



HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN

PROGRAMME: BACHELOR OF ARTS (B.A)

SEMESTER SYSTEM

PROGRAMME CODE: HNGU1008

AS PER THE NEW GUIDELINES FROM THE UNIVERSITY

(WITH EFFECT FROM JUNE-2020-21)




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

COMPULSORY PAPERS

(FOR ALL)

ENGLISH

FCE - 303

B A SEMESTER III

Foundation Compulsory English

FCE- Paper - 303

Course Level Learning Outcome:

To encourage students to learn and appreciate language through Short Stories/Essays To encourage and develop reading habits in Under Graduate Students To develop abilities to comprehend passages and compose short summaries To introduce Under Graduate students to important themes and issues To enable students to learn basic grammar through the practice of prescribed topics To enable students to comprehend short passages and compose précis to develop writing skills.

Course Content

Unit 1

Lesson 1 to 5

Text: Panorama Frank Bros. & Co.

Unit 2

Grammar

Voice (Active to Passive)

Use Adverb /Adjective

Unit 3

Comprehension and Composition

Précis Writing

SCHEME OF EXAMINATION

B A SEMESTER III

F C E 303

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

COURSE COMBINATION

CORE COMPULSORY

ENGLISH

B A SEMESTER III

INDIAN WRITING IN ENGLISH (Fiction)

C C 303

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate include. appreciate the historical trajectory of various genres of IWE from colonial times till the present. critically engage with Indian literary texts written in English in terms of— Colonialism / postcolonialism, regionalism, and nationalism. appreciate the creative use of the English language in IWE. approach IWE from multiple positions based on historical and social locations.

Course Content

Unit -I

Indian English Novel before Independence
Indian English Novel after Independence

Unit- II

R.K. Narayan Swami and Friends

Unit-III

Raja Rao Kanthapura

Unit –IV Acquaintances:

1.Rajmohan’s Wife	2.Gujarat and the Gujaratis	3.The Guide	4.The God of Small Things
5.In Custody	6.Home	7.The river Sutra	8.Midnight’s Children
9.Train to Pakistan	10.A Suitable Boy		

❖ Suggested Topics for Presentation:

1. Indian English
2. Indian English Literature and its Readership
3. Themes and Contexts of the Indian English Novel
4. The Aesthetics of Indian English Poetry
5. Modernism in Indian English Literature
6. The Nation and Indian English Literature

❖ Suggested Readings:

1. Raja Rao, Foreword to Kanthapura (New Delhi: OUP, 1989) pp. v–vi.

2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10

SCHEME OF EXAMINATION
B A SEMESTER-III
English
C C 303

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

B A SEMESTER III

BRITISH POETRY: 17TH AND 18TH CENTURIES

CC 304

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate include. Identify the major characteristics Mock-Heroic poetry. Demonstrate in-depth knowledge and understanding of the religious, social intellectual and cultural thoughts of the 17th and 18th centuries. Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others. Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama. Analyze literary devices forms and techniques to appreciate and interpret the texts.

Course Content

Unit 1

Chief Characteristics of the age of Milton
Growth and development of poetry during the 17th & 18th Century

Unit 2

John Milton Lycidas

Unit 3

Alexander Pope The Rape of the Lock

Unit 4 Acquaintances:

1.Paradise Lost	2.Paradise Regained	3.Elegy Written in a Country Church Yard	4.Essay on Dramatic Poesie
5.Epistle to Dr Arbuthnot	6.The Deserted Village	7.London	8.The Spectator
9.Idler	10.Man in Black		

❖ Suggested Topics for Background Reading and Class Presentation:

1. Religious and Secular Thought in the 17th Century
2. Changing Images of the Human Being in the Literature of the Period
3. The Stage, the State, and the Market
4. The Mock-epic and Satire
5. Women in the 17th Century
6. The Comedy of Manners

❖ **Suggested Readings:**

1. The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

2. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

3. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th ed., ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

SCHEME OF EXAMINATION

B A SEMESTER-III

English

C C 304

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

B A SEMESTER III
LITERARY CRITICISM
CC 305

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate include. Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods. Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory). Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory. Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of rasa, alamkar, riti, dhvani, vakroti, auchitya) and western (Greek, roman, English, German, Russian and French) .Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts .Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments → Learners will be able to strengthen and deepen their interpretative skills. The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Course Content

Unit 1

What is literary Criticism?
Functions of Literary Criticism
Reader Response Theory

Unit 2

Plato's concept of poetry
Plato's theory of imitation

Unit 3

Aristotle -Nature and Function of Tragedy
Concept of Tragic Hero

Unit 4 Acquaintances:

1.Rasa	2.Alamkar	3.Riti	4.Dhwani	5.Auchitya
6.Catharsis	7.Mimesis	8.Nemesis	9.Hamartia	10.Vakrokti

❖ **Suggested Reading: -**

1. A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Rutledge, 2000. Peter Barry *Beginning, Theory*:
2. *An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.
3. Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*.
4. Kentucky: University Press of Kentucky, 1993. S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.
5. Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

SCHEME OF EXAMINATION

B A SEMEESTER-III

English

C C 305

Q.1- One very long question with an internal option from unit –I **(17)**

Q.2- One very long question with an internal option from unit –II **(18)**

Q.3- Q.1- One very long question with an internal option from unit –III **(17)**

Q.4 Acquaintances in brief. (Three out of five) **(18)**

CORE ELECTIVE

ક્રમિક



Hemchandracharya
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हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण
कलास्नातक (बी.ए.) छमाही - III
विषय : हिन्दी
CORE ELECTIVE(गौण) -303
CREDIT(श्रेयांक) 4
विषय : मध्यकालीन हिन्दी कविता

पाठ्य-पुस्तक : मध्यकालीन हिन्दी काव्य (संपा. डॉ. शिवकुमार मिश्र)
प्रकाशन : पार्श्व पब्लिकेशन, अहमदाबाद | सं. 1999

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	- मध्यकालीन ज्ञानमार्गी भक्ति शाखा : सामान्य परिचय - मध्यकालीन प्रेममार्गी भक्ति शाखा : सामान्य परिचय - मध्यकालीन रामाश्रयी भक्ति शाखा : सामान्य परिचय
इकाई : दो	- कबीर : पाठ्य-पद : साखी - 1 से 35, शबद - 1 से 5 - कबीर : भक्ति भावना, काव्य-कला, समाज-सुधारक, विरहानुभूति, कबीर के राम
इकाई : तीन	- जायसी : पाठ्य-पद : नागमती वियोग खंड - 1 से 19 - जायसी : नागमती वियोग-वर्णन, भावपक्ष-कलापक्ष, प्रकृति-चित्रण
इकाई : चार	- तुलसीदास : पाठ्य-पद : रामचरितमानस - 1 से 6, गीतावली - 1 से 6, विनयपत्रिका - 1 से 10 - तुलसीदास : भक्ति-भावना, काव्य-कला, प्रकृति-चित्रण, भाषा-शैली

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

2. पाठ्यक्रम संरचना में निर्धारित कबीर, जायसी और तुलसीदास तीन कवियों के 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

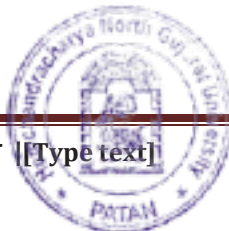
I/c. Registrar

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PATAN



सहायक ग्रंथ :

- कबीर : प्रभाकर माचवे, साहित्य अकादमी, नई दिल्ली ।
- कबीर ग्रंथावली (सटीक) : रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद ।
- कबीर और जायसी : डॉ. पुरुषोत्तम बाजपेयी, चंद्रलोक प्रकाशन, कानपुर ।
- जायसी एक नयी दृष्टि : रघुवंश, लोकभारती प्रकाशन, इलाहाबाद ।
- जायसी ग्रंथावली : आचार्य रामचन्द्र शुक्ल, वाणी प्रकाशन, नयी दिल्ली ।
- विश्वकवि तुलसी एवं उसका काव्य : रामप्रसाद मिश्र, सूरी प्रकाशन, नई सड़क, दिल्ली ।
- प्राचीन और मध्यकालीन हिन्दी काव्य : संवेदना और कलापरक अध्ययन, डॉ. भरत पटेल, डॉ. सोमाभाई पटेल, रावल प्रकाशन, पाटण ।
- मध्यकालीन कालजयी रचनाकार : डॉ. विष्णुदास वैष्णव, राष्ट्रीय ग्रंथ प्रकाशन, आबूरोड ।
- हिन्दी के प्राचीन प्रतिनिधि कवि : डॉ. द्वारिका प्रसाद सक्सेना, विनोद पुस्तक मंदिर, आगरा ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - III

विषय : हिन्दी

CORE ELACTIVE (गौण) -304

CREDIT(श्रेयांक)4

विषय : हिन्दी नाट्य साहित्य

पाठ्य-पुस्तक : नाटक आज तक (संपा. डॉ. जी. भास्कर मैया)

प्रकाशन : लोकभारती प्रकाशन, इलाहाबाद-1 | दूसरा सं. 2008

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	- एकांकीकार भारतभूषण अग्रवाल, ममता कालिया एवं सफदर हाशमी : सामान्य परिचय - महाभारत की एक सांझ', 'आप न बदलेंगे', अपहरण भाईचारे का' : संदर्भ-व्याख्या
इकाई : दो	- 'महाभारत की एक सांझ' : कथावस्तु, तात्विक परिचय, दुर्योधन का चरित्रांकन, रंगमंचीयता
इकाई : तीन	- 'आप न बदलेंगे' : कथावस्तु, तात्विक परिचय, नारी संवेदना, अभिनेयता
इकाई : चार	- 'अपहरण भाईचारे का' : कथावस्तु, तात्विक परिचय, सांप्रदायिकता, नुक्कड़ नाट्य-शैली

सूचना : 1.

2.संदर्भ-व्याख्या पाठ्यक्रम संरचना में निर्धारित पाठ्य-रचनाओं में से पूछे जाएँगे ।

3. पाठ्यक्रम संरचना में निर्धारित एकांकी में से अलग रूप से या संयुक्त रूप से समीक्षात्मक प्रश्न अपेक्षित हैं ।

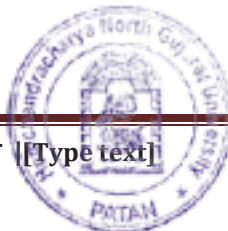
अंक-विभाजन :

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

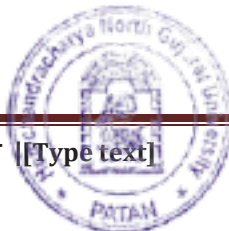
I/c. Registrar

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सहायक ग्रंथ :

- भारत भूषण अग्रवाल : मूलचंद गौतम, साहित्य अकादमी, नई दिल्ली ।
- हिंदी एकांकी : सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नई दिल्ली ।
- परंपराशील नाटक : जगदीशचन्द्र माथुर, राष्ट्रीय नाट्य विद्यालय, नई दिल्ली ।
- हिन्दी नाट्य सौ वर्ष का सफ़रनामा : डॉ. अब्दुर्शीद ए. शेख, पार्श्व प्रकाशन, अहमदाबाद ।
- स्वातंत्र्योत्तर एकांकी बदलते मूल्य : डॉ. नीतू जयसिंघानी, कल्पना प्रकाशन, दिल्ली ।
- हिन्दी नाटक परंपरा और प्रयोग : डॉ. सुधींद्र कुमार, संजय प्रकाशन दिल्ली ।
- समकालीन हिन्दी नाट्य परिदृश्य : डॉ. परवीन अख्तर, विकास प्रकाशन, कानपुर ।
- आधुनिक भारतीय नाट्य विमर्श : जयदेव तनेजा, राधाकृष्ण प्रकाशन, नई दिल्ली ।
- समकालीन हिन्दी नाटक एवं नाटककार : डॉ. दिनेशचन्द्र वर्मा, चिंतन प्रकाशन, कानपुर ।



COURSE COMBINATION

CORE COMPULSORY

ગુજરાતી



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PATAN

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

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યસ્વરૂપનો અભ્યાસ - મધ્યકાલીન

નિયત સ્વરૂપ : પદ્યવાર્તા

નિયતકૃતિ:

‘નંદબત્રીસી’ : શામળ

સંપાદક : હસુ યાજ્ઞિક

પ્રકાશક: પાર્શ્વ પ્રકાશન.અમદાવાદ

એકમ : ૧ (અ) સ્વરૂપગત ચર્ચા :

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

(બ) વિકાસગત ચર્ચા :

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

એકમ : ૨ સર્જકગત ચર્ચા :

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

એકમ : ૩ કૃતિના સમીક્ષાત્મક પ્રશ્નો.

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધ.



શામલ
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સંદર્ભગ્રંથો :

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




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

પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ - કાન્ત

નિયતકૃતિ:

પૂર્વાલાપ ('કાન્ત'નાં કાવ્યો)

સંપાદક : વિનોદ અધ્વર્યુ

પ્રકાશક: પાર્શ્વ પ્રકાશન.અમદાવાદ

નિમ્નસૂચિત કાવ્યો અભ્યાસક્રમમાં નિયત કરવામાં આવે છે.

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



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એકમ : ૧ (૧) કાન્તને સાહિત્યકાર તરીકે ઘડનારાં પરિબલો

(૨) સર્જક કાન્તનું જીવન - કવન

(૩) કાન્ત : ખંડકાવ્યોના કવિ તરીકે

(૪) નાટ્યકાર કાન્ત

એકમ : ૨ કૃતિ આધારિત સમીક્ષાત્મક અભ્યાસ

એકમ : ૩ કાવ્યની રસલક્ષી સમીક્ષા

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધ.

સંદર્ભગ્રંથો :

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

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

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

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



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

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ : મધ્યકાલીન - ૧

- એકમ : ૧
૧. મધ્યકાલીન સાહિત્યનો ઉદભવ અને વિકાસ
 ૨. મધ્યકાલીન ગુજરાતી સાહિત્યની રાજકીય, સામાજિક, સાંસ્કૃતિક સ્થિતિ
 ૩. મધ્યકાલીન ગુજરાતી સાહિત્યની વિશેષતાઓ અને મર્યાદાઓ
- એકમ : ૨
૧. પ્રાગ-નરસિંહયુગનું સાહિત્ય : જૈન સાહિત્ય
 ૨. પ્રાગનરસિંહયુગનું સાહિત્ય : જૈનેતર સાહિત્ય
 ૩. નરસિંહ મહેતાનું જીવન અને સાહિત્યક અર્પણ
 ૪. મીરાંબાઈનું જીવન અને સાહિત્યિક અર્પણ
- એકમ : ૩ મધ્યકાલીન ગુજરાતી સર્જકોનું પ્રદાન :
૧. હેમચંદ્રાચાર્ય
 ૨. ભાલણ
 ૩. પદ્મનાભ
 ૪. વલ્લભ મેવાડો
 ૫. ધીરો ભગત
 ૬. ભોજો ભગત
 ૭. પ્રીતમ
- એકમ : ૪ કૃતિ સમીક્ષા :
૧. ભરતેશ્વર - બાહુબલિરાસ
 ૨. સિરિથૂલિભદ્રકાગુ
 ૩. પૃથ્વીચંદ્રચરિત
 ૪. રણમલ્લછંદ
 ૫. ત્રિભુવનદીપકપ્રબંધ
 ૭. હંસાઉલી




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સંદર્ભગ્રંથો :

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



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CORE ELECTIVE

સમાજશાસ્ત્ર



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Semester – III

1. Course Code & Title:

Course Title : SOCIAL ANTHROPOLOGY	
Course Code : SOCC & SOCE 301	No. of Credits : 04

2. Course Overview / Course Description

The main focus of social anthropology is backward area and society. Tribal people constitute a significant segment of Indian society; students have a partial and superficial knowledge about them.

Course Objectives

1. To develop understanding about the branch of anthropology and their subject matter.
2. To provide a comprehensive profile of tribal in terms of their distribution and concentration.
3. To provide a demographic feature, social structure and cultural patterns.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Introduction Social Anthropology	<ul style="list-style-type: none">• Anthropology - Meaning, Definition, Characteristics• Branches of Anthropology• Social Anthropology - Meaning, Definition, Characteristics Subject Matter and Scope of Social Anthropology• Methods of Social Anthropology• Importance of Social Anthropology	Students are familiar to anthropology and they know about different branches of anthropology. Study of anthropology makes them good researcher.
2	Social Anthropology and Other	<ul style="list-style-type: none">• Origin and Development of Social Anthropology• Development of social Anthropology in India	Student becomes aware to the origin and development of anthropology as a



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3	Social Science	<ul style="list-style-type: none"> Relationship of Social Anthropology with Other Social Science Social Anthropology and Sociology Social Anthropology and History Social Anthropology and Economics 	science and they come to know the relation with other subjects.
	Tribal Society and Culture	<ul style="list-style-type: none"> Culture, Meaning, Concept, Characteristics Cultural Change, meaning, factors. 	Tribal communities are important part of the society. Students of sociology have to know about tribal society. This unit will give information about tribal culture and its change
4	Status of Women in Tribal Society	(1) Social (2) Economical (3) Religion (4) Political (5) Health (6) Educational	Women are another important part of society, tribal women are mostly illiterate and backward student know about different faces of women life.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
<ul style="list-style-type: none"> Introduce student to anthropology as a social science. Student becomes aware to various branches of anthropology. Student knows about tribal society and its social institutes. Student learn about status of tribal women . 	<p>This course is useful to learn about anthropology. Sociology students know about anthropology as a relative subject. Students come to know about tribal communities and its culture.</p>




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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)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

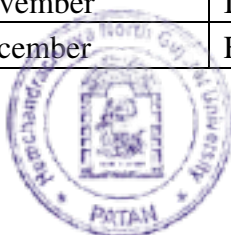
1. Group discussion in the class room about the subject of Anthropology Social.
2. Project work regarding tribal Society.
3. To prepare charts showing various Instructions of Tribal society.
4. To examine and note the status of women in Tribal society.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	



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9. Recommended learning Resources

- Ghurye G. S. : The Scheduled Tribes
- Krishna Iyer and Bala Ratnam : Anthropology in India
- Majumdar and Modan : An Introduction to Social Anthropology
- L. P. Vidyarthi and Binay Rai : The Tribal Culture of India
- Yogendra Singh : Culture Change in India
- Belshaw C., 1975 : Traditional Exchange and Modern Market, Prentice Hall, New Jersey.
- Bose N. K., 1956 : Peasant Life in India : A Study in Indian Unity and Diversity
- Evans Pritchard, E.E. 1951 : Social Anthropology, New York, Free Press.
- Firth, R. Ed., - 1975 : Themes in Economic Anthropology

10. Course policy

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

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

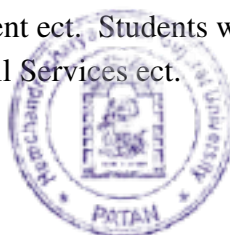
1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org.
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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



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Semester – III

1. Course Code & Title:

Course Title : WORK, IDUSTRAY AND SOCIETY	No. of Credits : 04
Course Code : SOCC & SOCE 302	Faculty : Arts
Department : Sociology	

2. Course Overview / Course Description

As industrial society is a part-society with all its distinctive characteristics and as industrialization has been seed-bed of sociological treatise on society, the knowledge and scholarship on industry and society should be the necessary requirement for the students. As there is a distinct pattern of work and its organization with all its technological conditioning factors, the work in industrial society, the labour, the labour and organization require to be an essential sociological knowledge for students as a corollary to it, the management and organization aspect of work and workers in industrial organization has to be the inevitable skill to diagnose the sociological trends in industrial community.

Course Objectives

1. To give sociological understanding to concept of work and its changing nature
2. To introduce types of organization in industrial and post-industrial society
3. To expose students to the impact of New Economic Policies on formal and informal sector




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3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Meaning, Nature and Significance of Work	A. Meaning and importance of work B. Historical Overview of work - gathering-hunting, agriculture (manorial / balutedari), guild System, domestic/putting out system factory system and postindustrial production	Work is essential for human being. From emergence of society humans are doing any work for their sustainability. Student becomes familiar with types of work and they know about various types of lively hood.
2	Types of Organization: Formal and Informal	a) Bureaucracy- characteristics and problems b) Taylorism / Fordism/ Scientific Management c) Importance of informal relations with in formal organizations	There are two types of organizations in work place. By study of this unit students become aware about organizations. Students of sociology by studding this unit, will able to work as human resource personal in industries.
3	The Information Revolution: its impact on work and other social institutions	a) Nature and types of work in post industrial society (e.g. changes from manufacturing to service sector) b) The Information Age and society	The 21 century known an information era. Students of sociology will be learning in this unit about information and uses of information. The social institutes are also impacted by information. By the study of this unit students become familiar with information age.
4	Some Issues and Concerns	a) Job insecurity and unemployment b) Work related stress c) Problems of Migrant labour	During evolution of work many problems and issues are generated, students offering for this course become aware to these issues and problems. In this unit some problems and issues are discuss.




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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can guide youth for the employment in Industry about Industrial society. 2. Students can spread awareness about type of organization and its role in the industrial society. 3. Students can privations about the revolution and their impact on work.	This course is very useful to student and society, students are learning about our livelihood pattern. How does society grow with work? And how to change nature of work? Karl Marx said the history of human society is history of materialism. Human society takes evaluation with changing nature of work. Students are learning by this course about materialistic evolutions.

5. Course Teaching & Learning Activities

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

6. Class Administration

1. Group discussion in the class room about work and Industry.
2. Project work regarding Industry.
3. To prepare charts showing various works and types of organization.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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




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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended learning Resources

1. Tonkiss Frank, 2006, Contemporary Economic Sociology: Globalization, Production and Inequality, Routledge
2. Anthony Giddens, 2006, 5th edn. Sociology, Polity Press U .K.
3. Haralambos and Halborn, Sociology: Themes and Perspectives (2000) Collins Publication, London
4. Daniel Bell, 1976 The Coming of Post-Industrial Society, Basic Books, 1976
5. Watson Tony J., 1996, Sociology, work and industry, Routledge, New York.
6. Grint Keith, 2005 Sociology of Work: Introduction, Polity Press Pub. Cambridge,
7. Doshi D. L., 2008 Postmodern Perspective on Indian Society, Rawat, Jaipur
8. Rajgopalan S ., Bhatnaga Mreena, 2008, Social Security for the Unorganised Sector - Challenges and Opportunities, Oscar Pub., N .Delhi
9. Banerjee Biswjit and Knight J.B. 1985, Caste Discrimination in Indian Urban Market, Journal of Developing Economics.
10. Thorat Sukhdeo, 1990, Social Security in Unorganised Sector, How Secure are the scheduled Caste? Special Issue, Indian Journal of Labour Economics, Sept.
11. Thorat Sukhdeo, 2002, Oppression and Denial- Dalit discrimination in 1990s, Economic and Political Weekly, Feb.
13. Tharat Sukhdeo, 2007, Caste, Social exclusion and poverty linkages- concept, measurement and empirical evidence (,From Internet).
14. Sumit Roy, 2005, Globalization, ICT and Developing Nations- challenges in the Transformation Age, Sage Pub., N .Delhi. (Book review in Marathi available in Samaj Prabodhan Patrika, Apr-Jun, 2006)




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15. John S. Brown & Paul Duggid, 2000, Social Life of Information, Harvard Business School Press, Boston (Book review in Marathi available in Samai Prabodhan Patrika. Apr-Jun,2006)
16. Jogdand, P.2001 New Economic Policy and Dalits, Rawat pub, Jaipur.
17. Jayati Ghosh,2002,Globalization, Export- oriented Employment for Women and Social Policy: A case study of India, Social Scientist Vol.30, Nos. 11-12, Nov-Dec.
18. Hajela P .D. 1998, Labour Restructuring in India - A Critique of New Economic Policies, Commonwealth, N Delhi.
19. Sunanda Sen, Byasdeb Dasgupta, 2008, Labour Under Stress: Findings from a Survey, Economic and Political Weekly, January,19.
20. John Macionis, 2006,10th edn. Sociology, Pearson Edition.
21. Jan Bremen, Footloose Labour - Working in India's informal sector, Cambridge
- 22.Das Veena, 2003, OxfordI ndia Companionto Sociology and Social Anthropology Vol. I &.2, OUP.
23. Pettinger, Parry, Taylor, Glucksmann, 2005, A New Sociology of work? Blackwell pub.
24. Anand Teltumbade, 2002, Science, Technology and Livelihood concerns of Dalits, In VIKALP, Vol. XA. {o:.2 -2002.Vik as Adhyayan Kendra, Mumbai.

10. Course policy

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

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

- 1.www.sociologyguide.com
- 2.www.gtu.edu
- 3.www.spartacus.schoolnet.co.uk/REVsociology.htm
- 4.www.sociology.org.
- 5.www.asanet.org
- 6.www.isa-sociology.org
- 7.www.unco.edu/sociology/student_services/links.html
- 8.www.socioweb.com
- 9.www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

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.




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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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COURSE COMBINATION

CORE COMPULSORY

ક્રમિક



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हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - III

विषय : हिन्दी

CORE COMPULSORY(मुख्य) -303

CREDIT(श्रेयांक) : 4

विषय : मध्यकालीन हिंदी कविता

पाठ्य-पुस्तक : मध्यकालीन हिन्दी काव्य (संपा. डॉ. शिवकुमार मिश्र)

प्रकाशन : पार्श्व पब्लिकेशन, अहमदाबाद | सं. 1999

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	- मध्यकालीन ज्ञानमार्गी भक्ति शाखा : सामान्य परिचय - मध्यकालीन प्रेममार्गी भक्ति शाखा : सामान्य परिचय - मध्यकालीन रामाश्रयी भक्ति शाखा : सामान्य परिचय
इकाई : दो	- कबीर : पाठ्य-रचनाएँ : साखी - 1 से 35, शबद - 1 से 5 - कबीर : भक्ति भावना, काव्य-कला, समाज-सुधारक, विरहानुभूति, कबीर के राम
इकाई : तीन	- जायसी : पाठ्य-रचनाएँ : नागमती वियोग खंड - 1 से 19 - जायसी : नागमती वियोग-वर्णन, भावपक्ष-कलापक्ष, प्रकृति-चित्रण
इकाई : चार	- तुलसीदास : पाठ्य-रचनाएँ : रामचरितमानस - 1 से 6, गीतावली - 1 से 6, विनयपत्रिका - 1 से 10 - तुलसीदास : भक्ति-भावना, काव्य-कला, प्रकृति-चित्रण, भाषा-शैली

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

2. पाठ्यक्रम संरचना में निर्धारित कबीर, जायसी और तुलसीदास तीन कवियों के 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

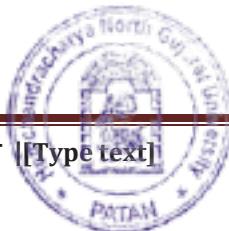
I/c. Registrar

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सहायक ग्रंथ :

- कबीर : प्रभाकर माचवे, साहित्य अकादमी, नई दिल्ली ।
 - कबीर ग्रंथावली (सटीक) : रामकिशोर शर्मा, लोकभारती प्रकाशन, इलाहाबाद ।
 - कबीर और जायसी : डॉ. पुरुषोत्तम बाजपेयी, चंद्रलोक प्रकाशन, कानपुर ।
 - जायसी एक नयी दृष्टि : रघुवंश, लोकभारती प्रकाशन, इलाहाबाद ।
 - जायसी ग्रंथावली : आचार्य रामचन्द्र शुक्ल, वाणी प्रकाशन, नयी दिल्ली ।
 - विश्वकवि तुलसी एवं उसका काव्य : रामप्रसाद मिश्र, सूर्य प्रकाशन, नई सड़क, दिल्ली ।
 - भक्तिकाल के कालजयी रचनाकार : डॉ. विष्णुदास वैष्णव, राष्ट्रीय ग्रंथ प्रकाशन, आबूरोड ।
 - हिन्दी के प्राचीन प्रतिनिधि कवि : डॉ. द्वारिका प्रसाद सक्सेना, विनोद पुस्तक मंदिर, आगरा ।
 - प्राचीन और मध्यकालीन हिन्दी काव्य : संवेदना और कलापरक अध्ययन, डॉ. भरत पटेल, डॉ. सोमाभाई पटेल, रावल प्रकाशन, पाटण ।
- मध्यकालीन काव्य: क द्रष्टिपात संपा. अर्जुन क तडवी.रावल प्रकाशन,पाटन ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - III

विषय : हिन्दी

CORE COMPULSORY(मुख्य) -304

CREDIT(श्रेयांक) 4

विषय : हिन्दी नाट्य साहित्य

पाठ्य-पुस्तक : नाटक आज तक (संपा. डॉ. जी. भास्कर मैया)

प्रकाशन : लोकभारती प्रकाशन, इलाहाबाद-1 | दूसरा सं. 2008

पाठ्यक्रम संरचना :

क्रम	विषय
इकाई : एक	- एकांकीकार भारतभूषण अग्रवाल, ममता कालिया एवं सफदर हाशमी : सामान्य परिचय - महाभारत की एक सांझ', 'आप न बदलेंगे', अपहरण भाईचारे का' : संदर्भ-व्याख्या
इकाई : दो	- 'महाभारत की एक सांझ' : कथावस्तु, तात्विक परिचय, दुर्योधन का चरित्रांकन, रंगमंचीयता
इकाई : तीन	- 'आप न बदलेंगे' : कथावस्तु, तात्विक परिचय, नारी संवेदना, अभिनेयता
इकाई : चार	- 'अपहरण भाईचारे का' : कथावस्तु, तात्विक परिचय, सांप्रदायिकता, नुक्कड़ नाट्य-शैली

सूचना :

१.संदर्भ-व्याख्यापाठ्यक्रम संरचना में निर्धारित पाठ्य-रचनाओं में से पूछे जाएँगे ।

२. पाठ्यक्रम संरचना में निर्धारित एकांकी 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

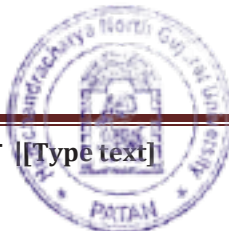
I/c. Registrar

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सहायक ग्रंथ :

- भारत भूषण अग्रवाल : मूलचंद गौतम, साहित्य अकादमी, नई दिल्ली ।
- हिंदी एकांकी : सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नई दिल्ली ।
- परंपराशील नाटक : जगदीशचन्द्र माथुर, राष्ट्रीय नाट्य विद्यालय, नई दिल्ली ।
- हिन्दी नाट्य सौ वर्ष का सफ़रनामा : डॉ. अब्दुर्शीद ए. शेख, पार्श्व प्रकाशन, अहमदाबाद ।
- स्वातंत्र्योत्तर एकांकी बदलते मूल्य : डॉ. नीतू जयसिंघानी, कल्पना प्रकाशन, दिल्ली ।
- हिन्दी नाटक परंपरा और प्रयोग : डॉ. सुधींद्र कुमार, संजय प्रकाशन दिल्ली ।
- समकालीन हिन्दी नाट्य परिदृश्य : डॉ. परवीन अख्तर, विकास प्रकाशन, कानपुर ।
- आधुनिक भारतीय नाट्य विमर्श : जयदेव तनेजा, राधाकृष्ण प्रकाशन, नई दिल्ली ।
- समकालीन हिन्दी नाटक एवं नाटककार : डॉ. दिनेशचन्द्र वर्मा, चिंतन प्रकाशन, कानपुर ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - III

विषय : हिन्दी

CORE COMPULSORY(मुख्य) -305

CREDIT(श्रेयांक) 4

विषय : हिन्दी साहित्य का इतिहास : आदिकाल से पूर्व मध्यकाल

पाठ्यक्रम संरचना :

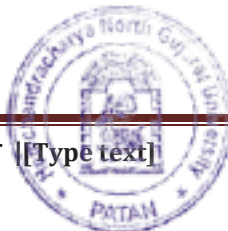
क्रम	विषय
इकाई : एक	- हिन्दी-साहित्य का इतिहास : नामकरण और काल विभाजन - आदिकाल : नामकरण, परिस्थितियाँ, प्रवृत्तियाँ - आदिकालीन प्रसिद्ध रासो ग्रंथ : सामान्य परिचय
इकाई : दो	- आदिकालीन हिन्दी जैन-साहित्य - आदिकालीन हिन्दी सिद्ध और नाथ साहित्य - अमीर खुसरो : हिन्दी कविता - विद्यापति : पदावली - आदिकालीन लौकिक साहित्य
इकाई : तीन	- भक्ति काव्य : आविर्भाव, स्वरूप एवं विकास - निर्गुण भक्ति काव्य : स्वरूप - प्रमुख निर्गुण संत कवि : सामान्य परिचय - संतकाव्य : विशेषताएँ
इकाई : चार	- सूफी काव्य : अर्थ और प्रवृत्तियाँ - प्रमुख सूफी कवि : सामान्य परिचय - जायसी : साहित्यिक परिचय

सूचना : 1. पाठ्यक्रम संरचना में निर्धारित विषयों में से अलग रूप से या संयुक्त 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



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सहायक ग्रंथ :

- हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल, राजकमल प्रकाशन, दिल्ली ।
- हिन्दी साहित्य का इतिहास : (सं.)डॉ. नगेन्द्र, नेशनल पब्लिसिंग हाउस, दिल्ली ।
- हिन्दी साहित्य का सुबोध इतिहास : आ. गुलाबराय, राजकमल प्रकाशन, दिल्ली ।
- हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा, लोकभारती प्रकाशन, इलाहाबाद ।
- विद्यापति पदावली : रामवृक्ष बेनीपुरी, लोकभारती प्रकाशन, इलाहाबाद ।
- विद्यापति : रामनाथ झा, साहित्य अकादमी, नई दिल्ली ।
- कबीर और जायसी : डॉ. पुरुषोत्तम बाजपेयी, चंद्रलोक प्रकाशन, कानपुर ।
- जायसी एक नयी दृष्टि : रघुवंश, लोकभारती प्रकाशन, इलाहाबाद ।
- जायसी ग्रंथावली : आचार्य रामचन्द्र शुक्ल, वाणी प्रकाशन, नयी दिल्ली ।



CORE ELECTIVE

સમાજશાસ્ત્ર



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Semester – III

1. Course Code & Title:

Course Title : SOCIAL ANTHROPOLOGY	
Course Code : SOCC & SOCE 301	No. of Credits : 04

2. Course Overview / Course Description

The main focus of social anthropology is backward area and society. Tribal people constitute a significant segment of Indian society; students have a partial and superficial knowledge about them.

Course Objectives

1. To develop understanding about the branch of anthropology and their subject matter.
2. To provide a comprehensive profile of tribal in terms of their distribution and concentration.
3. To provide a demographic feature, social structure and cultural patterns.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Introduction Social Anthropology	<ul style="list-style-type: none">• Anthropology - Meaning, Definition, Characteristics• Branches of Anthropology• Social Anthropology - Meaning, Definition, Characteristics Subject Matter and Scope of Social Anthropology• Methods of Social Anthropology• Importance of Social Anthropology	Students are familiar to anthropology and they know about different branches of anthropology. Study of anthropology makes them good researcher.
2	Social Anthropology and Other	<ul style="list-style-type: none">• Origin and Development of Social Anthropology• Development of social Anthropology in India	Student becomes aware to the origin and development of anthropology as a



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3	Social Science	<ul style="list-style-type: none"> Relationship of Social Anthropology with Other Social Science Social Anthropology and Sociology Social Anthropology and History Social Anthropology and Economics 	science and they come to know the relation with other subjects.
	Tribal Society and Culture	<ul style="list-style-type: none"> Culture, Meaning, Concept, Characteristics Cultural Change, meaning, factors. 	Tribal communities are important part of the society. Students of sociology have to know about tribal society. This unit will give information about tribal culture and its change
4	Status of Women in Tribal Society	(1) Social (2) Economical (3) Religion (4) Political (5) Health (6) Educational	Women are another important part of society, tribal women are mostly illiterate and backward student know about different faces of women life.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
<ul style="list-style-type: none"> Introduce student to anthropology as a social science. Student becomes aware to various branches of anthropology. Student knows about tribal society and its social institutes. Student learn about status of tribal women . 	<p>This course is useful to learn about anthropology. Sociology students know about anthropology as a relative subject. Students come to know about tribal communities and its culture.</p>




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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)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

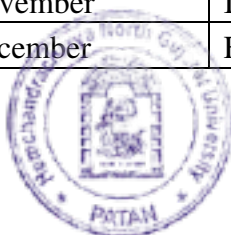
1. Group discussion in the class room about the subject of Anthropology Social.
2. Project work regarding tribal Society.
3. To prepare charts showing various Instructions of Tribal society.
4. To examine and note the status of women in Tribal society.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	



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9. Recommended learning Resources

- Ghurye G. S. : The Scheduled Tribes
- Krishna Iyer and Bala Ratnam : Anthropology in India
- Majumdar and Modan : An Introduction to Social Anthropology
- L. P. Vidyarthi and Binay Rai : The Tribal Culture of India
- Yogendra Singh : Culture Change in India
- Belshaw C., 1975 : Traditional Exchange and Modern Market, Prentice Hall, New Jersey.
- Bose N. K., 1956 : Peasant Life in India : A Study in Indian Unity and Diversity
- Evans Pritchard, E.E. 1951 : Social Anthropology, New York, Free Press.
- Firth, R. Ed., - 1975 : Themes in Economic Anthropology

10. Course policy

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

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

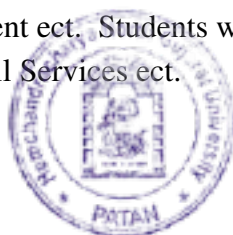
1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org.
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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



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Semester – III

1. Course Code & Title:

Course Title : WORK, IDUSTRAY AND SOCIETY	No. of Credits : 04
Course Code : SOCC & SOCE 302	Faculty : Arts
Department : Sociology	

2. Course Overview / Course Description

As industrial society is a part-society with all its distinctive characteristics and as industrialization has been seed-bed of sociological treatise on society, the knowledge and scholarship on industry and society should be the necessary requirement for the students. As there is a distinct pattern of work and its organization with all its technological conditioning factors, the work in industrial society, the labour, the labour and organization require to be an essential sociological knowledge for students as a corollary to it, the management and organization aspect of work and workers in industrial organization has to be the inevitable skill to diagnose the sociological trends in industrial community.

Course Objectives

1. To give sociological understanding to concept of work and its changing nature
2. To introduce types of organization in industrial and post-industrial society
3. To expose students to the impact of New Economic Policies on formal and informal sector




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3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Meaning, Nature and Significance of Work	A. Meaning and importance of work B. Historical Overview of work - gathering-hunting, agriculture (manorial / balutedari), guild System, domestic/putting out system factory system and postindustrial production	Work is essential for human being. From emergence of society humans are doing any work for their sustainability. Student becomes familiar with types of work and they know about various types of lively hood.
2	Types of Organization: Formal and Informal	a) Bureaucracy- characteristics and problems b) Taylorism / Fordism/ Scientific Management c) Importance of informal relations with in formal organizations	There are two types of organizations in work place. By study of this unit students become aware about organizations. Students of sociology by studding this unit, will able to work as human resource personal in industries.
3	The Information Revolution: its impact on work and other social institutions	a) Nature and types of work in post industrial society (e.g. changes from manufacturing to service sector) b) The Information Age and society	The 21 century known an information era. Students of sociology will be learning in this unit about information and uses of information. The social institutes are also impacted by information. By the study of this unit students become familiar with information age.
4	Some Issues and Concerns	a) Job insecurity and unemployment b) Work related stress c) Problems of Migrant labour	During evolution of work many problems and issues are generated, students offering for this course become aware to these issues and problems. In this unit some problems and issues are discuss.




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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can guide youth for the employment in Industry about Industrial society. 2. Students can spread awareness about type of organization and its role in the industrial society. 3. Students can privations about the revolution and their impact on work.	This course is very useful to student and society, students are learning about our livelihood pattern. How does society grow with work? And how to change nature of work? Karl Marx said the history of human society is history of materialism. Human society takes evaluation with changing nature of work. Students are learning by this course about materialistic evolutions.

5. Course Teaching & Learning Activities

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


6. Class Administration

1. Group discussion in the class room about work and Industry.
2. Project work regarding Industry.
3. To prepare charts showing various works and types of organization.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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




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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	

9. Recommended learning Resources

1. Tonkiss Frank, 2006, Contemporary Economic Sociology: Globalization, Production and Inequality, Routledge
2. Anthony Giddens, 2006, 5th edn. Sociology, Polity Press U .K.
3. Haralambos and Halborn, Sociology: Themes and Perspectives (2000) Collins Publication, London
4. Daniel Bell, 1976 The Coming of Post-Industrial Society, Basic Books, 1976
5. Watson Tony J., 1996, Sociology, work and industry, Routledge, New York.
6. Grint Keith, 2005 Sociology of Work: Introduction, Polity Press Pub. Cambridge,
7. Doshi D. L., 2008 Postmodern Perspective on Indian Society, Rawat, Jaipur
8. Rajgopalan S ., Bhatnaga Mreena, 2008, Social Security for the Unorganised Sector - Challenges and Opportunities, Oscar Pub., N .Delhi
9. Banerjee Biswjit and Knight J.B. 1985, Caste Discrimination in Indian Urban Market, Journal of Developing Economics.
10. Thorat Sukhdeo, 1990, Social Security in Unorganised Sector, How Secure are the scheduled Caste? Special Issue, Indian Journal of Labour Economics, Sept.
11. Thorat Sukhdeo, 2002, Oppression and Denial- Dalit discrimination in 1990s, Economic and Political Weekly, Feb.
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15. John S. Brown & Paul Duggid, 2000, Social Life of Information, Harvard Business School Press, Boston (Book review in Marathi available in Samai Prabodhan Patrika. Apr-Jun,2006)
16. Jogdand, P.2001 New Economic Policy and Dalits, Rawat pub, Jaipur.
17. Jayati Ghosh,2002,Globalization, Export- oriented Employment for Women and Social Policy: A case study of India, Social Scientist Vol.30, Nos. 11-12, Nov-Dec.
18. Hajela P .D. 1998, Labour Restructuring in India - A Critique of New Economic Policies, Commonwealth, N Delhi.
19. Sunanda Sen, Byasdeb Dasgupta, 2008, Labour Under Stress: Findings from a Survey, Economic and Political Weekly, January,19.
20. John Macionis, 2006,10th edn. Sociology, Pearson Edition.
21. Jan Bremen, Footloose Labour - Working in India's informal sector, Cambridge
- 22.Das Veena, 2003, OxfordI ndia Companionto Sociology and Social Anthropology Vol. I &.2, OUP.
23. Pettinger, Parry, Taylor, Glucksmann, 2005, A New Sociology of work? Blackwell pub.
24. Anand Teltumbade, 2002, Science, Technology and Livelihood concerns of Dalits, In VIKALP, Vol. XA. {o:.2 -2002.Vik as Adhyayan Kendra, Mumbai.

10. Course policy

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

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

- 1.www.sociologyguide.com
- 2.www.gtu.edu
- 3.www.spartacus.schoolnet.co.uk/REVsociology.htm
- 4.www.sociology.org.
- 5.www.asanet.org
- 6.www.isa-sociology.org
- 7.www.unco.edu/sociology/student_services/links.html
- 8.www.socioweb.com
- 9.www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

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.




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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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COURSE COMBINATION

CORE COMPULSORY

સમાજશાસ્ત્ર



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Semester – III

1. Course Code & Title:

Course Title : SOCIAL ANTHROPOLOGY	
Course Code : SOCC & SOCE 301	No. of Credits : 04

2. Course Overview / Course Description

The main focus of social anthropology is backward area and society. Tribal people constitute a significant segment of Indian society; students have a partial and superficial knowledge about them.

Course Objectives

1. To develop understanding about the branch of anthropology and their subject matter.
2. To provide a comprehensive profile of tribal in terms of their distribution and concentration.
3. To provide a demographic feature, social structure and cultural patterns.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Introduction Social Anthropology	<ul style="list-style-type: none">• Anthropology - Meaning, Definition, Characteristics• Branches of Anthropology• Social Anthropology - Meaning, Definition, Characteristics Subject Matter and Scope of Social Anthropology• Methods of Social Anthropology• Importance of Social Anthropology	Students are familiar to anthropology and they know about different branches of anthropology. Study of anthropology makes them good researcher.
2	Social Anthropology and Other	<ul style="list-style-type: none">• Origin and Development of Social Anthropology• Development of social Anthropology in India	Student becomes aware to the origin and development of anthropology as a



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3	Social Science	<ul style="list-style-type: none"> Relationship of Social Anthropology with Other Social Science Social Anthropology and Sociology Social Anthropology and History Social Anthropology and Economics 	science and they come to know the relation with other subjects.
	Tribal Society and Culture	<ul style="list-style-type: none"> Culture, Meaning, Concept, Characteristics Cultural Change, meaning, factors. 	Tribal communities are important part of the society. Students of sociology have to know about tribal society. This unit will give information about tribal culture and its change
4	Status of Women in Tribal Society	(1) Social (2) Economical (3) Religion (4) Political (5) Health (6) Educational	Women are another important part of society, tribal women are mostly illiterate and backward student know about different faces of women life.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
<ul style="list-style-type: none"> Introduce student to anthropology as a social science. Student becomes aware to various branches of anthropology. Student knows about tribal society and its social institutes. Student learn about status of tribal women . 	<p>This course is useful to learn about anthropology. Sociology students know about anthropology as a relative subject. Students come to know about tribal communities and its culture.</p>




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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)
38	02	NA	02	NA	02	02	02
M	M	NA	M	NA	M	M	M

6. Class Administration

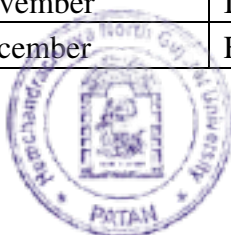
1. Group discussion in the class room about the subject of Anthropology Social.
2. Project work regarding tribal Society.
3. To prepare charts showing various Instructions of Tribal society.
4. To examine and note the status of women in Tribal society.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
	October	Unit IV	
	November	Internal Exam	
	December	Final Exam	



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9. Recommended learning Resources

- Ghurye G. S. : The Scheduled Tribes
- Krishna Iyer and Bala Ratnam : Anthropology in India
- Majumdar and Modan : An Introduction to Social Anthropology
- L. P. Vidyarthi and Binay Rai : The Tribal Culture of India
- Yogendra Singh : Culture Change in India
- Belshaw C., 1975 : Traditional Exchange and Modern Market, Prentice Hall, New Jersey.
- Bose N. K., 1956 : Peasant Life in India : A Study in Indian Unity and Diversity
- Evans Pritchard, E.E. 1951 : Social Anthropology, New York, Free Press.
- Firth, R. Ed., - 1975 : Themes in Economic Anthropology

10. Course policy

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

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

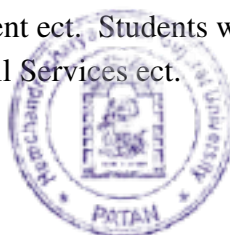
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Semester – III

1. Course Code & Title:

Course Title : WORK, IDUSTRAY AND SOCIETY	No. of Credits : 04
Course Code : SOCC & SOCE 302	Faculty : Arts
Department : Sociology	

2. Course Overview / Course Description

As industrial society is a part-society with all its distinctive characteristics and as industrialization has been seed-bed of sociological treatise on society, the knowledge and scholarship on industry and society should be the necessary requirement for the students. As there is a distinct pattern of work and its organization with all its technological conditioning factors, the work in industrial society, the labour, the labour and organization require to be an essential sociological knowledge for students as a corollary to it, the management and organization aspect of work and workers in industrial organization has to be the inevitable skill to diagnose the sociological trends in industrial community.

Course Objectives

1. To give sociological understanding to concept of work and its changing nature
2. To introduce types of organization in industrial and post-industrial society
3. To expose students to the impact of New Economic Policies on formal and informal sector




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3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	Meaning, Nature and Significance of Work	A. Meaning and importance of work B. Historical Overview of work - gathering-hunting, agriculture (manorial / balutedari), guild System, domestic/putting out system factory system and postindustrial production	Work is essential for human being. From emergence of society humans are doing any work for their sustainability. Student becomes familiar with types of work and they know about various types of lively hood.
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3	The Information Revolution: its impact on work and other social institutions	a) Nature and types of work in post industrial society (e.g. changes from manufacturing to service sector) b) The Information Age and society	The 21 century known an information era. Students of sociology will be learning in this unit about information and uses of information. The social institutes are also impacted by information. By the study of this unit students become familiar with information age.
4	Some Issues and Concerns	a) Job insecurity and unemployment b) Work related stress c) Problems of Migrant labour	During evolution of work many problems and issues are generated, students offering for this course become aware to these issues and problems. In this unit some problems and issues are discuss.




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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Students can guide youth for the employment in Industry about Industrial society. 2. Students can spread awareness about type of organization and its role in the industrial society. 3. Students can privations about the revolution and their impact on work.	This course is very useful to student and society, students are learning about our livelihood pattern. How does society grow with work? And how to change nature of work? Karl Marx said the history of human society is history of materialism. Human society takes evaluation with changing nature of work. Students are learning by this course about materialistic evolutions.

5. Course Teaching & Learning Activities

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

6. Class Administration

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2. Project work regarding Industry.
3. To prepare charts showing various works and types of organization.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
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8. Course Schedule :

Class / Week	Date	Topic	Requirements
4 / Week	July	Unit I	ICT Equipment
	August	Unit II	Reference Book
	September	Unit III	Audio Visual Equipment
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15. John S. Brown & Paul Duggid, 2000, Social Life of Information, Harvard Business School Press, Boston (Book review in Marathi available in Samai Prabodhan Patrika. Apr-Jun,2006)
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10. Course policy

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

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

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- 7.www.unco.edu/sociology/student_services/links.html
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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.




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13. Additional Course Information :

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




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Semester – III

1. Course Code & Title:

Course Title : Kinship, Marriage and Family - (OPTIONAL)	
Course Code : SOCC 303	No. of Credits : 04
Department : Sociology	Faculty : Arts

Course Overview / Course Description

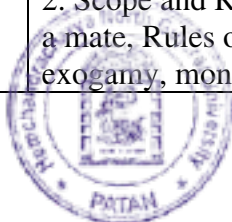
To acquaint the undergraduate student with the basic concepts in family and kinship studies and demonstrate how structural principles are used by societies in a consistent logical way to organize groups and categories and infuse them with cultural meanings so that the societal objectives of social integration, social reproduction and social continuity are realized. The ubiquity of marriage, family and kinship and the variation in their use of structural and cultural principles necessitates a comparative approach to their study. Within India the sharp regional variations in kinship and marriage bring home the meaning and significance of cultural diversity and pluralism.

Objective

1. To Introduce the students to the basic institute of society's a marriage and family.
2. To understand the degree of kinship and the variation in their Use.

3. Course Content:-

Unit No.	Title of Unit	Content/Fundamental Concepts	Unit wise SLO
1	family meaning and types	1. Family - Characteristics - functions 2. Types - Joint & Nuclear 3. Change in family	Students will learn about family system in this unit. Students come to know about characteristics of family, types of family and the upcoming change.
2	Marriage as a social	1. Marriage as a Social Institution 2. Scope and Restrictions in selection of a mate. Rules of marriage Endogamy, exogamy, monogamy, polygamy,	Student comes to know about Indian marriage system. They learn about



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	institution	polyandry	rules of marriage and various types of marriage.
3	Kinship in joint and Nuclear Families	Husband and wife, Parent and child 1. Kinship meaning - type 2. Degree of kinship 3. Interrelation bases on kinship 4. Function of kinship	In this unit student learn about kinship relations, the series of kinship and functions of kinship.
4	Mechanisms for solution Crises	1. Adjustment of new values 2. Change - Over of responsibility 3. Planning for the Future 4. Family counseling services 5. Legal remedies	This unit helps to students about understanding of family and marital problems. It also helps giving information for legal remedy.

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

Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can apply a beneficial function of family marriage for the society. 2. Student can understand of marriage, family and kinship and the variation in their use of structural and cultural principles necessitates a comparative approach.	This course helps to understand family system, Marriage and kinship relations. The three institutes are fundamental institute of society. Students have must to know about social institutions. This course helps to them learn about it.

5. Course Teaching & Learning Activities

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




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6. Class Administration

1. Group discussion in the class room about the subject of family and marriage as a social Institute.
2. Project work regarding types family manige and kinship .
3. To prepare note about the mechanisms for resolution of cruise.
4. Project work showing features of Indian Culture.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule :

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




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9. Recommended Learning Resources :-

1. Dube Leela, 1997. Women and kinship : Comparative Perspective on Gender in South and South East Asia. New Delhi : Sage Publication.
2. Fox, Robin : 1967, Kinship and Marriage : An anthropological Perspective. Harmondsworth : Penguin.
3. International Encyclopedia of Social Science, 1968.
4. Keesing K. M. 1975. Ki Groups and Social Structure : New York : Holt Rinehart and Winston.
5. Radcliff Brown A. R. and Daryll ford (eds.) 1950. African Systems of Kinship and Marriage. London : Oxford University Press. (Introduction)
6. Shah A. M. 1998. The Family in India : Critical Essays, New Delhi : Orient Longman.
7. Uberoi Patricia. 1993 Family, Kinship and Marriage in India. New Delhi, Oxford University Press.
8. Goody jack (ed) 1957 The Developmental Cycle in Domestic Groups Cambridge ; Combodge University Press
9. Graburn N. (ed) 1971. Readings in Kinship and Social Structure New York : Harper and Row
10. Madan T. N. 1965 Family and Kinship : A study of the Pandits of Rural Kashmir, Bombay : Asia Publishing House.
11. Radcliffe - Brown 1952. Structure and Function in Primitive Society London : Cohen and West Reprinted.
12. ડૉ. હરિત દેરાસરી લગ્નજીવન, માતૃત્વ અને કુટુંબનિયોજન
13. ગ્રામ આરોગ્ય રક્ષક – કુટુંબ કલ્યાણ બ્યુરો – ગુજરાત સરકાર
14. દેસાઈ અક્ષય કુમાર – સંયુક્ત કુટુંબ વ્યવસ્થા
15. કુટુંબ કલ્યાણ – કાદંબરીબેન અને નલિનીબેન ત્રિવેદી
16. વૈવિશાળની સમસ્યા – ઈશ્વર પેટલીકર
17. કુટુંબ કલ્યાણ – એ. .શાહ, જે.કે.દવે




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10. Course policy

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

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

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- ssr1.uchicago.edu/PRELIMS/Theory/weber.htm
- www.umsl.edu/~keelr/3210/3210_lectures/what_is_soc_theory.html
- sociology.iisuniv.ac.in/courses/subjects/indian-sociological-thought
- www.unipune.ac.in/.../HistorySociologyhttps://
- www.caluniv.ac.in/Syllabus/sociology.
- www.bookadda.com/...

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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




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CORE ELECTIVE

ગુજરાતી



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પ્રશ્નપત્ર : ગુજરાતી સાહિત્યસ્વરૂપનો અભ્યાસ - મધ્યકાલીન

નિયત સ્વરૂપ : પદ્યવાર્તા

નિયતકૃતિ:

‘નંદબત્રીસી’ : શામળ

સંપાદક : હસુ યાજ્ઞિક

પ્રકાશક: પાર્શ્વ પ્રકાશન.અમદાવાદ

એકમ : ૧ (અ) સ્વરૂપગત ચર્ચા :

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

(બ) વિકાસગત ચર્ચા :

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

એકમ : ૨ સર્જકગત ચર્ચા :

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

એકમ : ૩ કૃતિના સમીક્ષાત્મક પ્રશ્નો.

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધ.



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સંદર્ભગ્રંથો :

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



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B.A. : SEMESTER-III : CORE ELECTIVE – CE - 304

પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ - કાન્ત

નિયતકૃતિ:

પૂર્વાલાપ ('કાન્ત'નાં કાવ્યો)

સંપાદક : વિનોદ અધ્વર્યુ

પ્રકાશક: પાર્શ્વ પ્રકાશન.અમદાવાદ

નિમ્નસૂચિત કાવ્યો અભ્યાસક્રમમાં નિયત કરવામાં આવે છે.

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



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એકમ : ૧ (૧) કાન્તને સાહિત્યકાર તરીકે ઘડનારાં પરિબળો

(૨) સર્જક કાન્તનું જીવન - કવન

(૩) કાન્ત : ખંડકાવ્યોના કવિ તરીકે

(૪) નાટ્યકાર કાન્ત

એકમ : ૨ કૃતિ આધારિત સમીક્ષાત્મક અભ્યાસ

એકમ : ૩ કાવ્યની રસલક્ષી સમીક્ષા

એકમ : ૪ કૃતિ આધારિત ટૂંકનોંધ.

સંદર્ભગ્રંથો :

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

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

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

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



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