

**SCHEME OF EXAMINATION**

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

**SEMSTER-VI**

**PROGRAM CODE : HNGU1008**

**F C 603**

- Q.1-(A) One long question with an internal option (from unit –I) (8)
- Q.1-(B) Attempt five short questions out of eight (from unit-I) (10)
- Q.2- Attempt five questions from each grammatical topic of unit II.  
(Ten out of twelve) (10)
- Q.3 C V Writing (7)



  
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## B A Semester VI

### Course Level Learning Outcome:

To encourage students to learn and appreciate language through literature

To encourage and develop reading skills 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 Curriculum Vitae for jobs and employment

### Course Content:

#### Unit 1

Lesson 6 to 10

Reflections Macmillan

#### Unit 2

*Grammar*

*Identify Parts of Speech, Change the Gender*

#### Unit 3

*Composition*

*C V Writing*



  
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# Hemchandracharya North Gujarat University, Patan

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



  
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# B.A. PROGRAMME IN ENGLISH

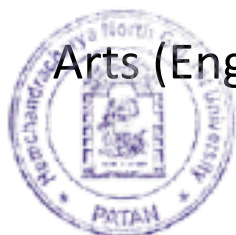
Core Compulsory and Core Elective

Semester System

Scheme of Examination

AS PER THE GUIDELINES FROM THE UNIVERSITY  
GRANTS COMMISSION

Scheme of Examination



Arts (English)

  
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## SCHEME OF EXAMINATION

### ARTS (ENGLISH)

#### SEMSTER-VI

#### C C 606

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)



  
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## SCHEME OF EXAMINATION

### ARTS (ENGLISH)

#### SEMSTER-VI

#### C C 606 (Optional )

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)



  
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## SCHEME OF EXAMINATION

### ARTS (ENGLISH)

#### SEMSTER-VI

#### C C 607

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)



  
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## SCHEME OF EXAMINATION

### ARTS (ENGLISH)

#### SEMSTER-VI

#### C C 608

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)



  
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## SCHEME OF EXAMINATION

### ARTS (ENGLISH)

#### SEMSTER-VI

#### C C 609

- Q.1- One very long question with an internal option from unit –I (17)
- Q.2- One very long question with an internal option from unit –II (18)
- Q.3- Q.1- One very long question with an internal option from unit –III (17)
- Q.4 Acquaintances in brief. (Three out of five) (18)



  
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## SCHEME OF EXAMINATION

### ARTS (ENGLISH)

#### SEMSTER-VI

#### C C 610

Q.1- One very long question with an internal option from unit –I	(17)
Q.2- One very long question with an internal option from unit –II	(18)
Q.3- (A)- Short Notes (Two out of Four )	(10)
Q.3- (B)- Phonetic transcription of the given words. (Ten out of Twelve)	(10)
VIVA-VOCE EXAM (Practical Exam)	(15)



  
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# C C 606

## WOMEN'S WRITING

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### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- recognize the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

### Course Content

#### Unit 1

Contribution of Women to English Literature

The Feminine way of Writing



  
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## Unit 2

Emily Dickinson 'I'm wife

Sylvia Plath 'Daddy'

Eunice De Souza 'Advice to Women'

## Unit 3

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Katherine Mansfield 'Bliss'

Mahashweta Devi 'Draupadi',

## Unit-4 Acquaintances

Jhumpa Lahiri	Arundhati Roy	Sashi Deshpande	Shobha De	Anita Desai
Doris Lessing	Margaret Atwood	Zadie Smith	Angela Carter	Kiran Desai

### Suggested Topics for Background Reading and Class Presentation

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty and Discrimination
- Race, Caste and Gender



  
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- Social Reform and Women's Rights
- Women under Colonialism
- Women in and out of Slavery
- Is there a Woman's Language?

### **Suggested Readings**

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97

Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)



  
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## C C 606 (Optional)

### DETECTIVE LITERATURE

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#### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- write critically about Detective Literature as a form
- engage with the philosophical and psychological and social issues that are an intrinsic part to the two genres
- think through the concept of progress, and the role of technology in our life and the interaction between technology and human behavior
- engage with the social and historical construction of crime
- analyze individual or multiple texts in the two genres in terms of key concepts including genre, implied audience, plot construction, linguistic texture, authorial identity, publication context, and sociocultural context

#### Course Content

##### Unit 1

Detective Literature as a genre

Ontological Development of Detective Literature

##### Unit 2

Agatha Christie- The Murder of Roger Ackroyd,



  
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### Unit 3

Arthur Conan Doyle The Hound of the Baskervilles

### Unit 4 Acquaintances:-

Agatha Christie	Sir Arthaur Conan Doyle	Edgar Allan Poe	Raymond Candler	John Grisham
Dorothy L Sayers	Cecil Street	Arthur Morrison	Satyajit Ray	Kalpna Swaminathan

### Suggested Readings

Suvin, Darko. "On the Poetics of the Science Fiction Genre." College English 34, no. 3 (December 1972): 372–82.

Charles J. Rzepka, 'Introduction: What is Crime Fiction?', in Companion to Crime Fiction: Blackwell Companions to Literature and Culture, eds Charles J Rzepka and Lee Horsley (Oxford: Wiley and Blackwell, 2010) pp.1-9

Robert A. Heinlein, 'On the Writing of Speculative Fiction', online at [https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing\\_sf\\_-\\_01\\_on\\_the\\_writing\\_of\\_speculative\\_ficiton.pdf](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 607  
BRITISH LITERATURE: 19TH CENTURY

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### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include.

- Identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

### Course Content

#### Unit 1

Chief Characteristics of Victorian Age

Major Victorian Poets

Major Victorian Novelists

#### Unit 2



  
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Jane Austen Pride and Prejudice

### Unit 3

Alfred Tennyson - 'Ulysses', The Lotos Eaters

Robert Browning - 'My Last Duchess', 'The Last Ride Together'

### Unit-4 Acquaintances:-

Thomas Hardy	Thackeray	Elizabeth Barrett Browning	Matthew Arnold	C.G.Rossetti
Emily Bronte	Charles Dickens	Macaulay	J.S.Mill	George Meredith

### Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue



  
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## **Suggested Readings:**

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201. Charles Darwin, 'Natural Selection and Sexual Selection', in The Descent of Man in The Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9. John Stuart Mill, The Subjection of Women in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.



  
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# C C 608

## AMERICAN LITERATURE

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### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- Understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European ( Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European ( African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world



  
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## Course Content

### Unit 1

Arthur Miller All My Sons

### Unit 2

Emily Dickenson – Hope is the Thing with Feathers

Robert Frost- The Road not Taken

E E Cummings – I Carry your Heart with Me

Maya Angelou: ‘Still I Rise’

### Unit 3

John Steinbeck- To a God Unknown

### Unit 4 Acquaintances:-

Earnest Hemingway	William Faulkner	F Scott Fitzgerald	Eugene O’ Neill	Edward Albert Albee
Sam Shepard	Walt Whitman	H D Thoreau	Emily Dickenson	Elaine Showalter

### Suggested Topics for Background Reading and Class Presentation

- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is Huck Finn the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/ Typological and Topological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry



  
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## Suggested Readings

Hector St John Crevecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105. Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in Playing in the Dark: Whiteness and Literary Imagination (London: Picador, 1993) pp. 29–39.

Krishna Sen and Ashok Sengupta, '*A Short History of American Literature*' (Hydrabad: Orient Black Swan, 2017)



  
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# C C 609

## LITERARY THEORY

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### Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include

- Have a historical overview of major literary theorists, particularly of the 20th century
- Show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- Develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- Historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- Identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- Apply various theoretical frameworks and concepts to literary and cultural texts
- Evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- Sharpen interpretative skills in the light of various theoretical frameworks

### Course Content

#### UNIT-I

- Literature & Biography
- Literature & Psychology
- Literature & Society



  
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## UNIT-II

- Literature & Other Arts-Music, painting
- Arts& Morality
- Evaluation

## UNIT-III

- Feminism
- Aestheticism
- Modernism

## UNIT-IV Acquaintances:-

Legislative criticism	Comparative criticism	Biographical criticism	Historical	Eco criticism
Psychoanalytic criticism	Sociological criticism	New criticism	Postcolonial criticism	Post structuralist criticism

## Suggested Readings:-

1. Theory of Literature—Rene Welleck
2. The Making of Literature-R.A. Scott James
3. Critical Approaches to literature-David Daiches
4. David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Routledge, 2000.
5. Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.
6. Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.
7. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009
- 8.

C C 610

Spoken English



  
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## Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include knowledge of

- The English sound system
- The process of continuous English speech
- The main intonation patterns in English and their functions
- The difference between British English and Indian English
- Pronunciation based on the model accents Received Pronunciation (RP) and General Indian English.
- The main difference between these and other major accents of English, and the concept of sound change
- Skills of speaking and listening

### Unit 1

English as a Link Language in India

Organs of Speech

Speech Mechanism

### Unit 2

Vowels

Consonants

Diphthongs

### Unit 3

### A-Short Notes

Phoneme and Morpheme



  
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Intonation

Syllable

Inflexion

Sound-Voiced-Unvoiced

Rhythm

### **B -Phonetic Transcription List of Fifty Word**

View	Life	Lover	longer	Three
Thanks	Cloth	Father	Listen	Vision
Park	Habit	Tune	Breathing	Guard
Target	Promise	Cheer	Choice	Kitchen
Search	Fashion	Company	House	Nation
America	Queen	Computer	Tuesday	Chorus
Flower	Character	Pool	Noise	Poor
Young	laughter	bite	abroad	cool
Prayer	teach	order	resume	foreign
Biscuit	blood	chimney	court	factory

### **Recommended Reading:**

1. T.Balasubramaniam - A Textbook of English Phonetics for Indian Students
2. J.D O 'Connor –Better English Pronunciation
3. R K Bansal and J B Harrison – Spoken English, Orient Longman



  
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# ગુજરાતી



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

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ અર્વાચીન - ૨

એકમ : ૧ યુગ અભ્યાસ :

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

એકમ : ૨ સાહિત્યકારની સાહિત્યસેવા : (ત્રણમાંથી એક)

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

એકમ : ૩ સાહિત્યસ્વરૂપની વિકાસરેખા : (ત્રણમાંથી એક વિશે)

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

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

- |                         |                    |
|-------------------------|--------------------|
| ૧. છંદોલય               | : નિરંજન ભગત       |
| ૨. અંગત                 | : રાવજી પટેલ       |
| ૩. દૂરના એ સૂર          | : દિગ્વીશ મહેતા    |
| ૪. સ્વપ્નતીર્થ          | : રાઘેશ્યામ શર્મા  |
| ૫. બાંશી નામની એક છોકરી | : મધુરાય           |
| ૬. મરી જવાની મઝા        | : લાભશંકર ઠાકર     |
| ૭. અસૂર્યલોક            | : ભગવતીકુમાર શર્મા |
| ૮. મલક                  | : દલપત ચૌહાણ       |
| ૯. વિદિશા               | : ભોળાભાઈ પટેલ     |
| ૧૦. રાજગઢી              | : રામચંદ્ર પટેલ    |



  
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## સંદર્ભગ્રંથો :

૧. ગુજરાતી સાહિત્યનો ઇતિહાસ - ગ્રંથ : ૫, ૬ અને ૭ : ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ
૨. અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા : ડૉ. ધીરુભાઈ ઠાકર
૩. અર્વાચીન કવિતા : સુન્દરમ્
૪. અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ડૉ. પ્રસાદ બ્રહ્મભટ્ટ
૫. સાહિત્યમાં આધુનિકતા : ડૉ. સુમન શાહ
૬. આધુનિકતા - એક 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. સુરેશ જોષીથી સુરેશ જોષી - સુમન શાહ
૧૨. રચનાવલી - ચંદ્રકાંત ટોપીવાળા



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પ્રશ્નપત્ર : ભાષાના સ્વરૂપનો અભ્યાસ - ૨

એકમ : ૧ ભાષાકુળોનો ખ્યાલ :

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

એકમ : ૨ (અ) ભાષા - વિકાસ પરિચય :

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

(બ) ગુજરાતી ભાષાનો ઉદભવ અને તેના વિકાસ તબક્કાઓ :

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

એકમ : ૩ ગુજરાતી વાક્યરચનામાં પદક્રમ :

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

એકમ : ૪ પરિચયાત્મક નોંધ :

૧. દ્વિરૂકત અને રવાનુકારી રચના
૨. ગુજરાતી ભાષાનું શબ્દભંડોળ
૩. વિકારી અને અવિકારી નામો
૪. કર્તરિ, કર્મણી અને ભાવે પ્રયોગ
૫. ગુજરાતીમાં વાક્યના પ્રયોગો



  
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## સંદર્ભગ્રંથો :

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



  
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પ્રશ્નપત્ર : સાહિત્યસિદ્ધાંતવિચાર - ૨

એકમ : ૧ વિવેચનવિચાર :

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

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

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

એકમ : ૩ પાશ્ચાત્ય સાહિત્યવિચારણાદ્રષ્ટિ :

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

એકમ : ૪ સમીક્ષાત્મક સૂત્રો :

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



  
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સંદર્ભગ્રંથો :

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



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## OPTION - I

પ્રશ્નપત્ર : સાહિત્યકૃતિનો અભ્યાસ (ગદ્ય)

નિયતકૃતિ : 'મળેલાજીવ'

સર્જક - પન્નાલાલ

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

સંદર્ભગ્રંથો :

- (૧) અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા - ધીરુભાઈ ઠાકર.  
(૨) પન્નાલાલનું પ્રદાન - સં. રઘુવીર ચૌધરી.

રમેશ. ર. દવે : ગુજરાતી સાહિત્ય પરિષદ

- (૩) નવલકથા - ડૉ. શિરીષ પંચાલ : અરુણોદય પ્રકાશન  
(૪) નવલકથા : શિલ્પ અને સ્વરૂપ - નરેશવેદ : પાર્શ્વ પ્રકાશન  
(૫) પન્નાલાલ પટેલ : વ્યક્તિત્વ અને વાન્ગમય - બાબુ દાવલપુરા : પાર્શ્વ પ્રકાશન  
(૬) મળેલાં જીવ : આસ્વાદ અને અવબોધ - કમલેશ મદ્રાસી આદર્શ પ્રકાશન



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## OPTION - II

પ્રશ્નપત્ર : સાહિત્યકૃતિનો અભ્યાસ (ગદ્ય)

નિયતકૃતિ : તુલસીક્યારો

સર્જક : ઝવેરચંદ મેઘાણી

પ્રકાશન : ડિવાઈન પ્રકાશન, અમદાવાદ

- એકમ : ૧ (૧) નવલકથાનું સાહિત્યસ્વરૂપ અને વિલક્ષણતાઓ  
(૨) નવલકથા અને આત્મકથા, નિબંધ, ટૂંકીવાર્તા જેવાં અન્ય ગદ્ય સાહિત્યસ્વરૂપો વચ્ચે સામ્ય - વૈષમ્ય.  
(૩) ગુજરાતી નવલકથાનાં સ્થિત્યંતરો.
- એકમ : ૨ (૧) સર્જક ઝવેરચંદ મેઘાણીનું જીવન  
(૨) સર્જક ઝવેરચંદ મેઘાણીને ઘડનારાં પરિબળો  
(૩) ઝવેરચંદ મેઘાણીનું ગુજરાતી સાહિત્ય ક્ષેત્રે પ્રદાન.
- એકમ : ૩ પાઠ્યકૃતિના સમીક્ષાત્મક પ્રશ્નો :
- એકમ : ૪ કૃતિ આધારિત ટૂંક નોંધો.

સંદર્ભગ્રંથો :

૧. અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા - ધીરુભાઈ ઠાકર
૨. ગુજરાતી સાહિત્યનો ઇતિહાસ ગ્રંથ - પ. : ગુજરાતી સાહિત્ય પરિષદ - અમદાવાદ
૩. ઝવેરચંદ મેઘાણી - જયંત પાઠક : આદર્શ પ્રકાશન, અમદાવાદ
૪. ઝવેરચંદ મેઘાણીનું ગદ્ય - ડૉ. હરિલાલ ઠક્કર : આદર્શ પ્રકાશન, અમદાવાદ
૫. નવલકથા : ડૉ. શિરીષ પંચાલ : અરુણોદય પ્રકાશન
૬. મેઘાણીની સાહિત્ય ભૂમિકા - ભરત મહેતા : ડિવાઈન પ્રકાશન
૭. મેઘાણી વિમર્શ - બળવંત જાની : પાર્શ્વ પ્રકાશન
૮. મેઘાણી સાહિત્ય - બિપીન આશર : પાર્શ્વ પ્રકાશન
૯. નવલકથા શિલ્પ અને સ્વરૂપ - નરેશ વેદ : પાર્શ્વ પ્રકાશન



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

## OPTION – I

પ્રશ્નપત્ર : વ્યવહારભાષા

એકમ : ૧ અરજીલેખન : ગુણ : ૧૮

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

એકમ : ૨ અહેવાલલેખન : ગુણ : ૧૭

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

એકમ : ૩ પત્રલેખન : ગુણ : ૧૮

આ એકમમાંથી એકબીજાના વિકલ્પે ફરિયાદપત્ર અથવા આવેદનપત્ર પૂછવામાં આવશે.

એકમ : ૪ ગદ્યકંડિકાનો અર્થવિસ્તાર : ગુણ : ૧૭

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

સંદર્ભગ્રંથો :

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



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

## OPTION – I I

પ્રશ્નપત્ર : સાંપ્રત નિબંધો, કૃતિસમીક્ષા અને અહેવાલલેખન

એકમ : ૧ સાંપ્રત નિબંધો : (ત્રણમાંથી એક)

ગુણ : ૨૫

નિબંધના વિષયોનું ફલક નિમ્નસૂચિત રહેશે.

૧. કુદરતી આફત- હોનારત
૨. પ્રકૃતિસૌન્દર્ય
૩. શિક્ષણવિષયક
૪. સાંપ્રત સમસ્યાઓ પર
૫. કાલ્પનિક - આત્મકથા

એકમ : ૨ કૃતિ સમીક્ષા : (ત્રણમાંથી એક)

ગુણ : ૨૫

૧. છબિ ભીતરની : લેખક - અશ્વિન મહેતા, રંગદ્વાર પ્રકાશન, અમદાવાદ
૨. તિમિર પંથી : લેખક : ધ્રુવ ભટ્ટ , ગુર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ
૩. અરુન્ધતીનો તારો: લેખક - ઉષા ઉપાધ્યાય, ફલેમિન્ગો પ્રકાશન, અમદાવાદ
૪. જળને પડદે : લેખક - સતીશ વ્યાસ, અરુણોદય પ્રકાશન, અમદાવાદ
૫. બે ઈમેલ અને સરગવો : લેખક - દશરથ પરમાર : ડિવાઈન પ્રકાશન, અમદાવાદ

એકમ : ૩ અહેવાલલેખન

ગુણ : ૨૦

કોલેજ - યુનિવર્સિટીમાં યોજાતા કાર્યક્રમો અંગે અહેવાલ લખવાનો પૂછવામાં આવશે.

સંદર્ભગ્રંથો :

૧. “ કૃતજ્ઞતાનું કલાત્મક નિરૂપણ” : ‘છાબિ ભીતરની’ “ - યશોધર હ. રાવલ,  
‘બુદ્ધિપ્રકાશ’ સામયિક : નવેમ્બર- ૨૦૧૩
૨. ‘તિમિરપંથી’ : રીતિ બદલાવ માંગે છે -અજયસિંહ ચૌહાણ , ‘શબ્દસૃષ્ટિ; સામયિક:
૩. ‘વૃતાંત નિવેદન’ - રતિલાલ સાં. નાયક
૪. ગુજરાતી લેખનસ્વાધ્યાય - ભાબુ દાવલપુરા



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# संस्कृत



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

અભ્યાસક્રમ સંસ્કૃત- બી. એ. સેમેસ્ટર-૬

Sr.	Paper Code	કોર્ષનું નામ	કોર્ષ ક્રેડીટ
1	606- Core Compulsory	(૧) કારક પ્રકરણ - સિદ્ધાંતકૌમુદી - ભટ્ટોજી દીક્ષિત	4
2	607- Core Compulsory	(૧) સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત	4
3	608- Core Compulsory	(૧) તર્કસંગ્રહ- અન્નભટ વિરચિત	4
4	609- Core Compulsory	(૧) શ્રીમદ્ભગવદ્ગીતા અધ્યાય ૧૦ થી ૧૮	4
5	610- Core Compulsory	(૧) દર્શનોનો પરિચય (6 + 3 = 9) વૈકલ્પિક મનુસ્મૃતિ- ( પ્રથમ, દ્વિતીય ) ( પ્રમુખ સ્મૃતિઓનો સામાન્ય પરિચય	4
6	610- Core Compulsory વૈકલ્પિક	(૧) નિબંધ-11 નિબંધો-1. પાણિનીય સંસ્કૃત વ્યાકરણની પરંપરા 2. કાવ્યશાસ્ત્ર , વ્યાકરણ અને મીમાંસામાં શબ્દાર્થ વિચાર 3. સંસ્કૃત કાવ્યશાસ્ત્રના સંપ્રદાયો 4. સંસ્કૃત નાટકની ઉત્પત્તિ 5. સંસ્કૃતમાં ગદ્યકાવ્ય 6. સંસ્કૃતનાં એકાંકી રૂપકો 7. પંચ મહાકાવ્ય 8. કવિકુલગુરુ કાલિદાસ 9. સંસ્કૃત સાહિત્યમાં કડ્ડણસ 10. સંસ્કૃતમાં સ્તોત્ર સાહિત્ય 11. સંસ્કૃત કાવ્યસાહિત્યમાં ગુજરાતનું પ્રદાન વૈકલ્પિક વ્યાકરણ-નાગેશભટ્ટ, જૈનેન્દ્ર, કૈય્યટ, શાકટાન, હેમચન્દ્રસૂરિ તદ્વિત- અપત્યાર્થક એવં મત્વર્થીય (લઘુસિદ્ધાંતકૌમુદિ - અનુસાર ) તિડન્ત- ભૂ, એધ, અદ્, અસ્, હ્, દિવ્, ષુઝ્, તુદ્, તન્, કૃ, રૂઢ્, ક્રીઝ્, ચુર્ । પ્રત્યયાન્ત- ણિજન્ત, સન્નન્ત, યડન્ત, યઙ્લુગન્ત, નામધાતુ । કૃદન્ત- તવ્ય / તવ્યત્, અનીયર્, યત્, ણ્યત્, ક્યપ્, શત્, શાનચ્, ક્ત્વા, ક્ત, ક્તવતુ, તુમુન્, ણમુલ્ । પરસ્મૈપદ એવં આત્મનેપદ વિધાન- સિદ્ધાંતકૌમુદિ - અનુસાર	4
7	ઇલેક્ટીવ જીનેરીક	હેમ.ઉ.ગુ.યુનિવર્સિટી પરિપત્ર ક્રમાંક ૧૭૦/૨૦૧૨ પ્રમાણે	



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

अभ्यासक्रम

संस्कृत बी.ए.सेमेस्टर-५

पुस्तकनुं नाम : (१) कारकप्रकरणम्- वैयाकरणसिद्धान्तकौमुद्याम्

Paper Code	व्याख्यान	क्रेडीट	पुस्तक	अेकम
606- Core Comp.	4	4	(१) कारकप्रकरणम् - वैयाकरणसिद्धान्तकौमुद्याम्	१. सूत्रोनी समजूति २. जनरल प्रश्न ३. जनरल प्रश्न ४. ट्रेकनोंध

संदर्भ पुस्तको :

- (१) कारकप्रकरणम्, सिद्धान्तकौमुदी श्रीभट्टोजिदीक्षितविरचिता अनुवाक.वसंतकुमार मनुभाई लद, सरस्वती पुस्तक लंडार- अमदावाक-1
- (2) वैयाकरण – सिद्धान्तकौमुदी श्रीभट्टोजिदीक्षितविरचिता ( सम्पूर्ण ) सविमर्श – रत्नप्रभा- हिन्दीव्याख्यासहिता, व्याकरणाचार्यः श्रीबालकृष्णपञ्चोली, चौखम्बा संस्कृत संस्थान - वाराणसी
- (3) लघुसिद्धान्तकौमुदी – श्री वरदराचार्य प्रणीता, अनुवाकः वसंतकुमार मनुभाई लद, सरस्वती पुस्तक लंडार- अमदावाक-1
- (4) पाणिनीय व्याकरणपरम्परामां कारक – भीमांसा, कमलेशकुमार छ. योकसी



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अभ्यासक्रम

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प्रश्नपत्रनुं परिरूप

606-Core Comp. (१) कारकप्रकरणम्- वैयाकरणसिद्धान्तकौमुद्याम् 606-Core Comp.

कुलगुण-७०

युनिट-१. गमे ते त्रण सूत्रो समजवो. ( ७ सूत्रो कारकप्रकरणमांथी पूछवो.)	18
युनिट-२. कारकप्रकरणे आधारे विषयक ३०० शब्दोमां जनरल प्रश्न पूछवो.	17
अथवा	
कारकप्रकरणे आधारे विषयक ३०० शब्दोमां जनरल प्रश्न पूछवो.	
युनिट-३. कारकप्रकरणे आधारे विषयक ३०० शब्दोमां जनरल प्रश्न पूछवो.	17
अथवा	
कारकप्रकरणे आधारे विषयक ३०० शब्दोमां जनरल प्रश्न पूछवो.	
युनिट-४. कारकप्रकरणे आधारे १५० शब्दोमां बे टूकनोध लभो. ( चार पूछवी )	18



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

અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૬

પુસ્તકનું નામ : (૧) સાંખ્યકારિકા - ઈશ્વરકૃષ્ણ વિરચિત

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
607- Core Comp.	4	4	(૧) સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત	૧. કારિકાનું ભાષાન્તર અને સમજૂતિ ૨. જનરલ પ્રશ્ન ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત, સં. ડો. જીતેન્દ્ર સું. જેટલી, ડો. વસંત ગિ. પરીખ, સરસ્વતી પુસ્તક ભંડાર અમદાવાદ-૧
- (૨) સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત, ડો. રાકેશ શાસ્ત્રી, સંસ્કૃત ગ્રંથાગાર, દિલ્લી
- ૩- સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત, પંડિત મોતીરામ વેલજી
- (૪) સાંખ્યકારિકા- ઈશ્વરકૃષ્ણ વિરચિત, સાંખ્ય તત્ત્વ મનોરમા, ડો. દીનાનાથ પાણેચ, મનોરમા પ્રકાશન, વારાણસી



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અભ્યાસક્રમ

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607-Core Comp.

કુલગુણ-૭૦

યુનિટ-૧. ગમે તે ત્રણ કારિકા સાનુવાદ સમજાવો. ( છ કારિકા પૂછવી.)

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યુનિટ-૨. સાંખ્યકારિકાને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.

17

અથવા

સાંખ્યકારિકાને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

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

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અથવા

સાંખ્યકારિકાને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો.

યુનિટ-૪. સાંખ્યકારિકાને આધારે ૧૫૦ શબ્દોમાં બે દૂકનોધ લખો. ( ચાર પૂછવી )

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સંદર્ભ પુસ્તકો :

(૧) તર્કસંગ્રહ- અન્નંભટ વિરચિત, સં.ડો.જીતેન્દ્ર સું. જેટલી, ડો.વસંત ગિ. પરીખ, સરસ્વતી  
પુસ્તક ભંડાર અમદાવાદ-૧

■ ૨- તર્કસંગ્રહ- અન્નંભટ વિરચિત, સં. ડો.દયાનંદ ભાર્ગવ,મોતીલાલ બનારસીદાસ,વારાણસી-૧

(૩) તર્કસંગ્રહ- અન્નંભટ વિરચિત, વ્યાખ્યાકાર: આચાર્ય શ્રીનિવાસ શર્મા, ભારતીય વિદ્યા  
સંસ્થાન,વારાણસી

(૪) તર્કસંગ્રહ- અન્નંભટ વિરચિત, વ્યાખ્યાકાર: ડો.આદ્યાપ્રસાદ મિશ્ર, અક્ષયવટ પ્રકાશન, ઇલાહાબાદ



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યુનિટ-૧. ગમે તે ત્રણ વાક્યોને સાનુવાદ સમજાવો. ( છ વાક્યો પૂછવા.)

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યુનિટ-૨. તર્કસંગ્રહને આધારે જનરલ પ્રશ્ન.

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અથવા

તર્કસંગ્રહને આધારે જનરલ પ્રશ્ન

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

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અથવા

તર્કસંગ્રહને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન પૂછવો.

યુનિટ-૪. તર્કસંગ્રહને આધારે ૧૫૦ શબ્દોમાં બે દૂકનોધ લખો. ( ચાર પૂછવી )

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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



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609-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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ઉત્તરમીમાંસા, જૈન, બૌદ્ધ, ચાર્વાક

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સંદર્ભ પુસ્તકો :

- (૧) ભારતીય દર્શન – લેખક: આચાર્ય બલદેવ ઉપાધ્યાય, चौखम्बा ओरियन्टलिया, वाराणसी
- ૨- ભારતીય દર્શનો- સ્વામીશ્રી સચ્ચિદાનન્દ, બ્રહ્મસત્ર પ્રબંધક સમિતિ



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610-Core Comp. (૧) દર્શનોનો પરિચય - સાંખ્ય, યોગ, ન્યાય, વૈશેષિક, પુર્વમીમાંસા, ઉત્તરમીમાંસા, જૈન, બૌદ્ધ, ચાર્વાક	કુલગુણ-૭૦
610-Core Comp.	
યુનિટ-૧. દર્શનોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન. અથવા દર્શનોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.	18
યુનિટ-૨. દર્શનોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન. અથવા દર્શનોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.	17
યુનિટ-૩. દર્શનોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન. અથવા દર્શનોને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન.	17
યુનિટ-૪. ચારમાંથી બે ૧૫૦ શબ્દોમાં ટૂંકનોંધ લખવા પૂછવી.	18



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પુસ્તકનું નામ : (૧) મનુસ્મૃતિ – ( પ્રથમ, દ્વિતીય અધ્યાય ), પ્રમુખ સ્મૃતિઓનો સામાન્ય પરિચય

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
610- Core Comp. વૈકલ્પિક	4	4	(૧) મનુસ્મૃતિ – ( પ્રથમ, દ્વિતીય અધ્યાય ), પ્રમુખ સ્મૃતિઓનો સામાન્ય પરિચય	૧. શ્લોકનું ભાષાન્તર, સમજૂતિ ૨. જનરલ પ્રશ્ન ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) મનુસ્મૃતિ: સં. ડો.શ્રીમતી ઝર્મિલા રૂસ્તગી, જે.પી. પબ્લિશિંગ હાઉસ દિલ્લી- 110007
- ૨- મનુસ્મૃતિ: સં. પ્રવીણ પ્રલયઙ્કર ન્યૂ ભારતીય બુક કોર્પોરેશન, દિલ્લી
- (૩) વિશુદ્ધ મનુસ્મૃતિ-સં. ડો.સુરેન્દ્રકુમાર, દર્શનયોગ મહાવિદ્યાલય આર્યવન, રોજડ



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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૬

પ્રશ્નપત્રનું પરિરૂપ

610-Core Comp. (૧) મનુસ્મૃતિ – ( પ્રથમ, દ્વિતીય અધ્યાય ), પ્રમુખ સ્મૃતિઓનો સામાન્ય પરિચય

કુલગુણ-૭૦

યુનિટ-૧. ગમે તે ત્રણ શ્લોકોનો સાનુવાદ સમજાવો. ( ચાર શ્લોકો પૂછવા.)	18
યુનિટ-૨. મનુસ્મૃતિને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન. અથવા મનુસ્મૃતિ ને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન	17
યુનિટ-૩. મનુસ્મૃતિને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન. અથવા મનુસ્મૃતિ ને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન	17
યુનિટ-૪. મનુસ્મૃતિને આધારે બે ૧૫૦ શબ્દોમાં ટૂંકનોંધ લખો. ( ચાર પૂછવી )	18



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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૬

પુસ્તકનું નામ : (૧) નિબંધ-11 નિબંધો-1.પાણિનીય સંસ્કૃત વ્યાકરણની પરંપરા2. કાવ્યશાસ્ત્ર , વ્યાકરણ અને મીમાંસામાં શબ્દાર્થ વિચાર 3. સંસ્કૃત કાવ્યશાસ્ત્રના સંપ્રદાયો 4. સંસ્કૃત નાટકની ઉત્પત્તિ 5. સંસ્કૃતમાં ગદ્યકાવ્ય 6. સંસ્કૃતનાં એકાંકી રૂપકો 7. પંચ મહાકાવ્ય 8. કવિકુલગુરુ કાલિદાસ 9. સંસ્કૃત સાહિત્યમાં કરુણરસ 10. સંસ્કૃતમાં સ્તોત્ર સાહિત્ય 11. સંસ્કૃત કાવ્યસાહિત્યમાં ગુજરાતનું પ્રદાન

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
610- Core Comp. વૈકલ્પિક	4	4	(૧) નિબંધ-11 નિબંધો-1.પાણિનીય સંસ્કૃત વ્યાકરણની પરંપરા2. કાવ્યશાસ્ત્ર , વ્યાકરણ અને મીમાંસામાં શબ્દાર્થ વિચાર 3. સંસ્કૃત કાવ્યશાસ્ત્રના સંપ્રદાયો 4. સંસ્કૃત નાટકની ઉત્પત્તિ 5. સંસ્કૃતમાં ગદ્યકાવ્ય 6. સંસ્કૃતનાં એકાંકી રૂપકો 7. પંચ મહાકાવ્ય 8. કવિકુલગુરુ કાલિદાસ 9. સંસ્કૃત સાહિત્યમાં કરુણરસ 10. સંસ્કૃતમાં સ્તોત્ર સાહિત્ય 11. સંસ્કૃત કાવ્યસાહિત્યમાં ગુજરાતનું પ્રદાન	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



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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર-૬

પ્રશ્નપત્રનું પરિરૂપ

610-Core Comp. (૧) (૧) નિબંધ-11 નિબંધો-1.પાણિનીય સંસ્કૃત વ્યાકરણની પરંપરા2. કાવ્યશાસ્ત્ર , વ્યાકરણ અને મીમાંસામાં શબ્દાર્થ વિચાર 3. સંસ્કૃત કાવ્યશાસ્ત્રના સંપ્રદાયો 4. સંસ્કૃત નાટકની ઉત્પત્તિ 5. સંસ્કૃતમાં ગદ્યકાવ્ય 6. સંસ્કૃતનાં એકાંકી રૂપકો7. પંચ મહાકાવ્ય 8. કવિકુલગુરુ કાલિદાસ 9. સંસ્કૃત સાહિત્યમાં કર્ણભરસ 10. સંસ્કૃતમાં સ્તોત્ર સાહિત્ય 11. સંસ્કૃત કાવ્યસાહિત્યમાં ગુજરાતનું પ્રદાન

કુલગુણ-૭૦

યુનિટ-૧.	નિબંધને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન અથવા નિબંધને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન	18
યુનિટ-૨.	નિબંધને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન અથવા નિબંધને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન	17
યુનિટ-૩.	નિબંધને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન અથવા નિબંધને આધારે ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન	17
યુનિટ-૪.	નિબંધને આધારે ૧૫૦ શબ્દોમાં બે ટૂકનોધ લખો. ( ચાર પૂછવી )	18



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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર- ૬

પુસ્તકનું નામ : (૧) વૈકલ્પિક- વ્યાકરણ

Paper Code	વ્યાખ્યાન	ક્રેડીટ	પુસ્તક	એકમ
610- Core Comp. વૈકલ્પિક	4	4	(૧) વૈકલ્પિક -વ્યાકરણ-નાગેશભટ્ટ, જૈનેન્દ્ર, કૈયટ, શાકટાન, હેમચન્દ્રસૂરિ તદ્વિત- અપત્યાર્થક એવં મત્વર્થીય (લઘુસિદ્ધાંતકૌમુદિ - અનુસાર ) તિડન્ત- ભૂ, એધ, અદ્, અસ્, હુ, દિવ્, ષુઝ્, તુદ્, તન્, કૃ, રૂઘ્, ક્રીઝ્, ચુર્ । પ્રત્યયાન્ત- ણિજન્ત, સન્નન્ત, યડન્ત, યડ્લુગન્ત, નામધાતુ । કૃદન્ત- તવ્ય / તવ્યત્, અનીયર્, યત્, ણ્યત્, ક્યપ્, શત્, શાનચ્, ક્ત્વા, ક્ત, ક્તવતુ, તુમુન્, ણમુલ્। પરસ્મૈપદ એવં આત્મનેપદ વિધાન- સિદ્ધાંતકૌમુદિ - અનુસાર	૧. જનરલ પ્રશ્ન ૨. જનરલ પ્રશ્ન ૩. જનરલ પ્રશ્ન ૪. ટૂંકનોંધ

સંદર્ભ પુસ્તકો :

- (૧) સંસ્કૃત વાક્યસંરચના, વસંતકુમાર મનુભાઈ ભટ્ટ, સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ-1
- (૨) વૈયાકરણ – સિદ્ધાંતકૌમુદી શ્રીભટ્ટોજિદીક્ષિતવિરચિતા ( સમ્પૂર્ણ ) સવિમર્શ – રત્નપ્રભા-  
હિન્દીવ્યાખ્યાસહિતા, વ્યાકરણાચાર્ય: શ્રીબાલકૃષ્ણપન્ચોલી, ચૌખમ્બા સંસ્કૃત સંસ્થાન - વારાણસી
- (૩) લઘુસિદ્ધાંતકૌમુદી – શ્રી વરદરાચાર્ય પ્રણીતા, અનુવાદક: વસંતકુમાર મનુભાઈ ભટ્ટ, સરસ્વતી  
પુસ્તક ભંડાર- અમદાવાદ-1
- (૪) લઘુસિદ્ધાંતકૌમુદીદ્યા: – અચ્ સન્ધપ્રકરણમ્ શ્રી વરદરાચાર્ય પ્રણીતા - અનુવાદક: વસંતકુમાર  
મનુભાઈ ભટ્ટ, સરસ્વતી પુસ્તક ભંડાર- અમદાવાદ-1



  
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અભ્યાસક્રમ

સંસ્કૃત બી.એ.સેમેસ્ટર- ૬

પ્રશ્નપત્રનું પરિરૂપ

610-Core Comp. વૈકલ્પિક - વ્યાકરણ

વ્યાકરણ-નાગેશભટ્ટ, જૈનેન્દ્ર, કૈયટ, શાકટાન, હેમચન્દ્રસૂરિ

તદ્વિત- અપત્યાર્થક એવં મત્વર્થીય (લઘુસિદ્ધાંતકૌમુદિ - અનુસાર )

તિઙ્ણન્ત- ભૂ, એધ, અદ્, અસ્, હ, દિવ્, ષુઙ્, તુદ્, તન્, કૃ, રૂઘ્, ક્રીઙ્, ચુર્ ।

પ્રત્યયાન્ત- ણિજન્ત, સન્નન્ત, યઙ્ણન્ત, યઙ્ણુગન્ત, નામધાતુ ।

કૃદન્ત- તવ્ય / તવ્યત્, અનીયર્, યત્, ણ્યત્, ક્યપ્, શતૃ, શાનચ્, ક્ત્વા, ક્ત, ક્તવતુ, તુમુન્, ણમુલ્।

પરસ્મૈપદ એવં આત્મનેપદ વિધાન- સિદ્ધાંતકૌમુદિ - અનુસાર

610-Core Comp. વૈકલ્પિક

કુલગુણ-૭૦

યુનિટ-૧. વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

18

અથવા

વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૨. વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

17

અથવા

વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

યુનિટ-૩. વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

17

અથવા

વ્યાકરણ વિષયક ૩૦૦ શબ્દોમાં જનરલ પ્રશ્ન

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

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North Gujarat University  
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# સમાજશાસ્ત્ર



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## Semester – VI

### 1. Course Code & Title:

Course Title : <b>SOCIAL CHANGE IN INDIA</b>	
Course Code : <b>SOCC 601</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### Course Overview / Course Description

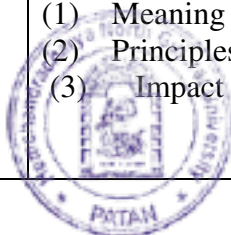
Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced and as a remarkable feature of our times.

### Objectives

1. To introduce the key concepts of relating to social change
2. To know favoring factors of social change.
3. To address in particular the Indian experience of social change.
4. To Social changes in the cast and family system.

### Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
<b>1</b>	<b>Social Change and Cultural Change and Related Processes</b>	(1) Social Change - Meaning, Characteristics (2) Cultural Change - Meaning Characteristics (3) Westernization - Meaning, Characteristics - (4) Modernization - Meaning Characteristics	Students learn about social changes. A student comes to know about cultural change, westernization and modernization. Student will understand social change.
<b>2</b>	<b>Liberalism</b>	(1) Meaning of Liberalism (2) Principles of Liberalism (3) Impact of Liberalism	In this unit students learn about principals of liberalism and its impact on society.



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<b>3</b>	<b>Favoring factors of social change</b>	1. Freedom movement 2. Indian Constitution 3. Social Legislation 4. Planned development.	Students come to know helping factors of social change. Student learns about freedom movement, social legislation, planned development and Indian constitution.
<b>4</b>	<b>Other factors of social change</b>	(1) Industrialization and Urbanization (2) Educational Opportunities. (3) Mass -Media (4) Voluntary Organizations.	In this unit student learns about other factors that helps the social change.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can aware to society about pattern of change. 2. Student can aware about the favoring factors of social change rural area.	This course helps to student and science understanding the social change. The process of social change is ongoing forever process in society. This course helps to sociological theoretical development of sociology. Students of sociology learn about, meaning of social change and factors and process of social change.

#### 5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
<b>38</b>	<b>02</b>	<b>NA</b>	<b>02</b>	<b>NA</b>	<b>02</b>	<b>02</b>	<b>02</b>
<b>M</b>	<b>M</b>	<b>NA</b>	<b>M</b>	<b>NA</b>	<b>M</b>	<b>M</b>	<b>M</b>

#### 6. Class Administration

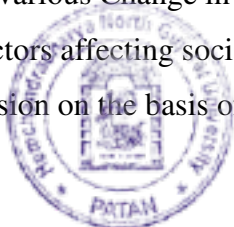
1. Group discussion in the class room about the subject of Social Change.

2. Project work regarding Rural and Urban Change.

3. To prepare charts showing various Change in society.

4 To examine and note the factors affecting social change.

5 To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.



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## 7. Assessment Schemes (including rationale)

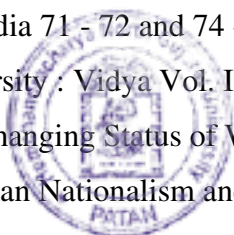
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

## 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. Anant Santokh : The Changing Concept of Caste in India.
2. Bakshi S. R. : Modern Review, 1968 March
3. Bottomore T. B. : Sociology
4. Buch M. A. : Rise and Growth of Liberalism in India.
5. Chatterjee B. B. : Impact of Social Legislation on Social Change.
6. Davis Kingsley : Human Society
7. Desai A. R. : Recent Trends in Indian Nationalism.
8. Desai A. R. : Rural Sociolog in India
9. Desai J. P. : Some Aspects of Family in Mahuva
10. Ghurye G. S. : Caste and Race in India
11. Gore M. S. : Urbanization and Family Change
- Govt. of India : India 71 - 72 and 74 - 75
12. Gujarat University : Vidya Vol. III Aug. 1964
13. Hate C. A. : Changing Status of Woman
14. Heimsath: Indian Nationalism and Hindu Social Reform in India.



  
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## 10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

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

- [www.sociologicalthoughts.com/](http://www.sociologicalthoughts.com/)
- [en.wikipedia.org/wiki/Sociology](http://en.wikipedia.org/wiki/Sociology)
- [wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter\\_summary.htm](http://wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm)
- [ssr1.uchicago.edu/PRELIMS/Theory/weber.htm](http://ssr1.uchicago.edu/PRELIMS/Theory/weber.htm)
- [www.umsl.edu/~keelr/3210/3210\\_lectures/what\\_is\\_soc\\_theory.html](http://www.umsl.edu/~keelr/3210/3210_lectures/what_is_soc_theory.html)
- [sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought](http://sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought)
- [www.unipune.ac.in/.../HistorySociologyhttps://](http://www.unipune.ac.in/.../HistorySociologyhttps://)
- [www.caluniv.ac.in/Syllabus/sociology](http://www.caluniv.ac.in/Syllabus/sociology).
- [www.bookadda.com/...](http://www.bookadda.com/...)

## 12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

### 13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



  
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## Semester – VI

### 1. Course Code & Title:

Course Title : <b>EDUCATIONAL SOCIOLOGY</b>	
Course Code : <b>SOCC 602</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### 2. Course Overview / Course Description

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society.

### Objective

1. To introduce the students to the sociology of Education with sociological concepts and theories.
2. To introduce the students to the development of education in India.

### 3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	<b>An Introduction of Sociology of Education</b>	(1) Introduction (2) Meaning of Educational Sociology (3) Subject Matter of Educational Sociology (4) Scope of Educational Sociology	Education is important instrument for social change, student of sociology learns about education and education sociology.
2	<b>Development of Educational Sociology in India</b>	(1) Introduction (2) Sources of Educational Sociology (3) Development of Educational Sociology in India	Emergence and development of sociology of sociology in India. Student comes to know about role of sociology of education in India and its need for India.



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<b>3</b>	<b>Family, State and Education Systems</b>	(1) Introduction (2) Informal Education and Family (3) Role of State and Education	Formal and informal education both is important for society. This unit helps to learn about role of family in informal education and role of state in formal education.
<b>4</b>	<b>Social Mobility and Education System</b>	(1) Introduction (2) What is a Social Mobility? (3) Types of Social Mobility (4) Relation of Social Mobility and Education	Student comes to knows about the social mobility and role of educations in social mobility.

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

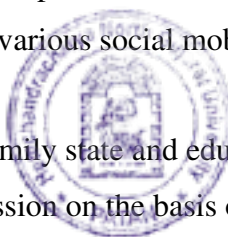
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can understand theoretical perspective for educational sociology. 2. Student can understand the Relation of social mobility and education he understand family, state and education system also.	This course helps to understanding about relations between education and society. Sociology of education is new branch of sociology, its work for understand the role of education in social development. The social mobility is part of social change and education helps to social mobility. So this course useful to develop understanding role of education in social change.


#### 5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
<b>38</b>	<b>02</b>	<b>NA</b>	<b>02</b>	<b>NA</b>	<b>02</b>	<b>02</b>	<b>02</b>
<b>M</b>	<b>M</b>	<b>NA</b>	<b>M</b>	<b>NA</b>	<b>M</b>	<b>M</b>	<b>M</b>

#### 6. Class Administration

1. Group discussion in the class room about the subject of educational Sociology.
2. Project work regarding development of education.
3. To prepare charts showing various social mobility.
4. To prepare note about.
5. To examine and note the family state and education system.
6. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.



  
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## 7. Assessment Schemes (including rationale)

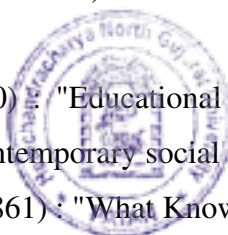
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

## 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	

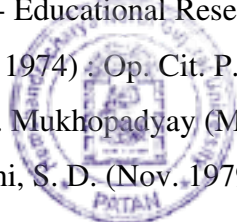
## 9. Recommended Learning Resources :-


- (1) Shah, B. V. (1965) : "Sociology of Education - An attempt at Definition and Scope" Sociological Bulletin. XIV, 1, 1965. P. 64-69.
- (2) Gore, M. S., Desai, I. P. and Suma Chitnis (1967) : "Papers in the Sociology of Education in India" NCERT, Delhi, See Specially - Gore, M. S. and Desai, I. P. "The Scope of Sociology of Education" P. 1 to 32.
- (3) Govt. of India (1983) : "India - A Reference Annual : 1983" Research and Reference Division, Ministry of Information and Broadcasting.
- (4) Duerkheim, E. (1887-1902) : "Education and Sociology" T. in English, New york, Free Press, 1956.
- (5) Roucek, J. S. (1940) : "Educational Sociology" in H. E. Barnes, H. Becker and F. B. Becker (Eds.) - "Contemporary social Theory", D. Appleton - Century.
- (6) Spencer, Herbert (1861) : "What Knowledge is Most Worth"



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- (7) Ward, Lester F. (1883) : "Dynamic Sociology", Vol. II, Ch. 14 (New Ed. : New York, Appleton - Century - Crfts (1924))
- (8) Small, A. W. (1896) : "The Demands of Sociology on Padagogy", American J. of Sociology, May 1896, II, 6, 839-51- "Sociology Demands of Educators that they shall not rate themselves as leaders of Children but as makers of Society".
- (9) Durkheim, E. (1887-1902) : Op. Cit.
- (10) Dewey, John (1899) : "School and Society"
- (11) Brookover, W. B. and D. Gottlieb (1964) : "A Sociology of Education", American Book Company, New York.
- (12) Brown, F. J. (1947) :
- (13) Brim, O. (1958) : "Sociology in the Field of Education" New York, Russel Sage Foundtation. Also See Corwin, R. G. (1965) "A Sociology of Education", New York, Appleton, Century.
- (14) Waller, Willard (1932) : "Sociology of Teaching", New York, John Wiley and Sons.
- (15) Greehoe, Florence (1941) : "Community Contacts and Participation of Teacher's, Washington D. C., American Council of Public Affairs.
- (16) Znaneicki, Florian (1940) : "Social Role of Men of Knowledge", New York, Columbia University Press.
- (17) Caplow, Theodore and Reece Megee (1958) : "The Academic Market Place", New York, Basic Books.
- (18) Floud, Jean and A. H. Halsey (1958) : The Sociology of Education - A Trend Report, Current Sociology, Vol. VIII, 3, 1958, Basil Blackwell, Oxford.
- (19) Desai, Akshayakumar (1962) : "Samaj" - A Gujarati Translation of Society" by MacIver and Page, Introduction to the Fourth Volume, Gujarat University, Ahmedabad.
- (20) Tirtha, N. V. and M. Mukhopadhyaya, (March-1974) : "Sociology of Education - A Trend Report", in M. B. Buch (Ed.) "A Survey of Research in Education", CASE, Faculty of Education and Psychology, M. S. University of Baroda, Baroda,
- (21) Chitnis, Suma (Feb. 1974) : "Sociology of Education-A", Trend Report, in ICSSR-" A Survey of Research in Sociology and Social Anthropology", Vol. II, Popular Prakashan, Bombay,
- (22) Mathur, R. B. (1968) : "Educaton and Social Change" in Adval. S. B. (Ed.) "Third Year - Book on Education - Educational Research", NCERT, Feb. 1968.
- (23) Chitnis, Suma (Feb. 1974) : Op. Cit. P. 166-232.
- (24) Tirtha, N. V. and M. Mukhopadyay (March-1974) Op. Cit. P. 63-134
- (25) Shah, B. V. and Joshi, S. D. (Nov. 1979) : "Sociology of Education - A Trend Report," in



  
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- (26) M. B. Buch (Ed.,) "Second Survey of Research in Education : 1972-1978", SERD, Baroda,  
(27) Desai, I. P. (1953) : "High School Students in Poona", Deccan College, Poona.  
(28) Chandra, Suresh (1958) : "Educational Development in British India 1854 - 1904", Delhi.

### **10. Course policy**

The Course policy it will be followed as per college administrative policy and university norms.

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

- [www.sociologicalthoughts.com/](http://www.sociologicalthoughts.com/)
- [en.wikipedia.org/wiki/Sociology](http://en.wikipedia.org/wiki/Sociology)
- [wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter\\_summary.htm](http://wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm)
- [ssr1.uchicago.edu/PRELIMS/Theory/weber.htm](http://ssr1.uchicago.edu/PRELIMS/Theory/weber.htm)
- [www.umsl.edu/~keelr/3210/3210\\_lectures/](http://www.umsl.edu/~keelr/3210/3210_lectures/)
- [what\\_is\\_soc\\_theory.html](http://what_is_soc_theory.html)
- [sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought](http://sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought)
- [www.unipune.ac.in/.../HistorySociologyhttps://](http://www.unipune.ac.in/.../HistorySociologyhttps://)
- [www.caluniv.ac.in/Syllabus/sociology.](http://www.caluniv.ac.in/Syllabus/sociology)
- [www.bookadda.com/...](http://www.bookadda.com/...)

### **12. Means / Processes for students feedback on the course**

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

### **13. Additional Course Information :**

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



  
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## Semester – VI

### 1. Course Code & Title:

Course Title : <b>Sociology of Weaker Section - (OPTIONAL)</b>	
Course Code : <b>SOCC 603</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### Course Overview / Course Description

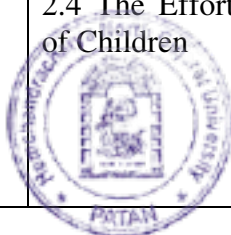
This course enables the students to get a view of the actual India. Weaker section consists of women, children, poor and minorities that are the more than 75% of population so we need to study the major problems to build a better India.

### Objectives

1. Students know about weaker sections of society.
2. Students understand the problems of weaker section.
3. Students familiar with welfare programmes.

### Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	<b>Understanding of Weaker Section</b>	1.1 Measurements of Weaker Section 1.2 The Ratio of Weaker Section in Population 1.3 The Meaning of the Sociology of Weaker Section. The Importance of Sociology of Weaker Section	In this unit student comes to know about weaker section. Students learn about sociology of weaker section and its function
2	<b>Children as Weaker Section</b>	2.1 The Meaning of Children 2.2 The Ratio of Children in Population 2.3 Problems of Children a) Children and Education b) Health and Nutrition of Children c) Child Labour and Exploitation 2.4 The Efforts to Solve the Problems of Children	Much weaker section in society children is one of them. This course helps to student understanding children as weaker section. Now it's easy to exploits Children. Children exploits as labour, slavery and step s.



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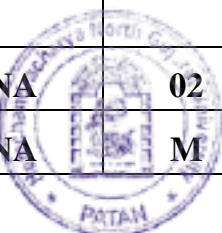
3	<b>Old People as Weaker Section</b>	3.1 The Meaning of Old People 3.2 The Ratio of Old People 3.3 Problems of Old People a) Problem of Health b) Problem of Nutrition c) The Gap between two generations 3.4 The Efforts to Solve the Problems of Old People	In this unit student learn about old age people as weaker section, meaning of old age, population ratio, problems of health, nutrition, generation gap and remedy of problems of old age people.
4	<b>Women as Weaker Section</b>	4.1 The Ratio of Women in Population 4.2 The Biological and Sociological Discrepancy in Man and Woman 4.3 Problems of Women a) Social Discrepancy b) Economical Discrepancy c) Health Related Problems d)Discrepancy in the Nurture of Children of Man and Woman e)The Changes coming in the position of Women 4.4 The Efforts to Solve the Problems of Women	Students are comes to know about women as a weaker section, in this unit student learn about biological deference between women and man, social discriminations and others are discuss in this unit. The efforts of uplifting of women are also discuss.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can aware about the welfare programme for weaker Section. 2. Student can understand the problem of Weaker Section and provide their solution.	This course helps to understanding about the weaker section of society. Student are comes to know about various weaker sections. This course helps to society and students to understanding about weaker section and remedies uplifting of them. Sociology more strengthen by this course, this course action sociology

#### 5. Course Teaching & Learning Activities

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



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## 6. Class Administration

1. Group discussion in the class room about the Sociology of Weaker Section.
2. Project work regarding Weaker Section.
3. To examine and note the problem of Weaker Section.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

## 7. Assessment Schemes (including rationale)

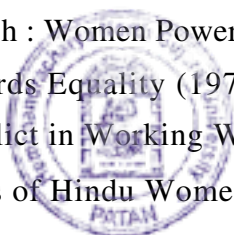
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B.	Final Uni. Exam	End of Semester		70

## 8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

## 9. Recommended Learning Resources :-

- (1) A Suryakuman (Ed.) Women's Studies an Emerging Academic Discipline (1993)
- (2) Asholdcumar and Harish : Women Power, Status of Women in India (1991)
- (3) Govt. of India : Towards Equality (1974)
- (4) Kala Rani : Role Conflict in Working Women (1976)
- (5) Madhu Shastri : Status of Hindu Women (1990)



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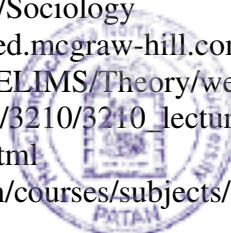
- (6) Maithreyi Krishna Raj : Women's Studies in India, Some Perspective (1986)
- (7) Nanma Heptulla (Ed.) : Reforms for Women (1986)
- (8) Navaneeta Rath : Women in Rural Society a Quest for Development (1996)
- (9) Promilla Kapur : The Changing Status of the Working Women in India (1973)
- (10) Roopa Vohra and Arun Sen : Status, Education and Problems of Indian Women
- (11) Promilla Kapur : Marriage and the Working Women in India (1970)
- (12) Rehana Ghadiyali : Women in Indian Society (1988)
- (13) Shashi Jain : Status and Role Perspective of Middle Class Women (1988)
- (14) V. Rajendra Raju : Role of Women in India's Freedom Struggle (1994)
- (15) Kumar S. Vijaya (1991); Family Life and Socio-Economic Problems of the Aged, New Delhi : Ashish Publishing House.
- (16) Muthayya B. C.; Annesuddin M. (1992); Rural Aged : Existing Conditions, Problems and Possible Interventions — A Study in Andhra Pradesh, Hyderabad — National Institute of Rural Development. Sociology 100
- (17) 12.o K. S. (1994) ; Ageing, New Delhi : National Book Trust of India.  
Sati P. N. (1987); Needs and the Problems of the Aged; Udaipur : Himanshu Publishers
- (18) Sen K.; Ageing (1994) : Debates on Demographic Transition and Social Policy; London: Zed Books.
- (19) Soodan K. S. (1975); Ageing in India; Calcutta : T. K. Mukherjee Minerva Association (Pvt.) Ltd.
- (20) Pathad Sankar, Social Welfare, Health and Family Planning.
- (21) Nagendra Shilaji, Social Work and Social Welfare in India.
- (22) Dutta Ratn, Studies in Asian Social Development.
- (23) Shrinivas N., Dynamic of population and family welfare in India.
- (24) Mishra KK., Labour welfare in Indian Industry.

## 10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

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

- [www.sociologicalthoughts.com/](http://www.sociologicalthoughts.com/)
- [en.wikipedia.org/wiki/Sociology](http://en.wikipedia.org/wiki/Sociology)
- [wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter\\_summary.htm](http://wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm)
- [ssr1.uchicago.edu/PRELIMS/Theory/weber.htm](http://ssr1.uchicago.edu/PRELIMS/Theory/weber.htm)
- [www.umsl.edu/~keelr/3210/3210\\_lectures/](http://www.umsl.edu/~keelr/3210/3210_lectures/)
- [what\\_is\\_soc\\_theory.html](http://what_is_soc_theory.html)
- [sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought](http://sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought)



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- [www.unipune.ac.in/.../HistorySociologyhttps://](http://www.unipune.ac.in/.../HistorySociologyhttps://)
- [www.caluniv.ac.in/Syllabus/sociology](http://www.caluniv.ac.in/Syllabus/sociology).
- [www.bookadda.com/...](http://www.bookadda.com/...)

## **12. Means / Processes for students feedback on the course**

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

## **13. Additional Course Information :**

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



  
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## Semester – VI

### 1. Course Code & Title :

Course Title : <b>HEALTH AND FAMILY WELFARE - (OPTIONAL)</b>	
Course Code : <b>SOCC 603</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### 2. Course Overview / Course Description

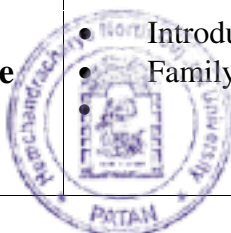
In spite several developmental efforts are health status as measured by quantity of life is not up to International levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalance are market population size of often considered a crucial variable in appreciating social issues. The problems of developing societies are attributed their population size.

### Objective

1. To understand and aware their health.
2. To understand Indian population policy.
3. To understand population control in terms of social needs.
4. To understand of family planning.

### 3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	<b>India's Population Policy</b>	<ul style="list-style-type: none"><li>• Introduction</li><li>• Meaning of Population Policy</li><li>• Indian Population Policy</li><li>• A Critical Appraisal of Population Policy</li></ul>	India is largest populated country. Student knows about India's population scenario and learns about population policy. This unit helps in understanding population as important part of country and society.
2	<b>Family and Reproductive Health</b>	<ul style="list-style-type: none"><li>• Introduction</li><li>• Family Health</li><li>• Reproductive Health</li></ul>	In this unit students are learning about family health policy and reproductive health in India.



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3	<b>Measures to Control Population Growth</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• National Health Programmes</li> <li>• Reproductive and Child Health Programme</li> <li>• Family Welfare Programmes</li> </ul>	India needs to control population explosion. Under the five year plane government tries to control population growth. Government of India tries to decrease the population growth by public awareness program and family welfare program. Student learns about population control and family welfare program.
4	<b>Family Planning Programme in India</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Meaning of Family Planning</li> <li>• Characteristics of Family Planning</li> <li>• Need for Family Planning in India</li> <li>• Factors Hindering Family Planning Programme in India</li> <li>• Challenges Facing Family Planning Programme</li> <li>• Successful Remedies of Family Planning</li> </ul>	Family planning program is big campaigning of government of India. In this unit students learn about family planning program and its challenges and factors of hindering.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can make Indian population policy. 2. Students can do awareness in the society about it and its solution also can discuss factors of population growth. 3. Students can spread aware in society about family planning and their program and need also of family planning and their program.	This course is very useful to student and society, student are becoming aware to population problems. Government policy about population and its impact on society are also coming to student's knowledge. The factors hindering in family planning program and need of family planning is learnt by students. By this course we spread awareness regarding population explosion in society.



  
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## 5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
30	02	NA	02	NA	NA	02	02
M	M	NA	M	NA	NA	M	M

## 6. Class Administration

1. Group discussion in the class room about the Indian population police and health.
2. Project work regarding family health and food and nutrestion.
3. To prepare note about.
4. To organize seminar on family planning.
6. To examine and note the factors affecting growth of population.
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

## 7. Assessment Schemes (including rationale)

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

## 8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	I/c. Registrar
	November	Internal Exam	Hemchandracharya
	December	Final Exam	North Gujarat University PATAN

## 9. Recommended learning Resources

- A. N. Agrawal : Indian Economy Problems of Development and Planning (21st Edition, 1995)
- B. N. Ghosh : Population Economics (1993)
- G. C. Pande : Principles of Demography (1941)
- Ashish Bose : Demographic Diversity of India
- O. S. Srivastava : Demography and Population Studies
- Shakeel Ahmad : Fertility Trends and Population Policy in India.
- P. N. Sinha : Population Education and Family Planning 2000.
- K. Srinivasan and Abusaleh Sharif : India : Towards Population and Development Goals, United Nations Population fund, 1997.
- Ashish Bose : India and the Asian Population Perspective.
- Uppal J. S. : Indian Economic Problems (1983)
- S. Chandrasekhar : India's Population, Facts, Problems and Policy (1970)
- K. K. Dewett and Others : Indian Economics (1994)
- M. M. Gandotra : Population Policy in India (1984)
- Husser and Duncan : Population and Society in India (1975) Agrawala S. N. : Indian Economy

## 10. Course policy

Course policy it will be followed as per college administrative policy and university norms.

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

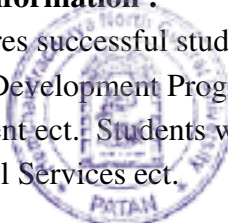
1. [www.sociologyguide.com](http://www.sociologyguide.com)
2. [www.gtu.edu](http://www.gtu.edu)
3. [www.spartacus.schoolnet.co.uk/REVsociology.htm](http://www.spartacus.schoolnet.co.uk/REVsociology.htm)
4. [www.sociology.org](http://www.sociology.org).
5. [www.asanet.org](http://www.asanet.org)
6. [www.isa-sociology.org](http://www.isa-sociology.org)
7. [www.unco.edu/sociology/student\\_services/links.html](http://www.unco.edu/sociology/student_services/links.html)
8. [www.socioweb.com](http://www.socioweb.com)
9. [www.sociologyonline.co.uk](http://www.sociologyonline.co.uk)

## 12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

## 13. Additional Course Information :

In futures successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect.. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



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## Semester – VI

### 1. Course Code & Title:

Course Title : <b>Urban Planning and Development - (OPTIONAL)</b>	
Course Code : <b>SOCC 604</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### 2. Course Overview / Course Description

Concept of Effective urban planning a development is essential in the present age of urban development processes. It is necessary to study challenges and hurdles against development, impact of industrialization liberalization privatization and globalization process. problem of over population pollution poverty, and crime can be solved by effective and scientific planning of urban development. We have cover different topics in this curriculum.

#### Objective ;

- (1) To Student learn and know of Town planning and Development system
- (2) To Student learn to the planning of solutions of urban question and also urban development need to be looked into from the point of view of Sociological principles limited

### 3. Course Conten :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Classification of City	Meaning Characteristics of Urban Classification of Cities on the basis of 1. Population 2. Administration 3. Functions	Students to know Classification of Urban / Industrial center.
2	Urban Planning	Meaning of Urban planning and urban management. Factors affecting planning, regional planning Industrial development and planning	Students of sociology aware to planning for development in Urban and Industrial.
3	Urbanization	Meaning of Urbanization Type of Urbanization Migration and Urbanization Planning, development and Urbanization	Students are know the process of Migration and Urbanization.
4	Social Problem and Urban Planning	Social problem and urban planning Poverty and urban development Traffic problem , Industrial pollution, over population, Slums area, Housing	Students will understand issues and problem of Urban Planning. They are also aver

		Challenging of urban planning program and policy	of Urban planning program and policy.
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#### 4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

- (1) Student will do any make policy of urban development planning
- (2) Student will use full to participate of competitive examination know of the challenges, policy, program of Social development
- (3) Student will use of make Singing of India

#### 5. Course Teaching & Learning Activities

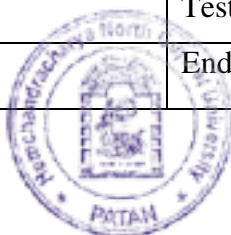
Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

#### 6. Class Administration

1. Group discussion in the class room about the Subject of Urban development and planning.
2. Project work regarding problems of urban planning.
3. To prepare charts showing various historical please in urban society.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

#### 7. Assessment Schemes (including rationale)

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



  
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## 8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

## 9. Recommended Learning Resources :-

- 1, Bharadwaj, R.K. 1974 : Urban Development in India. National Publishing House.
- 2, Gold, Harry, 1982 : Sociology of Urban Life. Prentice Hall, Englewood Cliff.
- 3, Colling Worth, J b 1972 Problems of Urban Society VOL. 2, George and Unwin Ltd. References
- 4, Alfred de Souza 1979 The Indian City ; Poverty, ecology and urban development, Manohar, Delhi.
5. Desai A R and Pillai S D (ed) 1970 Slums and Urbanisation, Popular prakashan, Bombay.
6. Castells M 1977 : The Urban Question, Edward Arnold, London.
7. Ramachandran R 1991 Urbanisation and Urban Systems in India, OUP, Delhi. Ellin Nan 1996 Post Modern Urbanism, Oxford UK.

## 10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

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

- [www.sociologicalthoughts.com/](http://www.sociologicalthoughts.com/)
- [en.wikipedia.org/wiki/Sociology](http://en.wikipedia.org/wiki/Sociology)
- [wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter\\_summary.htm](http://wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm)
- [ssr1.uchicago.edu/PRELIMS/Theory/weber.htm](http://ssr1.uchicago.edu/PRELIMS/Theory/weber.htm)
- [www.umsl.edu/~keelr/3210/3210\\_lectures/](http://www.umsl.edu/~keelr/3210/3210_lectures/)
- [what\\_is\\_soc\\_theory.html](http://what_is_soc_theory.html)
- [sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought](http://sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought)
- [www.unipune.ac.in/.../HistorySociologyhttps://](http://www.unipune.ac.in/.../HistorySociologyhttps://)
- [www.caluniv.ac.in/Syllabus/sociology.](http://www.caluniv.ac.in/Syllabus/sociology)
- [www.bookadda.com/...](http://www.bookadda.com/...)



  
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## **12. Means / Processes for students feedback on the course**

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

## **13. Additional Course Information :**

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



  
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## Semester – VI

### 1. Course Code & Title:

Course Title : <b>SOCIOLOGY OF REGION - (OPTIONAL)</b>	
Course Code : <b>SOCC 604</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### Course Overview / Course Description

The main stream sociology being a comprehensive one has a possibility of ignoring micro level dimensions of society. Sociology of region is a scholarship on local dimensions of social, cultural, political, economical and institutional within the given spatial aspects. The course plan is a socio-spatial dimension of society with the significance for a regional and local level. Specialization of culture - the fundamental and all embracing but frequently buried has to be brought to the interpretative surface.

### Objective

1. To provide an additional capacity for the students to discover enough about the society in the region.
2. To develop skills for regional sociological approach analogous to regional economics in order to plan for development and action strategies.
3. To enable the students to construct the local knowledge on culture and nature of the region as social space.

### 3.Course Conten :-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	<b>Region as a Social Community</b>	Social aspects of society, region (Gujarat) as a cultural construct in historical and contemporary dimensions.	In this unit students learn about region, geographical region as a social community, cultural and historical dimensions are deference in regions.
2	<b>Region as a Sociological construct</b>	Diversity, Plurality and Unity of region. Culture, Caste, race, ethnicity, language and natural and human resource potential.	Regions multi dimensional society, the verity of language, culture,

			religions and castes is plural society. It helps students to understand regions as social groups.
3	<b>Methodological approach</b>	<ul style="list-style-type: none"> <li>• Anthropological approach,</li> <li>• Perspective from below, local history, folklore, indigenous records, dairy, manuscript and subaltern</li> <li>• Dimensions. Sociological Literature in Gujarat.</li> </ul>	In this unit students learn about various methods of social research.
4	<b>Caste in Gujarat</b>	<p>A. Gujarat as a Region, Geographical and Social Characteristic of Gujarat.</p> <p>B. The impact of constitutional Rights on social life</p>	In Gujarat region caste is important factors for understanding society. Students learn about caste systems and its importance in reference to caste.

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

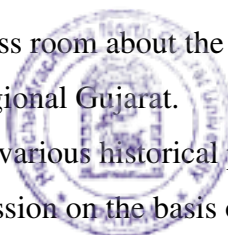
Course Learning Outcomes	Aligned Program Learning Outcomes
<p>1. Student will understand the regional as a cultural construct in historical dimension.</p> <p>2. Student can aware to the society about regional sociological approach.</p> <p>3. Student can understand Caste economy, history, folklore literature and untouchability in Regional Gujarat.</p>	<p>This course is helps to students understanding about regional social group of India. Various groups' society are like Religious, Castes, Languages and cultural groups society divers many deferent characteristics groups. This course helps to understand the various group of society. We see the social harmony in society how its create in society with was deference's in all the group this course helps to understand that.</p>

#### 5. Course Teaching & Learning Activities

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

#### 6. Class Administration

1. Group discussion in the class room about the subject of Religion Sociology.
2. Project work regarding Regional Gujarat.
3. To prepare charts showing various historical please in Gujarat.
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
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B.	Final Uni. Exam	End of Semester		70

### 8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	
	May	Internal Exam	
	Jun	Final Exam	

### 9. Recommended Learning Resources :-

1. Madan T.N. 1994, Pathways, Approaches to the Study of Society in India, OUP, New Delhi.
2. Dhanaghe D.N.: 1993 : Themes and Perspectives in Indian Sociology, Rawat Publications.
3. Shah A. M. 2000 : Sociology in Regional Context, Seminar, 495.
4. Singh Y. 1986 : Social Conditioning of Indian Sociology. The Perspectives, Vistar Publications.
5. Edward W. Soja : 1989 : Post Modern Geography : The reassertion of critical social theory, Blackwell.
6. Edward, W. Soja : 1996 : The Third Space, Blackwell.

### 10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.



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

- [www.sociologicalthoughts.com/](http://www.sociologicalthoughts.com/)
- [en.wikipedia.org/wiki/Sociology](http://en.wikipedia.org/wiki/Sociology)
- [wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter\\_summary.htm](http://wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm)
- [ssr1.uchicago.edu/PRELIMS/Theory/weber.htm](http://ssr1.uchicago.edu/PRELIMS/Theory/weber.htm)
- [www.umsl.edu/~keelr/3210/3210\\_lectures/what\\_is\\_soc\\_theory.html](http://www.umsl.edu/~keelr/3210/3210_lectures/what_is_soc_theory.html)
- [sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought](http://sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought)
- [www.unipune.ac.in/.../HistorySociologyhttps://](http://www.unipune.ac.in/.../HistorySociologyhttps://)
- [www.caluniv.ac.in/Syllabus/sociology.](http://www.caluniv.ac.in/Syllabus/sociology)
- [www.bookadda.com/...](http://www.bookadda.com/...)

### **12. Means / Processes for students feedback on the course**

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### **13. Additional Course Information :**

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



  
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## Semester – VI

### 1. Course Code & Title:

Course Title : <b>Globalization and Society - (Optional)</b>	
Course Code : <b>SOCC 605</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### 2. Course Overview / Course Description:-

This paper aims to delineate the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socioeconomic and cultural impact. It finally examines the Indian experience of globalization and reflects on its problems and prospects.

### Objectives:-

1. To make students of familiar to the nature and dynamics of globalization.
2. Student will understand the agencies of globalization.
3. To know about process of globalization.
4. to aware about communication and information revaluation.

### 3. Course Content:

Unit No.	Title of Unit	Content / Fundamental Concepts	Unit wise SLO
1.	The nature and dynamics of globalization	<ol style="list-style-type: none"><li>1. The historical and social context of globalization</li><li>2. World capitalism, modernization and globalization</li><li>3. Characteristics of globalization</li><li>4. The role of information and communication technology</li><li>5. Benefits and disadvantages of globalization.</li></ol>	In this unit student learns about globalization and its process. Student aware about distinctive of globalization. Student comes to know about role of communication and information technology in development of globalization.
2.	Agencies of globalization	<ol style="list-style-type: none"><li>1. Political economy of globalization</li><li>2. Agencies of globalization Multinational corporations</li></ol>	In this unit student learns about the International and National agencies.



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		(MNCs), 3. Nation-state, media, market 4. International agencies (International Monetary Fund, World Bank, etc.).	Globalization take place with global economic development, International agencies play important role in it, by the studding of this unit student comes to know about global agencies.
3.	Globalization and culture	1. The ethos of globalization (unbridled freedom, individualism, consumerism) 2. Globalization and the resurgence of ethnic consciousness: global tourism, diasporas communities 3. Transnational ethnic and religious movements	In this unit student learns about global culture. Religious, business and social ethics are spread globally.
4.	Social consequences of globalization	1. Inequality within and among nation states 2. Socio-economic impact of globalization 3. Impact on individual and group identities.	In this unit student comes to know about impact of globalization. Student studding negative impact of globalization on individual and group.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students will aware to globalization as a worldwide phenomenon. 2. Student attempt to learn about illustration of globalization in different parts of the world 3. Students will learn the social consequences of globalization and he do implement them.	This course is use full learn about globalization By this course student will able to analyze the agency of globalization. Students are also able to globalization and culture. This course helps to students for explains socio - economic issues relating to globalization.



  
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### 5. Course Teaching & Learning Activities

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

### 6. Class Administration

1. Group discussion in the class room about globalization.
2. Project work regarding impact on society by globalization.
2. To prepare charts showing various Agencies of globalization.
3. To examine and note the factors affecting of globalization.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

### 7. Assessment Schemes (including rationale)

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

### 8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	January	Unit I	ICT Equipment
	February	Unit II	Reference Book
	March	Unit III	Audio Visual Equipment
	April	Unit IV	<i>[Signature]</i>
	May	Internal Exam	<i>[Signature]</i> I/c. Registrar
	Jun	Final Exam	Hemchandracharya North Gujarat University PATAN

## **9. Recommended Learning Resources :-**

1. Appadurai, Arjun. 1997. Modernity at large: Cultural dimensions of globalization. New Delhi: Oxford University Press.
2. Drezem Jean and Amartya Sen. 1996. Indian economic development and social pportunity. Delhi: Oxford University Press.
3. Escobar, Arturo. 1995. Encountering development: The making and unmaking of the third world. Princeton: Princeton University Press.
4. Hoogvelt, Ankie. 1997. Globalization and the post-colonial world - The new political economy of development. London: Macmillan.
5. Hoogvelt, Ankie. 1998. The sociology of development. London: Macmillan.
6. Kiely, Ray and Phil Marfleet (eds.). 1998. Globalization and the third world. London: Routledge.
7. Preston, P.W. 1996. Development theory - An introduction. Oxford Blackwell.
8. Waters, Malcolm. 1996. Globalization. London: Routledge.

## **10. Course policy**

The Course policy it will be followed as per college administrative policy and university norms.

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

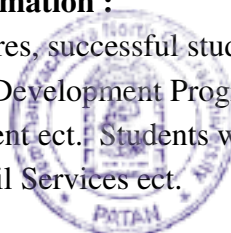
1. [www.sociologyguide.com](http://www.sociologyguide.com)
2. [www.gtu.edu](http://www.gtu.edu)
3. [www.spartacus.schoolnet.co.uk/REVsociology.htm](http://www.spartacus.schoolnet.co.uk/REVsociology.htm)
4. [www.sociology.org](http://www.sociology.org).
5. [www.asanet.org](http://www.asanet.org)
6. [www.isa-sociology.org](http://www.isa-sociology.org)
7. [www.unco.edu/sociology/student\\_services/links.html](http://www.unco.edu/sociology/student_services/links.html)
8. [www.socioweb.com](http://www.socioweb.com)
9. [www.sociologyonline.co.uk](http://www.sociologyonline.co.uk)


## **12. Means / Processes for students feedback on the course**

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

## **13. Additional Course Information :**

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management ect. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services ect.



  
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## Semester – VI

### 1. Course Code & Title:

Course Title : <b>RURAL AND URBAN SOCIOLOGY- (OPTIONAL)</b>	
Course Code : <b>SOCC 605</b>	No. of Credits : <b>04</b>
Department : <b>Sociology</b>	Faculty : <b>Arts</b>

### Course Overview / Course Description

Rural and Urban sectors in society have an emerging premise for a specific and distending through sociological knowledge. Hence this is a separate course. Rural and urban communities basing the established structures of social organization around which the individual Indian society establishes his social relations, the undergraduate students are expected to have a specified understanding of the Rural and Urban community in sociological perspectives. Also in the context of growing significance of urbanization, also of the rural development programmes, local self government initiatives and also of the visible change and development of urban and rural sector, the U.G. Students is expected to have a basic understanding of what the rural and urban community is.

### Objective

1. To provide the knowledge on distinctness of sociological scholarship as a separate cognitive discipline on rural and urban dimensions in India.
2. To develop an understanding the fundamental social reality, social process and changes in development perspectives of rural and urban communities.

### 3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	<b>Rural and Urban Sociology</b>	1. Rural Sociology. - Definition, Subject matter and Importance of the study of Rural Sociology. 2. Urban Sociology. - Definition, Subject matter and Importance of the study of Urban Sociology	In this unit students familiar with rural sociology and Urban sociology. Significance of both branches.
2	<b>Rural and Urban Society.</b>	1. Rural Community. - Definition and Characteristics 2. Urban Community.	This unit helps to student understanding about

		- Definition and Characteristics - Type of Cities Comparison between Rural and Urban Communities	rural and urban society and student learn also about their deference's.
<b>3</b>	<b>[A] Rural and Urban Continuums.</b>	1. Rural and Urban Migration. - Meaning, types and cause.	After learning of this unit student able to know about both communities and its development and developmental issues. Student learn urban and rural health also.
	<b>[B] Developmental issues of Rural and Urban society</b>	- What is Rural Development? - What is Urban Development? - Issues Regarding Agriculture. - Issues Regarding Environment. - Issues Regarding Health.	
<b>4</b>	<b>Problems of Rural and Urban society</b>	- Rural poverty, unemployment and indebtedness. - Urban crime, slums and Housing.	In this unit student learn about problems of rural and urban society and its remedy.

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

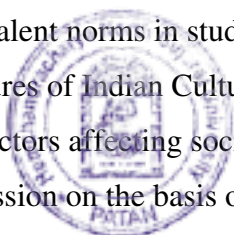
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can his contribute in the development police of the rural and urban society. 2. Student can understand Rural and Urban community in sociological perspective and to understand a Rural and Urban Problems and provide its solution also to the society.	With the help of this course student comes to know about rural and urban sociology and society. Student gets scientific knowledge of this both society by this course. This knowledge to helps them to understand the rural and urban society. Student able to work with both society and aware about their social problems.

#### 5. Course Teaching & Learning Activities

Lectures (hrs) In/out of Class	Interactive Tutorial (hrs) In/Out	Laboratory (hrs)	Case Discussion (hrs)	Field Trip (hrs)	Projects (hrs)	Web Based Learning (hrs)	Others Works (hrs)
<b>30</b>	<b>02</b>	<b>NA</b>	<b>02</b>	<b>NA</b>	<b>NA</b>	<b>02</b>	<b>02</b>
<b>M</b>	<b>M</b>	<b>NA</b>	<b>M</b>	<b>NA</b>	<b>NA</b>	<b>M</b>	<b>M</b>

#### 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.



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### 7. Assessment Schemes (including rationale)

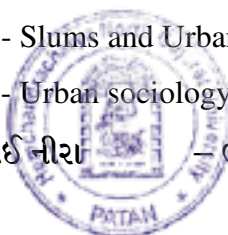
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

### 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. Desai A. R. - Rural Sociology in India.
2. Chitambar J.B. - Introductory Rural sociology
3. Bertrand Alrm - Rural Sociology, an analysis of contemporary Rural life.
4. Hiramani A.B . - Social change in Rural India.
5. Anderson Neils - Our Industrial Urban civilization
6. Balsara J.F. - Problem of rapid Urbanization in India.
7. Bose Ashish - Trends in India's Urbanization in India.
8. Desai A.R. - Rural Sociology in India.
9. Desai A.R. - Slums and Urbanization
10. Rao M.S.A. (ed) - Urban sociology in India.
11. દેસાઈ એ. આર. અને દેસાઈ નીરા - ભારત ગ્રામીણ સમાજશાસ્ત્ર



  
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12. દેસાઈ નીરા – ભારતની જ્ઞાતી વ્યવસ્થા
13. એ.જ.શાહ, જે.કે.દવે – ગ્રામીણ સમાજશાસ્ત્ર
14. જે.એચ.હક્ટન – ભારતીય સમાજનાં સ્ત્રીજીવન
15. ડૉ.હરિશ દોશી – નગર સમાજશાસ્ત્ર નગરીકરણ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
16. ડૉ.અક્ષયકુમાર દેસાઈ અને નીરા દેસાઈ – ભારતની સમુદાય વિકાસ યોજના
17. રૂદ્રદત્ત અને સુન્દરમ – ભારતીય અર્થવ્યવસ્થા
18. વિદ્યાર્થી લલિત પ્રસાદ – ભારતીય નગર (સંપાદક ડૉ.દેસાઈ અને દેસાઈ)
19. ચૌહાણ બલરાજ – ભારતમે ગ્રામીણ સમાજશાસ્ત્ર (હિન્દી)
20. રાશી કે. જૈન – ગ્રામીણ સમાજશાસ્ત્ર રીસર્ચ પબ્લિકેશન જયપુર – (હિન્દી)
21. ડૉ.ઓમપ્રકાશ જોષી – ગ્રામીણ એવં નગરીય સમાજશાસ્ત્ર રિસર્ચ પબ્લિકેશન જયપુર (હિન્દી)
22. એસ. પી. શર્મા – ગ્રામીણ સમાજશાસ્ત્ર વિવેક પ્રકાશન દિલ્હી – હિન્દી

### 10. Course policy

The Course policy it will be followed as per college administrative policy and university norms.

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

- [www.sociologicalthoughts.com/](http://www.sociologicalthoughts.com/)
- [en.wikipedia.org/wiki/Sociology](http://en.wikipedia.org/wiki/Sociology)
- [wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter\\_summary.htm](http://wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm)
- [ssr1.uchicago.edu/PRELIMS/Theory/weber.htm](http://ssr1.uchicago.edu/PRELIMS/Theory/weber.htm)
- [www.umsl.edu/~keelr/3210/3210\\_lectures/](http://www.umsl.edu/~keelr/3210/3210_lectures/)
- [what\\_is\\_soc\\_theory.html](http://what_is_soc_theory.html)
- [sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought](http://sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought)
- [www.unipune.ac.in/.../HistorySociologyhttps://](http://www.unipune.ac.in/.../HistorySociologyhttps://)
- [www.caluniv.ac.in/Syllabus/sociology.](http://www.caluniv.ac.in/Syllabus/sociology)
- [www.bookadda.com/...](http://www.bookadda.com/...)

### 12. Means / Processes for students feedback on the course

At the end of the each semester, the Students can be given feedback forms containing four five questions about the course content, course teaching about the course content, course teaching methods, about field work, projects etc, about assessment method and about students suggestions.

### 13. Additional Course Information :

In futures, successful students will gate new additional courses like MSW, MLW, PG course, Rural Development Programme, Course of TATA Institution of Social Science, Rural Management etc. Students will appear to competitive exam like GPSC, UPSC, TAT, TET, Net, Slat, Civil Services etc.



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## Structure of CBCS in Economics: Semester - VI

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



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

Objectives

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

Unit 1            **Theories of interest**

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

Unit-2            **Trade Cycles**

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

Unit-3            **supply of money**

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

Unit – 4            **Value of Money**

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

**Reference Books;**

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



  
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## B.A. Semester VI Course 607 International Economics 2

### Objectives:

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

### Unit 1: **Foreign Exchange Rate:**

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

### Unit 2: **Balance of trade & Balance of Payments:**

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

### Unit 3: **Foreign Trade in India**

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

### Unit 4: **International Institutions**

World Bank: objectives, Functions and evaluation

IMF: objectives, Functions & performance

WTO & India, Role of multinational corporations in India

ADB bank: Functions and evaluation

### Basic Reading List

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



  
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## B.A. Semester-VI Course- 608

### Advance Public Finance

#### Objectives

- This paper helps students to understand various taxes and their impact on tax payers.
- This paper also helps to understand the concept of public expenditure and debt and how public expenditure and public debt is useful for economy

#### Unit-1 **Taxation**

Meaning and Classification of Taxes. Canon of taxation. Division of tax burden. Concept of Tax impact and Tax incidence. Tax shifting and tax evasion. Characteristics of an ideal Tax system.

#### Unit-2

Capacity to pay the taxes. Effects of taxation, tax as a revenue generatic source for development in developing countries. Introduction of the major tax of India, introduction of the major tax of State Government in India.

#### Unit-3

Public expenditure - meaning, classification and principle of Public expenditure, Cannons of Public expenditure. Effects of Public expenditure. Causes of growth of Public expenditure. Growth of Public expenditure in India and & its causes.

#### Unit-4

Public debt: Sources of Public borrowing, effects of Public debt, Burdon of Public debt (A.P.Lerner, Bukanan and Modigliani) Kinds of Public Debt, Preparation and passing process of budget in India.

#### 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 વલતવ્યવસ્થા સલ્કાંતો, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
10. રવલશંકર ત્રલવેદી (અનુવાદલત);, જાહેર અર્થવલધાનના સલ્કાંતો, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ



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## Semester-6 Course 609 (A)

### Development and Environmental Economics

#### Objectives

- This paper helps students to understand various Environmental issues existing in economics.
- This paper also helps to understand the concept of Socio-Economic and natural resources availability and impact of its over use.

Unit-1	Growth theory for under developed economies, Rostow's stages of economic growth. Important aspect of take off stage. Big push theory and critical minimum effort strategy.
Unit-2	Vicious circle of poverty illustrated by Ragnar Nurkse, capital formation and breaking of vicious circle, unemployment and potential savings, Doctrine of balanced growth and its limitations. Strategy of unbalanced growth of Hirschman.
Unit-3	Relation between Economic Growth and population growth: theory of demographic transition. Population explosion and over exploitation of natural resources. Effects of population growth on natural resources, pressure on natural resources, degradation of environment due to Population growth, Urbanisation, Changing life style and over use of natural resources.
Unit-4	Pollution a major problem - Its Causes. Pollution of land, air and water. Green house effect, Adverse effects of Pollution on health and economy. Measures to control Pollution problem.

#### Reading List:

1. Jiwitesh Kumar singhand Devendra kumar Das, Environment Economics and Development, Deep and Deep publication, New Delhi
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, ગુજરાત વિદ્યાપીઠ.



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

Objectives

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

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

READING LIST:

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



  
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## BA Semester-6 Course - 609 (C)

### Economy of Gujarat-2

#### Objectives

- This paper helps students to understand existing economic Scenario of Gujarat.
- This paper also helps to understand various governmental schemes, developmental projects health and educational schemes.
- Students can also get a bird eyes view about the development in the area of dairy, fishery and industries.

#### Unit-1 **Economic Infrastructure:**

Importance of Economic Infrastructures current situation and related issues: Roads & Highways, sea ports, .Electrification-Jyotigram yojana, communication, telephone-mobile tower, Airport, water supply and management, Narmada yojana.

#### Unit-2 **Social Infrastructure:**

Importance of Social Infrastructure Current situation and related issues: Education - primary, secondary, higher education. Privatization n education: merits, and demerits. Health programes-108, Drinking water Facility. Health facility: current situation of PHC and CHC.Heath Programmes: 108 facility, Heath card. Drinking water facility and its related issues.

#### Unit-3 **Dairy and fishery:**

Function of primary, Co-operative Milk producers' societies. Introduction of the Gujarat Co-operative Milk Marketing Federation The Amul pattern and operation flood. Economy of co-operative milk production. Women empowerment and social change. Importance of Fishery economy and its problems.

#### Unit-4 **Industries**

Role of Small and cottage industries in Gujarat. Privatization and public participatory approach in economic development. E-Governance in rural area. PUARA and cluster programmes for rural development. Rising Urbanization and price rise of land: its effects on farmers, agriculture and housing facilities. Tourism development in 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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## BA Semester-6 CC - 609 (D)

### Economic Essays – II

#### Objectives

- This paper develops creative thinking and writing on current socio-economic affairs.
- This paper helps students to think creative and have own assessment of the problems.

Unit 1

1. Monetary Policies versus fiscal Policy of India
2. Trade Policies
3. Inflation
- 4 Liberalisation, Privatisation and Globalisation

Unit 2

- 1 Unemployment in India
- 2 Black money in India
- 3 Niti Ayog
- 4 Agricultural sector in India



  
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**BA Semester-6 Course CC -610 (A)**  
**Banking**

**Objectives**

- This paper helps to understand functioning of various banks and financial institutions.
- This paper helps students about financial transactions, e-banking, awareness with digital banking system.

**Unit-1 Indian Banking System:**

Definition of bank, Commercial bank- importance and functions, structure of commercial banking system in India. Function of Regional rural banks, Co-operative banking in India.

**Unit-2 Money and RBI:**

Components of Supply of money. RBI: Functions, Instruments of monetary and credit control. Main features of monetary policy since 1991. Limitation of the monetary Policy

**Unit-3 Development Banks and other None Banking:**

Banking Financial institutions: Their main features, unregulated credit markets in India-main features. INDUSTRIAL FINANCE: IDBI, ICICI, IFCI. Issues of NPA in Banking sector.

**Unit: 4 Services of the commercial Bank**

Concept of cheque, Type of cheque, meaning of draft. Introduction of RTGS, NEFT and IMPS, Concept of PFMS, Debit card: its advantage and disadvantages Concept of credit card. Its advantages and disadvantages multi currency card, concept of crypto currency.

**સંદર્ભસાહિત્ય:**

- |                                       |                         |
|---------------------------------------|-------------------------|
| (૧) બેન્કિંગ અને સહકાર:               | પ્રા.ટી.જે.રાણાઅનેઅન્ય  |
| (૨) Money and Banking                 | S. Mitra                |
| (૩) Indian Economics                  | Rangarajan              |
| (૪) Banking Commission                | Reoort(s)               |
| (૫) નાંણુ, બેન્કિંગઅનેરા.અર્થ વિધાન   | ડૉ.બીડી. પરમાર અને અન્ય |
| (૬) નાંણુ, બેન્કિંગઅનેજાહેરઅર્થ વિધાન | ડૉ. બી.કે.ભટ્ટ અને અન્ય |
| (૭) RBI                               | WEB site                |



  
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BA Semester-6 Course CC – 610(B)  
History of Economic thoughts- 2

Objectives

- This paper helps to understand historical perspective of development of various economic thoughts and theories.
- This paper helps students to understand the contribution of our forefathers in economic theories and economic development.

Unit-1	Marginalism- Cournot. The Austrian school and utilitarian, Thunen Gossen, Jevons, Walras and Karl Menger, Bohm Bawark, Wicksell. The rate of interest, wicksteed and weiser.
Unit-2	Marshall a great synthesizer. Time factor in price mechanism. Pearo srafa new thoughts on market system. Consumer's surplus. Economics of A.C. Pigou. – Schumpeter -role of entrepreneur & innovations.
Unit-3	J.B.Say- Law of supply and full employment Equilibrium. General Theory of J.M.keynes aggregate economy, liquidity preference theory and liquidity trap, Equilibrium at under employment. Marginal propensity to consume and Marginal efficiency of capital, role of fiscal policy, deficit spending and public works. Multiplier principle. Neo classical thoughts of Milton Friedman
Unit-4	Economic thoughts of kautilya. Colonialism - Economic thoughts of Dadabhai Navroji: capital drain and British Rule in India. Mahadev Govind Ranade, R.C.Dutt and M.N.Roy. Economic thoughts of Mohandas Gandhi -Simplicity of life, Swadeshi, Limitation of machine and importance of Labour, rural economy and cottage industries, trusteeship, J.K. mehta - wantlessness.

Reference Books:

- (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 (September2002)
- (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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BA Semester-6 Course CC - 610 (C)  
Demography – 2

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	Population growth, Situation in developed Countries, trends of decreasing growth rate of population in developing countries. Estimates and projection of world population.
Unit-2	Crude birth rate and mortality rates, age specific birth and death rates standardized birth and death rates. study of Fertility-Total Fertility rate, gross reproduction rate and net reproduction rate. Study of marital status. Life tables and its issues, Reproductive rate and child health in India. Temporal and spatial variation in sex ratios
Unit-3	Techniques of population projection. Concept of stationary stable and quasi stationary population. Ageing of population in India. Changes in family structure and old age security.
Unit-4	Salient features of population, censuses in India Since independence (Limited only to the growth rate and size of population) Evolution of population policy in India. Shift from population control to family welfare and women empowerment. Demographic status and household behaviour, Education, Women's autonomy and fertility. Economic living standard and family size. New population policy (in 21 <sup>st</sup> Century)

**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:- VI Course -610(D)  
ECONOMIC INVESTIGATION

Objective:

- The main objective of this paper is to train the students to use the techniques of Mathematical and statistical analysis.
- These are commonly applied to understand and analyze economic problems.

Unit:- 1 Interpolation & Extrapolation.

Meaning of interpolation & extrapolation, Importance and uses of interpolation, Methods of interpolation -Binomial expansion- Newton's and Lagrange' s.

UNIT:- 2 Linear Programming.

Meaning - Mathematical Formulation of LPP - Importance and uses - Graphical method.

Unit:-3 Assignment and transportation problems.

Meaning of Assignment problem- Mathematical Formulation of AP, Hungarian method of solving AP.

Meaning of transportation problem -Mathematical Formulation - Cost minimization and profit maximization problems - North West corner Rule.

Unit:-4 Game Theory

Basic concepts Of game theory, payoff matrix, Zero Sum Game, Maximum and Minima principle, saddle point, mixed strategy, principle of dominance.

**Basic Reading:**

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



  
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## Semester -VI CC 610 [E] (optional)

### Socio-Economic survey – 2

**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.

❖ Field work based socio-Economic survey (Particular village, community or area)

Report should be around 50 page.

❖ Evaluation system

Internal-1: 30 mark [20 marks based on brief Report of the survey (5-6 page) plus 10 marks

Based on viva voce taken by internal referee]

❖ External-2: 70 marks [50 marks based on final Report of the survey plus 20 marks based on viva voce taken by Uni. nominated external referee]

### 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, ટ્રસ્ટિ ફાઉન્ડેશન, અમદાવાદ



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# ક્રમિક



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Hemchandracharya  
North Gujarat University  
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हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 606

CREDIT (श्रेयांक) 4

विषय : हिंदी साहित्य का इतिहास : आधुनिक काल

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none"><li>➤ छायावाद:आविर्भाव- विकास एवं प्रवृत्तियाँ</li><li>➤ प्रगतिवाद: विकास एवं प्रवृत्तियाँ</li><li>➤ छायावादी कवि जयशंकर प्रसाद: प्रदान</li><li>➤ प्रगतिशील कवि नागार्जुन: साहित्यिक योगदान</li></ul>
इकाई : दो	<ul style="list-style-type: none"><li>➤ प्रयोगवाद:अर्थ, परिभाषा एवं प्रवृत्तियाँ</li><li>➤ प्रयोगवादी कवि अज्ञेय: योगदान</li><li>➤ नई कविता: विशेषताएँ</li></ul>
इकाई : तीन	<ul style="list-style-type: none"><li>➤ नाट्यसाहित्य:परंपरा और प्रयोग</li><li>➤ गीतिनाट्य:स्वरूप और विकास</li><li>➤ नाटककार जगदीशचंद्र माथुर: साहित्यिक परिचय</li><li>➤ गीतिनाट्यकार धर्मवीर भारती: साहित्यिक परिचय</li></ul>
इकाई : चार	<ul style="list-style-type: none"><li>➤ आत्मकथा:विकास-यात्रा</li><li>➤ संस्मरण:स्वरूप और विकास</li><li>➤ महिला आत्मकथाकार: सामान्य परिचय</li><li>➤ संस्मरण-लेखक:कन्हैयालाल मिश्र प्रभाकर</li></ul>

अंक-विभाजन :

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

कुल अंक : 70



सहायकग्रंथ :

- हिन्दी साहित्य का इतिहास : सं.डॉ. नगेन्द्र,नेशनल पब्लिकेशन हाऊस ,दिल्ली।
- हिन्दी साहित्य का दूसरा इतिहास : डॉ. बच्चनसिंह,राधाकृष्ण प्रकाशन,दिल्ली।
- आधुनिक हिन्दी साहित्य की भूमिका : डॉ. भरत पटेल, अमन प्रकाशन, दिल्ली ।
- आधुनिक हिन्दी साहित्य का इतिहास : डॉ. विजयपालसिंह, जयभारती प्रकाशन,इलाहाबाद्।
- हिन्दी साहित्य का संक्षिप्त इतिहास-डॉ. पारुकांत देसाई, विकास प्रकाशन,कानपुर।
- आधुनिक हिन्दी साहित्य का इतिहास-डॉ.सूर्यनारायण रणसुभे, विकास प्रकाशन, कानपुर।



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कलास्नातक (बी.ए.) छमाही - VI  
विषय : हिंदी

CORE COMPULSORY(मुख्य) - 607

CREDIT (श्रेयांक) 4

विषय : पाश्चात्य साहित्य के सिद्धान्त और हिन्दी साहित्य-समीक्षा

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	- कला : कला की परिभाषा, कला के प्रकार, कला के प्रयोजन   - कविता की परिभाषा और तत्त्व
इकाई : दो	पाश्चात्य समीक्षा की दृष्टि से निम्नलिखित गद्य विधाओं का अध्ययन : कहानी, उपन्यास, नाटक, निबन्ध, रेखाचित्र और आलोचना
इकाई : तीन	पाश्चात्य विद्वानों के साहित्य-सिद्धान्त : प्लेटो, वर्डस्वर्थ, मैथ्यू आर्नोल्ड, आई. ए. रिचर्ड्स
इकाई : चार	प्रमुख हिन्दी समीक्षकों का परिचय : आचार्य रामचन्द्र शुक्ल , आचार्य हजारीप्रसाद द्विवेदी , डॉ. नन्ददुलारे वाजपेयी , डॉ. रामविलास शर्मा

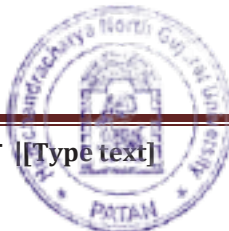
सूचना

२. पाठ्य संरचना में से अलग रूप से समीक्षात्मक प्रश्न अपेक्षित हैं।

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 :

साहित्य-शास्त्र (भारतीय और पाश्चात्य ) :डॉ. ओमप्रकाश गुप्त,पार्श्व पब्लिकेशन, अहमदाबाद ।

- भारतीय एवं पाश्चात्य काव्यशास्त्र :राजनाथ शर्मा,भारत प्रकाशन मंदिर (रजि.), अलीगढ़ ।
- पाश्चात्य काव्यशास्त्र :डॉ. विजयपाल सिंह,जयभारती प्रकाशन, इलाहाबाद ।
- पाश्चात्य काव्यशास्त्र :देवेन्द्रनाथ शर्मा,मयूर पेपरबैक्स ।
- काव्यशास्त्र - डॉ. भगीरथ मिश्र,विश्वविद्यालय प्रकाशन, वाराणसी -पाश्चात्य काव्य-शास्त्र - इतिहास, सिद्धान्त और वाद :डॉ. भगीरथ मिश्र,विश्व-विद्यालय प्रकाशन, वाराणसी ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 608

CREDIT (श्रेयांक) 4

विषय : समकालीन हिंदी कविता

पाठ्य-पुस्तक : समकालीन कविता के स्वर (सं. डॉ. अर्जुन तड़वी - डॉ. सोमाभाई पटेल)

प्रकाशन : ज्ञान प्रकाशन, कानपुर | सं. 2019

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none"><li>गजानन माधव 'मुक्तिबोध' : (1) मैं तुम लोगों से दूर हूँ (2) मुझे कदम-कदम पर</li><li>नागार्जुन : (1) कालिदास (2) अकाल और उसके बाद</li></ul>
इकाई : दो	<ul style="list-style-type: none"><li>सर्वेश्वर दयाल सक्सेना : (1) भूख (2) मुक्ति की आकांक्षा</li><li>केदारनाथ सिंह : (1) सूर्य (2) आज़ादी की स्वर्ण-जयंती</li></ul>
इकाई : तीन	<ul style="list-style-type: none"><li>सुदामा पांडे 'धूमिल' : (1) बीस साल बाद (2) मतदाता</li><li>चन्द्रकान्त देवताले : (1) औरत (2) पत्थर की बेंच</li></ul>
इकाई : चार	<ul style="list-style-type: none"><li>लीलाधार जगूड़ी : (1) आऊंगा (2) एक दिन की ज़िंदगी</li><li>मंगलेश डबराल : (1) गुमशुदा (2) सबसे अच्छी तारीख</li></ul>

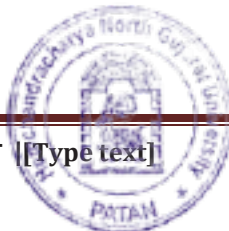
सूचना : 1. संदर्भ-व्याख्यापाठ्यक्रम संरचना में निर्धारित पाठ्य-रचनाओं में से पूछे जाएँगे ।

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

अंक-विभाजन :

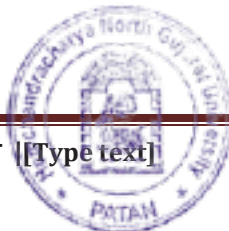
1	व्याख्याएँ (अ, आ - विकल्पयुक्त) (9 + 9)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17

कुल अंक : 70



सहायक ग्रंथ :

- हिन्दी कविता संवेदना के विविध आयाम : आनंद कुमार राय, अंकित पब्लिकेशन्स, जयपुर ।
- समकालीन हिन्दी कविता के महत्वपूर्ण हस्ताक्षर : डॉ. सरजू प्रसाद मिश्र, अमन प्रकाशन, कानपुर ।
- समकालीन काव्य-यात्रा : नंदकिशोर नवल, किताबघर, नयी दिल्ली ।
- समकालीन कवि और काव्य : कल्याण चन्द्र, चिंतन प्रकाशन, कानपुर ।
- समकालीन कविता के बदलते सरोकार : सं. डॉ. रणजीत, डॉ. सुधा रणजीत, अमन प्रकाशन, कानपुर
- जटिल संवेदना के कवि मुक्तिबोध : डॉ. आलोक गुप्त, पार्श्व प्रकाशन, अहमदाबाद ।
- सर्वेश्वर व्यक्ति और रचनाकार : डॉ. अखिलेश गोस्वामी, ज्ञान प्रकाशन, कानपुर ।
- नागार्जुन की कविता : अजय तिवारी, वाणी प्रकाशन, नई दिल्ली ।
- कवि केदारनाथ सिंह : सं. भारत यायावर, वाणी प्रकाशन, नई दिल्ली ।
- धूमिल की काव्य कला : डॉ. सुधाकर शेङ्गडे, विद्या प्रकाशन, कानपुर ।
- चन्द्रकान्त देवताले की कविता : उषस पी. एस., जवाहर पुस्तकालय, मथुरा ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 608

CREDIT (श्रेयांक) 4

विषय : आधुनिक हिंदी कविता (वैकल्पिक)

पाठ्य-पुस्तक : काव्य-धारा (सं. डॉ. के. विष्णु)

प्रकाशन : राजपाल एण्ड सज्ज, कश्मीरी गेट, दिल्ली | सं. 2003

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none"><li>मैथिलीशरण गुप्त : (1) भारत वर्ष (2) सखी वे मुझसे कहकर जाते</li><li>जयशंकर प्रसाद : (1) प्रभो (2) याचना</li></ul>
इकाई : दो	<ul style="list-style-type: none"><li>सूर्यकांत त्रिपाठी 'निराला' : (1) तेरे चरणों पर (2) भारति, जय-विजय करे</li><li>सुमित्रानंदन पंत : (1) प्रार्थना (2) जीवन का अधिकार</li></ul>
इकाई : तीन	<ul style="list-style-type: none"><li>हरिवंशराय बच्चन : (1) आत्म-परिचय (2) मधुशाला</li><li>माखनलाल चतुर्वेदी : (1) समय के अंगूर (2) विद्रोह</li></ul>
इकाई : चार	<ul style="list-style-type: none"><li>रामधारीसिंह 'दिनकर' : (1) बापू (2) सिंहासन खाली करो कि जनता आती है</li><li>सच्चिदानंद वात्स्यायन 'अज्ञेय' : (1) नदी के द्वीप (2) कितनी नावों में कितनी बार</li></ul>

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

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

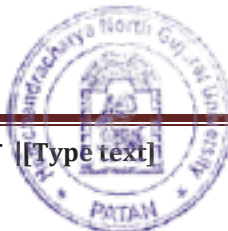
अंक-विभाजन :

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

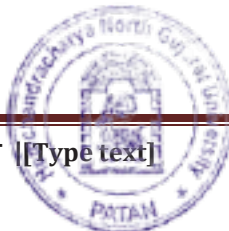
I/c. Registrar

Hemchandracharya  
North Gujarat University  
PATAN



सहायक ग्रंथ :

- हिन्दी के आधुनिक प्रतिनिधि कवि : डॉ. द्वारिकाप्रसाद सक्सेना, विनोद पुस्तक मंदिर, आगरा ।
- आधुनिक हिन्दी कविता के विविध आयाम : सरस्वती भल्ला, अनामिका पब्लिशर्स, नई दिल्ली ।
- हिन्दी के आधुनिक प्रतिनिधि कवि : प्रा. राठोड बालु, अमन प्रकाशन, कानपुर ।
- आधुनिक हिन्दी कविता में काव्य चिंतन : डॉ. करुणाशंकर उपाध्याय, क्वालिटी बुक्स, कानपुर ।
- हिन्दी कविता संवेदना के विविध आयाम : आनंद कुमार राय, अंकित पब्लिकेशन्स, जयपुर ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 609

CREDIT (श्रेयांक) 4

विषय : हिन्दी भाषा और लिपि

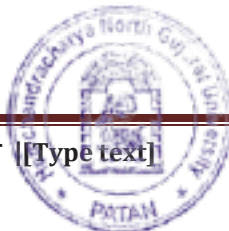
पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none"><li>- संसार के प्रमुख भाषा-परिवार  </li><li>- भारोपीय परिवार ,भारतीय ईरानी उपकुल,दरद भाषाएँ  </li><li>- खड़ीबोली उद्भव और विकास  </li></ul>
इकाई : दो	<ul style="list-style-type: none"><li>- आर्यभाषाओं का वर्गिकरण,प्राचीन भारतीय आर्यभाषाएँ,</li><li>मध्यकालीनभारतीय आर्यभाषाएँ, आधुनिक भारतीय आर्यभाषाएँ  </li></ul>
इकाई : तीन	<ul style="list-style-type: none"><li>- हिन्दी की उपभाषाएँ और बोलियाँ </li><li>- हिन्दी भाषा का शब्द-समूह </li><li>- उर्दू और हिंदुस्तानी  </li><li>- खड़ीबोली : उद्भव और विकास  </li></ul>
इकाई : चार	<ul style="list-style-type: none"><li>- राजभाषा हिन्दी : ऐतिहासिक पृष्ठभूमि और संवैधानिक स्थिति </li><li>- देवनागरी लिपि : उद्भव और विकास</li><li>- देवनागरी लिपि की वैज्ञानिकता</li><li>- खरोष्ठी लिपि, ब्राहमी लिपि : सामान्य परिचय  </li></ul>

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 भाषा और लिपि :धीरेन्द्र वर्मा प्रकाशन,हिंदुस्तानी एकेदेमी, इलाहाबाद ।
- हिन्दी : उद्भव, विकास और रूप :डॉ. हरदेव बाहरी,किताब महल, इलाहाबाद ।
- हिन्दी भाषा और देवनागरी लिपि :डॉ. लक्ष्मीलाल वैरागी,संघी प्रकाशन , जयपुर ।
- हिन्दी भाषा :भोलानाथ तिवारी,किताब महल, दिल्ली ।
- हिन्दी भाषा का इतिहास - डॉ. भोलानाथ तिवारी,वाणी प्रकाशन, नई दिल्ली ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 610

CREDIT (श्रेयांक) 4

विषय : मीडिया के विविध आयाम

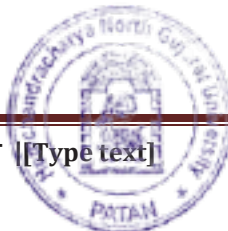
पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	<ul style="list-style-type: none"><li>➤ जनसंचार माध्यम:उद्भव एवं विकास</li><li>➤ जनसंचार माध्यम की भाषा</li><li>➤ अनुवाद : अर्थ और स्वरूप</li><li>➤ अनुवाद के प्रकार</li></ul>
इकाई : दो	<ul style="list-style-type: none"><li>➤ समाचार लेखन और हिन्दी</li><li>➤ समाचार के प्रकार</li><li>➤ संवाद लेखन और हिन्दी</li><li>➤ संवाददाता की कार्य-पद्धतियाँ</li></ul>
इकाई : तीन	<ul style="list-style-type: none"><li>➤ उद्घोषणा का परिचय एवं लेखन बिंदु</li><li>➤ उद्घोषक की भाषा</li><li>➤ साक्षात्कारकर्ता में विद्यमान गुण</li><li>➤ साक्षात्कार के प्रकार</li></ul>
इकाई : चार	पारिभाषिक शब्दावली



प्रशासनिक शब्दावली

अंग्रेजी	हिन्दी		
Academic	- अकादमिक	Document	- दस्तावेज
Account book	- लेखाबही/बहीखाता	Draft	- आलेख
Act	- अधिनियम	Register	- पंजीयन
Administration	- प्रशासन	Reservation	- आरक्षण
Admission fee	- प्रवेश शुल्क	Retirement	- सेवानिवृत्त
Advertisement	- विज्ञापन	Enrolement	- नामांकन
Air mail	- हवाई डाक	Fixation	- नियतन
Assembly	- विधानसभा	Fund	- निधि/कोष
Appointment	- नियुक्ति	Training	- प्रशिक्षण
Transliteration	- लिप्यंतरण	ircular	- परिपत्र
Bibliography	- ग्रंथसूची	Scale of pay	- वेतनमान
Seminar	- संगोष्ठी	Committee	- समिति
Charge of report	- कार्यभार रपट	Surname	- उपनाम
Centralization	- केंद्रीकरण	Budget	- बजट
Bypass	- उपमार्ग	Keyboard	- कुंजीपटल
Democracy	- लोकतंत्र	Laborartory	- प्रयोगशाला
Honorarium	- मानदेय	Verification	- सत्यापन
Identity card	- पहचान-पत्र	Viva-voce	-मौखिक परीक्षा
Interview	- साक्षात्कार	Waiting list	-प्रतीक्षा-सूची



मंत्रालयों के नाम

Leave	-	छुट्टी	Ministry of Defence	-	रक्षा मंत्रालय
Ledger	-	खातावही	Ministry of Education	-	शिक्षामंत्रालय
Money order	-	धनादेश	Ministry of Finance	-	वित्तमंत्रालय
Nomination	-	नामांकन	Ministry of Health	-	स्वास्थ्य मंत्रालय
Ordinance	-	अध्यादेश	Ministry of Home affairs	-	गृह मंत्रालय
संसद	-	Ministry of Labour affairs	-	श्रम मंत्रालय	Parliament
Power of attorney	-	मुख्तारनामा	Project	-	परियोजना
Provident fund	-	भविष्य निधि	Quiz	-	प्रश्नोत्तरी/कूटप्रश्न

कार्यालयों के नाम

All India Radio	-	आकाशवाणी
High court	-	उच्च न्यायालय
Income Tax Department	-	आयकर विभाग
Law commission	-	विधि आयोग
Official Language commission	-	राजभाषा आयोग
Public service commission	-	लोकसेवा आयोग
Secretariat	-	सचिवालय

पदनाम

Accountant	-	लेखापाल	Accounts officer	-	लेखाधिकारी
Advisor/Adviser	-	सलाहकार	Advocate	-	अधिवक्ता/वकील
Agent	-	अधिकर्ता	Ambassador	-	राजदूत
Assistant Director	-	सहायक निदेशक	Auditor	-	लेखापरीक्षक



Chairman	-	सभापति,अध्यक्ष	Chancellor	-	कुलाधिपति
Vice Chancellor	-	कुलपति	Pro-vice Chancellor	-	उपकुलपति
Chief minister	-	मुख्यमंत्री	Clerk	-	लिपिक
Controller	-	नियंत्रक	Director general	-	महानिदेशक
President	-	राष्ट्रपति	Public Relation officer	-	जनसम्पर्क अधिकारी
Scientist	-	वैज्ञानिक	Traffic inspector	-	याता निरीक्षक
Officer-in-charge	-	प्रभारी अधिकारी	Pilot	-	विमान चालक
Soldier – सैनिक/फौजी					

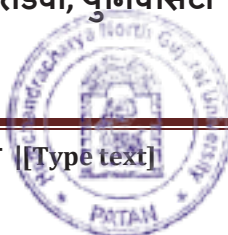
अंक-विभाजन :

1	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
2	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 17
3	दीर्घोत्तरी प्रश्न (विकल्पयुक्त)	अंक : 18
4	पाठ्यक्रम में निर्धारित सत्रह(१७) पारिभाषिक शब्दों का हिन्दी शुद्धरूप छात्रदेंगे ।	अंक : 17

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कुल अंक : 70

सहायक ग्रंथ :

- प्रयोजनमूलक हिन्दी : डॉ.विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली ।
- प्रयोजनमूलक हिन्दीके विविध आयाम : डॉ.मायासिंह, जयभारती प्रकाशन, इलाहाबाद ।
- कार्यालयों में हिन्दी प्रयोग की दिशाएँ : (सं)उमाशंकर, लोकभारती प्रकाशन, इलाहाबाद ।
- प्रयोजनमूलक हिन्दी : डॉ.पी लता, लोकभारती प्रकाशन, इलाहाबाद ।
- जनसंचार:विविध आयाम : ब्रजमोहन गुप्त,तक्षशिला प्रकाशन, दिल्ली ।
- समाचार संपादन : कमल दीक्षित, महेश दर्पण, राधाकृष्ण प्रकाशन, दिल्ली ।
- प्रयोजनमूलक हिन्दी : डॉ. अर्जुन तडवी, युनिवर्सिटी ग्रंथ निर्माण बोर्ड, अहमदाबाद ।



  
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हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 610

CREDIT(श्रेयांक) 4

विषय : हिन्दी कथा-साहित्य : उपन्यास (वैकल्पिक)

पाठ्य-पुस्तक : फॉस (लेखक : संजीव)

प्रकाशन : वाणी प्रकाशन, नयी दिल्ली| सं. 2015

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	- संजीव : सामान्य परिचय - फॉस : संदर्भ-व्याख्या
इकाई : दो	- फॉस : कथा-विन्यास, तात्विक-समीक्षा, नामकरण (शीर्षक), युगीन परिवेश
इकाई : तीन	- फॉस : प्रमुख स्त्री-पात्र (शकुन, सरस्वती, छोटी), प्रमुख पुरुष-पात्र (चौधरी छोटूराम, शिबू, मोहन बाघमारे), गौण-पात्रों का सामान्य परिचय
इकाई : चार	- फॉस : किसान-जीवन की समस्याएँ, सामंतवादी व्यवस्था का उन्मूलन, पारिवारिक संबंधों की स्थिति, भाषा-शैली, उद्देश्य

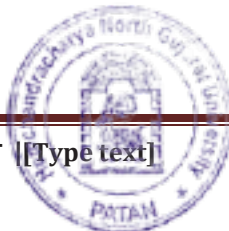
सूचना: १. संदर्भ-व्याख्या पाठ्य संरचना में निर्धारित पाठ्य रचनाओं से पूछे जाएँगे।

२. पाठ्य संरचना में 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 :

- संजीव की कथा-यात्रा भाग 1,2,3 : वाणी प्रकाशन, नयी दिल्ली ।
- कथाकार संजीव : सं. गिरीश काशीद, शिल्पायन, शाहदरा, नयी दिल्ली ।
- अपनी माटी : त्रैमासिक ई-पत्रिका, वर्ष-3, अंक-24, मार्च, 2017
- उपन्यास स्वरूप और संवेदना : राजेन्द्र यादव, वाणी प्रकाशन, नयी दिल्ली ।
- हिन्दी उपन्यास सौ वर्ष का सफ़रनामा : डॉ. अब्दुर्शीद ए. शेख, पार्श्व प्रकाशन, अहमदाबाद ।



# મનોવિજ્ઞાન



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**STRUCTURE OF THE SEMESTER SYSTEM**

**PROGRAMME: B.A. PSYCHOLOGY**

**SEMESTER – VI**

<b>COURSE CODE</b>	<b>COURSE TYPE</b>	<b>COURSE NAME</b>	<b>CREDITS OF DIRECT TEACHING</b>	<b>TOTAL CREDITS</b>
CC 606	Core Compulsory	Abnormal Psychology– II	4	4
CC 607	Core Compulsory	Introduction to Psychological Inquiry–II	4	4
CC 608	Core Compulsory	Quantitative Data Analysis	4	4
CC 609	Core Compulsory	Industrial Psychology – II Or Foundation of Developmental Psychology-II	4	4
CC 610	Core Compulsory	Counselling Psychology-II Or Married Life Psychology	4	4
FC 603	Foundation Compulsory	FC-603 English	2	2
EG 606	Elective Generic	EG-606 Any one from the list	2	2
Total Courses	7	Total Lectures 24	Total Credits	24



  
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**Enforce from June-2020**

Course Code		Programme Name		Subject/ Course
CC -606		B. A. Semester-VI		Psychology
<b>COURSE / PAPER TITLE ABNORMAL PSYCHOLOGY – II</b>				
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:**

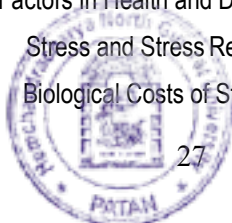
- To impart knowledge about the abnormal behavior
- To make students understand the nature and cause of various abnormal syndromes
- To impart knowledge need for therapies of different abnormal syndromes

**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	<b>Mood Disorders</b> 1.1 What are Mood Disorders? 1.2 Unipolar Mood Disorders 1.3 Causal Factors in Unipolar Mood Disorder 1.4 Bipolar Disorders 1.5 Causal Factors in Bipolar Mood Disorder	1	25
2	<b>Health Problems and Behaviour</b> 2.1 Psychological Factors in Health and Disease 2.1.1 Stress and Stress Response 2.1.2 Biological Costs of Stress	1	25



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

**Reference Book**

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



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**Enforce from June-2020**

Course Code		Programme Name		Subject/ Course
CC -607		B. A. Semester-VI		Psychology
<b>COURSE / PAPER TITLE INTRODUCTION TO PSYCHOLOGICAL INQUIRY – II</b>				
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	<b>Survey Research and Questionnaire</b> 1.1 Uses of Surveys 1.2 Various Survey Methods 1.3 Survey- Research Design 1.4 Questionnaire 1.4.1 Steps in preparing a Questionnaire 1.4.2 Guideline for Effective Wording of Questions	1	25
2	<b>Observation</b> 2.1 What is Observation? 2.1 Classification of Observational Methods	1	25



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

### Reference Books

1. Kerlinger F. N. (1999): Foundation of Behavioural Research, Second Revised Edition, Surgeet Publication, New York.
2. Kothari C.R. (2009): Research Methodology: Methods and Techniques, Second Revised Edition, New Age International Publishers, New Delhi
3. Shaughnessy J. J; Zechmeister E.B. and Zechmeister J.S. (2006): Research Methods in Psychology, Seventh International Edition, McGraw Hill Higher Education, New York.
4. 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 -608		B. A. Semester-VI		Psychology
<b>COURSE / PAPER TITLE</b>		<b>QUANTITATIVE DATA ANALYSIS</b>		
Course Type		Total Credit		
Core Compulsory		04		
Teaching Time (hours)		Examination marking Scheme		
Theory (hours)	Practical (Hours)	Internal (Marks)	External (Marks)	Total (Marks)
4x15=60	-	30	70	100

**Main Objectives:**

To develop and understanding of elementary statistics used in Psychology.

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

**The Scheme of question paper:**

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

**The paper will consist of the following four units:**

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



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

### Reference Books

1. Garrett H. "Elementary Statistics" Longmans green and Co. New York
2. Dowine N. and Heath R. "Basic Statistical Methods" Harper and Row Publishers, New York  
2nd edition
3. 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 -609		B. A. Semester-VI		Psychology
<b>COURSE / PAPER TITLE INDUSTRIAL PSYCHOLOGY – II</b>				
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	<b>Performance Appraisals</b>  1.1 Performance Appraisal: why do it? 1.2 Objective performance appraisal methods 1.3 Judgmental performance appraisal methods 1.4 Bias in performance appraisal	1	25
2	<b>Working Condition</b>  2.1 Physical working condition 2.2 Work schedules 2.3 Psychological and social issues 2.3.1 Boredom and monotony 2.3.2 Fatigue	1	25



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

**Reference Books**

1. Duane P. Schultz and Sydney Ellen Schultz (2004): Psychology and work Today. Published by Pearson Education Pvt. Ltd., Indian Branch Delhi.
2. Tiffin J. and Mc. Covmic, E.J. (1971) Industrial Psychology, New Delhi : Prentice Hall India
3. Luthans, Fred (1987) Organizational behaviour, McGraw- Hill Serves, International Student Edition. Times Printer- Singapore.
4. Von Haller 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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Course Code		Programme Name		Subject/ Course
CC -609		B. A. Semester-VI		Psychology
<b>COURSE / PAPER TITLE FOUNDATION OF DEVELOPMENTAL PSYCHOLOGY-II</b>				
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.

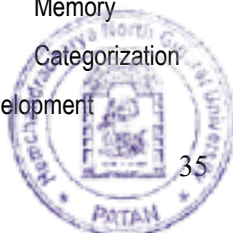
To enable students to appreciate research studies on problems relating to human development.

**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	<b>Cognitive Development in Infancy and Toddlerhood</b>	1	25
	1.1 Piaget's Cognitive-Developmental Theory		
	1.1.1 Piaget's Ideas About Cognitive Change		
	1.1.2 The Sensorimotor Stage		
	1.2 Information Processing		
	1.2.1 Structure Of The Information-Processing System		
	1.2.2 Attention		
	1.2.3 Memory		
	1.2.4 Categorization		
	1.3 Language Development		



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	1.3.1	Three Theories Of Language Development		
	1.3.2	Getting Ready To Talk		
	1.3.3	First Word		
	1.3.4	The Two Words Utterance Phase		
	1.3.5	Supporting Early Language Development		
<b>2</b>		<b>Emotional and Social Development in Early Childhood</b>	<b>1</b>	<b>25</b>
	2.1	Self –Understanding		
	2.1.1	Foundations Of Self-Concept		
	2.1.2	Emergence Of Self-Esteem		
	2.2	Emotional Development		
	2.3	Peer Relations		
	2.4	Gender Typing		
	2.4.1	Gender-Stereotyped Beliefs And Behavior		
	2.4.2	Genetic Influences On Gender Typing		
	2.4.3	Environmental Influences On Gender Typing Gender Identity		
	2.4.4	Reducing Gender Stereotyping In Young Children		
	2.5	Child Rearing Styles		
<b>3</b>		<b>Physical and Cognitive Development in Adolescence</b>	<b>1</b>	<b>25</b>
	3.1	Puberty: The Physical Transition to Adulthood		
	3.2	The Psychological Impact of Pubertal Events		
	3.3	Health Issues		
	3.3.1	Nutritional Needs		
	3.3.2	Eating Disorders		
	3.3.3	Sexual Activity		
	3.4	Consequences Of Abstract Thought		
<b>4</b>		<b>Emotional and Social Development in Late Adulthood</b>	<b>1</b>	<b>25</b>
	4.5	Stability And Change In Self-Concept And Personality		
	4.6	Individual Differences In Psychological Well-Being		
	4.6.1	Control Verses Dependency		
	4.6.2	Health		
	4.6.3	Negative Life Changes		
	4.6.4	Social Support And Social Interaction		
	4.7	A Changing Social World		
	4.7.1	Social Theories Of Ageing		
	4.8	Relationships in Late Adulthood		
	4.8.1	Marriage		



  
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- 4.8.2 Widowhood
  - 4.8.3 Relationships With Adult Children
  - 4.8.4 Elder Maltreatment
- 4.9 Retirement and Leisure

**Reference Book**

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



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Enforce from June-2020

Course Code		Programme Name		Subject/ Course
CC -610		B. A. Semester-VI		Psychology
<b>COURSE / PAPER TITLE COUNSELLING PSYCHOLOGY-I I</b>				
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	<b>Characteristics and Work of Counsellor and-</b>	1	25

**The Ethics for Counselling Profession**

- 1.1 Characteristics of effective Counsellor
- 1.2 Work and Role of Counsellor
- 1.3 Counsellor as a consultant
- 1.4 Ethics of counselling profession
- 1.5 Recommendation of code of ethics for the counselling Profession

2	<b>Counselling Relationship</b>	1	25
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- 2.1 Concept of Counselling Relationship
- 2.2 The Therapeutic Climate



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- 2.3 Characteristics of Effective Counselling Relationship
  - 2.3.1 Essential Characteristics Counselling
  - 2.3.2 Counsellor's Attitudes and Characteristics to establish Counselling Relationship
  - 2.3.3 Dimensions of Counselling Relationship

**3 Counselling Process** **1**      **25**

- 3.1 Steps of Counselling Process
- 3.2 Variables influencing Counselling Process
- 3.3 Support and Crisis

**4 Counselling Techniques and Skills** **1**      **25**

- 4.2 Meaning of Techniques
- 4.3 Various Techniques and Skills of Counselling

**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.



  
 I/c. Registrar  
 Hemchandracharya  
 North Gujarat University  
 PATAN

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

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

**Main Objectives:**

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

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

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

**The Scheme of question paper:**

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

**The paper will consist of the following four units:**

Unit	Topic	Credit	Marks
<b>1</b>	<b>Purpose and Fitness for Marriage</b>	<b>1</b>	<b>25</b>
	1.1 Definition of Marriage		
	1.2 Purpose of Marriage		
	1.3 Types of Fitness for Marriage		
	1.4 Aspects of Maturity for Marriage		
	1.5 Characteristics of Maturity for Marriage		
	1.6 Characteristics of a person matured		
<b>2</b>	<b>Human Sexuality</b>	<b>1</b>	<b>25</b>
	2.1 Concept of Human Sexuality		
	2.2 Perspectives of Human Sexuality		



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

#### **Reference Books**

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

