

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

FOUNDATION COMPULSORY ENGLISH

For

ARTS (B.A)/FINE ARTS/ HOME SCIENCE PROGRAMME

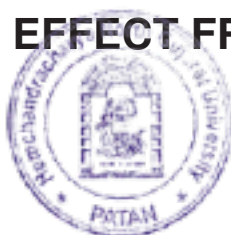
PROGRAM CODE : HNGU1008


SEMESTER SYSTEM

SCHEME OF EXAMINATION

AS PER THE NEW GUIDELINES FROM THE UNIVERSITY

(WITH EFFECT FROM JUNE-2022)




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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)



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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




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Learning Outcomes based Curriculum Framework
(LOCF) for English Literature (B.A) Undergraduate
Programme

(TO BE IMPLEMENTED FROM JUNE-2022)




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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-2022)

Scheme of Examination
Arts (English)




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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)




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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)




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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)




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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)




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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)




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SCHEME OF EXAMINATION

ARTS (ENGLISH)

SEMSTER-V

C C 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)



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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 Grade, 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




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Unit-4 Acquaintances:-

Oscar Wilde	Sean O'Casey	Luigi Pirandello	Jean Genet	Bertolt Brecht
August Strindberg	Emile 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.




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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"




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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_ficiton.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.




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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




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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.




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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.




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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 -Pinjjar

Unit-2

Rabindra Nath Tagore -The Home and The world




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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.




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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




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- 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

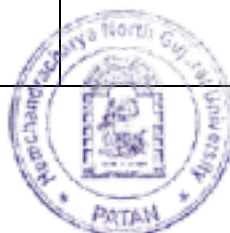
E.M.Forster-A Passage to India

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



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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.



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C C 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.




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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




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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.




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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 : સુન્દરમ્, ઉમાશંકર જોશી, પન્નાલાલ પટેલ

એકમ : ૪ મહત્વની કૃતિઓનો અભ્યાસ :

૧. કરણઘેલો	: નંદશંકર મહેતા
૨. સરસ્વતીચંદ્ર	: ગોવેર્ધનરામ ત્રિપાઠી
૩. રાઈનો પર્વત	: રમણભાઈ નીલકંઠ
૪. પૂર્વાલાપ	: કાન્ત
૫. તણખા 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. 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 : ભોળાભાઈ પટેલ
૮. અનુઆધુનિકતાવાદ : ચંદ્રકાંત ટોપીવાળા
૯. સુરેશ જોષીથી ગુજરાતી નિબંધ - ડૉ. બાબુ દેસાઈ
૧૦. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ - રમેશ ર. દવે
૧૧. પ્રથમા - સંપાદક : ભરત પરીખ




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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, ઇંગિત , ચેષ્ટારૂપ સંકેતોથી માનવભાષાના સંકેતોની વિશેષતા
૫. ભાષાની યાદચ્છિકતા

એકમ : ૨

૧. ભાષાના સામાજિક - સાંકૃતિક - 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. નિપાતો
૩. ક્રિયાવિશેષણ અને તેના પ્રકાર
૪. અંગસાધક પ્રત્યયો (સંસ્કૃત-તત્સમ પૂર્વ અને પરપ્રત્યયો)




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પ. કૃદંત અને તેના પ્રકાર

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 (સિધ્ધાંતનિરૂપણ) : ડૉ. કે.બી.વ્યાસ
૫. વ્યુત્પત્તિવિચાર : ડૉ. હરિવલ્લભ ભાયાણી
૬. બોલીવિજ્ઞાન અને ગુજરાતી બોલીઓ : ડૉ. યોગેન્દ્ર વ્યાસ
૭. ભાષાસમજ 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. ઊર્મિ દેસાઈ
૧૨. ગુજરાતી વાક્યરચના : ડૉ. અરવિંદ ભંડારી
૧૩. ભાષા અને ગુજરાતી ભાષા : કે. કા. શાસ્ત્રી
૧૪. ગુજરાતી ભાષાનું બૃહદ્ વ્યાકરણ : કમળાશંકર પ્રાણશંકર ત્રિવેદી
૧૫. ગુજરાતી ભાષાનું વ્યાકરણ - કે. કા. શાસ્ત્રી
૧૬. ઉચ્ચારણ પ્રક્રિયામાં ભાગ લજવતા વાગઅવયવો અને તેમનું કાર્ય -
ડૉ. એલ.એસ.મેવાડા, સંવિદ -૩, (માર્ચ -૨૦૧૪)



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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, વડઝર્વર્થ, 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. સૌષ્ઠવપ્રિય અને કૌતુકપ્રિય વલણો
૫. ભરતનું રસસૂત્ર




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સંદર્ભગ્રંથો :

૧. કાવ્યપ્રકાશ - સંપાદક : નરોત્તમ શાસ્ત્રી અને અન્ય
૨. સાહિત્યમાં આધુનિકતા - ડૉ. સુમન શાહ
૩. સાહિત્યવિવેચનના સિદ્ધાંતો - મણિલાલ.હ. પટેલ તથા અન્ય
૪. સાહિત્યમીમાંસા - મણિલાલ.હ. પટેલ, હરીશ પંડિત
૫. સાહિત્યમીમાંસા - ડૉ. બહેચરભાઈ. ર. પટેલ
૬. ભારતીય સાહિત્યમીમાંસા - ડૉ. બહેચરભાઈ .ર.પટેલ
૭. અભિનવનો રસવિચાર અને બીજા લેખો - નગીનદાસ પારેખ
૮. ભારતીય કાવ્યસિદ્ધાંત - જયંત કોઠારી, નટુભાઈ રાજપરા
૯. આધુનિક સાહિત્યસંજ્ઞાકોશ - સંપાદક : ચંદ્રકાંત ટોપીવાળા અને અન્ય
૧૦. આધુનિકતા અને ગુજરાતી કવિતા - ભોળાભાઈ પટેલ
૧૧. કાવ્યપ્રકાશ (ઉલ્લાસ :૧, ૨, ૩, ૧૦) - સંપાદક : ડૉ. ગૌતમ પટેલ તથા અન્ય
૧૨. શબ્દશક્તિ - ડૉ. ગણપત સોઢા, સંવિદ -૩, (માર્ચ- ૨૦૧૪)



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Hemchandracharya
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OPTION - I

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યસ્વરૂપનો અભ્યાસ - પદ્ય

નિયત સ્વરૂપ : કરુણ પ્રશસ્તિ કાવ્ય

નિયતકૃતિ:

‘બે કરુણપ્રશસ્તિઓ’

સંપાદક: સતીશવ્યાસ,

આર.એમ.વેગડા

પ્રકાશક: પાર્શ્વ પબ્લિકેશન,અમદાવાદ

એકમ : ૧ (૧) કરુણપ્રશસ્તિની સ્વરૂપ ચર્ચા.

(૨) કરુણપ્રશસ્તિ અને તર્પણકાવ્ય, ચરિત્રકાવ્ય, અંજલિકાવ્ય, સ્મરણકાવ્ય, અને વિરહકાવ્ય વચ્ચેના ભેદો-પ્રભેદો.

એકમ : ૨ (૧) કરુણપ્રશસ્તિ : ઉદભવ અને વિકાસ

(૨) કરુણપ્રશસ્તિ કાવ્યમાં નીચેના કવિઓનું પ્રદાન :

(૧) બહેરામજી મલબારી

(૨) ગોવર્ધનરામ ત્રિપાઠી

(૩) ન્હાનાલાલ

(૪) સુન્દરમ્

(૫) ઉમાશંકર જોશી

(૬) હીરાબેન પાઠક

એકમ : ૩ પાઠ્યકૃતિઓની સ્વરૂપલક્ષી સમીક્ષા.

એકમ : ૪ કૃતિઆધારિત ટૂંકનોંધો.




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સંદર્ભ પુસ્તકો :

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



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OPTION - II

પ્રશ્નપત્ર : સાહિત્યસ્વરૂપનો અભ્યાસ : ખંડકાવ્ય (પદ્ય)

નિયતકૃતિ:

‘શ્રેષ્ઠ ગુજરાતી ખંડકાવ્યો’

સંપાદક: ચિનુ મોદી

સતીશવ્યાસ,

પ્રકાશક: પાર્શ્વ પબ્લિકેશન, અમદાવાદ

નિમ્નસૂચિત ખંડકાવ્યો અભ્યાસક્રમ માટે નિયત કરવામાં આવે છે.

- (૧) વસંતવિજય - કાન્ત
- (૨) ચક્રવાક મિથુન - કાન્ત
- (૩) ગ્રામમાતા - કલાપી
- (૪) સુવર્ણાકારિકાનું સાગર નીમજજન - સુંદરજી બેટાઈ
- (૫) એલલવાળો - ડા.ખુ. બોટાદકર
- (૬) છેલ્લી પૂજા - પ્રહલાદ પારેખ
- (૭) શિખંડી - વિનોદ જોશી
- (૮) બાહુક - ચિનુ મોદી
- (૯) જટાયુ - સિતાંશુ યશશંદ્ર

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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સંદર્ભગ્રંથો :

- (૧) ખંડકાવ્યો : પ્રો. જયદેવ શુક્લ : અરુણોદય પ્રકાશન
- (૨) આપણું કાવ્ય સાહિત્ય : પ્રકૃતિ અને પ્રવાહ - ચંદ્રકાન્ત શેઠ - આદર્શ પ્રકાશન
- (૩) સ્વરૂપ સંનિધાન - સં. સુમન શાહ : પાર્શ્વ પ્રકાશન
- (૪) ખંડકાવ્ય : સ્વરૂપ અને વિકાસ - ચિનુમોદી : અનડા પ્રકાશન



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OPTION - I

પ્રશ્નપત્ર : સમીક્ષા અને અપઠિત

એકમ : ૧ સારાંશલેખન - સંક્ષેપ :

આપેલા ગદ્યખંડનો મધ્યવર્તીવિચાર તારવી તેનો સંક્ષેપ કરવાનો રહેશે. ગુણ : ૧૮

એકમ : ૨ અર્થવિસ્તાર :

આપેલી કાવ્યપંક્તિઓ કે ગદ્યકંડિકાનું નિબંધાત્મક વિવરણ - આલેખન ગુણ : ૧૭
કરવાનું રહેશે.

એકમ : ૩ કાવ્યની સમીક્ષા - કાવ્યનું રસપ્રદર્શન :

આપેલા કાવ્યની રસલક્ષી- આસ્વાદલક્ષી સમીક્ષા કરવાની રહેશે. ગુણ : ૧૮

એકમ : ૪ રૂઢિપ્રયોગો અને કહેવત:

(અ) રૂઢિપ્રયોગના અર્થ આપી, એ અર્થ સાર્થક થાય તે પ્રકારનું વિધાન- વાક્ય
આપવાનું રહેશે.

- આઠ રૂઢિપ્રયોગો પૂછાશે તેમાંથી ચારનો અર્થ આપી વાક્યમાં પ્રયોગ ગુણ : ૦૮
કરવાનો રહેશે.

(બ) કહેવતનો અર્થ કરી, સાર્થક વાક્યપ્રયોગ કરવાનો રહેશે. ગુણ : ૦૯

- છ કહેવત પૂછાશે તેમાંથી કોઈપણ ત્રણનો અર્થ આપી વાક્યપ્રયોગ
કરવાનો રહેશે.




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સંદર્ભગ્રંથો :

- (૧) ગુજરાતી કવિતાનો આસ્વાદ - સુરેશ જોષી
- (૨) ગુજરાતી કવિતાવૈભવ - 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) અપહિત 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 - નટુભાઈ 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



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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

OPTION – I I

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 જ્ઞાનમાર્ગીકવિતા
- (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) આથમતાં અજવાળાં - ભગીરથ બ્રહ્મભટ્ટ : આર.આર. શેઠની કંપની, અમદાવાદ
- (૪) અણધારી યાત્રા - યોગેશ જોષી: ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ
- (૫) નાતો - મનોહર ત્રિવેદી : લટ્ટર પ્રકાશન ભાવનગર




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સંદર્ભગ્રંથો :

- (૧) સાહિત્યિક નિબંધો - ડૉ. પ્રસાદ બ્રહ્મભટ્ટ
- (૨) સાહિત્યિક નિબંધો અને લેખનકૌશલ્ય - સંપાદક : મફત ઓઝા , રતિલાલ સાં. નાયક
- (૩) સાહિત્યિક નિબંધો : મણિલાલ . હ. પટેલ
- (૪) સાહિત્યિક નિબંધસંચય - સંપાદક : રતિલાલ દવે , વિનાયક રાવલ
- (૫) સંદર્ભ - સંપાદક : જયંત કોઠારી , ચિમનલાલ ત્રિવેદી
- (૬) યોગેશ જોષીની સાહિત્યસૃષ્ટિ - ડૉ. ભીખાભાઈ પટેલ
- (૭) “આથમતાં અજવાળાં” - ગઈકાલના ગામડાનો રમણીય અસબાબ “
- યશોધર. હ. રાવલ, બુદ્ધિપ્રકાશ’ સામયિક : જુલાઈ - ૨૦૧૬



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

संस्कृत



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર
અભ્યાસક્રમ સંસ્કૃત - બી.એ. સેમેસ્ટર-૫

Sr.	Paper Code	કોર્ષનું નામ	કોર્ષ ક્રેડીટ
1	506- Core Compulsory	(૧) સંજ્ઞા અને સમાસ પ્રકરણ - ભટ્ટોજી દીક્ષિત	4
2	507- Core Compulsory	(૧) વેદાન્તસાર- સદાનંદ વિરચિત	4
3	508-Core Compulsory	(૧) યાજ્ઞવલ્ક્યસ્મૃતિ : (વ્યવહારાધ્યાય)	4
4	509- Core Compulsory	(૧) શ્રીમદ્ભગવદ્ગીતા અધ્યાય ૧ થી ૯	4
5	510- Core Compulsory	(૧) ભાષાવિજ્ઞાન- (ભાષાની પરિભાષા (વ્યાખ્યા), ભાષાનું વર્ગીકરણ (વિભાજન) (આકૃતિમૂલક એવં પારિવારિક), ધ્વનિઓનું વર્ગીકરણ (વિભાજન) સ્પર્શ, સંઘર્ષી, અર્ધસ્વર, સ્વર (સંસ્કૃત ધ્વનિઓના વિશેષ સંદર્ભમાં) માનવીય ધ્વનિયંત્ર, ધ્વનિ પરિવર્તનના કારણો, ધ્વનિ નિયમ (ગ્રિમ, ગ્રાસમાન, વર્નર) અર્થ પરિવર્તનની દિશાઓ અને કારણો, વાક્યનું લક્ષણ અને ભેદ, ભારોપીય પરિવારનો સામાન્ય પરિચય, વૈદિક સંસ્કૃત અને લૌકિક 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, સ્રગ્ધરા ।)	4
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 ભગવતગીતામાં ઉપદેશેલી જીવનકલા 7. ભારતીય દર્શનોમાં આત્મતત્ત્વ 8. ભારતીય દર્શનોમાં મોક્ષવિચાર 9. ભારતીય દર્શનોમાં સાંખ્યશાસ્ત્રનો ક્ષણો 10. ભારતીય દર્શનોમાં કર્મ અને પુનર્જન્મનો સિદ્ધાંત 11. ધર્મશાસ્ત્રમાં નિરૂપિત સમાજવ્યવસ્થા વૈકલ્પિક - વ્યાકરણ પાણિનિ, કાત્યાયન, પતંજલિ, ભર્તૃહરિ, વામનજયાદિત્ય, ભટ્ટોજીદીક્ષિત પરિભાષાઓ - સંહિતા, ગુણ, વૃદ્ધિ, પ્રાતિપદિક, નદી, ધિ, ઉપધા, અપૃક્ત, ગતિ, વિભાષા, સવર્ણ, ટિ, પ્રગુહ્ય, સર્વનામ-સ્થાન, નિષ્ઠા । સન્ધિ- અચ્ સન્ધિ, હલ્ સન્ધિ, વિસર્ગ સન્ધિ (લઘુસિદ્ધાંતકૌમુદિ - અનુસાર) સુબન્ત- અજન્ત-રામ, સર્વ (ત્રણે લિંગોમાં), વિશ્વપા, હરિ, ત્રિ (ત્રણે લિંગોમાં), સખિ, સુધી, ગુરુ, પિતૃ, ગૌ, રમા, મતિ, નદી, ધેનુ, માતૃ, જ્ઞાન, વારિ, મધુ । હલન્ત- લિહ, વિશ્વવાહ, ચતુર્ (ત્રણે લિંગોમાં), ઇદમ્ (ત્રણે લિંગોમાં), કિમ્ (ત્રણે લિંગોમાં), તત્ (ત્રણે લિંગોમાં), રાજન્, મઘવન્, પથિન્, વિદ્વસ્, અસ્મદ્, યુષ્મદ્ ।)	4
7	ઇલેક્ટીવ જીનેરીક	હેમ.ઉ.ગુ.યુનિવર્સિટી પરિપત્ર ક્રમાંક ૧૭૦/૨૦૧૨ પ્રમાણે	



[Signature]
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પુસ્તકનું નામ : (૧) સંજ્ઞાપ્રકરણ - (વૈયાકરણસિદ્ધાંતકૌમુદી) ભદ્રોજિ દીક્ષિત

■૨- સમાસ પ્રકરણ - (વૈયાકરણસિદ્ધાંતકૌમુદી) ભદ્રોજિ દીક્ષિત

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
506- Core Comp.	4	4	(૧) સંજ્ઞાપ્રકરણ - (વૈયાકરણસિદ્ધાંતકૌમુદી) ભદ્રોજિ દીક્ષિત ■૨-સમાસ પ્રકરણ - (વૈયાકરણસિદ્ધાંતકૌમુદી) ભદ્રોજિ દીક્ષિત	૧. સૂત્રોની સમજૂતિ ૨. સૂત્રોની સમજૂતિ ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) સંજ્ઞાપ્રકરણ- સંપાદક, ડો.શાન્તિકુમાર એમ.પંડ્યા,પાર્શ્વ પ્રકાશન, અમદાવાદ
- ૨- સંસ્કૃત સમાસ ઓળખ અને પ્રકારો, વસંતકુમાર મનુભાઈ ભટ્ટ, સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ-1
- (૩) વૈયાકરણ – સિદ્ધાંતકૌમુદી શ્રીભદ્રોજિદીક્ષિતવિરચિતા (સમ્પૂર્ણ) સવિમર્શ – રત્નપ્રભા- હિન્દીવ્યાખ્યાસહિતા, વ્યાકરણાચાર્ય: શ્રીબાલકૃષ્ણપંચોલી, ચૌખમ્બા સંસ્કૃત સંસ્થાન - વારાણસી
- (૪) લઘુસિદ્ધાંતકૌમુદી – શ્રી વરદરાચાર્ય પ્રણીતા, અનુવાદક: વસંતકુમાર મનુભાઈ ભટ્ટ, સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ-1
- (૫) લઘુસિદ્ધાંતકૌમુદી – (સમાસપ્રકરણમ્) શ્રી વરદરાચાર્ય પ્રણીતા, અનુવાદક: કમલેશકુમાર છ. ચોકસી, સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ-1



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I/c. Registrar
Hemchandracharya
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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ (૧) સંજ્ઞાપ્રકરણ - (વૈયાકરણસિદ્ધાંતકૌમુદી) ભદ્રેજી દીક્ષિત

■૨- સમાસ પ્રકરણ - (વૈયાકરણસિદ્ધાંતકૌમુદી) ભદ્રેજી દીક્ષિત

506-Core Comp.

કુલગુણ-૭૦

યુનિટ-૧. ગમે તે ત્રણ સૂત્રો સમજાવો. (છ સૂત્રો સંજ્ઞા પ્રકરણમાંથી પૂછવા.) 18

યુનિટ-૨. ગમે તે ત્રણ સૂત્રો સમજાવો. (છ સૂત્રો સમાસ પ્રકરણમાંથી પૂછવા.) 17

યુનિટ-૩. સંજ્ઞા પ્રકરણમાંથી ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો. 17

અથવા

સમાસ પ્રકરણમાંથી ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો. 17

યુનિટ-૪. ૧૫૦ શબ્દોમાં બે ટૂકનોંધ લખો. (ચાર પૂછવી) 18

(બે સંજ્ઞા પ્રકરણમાંથી અને બે સમાસ પ્રકરણમાંથી)



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પુસ્તકનું નામ : (૧) વેદાન્તસાર- સદાનંદ વિરચિત

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507- Core Comp.	4	4	(૧) વેદાન્તસાર- સદાનંદ વિરચિત	૧. ગદ્યખંડોનું ભાષાન્તર અને સમજૂતિ ૨. જનરલ પ્રશ્ન ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) વેદાન્તસાર- સદાનંદ વિરચિત – સં. પ્રા. પી.સી. દવે.સરસ્વતી પુસ્તક ભંડાર અમદાવાદ-૧
- ૨- વેદાન્તસાર- સદાનંદ- વ્યાખ્યાકાર: ડૉ.રાકેશ શાસ્ત્રી, પરિમલ પબ્લિકેશન્સ, દિલ્લી
- (૩) વેદાન્તસાર – સદાનંદ પ્રણીત, વ્યાખ્યાકાર: ડૉ. આદ્યાપ્રસાદ મિશ્ર, અક્ષયવટ પ્રકાશન, ઇલાહાબાદ
- (૪) વેદાન્તસાર – સદાનંદ પ્રણીત, વ્યાખ્યાકાર: ડૉ.સચ્ચિદાનંદમિશ્ર, શ્રીદક્ષિણામૂર્તિમઠ પ્રકાશન, વારાણસી



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ

507-Core Comp. (૧) વેદાન્તસાર- સદાનંદ વિરચિત

507-Core Comp.

કુલગુણ-૭૦

યુનિટ-૧. ગમે તે બે ગદ્યખંડોને સાનુવાદ સમજાવો. (ચાર ગદ્યખંડો પૂછવા.) 18

યુનિટ-૨. વેદાન્તસારને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન. 17

અથવા

વેદાન્તસારને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૩. વેદાન્તસારને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો. 17

અથવા

વેદાન્તસારને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો.

યુનિટ-૪. વેદાન્તસારને આધારે ૧૫૦ શબ્દોમાં બે ટૂકનોધ લખો. (ચાર પૂછવી) 18



Hemchandracharya
I/c. Registrar
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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પુસ્તકનું નામ : (૧) યાજ્ઞવલ્ક્યસ્મૃતિ : (યાજ્ઞવલ્ક્ય) વ્યવહાર અધ્યાય

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
508- Core Comp.	4	4	(૧) યાજ્ઞવલ્ક્યસ્મૃતિ : (યાજ્ઞવલ્ક્ય) વ્યવહાર અધ્યાય	૧. શ્લોકોનું ભાષાન્તર અને સમજૂતિ ૨. જનરલ પ્રશ્ન ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) યાજ્ઞવલ્ક્યસ્મૃતિ- શ્રીવિશ્વરૂપાચાર્યપ્રણીતયા બાલક્રીડાખ્યયા વ્યાખ્યયોપેતા મહામહોપાધ્યાયેન ત.ગણપતિ શાસ્ત્રિણાસંશોધિતા મુન્શીરામ મનોહરલાલ પબ્લિશર્સ
- ૨- યાજ્ઞવલ્ક્યસ્મૃતિ – યાજ્ઞવલ્ક્ય, ટીકાકાર: શ્રી પંડીત ગુરુપ્રસાદજી શાસ્ત્રી, લખનઉ



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ

508-Core Comp. (૧) યાજ્ઞવલ્ક્યસ્મૃતિ : (યાજ્ઞવલ્ક્ય) વ્યવહાર અધ્યાય

508-Core Comp.

કુલગુણ-૭૦

યુનિટ-૧. ગમે તે ત્રણ શ્લોકોનું સાનુવાદ સમજાવો. (છ શ્લોકો પૂછવા.)

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યુનિટ-૨. યાજ્ઞવલ્ક્યસ્મૃતિને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

17

અથવા

યાજ્ઞવલ્ક્યસ્મૃતિને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૩. યાજ્ઞવલ્ક્યસ્મૃતિને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો.

17

અથવા

યાજ્ઞવલ્ક્યસ્મૃતિને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો.

યુનિટ-૪. યાજ્ઞવલ્ક્યસ્મૃતિ આધારે ૧૫૦ શબ્દોમાં બે ટૂકનોંધ લખો. (ચાર પૂછવી)

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Hemchandracharya
I/c. Registrar
Hemchandracharya
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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પુસ્તકનું નામ : (૧) શ્રીમદ્ભગવદ્ગીતા - વ્યાસ - અધ્યાય ૧ થી ૯

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સંદર્ભ પુસ્તકો :

- (૧) શ્રીમદ્ભગવદ્ગીતા-સાધકસંજીવની ■ ગુજરાતી ટીકા- સ્વામી રામસુખદાસ, ગીતાપ્રેસ, ગોરખપુર
- ૨- શ્રીમદ્ભગવદ્ગીતા-શાંકરભાષ્યાદિ ટીકા સહિત, પરિમલ પબ્લિકેશન, દિલ્લી
- (૩) શ્રીમદ્ભગવદ્ગીતા- સમ્પાદિકા: ડો. સુહાસ ધર્મેન્દ્રસિંહ ઝાલા, સરસ્વતી પુસ્તક ભંડાર
અમદાવાદ-૧
- (૪) શ્રીમદ્ભગવદ્ગીતા - આર.આર.વર્મા, દિલ્લી



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ

509-Core Comp. (૧) શ્રીમદ્ભગવદ્ગીતા - અધ્યાય ૧ થી ૯

509-Core Comp.

કુલગુણ-૭૦

યુનિટ-૧. ગમે તે ત્રણ શ્લોકોનું સાનુવાદ સમજાવો. (છ શ્લોકો પૂછવા.)

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યુનિટ-૨. શ્રીમદ્ભગવદ્ગીતાને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

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અથવા

શ્રીમદ્ભગવદ્ગીતાને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૩. શ્રીમદ્ભગવદ્ગીતાને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો.

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અથવા

શ્રીમદ્ભગવદ્ગીતાને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો.

યુનિટ-૪. શ્રીમદ્ભગવદ્ગીતા આધારે ૧૫૦ શબ્દોમાં બે ટૂકનોધ લખો. (ચાર પૂછવી)

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Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પુસ્તકનું નામ : (૧) ભાષાવિજ્ઞાન- (ભાષાની પરિભાષા (વ્યાખ્યા), ભાષાનું વર્ગીકરણ (વિભાજન) (આકૃતિમૂલક એવં પારિવારિક), ધ્વનિઓનું વર્ગીકરણ (વિભાજન) સ્પર્શ, સંઘર્ષી, અર્ધસ્વર, સ્વર (સંસ્કૃત ધ્વનિઓના વિશેષ સંદર્ભમાં) માનવીય ધ્વનિયંત્ર, ધ્વનિ પરિવર્તનના કારણો, ધ્વનિ નિયમ (ગ્રિમ, ગ્રાસમાન, વર્નર) અર્થ પરિવર્તનની દિશાઓ અને કારણો, વાક્યનું લક્ષણ અને ભેદ, ભારોપીય પરિવારનો સામાન્ય પરિચય, વૈદિક સંસ્કૃતસ અને લૌકિક સંસ્કૃતમાં અન્તર, ભાષા અને વાક્ય માં અન્તર, ભાષા તથા બોલીમાં અન્તર)

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
510- Core Comp.	4	4	(૧) ભાષાવિજ્ઞાન- (ભાષાની પરિભાષા (વ્યાખ્યા), ભાષાનું વર્ગીકરણ (વિભાજન) (આકૃતિમૂલક એવં પારિવારિક), ધ્વનિઓનું વર્ગીકરણ (વિભાજન) સ્પર્શ, સંઘર્ષી, અર્ધસ્વર, સ્વર (સંસ્કૃત ધ્વનિઓના વિશેષ સંદર્ભમાં) માનવીય ધ્વનિયંત્ર, ધ્વનિ પરિવર્તનના કારણો, ધ્વનિ નિયમ (ગ્રિમ, ગ્રાસમાન, વર્નર) અર્થ પરિવર્તનની દિશાઓ અને કારણો, વાક્યનું લક્ષણ અને ભેદ, ભારોપીય પરિવારનો સામાન્ય પરિચય, વૈદિક સંસ્કૃતસ અને લૌકિક સંસ્કૃતમાં અન્તર, ભાષા અને વાક્ય માં અન્તર, ભાષા તથા બોલીમાં અન્તર)	૧. જનરલ પ્રશ્ન ૨. જનરલ પ્રશ્ન ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) ભાષાશાસ્ત્ર અને પ્રાચીન ભારતીય આર્યભાષા- લેખક: પ્રો. વસંતકુમાર મનુભાઈ ભટ્ટ, સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ-1
- ૨- સંસ્કૃત ભાષા વિજ્ઞાન – લેખક – ડો. રાજકિશોર સિંહ, વિનોદ પુસ્તક મન્દિર, આગરા
- (૩) ભાષા વિજ્ઞાન – સમીક્ષાત્મક અધ્યયન, લેખક – ડો.ચક્રધર કર્નાટક, ચૌખમ્બા સુરભારતી પ્રકાશન, વારાણસી



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ

510-Core Comp. (૧) ભાષાવિજ્ઞાન-(ભાષાની પરિભાષા (વ્યાખ્યા), ભાષાનું વર્ગીકરણ (વિભાજન) (આકૃતિમૂલક અને પારિવારિક), ધ્વનિઓનું વર્ગીકરણ (વિભાજન) સ્પર્શ, સંઘર્ષી, અર્ધસ્વર, સ્વર (સંસ્કૃત ધ્વનિઓના વિશેષ સંદર્ભમાં) માનવીય ધ્વનિયંત્ર, ધ્વનિ પરિવર્તનના કારણો, ધ્વનિ નિયમ (ગ્રિમ, ગ્રાસમાન, વર્નર) અર્થ પરિવર્તનની દિશાઓ અને કારણો, વાક્યનું લક્ષણ અને ભેદ, ભારોપીય પરિવારનો સામાન્ય પરિચય, વૈદિક સંસ્કૃત અને લૌકિક સંસ્કૃતમાં અન્તર, ભાષા અને વાક્ય માં અન્તર, ભાષા તથા બોલીમાં અન્તર)

510-Core Comp.

કુલગુણ-૭૦

યુનિટ-૧. ભાષાવિજ્ઞાનને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

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અથવા

ભાષાવિજ્ઞાનને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

યુનિટ-૨. ભાષાવિજ્ઞાનને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

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અથવા

ભાષાવિજ્ઞાનને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

યુનિટ-૩. ભાષાવિજ્ઞાનને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

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અથવા

ભાષાવિજ્ઞાનને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

યુનિટ-૪. ભાષાવિજ્ઞાનને આધારે ૧૫૦ શબ્દોમાં બે ટૂકનોધ લખો. (ચાર પૂછવી)

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Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પુસ્તકનું નામ : (૧) છંદોનો પરિચય - (આર્યા, અનુષ્ટુપ, ઇન્દ્રવજ્રા, ઉપેન્દ્રવજ્રા, વસન્તતિલકા, ઉપજાતિ, વંશસ્થ, દ્રુતવિલમ્બિત, શાલિની, માલિની, શિખરિણી, મન્દાક્રાન્તા, હરિણી, શાર્દૂલવિક્રીડિત, સ્મધરા ।)

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
510- Core Comp. વૈકલ્પિક	4	4	(૧) છંદોનો પરિચય - (આર્યા, અનુષ્ટુપ, ઇન્દ્રવજ્રા, ઉપેન્દ્રવજ્રા, વસન્તતિલકા, ઉપજાતિ, વંશસ્થ, દ્રુતવિલમ્બિત, શાલિની, માલિની, શિખરિણી, મન્દાક્રાન્તા, હરિણી, શાર્દૂલવિક્રીડિત, સ્મધરા ।)	૧. છંદોનો પરિચય ૨. છંદોનો પરિચય ૩. છંદોનો પરિચય ૪. છંદોનો પરિચય

સંદર્ભ પુસ્તકો :

- (૧) પ્રશિષ્ટ સંસ્કૃત છંદો- સમ્પાદક- ડો. જી. એસ. શાહ- સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ-૧
- (૨) પ્રશિષ્ટ સંસ્કૃત છંદો, ડો. એમ. કે. મોલિયા, પાર્શ્વ પબ્લિકેશન, અમદાવાદ, તૃતીય સંસ્કરણ- 2015
- (૩) સંસ્કૃત છન્દઃ સંરચના, વસંતકુમાર મનુભાઈ ભટ્ટ, સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ, અદ્યતન આવૃત્તિ-2016-17



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ

510 - Core Comp. વૈકલ્પિક (૧) છંદોનો પરિચય - (આર્યા, અનુષ્ટુપ, ઇન્દ્રવજ્રા, ઉપેન્દ્રવજ્રા, વસન્તતિલકા, ઉપજાતિ, વંશસ્થ, દ્રુતવિલમ્બિત, શાલિની, માલિની, શિખરિણી, મન્દાક્રાન્તા, હરિણી, શાર્દૂલવિક્રીડિત, સ્વધરા ।)

510-Core Comp. વૈકલ્પિક

કુલગુણ-૭૦

યુનિટ-૧. છંદોનો પરિચય આપો. (જનરલ.)

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અથવા

છંદોનો પરિચય આપો. (જનરલ.)

યુનિટ-૨. છંદોનો પરિચય આપો. (પાંચમાંથી ત્રણ લખવા)

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યુનિટ-૩. છંદોનો પરિચય આપો. (પાંચમાંથી ત્રણ લખવા)

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યુનિટ-૪. છંદોનો પરિચય આપો. (પાંચમાંથી ત્રણ લખવા)

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Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પુસ્તકનું નામ : (૧) નિબંધો -1.ઋગ્વેદનો સમય 2.વૈદિક ધર્મનું સ્વરૂપ 3.વૈદિક દેવતાઓનું સ્વરૂપ
4.વૈદિક સૂક્તોમાં કાવ્યતત્ત્વ 5.આદિકાવ્ય રામાયણ 6.શ્રીમદ્ ભગવતગીતામાં ઉપદેશેલી જીવનકલા 7.ભારતીય દર્શનોમાં આત્મતત્ત્વ
8. ભારતીય દર્શનોમાં મોક્ષવિચાર 9. ભારતીય દર્શનોમાં સાંખ્યશાસ્ત્રનો જ્ઞાનો 10. ભારતીય દર્શનોમાં કર્મ અને પુનર્જન્મનો
સિદ્ધાંત 11.ધર્મશાસ્ત્રમાં નિરૂપિત સમાજવ્યવસ્થા

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
510- Core Comp.	4	4	(૧) નિબંધો -1.ઋગ્વેદનો સમય 2.વૈદિક ધર્મનું સ્વરૂપ 3.વૈદિક દેવતાઓનું સ્વરૂપ 4.વૈદિક સૂક્તોમાં કાવ્યતત્ત્વ 5.આદિકાવ્ય રામાયણ 6.શ્રીમદ્ ભગવતગીતામાં ઉપદેશેલી જીવનકલા 7.ભારતીય દર્શનોમાં આત્મતત્ત્વ 8. ભારતીય દર્શનોમાં મોક્ષવિચાર 9. ભારતીય દર્શનોમાં સાંખ્યશાસ્ત્રનો જ્ઞાનો 10. ભારતીય દર્શનોમાં કર્મ અને પુનર્જન્મનો સિદ્ધાંત 11.ધર્મશાસ્ત્રમાં નિરૂપિત સમાજવ્યવસ્થા	૧. જનરલ પ્રશ્ન ૨. જનરલ પ્રશ્ન ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) સંસ્કૃત નિબંધ - મંજૂષા - પ્રા. જિતેન્દ્ર દેસાઈ, ડો. દશરથ વેદિયા. પાર્શ્વ પ્રકાશન અમદાવાદ
- (૨) સંસ્કૃત નિબંધ સૌરભ, પ્રા. જિતેન્દ્ર દેસાઈ, પાર્શ્વ પ્રકાશન અમદાવાદ



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ

510-Core Comp. (૧) નિબંધો -1.ઋગ્વેદનો સમય 2.વૈદિક ધર્મનું સ્વરૂપ 3.વૈદિક દેવતાઓનું સ્વરૂપ
4.વૈદિક સૂક્તોમાં કાવ્યતત્ત્વ 5.આદિકાવ્ય રામાયણ 6.શ્રીમદ્ ભગવતગીતામાં ઉપદેશોલી જીવનકલા 7.ભારતીય દર્શનોમાં આત્મતત્ત્વ
8. ભારતીય દર્શનોમાં મોક્ષવિચાર 9. ભારતીય દર્શનોમાં સાંખ્યશાસ્ત્રનો ડાળો 10. ભારતીય દર્શનોમાં કર્મ અને પુનર્જન્મનો
સિદ્ધાંત 11.ધર્મશાસ્ત્રમાં નિરૂપિત સમાજવ્યવસ્થા

510-Core Comp.

કુલગુણ-૭૦

યુનિટ-૧. નિબંધોને આધારે જનરલ પ્રશ્ન. 18

અથવા

નિબંધોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

યુનિટ-૨. નિબંધોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન 17

અથવા

નિબંધોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૩. નિબંધોને આધારે જનરલ પ્રશ્ન. 17

અથવા

નિબંધોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

યુનિટ-૪. નિબંધોને આધારે ૧૫૦ શબ્દોમાં બે ટૂકનોધ લખો. 18



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

हेमचन्द्राचार्य उत्तर गुजरात युनिवर्सिटी, पाटण. जून २०२० थी कमशः अमलमां आवनार

अभ्यासक्रम

संस्कृत बी.ए.सेमेस्टर-५

पुस्तकनुं नाम : (१) वैकल्पिक – व्याकरण

Paper Code	व्याख्यान	क्रेडीट	पुस्तक	अेकम
510- Core Comp. वैकल्पिक	4	4	(१) वैकल्पिक – व्याकरण -पाणिनि, कात्यायन,पतंजलि, भर्तृहरि, वामनजयादित्य, भट्टोजिदीक्षित, (परिभाषाओ - संहिता,गुण,वृद्धि, प्रातिपदिक, नदी, धि, उपधा, अपृक्त, गति, विभाषा, सवर्ण, टि, प्रगुह्य, सर्वनाम-स्थान, निष्ठा । सन्धि- अच् सन्धि, हल् सन्धि, विसर्ग सन्धि (लघुसिद्धांतकौमुदि - अनुसार) सुबन्त- अजन्त-राम, सर्व (त्रणे विंगोमां), विश्वपा, हरि, त्रि (त्रणे विंगोमां), सखि, सुधी, गुरु, पितृ, गौ, रमा, मति, नदी, धेनु, मातृ, ज्ञान, वारि, मधु । हलन्त- लिह, विश्ववाह, चतुर् (त्रणे विंगोमां , इदम् (त्रणे विंगोमां), किम् (त्रणे विंगोमां , तत् (त्रणे विंगोमां), राजन्, मघवन्, पथिन्, विद्वस्, अस्मद्, युष्मद् ।)	१. जनरल प्रश्न २. जनरल प्रश्न ३. जनरल प्रश्न ४. ट्रेकनोंध

संदर्भ पुस्तको :

- (१) संस्कृत वाक्यसंरचना, वसंतकुमार मनुभाई भट्ट, सरस्वती पुस्तक भंडार- अमदावाड-1
- (२) वैयाकरण – सिद्धांतकौमुदी श्रीभट्टोजिदीक्षितविरचिता (सम्पूर्ण) सविमर्श – रत्नप्रभा-
हिन्दीव्याख्यासहिता, व्याकरणाचार्यः श्रीबालकृष्णपञ्चोली, चौखम्बा संस्कृत संस्थान - वाराणसी
- (३) लघुसिद्धांतकौमुदी – श्री वरदराचार्य प्रणीता, अनुवादकः वसंतकुमार मनुभाई भट्ट, सरस्वती
पुस्तक भंडार- अमदावाड-1
- (४) लघुसिद्धांतकौमुदीद्याः – अच् सन्धप्रकरणम् श्री वरदराचार्य प्रणीता - अनुवादकः वसंतकुमार
मनुभाई भट्ट, सरस्वती पुस्तक भंडार- अमदावाड-1




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

હેમચન્દ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ. જૂન ૨૦૨૦ થી ક્રમશઃ અમલમાં આવનાર

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૫

પ્રશ્નપત્રનું પરિરૂપ

510-Core Comp. વૈકલ્પિક (૧) વૈકલ્પિક – વ્યાકરણ

-પાણિનિ, કાત્યાયન, પતંજલિ, ભર્તૃહરિ, વામનજયાદિત્ય, ભટ્ટોજિદીક્ષિત, (પરિભાષાઓ - સંહિતા, ગુણ, વૃદ્ધિ, પ્રાતિપદિક, નદી, ધિ, ઉપધા, અપૃક્ત, ગતિ, વિભાષા, સવર્ણ, ટિ, પ્રગુહ્ય, સર્વનામ-સ્થાન, નિષ્ઠા । સન્ધિ- અચ્ સન્ધિ, હલ્ સન્ધિ, વિસર્ગ સન્ધિ (લઘુસિદ્ધાંતકૌમુદિ - અનુસાર) સુબન્ત- અજન્ત-રામ, સર્વ (ત્રણે લિંગોમાં), વિશ્વપા, હરિ, ત્રિ (ત્રણે લિંગોમાં), સખિ, સુધી, ગુરુ, પિતૃ, ગૌ, રમા, મત્તિ, નદી, ધેનુ, માતૃ, જ્ઞાન, વારિ, મધુ । હલન્ત- લિહ, વિશ્વવાહ, ચતુર્ (ત્રણે લિંગોમાં), ઇદ્મ (ત્રણે લિંગોમાં), કિમ્ (ત્રણે લિંગોમાં), તત્ (ત્રણે લિંગોમાં), રાજન્, મઘવન્, પથિન્, વિદ્વસ્, અસ્મદ્, યુષ્મદ્ ।)

510-Core Comp. વૈકલ્પિક

કુલગુણ-૭૦

યુનિટ-૧. વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

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અથવા

વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૨. વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

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અથવા

વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૩. વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

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અથવા

વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૪. વ્યાકરણ વિષયક ૧૫૦ શબ્દોમાં ટૂંકનોંધ લખો. (ચાર માંથી બે)

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Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

સમાજશાસ્ત્ર



Hemchandra
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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

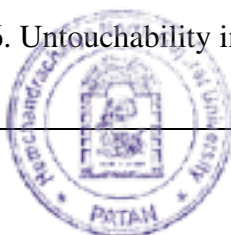
1. To introduce social thinkers.
2. Students familiar with basic concepts and thinkers thought about sociology.
3. Students aware about classical tradition of social thought.
4. Students comes to know about western and Indian thinkers.
5. This paper is intended to familiarize the students with the social, 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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Hemchandracharya
North Gujarat University
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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.</p> <p>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 learns about contribution of Dr I.P. Desai</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

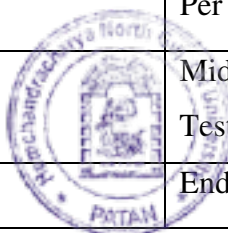
Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
38	02	NA	02	02	02	02	NA
M	M	NA	M	M	M	M	NA


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




I/c. Registrar
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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:-

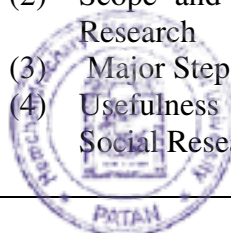
This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. Thus, the emphasis is threefold. Study of research methods is a means of understanding social reality. Second, the 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	<ul style="list-style-type: none"> (1) Pure Research (2) Applied Research, Historical Research, Empirical, Descriptive, Introductory, Explanation, Experimental Research (3) Hypothesis - Meaning and Characteristics of Hypothesis (4) Sources and Functions of Hypothesis 	<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	<ul style="list-style-type: none"> 1. Meaning of Universe and sampling -censes as universe study 2. Meaning and characteristics of Ideal sample. 3. Type of Sampling. 4. Research Data 5. Types of data <ul style="list-style-type: none"> - Primary and Secondary 	<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	<ul style="list-style-type: none"> 1. Interview <ul style="list-style-type: none"> Interview schedule Interview Guide Interview Process 2. Questionnaires <ul style="list-style-type: none"> Construction of Questionnaires Type of Questionnaires 3. Observation <ul style="list-style-type: none"> Meaning and types of Observation Importance and Limitations of observation 	<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

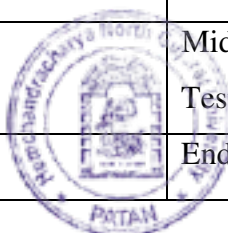
Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Oth Ers (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

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 / 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. 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

1. 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:-

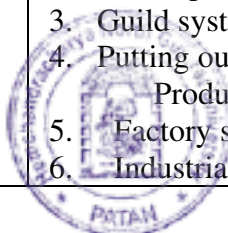
The base of work as a human organisation in the industry, how the work is being organised in an industrial, how the labour is abstracted in the industrial work process, how the issue between labour and management is constructed and how the welfare measures are implemented will be the rationale for the 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 Society.2. 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	<ol style="list-style-type: none"> 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 come to know about organization and its importance.
4	Trade Union	<ol style="list-style-type: none"> 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 to know about trade union and activities of trade union.

4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

Course Learning Outcomes	Aligned Program Learning Outcomes
<ol style="list-style-type: none"> 1. Introduce student to industrial sociology. 2. Student aware to various types of organizations. 3. Student knows about process of industrialization. 4. Student learns about trade union and its activities. 	This course is useful in learning about industrial sociology. Sociology students are known about industrial organization and types of organizations. Students are known 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 of 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)

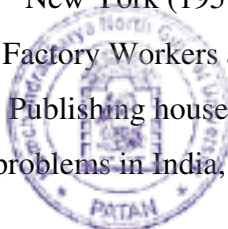
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

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 and Industrial Man Harmand Worth Panshin, 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" Sultchand 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 of	Students learn about sanitation. A student comes to know about sanitation of sociology. I/c. Registrar Hemchandracharya North Gujarat University PATAN

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.

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. Valdmain 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.વાઘેલા, કલ્યાણ પબ્લીકેશન, સી – ૩૦ સત્યવતી નગર દિલ્લી, ૨૦૧૫.
21. ચાકલે ક એમ, હેલ્થ વર્કર કે લીયે 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?

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)

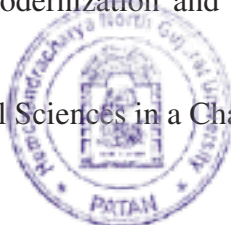
Sr No.	Task	Time	Description	Weight
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3	Assignments	Per Week Total - 04		10
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B.	Final Uni. Exam	End of Semester		70

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

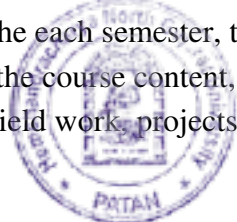
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11. Detail of the Course website / Programme Website :-

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 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.



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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. Economy 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)

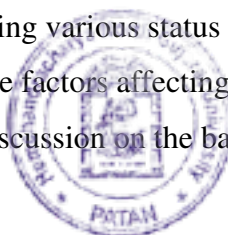
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student comes to know about significance of scientific study of women studies. 2. Student aware to social, economical and educational status of women in India. 3. This course useful to studying status of women in India. 4. This course helps 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 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) 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 (1994)




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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)

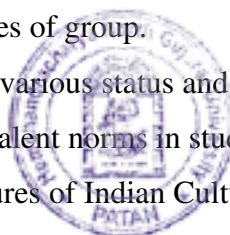
Course Learning Outcomes	Aligned Program Learning Outcomes
Students will aware to concept of welfare and role of government and constitutional rights of people of India. This course develops understanding of welfare of various areas and beneficiaries. Student also comes to know about various area of 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)

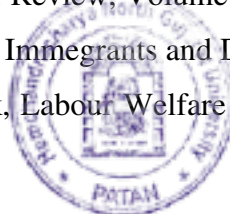
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

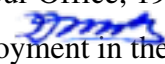
8. Course Schedule :

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.

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8. www.socioweb.com
9. www.sociologyonline.co.uk

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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 learns about concept of development. Students learns 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 comes to know about various 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. To examine and note the factors affecting social mobility in the known circles of students
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7. Assessment Schemes (including rationale)

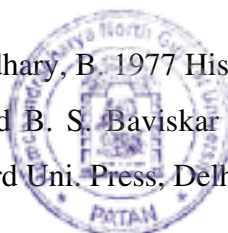
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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
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	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

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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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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 Coumpulsory	Macro Economics	4	04 (03+01)	30	70	100	2:30
CC-507 Core Coumpulsory	International Economics	4	04 (03+01)	30	70	100	2:30
CC - 508 Core Coumpulsory	Public Economics	4	04 (03+01)	30	70	100	2:30
CC - 509 A Core Coumpulsory	Dev. & Envi. Economics	4	04 (03+01)	30	70	100	2:30
CC - 509 B Core Coumpulsory	Eco. Of Developing Countries	4	04 (03+01)	30	70	100	2:30
CC - 509 C Core Coumpulsory	Economy of Gujarat - I	4	04 (03+01)	30	70	100	2:30
CC-509 D Core Coumpulsory	Economic Essay - I	4	04 (03+01)	30	70	100	2:30
CC-510 A Core Coumpulsory	Co- Operation	4	04 (03+01)	30	70	100	2:30
CC-510 B Core Coumpulsory	History of Eco. Thoughts	4	04 (03+01)	30	70	100	2:30
CC-510 C Core Coumpulsory	Demography	4	04 (03+01)	30	70	100	2:30
CC-510 D Core Coumpulsory	Economic Investigation	4	04 (03+01)	30	70	100	2:30
CC-510 E Core Coumpulsory	Economic Survey	4	04 (03+01)	30	70	100	2:30




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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. Kayansiyani 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, McGraw hill, New York.
5. Kindleberger, G.P. (1958) Economic Development, McGraw-Hill Book company, 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




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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.

Unite 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.

Unite 2: **Theories of International Trade:**

Haberler's opportunity cost theory, Heckscher-Ohlin theory, Leontief's paradox,

Unite 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.

Unite 4: **Trade policy:**

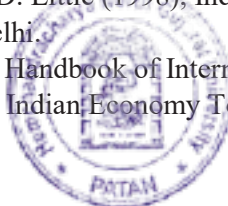
Free trade policy: meaning, advantage and disadvantage. Protection Policy: meaning, advantage and disadvantage. Types of tariffs and quotas - Their impact in partial equilibrium analysis.

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. 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.

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 LM.D. Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi.
- 4- Dr G.D. Tripathi, Handbook of International Economics, Prisma Publication, Jaipur
5. Patel, S.J. (1995), Indian Economy Towards the 21st Century, University Press Ltd., India.



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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 વલ્તવ્યવસ્થા સલ્કાંતો, યુનિ. ગ્રંથ નલર્માર્ણ બોર્ડ, અમદાવાદ
10. રવલશંકર ત્રલ્વેદી (અનુવાદલત); , જાહેર અર્થવલ્ધાનના સલ્કાંતો, યુનિ. ગ્રંથ નલર્માર્ણ બોર્ડ, અમદાવાદ




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B.A. Semester-5 Course CC - 509 (A)
Development and Environmental Economics

Objective: -

- To aware the students with fundamentals of concepts of development and Environment.
- To make students to understand various issues , policies and impacts of developmental and Environmental Economics.

Unit 1.

Meaning of economic growth and development. Indicators and measurements of development : National and per capita income, minimum needs, Physical Quality of Life Index, Human Development Index. Introduction of SDGs.

Unit 2.

Growth models- nature, scope and limitations of growth models. Some important growth models: neoclassical, Harrod- Domar, W.W.Rostow's stages of growth.

Unit 3.

Theories of development: Classical theory of development. Ricardo, Karl Marx theory of social change, crisis in capitalism, Schumpeter and capitalistic development.

Unit 4

Ecology and environment, flora and fauna. Natural resources: importance of water, Land minerals and forest. Industrial revolution and materialistic approach. Environment and economy linkage.

Readings list:

- 1- Tripathi G.D. Economics of Development, Mark Publication, Jaipur
- 2- Dr G.D Tripathi, Environmental Economics of Business, Prism BOOKS India, JAIPUR
- 3- Dr K.S Chhaya, AARDHIK VIKAS EVAM SANSADHAN PARIVARTAN, Mark Publishers Jaipur




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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




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B.A.Semester 5 CC - 509 (C)

Economy of Gujarat-1

Objective: -

- To understand the demographical situation, its features of concerned economy.
- To make students to understand various socio-economic problems, availability of natural resources and problems of the economy.

Unit - 1 **Demography**

Demography of Gujarat: Current growth rate, birthrate & mortality rate, rural urban population, literacy rate, life expectancy, child mortality rate, sex ratios and reason behind it.

Unit-2 **Natural resources.**

- Land: Characteristics, its uses and related problems
- Forest: Characteristics, its uses and related problems
- Minerals: Characteristics, its uses and related Problems
- Sea shore: Characteristics, its uses and related problems
- Concept of Biodiversity and water harvesting (Check Dem, khettalavadi)

Unit-3. **Agricultural Sector of Gujarat-Crop Pattern**

Main crops production. Irrigation facility, Sujalam-suflam. Extension services. Growth of agriculture. Agricultural labour related issues. Horticulture, floriculture, electricity for agriculture.

Unit-4. Trend of Industrial growth, Vibrant Gujarat and industrial investments. Introduction of SEZ, SIR(Special Investment Regions), Golden Corridore, Industrial estates and Industrial & Technology Park. Main industries of Gujarat.

READING LIST:

- 1- GUJARAT Nu AARTHTRANTRA- Popular Prakashan Surat
- 2- GREEN Economics, Robin hahnel, GreenEconomics, Reference, New Delhi.
- 3- R.R. Das, Fundamentals of Environmental science, paragon international publishers, Delhi
- 4- Michael, P Tudaro, Economic Development, Addison –Wesley, Delhi.
- 5- Hanely, N.J. F. Shogeren and B. White, Environmental Economics in theory and practice, Macmillan
- 6- Field, Berly and Martha Field, Environmental Economics: An Introduction, Tata McGraw Hill.
- 7- Sankar, U.(ed), Environmental Economics, Cambridge University Press, Cambridge.
- 8- પર્યાવરણીય અર્થશાસ્ત્ર: એક પરિચય, સુદર્શન આયંગર અને નિમિષા શુક્લ, ગુજરાતવિદ્યાપીઠ.




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B.A. Semester V CC- 509 (D)
Economic Eassay-1 (Principles)

Objectives:

- To make familiar with the current issues of Indian Economy and theory
- To improve their skill of presentation on various socio-economic and theoretical aspects

Note: - There are two Modules. Each module has four essays; student has to write total two essays, one from module 1 and other from module 2.

- Unit 1
1. Theories of population
 2. Economics of Keynes.
 3. Theories of Profit
 4. Theories of Rent
- Unit 2
1. Economic thought of Mahatma Gandhi
 2. Poverty in India
 - 3 GST
 - 4 co-operative sector in India




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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

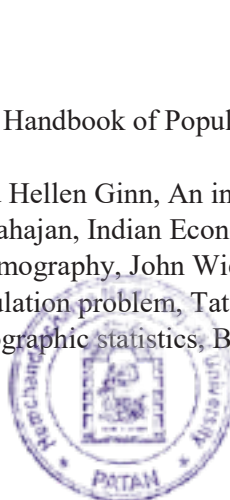
Registration process of society. Powers of General body, power and function of executive body, Accounts of co-operative. Inspection and Audit.

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 Wiew, 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.



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B.A. Semester V CC - 510 (B) History of Economic Thought-1

Objectives : 1) To make the students familiar with the historical perspectives of Economic Ideologies.

2) to make the students aware about various theories and schools of thoughts.

Unit 1 Meaning of school as an ideology: different economics schools and their Historical schools: Senior list main thoughts. Economic thought of Plato and Aristotle, Plato's thoughts on socialism, ideal town for socialism.

Unit 2 Mercantilism. Characteristics, sound state and sound economy. Surplus in foreign trade and imports and stock of gold. Physiocrates, natural order, primacy of agriculture, tableau economic taxation. Economic ideas of petty, Locke and David Hume.

Unit 3 Adam Smith: Divisions of labour, theory of value, capital accumulation, trade theory of absolute cost difference, invisible hand, importance of free market, David Ricardo: trade theory of comparative cost difference, theory of rent. Thomas Malthus: Theory of population.

Unit 4 German romantics and socialists. Sismondi, Karl Marks: dynamics of social change, surplus value, crisis of capitalism, utopian thoughts on socialism, Fabianism, socialism. Demographic socialism – Barbara Wootton

Reading list:

- 1- Economic Thinkers of the world. Mark publication Jaipur. Dr. G.D. Tripathi.
- 2- Backhouse, R. A: History of Modern Economic Analysis, Basil Blackwell, Oxford, 1985
- 3- Hajela, T.N.: History of Economic Thought, Ane Books, India,
- 4- Hunt, E.K.: History of Economic Thought, A Critical Perspective. M.E. Sharpe; 2 edition (September 2002)
- 5- Roll, E: A History of Economics Thought, Faber, London 1973
- 6- Schumpeter, J.A.: History of Economic Analysis, Oxford University Press, New York 1954
- 7- Stanley L. Brue: The Evolution of Economic Thought, The Dryden Press Sixth Edition (2000)
- 8- Screpanti Ernesto and Stefano Zamagni (2006), An outline of the History of Economic thought, Oxford Uni. Press




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B.A. Semester V Course 510 C Demography

Objectives:

- To make students aware about socio-cultural and economic aspects of our economy
- To improve their understanding of various theories on problems and their solutions

Unit 1

- Importance of the study of Demography
- Demography and its relations with other Discipline
 - (1) Demography and economics
 - (2) Education, health and population
 - (3) Geography and population
 - (4) Sociology and Population
 - (5) Industries, commerce and population

Unit 2

Theories of population: Malthus optimum theory of population. Theory of demographic transition. Historical evidence of population growth in developed and developing countries during 20th century. Amazing decline in mortality rate and population explosion problem.

Unit 3

Sources of demographic data in India. Population census in India. Civil registration system, demographic survey, National Family Health Survey 1 and 2 - their relative merits and demerits

Unit 4

Indian Population census 2001 and 2011. Birth rate, mortality rate and growth rate, sex ratio, infant mortality rate, life expectancy, rural urban distribution, caste and religion, literacy rate. age group: productive and unproductive population. Inter State Comparison of the census.

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 Delhi
7. Census of India.




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B.A. Semester: - V CC - 510 (D)
ECONOMIC INVESTIGATION

Objective:

The main objective of this paper is to train the students to use the techniques of mathematical and statistical analysis, which are commonly applied to understand and analyze economic. Problems.

Unit: - 1 Set Theory

Concepts of sets, Types of sets, Universal set, Union of sets, Intersection of sets, Difference of sets, Venn diagram, Simple illustrative examples.

Unit: - 2 Limit and differentiation.

Meaning of limit, $x \rightarrow \alpha$, $\rightarrow x \rightarrow \alpha$, $x \rightarrow 0$, $x \rightarrow \alpha$, Limit of Function, Rules of limit, simple Illustrative examples. Meaning of differentiation, Rules of derivative, simple example.

Unit: - 3 Application of simple derivatives

Application of derivatives to solve economic problem, Elasticity of demand; Total, marginal and average cost and revenue, maxima and minima of a function of two variable, illustrative examples for economic application in perfect computation, monopoly and monopolistic competition.

Unit: - 4 Determinant and matrix

Determinant: Meaning & Value

Matrix:- Meaning, types, inverse matrix, application of matrix, solution of simultaneous equation through inverse matrix and crammer's rules

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. chnad and Co., Delhi.
5. Kalimantan K.P., applied econometrics, Oxford & IBH. Delhi.
6. Mehta, B.C. and Mehta, A.C, fundamental economics, Himalaya publishing house, Bombay.
7. Simpson, G and Kafka, feitz., Basic statistics, Delhi.
8. Srivastava, U.K. at all., Quantitative Techniques For Managerial Decision, New Age International, Delhi.




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B.A. Semester: - V CC – 510 (E)

CC 510 [E] (optional)

Survey, Research Related Economic Institutions and publication -1

- Objectives :**
- 1) Students should get primary knowledge about some research concept.
 - 2) Students should be familiar with some socio-economic institutions.
 - 3) students should familiar with some important publication which will be helpful for future research activities.

Unit -1	Concept of research, concept of social science research, use of social science research, Introduction of Experimental Research, Analytical study, Historical research and survey.
Unit 2	Meaning of survey, types of survey, characteristics of survey method, subject matter of survey meaning of socio-Economic survey, meaning of questioner, Characteristics of Good questioner, structure of the report writing, survey protocols.
Unit -3	Brief Introduction: National sample survey office, ICSSR, office of the Registrar General and census Commissioner – India, Directorate of Economic-statistics Gujarat. S.P.I-Amdavad, Data.gov.in
Unit 4	Introduction of the socio economic publication: World Development Report, world Human Development Report, world Happiness Report, Indian Economic survey, Census of India, socio Economic survey of Gujarat. RBI BULLETIN

Reading List

1. O. R Krishna swami and m. Ranganathan, methodology of Research in social sciences, Himalaya publishing House.
2. General Guthrie, Basic Research method, sage Publication, Delhi
3. Matthew David & Carole D. Suttion, Social Research Sage Publication, New Delhi
4. Bill Taylor and others, Research methodology Prentice Hall of India, New Delhi
5. શાહ, વિમળ પી(1994) સંશોધન અહેવાલ લેખન, યુનિ. ગ્રંથ નિર્માણ બોર્ડ
6. અભિદ્રષ્ટિના સંશોધન વિશેષાંક, સંપાદક: ડૉ. રોહિત શુક્લ, દ્રષ્ટિ ફાઉન્ડેશન, અમદાવાદ




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हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - V

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 506

CREDIT(श्रेयांक) 4

विषय : हिन्दी साहित्य का इतिहास : आधुनिक काल

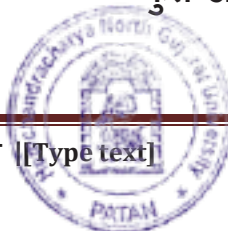
पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none">- आधुनिक काल : नामकरण, स्वरूप और विभाजन- आधुनिककाल : परिस्थितियाँ- खड़ीबोली गद्य : प्रारम्भिक स्वरूप
इकाई : दो	<ul style="list-style-type: none">- उपन्यास : विकास-रेखा- कहानी : स्वरूप एवं विकास- कथाकार मुंशी प्रेमचंद : साहित्यिक परिचय- कथाकार फणीश्वरनाथ रेणु : साहित्यिक परिचय
इकाई : तीन	<ul style="list-style-type: none">- भारतेन्दु युगीन कविता- द्विवेदी युगीन कविता- कवि भारतेन्दु हरिश्चंद्र : युगीन परिचय- राष्ट्रीय काव्यधारा के प्रमुख कवि : सामान्य परिचय मैथिलीशरण गुप्त : साहित्यिक परिचय
इकाई : चार	<ul style="list-style-type: none">- निबंध : स्वरूपगत विकास- आलोचना : स्वरूपगत विकास- निबंधकार आ. रामचंद्र शुक्ल : साहित्यिक परिचय- निबंधकार आ. हजारीप्रसाद द्विवेदी : साहित्यिक परिचय

अंक-विभाजन :

1	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17

कुल अंक : 70



सहायक ग्रंथ :

- हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल, राजकमल प्रकाशन, दिल्ली ।
- हिन्दी साहित्य का इतिहास : (सं.)डॉ. नगेन्द्र, नेशनल पब्लिसिंग हाउस, दिल्ली ।
- हिन्दी साहित्य का सुबोध इतिहास : आ. गुलाबराय, राजकमल प्रकाशन, दिल्ली ।
- स्वातंत्र्योत्तर हिन्दी साहित्य का इतिहास : डॉ. लक्ष्मीसागर वाष्ण्य, राजपाल एण्ड सन्स, दिल्ली ।
- हिन्दी के प्रतिनिधि निबंधकार : डॉ. द्वारिकाप्रसाद सक्सेना, विनोद पुस्तक मन्दिर, आगरा ।
- हिन्दी आलोचना : विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, नई दिल्ली ।
- प्रेमचंद और उनका युग : डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली ।
- निबंधकार आचार्य हजारीप्रसाद द्विवेदी : डॉ. शिवाजी देवरे, शैलजा प्रकाशन, कानपुर ।
- निबंधकार और आलोचक रामचंद्र शुक्ल : भगवंत सिंह, साहित्य सागर, कानपुर ।
- मैथिलीशरण गुप्त : रेवती रमण, साहित्य अकादमी, नई दिल्ली ।

हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण



Sharma

W/c. Registrar

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कलास्नातक (बी.ए.) छमाही - V
विषय : हिन्दी
CORE COMPULSORY(मुख्य) - 507
CREDIT(श्रेयांक) 4
विषय : भारतीय काव्यशास्त्र

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	काव्य : लक्षण, हेतु, प्रयोजन, प्रकार, गुण-दोष
इकाई : दो	काव्यात्मा संबंधी संप्रदाय : सामान्य परिचय रस : निष्पत्ति-प्रक्रिया, उपकरण, प्रकार
इकाई : तीन	शब्द-शक्ति : परिभाषा और प्रकार (अभिधा, लक्षणा और व्यंजना का सोदाहरण विस्तृत परिचय)
इकाई : चार	(क) छंद परिचय : (1) मात्रिक छंद : चोपाई, हरिगीतिका, दोहा (2) वर्णिक छंद : मन्दाक्रान्ता, शिखरिणी (ख) अलंकार परिचय : (1) शब्दालंकार : अनुप्रास, यमक, श्लेष (2) अर्थालंकार : उपमा, उत्प्रेक्षा, रूपक

अंक-विभाजन :

1	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	4 अलंकारों में से किन्ही 2 का तथा 4 छंदों में से किन्ही 2 का परिचय	अंक : 17

कुल अंक : 70

सहायक ग्रंथ :

- भारतीय काव्यशास्त्र : डॉ. विजयपाल सिंह, जयभारती प्रकाशन, इलाहाबाद |
- भारतीय एवं पाश्चात्य काव्यशास्त्र : अशोक प्रकाशन, दिल्ली |
- काव्यशास्त्र भारतीय एवं पाश्चात्य : डॉ. कन्हैयालाल अवस्थी तथा अन्य, आशीष प्रकाशन, कानपुर |
- भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन : डॉ. सत्यदेव चौधरी तथा अन्य, अशोक प्रकाशन, दिल्ली |
- काव्यशास्त्र : डॉ. भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी, सं.2001
- भारतीय एवं पाश्चात्य काव्य-सिद्धान्त : गणपति चंद्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद, सं.1999
- साहित्य और शास्त्र भारतीय और पाश्चात्य : डॉ. ओमप्रकाश गुप्त तथा अन्य, पार्श्व प्रकाशन, अहमदाबाद, सं.2016

हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण




I/c. Registrar
Hemchandracharya
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PATAN

कलास्नातक (बी.ए.) छमाही - V

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 508

CREDIT(श्रेयांक) 4

विषय : स्वातंत्र्योत्तर हिन्दी व्यंग्य

पाठ्य-पुस्तक : व्यंग्य-वैभव (सं. डॉ. भरत पटेल)

प्रकाशन : ज्ञान प्रकाशन, कानपुर | संस्करण : 2019

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	हरिशंकर परसाई : (1) इंस्पेक्टर मातादीन चाँद पर (2) प्राइवेट कॉलेज का घोषणा-पत्र शरद जोशी : (1) हम भ्रष्टन के भ्रष्ट हमारे (2) जीप पर सवार इल्लियाँ
इकाई : दो	रवीन्द्रनाथ त्यागी : (1) यक्ष-प्रश्न (2) देवदासियों की परंपरा श्रीलाल शुक्ल : (1) होरी और उन्नीस सौ चौरासी (2) सफ़ेद कॉलर का विद्रोह
इकाई : तीन	नरेंद्र कोहली : (1) अमेरिकन जांधिया (2) डिग्रियाँ शंकर पुणतांबेकर : (1) बकासुर (2) राजा गधा और गधे
इकाई : चार	लतीफ़ घोषी : (1) मेरी मौत के बाद (2) हो जाए इसी बहाने एक श्रद्धांजली प्रेम जनमेजय : (1) बिन मोबाइल सब... (2) मनुष्य और ठग

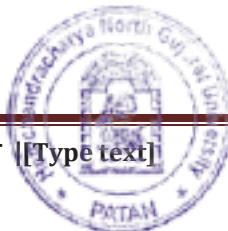
सूचना : 1. संदर्भ-व्याख्या पाठ्यक्रम संरचना में निर्धारित पाठ्य-रचनाओं में से पूछे जाएँगे ।

2. पाठ्यक्रम संरचना में निर्धारित समग्र व्यंग्य रचनाओं से अलग रूप से या संयुक्त रूप से समीक्षात्मक प्रश्न अपेक्षित हैं ।

अंक-विभाजन :

1	व्याख्याएँ (अ, आ - विकल्पयुक्त) (9 + 9)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17

कुल अंक : 70



सहायक ग्रंथ :

- हिन्दी के प्रमुख व्यंग्यकार : डॉ. स्मिता चिपलूणकर, अल्का प्रकाशन, कानपुर ।
- हिन्दी साहित्य में निबंध और निबंधकार : डॉ. गंगा प्रसाद गुप्त, रचना प्रकाशन, इलाहाबाद ।
- हिन्दी निबंध का विकास : डॉ. आंकारनाथ शर्मा, अनुसंधान प्रकाशन, कानपुर ।
- हिन्दी के प्रतिनिधि निबंधकार : डॉ. द्वारिकाप्रसाद सक्सेना, विनोद पुस्तक मन्दिर, आगरा ।
- हिन्दी निबंधों का शैलीगत अध्ययन : डॉ. मु. ब. शहा, पुस्तक संस्थान, कानपुर ।
- हिन्दी व्यंग्य एवं व्यंग्यकार : डॉ. बापूराव देसाई, विनय प्रकाशन, कानपुर ।
- व्यंग्यकार हरिशंकर परसाई : डॉ. भरत ए. पटेल, चिंतन प्रकाशन, कानपुर ।
- हिन्दी व्यंग्य-लेखन में शरद जोशी का योगदान : डॉ. शिवशंकर यादव, विद्या प्रकाशन, कानपुर ।
- रवीन्द्रनाथ त्यागी : पुष्पपाल सिंह, साहित्य अकादमी, नई दिल्ली ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - V

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 508

CREDIT(श्रेयांक) 4

विषय : हिन्दी संस्मरण (वैकल्पिक)

पाठ्य-पुस्तक : माटी हो गयी सोना (लेखक : कन्हैयालाल मिश्र 'प्रभाकर')

प्रकाशन : भारतीय ज्ञानपीठ, नयी दिल्ली-110003 संस्कारण : 2008

नोंध : पाठ्य-पुस्तक में से प्रथम १ से 12 संस्मरण ही पाठ्यक्रम में समाविष्ट हैं :

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none">बयालीस के ज्वार की उन लहरों मेंरूस के दमन-दावानल की उन लपटों मेंअबिसीनिया के उस सूने शहर में
इकाई : दो	<ul style="list-style-type: none">लाल अंगारों की उस मुस्कान मेंजलती चिता की उस गोद मेंग्रीस के उन तूफानी दिनों में
इकाई : तीन	<ul style="list-style-type: none">स्वतंत्रता और संहार के उन अद्भुत क्षणों मेंरोम की उस अंधेरी दुनिया मेंजेल की उस डरावनी दीवारों में
इकाई : चार	<ul style="list-style-type: none">पेरिस झील की उस भयानक संध्या मेंमानवीय पशुता की उस बाढ़ मेंझूठ के उस कड़वे धुँ में

सूचना : 1. संदर्भ-व्याख्या पाठ्यक्रम संरचना में निर्धारित पाठ्य-रचनाओं में से पूछे जाएँगे ।

2. पाठ्यक्रम संरचना में निर्धारित समग्र संस्मरण से अलग रूप से या संयुक्त रूप से समीक्षात्मक प्रश्न अपेक्षित हैं ।



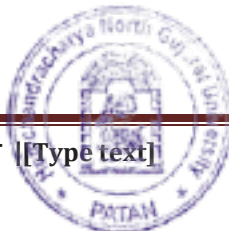
अंक-विभाजन :

1	व्याख्याएँ (अ, आ - विकल्पयुक्त) (9 + 9)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17

कुल अंक : 70

सहायक ग्रंथ :

- कन्हैयालाल मिश्र 'प्रभाकर' चिंतन और साहित्य : डॉ. जयप्रकाश नारायण सिंह, अभय प्रकाशन, कानपुर |
- हिन्दी निबंध का विकास : डॉ. ओंकारनाथ शर्मा, अनुसंधान प्रकाशन, कानपुर |
- स्वातंत्र्योत्तर हिन्दी साहित्य का इतिहास : डॉ. लक्ष्मीसागर वाष्ण्य, राजपाल एण्ड सन्स, दिल्ली |
- आधुनिक हिन्दी साहित्य (1850 से 1900) : डॉ. लक्ष्मीसागर वाष्ण्य, लोकभारती प्रकाशन, इलाहाबाद |



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - V

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 509

CREDIT(श्रेयांक)4

विषय : हिन्दी व्याकरण

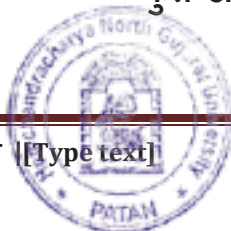
पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none">- हिंदी वर्ण : अवधारणा- हिंदी स्वर-वर्ण : विभाजन- हिंदी व्यंजन-वर्ण : वर्गीकरण- संज्ञा : अर्थ और प्रकार
इकाई : दो	<ul style="list-style-type: none">- सर्वनाम : परिभाषा और प्रकार- विशेषण : परिभाषा और प्रकार- क्रिया : अर्थ और प्रकार- समास : अर्थ और प्रकार
इकाई : तीन	<ul style="list-style-type: none">- कारक : अर्थ, परिभाषा और प्रकार- अव्यय : अभिप्राय और प्रकार- उपसर्ग : अवधारणा और भेद- प्रत्यय : अवधारणा और प्रकार
इकाई : चार	<ul style="list-style-type: none">- लिंग : परिचय एवं प्रकार- वचन : परिचय और प्रकार- वाक्य : परिभाषा और भेद- विराम चिह्न : सोदाहरण-परिचय

अंक-विभाजन :

- 1 दीर्घोत्तरी प्रश्न (विकल्पयुक्त) अंक : 18
- 2 दीर्घोत्तरी प्रश्न (विकल्पयुक्त) अंक : 17
- 3 दीर्घोत्तरी प्रश्न (विकल्पयुक्त) अंक : 18
- 4 दीर्घोत्तरी प्रश्न (विकल्पयुक्त) अंक : 17

कुल अंक : 70



Hemchandracharya

I/c. Registrar

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PATAN

सहायक ग्रंथ :

- हिन्दी व्याकरण : कामताप्रसाद गुरु, लोकभारती प्रकाशन, इलाहाबाद ।
- मानक हिन्दी व्याकरण और रचना : डॉ. हरिवंश तरुण, प्रकाशन संस्थान, नई दिल्ली ।
- हिन्दी व्याकरण : डॉ. उमेश चन्द्र शुक्ल, वाणी प्रकाशन, नयी दिल्ली ।
- हिन्दी भाषा और सरल व्याकरण : डॉ. अर्जुन तड़वी, ज्ञान प्रकाशन, कानपुर ।
- सुगम हिन्दी व्याकरण : प्रो. बंशीधर तथा अन्य, शिक्षा भारती, दिल्ली ।
- अच्छी हिन्दी : रामचन्द्र वर्मा, लोकभारती प्रकाशन, इलाहाबाद ।
- मानक हिन्दी व्याकरण : डॉ. लक्ष्मीकांत पाण्डेय, विद्या प्रकाशन, कानपुर ।
- हिन्दी भाषा और व्याकरण : डॉ. शर्मिष्ठा आई. पटेल, रावल प्रकाशन, पाटण ।
- हिन्दी का सरल शब्दानुशास्त्र : सिद्धान्त और प्रयोग : डॉ. देवेन्द्र प्रसाद सिंह, जयभारती प्रकाशन, इलाहाबाद ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण
कलास्नातक (बी.ए.) छमाही - V
विषय : हिन्दी
CORE COMPULSORY(मुख्य) - 510
CREDIT(श्रेयांक) 4
विषय : प्रयोजनमूलक हिन्दी

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none">- प्रयोजनमूलक हिन्दी : अर्थ, परिभाषा एवं स्वरूप- प्रयोजनमूलक हिन्दी : क्षेत्र (परिव्याप्ति)- हिन्दी : रोजगार के स्रोत- संवैधानिक सुझाव : राजभाषा आयोग(सन 1955), संसदीय राजभाषा समिति(1959) एवं राजभाषा अधिनियम(1976)
इकाई : दो	<ul style="list-style-type: none">- पत्र-लेखन कला : विकास- पत्र : स्वरूपगत विशेषताएँ- प्रशासनिक पत्र : प्रकार (ज्ञापन, परिपत्र, अनुस्मारक, प्रेसविज्ञप्ति, अधिसूचना)
इकाई : तीन	<ul style="list-style-type: none">- संक्षेपण एवं टिप्पण : अर्थ एवं प्रक्रिया- संक्षेपण एवं टिप्पण : गुण- आवेदन-पत्र : प्रारूपण
इकाई : चार	<ul style="list-style-type: none">- पारिभाषिक शब्द : अर्थ एवं प्रकार- पारिभाषिक शब्द : निर्माण की प्रक्रिया- पारिभाषिक शब्दावली : विशेषताएँ- पारिभाषिक शब्दावली : वर्गीकरण

अंक-विभाजन :

1	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17

कुल अंक : 70



Hemchandracharya

I/c. Registrar

Hemchandracharya
North Gujarat University
PATAN

सहायक ग्रंथ :

- प्रयोजनमूलक हिन्दी : प्रो. रमेश जैन, नेशनल पब्लिशिंग हाउस, जयपुर ।
- प्रयोजनमूलक हिन्दी भाग-1,2 : (सं.)डॉ. अर्जुन के. तड़वी तथा अन्य, यूनिवर्सिटी ग्रंथनिर्माण बोर्ड, गुजरात राज्य, अहमदाबाद ।
- प्रयोजनमूलक हिन्दी : डॉ. विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली ।
- प्रयोगात्मक और प्रयोजनमूलक हिन्दी : डॉ. राम प्रकाश, राधाकृष्ण, नयी दिल्ली ।
- प्रयोजनमूलक हिन्दी : डॉ. दंगल झाल्टे, विद्या विहार, नई दिल्ली ।
- प्रयोजनमूलक भाषा और अनुवाद : डॉ. राम गोपाल सिंह, पार्श्व प्रकाशन, अहमदाबाद ।
- आदर्श पत्रलेखन : श्यामचंद्र कपूर, विद्या विहार, नई दिल्ली ।
- व्यावहारिक हिन्दी : (सं.)रवीन्द्रनाथ श्रीवास्तव तथा अन्य, वाणी प्रकाशन ।
- प्रामाणिक आलेखन और टिप्पण : प्रो. विराज, राजपाल एण्ड सन्स, दिल्ली ।
- कार्यालयी हिन्दी एवं कार्यालयी अनुवाद तकनीक : (सं.)डॉ. सुरेश माहेश्वरी, विकास प्रकाशन, कानपुर ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण
कलास्नातक (बी.ए.) छमाही - V

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 510

CREDIT(श्रेयांक) 4

विषय : हिन्दी कथा-साहित्य : उपन्यास (वैकल्पिक)

पाठ्य-पुस्तक : मनुष्य के रूप (लेखक : यशपाल)

प्रकाशन : लोकभारती प्रकाशन, इलाहाबाद | सं. 2009

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	- यशपाल : सामान्य परिचय - मनुष्य के रूप : संदर्भ-व्याख्या
इकाई : दो	- मनुष्य के रूप : कथा-विन्यास, तात्विक-समीक्षा, नामकरण (शीर्षक), युगीन परिवेश
इकाई : तीन	- मनुष्य के रूप : प्रमुख स्त्री-पात्र (सोमा, मनोरमा), प्रमुख पुरुष-पात्र (धनसिंह, भूषण), गौण-पात्रों का सामान्य परिचय
इकाई : चार	- मनुष्य के रूप : नारी-जीवन की समस्याएँ, सामंतवादी व्यवस्था का उन्मूलन, पारिवारिक संबंधों की स्थिति, उद्देश्य

अंक-विभाजन :

1	व्याख्याएँ (अ, आ - विकल्पयुक्त) (9 + 9)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17

कुल अंक : 70



सहायक ग्रंथ :

- यशपाल के उपन्यासों में नारी चेतना : डॉ. सुमन शर्मा, पैराडाइस पब्लिशर्स, जयपुर ।
- मार्क्सवाद और उपन्यासकार यशपाल : डॉ. पारसनाथ मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
- यशपाल का औपन्यासिक शिल्प : प्रवीण नायक, सरस्वती प्रकाशन, आगरा ।
- यशपाल के उपन्यासों में राजनैतिक चेतना : चमनलाल, राजकमल प्रकाशन, नयी दिल्ली ।
- यशपाल के उपन्यास और राष्ट्र : डॉ. शाहू दशरथ मधाले, विकास प्रकाशन, कानपुर ।
- क्रांतिकारी यशपाल -एक समर्पित व्यक्तित्व : मधुरेश(सं.), लोकभारती प्रकाशन, इलाहाबाद ।
- उपन्यास स्वरूप और संवेदना : राजेन्द्र यादव, वाणी प्रकाशन, नयी दिल्ली ।
- हिन्दी उपन्यास सौ वर्ष का सफ़रनामा : डॉ. अब्दुर्शीद ए. शेख, पार्श्व प्रकाशन, अहमदाबाद ।
- साठोत्तरी हिन्दी उपन्यासों में नारी : डॉ. नीलम मैगजीन गर्ग, सार्थक प्रकाशन, नई दिल्ली ।
-



મનોવિજ્ઞાન



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Faculty	Programme Name	Subject / Course
Arts	B. A. Semester	Psychology V &VI
Effective From	June - 2020 (In Continuation)	




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Course: Psychology

Paper style of B.A. Semester- V & VI

For
Core Compulsory

[Hours – 2:30]

[Total Marks – 70]

- ❖ Numbers shown on right side shows full marks.
- ❖ Do as directed.

Q.1 Answer any one from following (Unit – I)-----18

A
or
B

Q.2 Answer any one from following (Unit – II)-----17

A
or
B

Q.3 Answer any one from following (Unit – III)----- 18

A
or
B

Q.4 Answer any one from following (Unit – IV)-----17

A
or
B

Total Marks—70




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Course: Psychology

Paper style of B.A. Semester- V & VI
For
Foundation Compulsory & Foundation Elective

[Hours – 2:00]

[Total Marks – 35]

- ❖ Numbers shown on right side shows full marks.
- ❖ Do as directed.

Q.1 Answer any one from following (Unit – I) -----12

A
or
B

Q.2 Answer any one from following (Unit – II)----- 12

A
or
B

Q.3 Answer any one from following (Unit – III)----- 11

A
or
B

Total Marks—35



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Grading point

Grade point	Description	% of marks	Division/Grade
1	2	3	4
10	Outstanding	90 %- 99 %	First/ O
9	Excellent	80 %- 89 %	First/ A
8	Very Good	70 %- 79 %	First/ B
7	Good	60 %- 69 %	First/ C
6	Fair	50 %- 59 %	Second/ D
5	Average	40 %- 49 %	Pass / E
4	Dropped	Below 40 %	F




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

Sem	Course	Instruction (hrs/week)	Duration Exam (hrs)	Marks			Credit
				Internal	External	Total	
V	CC-506 Abnormal Psychology - I	4	3	30	70	100	4
	CC-507 Introduction to Psychological Inquiry-I	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



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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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STRUCTURE OF THE SEMESTER SYSTEM

PROGRAMME: B.A. PSYCHOLOGY

SEMESTER-V

COURSE CODE	COURSE TYPE	COURSE NAME	CREDITS OF DIRECT TEACHING	TOTAL CREDITS
CC 506	Core Compulsory	Abnormal Psychology - I	4	4
CC 507	Core Compulsory	Introduction to Psychological Inquiry -I	4	4
CC 508	Core Compulsory	Experimental Psychology Practical Or Experimental Psychology Theory	4	4
CC 509	Core Compulsory	Industrial Psychology – I Or Foundation of Developmental Psychology-I	4	4
CC 510	Core Compulsory	Counselling Psychology-I Or Positive Psychology	4	4
FC 503	Foundation Compulsory	English	2	2
EG 506	Elective Generic	EG-506 Any one from the list	2	2
Total Courses		7Total Lectures	24	Total Credits 24




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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	25
	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 “Team”		
2	Causal Factors for Abnormal Behavior	1	25
	2.1 The Biological Causal Factors		

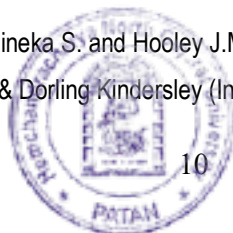



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	2.1.1	Neurotransmitter and Hormonal Imbalance		
	2.1.2	Genetic Vulnerabilities		
	2.1.3	Temperament		
	2.1.3	Brain Dysfunction and Neural Plasticity		
	2.1.4	The Impact of Biological Viewpoint		
	2.1	The Psychological Causal Factors		
	2.1.1	Early 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 Hooley J.M. (2011): **Abnormal Psychology**, Thirteenth Edition, Pearson Education & Dorling Kindersley (India) Pvt. Ltd; New Delhi.



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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.

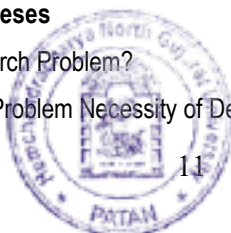
To impart knowledge about interpretation and publication of research data.

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		




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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. 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. Dhila B.D. (2011): Sanshodhan Paddhti Samajik Vigyanoma (2011): Gujarati Edition, Akshar Publication, Ahmedabad.




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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.



- 3 Fluctuation of Attention
- 4 Suggestion :Progressive weights method
- 5 Association Reaction Time
- 6 Mirror Tracing
- 7 Maze Learning
- 8 Whole v/s Part method of Learning
- 9 Immediate Span of Memory
- 10 Problem Solving

Reference Books

- 1 Postman Land Egan J.“Experimental Psychology-An Introduction” Harpen and Row Co. New York 1949
- 2 Woodworth R. and Slochlsberg H. “Experimental Psychology” *Oxford and I.B.H. Publishing Co.* 1971
- 3 S.C.Kanawala “PrayogicManovignan- SidhantanePrayogpothi” 1979, UnivesityGranthNirman Board,
Ahmedabad
- 4 C.B.Dave and Others“Manovignan- Prayogoane Ankadashastra”11th edition 2004-05,
C.Jamanadas Co. Ahmedabad




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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		



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	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 Srishti Book Distributors.
2. M.R.D'amato, "Experimental Psychology" TMH Edition, McGraw-Hill Publishing Company, New Delhi.




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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 1.1 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	1	25
2	Employee selection 2.1 The recruitment process	1	25



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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. 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 Gitmber (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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Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -509		B. A. Semester-V		Psychology
COURSE / PAPER TITLE FOUNDATION OF DEVELOPMENTAL 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 human development.

To offer ideas relating to tools and techniques of managing developmental problems.

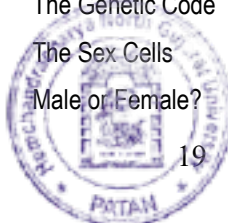
To enable students to appreciate research studies on problems relating to human development.

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	History, Theory and Research strategies 1.1 Basic Issues 1.2 The Lifespan Perspective: A Balanced Point of View 1.3 Recent Theoretical Perspectives 1.4 Studying Development 1.5 Common Research Methods	1	25
2	Biological and Environmental Foundations 2.1 Genetic Foundations 2.1.1 The Genetic Code 2.1.2 The Sex Cells 2.1.3 Male or Female?	1	25



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	2.1.4	Multiple Births		
	2.1.5	Chromosomal Abnormalities		
	2.2	Environmental Contexts For Development		
	2.2.1	The Family		
	2.2.2	Socioeconomic Status And Family Functioning The Impact Of Poverty		
	2.2.3	Beyond The Family: Neighborhood, Towns, And Cities		
3		Parental Developments, Birth, and the Newborn Baby	1	25
	3.1	Prenatal Development		
	3.2	Prenatal Environmental Influences		
	3.2.1	Other Maternal Factors		
	3.3	Child Birth		
	3.3.1	The Stages Of Childbirth		
	3.3.2	The Babies Adaptations To Labor And Delivery		
	3.3.3	The Newborn Babies Appearance		
	3.4	Approaches To Childbirth		
	3.5	Medical Interventions		
4		Physical Development in Infancy and Toddlerhood	1	25
	4.1	Body Growth		
	4.2	Brain Development		
	4.2.1	Development Of Neurons		
	4.2.2	Development Of The Cerebral Cortex		
	4.2.3	Changing Status Of Arousal		
	4.3	Influences On Early Physical Growth		
	4.4	Learning Capacities		

Reference Book

1. Laura E. Berk, (2007) Development through the lifespan, Third Ed. Pearson Education, Inc. Kindersley, publishing, Inc.



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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 Counselling?		
	1.2 Counselling and Psychotherapy		
	1.3 Goals of Counselling		
2	The Need of Counseling	1	25
	2.1 Why Counselling?		
	2.2 Who Provide Counselling?		
	2.3 Settings of Counselling		
	2.4 Problems of an Indian Students		




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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 Granth Nirman 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.




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Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -510		B. A. Semester-V		Psychology
COURSE / PAPER TITLE POSITIVE 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 acquaint students with Positive thinking effects on life.

To impart knowledge about relationship between positive emotions and happiness.

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	What is Positive Psychology?	1	25
	1.1 Traditional Psychology		
	1.1.1 Why the Negative Focus?		
	1.2 Positive Psychology		
	1.2.1 Health Psychology		
	1.2.2 Clinical Psychology		
	1.2.3 Developmental Psychology		
	1.3 Positive Psychology :Assumptions, Goals & Definitions		
	1.3.1 Life Above Zero		
	1.3.2 Culture and Meaning of Good Life		
	1.3.3 Why Now?		



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2	Positive Emotions and Well-Being	1	25
2.1	What are Positive Emotions?		
2.1.1	Focus on Theory : The Broaden and Build Theory of Positive Emotions		
2.2	Positive Emotions and Health resource		
2.2.1	Physical Resource		
2.2.2	Psychological Resource		
2.2.3	Social Resource		
2.3	Positive Emotions and Well-being		
2.3.1	Happiness and Positive Behaviour		
2.3.2	Positive Emotions and Success		
2.3.3	Positive Emotions and Flourishing		
2.3.3.1	A General Theory of Positivity		

3	Personal Goals as windows to well-Being	1	25
3.1	Why are Personal Goals?		
3.1.1	Defining Personal Goals		
3.1.2	Goals and Related Motivational Concepts		
3.1.3	Measuring Personal Goals		
3.1.4	Goal Organization		
3.2	The Search for Universal Human Motives		
3.2.1	Goals Expressing Fundamental Values		
3.2.2	Personal Goals Across Cultures		
3.3	What Goals Contribute Most to Well-Being?		
3.3.1	Goal Progress, Achievement, and Importance		
3.3.2	The Matching Hypothesis		

4	Self-Regulation and Self Control	1	25
4.1	Planning for Self-regulation Success		
4.1.1	Focus on Research: Planning Makes a Difference		
4.1.2	Why Planning Heaps?		
4.1.3	Commitment and Confidence		
4.2	Goals That Create Self-Regulation Problems		
4.2.1	Goal Conflict		
4.2.2	Focus on theory: Thinking About the Meaning of Our Actions		
4.2.3	Goal Difficulty		
4.2.4	The Ironic Effects of Mental Control		
4.3	Everyday Explanation for Self Control		
4.3.1	Excuses		
4.3.2	Irresistible Impulses		




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4.3.3 Focus on Research: The Cost and Benefits of Procrastination

Reference Book

1. Steve R. Baumgardner and Marie K. Crothers, (2009) Positive Psychology, Dorling Kindersley India Pvt. Ltd. Licenses of Pearson Education in South Asia.



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