : British India Vo. 1 – V
4. Chhabra S.S. : Advance History of India.
5. Sarkar Sumit : Modern India 1885 – 1947.
(Delhi Macmillan, 1985)
6. Gadhavi J. J. : Aadhunikbharat ka Itihas(Delhi, Macmillan, 2013).

H.N.G. University
B.A. (HONS) SEMESTER – IV
History (Core C.E. -403)

History of India – 1526 to 1757

(To be implemented from the Academic year Oct- 2021)

Unit – 1

1. The First Battle of Panipat - 1526
2. Sher Shah Soor – Internal policy and reforms
3. Akbar – Rajput and religious policy.

Unit – 2

1. Mughal Administration
2. Shahjahan and Aurangzeb
3. Cultural Achievements of Mughals.
4. Decline of Mughal Empire

Unit – 3

1. Rise of Maratha Power in India
2. Chhatrapati Shivaji – Life and Achievements.
3. The Peshwas – Bajirao 1st and Balajibajirao.
4. 3rd Battle of Panipat and decline of Maratha power.

Unit – 4

1. European Companies in India – Portugal, Dutch, English and French.
2. Anglo-Dutch and Anglo-French wars.
3. Anglo-Maratha wars.

❖ Suggestion Readings:

1. Majmudar R.C. & Others: An Advance History of India.
2. Cambridge History of India : British India Vo. 1-V.
3. Chhabra S.S. : Advance History of India.
4. Gadhavi J. J. : Aadhunikbharat no Itihas(Delhi, Macmillan, 2013).

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H.N.G. University
B.A. (HONS) SEMESTER – IV
History (Core C.E. -404)
World History – 1919 to 1990

(To be implemented from the Academic year Oct- 2021)

- Unit – 1 World between two world wars.**
1. Internal and external policy of Mussolini.
 2. Internal and external policy of Hitler.

- Unit – 2 The Second world wars.**
1. Causes of Second World War.
 2. Impact of Second World War.
 3. Chinese Revolution of 1949.

- Unit – 3 United Nations**
1. Aims of UN.
 2. Achievements & Failure of UN.
 3. Contribution of UN in World peace.

- Unit – 4 World after Second World War.**
1. Cold War – Incidents, Causes and effects.
 2. The Non Alignment Movement.
 3. End of Cold War – Cause and effect.

❖ Suggested Reading:

1. David A H: An Outline history of the World.
2. Jain and Mathur : Modern World.
3. Weach W H: History of the World.

B. A. Sem - 4

E.G. (Elective Generic)

Cultural Heritage of Gujarat

યુનિટ-૧

૧. સાંસ્કૃતિક વારસો અને તેનું મહત્વ
૨. ભારતના પરિપ્રેક્ષ્યમાં વિભિન્ન ક્ષેત્રે સાંસ્કૃતિક વારસાનું મહત્વ.
૩. ગુજરાતનો સાંસ્કૃતિક વારસો - એક વિહંગાવલોકન

યુનિટ-૨

૧. ગુજરાતના લોકજીવનની ઝાંખી કરાવતાં ગુજરાતના લોકનૃત્યો.
૨. ગુજરાતના ભાતીગળ મેળાઓ, સરોવરો, તળાવો, કલાત્મક વાવ.
૩. ગુજરાતની નાટ્યકલા તેમજ મહત્વ પૂર્ણ નાટ્યકારો.

યુનિટ-૩

૧. ગુજરાતની સંગીત કલા તેમજ ખ્યાતનામ સંગીતકારો
૨. ગુજરાતની ચિત્રકલા તેમજ જાણીતા ચિત્રકારો.
૩. ગુજરાતનું શિલ્પ સ્થાપત્ય તેમજ જાણીતા સ્થપતિઓ

યુનિટ-૪

૧. ગુજરાતની સાહિત્ય જગતના પ્રમુખ કવિ-સાહિત્યકારોનું પ્રદાન
૨. ગુજરાતની સાહિત્યિક સંસ્થાઓ

Books for Study and References:

1. Jaya Palan N. - Social and cultural History of India.
2. Kridhna Meenakshi - Cultural History of medieval India.
3. Vidhyalankar Satya Ketu - Bharatiya sanskriti aur uska Itihas
૪. ચાવડા વિજયસિંહ - ભારતનો સાંસ્કૃતિક વિકાસ
૫. શાસ્ત્રી હરિપ્રસાદ - પ્રાચીન ભારત ભાગ - ૧ અને ૨
6. Indian Culture and Heritage: Bhartiya Vidya Bhavan Publication

સંદર્ભ: ગુજરાતનો સાંસ્કૃતિક વારસો. ડૉ.રાકેશ.આર.જોશી

H.N.G. University

B.A. (HONS) SEMESTER – V

History (Core C.C. -506)

History of India (from 1885 A.D. to 1947 A.D.)

(To be implemented from the Academic year June- 2022)

UNIT 1

1. Growth of National Consciousness in India

હિંદમાં રાષ્ટ્રીય સભાજનો વિકાસ

2. Indian National Congress (1885-1919)

હિંદની રાષ્ટ્રીય કોંગ્રેસ (૧૮૮૫-૧૯૧૯)

UNIT 2

1. Swadeshi Movement and Home rule Movements

સ્વદેશી ચળવળ અને હોમરુલ ચળવળો

2. Revolutionary Activities in India and Abroad

હિંદમાં અને પરદેશમાં ક્રાંતિકારી પ્રવૃત્તિઓ

3. Non Co-operation Movement (1920 and 1922)

અસહકારની ચળવળ (૧૯૨૦ અને ૧૯૨૨)

UNIT 3

1. Simon Commission 1928

સાયમન કમિશન-૧૯૨૮

2. Civil disobedience movement of 1930

૧૯૩૦ની નાગરિક અસહકાર ચળવળ

3. Round Table Conferences

ગોળમેજી પરિષદ

UNIT 4

1. Quit India Movement, 1942

હિંદ છોડો ચળવળ, ૧૯૪૨

2. Indian National Army and the Role of Subhas Chandra Bose in

હિંદી રાષ્ટ્રીય સેન્યા અને સુભાષચંદ્રબોસનો હિંદની આઝાદીની

Freedom Struggle of India

લડાઈમાં ફાળો,

3. Indian Independence Act of 1947

૧૯૪૭નો હિંદનો સ્વાતંત્ર્યનો કાયદો

H.N.G. University

B.A. (HONS) SEMESTER – V

History (Core C.C. -507)

SARDAR PATEL AND DR. B.R. AMBEDAKAR

(To be implemented from the Academic year June- 2022)

UNIT-1

1. Sardar Vallabhbhai Patel (1875-1950)
સરદાર વલ્લભભાઈ પટેલ (૧૮૭૫-૧૯૫૦)
Early life and process of rise and growth of leadership
પ્રારંભિક જીવન અને નેતૃત્વની વિકાસની પ્રક્રિયા
2. Sardar and Gujarat (1917-1928), Kheda Satyagrah — 1918, Borsad Satyagrah — 1923, Bardoli Satyagrah — 1928
સરદાર અને ગુજરાત (૧૯૧૭-૧૯૨૮) ખેડા સત્યાગ્રહ-૧૯૧૮, બોરસદ સત્યાગ્રહ-૧૯૨૩, બારડોલી સત્યાગ્રહ-૧૯૨૮
3. Sardar and Gandhian Grass root Activities
સરદાર અને ગાંધીવાદી પ્રવૃત્તિઓ

UNIT-2

1. Sardar and Leadership of Congress
સરદાર અને કોંગ્રેસની નેતૃત્વ
2. Sardar and the unification of Princely States of India
સરદાર અને ભારતીય રાજ્યોના સંયોજન કાર્યો.
3. Legacy of Sardar Patel
સરદાર પટેલનો વારસો.

UNIT-3

1. Dr. B. R. Ambedaker (1891-1956) : Early Life and Education
ડૉ. બી.આર. અમ્બેદકર (૧૮૯૧-૧૯૫૬) પ્રારંભિક જીવન અને શિક્ષણ
2. Dr. Ambedaker's Life Struggle
ડૉ. અમ્બેદકરની જીવન સંઘર્ષની યાત્રા
3. Philosophy of Ambedaker towards downtrodden (Special reference to Dalits and Women)
(બાંધવો અને સ્ત્રીઓ)

UNIT-4

1. Dr. Ambedaker and Indian History: Mahad Satyagrah and Kalaram Temple Satyagrah
ડૉ. અમ્બેદકર અને ભારતીય ઇતિહાસ: મહાદ સત્યાગ્રહ અને કાલામઝાણા સત્યાગ્રહ
2. Formation of Constitution and Legacy of Babasaheb
ભારતીય સંવિધાનની રચના અને બાબા સાહેબનો વારસો.
3. Babasaheb and Buddhism
બાબા સાહેબ અને બુદ્ધવાદ.

H.N.G. University

B.A. (HONS) SEMESTER - V

History (Core C.C. -508) (Optional)

History of Gujarat (from Prehistory to 1304 A.D.)

(To be implemented from the Academic year June- 2022)

UNIT-1

1. Prehistoric Gujarat: Langhnaj, Kot, pedhamali
પ્રાચીનગુજરાત: લાંઘાનાજ, કોટ, પેદામલી
2. Proto historic Gujarat: Dholavira, Lothal and Rangpur
આદ્ય પ્રતિષ્ઠાસિદ્ધ ગુજરાત: ઢોલાવિરા, લોથલ અને રાંગપુર
3. Kingdom of Panchasar, Chavda dynasty, foundation of Anhilwad, Vanraj his
પંચાસર કાષ્ઠાણી, ચાવડાવંશીય રાજ્ય, અનહિલવાડની સ્થાપના, વનરાજ - તેની
Career & Achievement
કારકિર્દી અને સિદ્ધિઓ.

UNIT-2

1. Mulraj - I, Career, Administration and Character.
મુલરાજ - I કારકિર્દી, વહીવટ અને ગુણધર્મ
2. Bhimdev - I
ભીમદેવ - I
3. Jaysinh Siddhraj - Territorial Expanses - Literary and Cultural Activities
જયસિંહ સિદ્ધરાજના શાસનકાળ દરમિયાન પ્રાદેશિક વિસ્તાર પ્રવૃત્તિ,
during the region
સાહિત્યિક અને સાંસ્કૃતિક પ્રવૃત્તિઓ

UNIT-3

1. Kumarpal - Cultural and Political Achievements - Bhimdev - II - Acharya
Hemchandracharya as a Scholar
કુમારપાલ - સાંસ્કૃતિક અને સાહિત્યિક પ્રવૃત્તિઓ ભીમદેવ - II આચાર્ય
હેમચંદ્રાચાર્ય વિદ્વાન તરીકે
2. Vaghelas Vishaldev, Karnadev - II and Significance of their rule.
વાઘેલા વિશાલદેવ, કર્નાદેવ - II અને તેમના રાજ્યનું મહત્વ
3. Administration of Chaulukyias
ચાલુક્યીઓ વહીવટ

UNIT-3

1. Social, Economic and Religious Condition during the Solanki - Vaghela
Period. સોલંકી, વાઘેલા સમય દરમિયાન - સામાજિક, આર્થિક, ધાર્મિક સ્થિતિ.
2. Cultural Condition: Literature, Art & Architecture
સાંસ્કૃતિક સ્થિતિ: સાહિત્ય, કલા અને સ્થાપત્ય

H.N.G. University

B.A. (HONS) SEMESTER – V

History (Core C.C. -509)

History of Contemporary India

આધુનિક હિંદને દર્શાવતી

(To be implemented from the Academic year June- 2022)

UNIT-1

1. The process of national Integration
રાષ્ટ્રીય એકીકરણની પ્રક્રિયા
2. Integration of Indian Princely states in the Union of India
હિંદના રજવાડાઓનું હિંદના સંઘમાં એકીકરણ
3. India's Non-Alignment Policy
હિંદની બેજ-એકાંતરણની નીતિ.

UNIT-2

1. Maha Gujarat Movement
મહાગુજરાતની ચળવળ
2. Indo-China War 1962 and Indo-Pak War 1965
ભારત-ચીન યુદ્ધ ૧૯૬૨ અને ભારત-પાક યુદ્ધ-૧૯૬૫
3. Indo Pak war of 1971
ભારત-પાક યુદ્ધ - ૧૯૭૧

UNIT-3

1. Nay Nirman Movement in Gujarat 1974
ગુજરાતમાં ૧૯૭૪ની નવનિર્માણની ચળવળ
2. Circumstances lead to the Emergency of 1975
૧૯૭૫ ની કડેકટી વરદે દેશી જવા સંધોનો.
3. Bhoodan Movement
ભૂ-દાન ચળવળ

UNIT-4

1. Movement of Social and economic equality with special reference to Dalits, Adivasi and Woman
દલિતો, આદિવાસી અને સ્ત્રીઓની ખાસ તોલ સાથે, સમાજિક અને આર્થિક સમાનતાની ચળવળ.

H.N.G. University

B.A. (HONS) SEMESTER – V

History (Core C.C. -510)

Elements of Historical Methods – I

(To be implemented from the Academic year June- 2022)

UNIT-1

1. Definition, meaning and scope of history
ઇતિહાસની વ્યાખ્યા, અર્થ અને અવકાશ
2. History as an Art
ઇતિહાસ એક કલા નથી
3. History as a Science
ઇતિહાસ વિજ્ઞાન નથી

UNIT-2

1. Auxiliary Sciences of History
ઇતિહાસનું સહાયક વિજ્ઞાન
2. Sources of History and their Classification
ઇતિહાસના સ્ત્રોતો અને તેમનું વર્ગીકરણ
3. Importance of Primary Sources
પ્રાથમિક સ્ત્રોતોનું મહત્વ

UNIT-3

1. Need for Rewriting of History
ઇતિહાસના પુનર્લેખનની જરૂર
2. Salient features of Competent Historian
અભર ઇતિહાસકારની મુખ્ય લાક્ષણિકતાઓ

UNIT-4

1. Sir jadunath sarkar
શ્રી જડુનાથ સરકાર
2. Prof. Bipan chandra
પ્રો. બિપિનચંદ્ર
3. Ishvarlal Oza
ઇશ્વરલાલ ઓઝા

H.N.G. University

B.A. (HONS) SEMESTER - VI

History (Core C.C. -606)

Social and religious reform movements in modern India

(To be implemented from the Academic year June- 2022)

UNIT-1 - Factors Behind the Socio - Religious Reform Movement in Modern India.
 2019-2020 ના અભ્યાસ - દાર્શનિક સુધારા ચળવળ પાછળના પરિબલો

- 1. Brahmosamaj - Contribution of RAJA RAM MOHANROY, ISHWARCHANDRA VIDHYASAGAR and KESHAVCHANDRA SEN in the social and religious consciousness.
 બ્રાહ્મસમાજ - સામાજિક અને દાર્શનિક ચળવળમાં રાજા રામમોહનરોય, શિવચંદ્ર વીદ્યાસાગર, કેશવચંદ્ર સેનનો યોગદાન.
- 2. Young Bengal movement યંગ બેંગલ ચળવળ
- 3. Prarthanasamaj પ્રાર્થનાસમાજ
- 4. Vedsamaj વેદ સમાજ

UNIT-2 આર્યસમાજ - સમાજિક અને દાર્શનિક ચળવળમાં દયાનંદ સરસ્વતીનું યોગદાન

- 1. Arya samaj - Contribution of DAYANAND SARASVATI in the social and religious consciousness.
- 2. Theosophical society - Contribution of ANNIE BESANT in the social and religious consciousness.
 થિયોસોફિકલ સોસાયટી - સામાજિક અને દાર્શનિક ચળવળમાં એનિ બેસન્ટનો યોગદાન.

UNIT-3 રામકૃષ્ણમિશન અને સ્વામી વિવેકાનંદ

- 1. Ramkrishna mission and SWAMI VIVEKANAND.
 રામકૃષ્ણમિશન અને સ્વામી વિવેકાનંદ
- 2. Reform movement in Parsi society (rahnuma-e-majadaysan) (રાહનુમા-એ-મજદાયાસાન)
- 3. Reform movement in Sikh society- 1890 (સિક્ખસમાજમાં સુધારાની ચળવળ - 1890)

UNIT-4 મુસ્લિમ સમાજમાં સુધારાની ચળવળ - અલિગઢ ચળવળ અને સર સાયદાહમેદ

- 1. Reform movement in Muslim society - Aligarh movement and SIR SAIYADAHMED.
- 2. The Dalit movement in India - Contribution of JYOTIBA FULE and SAVITRIBAI FULE in social and educational development of Dalits.
 જ્યોતિબા ફુલે અને સવિત્રીબાઈ ફુલે

Suggested Readings:

- 1. Majmundar R.C & Others: An Advance History of India.
- 2. Sharma R.S.: The making of India.
- 3. Cambridge History of India: British India Vo: 1-V.
- 4. Chhabra S.S. : Advance History of India.
- 5. Sarkar Sumit : Modern India 1885 - 1947.
 "(Delhi, Macmillan,1985)
- "6. Gadhavi J J.: Aadhunikbharat no Itihas (Delhi, Macmillan, 2013)

H.N.G. University

B.A. (HONS) SEMESTER – VI

History (Core C.C. -607)

Indian Constitution

ભારતીય બંધારણ

(To be implemented from the Academic year June- 2022)

UNIT 1

1. Process of framing Constitution of India
ભારતનું બંધારણ ઘડવાની પ્રક્રિયા
2. Salient features of Constitution of India
ભારતના બંધારણના મુખ્ય લક્ષણો.

UNIT 2

1. Preamble
પ્રસ્તાવના
2. Fundamental Rights and Duties
મૂળભૂત અધિકારો અને ફરજો
3. Directive principles of State Policy
રાજ્યસભાના આર્થિક સિદ્ધાંતો.

UNIT 3

Union

1. President
પ્રમુખ
2. Rajyasabha and Vice- President
રાજ્યસભા અને ઉપ રાજ્યપતિ
3. Loksabha and Prime minister
લોકસભા અને વડાપ્રધાન

UNIT 4

1. Supreme Court of India: Jurisdiction , Judges, Attorney General
ભારતના સર્વોચ્ચ અદાલત: અધિકારક્ષેત્રો, ન્યાયાધિકારી, એટર્ની જનરલ
2. Election Commission
ચૂંટણોપચય
3. Amendments
સુધારાઓ

H.N.G. University

B.A. (HONS) SEMESTER – VI

History (Core C.C. -608)

History of USA (1860 to 1945 AD)

(To be implemented from the Academic year June- 2022)

UNIT-1

1. The Civil war - 1860 to 1864.
આંતરવિગ્રહ-૧૮૬૦ થી ૧૮૬૪
2. Abraham Lincoln.
અબ્રાહમ લિંકોલન
3. Reconstruction of USA.
પુનરુદ્ધારણ-પુનઃ નિર્માણ (પુનરુદ્ધાર)

UNIT 2

1. The Spanish - American war and foreign policy of USA.
સ્પેન-અમેરિકન યુદ્ધ અને USA ની વિદેશી નીતિ
2. Woodrow Wilson as a President of USA - Internal and Foreign policy.
વુડ્રો વિલ્સન - USA ના પ્રમુખ તરીકે આંતરિક અને વિદેશી નીતિ
3. USA between two World war - Economic Crisis of 1929.
બે વર્લ્ડ યુદ્ધ વચ્ચે USA - ૧૯૨૯ ની આર્થિક મંદગત

UNIT 3

1. Franklin D. Rusevelt as a president of USA - Internal and Foreign policy
ફ્રેન્કલીન ડી. રૂઝવેલ્ટ - USA ના પ્રમુખ તરીકે - આંતરિક અને વિદેશી નીતિ
2. New deal policy of Rusevelt.
રૂઝવેલ્ટની નવું ડીલ નીતિ

UNIT 4

1. Development of Science and technology in USA
USA માં વિજ્ઞાન અને ટેકનોલોજીનો વિકાસ
2. American Society and Culture. અમેરિકન સોસાયટી અને કલ્ચર
3. USA after World war-II બીજા વિશ્વ યુદ્ધ પછીનું અમેરિકા

Suggested Readings:

1. David A H: An Outline history of the World.
2. Jain and Mathur: Modern world.
3. Weach W H: History of the world.
4. Dharaiya R K: History of USA.

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B.A. (HONS) SEMESTER – VI

History (Core C.C. -609)

Elements of Historical Methods –2

(To be implemented from the Academic year June- 2022)

UNIT-1

1. Foot notes - Importance and pitfalls
પાદનોંધ - મહત્વ અને ઝૂંઝૂંલોનાઓ
2. National archives - Delhi
રાષ્ટ્રીય દસ્તાવેજીયાલય - દિલ્હી
3. National Museum - New Delhi
રાષ્ટ્રીય સંગ્રહાલય - નવી દિલ્હી

UNIT-2

1. Gujarat State Archives - Gandhinagar.
ગુજરાત રાજ્ય દસ્તાવેજીયાલય - ગાંધીનગર
2. L.D. Institute of Indology.
એલ.ડી. ઇન્ડોલોજી ઓફ ઇન્ડોલોજી (ભારતીય સિદ્ધાંત)
3. B.J. Institution of Learning & Research
બી.જી. ઇન્સ્ટિટ્યુટ ઓફ લર્નિંગ અને રીસર્ચ

UNIT-3

1. R C Majumdar as a competent historian.
રવિચંદ્ર મજુમદાર તરીકે આર.સી. મજુમદાર
2. Hariprasadshastri as a competent historian of Gujarat.
હરિપ્રસાદ શાસ્ત્રી તરીકે ગુજરાતના આર.સી. મજુમદાર
3. Edward Henetcarr - (E.H. Carr).
એડવર્ડ હેનેટકાર - (E.H. કાર)

UNIT-4

1. The Girnar(Junagadh) Inscription as a primary source of history.
ગીરનારના ગાયત્રિક સ્તંભ તરીકે ગિરનાર (જુનાગઢ) શિલાલેખ.
2. Tuzuk - i - Babari as a primary source of history.
તુઝુક - એ - બાબરી ઇતિહાસના ગાયત્રિક સ્તંભ તરીકે
3. Mirat - e - Ahmedi
મિરાત - એ - અહમદી

Suggested Readings:

1. Freeman: The methods of Historical Study
2. Croce: History- Its theory and practise.
3. Parikh R C : Itihas - Swaroop ane Paddhati.

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B.A. (HONS) SEMESTER – VI

History (Core C.C. -610) (Optional)

The Cultural History of India

(To be implemented from the Academic year June- 2022)

UNIT-1

1. The Salient feature of Indian Culture

ભારતીય સંસ્કૃતિના મુખ્ય લક્ષણો

2. The Indian Culture and thoughts as reflected in the National epics the

ભારતીય સંસ્કૃતિ અને વિચારો રાષ્ટ્રીય મહાકાવ્યોમાં પ્રતિબિંબિત થાય છે
Ramayana and the Mahabharata

રમાયણ અને મહાભારત

UNIT-2

1. The Contribution of the Jain and the Buddha religious to Indian

ભારતીયમાં જૈન અને બુદ્ધ ધર્મનું યોગદાન
Cultural (in the field of Literature and Art)

સંસ્કૃતિ (સાહિત્ય અને કલાના ક્ષેત્રમાં)

2. The Educational Centres of ancient India and the development of

પ્રાચીન ભારતના શૈક્ષણિક કેન્દ્રો અને વિકાસ વિજ્ઞાન
Science

UNIT-3

1. Contribution of the Sultanate period to Indian Civilization

ભારતીય સંસ્કૃતિમાં સલ્તનત સમયગાળાનું યોગદાન

2. The influence and synthesis of the Hindu – Muslim Culture

હિન્દુ-મુસ્લિમ સંસ્કૃતિનો મેલાવ અને સંકલ્પ

UNIT-4

1. The Literary Trends of India in Modern age.

આધુનિક યુગમાં ભારતના સાહિત્યિક પ્રવાહો

2. The Cultural Heritage of India : Architect, Sculpture, and fine arts

ભારતના સાંસ્કૃતિક વારસો: સ્થાપત્ય, શિલ્પ, લલિતકલા

3. The Development of Science and technologies in the 20th Century India

૨૦મી સદીના ભારતમાં વિજ્ઞાન અને ટેકનોલોજીનો વિકાસ.

Hemchandracharya North Gujarat University, Patan
B.A.Sem. 1 To 6
Sociology Syllabus June - 2020

2020 Sem = 1
SY119645

Semester - I							
Subject Code	Code	Title of the Course	Course Credits	No. of Hrs. Per Week	Weight age For Internal Examination	Weight age For Semester and Examination	Total Marks
Core Compulsory – 101 & Core Elective - 101	SOCC 101 & SOCE 101	Introduction of Sociology	04	04	30	70	100
Core Compulsory – 102 & Core Elective - 102	SOCC 102 & SOCE 102	Introduction of Indian Social Institution	04	04	30	70	100
Elective Open – 101	SOEO 101	Indian Social Structure	02	02	30	70	100



(Signature)
Vc. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester - II							
Subject Code	Code	Title of the Course	Course Credits	No. of Hrs. Per Week	Weight age For Internal Examination	Weight age For Semester and Examination	Total Marks
✓ Core Compulsory - 201 & Core Elective - 201	SOCC 201 & SOCE 201	Basic Concept of Sociology	04	04	30	70	100
✓ Core Compulsory - 202 & Core Elective - 202	SOCC 202 & SOCE 202	Sociology of Environment	04	04	30	70	100
* Elective Open - 201	SOEO 201	Social Welfare	02	02	30	70	100



HMS
 Vc. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

Semester – I

I. Course Code & Title

Course Title : Introduction of Sociology	
Course Code : SOCC & SOCE 101	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organised in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

3. Course Objectives :

- (1) To develop understanding about the importance of Sociology as Social Science.
- (2) To develop interest and understanding about the subject amongst students.

3. Course Content :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	The Nature of Sociology	-The origin and meaning of Sociology (Sociology as a Social Science) -The subject matter of Sociology - An Introduction to various branches of Sociology -The Sociological perspective -The significance of Sociology	-Student will understand the origin of sociology and their subject matter.
2	Social Mobility	Meaning and Characteristics - Kinds of Social Mobility - Affecting factors	Student will know fundamentals of social mobility and its type.
3	Social Stratification	- Meaning and Characteristics - Forms of Social Stratification (Class, Caste, Race, Gender)	Student will get scientific knowledge about Social Stratification and why are causes of Social Stratification?

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4	Social Change	- Meaning - Characteristics - Factors	Students come to know about social change and continuum. The factors of social change are made the social change student will understand about its impact
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4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student learns about nature of sociology as sociology. 2. Student comes to know characteristics of sociology. 3. Students know about branches of sociology. 4. Students learn about social stratification and social change.	In this course students are learns about sociology as a social science. Students able to understand a society with scientific point of view. Students learn about the social process of mobility, stratification and social change. Sociology as a social science studding the society and the social process. Students learn about them own social environment and social processes by helps of sociology.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the subject of Sociology as Social Science
2. Form of social stratification change
3. To prepare charts showing various status and role of individual.
4. To examine and note the factors affecting social mobility in the known circles of students
5. To arrange for group discussion on the basis of audio-visual Programmers' relayed by BISAG.



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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Month	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :-

- (1) Alex Inkeles. (1964) : 'What is Sociology ? An introduction to the Discipline and Profession'. Prentice Hall Inc.
- (2) Davis Kingsely. (1961) : 'Human society'. Macmillan Co.
- (3) Harlambos. M. (1998) : 'Sociology : Themes and perspectives'. New Delhi, Oxford Uni. Press.
- (4) Horton and Hunt. (1964) : 'Sociology'. Macgraw Hill Book Co.
- (5) Jayaram N. (1998) : 'Introductory sociology'. Madras, Macmillan India.
- (6) Johnson Harry. (1995) : 'A systematic introduction'. New Delhi, Allied Publisher
- (7) Rawat H. K. (2007) : 'Basic concepts'. Rawat Publications, New Delhi.
- (8) Scott. (2005) : 'Oxford Dictionary of Sociology'. Rawat Publications, New Delhi.

10. Course policy

The Course policy it will be followed as per college administrative norms.



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11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – I

1. Course Code & Title :

Course Title : INTRODUCTION OF INDIAN SOCIAL INSTITUTIONS	
Course Code : SOCC & SOCE 102	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

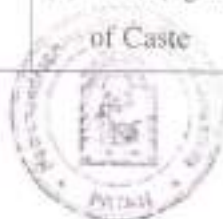
Society has become a pillar of various institutions. Students should become familiar with various institutions like marriage family cast etc. More one he should have become familiar with the form, function, advantages and disadvantages, contribution of various institutions in society.

Course Objective

1. To make students familiar with various social institutions.
2. To make students familiar with the form and functions of social institutions.
3. To provide students proper impotence of social institution.

3. Course Content :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Indian Social Institutions Introduction	(1) Meaning and Characteristic of Social Institution (2) Essential Elements of Institution (3) Functions of Institution Process of Institutionalizations	In this unit student comes to know about social institutions. Student learns about functions of social institute and process of institutionalizations
2	Caste as a social	(1) Meaning and Characteristic of Caste	in this unit students come to know about Indian hindu caste system. Caste system is




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	institution	<ul style="list-style-type: none"> (2) Meaning of Varna (3) Difference Between Varna and Caste (4) Castism (5) Causes of Castism 	a main factor of social stratification in India. In ancient time varna pratha in place caste is a present social system what is the deference between cast and varna it students studding in this unit. Castism is pathology in social systems student comes to know about causes of caste system.
3	Marriage as a social institution	<ul style="list-style-type: none"> (1) Meaning of Marriage (2) Aims of Hindu Marriage (3) Muslim Marriage (4) Restrictions of Marriage (5) Hindu Marriage as a Sacrament (6) Muslim Marriage as a Contract (7) Divorce 	By this unit student learns about marriage as a social institution. For beginning of family life marriage is important institute, by the any marriage system which accepted by society are permitted to enjoying sex and give a birth to child. In India many religious groups they have their own marriage system, student learns about deferential marriage system.
4	Family as a social institution	<ul style="list-style-type: none"> (1) Meaning and Characteristics of Family, Nature of Family (2) Types of Family 	Family is a basic unit of society; family is a social nursery of society. Feature generation is cultivate and socialized in family. Student comes to know about family system, characteristics, nature and types of family

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
<ul style="list-style-type: none"> (1) Introduce students to type of Social Institutions. (2) Students learn about function of Institutions. (3) Students knows about marriage Institutions. 	This course is use full to learn about Indian social institutions. Students are familiar with form and function of social institutions.




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5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
38	02	NA	02	02	02	02	NA
M	M	NA	M	M	M	M	NA

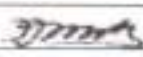
6. Class Administration

1. Group discussion in the class room about the Indian Social Institutions.
2. Project work regarding Marriage and family.
3. To prepare charts showing various occupation of cast.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
		Total		30
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule:

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	<i>Vc. Registrar</i>



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9. Recommended Learning Resources :-

1. Altekar A. S. : The Position of Women in Hindu Civilization
2. Atal Yogesh : Apqy\$hpku cpfs (rIPv\$u)
3. Bose Ashish : Population in India's Development
4. Chekki D.A. : Modernization & Kinship in Urban India
5. Desai A. R. : Social Background of Indian Nationalism
6. Desai I. P. : Some Aspects of Family in Mahuva _
7. Ghurye G. S. : Caste & Race in India
8. Ghurye G. S. : Urbanization & Family Change,
9. Govt. of India : Facts about India, 1971
10. Hate & C.A. : Changing Status of Women in Post - India Independence
11. Kanan C. T. : Inter-Caste & Inter Community Marriage in India
12. Kapadia K. M. : Marriage & Family in India
13. Karve Irawati : Kinship Organization in India
14. Kuppenswamy B. : Social Change in India
15. Lannoy Richard : The Social Structure of Islam
16. Majumdar D. N. : Caste and Communication in Indian Village
17. Majumdar R. C. : Ancient India
18. Mandelbrum David G. Society in India

10. Course policy

The course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org,
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course




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At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc. about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



Semester – I

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I. Course Code & Title :

Course Title : INDIAN SOCIAL STRUCTURE	
Course Code : SO EO 101	No. of Credits : 02
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

The Course is designed to identify and introduction to concept of Indian Society. Cast, Marriage are main institution of the society. The Course seeks to go beyond the commonsense understanding social structure.

Course Objectives :

- (1) To introduce students about Indian Society.
- (2) To develop Sociological view point in the students about Indian Society.

3. Course Content :-




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Unit	Topics	Content Fundamental	Unit wise S.L.O
1	Composition of Population in India	(1) Population of India (2) Density of Population Sex - Ratio Age Composition - Education Composition Rural and Urban Population	Student will understand population of India And various type of Composition.
2	Tribal Society in India :	(1) Introduction of Tribes Social Life (2) Geographical Classification of Tribal Communities of India (3) Economic Typology of Tribes (4) Youth Club / Group	Student will get basic information on Indian Tribal society.
3	Religious and Linguistic Groups in India :	(1) Religious Group and Population (2) Importance of Various Religious Groups (3) Linguistic Groups and Population in India (4) Multi-Lingual Nature of Indian Society and the Problems Arise from it	Student will understand Indian Religious group and Linguistic group.



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4. Course Outcome

- (1) In the age of globalization, students will understand and appreciate Indian Social Structure and will do comparison between various society and communities.
- (2) Students will do an prewar in advance to society about social change,

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
18	02	NA	02	02	02	02	NA
M	M	NA	M	M	M	M	NA

6. Class Administration

1. Group discussion in the class room about the population in India.
2. Project work regarding Tribal Society in India
3. Project work showing features of Indian Structure.
4. To examine and note the factors affecting Religious and Linguistic Groups in India.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05/02
2	MCQ	Middle Semester		05/02
3	Assignments	Per Week Total - 04		10/02
4	Test	Middle Semester Exam / Unit Test		10/02
		Total		15
B.	Final Uni. Exam	End of Semester		35



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8. Course Schedule :

Class / Week	Date	Topic	Requirements
2 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September October	Unit III	Audio Visual Equipment
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :-

1. Bailey F. G. : 'Tribes, Caste & Nation Encyclopedia of Social Science
2. Fair Child : Dictionary of Sociology
3. Ghurye G. S. : The Scheduled Tribe
4. Majumdar : Social Structure
5. 'The Scheduled Tribes of India'
6. Gazetteer of Bombay Presidency
7. Grierson G. A. Linguistic Survey of India
8. Risely H : 'The People of India
9. Shaer Robert : Ethnography of Ancient India.
10. Altekar A. S. : The Position of Women in Hindu Civilization
11. Majumdar & Madan : 'Social Anthrology
12. Shrinivas M. N., Religion & Society Among the Coorgs of South India
13. Shrinivas M. N., Case in Modern India
14. Hill chapel : A Scientific Theory of Culture
15. Herskovits M. J. : Acculturation, A Study in Culture Contact
16. Majumdar D. N. : The Fortunes of Primitive Tribes
17. Ghurye G. S. : The Aborigines So Called & Their Future
18. 'The Scheduled Tribes of India'
19. Ashish Bose : Trends in India's Urbanization
20. Balsara J. F. : Problems of Rapid Urbanization in India
21. Balsara J. F. : India's Realization & Its Consequences
22. Bergel : Urban Sociology




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23. Bierstedt Rebert The Social Order
24. Desia : Rural Sociology In India
25. Maciver and Page Society
26. Moris Urban Sociology
27. M. S. Gore : Urbanization & Family Change Ray Turner India's Urban Future
28. Rao M.S.A. Urban Sociology in India
29. Saxena D. P. Rural - Urban Migration in India

10. Course policy

All the above stated aspects will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc. about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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2020
SYLLABUS SEM - 02

Semester – II

1. Course Code & Title :

Course Title : BASIC CONCEPTS OF SOCIOLOGY	
Course Code : SOCC & SOCE 201	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

This basic concepts paper is intended to acquaint the students with sociological approach among the basic concepts while giving instruction in the class room it is expected that the terms. Concepts under discussions are elaborated with the help of examples drawn from the Indian society as well as regional context.

Course Objectives :

1. Students are familiar with the concept of sociology.
2. To develop scientific understanding about sociological concepts.
3. To develop scientific approach to sociology.
4. To develop scientific insight in student of sociology.

3. Course Content :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Sociology as a Social Science	(1) What is Science (2) What is Social Science (3) Nature of Sociology as a Social Science	In this unit student comes to know about sociologies scientific characteristics.
2	Social Action and Interaction	(1) Meaning of Social Action, Elements of Social Action (2) Meaning and Characteristic of Social Interaction (3) Type of Social Interaction Co - Operation, Conflict	By this unit student learn about social action and social interaction, without social action and interaction never society exaction.
3	Social Groups	(1) Meaning of Social Group (2) Types of Social Group - Primary Group and Secondary Group (3) Meaning and Characteristic of Primary Group (4) Importance of Primary Group (5) Meaning and Characteristic of Secondary Group	Group formation is a social process; group is a unit of society. Sociology studding group as a unit of hall society Student comes to know about social groups and its formation.



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4	Society and Community	(1) Meaning and Characteristics of Society (2) Meaning and Characteristic of Community (3) Difference Between Society and Community (4) Roll of community	Society and community are to deferent thing. Student come to know about characteristics of society and community. Student also know about deference between society and community.
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4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students will do use the basic concepts of sociology and he avere need it in society. 2. Students will do there Role and sterns in Groups. 3. Students will do difference between society and community and camper them	After studding this course students are able to understand the basic concept of sociology. This course is use full to learn about social group and communities and society also.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the Basic Concept of Sociology.
2. Project work regarding types of group.
3. To prepare note about prevalent norms in Society and Community.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.



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7. Assessment Schemes (including rationale)

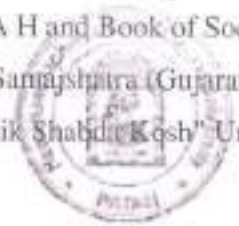
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

1. Alex Inkeles : What is sociology ! An introduction to the discipline & profession, Prentice Hall Inc. 1964.
2. Biersted Robert : The social order, Tata Mcgraw Hill, 1970.
3. Davis Kingsley : Human Society, Macmillan Co., 1961.
4. Desai A. R. : Samajkhan 1-4 (Guj.) Guj. Uni. 1960.
5. Fairchild (Ed.) : Dictionary of Sociology.
6. Fichter Joseph H. : Sociology The University of Chicago Press, 1957.
7. Gisbert : Fundamentals of Sociology.
8. Government of India : Social Welfare in India Planning Commission, 1960.
9. Haridas T. Majumdar : The Grammar of Sociology - Man in Society, Asia Pub. House, 1966.
10. Horton and Hunt : Sociology, Macgraw Hill Book Co. 1964.
11. Johnson Harry M. : Sociology - A Systematic Introduction, Allied Publication Indian Ed. 1966.
12. Ogburn and Him Koff : A H and Book of Sociology, Euresia Bub House, 1966.
13. Usha Kanharse (Trans.) Samajshatra (Gujarati) Guj. Uni.
14. V. Joshi (Dr.) "Paribhashik Shabdika Kosh" Uni Granthairman Board, Gandhinagar, 1999.



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10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.ask.com/Social+Development
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.globalfundforchildren.org
5. www.mambosteunpunt.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk
10. www.lightfortheworld.nl/inclusion

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – II

1. Course Code & Title :

Course Title : SOCIOLOGY OF ENVIRONMENT	
Course Code : SOCC & SOCE 202	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface. It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary. The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action. The study of inter connections between environment and society has gained in enormous significance in recent times on account of the debilitating effects on the environment and society. In view of this, it is understandable that the focus of environmental studies has moved from Sociology of environment to environmental Sociology. The course is designed to focus on the environmental issues in the perspective of environmental Sociology.

Objectives

1. To make students of familiar with sociology of environment.
2. To develop scientific understanding about environment in sociological theory a classical and contemporary.
3. Students to understand Environmental Issues in the society.

3. Course Content

Unit No.	Title of Unit	Content / Fundamental Concepts	Unit wise SLO
1	Sociology of Environment	1. Definitions, Meaning, 2. Scope and Objectives of Sociology of Environment	In this unit student comes to know about environment. Student aware about surrounding. By this unit student comes to know about scientific knowledge of environment.
2	Human Activity and Environment	(1) Types of Human Activity (2) Impacts of Human Activity on Environment (3) Development and Sustainable Development	This unit helps to learns about relation of human activities and environment. Development and sustainable development are concept related to environmental protection.



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3	Environment and Society	(1) Environment and Women (2) Environment and Children (3) Environment and Aging People (4) Environment and Tribal's	In this unit student comes to know about environment and society like women, children, aging people and tribal's.
4	Environmental Issues and Society	(1) Air Pollution and Human Society (2) Water Deficiency and Water Pollution and Society (3) Global Warming Green House Effect Acid Rain Huge Holes in Ozone Layer (4) Deforestations and Human Society	This unit helps to learn about environmental problems and issues. Students come to know about various environmental problems and causes of it.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student learns about environment and develops scientific knowledge of environment. 2. Student comes to know about environmental problems and issues. 3. Students aware to relation between society and environment. 4. This course helps to develop scientific knowledge about environment.	Students of sociology become know to sociology of environment. This course is used to learn about human activity and environment. Students are aware of environmental issues in society. By this course student will be able to analyze the type and problem of environment.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others (hrs)
38	02	NA	02	02	02	02	NA
M	M	NA	M	M	M	M	NA

6. Class Administration

1. Group discussion in the class room about the Type of Environment.
2. Project work regarding types of Environment.
3. To prepare charts showing Sustainable development.
4. To prepare charts by students of air pollution.




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5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

- (1) Guha Ramchandra : Social Ecology (1998)
- (2) Ghosh G. K. : Environment and Women Development
- (3) Sinha S. N. : Environment Psychology (1997)
- (4) Sheth Pravin : Environmentalism Politics, Ecology & Development (1997)
- (5) Susan L. Cutler : Environment Risks & Hazards Practice Hall of India (1999)
- (6) Pawar S. N. & Patil R. B. : Sociology of Environment
- (7) Trivedi R. K. : Ecology, Environment and Conversation
- (8) Venkateshran Sandhya : Environment Development and the Gender Gap (1995)
- (9) M. S. Swaminathan : Ensuring Ecological Security (1989)

10. Course policy

Course policy will be followed as per college administrative policy and university norms.



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11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – II

1. Course Code & Title :

Course Title : SOCIAL WELFARE	
Course Code : SO EO. 201	No. of Credits : 02
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

This paper is intended to acquaint the students with social welfare approach among the basic constitution of India and India a welfare state concepts under discussions are elaborated with help of Examples from the social welfare needs as well as regional context.

Course Objective

1. Students are familiar with constitution of India.
2. Students are understanding need of social welfare.
3. Students knower India as a welfare state.

3. Course Content

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Constitution of India	Commence Constitution in India (1) Preamble of constitution (2) Fundamental Rights (3) Fundamental Duties (4) Directive Principles of State Policy	Constitution is heart of democracy, by this unit students comes to know about India's Constitution and Fundamental Right and Duties. student learns also directive principals of state.
2	Social Welfare and Related Instruments of the Constitution	(1) Meaning of Social Welfare (2) Welfare goals of the State (3) Related Constitutional Institutions (A) Parliament (B) State Government (C) Local self Governance	India is welfare state; approach of socialism makes welfare approach. India accepts socialism in constitution. This course helps to understand welfare approach.



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3	India as a Welfare State	(1) Meaning of Welfare State (2) India as a Welfare State (A) Constitution Commence and State Welfare (B) Fundamental Rights and State Welfare (C) Directive Principles of State Policy and State Welfare (D) Programmes and State Welfare	This unit helps to understanding about India as a welfare state, student of sociology should know about constitutional provision for social welfare. By this unit student aware to welfare program and policy.
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4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student will aware to Indian constitution. 2. Student know about India as a welfare state. 3. Students enhance their views and opinion regarding social welfare.	By this course student will able to analyze the Role of local government, state government and parliament for the social welfare and scheme of social welfare. This course helps to students for carrier development in area of NGO.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
18	02	NA	02	02	02	02	NA
M	M	NA	M	M	M	M	NA

6. Class Administration

1. Group discussion in the class room about the Social Rights and Fundamental Duties.
2. Project work regarding activates social welfare.
3. To prepare charts showing various status and role of individual.
4. To Visit the NGO
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal		I/c. Registrar Hemchandracharya	



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1	Class attendance	Whole Semester		05/02
2	MCQ	Middle Semester		05/02
3	Assignments	Per Week Total - 04		10/02
4	Test	Middle Semester Exam / Unit Test		10/02
		Total		15
B.	Final Uni. Exam	End of Semester		35

8. Course Schedule :

Class / Week	Date	Topic	Requirements
2 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September October	Unit III	Audio Visual Equipment
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :-

- (1) Kulkarni P. D. : Social and Social Development in India
- (2) Pathak S. : Social Welfare - An Evolutionary and Development
- (3) Patil B. R. : The Economic of Social Change Towards 21st Century
- (4) Robert F. M. : Law and Social Change Indo - American Reflections
- (5) Shams Shamsuddin : Woman Low and Social Change
- (6) Indian Social Institute : Annual Survey of Indian Law
- (7) Anthony M. J. : Social Action Thought Courts
- (8) Katalia & Majumdar : The Continuation of India

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm




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4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester - III							
Subject Code	Code	Title of the Course	Course Credits	No. of Hrs. Per Week	Weight age For Internal Examination	Weight age For Semester and Examination	Total Marks
Core Compulsory - 301 & Core Elective - 301	SOCC 301 & SOCE 301	Social Anthropology	04	04	30	70	100
Core Compulsory - 302 & Core Elective - 302	SOCC 302 & SOCE 302	Work, Industry and Society	04	04	30	70	100
Core Compulsory - 303	SOCC 303	Kinship, Marriage and Family OR Sociology of Consumer	04	04	30	70	100



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Semester - IV							
Subject Code	Code	Title of the Course	Course Credits	No. of Hrs. Per Week	Weight age For Internal Examination	Weight age For Semester and Examination	Total Marks
Core Compulsory – 401 & Core Elective - 401	SOCC 401 & SOCE 401	Indian Social Problems	04	04	30	70	100
Core Compulsory – 402 & Core Elective - 402	SOCC 402 & SOCE 402	Family in Indian Society	04	04	30	70	100
Core Compulsory – 403	SOCC 403	Action Sociology OR Sociology and Health	04	04	30	70	100



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Semester – III

1. Course Code & Title:

Course Title : SOCIAL ANTHROPOLOGY	
Course Code : SOCC & SOCE 301	No. of Credits : 04

2. Course Overview / Course Description

The main focus of social anthropology is backward area and society. Tribal people constitute a significant segment of Indian society; students have a partial and superficial knowledge about them.

Course Objectives

1. To develop understanding about the branch of anthropology and their subject matter.
2. To provide a comprehensive profile of tribal in terms of their distribution and concentration.
3. To provide a demographic feature, social structure and cultural patterns.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Introduction Social Anthropology	<ul style="list-style-type: none">• Anthropology - Meaning, Definition, Characteristics• Branches of Anthropology• Social Anthropology - Meaning, Definition, Characteristics Subject Matter and Scope of Social Anthropology• Methods of Social Anthropology• Importance of Social Anthropology	Students are familiar to anthropology and they know about different branches of anthropology. Study of anthropology makes them good researcher.
2	Social Anthropology and Other	<ul style="list-style-type: none">• Origin and Development of Social Anthropology• Development of social Anthropology in India	Student becomes aware to the origin and development of anthropology as a



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	Social Science	<ul style="list-style-type: none"> Relationship of Social Anthropology with Other Social Science Social Anthropology and Sociology Social Anthropology and History Social Anthropology and Economics 	science and they come to know the relation with other subjects.
3	Tribal Society and Culture	<ul style="list-style-type: none"> Culture, Meaning, Concept, Characteristics Cultural Change, meaning, factors. 	Tribal communities are important part of the society. Students of sociology have to know about tribal society. This unit will give information about tribal culture and its change
4	Status of Women in Tribal Society	(1) Social (2) Economical (3) Religion (4) Political (5) Health (6) Educational	Women are another important part of society, tribal women are mostly illiterate and backward student know about different faces of women life.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
<ul style="list-style-type: none"> Introduce student to anthropology as a social science. Student becomes aware to various branches of anthropology. Student knows about tribal society and its social institutes. Student learn about status of tribal women . 	This course is useful to learn about anthropology. Sociology students know about anthropology as a relative subject. Students come to know about tribal communities and its culture.




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5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Other Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the subject of Anthropology Social.
2. Project work regarding tribal Society.
3. To prepare charts showing various Instructions of Tribal society.
4. To examine and note the status of women in Tribal society.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	



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9. Recommended learning Resources

- Ghurye G. S. ; The Scheduled Tribes
- Krishna Iyer and Bala Ratnam : Anthropology in India
- Majumdar and Modan : An Introduction to Social Anthropology
- L. P. Vidyarthi and Binay Rai : The Tribal Culture of India
- Yogendra Singh : Culture Change in India
- Belshaw C., 1975 : Traditional Exchange and Modern Market, Prentice Hall, New Jersey.
- Bose N. K., 1956 : Peasant Life in India : A Study in Indian Unity and Diversity
- Evans Pritchard, E.E. 1951 : Social Anthropology, New York, Free Press.
- Firth, R. Ed., - 1975 : Themes in Economic Anthropology

10. Course policy

Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – III

1. Course Code & Title:

Course Title : WORK, IDUSTRAY AND SOCIETY	
Course Code : SOCC & SOCE 302	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

As industrial society is a part-society with all its distinctive characteristics and as industrialization has been seed-bed of sociological treatise on society, the knowledge and scholarship on industry and society should be the necessary requirement for the students. As there is a distinct pattern of work and its organization with all its technological-conditioning factors, the work in industrial society, the labour, the labour and organization require to be an essential sociological knowledge for students as a corollary to it, the management and organization aspect of work and workers in industrial organization has to be the inevitable skill to diagnose the sociological trends in industrial community.

Course Objectives

1. To give sociological understanding to concept of work and its changing nature
2. To introduce types of organization in industrial and post-industrial society
3. To expose students to the impact of New Economic Policies on formal and informal sector




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3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Meaning, Nature and Significance of Work	A. Meaning and importance of work B. Historical Overview of work - gathering-hunting, agriculture (manorial / balutedari), guild System, domestic/putting out system factory system and postindustrial production	Work is essential for human being. From emergence of society humans are doing any work for their sustainability. Student becomes familiar with types of work and they know about various types of lively hood.
2	Types of Organization: Formal and Informal	a) Bureaucracy- characteristics and problems b) Taylorism / Fordism/ Scientific Management c) Importance of informal relations with in formal organizations	There are two types of organizations in work place. By study of this unit students become aware about organizations. Students of sociology by studding this unit, will able to work as human resource personal in industries.
3	The Information Revolution: its impact on work and other social institutions	a) Nature and types of work in post industrial society (e.g. changes from manufacturing to service sector) b) The Information Age and society	The 21 century known an information era. Students of sociology will be learning in this unit about information and uses of information. The social institutes are also impacted by information. By the study of this unit students become familiar with information age.
4	Some Issues and Concerns	a) Job insecurity and unemployment b) Work related stress c) Problems of Migrant labour	During evolution of work many problems and issues are generated, students offering for this course become aware to these issues and problems. In this unit some problems and issues are discuss.




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4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can guide youth for the employment in Industry about Industrial society. 2. Students can spread awareness about type of organization and its role in the industrial society. 3. Students can privations about the revolution and their impact on work.	This course is very useful to student and society, students are learning about our livelihood pattern. How does society grow with work? And how to change nature of work? Karl Marx said the history of human society is history of materialism. Human society takes evaluation with changing nature of work, Students are learning by this course about materialistic evolutions.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M

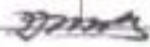
6. Class Administration

1. Group discussion in the class room about work and Industry.
2. Project work regarding Industry.
3. To prepare charts showing various works and types of organization.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70




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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended learning Resources

1. Tonkiss Frank, 2006, Contemporary Economic Sociology: Globalization, Production and Inequality, Routledge
2. Anthony Giddens, 2006, 5th edn. Sociology, Polity Press U.K.
3. Haralambos and Halborn, Sociology: Themes and Perspectives (2000) Collins Publication, London
4. Daniel Bell, 1976 The Coming of Post-Industrial Society, Basic Books, 1976
5. Watson Tony J., 1996, Sociology, work and industry, Routledge, New York.
6. Grint Keith, 2005 Sociology of Work: Introduction, Polity Press Pub. Cambridge.
7. Doshi D. L., 2008 Postmodern Perspective on Indian Society, Rawat, Jaipur
8. Rajgopalan S., Bhatnaga Mreena, 2008, Social Security for the Unorganised Sector - Challenges and Opportunities, Oscar Pub., N. Delhi
9. Banerjee Biswjit and Knight J.B. 1985, Caste Discrimination in Indian Urban Market, Journal of Developing Economics.
10. Thorat Sukhdeo, 1990, Social Security in Unorganised Sector, How Secure are the scheduled Caste? Special Issue, Indian Journal of Labour Economics, Sept.
11. Thorat Sukhdeo, 2002, Oppression and Denial- Dalit discrimination in 1990s, Economic and Political Weekly, Feb.
13. Tharat Sukhdeo, 2007, Caste, Social exclusion and poverty linkages- concept, measurement and empirical evidence (,From Internet).
14. Sumit Roy, 2005, Globalization, ICT and Developing Nations- challenges in the Transformation Age, Sage Pub., N. Delhi. (Book review in Marathi available in Samaj Prabodhan Patrika, Apr-Jun, 2006)



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15. John S. Brown & Paul Duggid, 2000, Social Life of Information, Harvard Business School Press, Boston (Book review in Marathi available in Samai Prabodhan Patrika. Apr-Jun,2006)
16. Jogdand, P.2001 New Economic Policy and Dalits, Rawat pub, Jaipur.
17. Jayati Ghosh,2002,Globalization, Export- oriented Employment for Women and Social Policy: A case study of India, Social Scientist Vol.30, Nos. 11-12, Nov-Dec.
18. Hajela P .D. 1998, Labour Restructuring in India - A Critique of New Economic Policies, Commonwealth, N Delhi.
19. Sunanda Sen, Byasdeb Dasgupta, 2008, Labour Under Stress: Findings from a Survey, Economic and Political Weekly, January,19.
20. John Macionis, 2006.10th edn. Sociology, Pearson Edition.
21. Jan Bremen, Footloose Labour - Working in India's informal sector, Cambridge
- 22.Das Veena, 2003, Oxford India Companion to Sociology and Social Anthropology Vol. I & 2, OUP.
23. Pettinger, Parry, Taylor, Glucksmann, 2005, A New Sociology of work? Blackwell pub.
24. Anand Teltumbade, 2002, Science, Technology and Livelihood concerns of Dalits, In VIKALP, Vol. XA. (01.2 -2002.Vikas Adhyayan Kendra, Mumbai.

10. Course policy

Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org.
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

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13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – III

1. Course Code & Title:

Course Title : Kinship, Marriage and Family - (OPTIONAL)	
Course Code : SOCC 303	No. of Credits : 04
Department : Sociology	Faculty : Arts

Course Overview / Course Description

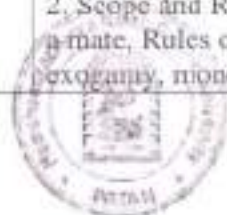
To acquaint the undergraduate student with the basic concepts in family and kinship studies and demonstrate how structural principles are used by societies in a consistent logical way to organize groups and categories and infuse them with cultural meanings so that the societal objectives of social integration, social reproduction and social continuity are realized. The ubiquity of marriage, family and kinship and the variation in their use of structural and cultural principles necessitates a comparative approach to their study. Within India the sharp regional variations in kinship and marriage bring home the meaning and significance of cultural diversity and pluralism.

Objective

1. To Introduce the students to the basic institute of society's a marriage and family.
2. To understand the degree of kinship and the variation in their Use.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	family meaning and types	1. Family - Characteristics - functions 2. Types - Joint & Nuclear 3. Change in family	Students will learn about family system in this unit. Students come to know about characteristics of family, types of family and the upcoming change.
2	Marriage as a social	1. Marriage as a Social Institution 2. Scope and Restrictions in selection of a mate, Rules of marriage Endogamy, exogamy, monogamy, polygamy.	Student comes to know about Indian marriage system. They learn about



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	institution	polyandry	rules of marriage and various types of marriage.
3	Kinship in Joint and Nuclear Families	Husband and wife, Parent and child 1. Kinship meaning - type 2. Degree of kinship 3. Interrelation bases on kinship 4. Function of kinship	In this unit student learn about kinship relations, the series of kinship and functions of kinship.
4	Mechanisms for solution Crises	1. Adjustment of new values 2. Change - Over of responsibility 3. Planning for the Future 4. Family counseling services 5. Legal remedies	This unit helps to students about understanding of family and marital problems. It also helps giving information for legal remedy.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can apply a beneficial function of family marriage for the society. 2. Student can understand of marriage, family and kinship and the variation in their use of structural and cultural principles necessitates a comparative approach.	This course helps to understand family system, Marriage and kinship relations. The three institutes are fundamental institute of society. Students have must to know about social institutions. This course helps to them learn about it.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M




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6. Class Administration

1. Group discussion in the class room about the subject of family and marriage as a social Institute.
2. Project work regarding types family manige and kinship .
3. To prepare note about the mechanisms for resolution of cruise.
4. Project work showing features of Indian Culture.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

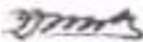
7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	




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9. Recommended Learning Resources :-

1. Dube Leela, 1997. Women and kinship : Comparative Perspective on Gender in South and South East Asia. New Delhi : Sage Publication.
2. Fox, Robin : 1967, Kinship and Marriage : An anthropological Perspective. Harmondsworth : Penguin.
3. International Encyclopedia of Social Science, 1968.
4. Keesing K. M. 1975. Ki Groups and Social Structure : New York : Holt Rinehart and Winston.
5. Radcliff Brown A. R. and Daryll ford (eds.) 1950. African Systems of Kinship and Marriage. London : Oxford University Press. (Introduction)
6. Shah A. M. 1998. The Family in India : Critical Essays. New Delhi : Orient Longman.
7. Uberoi Patricia. 1993 Family, Kinship and Marriage in India. New Delhi, Oxford University Press.
8. Goody jack (ed) 1957 The Developmental Cycle in Domestic Groups Cambridge ; Combrodge University Press
9. Graburn N. (ed) 1971. Readings in Kinship and Social Structure New York : Harper and Row
10. Madan T. N. 1965 Family and Kinship : A study of the Pandits of Rural Kashmir, Bombay : Asia Publishing House.
11. Radcliffe - Brown 1952. Structure and Function in Primitive Society London : Cohen and West Reprinted.
12. ડૉ. હરિત દેરાસરી લગ્નજીવન, માતૃત્વ અને કુટુંબનિયોજન
13. ગ્રામ આરોગ્ય રક્ષક - કુટુંબ કલ્યાણ બ્યુરો - ગુજરાત સરકાર
14. દેસાઈ અભય કુમાર - સંયુક્ત કુટુંબ વ્યવસ્થા
15. કુટુંબ કલ્યાણ - કાદંબરીબેન અને નલિનીબેન ત્રિવેદી
16. વૈવિશાળની સમસ્યા - ઈશ્વર પેટલીકર
17. કુટુંબ કલ્યાણ - એ. શાહ, જી.કે.દવે



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10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- ssrl.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/
- what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought
- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology
- www.bookadda.com/...

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – III

1. Course Code & Title:

Course Title : Sociology of Consumer - (Optional)	
Course Code : SOCC 303	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

In the developing society and marketing system the complexity is develop in rights of consumer. Changing industrial Society need of consumer protection it takes priority. Business class is try to more profit and low cost product with high price in situation consumer protection is duty of government. The law and judicial system helps to consumer for protect their right and protection to malpractice. This course helps to student for awareness of consumer protection activities. Student also able to work as activist in field of consumer protections.

Objective

- (1) To aware about history of Consumer movement and Protection.
- (2) To learn and know about Consumer right
- (3) To learn about amendment of law regarding Consumer protection.
- (4) To develop understanding about rights and law of consumer protections.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Meaning and nature of consumer	Meaning of Consumer Nature of Consumer Protection of consumer Right to Choice Right to Complain Solve Consumer education	This unit helps to understand about consumer and other things regarding consumer choice, problem etc.
2	Consumer Movement	History of Consumer movement Age of Consumer movement Consumer movement in Europe and Asian Consumer movement in India	In this unit student learns about consumer movement, consumer education and historical approach of consumer rights.
3	Consumer Act	Prohibition of food -1954	The governments of India i/c Registrar



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	-1	Right to thing Act-1930	amend many laws for consumer protection and security. Students comes know about 1954's and 1930 laws.
4	Consumer Act-2	Consumer protection Act- 1986 Consumer norms -2005 Consumer Court function, structure and power of consumer courts.	In this unit student are learn about consumer protection act 1986 and consumer norms 2005

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
(1) Student aware to buying things and services. (2) Student will save them self and others. (3) Student will work as activist in field of consumer rights protection.	By this course students of sociology studding the area of comers. Students of sociology aware about consumer and rights of consumer. Student will protect them self by awareness of consumer rights. Students develop them carrier in consumer protection activities. Sociology as science develop a new area in sociology as consumer and marketing sociology.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M

6. Class Administration

1. Group discussion in the class room about the Marketing and right of consumer.
2. Project work regarding Market.
3. To prepare charts about subject matter of different Market.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.




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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
1.	Class attendance & Participation	Whole Semester		05
2.	Group Projects & Presentation	Middle Semester		05
3.	Assignments	Per Week		05
4.	Internal exams	Second Last Month of Semester		15
5.	Final Exams	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :

- (1) Dr.Nirja Terapolu, Pri, N.G. Ran; Consumer Education Training of trainers Manual Volume-1 Consumer Protection, Department resource management and Consumer science , Agriculture university (A.P)
- (2) Consumer Education Training of trainers Manual Volume-2, Consumer Exploitation and redressal.
- (3) Dr.Nirja Terapolu, Pri, N.G. Ram; Consumer Education Training of trainers Manual Volume-3 Consumer Services. Agriculture university (A.P).
- (4) Consumer Education Training of trainers Manual Volume-4 Consumer Welfare Schemes
- (5) ગાંધીજીના આંદોલનોનો અભ્યાસ - ગાંધીજીના આંદોલનોનો અભ્યાસ તો નવનિર્માણ સંસ્થા, અમદાવાદ
- (6) ગાંધીજીના આંદોલનોનો અભ્યાસ - ગાંધીજીના આંદોલનોનો અભ્યાસ તો નવનિર્માણ સંસ્થા, અમદાવાદ
- (7) ગાંધીજીના આંદોલનોનો અભ્યાસ - ગાંધીજીના આંદોલનોનો અભ્યાસ તો નવનિર્માણ સંસ્થા, અમદાવાદ



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Semester – IV

1. Course Code & Title:

Course Title : INDIAN SOCIAL PROBLEMS	
Course Code : SOCC & SOCE 401	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

Society in India today is undergoing rapid and massive changes. Many of the changes are such that they tend to call into question the ages-old social norms and practices, thus giving rise to some critical social issues and problems.

This course is designed to identify and analyze some of such emerging social issues and problems from sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into four sets: structural, familial, developmental and disorganization.

The course seeks to go beyond the commonsense understanding of the prevailing social issues and problems in order to project them into their structural context. Accordingly, it focuses on their structural linkages and interrelationships.

Objectives

1. Sensitize the students to the emerging social issues and problems of contemporary India.
2. To acquire sociological understanding of these issues and problems over and above their commonsense understanding, empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Social Problem : Theoretical Aspects & Sociological Approaches	<ul style="list-style-type: none"> • Meaning • Characteristics • Functions and Dysfunctions • Social Disorganization Approach • Alienation Approach • Anomie Approach 	<p>In this unit students learn various theoretical aspects and sociological approaches of study of social problems; student may know the social problem by their characteristics and also know of some functions of social problems. They may know problems do not always make negative impact some time social problem are useful to society.</p>



2	Structural Problems	<ul style="list-style-type: none"> • Meaning • Problems of Inequality of Caste • Problems of Inequality of Gender • Problems of Communalism • Causes of Communalism • Remedies of Communalism 	<p>Some problems are generating from social structure, like institutional problems are structural. The social changes give rise to some social structural problems. In this unit students learn about structural problems.</p> <p>India is secular country, India accepts the secular value in its constitution, and so many religions and region communities are living together in India. The differences of communities are giving rise to communalism. In this condition this unit helps students how to create harmony in communal groups.</p>
3	Problems of Family	<ul style="list-style-type: none"> • Meaning • Broken family, it causes and Remedies • Generation gap, it causes and Remedies • Family crisis, it causes and Remedies 	<p>In this unit students study about family related problems. Dowry and divorce are current problems of Indian society. Students learn in this unit why this problem is generated? And how to face such problems? What are the reasons behind it?</p>
4	Problems due to social Disorganization	<ul style="list-style-type: none"> • Meaning • Causes of AIDS • Effect of the Problems of AIDS • Prevention and Control of AIDS • Meaning of corruption • Factors • Impact, Remedies of the Problems corruption 	<p>AIDS is biological problem but sociology studied it as social problem because of its spread due to social contact so social awareness is necessary to stop and control AIDS.</p> <p>Corruption is a social problem. Students will know about corruption, its causes, remedy for its.</p>



Course Learning Outcomes	Aligned Program Learning Outcomes
<p>Students can do the Some Sociological Approaches towards Social Problems</p> <p>Students can aware to society about social problems and provide solution them.</p> <p>Students can do awareness programm about AIDS Students can make some theoretical Aspects for solution of social problems.</p> <p>Students become aware about the factors of various social problems in society and its impact also.</p>	<p>This course helps the government, NGO's, society and student of sociology for further program and policy making. This course helps us to develop scientific knowledge about social problems. Remedy and policy making is main objective of government and science.</p>

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

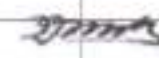
6. Class Administration

1. Group discussion in the class room about the Social problems.
2. Project work regarding types social problems.
3. To prepare charts showing various problems.
4. To examine and note the factors affecting of the social problems and its remedies.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70




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8. Course Schedule

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended learning Resources

1. John Kane : Social Problems (1962).
2. Harton and Leslie : Sociology of Social Problems.
3. Mamoria C. B. : Social Problems and Social Disorganization in India (1970)
4. Clinard Marshall B : Sociology Deviant Behaviour
5. Madan G. R. : Indian Social Problems
6. Howard Becker (Ed.) Social Problems - A Modern Approach
7. Robert Merton and Robert Nisbet (Edited) : Contemporary Social Problems (1971)
8. Sushichandra : Sociology of Deviation in India
9. Stephen Schafer and Others : Social Problems in a Changing Society
10. Saraswati Mishra : Problems and Social Adjustment in Old Age
11. Gillin : Social Problem
12. Brij Mohan : Indian Social Problems
13. Kumudini Dandekay : The Elderly in India
14. P. N. Sati : Retired and Aging People
15. Mishra Saraswati : Problems and Social Adjustment in Old Age
16. Sharm ad Dak : Aging in India

10. Course policy

Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org.
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk




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12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc. about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – IV

1. Course Code & Title :

Course Title : Family in Indian Society	
Course Code : SOCC & SOCE 402	No. of Credits : 04
Department : Sociology	Faculty : Arts

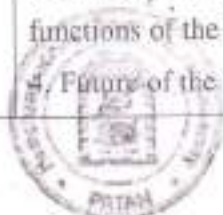
2. Course Overview / Course Description:-

An exposure to the different approaches, issues and databases in studies of marriage and family will enable the students to appreciate how a subject dealing with such mundane and private aspects of everyday life as births, marriages and family formation can constitute a technical field of study capable of generating contentious issues for academicians.

Course Objective :-

- (1) To know about the family system in India.
- (2) Learn about the nature and functions of family.
- (3) Identify the role and responsibility as a member of the family and society.
- (4) Identify the issues and problems of Indian family , Be aware of key concepts of family, its functions, types and issues etc

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Family relationship, Role and Norms	1. Concept and Definitions of family. 2. Family as Social Institutions. 3. Special features and nature of family. 4. Family System	Students will Understands about human life and Family institution. Student also knows about feature of family system.
2	Contemporary issues and problems in the family	1. Types of family. 2. Social functions of the family 3. Changes in the structure and functions of the family. 4. Future of the family.	Student will learn various types of family and it's Function. Student able to understand about future of family system.



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3	Family relationship role and norms	<ol style="list-style-type: none"> 1. Role of individual members in the family. 2. Factors affecting family relationship. 3. Basic elements of a happy family. 4. Communication and interpersonal relation in the family 	Students will come to understand family Relationship and Element of happy Family. In the relationship of family member communication is important part the social norms are make fair communication, students are familiar with normative communications.
4	Contemporary issue and problems in family	<ol style="list-style-type: none"> 1. Issues related with status women; female Feticide; 2. Dual role. 3. Generation gap 	Social change take place in society the family system also change, this change make issues in and problems in family Student will understands issues and problem create in Family institutions.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
<ol style="list-style-type: none"> (1) Introduce students to deference and type of family. (2) Students will do well relationship and Role in there family. (3) Students will do an identify the issues and problems of family and awene to society for solusion. 	Family Institutions is very impotent institutions of society. This course is useful to learn about family and its relationship with other social institution. Students aware with basic elements of happy family.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M



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6. Class Administration

1. Prepare a Project on Family life cycle.
2. Project work on role and responsibilities of students in family.
3. Project on experiences about the changes family.
4. Project on generation gap in the family.
5. Awareness Programme regarding removal of female foeticide.
6. Making family tree.

7. Assessment Schemes (including rationale)

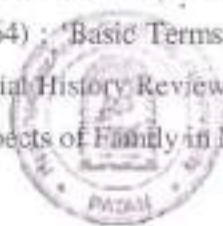
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :-

- ❖ Basic Commonwealth Youth Programme Asia Regional Module - 14 -1999 Chandigath- 160 012.
- ❖ Desai Neera & Krishnaraj M : (1990) : 'Women and Society'. - Ajanta Publication, Mumbai.
- ❖ Dr. Arvind M. Shah (1964) : 'Basic Terms and Concepts in the Study of family in India'. The Indian Economic and Social History Review, Vol. I, No. 3
- ❖ Dr. I. P. Desai 'Some Aspects of Family in Mahuva'. Department of Sociology, Patan.



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4. The M. S. University of Baroda. Asia Publishing House.
- ❖ Dr. M.S. Gore : 'The Traditional Indian Family'. Houghton Mifflin Company - Boston.
 - ❖ Dube S.C. : 1990 : 'Society in India'. National Book Trust - New Delhi.
 - ❖ K. m. Kapadia : (1966) : 'Marriage and Family in India'. Third Edition, Oxford University Press, Bombay
 - ❖ Pandey, Rajendra ed (1988) : 'Modernization and Social Change'. New Delhi Criterion Publication.
 - ❖ Prof. David G. MendalBom : 'The family, its Functions and Destiny'.
 - ❖ Published by Harper Brothers, New York.
 - ❖ Singh Yogendra – 1973 : 'Modernization of Indian Traditions'. - Delhi Thomson Press.
 - ❖ Srinivas M.N. 1963 : Social Change in Modern India - Beerkeley University of California Press.
 - ❖ Uderoi, Patrica, 1993 : 'Family, Kinship and marriage in India'. - New Delhi - Oxford University Press.

10. Course policy

The course it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org.
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, ~~UPSC~~ TET, Net, Slat, Civil Services ect.



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Semester – IV

1. Course Code & Title:

Course Title : Action Sociology - (Optional)	
Course Code : SOCC 403	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

Action sociology is a one of the branch of sociology society is a main laboratory for the Human Interaction. Students are aware a Human brings the various phenomena and the change in Context of sociology.

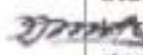
Objective

1. To understand the society as a laboratory for the action sociology.
2. To understand of methods of action sociology.
3. To understand of sociology of labour organization and public partnership.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	SOCIAL ACTION	Meaning and Definition of Social Action 1.1 Sociological Theories of Social Action 1.2 Related Concepts with Social Action 1.3 Meaning and Nature of Action Sociology 1.4 Scope of Action Sociology	Students come to know about social action and social work. India need to more social worker for social welfare. In this unit students familiar to social action and action theory. Students of social action become a good activist.
2	METHODS OF SOCIAL ACTION RESEARCH	2.1 Social Science and Social Research 2.2 Stages of Social Research a) Selection of the Subject b) Data Collection c) Process of Data Collection d) Report Writing 2.3 Methods of Data Collection a) Historical Method b) Social Serve Method c) Action Research Method d) Case Study Method	Social research methods are useful in social action; basic social research methods are useful for social action. Students are come to know about stages of social action.




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		e) Evaluation Method f) Experimental Method	
3	SOCIOLOGY OF LABOUR ORGANIZATION	3.1 Introduction 3.2 Labour 3.3 Role and Development Process of Labour Organization 3.4 Social and Economic Impact of Labour Organization 3.5 The Changes coming due to the similar approach in reference to the constitutional value.	Students are learns about labour organization and its functions. Structure of labour organization.
4	PUBLIC PARTNERSHIP	4.1 The Meaning of Public Partnership 4.2 Approach of Public Partnership 4.3 Types of Public Partnership 4.4 The Importance of Public Partnership in Democracy 4.5 The Impact of Public Partnership on Social Structure	Government is not able to cover to all the society, so public-private partnership is necessary to social action. By the partnership of public works are implement very effectively.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student will understand about Human Interaction in society. 2. Students will understand the methods of action sociology	By this course students will learns about social action and social works. Students able to work with people and society, Students work with NGO'S and association. Students are able to public-private participation in organizations.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration



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1. Group discussion in the class room about the subject of Action Sociology.
2. Project work Methods of Action Sociology.
3. To prepare charts Labor Organization.
4. To examine and note the Impact of Public Partnership on Social Structure.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended learning Resources

1. parsons talcott, the structure of social action
2. vasudev murthy, social action
3. Lives Barbara, social action, free sprite publishing inb., Minncapolis.
4. Devi Jhon, liberalism and social action,
5. Stringer Arlie, Action Research.

10. Course policy




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Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVSociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – IV

1. Course Code & Title:

Course Title : SOCIOLOGY AND HEALTH - (OPTIONAL)	
Course Code : SOCC 403	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

Course Objectives

1. To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.
2. To make him understand that health is one of the basic rights of every citizen
3. To bring home the inter-relationship between society and health
4. To understand the problems of health in India in its four dimensions
5. To understand the relationship between political economy and health at the national and international levels.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Sociology of Health	(1) Definition, Aim, Scope and Subject Matter of Sociology of Health (2) Historical Development of Sociology of Health	In this unit students will learn about health and relation with sociology. They learn also historical perspectives of health development health sociology



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2	Basic Concept in Sociology of Health	(1) Illness, Sickness and Disease (2) Sick and Patient Roll, Doctor, Patient Relation, Curing and Healing (Cultural Bound Syndrome)	Students will learn the definitions of biological illness and its causes.
3	Various System of treatment seeking	Classical System, Alternative System, Ethno Medicine and Medical pluralism	Many treatment seeking method are uses in health curing. Mostly traditional treatment seeking methods. Students learn a various methods of treatment seeking.
4	Application of Sociology of Health	(1) International Health and Sociology of Health (2) National Health Policy and National Health Programme	Sociology of health is new branch in sociology. Sociology work the impact asses of health policy and programme implicate by government.

Out Come:-

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can do health awareness program in society. 2. Students can do make a problems action to remove of health and its four dimensions. 3. Students can do advertise traditional system of medicine and its benefit.	In this course students will learn about sociology of health. Illness, health problems and causes of illness. Impact assessment by sociologist. Students learns about treatment seeking methods and its limitations.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M




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6. Class Administration

1. Group discussion in the class room about the subject of Sociology of health.
2. Project work regarding types of Traditional medicine.
3. To prepare note about National health policy.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended learning Resources

- (1) Sheela Lurbugg (1984) : Rakken's Story : Structure of Ill Health and the Source of Change.
- (2) Linda Jones (1994) : The Social Context of Health and Health Work.
- (3) Sarah Nettleton (1995) : The Sociology of Health and Illness Cambridge
- (4) Charles leslie (1976) : Asian Medical Systems.



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- (5) D. Banerji (1985) : Health and Family Planning Services in India.
- (6) Imrana Qadeer (1985) : An Expression of Socio Economic Inequalities Socio Action.
- (7) Veeranarayana Keihineni (1991) : Political Economy of State Intervention in Health Care.
- (8) Albrecht, Gary L. 1944 : Advances in Medical Sociology Mumbai.
- (9) Gunatilake, G. 1984 : Intersectoral Linkages and Health Development : Case Studies in India (Kerala State)
- (10) Rao, Mohan, 1999 : Disinvesting in Health : The World Bank's Prescription for Health.

10. Course policy

Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org,
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net. Slat, Civil Services ect.



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Semester - V

Subject Code	Code	Title of the Course	Course Credits	No. of Hrs. Per Week	Weight age For Internal Examination	Weight age For Semester and Examination	Total Marks
Core Compulsory – 501	SOCC 501	Sociological Thoughts & Thinkers	04	04	30	70	100
Core Compulsory – 502	SOCC 502	SOCIOLOGICAL RESEARCH METHODS	04	04	30	70	100
Core Compulsory – 503	SOCC 503	Sociology of Sanitation OR Industrial sociology	04	04	30	70	100
Core Compulsory – 504	SOCC 504	Comparative Sociology OR Status of Women in India	04	04	30	70	100
Core Compulsory – 505	SOCC 505	Labour Legislation and welfare OR Rural Development	04	04	30	70	100



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Semester - VI							
Subject Code	Code	Title of the Course	Course Credits	No. of Hrs. Per Week	Weight age For Internal Examination	Weight age For Semester and Examination	Total Marks
Core Compulsory - 601	SOCC 601	Social change in India	04	04	30	70	100
Core Compulsory - 602	SOCC 602	Educational Sociology	04	04	30	70	100
Core Compulsory - 603	SOCC 603	Sociology of Weaker sections OR Health and Family Welfare	04	04	30	70	100
Core Compulsory - 604	SOCC 604	Urban planning and development OR Sociology of Regional	04	04	30	70	100
Core Compulsory - 605	SOCC 605	Globalization and society OR Rural and Urban Sociology	02	02	30	70	100



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Semester -V

1. Course Code & Title

Course Title : Sociological Thoughts & Thinkers	
Course Code : SOCC 501	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over a century and a half since then has been influenced by a variety of socioeconomic and political conditions where it has been taught and practiced. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systematized. Nevertheless, some of its original concerns have persisted and some of its classical theoretical and methodological landmarks are relevant even now.

To introduce the students to the different thinkers viewed the societal changes from different perspectives. To understand the issues related to development of Sociology as a science. Acquaintance with the writings of classical thinker would equip the students with theoretical insights to know, analyze and interpret the social scenario around then and would also familiarize them with the different sociological perspectives and theories.

Objectives

1. To introduce social thinkers.
2. Students familiar with basic concepts and thinkers thought about sociology.
3. Students aware about classical tradition of social thought.
4. Students comes to know about western and Indian thinkers.
5. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline.
6. Students gain an understanding of some of the classical contributions in sociology and their continuing relevance to its contemporary concerns.




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3. Course Content :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	The Emergence of Sociology	<ol style="list-style-type: none"> 1. Transition from social philosophy to sociology. 2. The intellectual context. 3. The social, economic and political forces. 4. The French and industrial Revolution. 5. Development of Sociology in India. 	<p>Students of sociology aware to emergence of sociology and get information about history of sociology.</p> <p>Sociology as a subject how to develop in India it's important to nose for students.</p>
2	August Comte & Emile Durkheim	<ol style="list-style-type: none"> 1. Positivism 2. Law of Three Stage of Law of Human Progress. 3. Social Static's and Social Dynamics. 4. Social Facts. 5. Division of Labour (Mechanical Solidarity and Organic Solidarity) 6. Suicide 	<p>August Comte is father of sociology, he founder of sociology as science. He gives many fundamental thought for sociology.</p> <p>Student of sociology know about life-work and thought of august Comte.</p> <p>Emile Durkheim is also renowned sociologist, he contribute social research methods and scientific theory of suicide.</p>
3	Robert Merton & C. H. Cooley	<ol style="list-style-type: none"> 1. Function & Dysfunctions 2. Reference Group 3. Anomie 4. Individual and society. 5. Concept of Primary Group. 	<p>In this unit student comes to know about life and work of Robert Merton. Student learns in unit about fundamental thought of Robert Merton.</p> <p>This unit helps to learns about life and work of C.H.Cooley. student comes to know about contribution of Cooley.</p>
4	M.N. Srinivas & I. P. Desai	<ol style="list-style-type: none"> 1. Caste and Varna. 2. Sanskritisation. 3. Dominant Caste. 4. Westernization. 5. Study of Mahuva's Joint family 6. Untouchability in Rural Gujarat 	<p>By this unit student comes to know about eminent sociologist of India M.N.Srinivas.</p> <p>In this unit student comes to know about eminent Gujarati sociologist Dr. I.P.Desai. student also know contribution of</p>



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4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student comes to know about classical thought of sociology. 2. Students familiar with western and Indian classical thinkers. 3. Students will understand the contribution of Thinkers in sociology and social theories. 4. Student able to study present social situation surrounding them.	Sociology students are knows about different social thinkers viewed the social change from different perspectives, presented their distinct analysis, casual and otherwise of these change made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of this society.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
38	02	NA	02	02	02	02	NA
M	M	NA	M	M	M	M	NA

6. Class Administration

1. Group discussion in the class room about the subject of Sociology as Social Science
2. Project work regarding types of group.
3. To prepare charts showing various status and role of individual.
4. To prepare note about prevalent norms in students' family.
5. Project work showing features of Indian Culture.
6. To examine and note the factors affecting social mobility in the known circles of students
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70



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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources

1. Wilhelm, Outhwaite and Mulkay M. : Social Theory & Social Criticism, Blackwell, New York, 1987.
2. Bottomore, Tom (ed.) Karl Marx : Selected Writign in Sociology & Social Philosophy, New York, 1956.
3. Stammer, Otto (ed.) Max Weber & Sociology Today, Oxford 1971.
4. Mevack, George : The Origins of Materialism, New York ,1971.
5. Rhoads, John, K. Critical Issues in Social Theory, Pennsylvania, 1991.
6. Hook, Sydney : From Hengel to Marx (Studies in the Intellectual Development of K. Marx), New York, 1956.

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk




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12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing sfour five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester –V

1. Course Code & Title :

Course Title : SOCIOLOGICAL RESEARCH METHODS	
Course Code : SOCC 502	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. Thus, the emphasis is threefold. Study of research methods is a means of understanding social reality. Second, the tools and techniques are only instruments and not the end or goal of research. Thirdly, there are different perspectives and methods (as in quantitative and qualitative research) of understanding social phenomena. There are no universally accepted methods. This basic concepts paper is indented to acquaint the students introduce to social research understanding of the nature of social phenomena the issues involved in social research and the way and means of understanding and studying social reality.

Objectives

1. To introduce students about types of social research
2. To develops understanding about research methods.
3. To learn about scientific methods and technique for social research.
4. Comes to know about scientific research and scientific approach of research.
5. Student comes to know about scientific process of social research.

3. Course Content

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Social Research	(1) Meaning, Characteristics and Purpose of social Research (2) Scope and Importance of Social Research (3) Major Steps in Social Research (4) Usefulness and Importance of Social Research in India	A student of sociology learns about social research and knows about various steps in social research.


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2	Types of Social Research & Hypothesis	<p>(1) Pure Research</p> <p>(2) Applied Research, Historical Research, Empirical, Descriptive, Introductory, Explanation, Experimental Research</p> <p>(3) Hypothesis - Meaning and Characteristics of Hypothesis</p> <p>(4) Sources and Functions of Hypothesis</p>	<p>In this unit students are comes to know about deference between pure and applied research. Pure researches are doing for improvement of knowledge and applied researches are doing for solving current issues. Hypothesis is the indicator of researchers path, researchers create a hypothesis and at the end of the research check it true or not? Students are learn how to create hypothesis.</p>
3	Process of Sampling and data	<p>1. Meaning of Universe and sampling -censes as universe study</p> <p>2. Meaning and characteristics of Ideal sample.</p> <p>3. Type of Sampling.</p> <p>4. Research Data</p> <p>5. Types of data - Primary and Secondary</p>	<p>This unit helps to studding about scientific process of sampling. Student learns about various types of sampling, and importance of sampling in social research. In this unit student comes to know about information for research. Student learns about types of data and use of information.</p>
4	Research Method	<p>1. Interview Interview schedule Interview Guide Interview Process</p> <p>2. Questionnaires Construction of Questionnaires Type of Questionnaires</p> <p>3. Observation Meaning and types of Observation Importance and Limitations of observation</p>	<p>Student comes to know about various types of interview technique. Student learns about interview technique, its importance and limitations. In this student comes to know about questionnaire and observation technique. Student learns to use both techniques.</p>



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4. Course Learning Outcomes/Students' Learning Outcomes (SLO)	
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students learn about research methods and technique.	This course is useful in area of social research student of sociology have able to technique for social research. student Comes to know about scientific research and scientific approach of research. Student comes to know how to use of scientific methods
2. Students will able to social research.	
3. Student learns about data collection technique and sampling method.	
4. Students will use scientific technique in field research.	

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the subject of Sociology as Social Science
2. Project work regarding types of group.
3. To prepare charts showing various status and role of individual.
4. To prepare note about prevalent norms in students' family.
5. Project work showing features of Indian Culture.
6. To examine and note the factors affecting social mobility in the known circles of students
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unb Test		10
B.	Final Uni. Exam	End of Semester		70



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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources

1. Ahuja, Ram: "Research Methods", Rawat Publications, Jaipur, 2003.
2. Robson, Colin: "Real World Research" Blackwell Publishing, Malden, USA, 2002. Wilkinson, T.S. and
3. Bhandarkar P.L.: "Methodology and Techniques of Social Research", Himalaya Publishing House, Mumbai, 1992.
4. Dooley, David: "Social Research Methods" Prentice -Hall of India, New Delhi, 2003.
5. Das, D.K.: "Practice of Social Research" Rawat Publications, Jaipur, 2004.
6. Lal, Das D.K.: "Design of Social Research" Rawat Publications, Jaipur, 2005.
7. Goode, W.J. and Hatt "Methods in Social Research", Mc-Graw Hill, 1992. 73 P.K.
8. Young, P. V. Scientific Social Surveys and Research, Prentice Hall, New Delhi, 1988.
9. Marvasti, Amir B.: "Qualitative Research in Sociology" Sage Publications, London, 2004.
10. Gaur, Ajai S. and Gaur Sanjaya S.: "Statistical Methods for Practice and Research: A Guide to data Analysis using SPSS" Response Book, New Delhi, 2006.
11. Majumdar, P.K. "Statistics: A Tool for Social Sciences" Rawat Publications, Jaipur, 2002.
12. De Vaus, D.A. "Surveys in Social Research" Rawat Publications, Jaipur, 2003.
13. Somesh Kumar: "Participatory Rural Appraisal" Mukherjee, Neela "Participatory Rural Appraisal: Methodology and Applications", Concept Publishing Company, New Delhi,

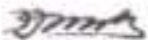
10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk




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12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester -V

I. Course Code & Title :

Course Title : INDUSTRIAL SOCIOLOGY - (OPTIONAL)	
Course Code : SOCC 503	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-


The base of work as a human organisation in the industry, how the work is being organised in an industrial, how the labour is abstracted in the industrial work process, how the issue between labour and management is constructed and how the welfare measures are implemented will be the rationale for the UG students who may consider the UG degree as a terminal one to get into the world of work in the industrial organization.

Objectives

1. To provide information about sociology of industry,
2. Students learn about human relations and management.
3. Student of this course aware to problems of industrial organization.
4. Students are able to understand about process of industrialization and impact of its.

3. Course Content :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Introduction to Industrial Sociology	<ol style="list-style-type: none">1. Definition & Development of Industrial Sociology.2. Nature and scope of Industrial Sociology.3. Importance of Industrial Sociology.	In this unit student learns about industrial sociology and familiar with industrial sociology.
2	Industrial Society	<ol style="list-style-type: none">1. Meaning and nature of Industrial Society2. Development of Industrial society.3. Guild system of Production.4. Putting out domestic system of Production.5. Factory system.6. Industrialization	Student are comes to know about traditional production systems and industrial system.


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3	Industrial Organization	1. Nature of industrial organization 2. Types of industrial organizations. 3. Function of organization. 4. Importance of Industrial Organization	Industrial organization is a social organization, students comes to know about organization and its importance.
4	Trade Union	1. Meaning of Trade Union. 2. Structure of Trade Union 3. Type of Trade Union 4. Function of Trade Union 5. Problem of Trade Union.	In this unit student comes know about trade union and activities of trade union.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Introduce student to industrial sociology. 2. Student aware to varies types of organizations, 3. Student knows about process of industrialization. 4. Student learns about trade union and its activities.	This course useful in to learning about industrial sociology. Sociology students are knows about industrial organization and types of organizations. Students are knows about trade union and activities of trade union and its limitation and importance of trade union.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the subject of Industrial Sociology.
2. Project work regarding types Industry and Industrial organization.
3. To prepare charts showing various status and role of Organization.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.




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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :-

- 1) Miller and form. : 'Industrial Sociology' Harper, New York (1961)
- 2) Moore W.E. : 'Industrial Relation and the social order' MacMillan, New York (1951) P.P. 3-13.
- 3) Parker et al : The sociology of industry. George Allen and unwin Ltd., London (1957) P.P. 13-20
- 4) Whyte and miller : 'Industrial Sociology in Joseph B. Decade Review of sociology, Analysis of a Decade. John Wiley & Sons, inc New York (1957).
- 5) Lambert R.D. : Factory Workers and Social changes in India. Asia Publishing house, (1963)
- 6) Giri V.V. : Labour problems in India industry. Asia publishing house, (1958)



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- 7) Gouldner A. W. : Industrial Bureaucracy, Routledge & Kegan Paul Ltd. (1954)
- 8) Hammond J. L. 1959 : "The Town Labour" London Vol. 1
- 9) Herbert Simon 1961 : "Administrative Behaviour : A Study of Decision Making process in Administrative Organization" Macmillan Co. Bombay.
- 10) Karnik V. B. 1978 : "Trade Unions and Politics in India" Popular Prakashan, Bombay.
- 11) Kerre Etal 1973 : Industrialism an Industrial Man Harmand Worth Peshin, London.
- 12) Kerre and Seigel : "The Structing of Labour Force in Industrial Society" Industrial and Labour Review No. 2
- 13) Khudesia U. P. 1990 : "Industrial Pollution" Pragati Prakashan, Bombay.
- 14) Mehta Ashok 1957 : Mediating Role of Trade Unions in Under Developed Countries Economic and Culture Change Bombay.
- 15) Mehta S. D. 1953 : An Economic Inquiry Textile Association Bombay.
- 16) Morriss M. D. 1965 : Emergence of Industrial Labour Force in India Oxford Uni. Press, Bombay.
- 17) Myers C. A. 1960 : "Industrial Relations in India" Asia Publishing House, Bombay.
- 18) Myers C. A. 1958 : "Labour Problems in Industrialization in India" Havard Uni. Cambridge.
- 19) Patel Reshma 1990 : Treatability Studies of Industrial Mouse Mater from Panalli Industrial Estate of Gujarat. Unpublished M. E. Thesis S. P. University, Vallabh Vidhyanagar.
- 20) Paylee M. V. 1996 : "Personnel Management and Industrial Relations" Vikas Publishing House, New Delhi.
- 21) Poole M. 1975 : "Workers" Participation in Industry Routledge and Kegan Paul London.
- 22) Prasad L. M. 1994 : "Principles and Practices of Management" Sulchand Sons Co. New Delhi.
- 23) Scheneider E. V. 1969 : "Industrial Sociology" Mcgraw - Hills Co. New York
- 24) Shah Hemant 1999 : "Artha and Tantra" Sandesh, Ahmedabad

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.



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11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – V

1. Course Code & Title:

Course Title : Sociology of Sanitation (Optional)	
Course Code : SOCC 503	No. of Credits : 04
Department : Sociology	Faculty : Arts

Course Overview / Course Description

Sociology of Sanitation is a Scientific study to solve the problems of society in relation to sanitation, social deprivation, water, public health, hygiene, environment, poverty, gender equality, welfare of children and empowering people for sustainable development and attainment of philosophical and spiritual knowledge.

This Paper is intended to familiarize the students with Sociology of Sanitation. It would be also helpful to develop understanding about the importance of Sanitation system. The Source seeks to account students with the cortical understanding of problems of Sanitation. It is also to get informed about the model of action of improvement of the sanitation and to be aware of the diversity in values and issues and problems of Sanitation from different parts.

Objectives

1. To introduce the key concepts of relating to Sanitation.
2. To know develop of understanding about the importance of Sanitation system.
3. To address model of action of improvement of the sanitation and to be aware of the diversity in values, issues and problems of Sanitation from different parts.
4. To know Nature of Sanitation.

Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Introduction of Sociology of Sanitation.	1. Introduction 2. Meaning, and Definition of Sociology of Sanitation. 3. Subject Matter of Sociology of Sanitation. 4. Nature of Sociology of sanitation. 5. Importance of Sociology	Students learn about sanitation. A student know know about sanitation of sociology. W.C. Registrar Hemchandracharya North Gujarat University PATAN

		Sanitation.	
2	Research Method of Sociology of Sanitation	1. Survey Method 2. Historical Method 3. Questioner Method 4. Interview Method 5. Interview Schedule Method 6. Comparative Method	In this unit students learn about various Research Method of Sociology of Sanitation.
3	Theory and Approach of Sociology of Sanitation	1. Personal theory. 2. Community theory. 3. Value Orientation Approach 4. Folk Urban Rural Approach 5. Government Approach 6. Planning of sanitation	Students come to know Theory and Approach of Sociology of Sanitation.
4	Relation between other Sector - Section and Sanitation.	1. Drinking Water and Sanitation. 2. Environment and Sanitation 3. Worker and Sanitation. 4. Education and Sanitation 5. Government and Sanitation 6. Health and Sanitation 7. Slums and Sanitation 8. Panchaytiraj and Sanitation	In this unit student learns about Relation between other Sector - Section and Sanitation.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

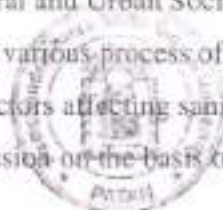
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can aware to society about sanitation. 2. Student can aware about the favoring factors of Sanitation in society.	This course helps to student understanding sanitation. The process of sanitation is ongoing forever process in society. Students of sociology learn about, meaning of sociology of sanitation and factors, process, cleanness etc.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the subject of sanitation.
2. Project work regarding Rural and Urban Society about sanitation.
3. To prepare charts showing various process of cleanness in society.
- 4 To examine and note the factors affecting sanitation.
- 5 To arrange for group discussion on the basis of audio-visual



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7. Assessment Schemes (including rationale)

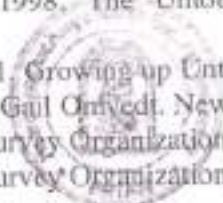
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

1. Sociology of Sanitation : B.K.Nagla, Klpax Publication, C-30 satyawati Nagar, Delhi, 2015.
2. Sociology of Sanitation : Mohammad Akeam, Kalpax Publication, C-30 satyawati Nagar, Delhi, 2015.
3. Sociology of Sanitation : Richard Pais, Kalpax Publication, C-30 satyawati Nagar, Delhi, 2015.
4. WHO. Creating healthy cities in the 21st century. In : Satterthwaite D, editor. The Earthscan reader on sustainable cities. London Earthscan Publications : 1999.
5. Mahon T, Fernandes M. Menstrual Hygiene in South Asia : a neglected issue for WASH (water, sanitation and hygiene) programmes. Gend Dev 2010.
6. Chakrabarty, Dipesh. 1992 of Garbage Modernity and the Citizen's Gaze, Economic and Political Weekly, 27(10-11) March 7-14.
7. Judge Parmjit Singh & bal, Gurpreet (2009) Mapping Dalits, Jaipur : Rawat Publications.
8. Lynch, Owen (1969) The Politics of Untouchability : Social Mobility and Social Change in a City of India, Delhi : National Publishing House.
9. Mahar, J.M. (ed) 1998. The 'Untouchables in Contemporary India Jaipur ; Rawat Publications.
10. Moon VAnt. 2001. Growing up Untouchable in India : A Dalit Autobiography translated from the Marathi by Gail Omvedt. New Delhi : Vistaar Publications.
11. National Sample Survey Organization, New Delhi : Government of India, 2008.
12. National Sample Survey Organization, New Delhi : Government of India, 2009.



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13. WHO, UNICEF. Progress in sanitation and drinking water - 2010 update. Geneva : World Health Organization : 2010.
14. Chadwick E. Report on an inquiry into the sanitary condition of the labouring population of Great Britain. London : Her Majesty's Stationery office.
15. Fewtrell L, Kaufmann RB, Kay, D, Enanoria W, Haller L, et al. Water, sanitation, and hygiene interventions to reduce diarrhoea in less developed countries : a systematic review and meta - analysis, Lancet Infect Dis. 2005.
16. Esrey SA, Gough J, Rapaport, D, et al. Ecological sanitation. Stockholm : Swedish International Development Cooperation Agency: 1998.
17. Hotex PJ, Molyneux DH, Fenwick A, et al. Control of neglected tropical diseases N. Engl J Med. 2007.
18. Hutton G, Haller H. Evaluation of the costs and benefits of water and sanitation improvements at the global level. Geneva : World Health Organization : 2004.
19. Cairncross S, Valdmanis V. Water supply, sanitation, and hygiene promotion. In : Jamison DT, Breman JG, Measham AR, et al., editors, Disease control priorities in developing countries, 2nd ed New York : Oxford University press : 2006
20. स्वच्छताના સમાજશાસ્ત્રનું સ્વરૂપ : ડૉ.અનિલ એસ.વાધેલા, કલ્યાણ પબ્લીકેશન, સી - ૩૦ સત્યવતી નગર દિલ્લી, ૨૦૧૫.
21. ચાકલે ક એમ, હેલ્થ વર્કર કે લીપે પાઠ્ય પુસ્તક, એન.આર.બ્રધર્સ ઈન્દોર, ૨૦૦૩
22. ભારતનો ગ્રામીણ સમાજ : પ્રા.ડૉ.એચ.એલ.ચાવડા, પેરેડાઈઝ પબ્લીસર, જયપુર, ૨૦૧૫

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

- <https://www.sociologyofsanitation.com>
- <https://www.amazon.in> > Sociology-Sanitation-Dr-Bindeshwar
- <https://www.indiatoday.in>
- www.sulabhinternational.org
- <https://www.researchgate.net> > 329364064_Sociology_of_Sanitation
- <https://www.academia.edu> > SOCIOLOGY_OF_SANITATION_-_Themes_

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – V

1. Course Code & Title :

Course Title : Comparative Sociology - (Optional)	
Course Code : SOCC 504	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

There is much discussion these days on the reorientation of sociological research and the contextualization of sociology to the experience of non-Western countries. Students to sensitize the salience of the comparative perspective in sociology by highlighting the historical and social context of its development, key issues and themes as well as theoretical concerns, and by contextualizing them to the Indian situation.

Objective

1. Students get information of Comparative Sociology.
2. To give understanding of theoretical concerns of Comparative Sociology.
3. To understand Historical Reference of the Origin and Development of Sociology in West.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Relevance of Comparative Perspective with special reference to Sociology	<ul style="list-style-type: none"> • Meaning and Characteristics of Comparative Sociology • Essential Viewpoint in Comparative Sociology: modernity and development, Culture, Gender and globalization: 	This unit helps to understand the comparison of various aspects of society. India is diversified in many characteristics so in understanding Indian society this unit useful to students.
2	Historical Reference of the Origin and Development of Sociology in West	<ul style="list-style-type: none"> • Western and European Sociological Traditions: • Americanization of Sociology • National Traditions in Sociology (Reference to India) 	This unit helps students to understand the western and Indian sociology and its trend. Moreover it explains what impact of colonial thought on Indian sociology is?



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3	Origin and Development of Sociology in Asia and Africa	<ul style="list-style-type: none"> • Institutionalization Reference • Impact of Western Sociology on the Development of the third World Society • The bearing of the colonial context on the development of sociology in India. 	Development of sociology in Asia and Africa is similar event because the independence. The difference between two continents should be compared.
4	Theoretical Discussion in reference to Comparative Sociology	<ul style="list-style-type: none"> • Problems and Different Cultural Perspectives in Comparative Sociology • Approach of Methodological and Theoretical. • Sociological – Ethical 	The theoretical part of comparative sociology is very important because sociological research and development of sociological theory hence this unit is very useful and student also learns about different approaches regarding comparative sociology.

4. Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can compare between western and European sociological Traditions. 2. Students can implement in society the theoretical concerns of Comparative Sociology. 3. Students become aware of Historical Reference of the Origin and Development of Sociology in West.	This course is theoretical strong for development of sociological thought. Comparisons between two and more traditions are fruitful for science and students who learn this science. This course compares the tradition of western sociology, European sociology, African sociology and Asian sociology and their society also.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M




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6. Class Administration

1. Group discussion in the class room about the Comparative of Sociology.
2. Project work regarding Origin and Development of Sociology in various country.
3. To prepare note about Theoretical Comparative Sociology.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended learning Resources

- Andreski, S. 1964 : Elements of Comparative Sociology (London, Widenfeld and Nicolson)
- Beteille, Andre 1987 : Essays in Comparative Sociology (New Delhi : Oxford University Press)
- Beteille, Andre 1992 : Society and Politics in India : Essays in Comparative perspective (New Delhi : Oxford University Press)
- Dube, S.C. 1988 : Modernization and Development : the Search for alternative paradigm (New Delhi : Vistar)
- Dube, S.C. 1973 : Social Sciences in a Changing Society (Luck Now)



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- Kiely, R. and Phil Marfleet, eds. 1998 : Globalization and the Third World (London: Routledge)
- Kothari, Rajni 1988 : Rethinking Development : In Search of Humane Alternatives Delhi : Ajanta
- Oommen, T. K. and P. N. Mukherjee, eds. 1986 : Indian Sociology: Reflections and Introspections (Bombay : Popular Prakashan)
- Parekh, Bhikhu 2000 : Rethinking Multiculturalism : Cultural Diversity and Political Theory (London : Macmillan)
- Saraswati, B.N. 1994 : Interface of Cultural Identity and Development (New Delhi : Indira Gandhi National Centre of the Arts) World Commission on Environment and Development, 1987 : (New Delhi : Oxford University Press)
- Berremen, G.D. 1981 : The Politics of Truth: Essays in Critical Anthropology , New Delhi: South Asian Publishers)
- Kuper, A. 1996 : Social Science Encyclopaedia, London : Routledge)
- Mohan, R.P. and A.S. Wilke, eds. 1994 : International Handbook of Contemporary Developments in Sociology (London : Mansell)
- Wallerstein, Immanuel 1974 : Modern World System (New York : Oxford University Press)
- Genov, Nikolai, 1989 : National Traditions in Sociology (Delhi : Sage)
- Ferreira, J.V. and A.R. Momin, eds. : 1983 : Nemesis : Critical Perspectives on Modernization (Bombay : Ramrakhiani Publications)

10. Course policy

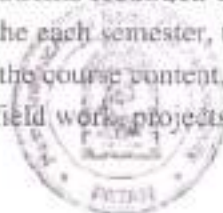
Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given ~~forms~~ forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.



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13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – V

1. Course Code & Title :

Course Title : Status of Women in India - (Optional)	
Course Code : SOCC 504	No. of Credits : 04

2. Course Overview / Course Description


The status of women throughout the India has been and still is that of subordination. Their personally was treated as having been merged with the personality of their husbands. They could not own property in their name. They did not have voting right. With the march of civilization reforms become imperative. The women were given the voting right and legal personality of their own with right to sue or be sued. The Course seeks to account students with the cortical understanding of status of women it is also to get informed about the social economics and educational status of women in India.

Course Objective

1. To understand need of women study.
2. To understand social, economic and educational status of woman in India.
3. Student will get informed about status of Woman in various societies in India.

3. Course Content

Unit No.	Title of Unit	Content / Fundamental Concepts	Unit wise SLO
1	Necessity for Studying Women in India	(1) Meaning of Women Studies. (2) Type of Women Studies (3) Significance of Women Study in India	In this unit student will learn about scientific approach of women studies. Student comes to know about types and significance of women studies.
2	Social Status of Women in Independent India	(1) What is Social Status of women? (2) Status of women in family (3) Status of women in marriage (4) Economic factor effect to social status of women	By this unit student comes to know about status of women in Indian society. Student understands about status of women in various institutions, money and finance are very important tool for status how this tool effect women status in India.


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3	Economical status of women in India	(1) Meaning of Economic Status of Women's (2) Women Role of Traditional Economic System (3) Economic Participation of Women in Independent India (4) Causes of Women's Low / Less Economical and Financial Participation	This unit helps to learn about economical activities and women status in traditional economy and present system. Students come to know about participation of women in economical activities
4	Educational Status of Women in Independent India	(1) Historical Review of Education Status Women in India (2) Educational Status of Women in Independent India Effect of Education on status of Women	Education is important tools for improving social status. Student learn in this unit about educational status of women in independent India.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student comes to know about significance of scientific study of women studies. 2. Student aware to social, economical and educational status of women in India. 3. This course useful to studying status of women in India. 4. This course helps to learn about problems of women status in India.	Students of sociology become familiar to need of women study. Students know to status of women in various society in India. This course is use full to students about government development policy of Indian women's. By this course student will able to analyze the Status of women in various society.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
30	02	NA	02	NA	02	02	NA
M	M	NA	M	NA	NA	02	NA

6. Class Administration

1. Group discussion in the class room about the Status of woman in various cast.
2. Project work regarding Social status of woman.
3. To prepare charts showing various status and role of woman in family.
4. To examine and note the factors affecting of educational status of woman.
5. To arrange for group discussion on the basis of audio-visual program conducted by BISAG.



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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

- (1) A Suryakuman (Ed.) Women's Studies an Emerging Academic Discipline (1993)
- (2) Ashokkumar and Harish : Women Power, Status of Women in India (1991)
- (3) Govt. of India : Towards Equality (1974)
- (4) Kala Rani : Role Conflict in Working Women (1976)
- (5) Madhu Shastri : Status of Hindu Women (1990)
- (6) Maithreyi Krishna Raj : Women's Studies in India, Some Perspective (1986)
- (7) Nanma Heptulla (Ed.) : Reforms for Women (1986)
- (8) Navaneeta Rath : Women in Rural Society a Quest for Development (1996)
- (9) Promilla Kapur : The Changing Status of the Working Women in India (1973)
- (10) Roopa Vohra and Arun Sen : Status, Education and Problems of Indian Women
- (11) Promilla Kapur : Marriage and the Working Women in India (1970)
- (12) Rehana Ghadiyali : Women in Indian Society (1988)
- (13) Shashi Jain : Status and Role Perspective of Middle Class Women (1988)
- (14) V. Rajendra Raju : Role of Women in India's Freedom Struggle (1991)



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10. Course policy

Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester –V

1. Course Code & Title :

Course Title : LABOUR LEGISLATION AND WELFARE - (OPTIONAL)	
Course Code : SOCC 505	No. of Credits : 02
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

In the changing socio-economic-political scenario the concept of social welfare and its components undergo change. Consequently approaches to social welfare also change. Students should be equipped to meet these challenges. Labour legislation has to keep pace with newer and newer needs of the society. Speed is an important dimension of judicial-legal system to aid the deliverance of welfare services to the people. Labour legislation to address these requirements

Objectives

1. To understand the constitutional provisions and welfare goals of the state in India.
2. To appreciate the welfare needs of the labour.
3. To understand the social welfare programmes initiated by governments, their implementation, their successes and failures.
4. To enable the students to equip themselves for a career in social welfare agencies, NGO and in labour welfare departments of industries.

3 Course Content

Unit	Topics	Content Fundamental	Unit wise S.L.O
1	Social Welfare & Social Legislation	Indian Constitution & Measures for democratic Society -Directive Principles (1) Welfare Agencies (A) Government (B) Voluntary organizations	This unit helps to learn to welfare measures in Indian democratic society role of the government and voluntary organization in welfare activities.
2	Social Welfare in India - 1 :	(1) Labour Welfare (2) Wage Policy – Regulation (3) Medical Welfare (4) Labour Welfare	In this unit student have to come about social welfare activities in India. Student aware about wage policy, medical policy and labour welfare.

			perspectives of Indian government and constitution.
3	Social Welfare in India - 2 :	(1) Woman's welfare (2) Old Age Invalidity welfare (3) Family welfare	By this unit student understand about women welfare, old age welfare and family welfare programs.
4	Social Welfare in India - 3	(1) Welfare of Peasants (2) Self Employment (3) Opportunity of Occupations	This unit helps to understand about peasant's welfare, employment and equal opportunity to occupations.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
Students will aware to concept of welfare and role of government and constitutional rights of people of India. This course develops understanding of welfare of various areas and beneficiaries. Student also comes to know about various area of social welfare. Students will develop a carrier in field of social welfare.	By this course student will able to analyze the Role of local government, state government and parliament for the social welfare and scheme of social welfare. This course helps to students for carrier development in area of NGo. students are aware to employs of social legislation and there needs.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M

6. Class Administration

1. Group discussion in the class room about the subject of Sociology as Social Science
2. Project work regarding types of group.
3. To prepare charts showing various status and role of individual.
4. To prepare note about prevalent norms in students' family.
5. Project work showing features of Indian Culture.




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6. To examine and note the factors affecting social mobility in the known circles of students
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

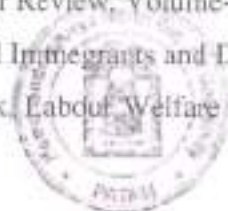
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :-

- (1) Gupta Sumitra, Social Welfare in India, Chugh Publication, Allahabad, 1989.
- (2) Mazumdar A. M. Social Welfare in India.
- (3) Gore M. S., Some Aspect of Social Development.
- (4) Choudhary (Dr.) I. P., Handbook of Social Welfare.
- (5) Das Rajnikanta, History of Indian Legislation, 1941, Calcutta.
- (6) Francis G. Synder, Douglas, Labour, Law and Crime, An Historical Perspective, 1987.
- (7) Sharma Usha, Child Labour in India, 2006.
- (8) Christopher Arup, Labour Law and Labour Market Regulation, 2006.
- (9) International Labour Review, Volume-86, International Labour Office, 1962.
- (10) Jan Hjama, Illegal Immigrants and Developments in Employment in the Labour, 2003.
- (11) Bhatnagar Deepak, Labour Welfare and Social Security Legislation in India, 1984, New Delhi.



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10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester –V

1. Course Code & Title :

Course Title : RURAL DEVELOPMENT - (OPTIONAL)	
Course Code : SOCC 505	No. of Credits : 02
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

The agrarian structure and development in India are the two principal sources of approach to study the rural society in India. This course plan emerges as a basis for developing a sociological skill on peasant and social structure.

Objective

1. To provide sociological understanding of rural social structure, change and development in India
2. To impart sociological skills to reconstruct rural institution and rural development programmes to plan, monitor and evaluate rural development programmes.
3. To acquaint students with the prevailing two approaches to the study of rural society:
Rural community and peasantry.

3. Course Content :-

Unit	Topics	Content Fundamental	Unit wise S.L.O
1	An Introduction to Rural Development	Development Meaning, Characteristics (1) Rural Development-Meaning (2) Rural Development - Planning and Programme (3) Rural Development Policy and Types (4) Developmental Policy for Agriculture	This unit helps to learn about concept of development. Students learn about aspects of rural development and developmental programs run by government and NGO's.
2	Role of Co-Operative Activities in Rural Development	(1) Co-Operative Activity - Meaning, (2) Historical background of Co-Operative Activities in India (3) Co-Operative society (Three Stage) (4) Co-Operative Banking system	In this unit student comes to know about co-operative movement and role of co-operative movement in rural development. Student learns about types of co-operative society and

			banking service.
3	Agricultural Extension Service	(1) Scope and Aims of Agriculture Extension Service (2) Development of scientific Agriculture Method (3) Role of Agriculture University (4) Problems of Extension Service	This unit helps to know about various extension services in rural society and role of extension service in development of rural society. Agricultural development and role of agriculture university in development.
4	Changing Rural Community	(1) Social Change and Development (2) Knowledge Increase and Behavioral Change (3) Changing in business (4) Changing in agriculture (5) Changing in communication	In this unit student understand about social change in rural communities. Rural society changing in various area its help to understand area of changing society.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students will learn about development and developmental approach. 2. This course helps to develop understanding of student regarding rural development. 3. This course familiar to student about co-operative activities and various co-operative institutes.	By this course student will able to analyze the rural development in various area, like agriculture and co-operation. This course helps to students to know rural development policy and programme

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
30	02		02		02	02	02
M	M	NA	M	O	M	M	M




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6. Class Administration

1. Group discussion in the class room about the subject of Sociology as Social Science
2. Project work regarding types of group.
3. To prepare charts showing various status and role of individual.
4. To prepare note about prevalent norms in students' family.
5. Project work showing features of Indian Culture.
6. To examine and note the factors affecting social mobility in the known circles of students
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended Learning Resources :-

- (1) United Nations (1990) The State of World's Children 1990, UNICEF - New Delhi.
- (2) Gopalan C. - The Mother and Child in India Economic and Political Weekly Vol. 20, No. 4, New Delhi.
- (3) Harris John (Ed.) 1982, Rural Development : Theories of Peasant Economy and Agrarian Change
- (4) Desai, I. P. & Chaudhary, B. 1977 History of Rural Development in Modern India, Vol.-II
- (5) Attwood, D. W. and B. S. Baviskar (Ed.) 1988, Who Shares? Co-Operative and Rural Development, Oxford Uni. Press, Delhi.



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- (6) Desai, S. M., 1979. Rural Banking in India, Himalaya Publishing House, Bombay.
- (7) Government of India, 1961, Extension Education in Community Development, Ministry of Food and Agriculture, Directorate of Extension : New Delhi.

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester - VI

1. Course Code & Title:

Course Title : SOCIAL CHANGE IN INDIA	
Course Code : SOCC 601	No. of Credits : 04
Department : Sociology	Faculty : Arts

Course Overview / Course Description

Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced and as a remarkable feature of our times.

Objectives

1. To introduce the key concepts of relating to social change
2. To know favoring factors of social change.
3. To address in particular the Indian experience of social change.
4. To Social changes in the cast and family system.

Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Social Change and Cultural Change and Related Processes	(1) Social Change - Meaning, Characteristics (2) Cultural Change - Meaning, Characteristics (3) Westernization - Meaning, Characteristics - (4) Modernization - Meaning, Characteristics	Students learn about social changes. A student comes to know about cultural change, westernization and modernization. Student will understand social change.
2	Liberalism	(1) Meaning of Liberalism (2) Principles of Liberalism (3) Impact of Liberalism	In this unit students learn about principals of liberalism and its impact on society.



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3	Favoring factors of social change	1. Freedom movement 2. Indian Constitution 3. Social Legislation 4. Planned development.	Students come to know helping factors of social change. Student learns about freedom movement, social legislation, planned development and Indian constitution.
4	Other factors of social change	(1) Industrialization and Urbanization (2) Educational Opportunities. (3) Mass -Media (4) Voluntary Organizations.	In this unit student learns about other factors that helps the social change.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can aware to society about pattern of change. 2. Student can aware about the favoring factors of social change rural area.	This course helps to student and science understanding the social change. The process of social change is ongoing forever process in society. This course helps to sociological theoretical development of sociology. Students of sociology learn about, meaning of social change and factors and process of social change.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the subject of Social Change.
2. Project work regarding Rural and Urban Change.
3. To prepare charts showing various Change in society.
- 4 To examine and note the factors affecting social change.

5 To arrange for group discussion on the basis of audio-visual programmes related by BISAG.



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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

1. Anant Santokh : The Changing Concept of Caste in India.
2. Bakshi S. R. : Modern Review, 1968 March
3. Bottomore T. B. : Sociology
4. Buch M. A. : Rise and Growth of Liberalism in India.
5. Chatterjee B. B. : Impact of Social Legislation on Social Change.
6. Davis Kingsley : Human Society
7. Desai A. R. : Recent Trends in Indian Nationalism.
8. Desai A. R. : Rural Sociolog in India
9. Desai J. P. : Some Aspects of Family in Mahuva
10. Ghurye G. S. : Caste and Race in India
11. Gore M. S. : Urbanization and Family Change
- Govt. of India : India 71 - 72 and 74 - 75
12. Gujarat University / Vidya Vol. III Aug. 1964
13. Hate C. A. : Changing Status of Woman
14. Heimsath: Indian Nationalism and Hindu Social Reform in India


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10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- ssrl.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/
- what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought
- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology
- [www.bookadda.com/...](http://www.bookadda.com/)

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – VI

1. Course Code & Title:

Course Title : EDUCATIONAL SOCIOLOGY	
Course Code : SOCC 602	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society.

Objective

1. To introduce the students to the sociology of Education with sociological concepts and theories.
2. To introduce the students to the development of education in India.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	An Introduction of Sociology of Education	(1) Introduction (2) Meaning of Educational Sociology (3) Subject Matter of Educational Sociology (4) Scope of Educational Sociology	Education is important instrument for social change, student of sociology learns about education and education sociology.
2	Development of Educational Sociology in India	(1) Introduction (2) Sources of Educational Sociology (3) Development of Educational Sociology in India	Emergence and development of sociology of sociology in India. Student comes to know about role of sociology of sociology in India and its need for


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3	Family, State and Education Systems	(1) Introduction (2) Informal Education and Family (3) Role of State and Education	Formal and informal education both is important for society. This unit helps to learn about role of family in informal education and role of state in formal education.
4	Social Mobility and Education System	(1) Introduction (2) What is a Social Mobility? (3) Types of Social Mobility (4) Relation of Social Mobility and Education	Student comes to knows about the social mobility and role of educations in social mobility.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can understand theoretical perspective for educational sociology. 2. Student can understand the Relation of social mobility and education he understand family, state and education system also.	This course helps to understanding about relations between education and society. Sociology of education is new branch of sociology, its work for understand the role of education in social development. The social mobility is part of social change and education helps to social mobility. So this course useful to develop understanding role of education in social change.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

1. Group discussion in the class room about the subject of educational Sociology.
2. Project work regarding development of education.
3. To prepare charts showing various social mobility.
4. To prepare note about.
5. To examine and note the family state and education system.
6. To arrange for group discussion on the basis of audio-visual programmes prepared by BISAG.




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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

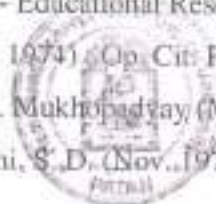
8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

- (1) Shah, B. V. (1965) : "Sociology of Education - An attempt at Definition and Scope" Sociological Bulletin. XIV, 1, 1965. P. 64-69.
- (2) Gore, M. S., Desai, I. P. and Suma Chitnis (1967) : "Papers in the Sociology of Education in India" NCERT, Delhi, See Specially - Gore, M. S. and Desai, I. P. "The Scope of Sociology of Education" P. 1 to 32.
- (3) Govt. of India (1983) : "India - A Reference Annual : 1983" Research and Reference Division, Ministry of Information and Broadcasting.
- (4) Duerkheim, E. (1887-1902) : "Education and Sociology" T. in English, New york, Free Press, 1956.
- (5) Roucek, J. S. (1940) : "Educational Sociology" in H. E. Barnes, H. Becker and F. B. Becker (Eds.) - "Contemporary social Theory", D. Appleton Century.
- (6) Spencer, Herbert (1861) : "What Knowledge is Most Worth" PATAN

- (7) Ward, Lester F. (1883) : "Dynamic Sociology", Vol. II, Ch. 14 (New Ed. : New York, Appleton - Century - Crfts (1924))
- (8) Small, A. W. (1896) : "The Demands of Sociology on Padagogy", American J. of Sociology, May 1896, II, 6, 839-51- "Sociology Demands of Educators that they shall not rate themselves as leaders of Children but as makers of Society".
- (9) Durkheim, E. (1887-1902) : Op. Cit.
- (10) Dewey, John (1899) : "School and Society"
- (11) Brookover, W. B. and D. Gottlieb (1964) : "A Sociology of Education", American Book Company, New York.
- (12) Brown, F. J. (1947) :
- (13) Brim, O. (1958) : "Sociology in the Field of Education" New York, Russel Sage Foundation. Also See Corwin, R. G. (1965) "A Sociology of Education", New York Appleton, Century.
- (14) Waller, Willard (1932) : "Sociology of Teaching", New York, John Wiley and Sons.
- (15) Greehoe, Florence (1941) : "Community Contacts and Participation of Teacher's, Washington D. C., American Council of Public Affairs.
- (16) Znaneicki, Florian (1940) : "Social Role of Men of Knowledge", New York, Columbia University Press.
- (17) Caplow, Theodore and Reece Megee (1958) : "The Academic Market Place", New York, Basic Books.
- (18) Floud, Jean and A. H. Halsey (1958) : The Sociology of Education - A Trend Report, Current Sociology, Vol. VIII, 3, 1958, Basil Blackwell, Oxford.
- (19) Desai, Akshayakumar (1962) : "Samaj" - A Gujarati Translation of Society" by MacIver and Page, Introduction to the Fourth Volume, Gujarat University, Ahmedabad.
- (20) Tirtha, N. V. and M. Mukhopadhyaya, (March-1974) : "Sociology of Education - A Trend Report", in M. B. Buch (Ed.) "A Survey of Research in Education", CASE, Faculty of Education and Psychology, M. S. University of Baroda, Baroda.
- (21) Chitnis, Suma (Feb. 1974) : "Sociology of Education-A", Trend Report, in ICSSR-" A Survey of Research in Sociology and Social Anthropology", Vol. II, Popular Prakashan, Bombay,
- (22) Mathur, R. B. (1968) : "Educaton and Social Change" in Adval. S. B. (Ed.) "Third Year - Book on Education - Educational Research", NCERT, Feb. 1968.
- (23) Chitnis, Suma (Feb. 1974) : Op. Cit: P. 166-232.
- (24) Tirtha, N. V. and M. Mukhopadhyay (March-1974) Op. Cit. P. 68-134.
- (25) Shah, B. V. and Joshi, S. D. (Nov., 1979) : "Sociology of Education - A Trend Report," in



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- (26) M. B. Buch (Ed.,) "Second Survey of Research in Education : 1972-1978", SERD, Baroda,
(27) Desai, I. P. (1953) : "High School Students in Poona", Deccan College, Poona.
(28) Chandra, Suresh (1958) : "Educational Development in British India 1854 - 1904", Delhi.

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- ssrl.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/
- what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought
- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology
- www.bookadda.com/...

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.




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Semester – VI

1. Course Code & Title:

Course Title : Sociology of Weaker Section - (OPTIONAL)	
Course Code : SOCC 603	No. of Credits : 04
Department : Sociology	Faculty : Arts

Course Overview / Course Description

This course enables the students to get a view of the actual India. Weaker section consists of women, children, poor and minorities that are the more than 75% of population so we need to study the major problems to build a better India.

Objectives

1. Students know about weaker sections of society.
2. Students understand the problems of weaker section.
3. Students familiar with welfare programmes.

Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Understanding of Weaker Section	1.1 Measurements of Weaker Section 1.2 The Ratio of Weaker Section in Population 1.3 The Meaning of the Sociology of Weaker Section. The Importance of Sociology of Weaker Section	In this unit student comes to know about weaker section. Students learn about sociology of weaker section and its function
2	Children as Weaker Section	2.1 The Meaning of Children 2.2 The Ratio of Children in Population 2.3 Problems of Children a) Children and Education b) Health and Nutrition of Children c) Child Labour and Exploitation 2.4 The Efforts to Solve the Problems of Children	Much weaker section in society children is one of them. This course helps to student understanding children as weaker section. Now it's easy to exploits children. Children exploits as labour, slavery and step s.



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3	Old People as Weaker Section	3.1 The Meaning of Old People 3.2 The Ratio of Old People 3.3 Problems of Old People a) Problem of Health b) Problem of Nutrition c) The Gap between two generations 3.4 The Efforts to Solve the Problems of Old People	In this unit student learn about old age people as weaker section, meaning of old age, population ratio, problems of health, nutrition, generation gap and remedy of problems of old age people.
4	Women as Weaker Section	4.1 The Ratio of Women in Population 4.2 The Biological and Sociological Discrepancy in Man and Woman 4.3 Problems of Women a) Social Discrepancy b) Economical Discrepancy c) Health Related Problems d) Discrepancy in the Nurture of Children of Man and Woman e) The Changes coming in the position of Women 4.4 The Efforts to Solve the Problems of Women	Students are comes to know about women as a weaker section, in this unit student learn about biological deference between women and man, social discriminations and others are discuss in this unit. The efforts of uplifting of women are also discuss.

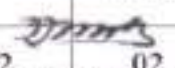
4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can aware about the welfare programme for weaker Section. 2. Student can understand the problem of Weaker Section and provide their solution.	This course helps to understanding about the weaker section of society. Student are comes to know about various weaker sections. This course helps to society and students to understanding about weaker section and remedies uplifting of them. Sociology more strengthen by this course, this course action sociology

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M




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6. Class Administration

1. Group discussion in the class room about the Sociology of Weaker Section.
2. Project work regarding Weaker Section.
3. To examine and note the problem of Weaker Section.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)


Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

- (1) A Suryakuman (Ed.) Women's Studies an Emerging Academic Discipline (1993)
- (2) Asholdcumar and Harish : Women Power, Status of Women in India (1991)
- (3) Govt. of India : Towards Equality (1974)
- (4) Kala Rani : Role Conflict in Working Women (1976)
- (5) Madhu Shastri : Status of Hindu Women (1990)


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- (6) Maithreyi Krishna Raj ; Women's Studies in India, Some Perspective (1986)
- (7) Nanma Heptulla (Ed.) : Reforms for Women (1986)
- (8) Navaneeta Rath : Women in Rural Society a Quest for Development (1996)
- (9) Promilla Kapur : The Changing Status of the Working Women in India (1973)
- (10) Roopa Vohra and Arun Sen : Status, Education and Problems of Indian Women
- (11) Promilla Kapur : Marriage and the Working Women in India (1970)
- (12) Rehana Ghadiyali : Women in Indian Society (1988)
- (13) Shashi Jain : Status and Role Perspective of Middle Class Women (1988)
- (14) V. Rajendra Raju : Role of Women in India's Freedom Struggle (1994)
- (15) Kumar S. Vijaya (1991); Family Life and Socio-Economic Problems of the Aged, New Delhi : Ashish Publishing House.
- (16) Muthayya B. C.; Annesuddin M. (1992); Rural Aged : Existing Conditions, Problems and Possible Interventions — A Study in Andhra Pradesh, Hyderabad — National Institute of Rural Development. Sociology 100
- (17) J. K. S. (1994) ; Ageing, New Delhi : National Book Trust of India.
Sati P. N. (1987); Needs and the Problems of the Aged; Udaipur : Himanshu Publishers
- (18) Sen K.; Ageing (1994) : Debates on Demographic Transition and Social Policy; London: Zed Books.
- (19) Soodan K. S. (1975); Ageing in India; Calcutta : T. K. Mukherjee Minerva Association (Pvt.) Ltd.
- (20) Pathad Sankar, Social Welfare, Health and Family Planning.
- (21) Nagendra Shilaji, Social Work and Social Welfare in India.
- (22) Dutta Ratn, Studies in Asian Social Development.
- (23) Shrinivas N., Dynamic of population and family welfare in India.
- (24) Mishra KK., Labour welfare in Indian Industry.

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter/summary.htm
- ssrl.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/
- what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thoughts/

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- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology
- www.bookadda.com/...

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – VI

1. Course Code & Title :

Course Title : HEALTH AND FAMILY WELFARE - (OPTIONAL)	
Course Code : SOCC 603	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

In spite several developmental efforts are health status as measured by quantity of life is not up to International levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalance are market population size of often considered a crucial variable in appreciating social issues. The problems of developing societies are attributed their population size.

Objective

1. To understand and aware their health.
2. To understand Indian population policy.
3. To understand population control in terms of social needs.
4. To understand of family planning.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	India's Population Policy	<ul style="list-style-type: none"> • Introduction • Meaning of Population Policy • Indian Population Policy • A Critical Appraisal of Population Policy 	India is largest populated country. Student knows about India's population scenario and learns about population policy. This unit helps in understanding population as important part of country and society.
2	Family and Reproductive Health	<ul style="list-style-type: none"> • Introduction • Family Health • Reproductive Health 	In this unit students are learning about health policy and reproductive health policy.



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3	Measures to Control Population Growth	<ul style="list-style-type: none"> • Introduction • National Health Programmes • Reproductive and Child Health Programme • Family Welfare Programmes 	India needs to control population explosion. Under the five year plane government tries to control population growth. Government of India tries to decrease the population growth by public awareness program and family welfare program. Student learns about population control and family welfare program.
4	Family Planning Programme in India	<ul style="list-style-type: none"> • Introduction • Meaning of Family Planning • Characteristics of Family Planning • Need for Family Planning in India • Factors Hindering Family Planning Programme in India • Challenges Facing Family Planning Programme • Successful Remedies of Family Planning 	Family planning program is big campaigning of government of India. In this unit students learn about family planning program and its challenges and factors of hindering.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can make Indian population policy. 2. Students can do awareness in the society about it and its solution also can discuss factors of population growth. 3. Students can spread aware in society about family planning and their program and need also of family planning and their program.	This course is very useful to student and society, student are becoming aware to population problems. Government policy about population and its impact on society are also coming to student's knowledge. The factors hindering in family planning program and need of family planning is learnt by students. By this course we spread awareness regarding population explosion in society.




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5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M

6. Class Administration

1. Group discussion in the class room about the Indian population police and health.
2. Project work regarding family health and food and nutrestion.
3. To prepare note about.
4. To organize seminar on family planning.
6. To examine and note the factors affecting growth of population.
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio-Visual Equipment
	October	Unit IV	I/c. Registrar
	November	Internal Exam	Hemchandracharya
	December	Final Exam	North Gujarat University PATAN

9. Recommended learning Resources

- A. N. Agrawal : Indian Economy Problems of Development and Planning (21st Edition, 1995)
- B. N. Ghosh : Population Economics (1993)
- G. C. Pande : Principles of Demography (1941)
- Ashish Bose : Demographic Diversity of India
- O. S. Srivastava : Demography and Population Studies
- Shakeel Ahmad : Fertility Trends and Population Policy in India.
- P. N. Sinha : Population Education and Family Planning 2000.
- K. Srinivasan and Abusaleh Sharif : India : Towards Population and Development Goals, United Nations Population fund, 1997.
- Ashish Bose : India and the Asian Population Perspective.
- Uppal J. S. : Indian Economic Problems (1983)
- S. Chandrasekhar : India's Population, Facts, Problems and Policy (1970)
- K. K. Dewett and Others : Indian Economics (1994)
- M. M. Gandotra : Population Policy in India (1984)
- Husser and Duncan : Population and Society in India (1975) Agrawala S. N. : Indian Economy

10. Course policy

Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

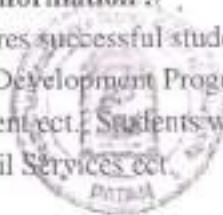
1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org.
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – VI

1. Course Code & Title:

Course Title : Urban Planning and Development - (OPTIONAL)	
Course Code : SOCC 604	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description

Concept of Effective urban planning a development is essential in the present age of urban development processes. It is necessary to study challenges and hurdles against development, impact of industrialization liberalization privatization and globalization process. problem of over population pollution poverty, and crime can be solved by effective and scientific planning of urban development. We have cover different topics in this curriculum.

Objective ;

- (1) To Student learn and know of Town planning and Development system
- (2) To Student learn to the planning of solutions of urban question and also urban development need to be looked into from the point of view of Sociological principles limited

3. Course Conten :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Classification of City	Meaning Characteristics of Urban Classification of Cities on the basis of 1. Population 2. Administration 3. Functions	Students to know Classification of Urban / Industrial center.
2	Urban Planning	Meaning of Urban planning and urban management. Factors affecting planning, regional planning Industrial development and planning	Students of sociology aware to planning for development in Urban and Industrial.
3	Urbanization	Meaning of Urbanization Type of Urbanization Migration and Urbanization Planning, development and Urbanization	Students are know the process of Migration and Urbanization.
4	Social Problem and Urban Planning	Social problem and urban planning Poverty and urban development Traffic problem , Industrial pollution over population, Slums area, Housing	Students will understand issues and problem of Urban Planning. They are also aver

		Challenging of urban planning urban planning program and policy	of Urban planning program and policy.
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4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

- (1) Student will do any make policy of urban development planning
- (2) Student will use full to participate of competitive examination know of the challenges, policy, program of Social development
- (3) Student will use of make Singing of India.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

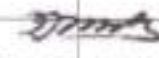
6. Class Administration

1. Group discussion in the class room about the Subject of Urban development and planning.
2. Project work regarding problems of urban planning.
3. To prepare charts showing various historical please in urban society.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70




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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

1. Bharadwaj, R.K. 1974 : Urban Development in India. National Publishing House.
2. Gold, Harry, 1982 : Sociology of Urban Life. Prentice Hall, Englewood Cliff.
3. Colling Worth, J b 1972 Problems of Urban Society VOL. 2, George and Unwin Ltd. References
4. Alfred de Souza 1979 The Indian City ; Poverty, ecology and urban developement, Manohar, Delhi.
5. Desai A R and Pillai S D (ed) 1970 Slums and Urbanisation, Popular prakashan, Bombay.
6. Castells M 1977 : The Urban Question, Edward Arnold, London.
7. Ramachandran R 1991 Urbanisation and Urban Systems in India, OUP, Delhi. Ellin Nan 1996 Post Modern Urbanisim, Oxford UK.

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- ssrl.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought
- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology.
- www.bookadda.com/...




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12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – VI

1. Course Code & Title:

Course Title : SOCIOLOGY OF REGION - (OPTIONAL)	
Course Code : SOCC 604	No. of Credits : 04
Department : Sociology	Faculty : Arts

Course Overview / Course Description

The main stream sociology being a comprehensive one has a possibility of ignoring micro level dimensions of society. Sociology of region is a scholarship on local dimensions of social, cultural, political, economical and institutional within the given spatial aspects. The course plan is a socio-spatial dimension of society with the significance for a regional and local level. Specialization of culture - the fundamental and all embracing but frequently buried has to be brought to the interpretative surface.

Objective

1. To provide an additional capacity for the students to discover enough about the society in the region.
2. To develop skills for regional sociological approach analogous to regional economics in order to plan for development and action strategies.
3. To enable the students to construct the local knowledge on culture and nature of the region as social space.

3.Course Conten :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Region as a Social Community	Social aspects of society, region (Gujarat) as a cultural construct in historical and contemporary dimensions.	In this unit students learn about region, geographical region as a social community, cultural and historical dimensions are deference in regions.
2	Region as a Sociological construct	Diversity, Phurality and Unity of region. Culture, Caste, race, ethnicity, language and litteral and human resource potential.	Regions multi cultural and national society, language, culture,



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			religions and castes is plural society. It helps students to understand regions as social groups.
3	Methodological approach	<ul style="list-style-type: none"> Anthropological approach, Perspective from below, local history, folklore, indigenous records, dairy, manuscript and subaltern Dimensions, Sociological Literature in Gujarat. 	In this unit students learn about various methods of social research.
4	Caste in Gujarat	<p>A. Gujarat as a Region, Geographical and Social Characteristic of Gujarat.</p> <p>B. The impact of constitutional Rights on social life</p>	In Gujarat region caste is important factors for understanding society. Students learn about caste systems and its importance in reference to caste.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

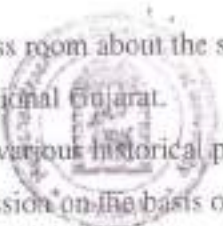
Course Learning Outcomes	Aligned Program Learning Outcomes
<p>1. Student will understand the regional as a cultural construct in historical dimension.</p> <p>2. Student can aware to the society about regional sociological approach.</p> <p>3. Student can understand Caste economy, history, folklore literature and untouchability in Regional Gujarat.</p>	<p>This course is helps to students understanding about regional social group of India. Various groups' society are like Religious, Castes, Languages and cultural groups society divers many deferent characteristics groups. This course helps to understand the various group of society. We see the social harmony in society how its create in society with was deference's in all the group this course helps to understand that.</p>

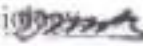
5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

- Group discussion in the class room about the subject of Religion Sociology
- Project work regarding Regional Gujarat.
- To prepare charts showing various historical please in Gujarat.
- To arrange for group discussion on the basis of audio-visual programme prepared by BISAG.




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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test.		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

1. Madan T.N. 1994, Pathways, Approaches to the Study of Society in India, OUP, New Delhi.
2. Dhanaghe D.N.: 1993 : Themes and Perspectives in Indian Sociology, Rawat Publications.
3. Shah A. M. 2000 : Sociology in Regional Context, Seminar, 495.
4. Singh Y. 1986 : Social Conditioning of Indian Sociology. The Perspectives, Vistar Publications.
5. Edward W. Soja : 1989 : Post Modern Geography : The reassertion of critical social theory, Blackwell.
6. Edward, W. Soja : 1996 : The Third Space, Blackwell.

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.



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11. Detail of the Course website / Programme Website :-

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- ssrl.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought
- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology
- www.bookadda.com/...

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – VI

1. Course Code & Title:

Course Title : Globalization and Society - (Optional)	
Course Code : SOCC 605	No. of Credits : 04
Department : Sociology	Faculty : Arts

2. Course Overview / Course Description:-

This paper aims to delineate the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socioeconomic and cultural impact. It finally examines the Indian experience of globalization and reflects on its problems and prospects.

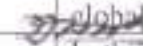
Objectives:-

1. To make students of familiar to the nature and dynamics of globalization.
2. Student will understand the agencies of globalization.
3. To know about process of globalization.
4. to aware about communication and information revaluation.

3. Course Content:

Unit No.	Title of Unit	Content / Fundamental Concepts	Unit wise SLO
1.	The nature and dynamics of globalization	<ol style="list-style-type: none"> 1. The historical and social context of globalization 2. World capitalism, modernization and globalization 3. Characteristics of globalization 4. The role of information and communication technology 5. Benefits and disadvantages of globalization. 	In this unit student learns about globalization and its process. Student aware about distinctive of globalization. Student comes to know about role of communication and information technology in development of globalization.
2.	Agencies of globalization	<ol style="list-style-type: none"> 1. Political economy of globalization 2. Agencies of globalization 3. Multinational corporations 	In this unit student learns about the International and National agencies.




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		(MNCs), 3. Nation-state, media, market 4. International agencies (International Monetary Fund, World Bank, etc.).	Globalization take place with global economic development, International agencies play important role in it, by the studding of this unit student comes to know about global agencies.
3.	Globalization and culture	1. The ethos of globalization (unbridled freedom, individualism, consumerism) 2. Globalization and the resurgence of ethnic consciousness: global tourism, diasporas communities 3. Transnational ethnic and religious movements	In this unit student learns about global culture. Religious, business and social ethics are spread globally.
4.	Social consequences of globalization	1. Inequality within and among nation states 2. Socio-economic impact of globalization 3. Impact on individual and group identities.	In this unit student comes to know about impact of globalization. Student studding negative impact of globalization on individual and group.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students will aware to globalization as a worldwide phenomenon.	This course is use full learn about globalization By this course student will able to analyze the agency of globalization. Students are also able to globalization and culture. This course helps to students for explains socio - economic issues relating to globalization.
2. Student attempt to learn about illustration of globalization in different parts of the world	
3. Students will learn the social consequences of globalization and he do implement them.	



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5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
38	02	NA	02	02	02	02	NA
M	M	NA	M	M	M	M	M

6. Class Administration

1. Group discussion in the class room about globalization.
2. Project work regarding impact on society by globalization.
2. To prepare charts showing various Agencies of globalization.
3. To examine and note the factors affecting of globalization.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	<i>Handwritten signature</i>
	May	Internal Exam	I/c. Registrar
	Jun	Final Exam	Hemchandracharya

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9. Recommended Learning Resources :-

1. Appadurai, Arjun. 1997. Modernity at large: Cultural dimensions of globalization. New Delhi: Oxford University Press.
2. Drezem Jean and Amartya Sen. 1996. Indian economic development and social opportunity. Delhi: Oxford University Press.
3. Escobar, Arturo. 1995. Encountering development: The making and unmaking of the third world. Princeton: Princeton University Press.
4. Hoogvelt, Ankie. 1997. Globalization and the post-colonial world - The new political economy of development. London: Macmillan.
5. Hoogvelt, Ankie. 1998. The sociology of development. London: Macmillan.
6. Kiely, Ray and Phil Marfleet (eds.). 1998. Globalization and the third world. London: Routledge.
7. Preston, P.W. 1996. Development theory - An introduction. Oxford Blackwell.
8. Waters, Malcolm. 1996. Globalization. London: Routledge.

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

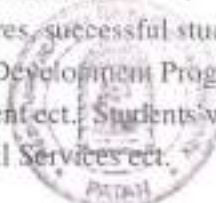
1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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Semester – VI

I. Course Code & Title:

Course Title : RURAL AND URBAN SOCIOLOGY- (OPTIONAL)	
Course Code : SOCC 605	No. of Credits : 04
Department : Sociology	Faculty : Arts

Course Overview / Course Description

Rural and Urban sectors in society have an emerging premise for a specific and distending through sociological knowledge. Hence this is a separate course. Rural and urban communities basing the established structures of social organization around which the individual Indian society establishes his social relations, the undergraduate students are expected to have a specified understanding of the Rural and Urban community in sociological perspectives. Also in the context of growing significance of urbanization, also of the rural development programmes, local self government initiatives and also of the visible change and development of urban and rural sector, the U.G. Students is expected to have a basic understanding of what the rural and urban community is.

Objective

1. To provide the knowledge on distinctness of sociological scholarship as a separate cognitive discipline on rural and urban dimensions in India.
2. To develop an understanding the fundamental social reality, social process and changes in development perspectives of rural and urban communities.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Rural and Urban Sociology	1. Rural Sociology. - Definition, Subject matter and Importance of the study of Rural Sociology. 2. Urban Sociology. - Definition, Subject matter and Importance of the study of Urban Sociology	In this unit students familiar with rural sociology and Urban sociology. Significance of both branches.
2	Rural and Urban Society	1. Rural Community. - Definition and Characteristics 2. Urban Community.	This unit helps to student understanding about

		- Definition and Characteristics - Type of Cities Comparison between Rural and Urban Communities	rural and urban society and student learn also about their deference's.
3	[A] Rural and Urban Continuums.	1. Rural and Urban Migration. - Meaning, types and cause.	After learning of this unit student able to know about both communities and its development and developmental issues. Student learn urban and rural health also.
	[B] Developmental issues of Rural and Urban society	- What is Rural Development? - What is Urban Development? - Issues Regarding Agriculture. - Issues Regarding Environment. - Issues Regarding Health.	
4	Problems of Rural and Urban society	- Rural poverty, unemployment and indebtedness. - Urban crime, slums and Housing.	In this unit student learn about problems of rural and urban society and its remedy.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

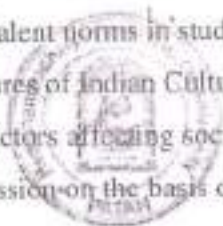
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can his contribute in the development police of the rural and urban society. 2. Student can understand Rural and Urban community in sociological perspective and to understand a Rural and Urban Problems and provide its solution also to the society.	With the help of this course student comes to know about rural and urban sociology and society. Student gets scientific knowledge of this both society by this course. This knowledge to helps them to understand the rural and urban society. Student able to work with both society and aware about their social problems.

5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M

6. Class Administration

1. Group discussion in the class room about the subject of Sociology as Social Science
2. Project work regarding types of group.
3. To prepare charts showing various status and role of individual.
4. To prepare note about prevalent norms in students' family.
5. Project work showing features of Indian Culture.
6. To examine and note the factors affecting social mobility in the knowledge of students.
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.



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7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
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3	Assignments	Per Week Total - 04		10
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8. Course Schedule :

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	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

9. Recommended Learning Resources :-

1. Desai A. R. - Rural Sociology in India.
2. Chitambar J.B. - Introductory Rural sociology
3. Bertrand Alm - Rural Sociology, an analysis of contemporary Rural life.
4. Hiramani A.B. - Social change in Rural India.
5. Anderson Neils - Our Industrial Urban civilization
6. Balsara J.F. - Problem of rapid Urbanization in India.
7. Bose Ashish - Trends in India's Urbanization in India.
8. Desai A.R. - Rural Sociology in India.
9. Desai A.R. - Slums and Urbanization
10. Rao M.S.A. (ed) - Urban sociology in India.
11. દેસાઈ એ. આર. અને દેસાઈ નીલ - ગુજરાત ગ્રામીણ સમાજશાસ્ત્ર



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12. દેસાઈ નીરા – ભારતની ઘાતી વ્યવસ્થા
13. એ. જ. શાહ, જે. કે. દવે – ગ્રામીણ સમાજશાસ્ત્ર
14. જે. એચ. હકીમ – ભારતીય સમાજનાં સ્ત્રીજીવન
15. ડૉ. હરિશ દોશી – નગર સમાજશાસ્ત્ર નગરીકરણ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
16. ડૉ. અભયકુમાર દેસાઈ અને નીરા દેસાઈ – ભારતની સમુદાય વિકાસ યોજના
17. રૂદ્રદત્ત અને સુન્દરમ – ભારતીય અર્થવ્યવસ્થા
18. વિદ્યાઘી લલિત પ્રસાદ – ભારતીય નગર (સંપાદક ડૉ. દેસાઈ અને દેસાઈ)
19. ચૌહાણ ખલરાજ – ભારતમે ગ્રામીણ સમાજશાસ્ત્ર (હિન્દી)
20. રાશી કે. જૈન – ગ્રામીણ સમાજશાસ્ત્ર રીસર્ચ પબ્લિકેશન જયપુર – (હિન્દી)
21. ડૉ. ઓમપ્રકાશ જોષી – ગ્રામીણ એવં નગરીય સમાજશાસ્ત્ર રિસર્ચ પબ્લિકેશન જયપુર (હિન્દી)
22. એસ. પી. શર્મા – ગ્રામીણ સમાજશાસ્ત્ર વિવેક પ્રકાશન દિલ્હી – હિન્દી

10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

11. Detail of the Course website / Programme Website :-

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- ssrl.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/
- what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought
- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology
- [www.bookadda.com/...](http://www.bookadda.com/)

12. Means / Processes for students feedback on the course

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