



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 - 403

B A Semester IV
Foundation Compulsory English
FCE- Paper - 403

Course Level Learning Outcome:

To encourage students to learn and appreciate language through literature

To encourage and develop reading habits in Under Graduate Students

To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed topics

To enable students to write and respond to formal letters and Email

Course Content

Unit 1

Lesson 6 to 10

Text: Panorama Frank Bros. & Co.

Unit 2

Grammar

Identification of Clauses

Modal Auxiliaries

Unit 3

Composition (Formal Letter and E Mail)

Letter of Inquiry/Complaint/Invitation

SCHEME OF EXAMINATION

F C E - 403

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

COURSE COMBINATION

CORE COMPULSORY

ENGLISH

B A Semester IV
Foundation Compulsory English
FCE- Paper - 403

Course Level Learning Outcome:

To encourage students to learn and appreciate language through literature

To encourage and develop reading habits in Under Graduate Students

To introduce Under Graduate students to important themes and issues

To enable students to learn basic grammar through the practice of prescribed topics

To enable students to write and respond to formal letters and Email

Course Content

Unit 1

Lesson 6 to 10

Text: Panorama Frank Bros. & Co.

Unit 2

Grammar

Identification of Clauses

Modal Auxiliaries

Unit 3

Composition (Formal Letter and E Mail)

Letter of Inquiry/Complaint/Invitation

SCHEME OF EXAMINATION

F C E - 403

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

B A Semester IV

INDIAN WRITING IN ENGLISH (DRAMA)

C C 403

Course Level Learning Outcomes

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

Course Content

Unit -I

Indian English drama before Independence

Indian English drama after Independence

Unit- II

Girish Karnad Nagamandala

Unit-III

Mahesh Dattani - Where There is a Will

Unit –IV Acquaintances:

| | | | |
|------------------------|----------------------|-----------------------|-------------------|
| 1.Badal Sircar | 2. Vijay Tendulkar | 3. Mohan Rakesh | 4.GuruCharanDas |
| 5. V.V.S. Iyengar | 6.Asif Currimbhoy | 7.Manjula Padmanabham | 8. Nissim Ezekiel |
| 9. Rabindranath Tagore | 10.Mahesh Elkunchwar | | |

❖ Suggested Topics for Presentation:

- 1.Indian English → Indian English Literature and its Readership
- 2.Themes and Contexts of the Indian English Novel
3. The Aesthetics of Indian English Poetry
4. Modernism in Indian English Literature
- 5.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.King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

SCHEME OF EXAMINATION

B A SEMSTER-IV

English

C C 403

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

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

Q.3- 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 IV

BRITISH POETRY: 17TH AND 18TH CENTURIES

CC 404

Course Level Learning Outcomes:

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

Course Content

Unit 1

Chief Characteristics of Drama during the 17th & 18th century

Restoration Comedy

Heroic Tragedy

Unit 2

Dryden- All for Love

Unit 3

William Congreve – The Way of the World

Unit 4 Acquaintances:

| | | | |
|-----------------------|--------------------------------|-----------------------|------------------|
| 1.The Man of Mode | 2. Venice Preserved | 3. Love in a Wood | 4. Love for Love |
| 5. Pilgrim’s Progress | 6. The Battle of the Books | 7. Gulliver’s Travels | 8. The Rambler |
| 9. Life of Johnson | 10. The Vicar of the Wakefield | | |

❖ 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 the Stage, the State, and the Market
- 3.The Mock-epic and Satire
- 4.Women in the 17th Century
- 5.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.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th ed., ed.
5. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

SCHEME OF EXAMINATION

B A SEMESTER-IV

English

C C 404

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

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

Q.3- 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 IV
LITERARY CRITICISM
CC 405

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate include. Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory). Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory. Learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French) learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts. Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts Learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments learners will be able to strengthen and deepen their interpretative skills.

Course Content

Unit 1

The Mode of Existence of a Literary Work of Art

Art and Morality

Unit 2

S T Coleridge - Fancy and Imagination

Mathew Arnold - Culture and Anarchy

Unit 3

T.S. Eliot Functions of Criticism

‘Frontiers of Criticism’

Unit 4 Acquaintances:

| | | | |
|-------------------|-----------------|-----------------|---------------|
| 1. Longinus | 2. Horace | 3. John Dryden | 4. Ben Jonson |
| 5. Alexander Pope | 6. Dr Johnson | 7. Walter Pater | 8. Saussure |
| 9. I.A. Richards | 10. F. R. Lewis | | |

❖ **Suggested Readings:**

1. A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

2. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Rutledge, 2000. Peter Barry *Beginning, Theory*:

3. *An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

4. Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

5. S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960. Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

6. William Wimsatt and Cleanth Brooks, *Literary Criticism: A Short History*. New Delhi: Oxford and I B H Publishing Co. Pvt. Ltd 1957.

SCHEME OF EXAMINATION

English

B A SEMESTER-IV

C C 405

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

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

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

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

CORE ELECTIVE

ક્રમિક



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण
कलास्नातक (बी.ए.) छमाही - IV
विषय : हिन्दी
CORE ELECTIVE(गौण) -403
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 कृष्ण-भक्ति शाखा : सामान्य परिचय,संदर्भ-व्याख्या - मध्यकालीन रीतिबद्ध कविता : सामान्य परिचय - मध्यकालीन रीतिमुक्त कविता : सामान्य परिचय |
| इकाई : दो | - सूरदास : पाठ्य-रचनाएँ : 1 से 5, 11 से 16, 21 से 26, 30 से 37 - सूरदास : भक्ति भावना, काव्य-कला, वात्सल्य-वर्णन, सूर की गोपियाँ |
| इकाई : तीन | - बिहारी : पाठ्य-रचनाएँ : 1 से 30 - बिहारी : शृंगार-वर्णन, मुक्तक-कला, बहुज्ञता, भाषा-शैली |
| इकाई : चार | - घनानन्द : पाठ्य-रचनाएँ : 1 से 10, 16 से 20, 21 से 25 - घनानन्द : प्रेम-व्यंजना, विरह-वर्णन, काव्य-कला, भाषा-शैली |

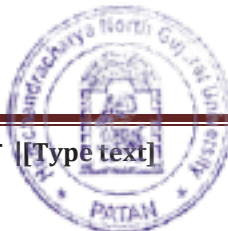
सूचना : 1. संदर्भ-व्याख्या पाठ्यक्रम संरचना में निर्धारित पाठ्य-रचनाओं में से पूछे जाएँगे ।

2. पाठ्यक्रम संरचना में निर्धारित सूरदास, बिहारी और घनानन्द तीन कवियों के समीक्षात्मक प्रश्न अपेक्षित हैं ।

अंक-विभाजन :

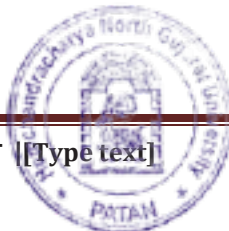
| | | |
|---|---|----------|
| 1 | व्याख्याएँ (अ, आ - विकल्पयुक्त) (9 + 9) | अंक : 18 |
| 2 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 17 |
| 3 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 18 |
| 4 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 17 |

कुल अंक : 70



सहायक ग्रंथ :

- महाकवि सूरदास : नन्द दुलारे बाजपेयी, राजकमल प्रकाशन, नई दिल्ली ।
- सूरदास : आचार्य रामचन्द्र शुक्ल, चिंतन प्रकाशन, कानपुर ।
- सूरदास : मैनेजर पांडेय, साहित्य अकादमी, नई दिल्ली ।
- बिहारी रत्नाकर : श्री जगन्नाथदास 'रत्नाकर', जयभारती प्रकाशन, इलाहाबाद ।
- बिहारी का नया मूल्यांकन : बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
- घनानन्द : लल्लन राय, साहित्य अकादमी, नई दिल्ली ।
- घनानन्द की काव्यसाधना : डॉ. सभापति मिश्र, चित्रलेखा प्रकाशन, इलाहाबाद ।
- भक्तिकाल के कालजयी रचनाकार : डॉ. विष्णुदास वैष्णव, राष्ट्रीय ग्रंथ प्रकाशन, आबूरोड ।
- प्राचीन और मध्यकालीन हिन्दी काव्य : संवेदना और कलापरक अध्ययन, डॉ. भरत पटेल, डॉ. सोमाभाई पटेल, रावल प्रकाशन, पाटण ।
- हिन्दी के प्राचीन प्रतिनिधि कवि : डॉ. द्वारिका प्रसाद सक्सेना, विनोद पुस्तक मंदिर, आगरा ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण
कलास्नातक (बी.ए.) छमाही -IV
विषय : हिन्दी
COREELECTIVE(गौण) -404
CREDIT(श्रेयांक)4
विषय : हिन्दी नाट्य साहित्य

पाठ्य-पुस्तक : मिस्टर अभिमन्यु (लक्ष्मीनारायण लाल)
प्रकाशन : नेशनल पब्लिशिंग हाउस, नई दिल्ली | सं. 1985

पाठ्यक्रम संरचना :

| क्रम | विषय |
|------------|---|
| इकाई : एक | - नाटककार लक्ष्मीनारायण लाल : सामान्य परिचय - 'मिस्टर अभिमन्यु' : संदर्भ-व्याख्या |
| इकाई : दो | - 'मिस्टर अभिमन्यु' : कथानक, तात्विक परिचय, पात्र-योजना, केंद्रीय पात्र राजन |
| इकाई : तीन | - गयादत्त एवं आत्मन : चरित्रांकन - स्त्री-पात्र : मिसेज़ राठौर और विमल - 'मिस्टर अभिमन्यु' : रंगमंचीयता |
| इकाई : चार | - 'मिस्टर अभिमन्यु' : संवाद-योजना, संकलन-त्रय (देश-काल), उद्देश्य, समकालीन भारत के सत्ता-केंद्र की यथार्थता |

सूचना : 1. संदर्भ-व्याख्यापाठ्यक्रम संरचना में निर्धारित पाठ्य-पुस्तक में से पूछे जाएँगे ।
2. पाठ्यक्रम संरचना में निर्धारित विषयों में से समीक्षात्मक प्रश्न अपेक्षित हैं ।

अंक-विभाजन :

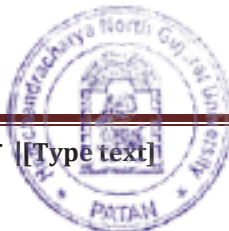
| | | |
|---|---|----------|
| 1 | व्याख्याएँ (अ, आ - विकल्पयुक्त) (9 + 9) | अंक : 18 |
| 2 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 17 |
| 3 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 18 |
| 4 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 17 |

कुल अंक : 70



सहायक ग्रंथ :

- नाटककार लक्ष्मीनारायण लाल विचार और कृतित्व : डॉ. मंजु सिन्हा, अमर प्रकाशन, मथुरा |
- डॉ. लक्ष्मीनारायण लाल का नाट्य-साहित्य सामाजिक दृष्टि : डॉ. करुणा शर्मा, वाणी प्रकाशन, नयी दिल्ली |
- लक्ष्मीनारायण लाल के नाटकों में अस्तित्ववाद : डॉ. ऐ. एस. शशिकला देवी, जवाहर पुस्तकालय, मथुरा |
- हिन्दी नाटक साहित्य और लक्ष्मीनारायण लाल : डॉ. भिमप्य एल. गुंडुर, अमन प्रकाशन, कानपुर |
- हिन्दी नाट्य सौ वर्ष का सफ़रनामा : डॉ. अब्दुर्शीद ए. शेख, पार्श्व प्रकाशन, अहमदाबाद |
- 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



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યસ્વરૂપનો અભ્યાસ -(એકાંકી)

નિયતકૃતિ:

આદર્શ એકાંકી : સં.સતીશ વ્યાસ
પ્રકાશક: અરુણોદય પ્રકાશન,અમદાવાદ

નિમ્નસૂચિત એકાંકીઓ અભ્યાસક્રમમાં નિયત કરવામાં આવે છે.

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

એકમ : ૧ (૧) એકાંકીનું સ્વરૂપ - લાક્ષણિકતાઓ.

(૨) ગુજરાતી એકાંકીનો ઉદભવ અને સ્થિત્યતરો.

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

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

(૧) ઉમાશંકર જોશી.

(૨) જયંતિદલાલ

(૩) લાલશંકર ઠાકર

(૪) મધુરાય

(૫) ચિનુ મોદી

એકમ : ૩ કૃતિનો સ્વરૂપલક્ષી અભ્યાસ.

એકમ : ૪ કૃતિ આધારિત ટૂંક નોંધો.




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

સંદર્ભગ્રંથો:

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



Hem
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

B.A. SEMESTER-IV: CORE COMPULSORY- CC -404

પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ - જોસેફ મેકવાન

નિયતકૃતિ:

વ્યથાનાં વીતક

લેખક : જોસેફ મેકવાન

પ્રકાશક: ડિવાઈન પ્રકાશન,અમદાવાદ

નિમ્નસૂચિત રેખાચિત્રો અભ્યાસક્રમમાં નિયતકરવામાં આવે છે.

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

એકમ : ૧ (૧) સર્જક જોસેફ મેકવાનનું જીવન

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

એકમ : ૨ (૧) નવલકથાકાર જોસેફ મેકવાન

- (૨) વાર્તાકાર જોસેફ મેકવાન

એકમ : ૩ 'વ્યથાના વીતકના સમીક્ષાત્મક પ્રશ્નો.

એકમ : ૪ કૃતિઆધારિત ટૂંકનોંધ.



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

સંદર્ભગ્રંથો :

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



Hem
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ : મધ્યકાલીન - ૨

એકમ : ૧ મધ્યકાલીન ગુજરાતી સર્જકો : જીવન - કવન :

૧. પ્રેમાનંદ
૨. અખો
૩. શામળ
૪. દયારામ

એકમ : ૨ મધ્યકાલીન ગુજરાતી સાહિત્ય સ્વરૂપનાં લક્ષણો :

૧. રાસ-રાસો
૨. ફાગુ
૩. પદ
૪. આખ્યાન
૫. પદ્યવાર્તા

એકમ : ૩ મધ્યકાલીન ગુજરાતી સાહિત્યસ્વરૂપનો વિકાસ :

૧. રાસ-રાસો
૨. ફાગુ
૩. પદ
૪. આખ્યાન
૫. પદ્યવાર્તા

એકમ : ૪ પરિચયાત્મક નોંધ :

૧. મધ્યકાલીન સાહિત્યમાં સ્ત્રીકવિઓનું પ્રદાન
૨. મધ્યકાલીન સાહિત્યમાં સ્વામીનારાયણ સંપ્રદાયના કવિઓનું પ્રદાન
૩. મધ્યકાલીન સાહિત્યની ગદ્યકૃતિઓ
૪. મધ્યકાલીન સાહિત્યમાં ભક્તિ અને જ્ઞાનમાર્ગી કવિતા
૫. પ્રેમાનંદના પુરોગામી આખ્યાનકારો




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

એકમ : 4 કૃતિ આધારિત ટૂંક નોંધો.

સંદર્ભગ્રંથો:

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



Hem
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

CORE ELECTIVE

સમાજશાસ્ત્ર



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester – IV

1. Course Code & Title :

| | |
|--|----------------------------|
| Course Title : Family in Indian Society | |
| Course Code : SOCC & SOCE 402 | No. of Credits : 04 |
| Department : Sociology | Faculty : Arts |

2. Course Overview / Course Description:-

An exposure to the different approaches, issues and databases in studies of marriage and family will enable the students to appreciate how a subject dealing with such mundane and private aspects of everyday life as births, marriages and family formation can constitute a technical field of study capable of generating contentious issues for academicians.

Course Objective :-

- (1) To know about the family system in India.
- (2) Learn about the nature and functions of family.
- (3) Identify the role and responsibility as a member of the family and society.
- (4) Identify the issues and problems of Indian family . Be aware of key concepts of family, its functions, types and issues etc

| Unit No. | Title of Unit | Content/Fundamental Concepts | Unit wise SLO |
|----------|---|--|---|
| 1 | Family relationship, Role and Norms | 1. Concept and Definitions of family. 2. Family as Social Institutions. 3. Special features and nature of family. 4. Family System | Students will Understands about human life and Family institution. Student also knows about feature of family system. |
| 2 | Contemporary issues and problems in the family | 1. Types of family. 2. Social functions of the family 3. Changes in the structure and functions of the family. 4. Future of the family. | Student will learn various types of family and it's Function. Student able to understand about future of family system. |



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

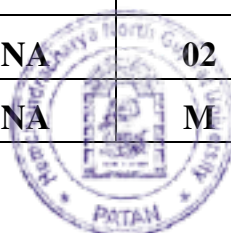
| | | | |
|----------|--|--|---|
| 3 | Family relationship role and norms | <ol style="list-style-type: none"> 1. Role of individual members in the family. 2. Factors affecting family relationship. 3. Basic elements of a happy family. 4. Communication and interpersonal relation in the family | Students will come to understand family Relationship and Element of happy Family. In the relationship of family member communication is important part the social norms are make fair communication, students are familiar with normative communications. |
| 4 | Contemporary issue and problems in family | <ol style="list-style-type: none"> 1. Issues related with status women; female Feticide; 2. Dual role. 3. Generation gap | Social change take place in society the family system also change, this change make issues in and problems in family Student will understands issues and problem create in Family institutions. |

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

| Course Learning Outcomes | Aligned Program Learning Outcomes |
|---|---|
| <ol style="list-style-type: none"> (1) Introduce students to deference and type of family. (2) Students will do well relationship and Role in there family. (3) Students will do an identify the issues and problems of family and awene to society for solustion. | Family Institutions is very impotent institutions of society. This course is useful to learn about family and its relationship with other social institution. Students aware with basic elements of happy family. |

5. Course Teaching & Learning Activities

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



I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

6. Class Administration

1. Prepare a Project on Family life cycle.
2. Project work on role and responsibilities of students in family.
3. Project on experiences about the changes family.
4. Project on generation gap in the family.
5. Awareness Programme regarding removal of female foeticide.
6. Making family tree.

7. Assessment Schemes (including rationale)

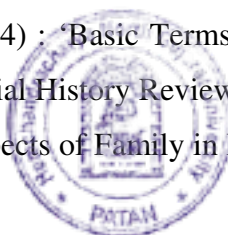
| Sr No. | Task | Time | Description | Weight |
|--------|------------------|----------------------------------|-------------|--------|
| A. | Internal | | | |
| 1 | Class attendance | Whole Semester | | 05 |
| 2 | MCQ | Middle Semester | | 05 |
| 3 | Assignments | Per Week Total - 04 | | 10 |
| 4 |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

8. Course Schedule :

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

9. Recommended Learning Resources :-

- ❖ Basic Commonwealth Youth Programme Asia Regional Module - 14 -1999 Chandigath- 160 012.
- ❖ Desai Neera & Krishnaraj M : (1990) : 'Women and Society'. - Ajanta Publication, Mumbai.
- ❖ Dr. Arvind M. Shah (1964) : 'Basic Terms and Concepts in the Study of family in India'. The Indian Economic and Social History Review, Vol. I. No. 3
- ❖ Dr. I. P. Desai 'Some Aspects of Family in Mahuva'. Department of, Sociology Publications No.



I/c. Registrar
Hemantkumar
North Gujarat University
PATAN

4. The M. S. University of Baroda. Asia Publishing House.

- ❖ Dr. M.S. Gore : 'The Traditional Indian Family'. Houghton Mifflin Company - Boston,
- ❖ Dube S.C. : 1990 : 'Society in India'. National Book Trust - New Delhi.
- ❖ K. m. Kapadia : (1966) : 'Marriage and Family in India'. Third Edition, Oxford University Press, Bombay
- ❖ Pandey, Rajendra ed (1988) : 'Modernization and Social Change'. New Delhi Criterion Publication.
- ❖ Prof. David G. MendalBom : 'The family, its Functions and Destiny'.
- ❖ Published by Harper Brothers, New York.
- ❖ Singh Yogendra – 1973 : 'Modernization of Indian Traditions'. - Delhi Thomson Press.
- ❖ Srinivas M.N. 1963 : Social Change in Modern India - Beerkeley University of California Press.
- ❖ Uderoi, Patrica, 1993 : 'Family, Kinship and marriage in India'. - New Delhi - Oxford University Press.

10. Course policy

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

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

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

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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



I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester – IV

1. Course Code & Title:

| | |
|---|----------------------------|
| Course Title : Action Sociology - (Optional) | |
| Course Code : SOCC 403 | No. of Credits : 04 |
| Department : Sociology | Faculty : Arts |

2. Course Overview / Course Description

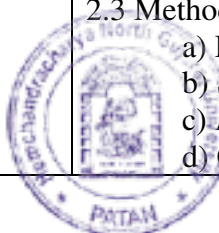
Action sociology is a one of the branch of sociology society is a main laboratory for the Human Interaction. Students are aware a Human brings the various phenomena and the change in Context of sociology.

Objective

1. To understand the society as a laboratory for the action sociology.
2. To understand of methods of action sociology.
3. To understand of sociology of labour organization and public partnership.

3. Course Content:-

| Unit No. | Title of Unit | Content/Fundamental Concepts | Unit wise SLO |
|----------|--|---|--|
| 1 | SOCIAL ACTION | Meaning and Definition of Social Action 1.1 Sociological Theories of Social Action 1.2 Related Concepts with Social Action 1.3 Meaning and Nature of Action Sociology 1.4 Scope of Action Sociology | Students come to know about social action and social work. India need to more social worker for social welfare. In this unit students familiar to social action and action theory. Students of social action become a good activist. |
| 2 | METHODS OF SOCIAL ACTION RESEARCH | 2.1 Social Science and Social Research 2.2 Stages of Social Research a) Selection of the Subject b) Data Collection c) Process of Data Collection d) Report Writing 2.3 Methods of Data Collection a) Historical Method b) Social Serve Method c) Action Research Method d) Case Study Method | Social research methods are useful in social action; basic social research methods are useful for social action. Students are come to know about stages of social action. |



I/c. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

| | | | |
|----------|---|--|---|
| | | e) Evaluation Method f) Experimental Method | |
| 3 | SOCIOLOGY OF LABOUR ORGANIZATION | 3.1 Introduction 3.2 Labour 3.3 Role and Development Process of Labour Organization 3.4 Social and Economic Impact of Labour Organization 3.5 The Changes coming due to the similar approach in reference to the constitutional value. | Students are learns about labour organization and its functions. Structure of labour organization. |
| 4 | PUBLIC PARTNERSHIP | 4.1 The Meaning of Public Partnership 4.2 Approach of Public Partnership 4.3 Types of Public Partnership 4.4 The Importance of Public Partnership in Democracy 4.5 The Impact of Public Partnership on Social Structure | Government is not able to cover to all the society, so public-private partnership is necessary to social action. By the partnership of public works are implement very effectively. |

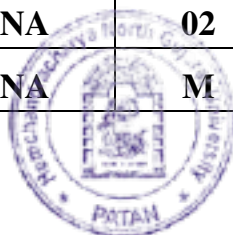
4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

| Course Learning Outcomes | Aligned Program Learning Outcomes |
|---|--|
| 1. Student will understand about Human Interaction in society. 2. Students will understand the methods of action sociology | By this course students will learns about social action and social works. Students able to work with people and society. Students work with NGO'S and association. Students are able to public-private participation in organizations. |

5. Course Teaching & Learning Activities

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

6. Class Administration



(Signature)
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

1. Group discussion in the class room about the subject of Action Sociology.
2. Project work Methods of Action Sociology.
3. To prepare charts Labor Organization.
4. To examine and note the Impact of Public Partnership on Social Structure.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule

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

9. Recommended learning Resources

1. parsons talcott, the structure of social action
2. vasudev murthy, social action
3. Lives Barbara, social action, free sprite publishing inb., Minneapolis.
4. Devi Jhon, liberalism and social action,
5. Stringer Arlie, Action Research.

10. Course policy




 I/c. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

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.




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

COURSE COMBINATION

CORE COMPULSORY

ક્રમિક



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - IV

विषय : हिन्दी

CORE COMPULSORY(मुख्य) -403

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 कृष्ण-भक्ति शाखा : सामान्य परिचय,संदर्भ-व्याख्या - मध्यकालीन रीतिबद्ध कविता : सामान्य परिचय - मध्यकालीन रीतिमुक्त कविता : सामान्य परिचय |
| इकाई : दो | - सूरदास : पाठ्य-रचनाएँ : 1 से 5, 11 से 16, 21 से 26, 30 से 37 - सूरदास : भक्ति भावना, काव्य-कला, वात्सल्य-वर्णन, सूर की गोपियाँ |
| इकाई : तीन | - बिहारी : पाठ्य-रचनाएँ : 1 से 30 - बिहारी : शृंगार-वर्णन, मुक्तक-कला, बहुज्ञता, भाषा-शैली |
| इकाई : चार | - घनानन्द : पाठ्य-रचनाएँ : 1 से 10, 16 से 20, 21 से 25 - घनानन्द : प्रेम-व्यंजना, विरह-वर्णन, काव्य-कला, भाषा-शैली |

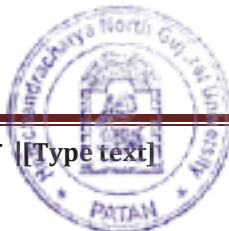
सूचना : 1. संदर्भ-व्याख्यापाठ्यक्रम संरचना में निर्धारित पाठ्य-रचनाओं में से पूछे जाएँगे ।

2. पाठ्यक्रम संरचना में निर्धारित सूरदास, बिहारी और घनानन्द 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



सहायक ग्रंथ :

- महाकवि सूरदास : नन्द दुलारे बाजपेयी, राजकमल प्रकाशन, नई दिल्ली ।
- सूरदास : आचार्य रामचन्द्र शुक्ल, चिंतन प्रकाशन, कानपुर ।
- सूरदास : मैनेजर पांडेय, साहित्य अकादमी, नई दिल्ली ।
- बिहारी रत्नाकर : श्री जगन्नाथदास 'रत्नाकर', जयभारती प्रकाशन, इलाहाबाद ।
- बिहारी का नया मूल्यांकन : बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
- घनानन्द : लल्लन राय, साहित्य अकादमी, नई दिल्ली ।
- घनानन्द की काव्यसाधना : डॉ. सभापति मिश्र, चित्रलेखा प्रकाशन, इलाहाबाद ।
- भक्तिकाल के कालजयी रचनाकार : डॉ. विष्णुदास वैष्णव, राष्ट्रीय ग्रंथ प्रकाशन, आबूरोड ।
- प्राचीन और मध्यकालीन हिन्दी काव्य : संवेदना और कलापरक अध्ययन, डॉ. भरत पटेल, डॉ. सोमाभाई पटेल, रावल प्रकाशन, पाटण ।
- हिन्दी के प्राचीन प्रतिनिधि कवि : डॉ. द्वारिका प्रसाद सक्सेना, विनोद पुस्तक मंदिर, आगरा ।



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण
कलास्नातक (बी.ए.) छमाही -IV
विषय : हिन्दी
CORE COMPULSORY(मुख्य) -404
CREDIT(श्रेयांक) 4
विषय : हिन्दी नाट्य साहित्य

पाठ्य-पुस्तक : मिस्टर अभिमन्यु (लक्ष्मीनारायण लाल)
प्रकाशन : नेशनल पब्लिशिंग हाउस, नई दिल्ली | सं. 1985

पाठ्यक्रम संरचना :

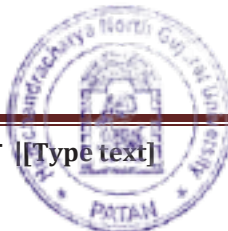
| क्रम | विषय |
|------------|---|
| इकाई : एक | - नाटककार लक्ष्मीनारायण लाल : सामान्य परिचय - 'मिस्टर अभिमन्यु' : संदर्भ-व्याख्या |
| इकाई : दो | - 'मिस्टर अभिमन्यु' : कथानक, तात्विक परिचय, पात्र-योजना, नामकरण, केंद्रीय पात्र राजन |
| इकाई : तीन | - गयादत्त एवं आत्मन : चरित्रांकन - स्त्री-पात्र : मिसेज़ राठौर और विमल - 'मिस्टर अभिमन्यु' : रंगमंचीयता |
| इकाई : चार | - 'मिस्टर अभिमन्यु' : संवाद-योजना, संकलन-त्रय (देश-काल), उद्देश्य, समकालीन भारत के सत्ता-केंद्र की यथार्थता |

- सूचना : 1. संदर्भ-व्याख्यापाठ्यक्रम संरचना में निर्धारित पाठ्य-पुस्तक में से पूछे जाएँगे ।
2. पाठ्यक्रम संरचना में निर्धारित विषयोंमें से समीक्षात्मक प्रश्न अपेक्षित हैं ।

अंक-विभाजन :

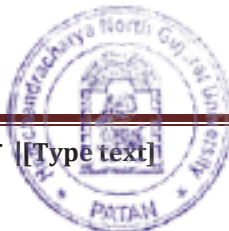
| | | |
|---|---|----------|
| 1 | व्याख्याएँ (अ, आ - विकल्पयुक्त) (9 + 9) | अंक : 18 |
| 2 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 17 |
| 3 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 18 |
| 4 | दीर्घोत्तरी प्रश्न (विकल्पयुक्त) | अंक : 17 |

कुल अंक : 70



सहायक ग्रंथ :

- नाटककार लक्ष्मीनारायण लाल विचार और कृतित्व : डॉ. मंजु सिन्हा, अमर प्रकाशन, मथुरा ।
- डॉ. लक्ष्मीनारायण लाल का नाट्य-साहित्य सामाजिक द्रष्टि : डॉ. करुणा शर्मा, वाणी प्रकाशन, नयी दिल्ली ।
- लक्ष्मीनारायण लाल के नाटकों में अस्तित्ववाद : डॉ. ऐ. एस. शशिकला देवी, जवाहर पुस्तकालय, मथुरा ।
- हिन्दी नाटक साहित्य और लक्ष्मीनारायण लाल : डॉ. भिमप्य एल. गुंडुर, अमन प्रकाशन, कानपुर ।
- हिन्दी नाट्य सौ वर्ष का सफ़रनामा : डॉ. अब्दुर्शीद ए. शेख, पार्श्व प्रकाशन, अहमदाबाद ।
- 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 - IV

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 405

CREDIT(श्रेयांक) 4

विषय : हिन्दी साहित्य का इतिहास : पूर्व एवं उत्तर मध्यकाल

पाठ्यक्रम संरचना :

| क्रम | विषय |
|------------|--|
| इकाई : एक | <ul style="list-style-type: none">- वैष्णव भक्ति उद्भव- विकास- वैष्णव भक्ति के प्रतिष्ठापक आचार्य : सामान्य परिचय- सगुण भक्ति काव्य : प्रवृत्तियाँ- रामभक्ति शाखा के प्रमुख कवि : सामान्य परिचय |
| इकाई : दो | <ul style="list-style-type: none">- तुलसीदास : साहित्यिक परिचय- कृष्णभक्ति शाखा : प्रवृत्तियाँ- सूरदास और नंददास : साहित्यिक परिचय- अष्टछाप कवि : सामान्य परिचय |
| इकाई : तीन | <ul style="list-style-type: none">- रीतिकाल : नामकरण और सीमा-निर्धारण- रीतिकालीन परिस्थितियाँ- रीतिकालीन काव्य : विशेषताएँ- रीतिकालीन प्रमुख कवि : सामान्य परिचय |
| इकाई : चार | <ul style="list-style-type: none">- रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्य : प्रवृत्तियाँ- आचार्य केशवदास, घनानन्द एवं बिहारी : साहित्यिक परिचय |

सूचना : 1. पाठ्यक्रम संरचना में निर्धारित विषयों में 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 :

- हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल, राजकमल प्रकाशन, दिल्ली ।
- हिन्दी साहित्य का इतिहास : (सं.)डॉ. नगेन्द्र, नेशनल पब्लिसिंग हाउस, दिल्ली ।
- हिन्दी साहित्य का दूसरा इतिहास : डॉ. बच्चनसिंह, राधाकृष्ण प्रकाशन, दिल्ली ।
- हिन्दी साहित्य का सुबोध इतिहास : आ. गुलाबराय, राजकमल प्रकाशन, दिल्ली ।
- हिन्दी साहित्य का इतिहास : डॉ. सुधीन्द्र कुमार, कादंबरी प्रकाशन, दिल्ली ।
- हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा, लोकभारती प्रकाशन, इलाहाबाद ।
- सूरदास : आचार्य रामचन्द्र शुक्ल, चिंतन प्रकाशन, कानपुर ।
- घनानन्द : लल्लन राय, साहित्य अकादमी, नई दिल्ली ।
- हिन्दी के प्राचीन प्रतिनिधि कवि : डॉ. द्वारिका प्रसाद सक्सेना, विनोद पुस्तक मंदिर, आगरा ।
- भक्तिकाल के कालजयी रचनाकार : डॉ. विष्णुदास वैष्णव, राष्ट्रीय ग्रंथ प्रकाशन, गांधीनगर, आबू रोड ।



CORE ELECTIVE

સમાજશાસ્ત્ર



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester – IV

1. Course Code & Title :

| | |
|--|----------------------------|
| Course Title : Family in Indian Society | |
| Course Code : SOCC & SOCE 402 | No. of Credits : 04 |
| Department : Sociology | Faculty : Arts |

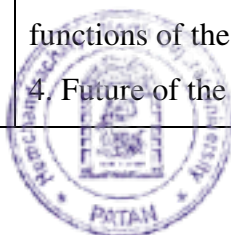
2. Course Overview / Course Description:-

An exposure to the different approaches, issues and databases in studies of marriage and family will enable the students to appreciate how a subject dealing with such mundane and private aspects of everyday life as births, marriages and family formation can constitute a technical field of study capable of generating contentious issues for academicians.

Course Objective :-

- (1) To know about the family system in India.
- (2) Learn about the nature and functions of family.
- (3) Identify the role and responsibility as a member of the family and society.
- (4) Identify the issues and problems of Indian family . Be aware of key concepts of family, its functions, types and issues etc

| Unit No. | Title of Unit | Content/Fundamental Concepts | Unit wise SLO |
|----------|---|--|---|
| 1 | Family relationship, Role and Norms | 1. Concept and Definitions of family. 2. Family as Social Institutions. 3. Special features and nature of family. 4. Family System | Students will Understands about human life and Family institution. Student also knows about feature of family system. |
| 2 | Contemporary issues and problems in the family | 1. Types of family. 2. Social functions of the family 3. Changes in the structure and functions of the family. 4. Future of the family. | Student will learn various types of family and it's Function. Student able to understand about future of family system. |



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

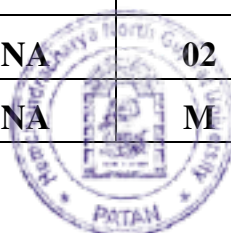
| | | | |
|----------|--|--|---|
| 3 | Family relationship role and norms | <ol style="list-style-type: none"> 1. Role of individual members in the family. 2. Factors affecting family relationship. 3. Basic elements of a happy family. 4. Communication and interpersonal relation in the family | Students will come to understand family Relationship and Element of happy Family. In the relationship of family member communication is important part the social norms are make fair communication, students are familiar with normative communications. |
| 4 | Contemporary issue and problems in family | <ol style="list-style-type: none"> 1. Issues related with status women; female Feticide; 2. Dual role. 3. Generation gap | Social change take place in society the family system also change, this change make issues in and problems in family Student will understands issues and problem create in Family institutions. |

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

| Course Learning Outcomes | Aligned Program Learning Outcomes |
|---|---|
| <ol style="list-style-type: none"> (1) Introduce students to deference and type of family. (2) Students will do well relationship and Role in there family. (3) Students will do an identify the issues and problems of family and awene to society for solustion. | Family Institutions is very impotent institutions of society. This course is useful to learn about family and its relationship with other social institution. Students aware with basic elements of happy family. |

5. Course Teaching & Learning Activities

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



I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

6. Class Administration

1. Prepare a Project on Family life cycle.
2. Project work on role and responsibilities of students in family.
3. Project on experiences about the changes family.
4. Project on generation gap in the family.
5. Awareness Programme regarding removal of female foeticide.
6. Making family tree.

7. Assessment Schemes (including rationale)

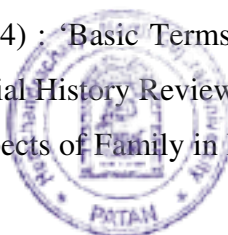
| Sr No. | Task | Time | Description | Weight |
|--------|------------------|----------------------------------|-------------|--------|
| A. | Internal | | | |
| 1 | Class attendance | Whole Semester | | 05 |
| 2 | MCQ | Middle Semester | | 05 |
| 3 | Assignments | Per Week Total - 04 | | 10 |
| 4 |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

8. Course Schedule :

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

9. Recommended Learning Resources :-

- ❖ Basic Commonwealth Youth Programme Asia Regional Module - 14 -1999 Chandigath- 160 012.
- ❖ Desai Neera & Krishnaraj M : (1990) : 'Women and Society'. - Ajanta Publication, Mumbai.
- ❖ Dr. Arvind M. Shah (1964) : 'Basic Terms and Concepts in the Study of family in India'. The Indian Economic and Social History Review, Vol. I. No. 3
- ❖ Dr. I. P. Desai 'Some Aspects of Family in Mahuva'. Department of, Sociology Publications No.



I/c. Registrar
Hemantkumar
North Gujarat University
PATAN

4. The M. S. University of Baroda. Asia Publishing House.

- ❖ Dr. M.S. Gore : 'The Traditional Indian Family'. Houghton Mifflin Company - Boston,
- ❖ Dube S.C. : 1990 : 'Society in India'. National Book Trust - New Delhi.
- ❖ K. m. Kapadia : (1966) : 'Marriage and Family in India'. Third Edition, Oxford University Press, Bombay
- ❖ Pandey, Rajendra ed (1988) : 'Modernization and Social Change'. New Delhi Criterion Publication.
- ❖ Prof. David G. MendalBom : 'The family, its Functions and Destiny'.
- ❖ Published by Harper Brothers, New York.
- ❖ Singh Yogendra – 1973 : 'Modernization of Indian Traditions'. - Delhi Thomson Press.
- ❖ Srinivas M.N. 1963 : Social Change in Modern India - Beerkeley University of California Press.
- ❖ Uderoi, Patrica, 1993 : 'Family, Kinship and marriage in India'. - New Delhi - Oxford University Press.

10. Course policy

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

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

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

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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



I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester – IV

1. Course Code & Title:

| | |
|---|----------------------------|
| Course Title : SOCIOLOGY AND HEALTH - (OPTIONAL) | |
| Course Code : SOCC 403 | No. of Credits : 04 |
| Department : Sociology | Faculty : Arts |

2. Course Overview / Course Description

In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are; likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

Course Objectives

1. To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.
2. To make him understand that health is one of the basic rights of every citizen
3. To bring home the inter-relationship between society and health
4. To understand the problems of health in India in its four dimensions
5. To understand the relationship between political economy and health at the national and international levels.

3. Course Content:-

| Unit No. | Title of Unit | Content/Fundamental Concepts | Unit wise SLO |
|----------|----------------------------|---|---|
| 1 | Sociology of Health | (1) Definition, Aim, Scope and Subject Matter of Sociology of Health (2) Historical Development of Sociology of Health | In this unit students will learn about health and relation with sociology. They learn also historical perspectives of health and development health sociology |



I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

| | | | |
|---|---|--|---|
| 2 | Basic Concept in Sociology of Health | (1) Illness, Sickness and Disease (2) Sick and Patient Roll, Doctor, Patient Relation, Curing and Healing (Cultural Bound Syndrome) | Students will learn the definitions of biological illness and its causes. |
| 3 | Various System of treatment seeking | Classical System, Alternative System, Ethno Medicine and Medical pluralism | Many treatment seeking method are uses in health curing. Mostly traditional treatment seeking methods. Students learn a various methods of treatment seeking. |
| 4 | Application of Sociology of Health | (1) International Health and Sociology of Health (2) National Health Policy and National Health Programme | Sociology of health is new branch in sociology. Sociology work the impact asses of health policy and programme implicate by government. |

Out Come:-

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

| Course Learning Outcomes | Aligned Program Learning Outcomes |
|--|--|
| 1. Students can do health awareness programm in society. 2. Students can do make a problems action to remove of health and its four dimensions. 3. Students can do advertise traditional system of medicine and its benefit. | In this course students will learn about sociology of health. Illness, health problems and causes of illness. Impact assessment by sociologist. Students learns about treatment seeking methods and its limitations. |

5. Course Teaching & Learning Activities

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




 I/c. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

6. Class Administration

1. Group discussion in the class room about the subject of Sociology of health.
2. Project work regarding types of Traditional medicine.
3. To prepare note about National health policy.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule

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

9. Recommended learning Resources

- (1) Sheila Lurbugg (1984) : Rakken's Story : Structure of III Health and the Source of Charge.
- (2) Linda Jones (1994) : The Social Context of Health and Health Work.
- (3) Sarah Nettleton (1995) : The Sociology of Health and Illness Cambridge
- (4) Charles leslie (1976) : Asian Meical Systems.



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

- (5) D. Banerji (1985) : Health and Family Planning Services in India.
- (6) Imrana Qadeer (1985) : An Expression of Socio Economic Inequalities Socio Action.
- (7) Veerananayana Keihineni (1991) : Political Economy of State Intervention in Health Care.
- (8) Albrecht, Gary L. 1944 : Advances in Medical Sociology Mumbai.
- (9) Gunatilake, G. 1984 : Intersectoral Linkages and Health Development : Case Studies in India (Kerala State)
- (10) Rao, Mohan, 1999 : Disinvesting in Health : The World Bank's Prescription for Health.

10. Course policy

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

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

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

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

COURSE COMBINATION

CORE COMPULSORY

સમાજશાસ્ત્ર



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester – IV

1. Course Code & Title:

| | |
|--|----------------------------|
| Course Title : INDIAN SOCIAL PROBLEMS | |
| Course Code : SOCC & SOCE 401 | No. of Credits : 04 |
| Department : Sociology | Faculty : Arts |

2. Course Overview / Course Description

Society in India today is undergoing rapid and massive changes. Many of the changes are such that they tend to call into question the ages-old social norms and practices, thus giving rise to some critical social issues and problems.

This course is designed to identify and analyze some of such emerging social issues and problems from sociological perspective. In the interest of systematic ordering, the issues and problems have been classified into four sets: structural, familial, developmental and disorganization.

The course seeks to go beyond the commonsense understanding of the prevailing social issues and problems in order to project them into their structural context. Accordingly, it focuses on their structural linkages and interrelationships.

Objectives

1. Sensitize the students to the emerging social issues and problems of contemporary India.
2. To acquire sociological understanding of these issues and problems over and above their commonsense understanding, empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations.

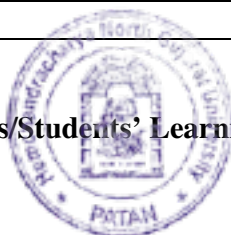
3. Course Content:-

| Unit No. | Title of Unit | Content/Fundamental Concepts | Unit wise SLO |
|----------|---|--|---|
| 1 | Social Problem : Theoretical Aspects & Sociological Approaches | <ul style="list-style-type: none">• Meaning• Characteristics• Functions and Dysfunctions• Social Disorganization Approach• Alienation Approach• Anomie Approach | In this unit students learn various theoretical aspects and sociological approaches of study of social problems; student may know the social problem by their characteristics and also know of some functions of social problems. They may know problems do not always make negative impact some time social problem are useful to society. |



| | | | |
|---|---|--|---|
| 2 | Structural Problems | <ul style="list-style-type: none"> • Meaning • Problems of Inequality of Caste • Problems of Inequality of Gender • Problems of Communalism • Causes of Communalism • Remedies of Communalism | <p>Some problems are generating from social structure, like institutional problems are structural. The social changes give rise to some social structural problems. In this unit students learn about structural problems.</p> <p>India is secular country, India accepts the secular value in its constitution, and so many religions and region communities are living together in India. The differences of communities are giving rise to communalism. In this condition this unit helps students how to create harmony in communal groups.</p> |
| 3 | Problems of Family | <ul style="list-style-type: none"> • Meaning • Broken family, it causes and Remedies • Generation gap, it causes and Remedies • Family crisis, it causes and Remedies | <p>In this unit students study about family related problems. Dowry and divorce are current problems of Indian society. Students learn in this unit why this problem is generated? And how to face such problems? What are the reasons behind it?</p> |
| 4 | Problems due to social Disorganization | <ul style="list-style-type: none"> • Meaning • Causes of AIDS • Effect of the Problems of AIDS • Prevention and Control of AIDS • Meaning of corruption • Factors • Impact, Remedies of the Problems corruption | <p>AIDS is biological problem but sociology studied it as social problem because of its spread due to social contact so social awareness is necessary to stop and control AIDS.</p> <p>Corruption is a social problem. Students will know about corruption, its causes, remedy for its.</p> |

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



Jmk
 I/c. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

| Course Learning Outcomes | Aligned Program Learning Outcomes |
|--|---|
| <p>Students can do the Some Sociological Approaches towards Social Problems</p> <p>Students can aware to society about social problems and provide solution them.</p> <p>Students can do awareness programm about AIDS Students can make some theoretical Aspects for solution of social problems.</p> <p>Students become aware about the factors of various social problems in society and its impact also.</p> | <p>This course helps the government, NGO's, society and student of sociology for further program and policy making. This course helps us to develop scientific knowledge about social problems. Remedy and policy making is main objective of government and science.</p> |

5.Course Teaching & Learning Activities

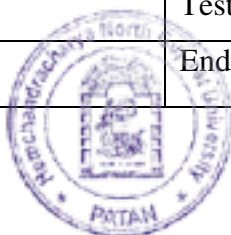
| Lectures (hrs) In/out of Class | Interactive Tutorial (hrs) In/Out | Laboratory (hrs) | Case Discussion (hrs) | Field Trip (hrs) | Projects (hrs) | Web Based Learning (hrs) | Others Works (hrs) |
|-----------------------------------|--------------------------------------|------------------|-----------------------|------------------|----------------|-----------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

6. Class Administration

1. Group discussion in the class room about the Social problems.
2. Project work regarding types social problems.
3. To prepare charts showing various problems.
4. To examine and note the factors affecting of the social problems and its remedies.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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




 I/c. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

8. Course Schedule

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

9. Recommended learning Resources

1. John Kane : Social Problems (1962).
2. Harton and Leslie : Sociology of Social Problems.
3. Mamoria C. B. : Social Problems and Social Disorganization in India (1970)
4. Clinard Marshall B : Sociology Deviant Behaviour
5. Madan G. R. : Indian Social Problems
6. Howard Becker (Ed.) Social Problems - A Modern Approach
7. Robert Merton and Robert Nisbet (Edited) : Contemporary Social Problems (1971)
8. Sushichandra : Sociology of Deviation in India
9. Stephen Schafer and Others : Social Problems in a Changing Society
10. Saraswati Mishra : Problems and Social Adjustment in Old Age
11. Gillin : Social Problem
12. Brij Mohan : Indian Social Problems
13. Kumudini Dandekay : The Elderly in India
14. P. N. Sati : Retired and Aging People
15. Mishra Saraswati : Problems and Social Adjustment in Old Age
16. Sharm ad Dak : Aging in India

10. Course policy

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

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

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




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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.




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester – IV

1. Course Code & Title :

| | |
|--|----------------------------|
| Course Title : Family in Indian Society | |
| Course Code : SOCC & SOCE 402 | No. of Credits : 04 |
| Department : Sociology | Faculty : Arts |

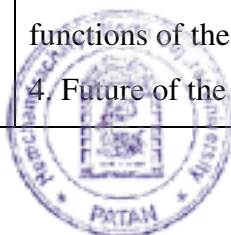
2. Course Overview / Course Description:-

An exposure to the different approaches, issues and databases in studies of marriage and family will enable the students to appreciate how a subject dealing with such mundane and private aspects of everyday life as births, marriages and family formation can constitute a technical field of study capable of generating contentious issues for academicians.

Course Objective :-

- (1) To know about the family system in India.
- (2) Learn about the nature and functions of family.
- (3) Identify the role and responsibility as a member of the family and society.
- (4) Identify the issues and problems of Indian family . Be aware of key concepts of family, its functions, types and issues etc

| Unit No. | Title of Unit | Content/Fundamental Concepts | Unit wise SLO |
|----------|---|--|---|
| 1 | Family relationship, Role and Norms | 1. Concept and Definitions of family. 2. Family as Social Institutions. 3. Special features and nature of family. 4. Family System | Students will Understands about human life and Family institution. Student also knows about feature of family system. |
| 2 | Contemporary issues and problems in the family | 1. Types of family. 2. Social functions of the family 3. Changes in the structure and functions of the family. 4. Future of the family. | Student will learn various types of family and it's Function. Student able to understand about future of family system. |



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

| | | | |
|----------|---|--|---|
| | | e) Evaluation Method f) Experimental Method | |
| 3 | SOCIOLOGY OF LABOUR ORGANIZATION | 3.1 Introduction 3.2 Labour 3.3 Role and Development Process of Labour Organization 3.4 Social and Economic Impact of Labour Organization 3.5 The Changes coming due to the similar approach in reference to the constitutional value. | Students are learns about labour organization and its functions. Structure of labour organization. |
| 4 | PUBLIC PARTNERSHIP | 4.1 The Meaning of Public Partnership 4.2 Approach of Public Partnership 4.3 Types of Public Partnership 4.4 The Importance of Public Partnership in Democracy 4.5 The Impact of Public Partnership on Social Structure | Government is not able to cover to all the society, so public-private partnership is necessary to social action. By the partnership of public works are implement very effectively. |

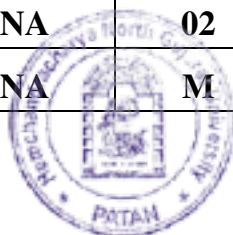
4. Course Learning Outcomes/Students' Learning Outcomes (SLO)

| Course Learning Outcomes | Aligned Program Learning Outcomes |
|---|--|
| 1. Student will understand about Human Interaction in society. 2. Students will understand the methods of action sociology | By this course students will learns about social action and social works. Students able to work with people and society. Students work with NGO'S and association. Students are able to public-private participation in organizations. |

5. Course Teaching & Learning Activities

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

6. Class Administration



(Signature)
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

1. Group discussion in the class room about the subject of Action Sociology.
2. Project work Methods of Action Sociology.
3. To prepare charts Labor Organization.
4. To examine and note the Impact of Public Partnership on Social Structure.
5. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule

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

9. Recommended learning Resources

1. parsons talcott, the structure of social action
2. vasudev murthy, social action
3. Lives Barbara, social action, free sprite publishing inb., Minneapolis.
4. Devi Jhon, liberalism and social action,
5. Stringer Arlie, Action Research.

10. Course policy




 I/c. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

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.




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

Semester – IV

1. Course Code & Title:

| | |
|---|----------------------------|
| Course Title : SOCIOLOGY AND HEALTH - (OPTIONAL) | |
| Course Code : SOCC 403 | No. of Credits : 04 |
| Department : Sociology | Faculty : Arts |

2. Course Overview / Course Description

In spite of 50 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are; likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

Course Objectives

1. To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.
2. To make him understand that health is one of the basic rights of every citizen
3. To bring home the inter-relationship between society and health
4. To understand the problems of health in India in its four dimensions
5. To understand the relationship between political economy and health at the national and international levels.

3. Course Content:-

| Unit No. | Title of Unit | Content/Fundamental Concepts | Unit wise SLO |
|----------|----------------------------|---|---|
| 1 | Sociology of Health | (1) Definition, Aim, Scope and Subject Matter of Sociology of Health (2) Historical Development of Sociology of Health | In this unit students will learn about health and relation with sociology. They learn also historical perspectives of health and development health sociology |



I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

| | | | |
|---|---|--|---|
| 2 | Basic Concept in Sociology of Health | (1) Illness, Sickness and Disease (2) Sick and Patient Roll, Doctor, Patient Relation, Curing and Healing (Cultural Bound Syndrome) | Students will learn the definitions of biological illness and its causes. |
| 3 | Various System of treatment seeking | Classical System, Alternative System, Ethno Medicine and Medical pluralism | Many treatment seeking method are uses in health curing. Mostly traditional treatment seeking methods. Students learn a various methods of treatment seeking. |
| 4 | Application of Sociology of Health | (1) International Health and Sociology of Health (2) National Health Policy and National Health Programme | Sociology of health is new branch in sociology. Sociology work the impact asses of health policy and programme implicate by government. |

Out Come:-

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

| Course Learning Outcomes | Aligned Program Learning Outcomes |
|--|--|
| 1. Students can do health awareness programm in society. 2. Students can do make a problems action to remove of health and its four dimensions. 3. Students can do advertise traditional system of medicine and its benefit. | In this course students will learn about sociology of health. Illness, health problems and causes of illness. Impact assessment by sociologist. Students learns about treatment seeking methods and its limitations. |

5. Course Teaching & Learning Activities

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




 I/c. Registrar
 Hemchandracharya
 North Gujarat University
 PATAN

6. Class Administration

1. Group discussion in the class room about the subject of Sociology of health.
2. Project work regarding types of Traditional medicine.
3. To prepare note about National health policy.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.

7. Assessment Schemes (including rationale)

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

8. Course Schedule

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

9. Recommended learning Resources

- (1) Sheela Lurbugg (1984) : Rakken's Story : Structure of III Health and the Source of Charge.
- (2) Linda Jones (1994) : The Social Context of Health and Health Work.
- (3) Sarah Nettleton (1995) : The Sociology of Health and Illness Cambridge
- (4) Charles leslie (1976) : Asian Meical Systems.



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

- (5) D. Banerji (1985) : Health and Family Planning Services in India.
- (6) Imrana Qadeer (1985) : An Expression of Socio Economic Inequalities Socio Action.
- (7) Veeranarayana Keihineni (1991) : Political Economy of State Intervention in Health Care.
- (8) Albrecht, Gary L. 1944 : Advances in Medical Sociology Mumbai.
- (9) Gunatilake, G. 1984 : Intersectoral Linkages and Health Development : Case Studies in India (Kerala State)
- (10) Rao, Mohan, 1999 : Disinvesting in Health : The World Bank's Prescription for Health.

10. Course policy

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

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

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

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

CORE ELECTIVE

ગુજરાતી



Hemchandracharya
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

B.A. SEMESTER-IV: CORE ELECTIVE - CE-403

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યસ્વરૂપનો અભ્યાસ -(એકાંકી)

નિયતકૃતિ:

આદર્શ એકાંકી : સં.સતીશ વ્યાસ
પ્રકાશક: અરુણોદય પ્રકાશન,અમદાવાદ

નિમ્નસૂચિત એકાંકીઓ અભ્યાસક્રમમાં નિયત કરવામાં આવે છે.

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

એકમ : ૧ (૧) એકાંકીનું સ્વરૂપ - લાક્ષણિકતાઓ.

(૨) ગુજરાતી એકાંકીનો ઉદભવ અને સ્થિત્યતરો.

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

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

- (૧) ઉમાશંકર જોશી.
- (૨) જયંતિદલાલ
- (૩) લાલશંકર ઠાકર
- (૪) મધુરાય
- (૫) ચીનુ મોદી

એકમ : ૩ કૃતિનો સ્વરૂપલક્ષી અભ્યાસ.




I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

એકમ : 4 કૃતિ આધારિત ટૂંક નોંધો.

સંદર્ભગ્રંથો:

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



Hem
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

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

પ્રશ્નપત્ર : ગ્રંથકારનો અભ્યાસ - જોસેફ મેકવાન

નિયતકૃતિ:

વ્યથાનાં વીતક

લેખક : જોસેફ મેકવાન

પ્રકાશક: ડિવાઈન પ્રકાશન,અમદાવાદ

નિમ્નસૂચિત રેખાચિત્રો અભ્યાસક્રમમાં નિયતકરવામાં આવે છે.

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

એકમ : ૧ (૧) સર્જક જોસેફ મેકવાનનું જીવન

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

એકમ : ૨ (૧) નવલકાર જોસેફ મેકવાન

- (૨) વાર્તાકાર જોસેફ મેકવાન

એકમ : ૩ 'વ્યથાના વીતક ના સમિક્ષાત્મક પ્રશ્નો.

એકમ : ૪ કૃતિઆધારિત ટૂંકનોંધ.



શામલ
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN

સંદર્ભગ્રંથો :

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



Hem
I/c. Registrar
Hemchandracharya
North Gujarat University
PATAN