



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 - 603

B A Semester VI
FOUNDATION COMPULSORY ENGLISH
FCE – 603

Course Level Learning Outcome:

To encourage students to learn and appreciate language through literature.

To encourage and develop reading skills in Under Graduate Students.

To introduce Under Graduate students to important themes and issues

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

To enable students to write Curriculum Vitae for jobs and employment

Course Content:

Unit 1

Lesson 6 to 10

Text: Reflections Macmillan

Unit 2

Grammar

Identify Parts of Speech,

Change the Gender

Unit 3

Composition C V Writing

SCHEME OF EXAMINATION

F C E – 603

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

COURSE COMBINATION

CORE COMPULSORY

ENGLISH

B A Semester VI
WOMEN'S WRITING
C C 606

Course Level Learning Outcomes

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

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

Course Content

Unit 1

Contribution of Women to English Literature

The Feminine way of Writing

Unit 2

Emily Dickinson 'I'm wife

Sylvia Plath 'Daddy'

Eunice De Souza 'Advice to Women'

Unit 3

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Katherine Mansfield 'Bliss'

Mahashweta Devi 'Draupadi',

Unit-4 Acquaintances:

1. Jhumpa Lahiri	2. Arundhati Roy	3. Sashi Deshpande	4. Shobha De
5. Anita Desai	6. Doris Lessing	7. Margaret Atwood	8. Zadie Smith
9. Angela Carter	10. Kiran Desai		

❖ Suggested Topics for Background Reading and Class Presentation

1. The Confessional Mode in Women's Writing
2. Sexual/Textual Politics
3. Body, Beauty, and Discrimination
4. Race, Caste, and Gender
5. Social Reform and Women's Rights
6. Women under Colonialism
7. Women in and out of Slavery
8. Is there a Woman's Language?

❖ Suggested Readings

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talpade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed.
5. Padmini Mongia (New York: Arnold, 1996) pp. 172–97 Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 200

SCHEME OF EXAMINATION

SEMESTER-VI

C C 606

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

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

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

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

B A Semester VI

BRITISH LITERATURE: 19TH CENTURY

C C 607

Course Level Learning Outcomes

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

→ Identify and analyze the socio-economic-political contexts that inform the literature of the period.

→ comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.

→ understand the conflict between self and society in different literary genres of the period.

→ link the rise of the novel to the expansion of Colonialism and Capitalism.

→ understand the transition from Romantic to Victorian in literature and culture → link the Victorian temper to political contexts in English colonies.

→ link the changes in the English countryside to changes brought about in similar settings in India.

Course Content

Unit 1

Chief Characteristics of Victorian Age Major

Victorian Poets Major Victorian Novelists

Unit 2

Jane Austen Pride and Prejudice

Unit 3

Alfred Tennyson - 'Ulysses', The Lotos Eaters

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

Unit-4 Acquaintances:

1.Thomas Hardy	2. Thackeray	3. Elizabeth	4. Barrett Browning
5. Matthew Arnold	6. C.G.Rossetti	7. Emily Bronte	8. Charles Dickens
9. Macaulay J.S. Mill	10. George Meredith		

❖ **Suggested Topics for Background Reading and Class Presentation**

1.Utilitarianism

2. Colonialism and nineteenth century literature
3. The Death of the Village
4. The 19th Century Novel
5. Marriage and Sexuality
6. The Writer and Society
7. Faith and Doubt
8. The Dramatic Monologue

❖ **Suggested Readings:**

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

SCHEME OF EXAMINATION

SEMESTER-VI

C C 607

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

B A SEMESTER VI

C C 608

AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate include → Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century).

→ Understand the historical, religious, and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.

→ Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American, and Asian) writing traditions.

→ critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities.

→ Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities.

→ Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres.

→ analyze the American mind from global and Indian perspectives and situate the American in the contemporary world.

Course Content

Unit 1

Arthur Miller - All My Sons

Unit 2

Emily Dickenson – Hope is the Thing with Feathers

Robert Frost- The Road not Taken

E E Cummings – I Carry your Heart with Me

Maya Angelou: ‘Still I Rise’

Unit 3

John Steinbeck- To a God Unknown

Unit 4 Acquaintances:

1. Earnest Hemingway	2. William Faulkner	3. F Scott Fitzgerald	4. Eugene O’ Neill
5. Edward Albert Albee	6. Sam Shepard	7. Walt Whitman	8. H D Thoreau
9. Emily Dickenson	10. Elaine Showalter		

❖ Suggested Topics for Background Reading and Class Presentation

1. The American Myths of Genesis/ The American Dream/ The American Adam
2. American Romance and the American Novel
3. Is Huck Finn the Prototypical American Novel?
4. Multicultural Literature of the United States; Folklore and the American Novel
5. Race and Gender in American Literature
6. War and American Fiction
7. Two Traditions of American Poetry; Emerson and Poe/ Typological and Topological Traditions
8. Social Realism and the American Novel
9. The Questions of Form in American Poetry

❖ Suggested Readings

1. Hector St John Crèvecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbors’, in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
6. Krishna Sen and Ashok Sengupta, ‘A Short History of American Literature’ (Hyderabad: Orient Black Swan, 2017)

SCHEME OF EXAMINATION

SEMESTER-VI

C C 608

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

B A SEMESTER VI

C C 609

LITERARY THEORY

Course Level Learning Outcomes

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

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

Course Content

UNIT-I

Literature & Biography

Literature & Psychology

Literature & Society

UNIT-II

Literature & Other Arts-Music, painting

Arts & Morality

Evaluation

UNIT-III

Feminism

Aestheticism

Modernism

UNIT-IV Acquaintances:

1.Legislative criticism	2. Comparative criticism	3. Biographical criticism	4.Historical Eco criticism
5.Psychoanalytic criticism	6.Sociological criticism	7. New criticism	8. Postcolonial criticism
9.. structuralist criticism	10.ECO Criticism		

❖ **Suggested Readings: -**

1.Theory of Literature—Rene Welleck

2.The Making of Literature-R.A. Scott James

3.Critical Approaches to literature-David Daiches

4.David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Routledge, 2000.

5.Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.

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

7.Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009 .

SCHEME OF EXAMINATION

SEMESTER-VI

C C 609

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

B A SEMESTER VI

Spoken English

CC 610

Course Level Learning Outcomes

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

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

Course Content

Unit 1

English as a Link Language in India

Organs of Speech

Speech Mechanism

Unit 2

Vowels

Consonants

Diphthongs

Unit 3

A-Short Notes

Phoneme and Morpheme

Intonation

Syllable

Inflexion

Sound-Voiced-Unvoiced

Rhythm

B -Phonetic Transcription List of Fifty Word

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

❖ **Recommended Reading:**

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

SCHEME OF EXAMINATION

SEMESTER-VI

C C 610

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

COURSE COMBINATION

CORE COMPULSORY

ગુજરાતી



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

પ્રશ્નપત્ર : ગુજરાતી સાહિત્યનો ઇતિહાસ અર્વાચીન - ૨

એકમ : ૧ યુગ અભ્યાસ :

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

એકમ : ૨ સાહિત્યકારની સાહિત્યસેવા : (ત્રણમાંથી એક)

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

એકમ : ૩ સાહિત્યસ્વરૂપની વિકાસરેખા : (ત્રણમાંથી એક વિશે)

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

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

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




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સંદર્ભગ્રંથો :

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



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

પ્રશ્નપત્ર : ભાષાના સ્વરૂપનો અભ્યાસ - ૨

એકમ : ૧ ભાષાકુળોનો ખ્યાલ :

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

એકમ : ૨ (અ) ભાષા - વિકાસ પરિચય :

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

(બ) ગુજરાતી ભાષાનો ઉદભવ અને તેના વિકાસ તબક્કાઓ :

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

એકમ : ૩ ગુજરાતી વાક્યરચનામાં પદક્રમ :

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

એકમ : ૪ પરિચયાત્મક નોંધ :

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




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સંદર્ભગ્રંથો :

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



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

પ્રશ્નપત્ર : સાહિત્યસિદ્ધાંતવિચાર - ૨

એકમ : ૧ વિવેચનવિચાર :

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

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

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

એકમ : ૩ પાશ્ચાત્ય સાહિત્યવિચારણાદ્રષ્ટિ :

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

એકમ : ૪ સમીક્ષાત્મક સૂત્રો :

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




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સંદર્ભગ્રંથો :

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



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

OPTION - I

પ્રશ્નપત્ર : સાહિત્યકૃતિનો અભ્યાસ (ગદ્ય)

નિયતકૃતિ : 'મળેલાજીવ'

સર્જક - પન્નાલાલ

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

સંદર્ભગ્રંથો :

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

રમેશ. ર. દવે : ગુજરાતી સાહિત્ય પરિષદ

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



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

OPTION – I

પ્રશ્નપત્ર : વ્યવહારભાષા

એકમ : ૧ અરજીલેખન : ગુણ : ૧૮

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

એકમ : ૨ અહેવાલલેખન : ગુણ : ૧૭

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

એકમ : ૩ પત્રલેખન : ગુણ : ૧૮

આ એકમમાંથી એકબીજાના વિકલ્પે ફરિયાદપત્ર અથવા આવેદનપત્ર પૂછવામાં આવશે.

એકમ : ૪ ગદ્યકંડિકાનો અર્થવિસ્તાર : ગુણ : ૧૭

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

સંદર્ભગ્રંથો :

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

પ્રિ. ડૉ. હસ્યદા પંડ્યા



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COURSE COMBINATION

CORE COMPULSORY

ક્રમિક



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हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 606

CREDIT (श्रेयांक) 4

विषय : हिंदी साहित्य का इतिहास : आधुनिक काल

पाठ्यक्रम संरचना :

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

अंक-विभाजन :

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

कुल अंक : 70



सहायकग्रंथ :

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



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण
कलास्नातक (बी.ए.) छमाही - VI
विषय : हिंदी

CORE COMPULSORY(मुख्य) - 607

CREDIT (श्रेयांक) 4

विषय : पाश्चात्य साहित्य के सिद्धान्त और हिन्दी साहित्य-समीक्षा

पाठ्यक्रम संरचना :

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

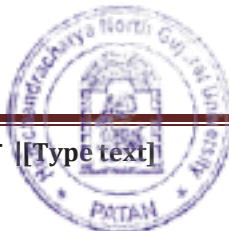
सूचना

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

अंक-विभाजन :

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

कुल अंक : 70



सहायक-ग्रंथ :

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

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



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 608

CREDIT (श्रेयांक) 4

विषय : आधुनिक हिंदी कविता (वैकल्पिक)

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

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

पाठ्यक्रम संरचना :

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

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

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

अंक-विभाजन :

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

कुल अंक : 70

I/c. Registrar

Hemchandracharya
North Gujarat University
PATAN



सहायक ग्रंथ :

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



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

CORE COMPULSORY(मुख्य) - 609

CREDIT (श्रेयांक) 4

विषय : हिन्दी भाषा और लिपि

पाठ्यक्रम संरचना :

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

अंक-विभाजन :

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

कुल अंक : 70



सहायक-ग्रंथ :

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



हेमचंद्राचार्य उत्तर गुजरात विश्वविद्यालय, पाटण

कलास्नातक (बी.ए.) छमाही - VI

विषय : हिन्दी

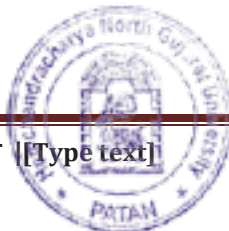
CORE COMPULSORY(मुख्य) - 610

CREDIT (श्रेयांक) 4

विषय : मीडिया के विविध आयाम

पाठ्यक्रम संरचना :

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



प्रशासनिक शब्दावली

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



मंत्रालयों के नाम

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

कार्यालयों के नाम

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

पदनाम

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



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

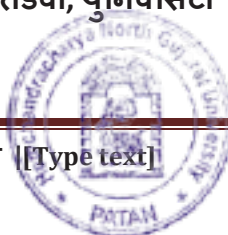
अंक-विभाजन :

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

कुल अंक : 70

सहायक ग्रंथ :

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




 I/c. Registrar
 Hemchandracharya
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COURSE COMBINATION

CORE COMPULSORY

સમાજશાસ્ત્ર



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North Gujarat University
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Semester – VI

1. Course Code & Title:

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

Course Overview / Course Description

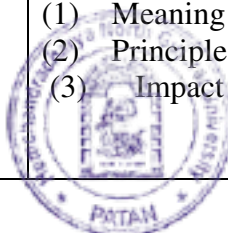
Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced and as a remarkable feature of our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

Objectives

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

Course Content:-

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



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

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

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

5. Course Teaching & Learning Activities

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

6. Class Administration

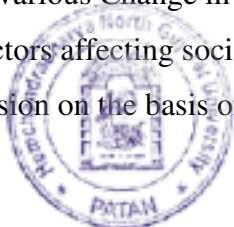
1. Group discussion in the class room about the subject of Social Change.

2. Project work regarding Rural and Urban Change.

3. To prepare charts showing various Change in society.

4 To examine and note the factors affecting social change.

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



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7. Assessment Schemes (including rationale)

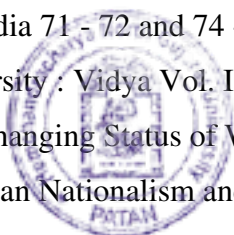
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

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

9. Recommended Learning Resources :-

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




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10. Course policy

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

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

- www.sociologicalthoughts.com/
- 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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Semester – VI

1. Course Code & Title:

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

2. Course Overview / Course Description

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

Objective

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

3. Course Content:-

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



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

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

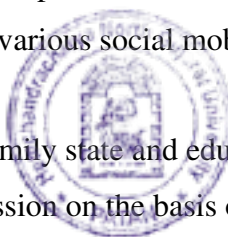
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can understand theoretical perspective for educational sociology. 2. Student can understand the Relation of social mobility and education he understand family, state and education system also.	This course helps to understanding about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


5. Course Teaching & Learning Activities

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

6. Class Administration

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




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7. Assessment Schemes (including rationale)

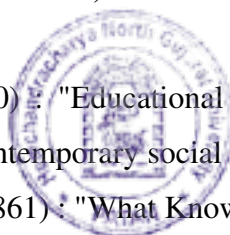
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

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

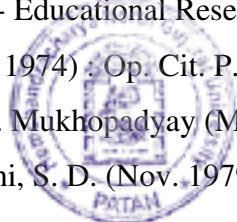
9. Recommended Learning Resources :-


- (1) Shah, B. V. (1965) : "Sociology of Education - An attempt at Definition and Scope" Sociological Bulletin. XIV, 1, 1965. P. 64-69.
- (2) Gore, M. S., Desai, I. P. and Suma Chitnis (1967) : "Papers in the Sociology of Education in India" NCERT, Delhi, See Specially - Gore, M. S. and Desai, I. P. "The Scope of Sociology of Education" P. 1 to 32.
- (3) Govt. of India (1983) : "India - A Reference Annual : 1983" Research and Reference Division, Ministry of Infomation and Broadcasting.
- (4) Duerkheim, E. (1987-1902) : "Education and Sociology" T. in English, New york, Free Press, 1956.
- (5) Roucek, J. S. (1940) : "Educational Sociology" in H. E. Barnes, H. Becker and F. B. Becker (Eds.) - "Contemporary social Theory", D. Appleton - Century.
- (6) Spencer, Herbert (1861) : "What Knowledge is Most Worth"



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




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

10. Course policy

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

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

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

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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




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Semester – VI

1. Course Code & Title :

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

2. Course Overview / Course Description

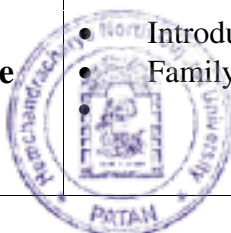
In spite several developmental efforts are health status as measured by quantity of life is not up to International levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalance are market population size of often considered a crucial variable in appreciating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

Objective

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

3. Course Content:-

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



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

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

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




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5. Course Teaching & Learning Activities

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

6. Class Administration

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

7. Assessment Schemes (including rationale)

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

8. Course Schedule :

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

9. Recommended learning Resources

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

10. Course policy

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

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

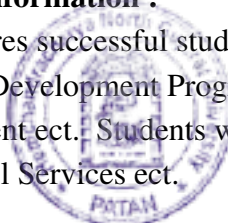
1. www.sociologyguide.com
2. www.gtu.edu
3. www.spartacus.schoolnet.co.uk/REVsociology.htm
4. www.sociology.org.
5. www.asanet.org
6. www.isa-sociology.org
7. www.unco.edu/sociology/student_services/links.html
8. www.socioweb.com
9. www.sociologyonline.co.uk

12. Means / Processes for students feedback on the course

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

13. Additional Course Information :

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



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Semester – VI

1. Course Code & Title:

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

Course Overview / Course Description

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

Objective

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

3.Course Conten :-

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

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

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

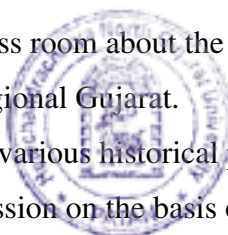
Course Learning Outcomes	Aligned Program Learning Outcomes
<p>1. Student will understand the regional as a cultural construct in historical dimension.</p> <p>2. Student can aware to the society about regional sociological approach.</p> <p>3. Student can understand Caste economy, history, folklore literature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

5. Course Teaching & Learning Activities

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

6. Class Administration

1. Group discussion in the class room about the subject of Religion Sociology.
2. Project work regarding Regional Gujarat.
3. To prepare charts showing various historical please in Gujarat.
4. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.



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7. Assessment Schemes (including rationale)

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

8. Course Schedule :

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

9. Recommended Learning Resources :-

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

10. Course policy

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



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

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
- 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.](http://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 :

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Semester – VI

1. Course Code & Title:

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

Course Overview / Course Description

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

Objective

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

3. Course Content:-

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

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

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

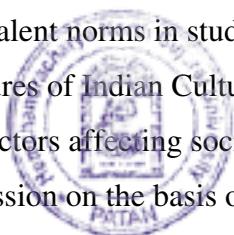
Course Learning Outcomes	Aligned Program Learning Outcomes
1. Student can his contribute in the development police of the rural and urban society. 2. Student can understand Rural and Urban community in sociological perspective and to understand a Rural and Urban Problems and provide its solution also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


5. Course Teaching & Learning Activities

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

6. Class Administration

1. Group discussion in the class room about the subject of Sociology as Social Science
2. Project work regarding types of group.
3. To prepare charts showing various status and role of individual.
4. To prepare note about prevalent norms in students' family.
5. Project work showing features of Indian Culture.
6. To examine and note the factors affecting social mobility in the known circles of students
7. To arrange for group discussion on the basis of audio-visual programmes relayed by BISAG.




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7. Assessment Schemes (including rationale)

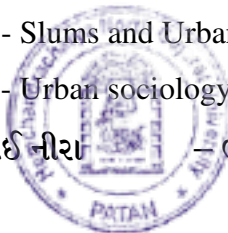
Sr No.	Task	Time	Description	Weight
A.	Internal			
1	Class attendance	Whole Semester		05
2	MCQ	Middle Semester		05
3	Assignments	Per Week Total - 04		10
4	Test	Middle Semester Exam / Unit Test		10
B.	Final Uni. Exam	End of Semester		70

8. Course Schedule :

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

9. Recommended Learning Resources :-

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




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

10. Course policy

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

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

- www.sociologicalthoughts.com/
- en.wikipedia.org/wiki/Sociology
- wordpress.com/highered.mcgraw-hill.com/sites/0072817186/.../chapter_summary.htm
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