

Syllabus for Minor Elective (2 Credit) course

INDIA IN THE WORLD

Course Code: INP - XXX

Course Type: Optional (open for any PG programme)

Credit: 2

Course contact: 2 hours in a week teaching and one 1 hr for tutorial/consultation

Course Description: This course is designed to introduce the key concepts and issues in India's Foreign Policy and its engagements with the World. Through this course students will be able to comprehend the structure and process in India's Foreign Policy decision making and will also understand the ideational aspects which go into the making and shaping of India's engagement with the World. In addition, students will also understand the key threats and challenges involved in Foreign Policy Governance. It is expected that students come to class prepared, having read the mandatory texts and noted a few questions raised by them.

Course Objective: This is an elective course which is designed for the postgraduate students from a non-international studies background. The course aims to familiarize the students with India and its position in global politics. It starts with the evolution of the Indian foreign policy, how it engages with the world, how soft power is used in foreign policy, and it concludes with the emerging issues in Indian foreign policy.

Course Units

Unit I: India's Foreign Policy

- 1.1. Evolution of India's Foreign Policy
- 1.2. Objectives, Principles and Sources of India's Foreign Policy
- 1.3. Pulls and Pressures: Domestic, Regional and Global
- 1.4. Actors and Institutions in the making of India's Foreign Policy
- 1.5. Use of Soft Power: Buddhism, Bollywood and Yoga
- 1.6. Emerging Issues in India's Foreign Policy: Terrorism, Energy Security and Climate Change

Unit II: India's Engagement with the World

- 2.1. India's multilateral diplomacy in global organizations (UN, WTO etc.)
- 2.2. India's regional engagements (SAARC, IORA, SCO, Act East, Indo-Pacific etc.)
- 2.3. India and Major Powers (US, Russia, EU, China, Japan etc.)
- 2.4. India's Groupings and Coalitions (BRICS, QUAD, IPSA etc.)
- 2.5. India and its Neighbourhood/Extended Neighbourhood
- 2.6. India and the Global Commons (polar diplomacy etc.)

Essential Readings

- Bajpai, Kanti, Saira Basit and V Krishnappa, eds, India's Grand Strategy : History , Theory , Cases (New Delhi: Routledge, 2014).

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- Bandyopadhyaya, J , The Making of India's Foreign Policy: Determinants, Institutions ,Processes, And Personalities (Bombay : Allied Publishers , 1970).
- Dubey , Muchkund , India's Foreign Policy : Coping With the Changing World(New Delhi: Pearsons Publishers, 2012).
- Jaishankar, S. (2020), The India Way: Strategies for an Uncertain World (New Delhi: Harper Collins, 2020).
- Kanwal, Gurmeet (2016), The New Arthashastra: A Security Strategy for India. (New Delhi: Harper Collins).
- Mohan , C Raja , Crossing the Rubicon : The Shaping of India's New Foreign Policy (New Delhi: Penguin Viking , 2003).
- Malone . David M , Does the Elephant Dance? : Critical Reflections on India's Foreign Policy (Oxford: OUP, 2013).
- Pant, Harsh , India's Foreign Policy: An Overview (Manchester University Press. 2016).
- Tanham , George , Kanti Bajpai and Amitabh Mattoo, Securing India: Strategic Thought and Practice (New Delhi: Manohar Publishers and Distributors. 1996).
- Tharoor, Shashi ,Pax Indica: India and the World of the 21st Century (New Delhi : Penguin Books, 2013).
- Thussu, D.. Communicating India's Soft Power : Buddha to Bollywood (New Delhi: Sage Vistaar , 2016).
- Varadarajan ,Latha , The Domestic Abroad: Diasporas in International Relations. (New York: Oxford University Press, 2010).

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Multidisciplinary Elective Modules for Choice Based Credit System (CBCS)

Note: The School of Chemical Sciences (SCS) encourages the postgraduate students of CUG for Choice Based Credit System (CBCS) based multidisciplinary /interdisciplinary learning. The student may opt any one topic among three topics in a semester out of the following modules as per choice except students of chemical sciences.

	Code	Course	Credit
Semester-I	CBCS-01	Irreversible thermodynamics of living systems	2
	CBCS-02	Optical properties of metal nanoparticles	2
	CBCS-03	Environmental pollutants	2
Semester-II	CBCS-04	Friccohesity chemistry of nanoemulsion formulation for quality product.	2
	CBCS-05	Electron transfer, respiration, and photosynthesis	2
	CBCS-06	Nanoscience in drug development	2
Semester-III	CBCS-07	Pharmaceutical products	2
	CBCS-08	Extraction techniques	2
	CBCS-09	Bioconjugation methods and applications	2
Semester-IV	CBCS-10	Natural Products	2
	CBCS-11	Imaging techniques	2
	CBCS-12	Toxicology	2
Total credit			08

Minor Elective-School of Nano Sciences

Nanotechnology: Fundamentals and Applications

Course Objectives: Nanotechnology: Fundamentals and Applications centers on developing an understanding on the basics and applied aspect of nanotechnology

Unit I:

Nanostructures: basics and types of nano-structures and applications, Classification of Nanostructured materials, 0D, 1D, 2D structures – confinement effect and size effects, Surface Energy and Surface area, Solution growth techniques of 1D-2D nano structures-nucleation and growth mechanism, Physical and chemical methods of synthesis of nanomaterials, Interesting properties of nanomaterials: Optical, Magnetic and Mechanical.

Unit II:

Functional principles of nanobiotechnology: From biotechnology to nanobiotechnology. What is nanobiotechnology? Information-Driven Nano-assembly, Top down and bottom-up approach for building nanomaterials, Biomacromolecules, Tools and techniques in nanobiotechnology.

Course outcome:

After completion of this course student will be able to

- a. Understand the basics of nanostructure and their application
- b. Know about the physical and chemical methods of synthesis of nanomaterials
- c. Understand the principles of nanobiotechnology and their application

References

- Pradeep, T. (2007) NANO: The Essentials: Understanding Nanoscience and Nanotechnology ISBN 9780070617889. Publisher: McGraw Hill Education.
- Kulkarni, S. K. (2015) Nanotechnology: Principles and Practices 3rd ed. ISBN 9783319091709. Publisher: Springer.
- Ghosh, S. and Webster, T. (2021) Nanobiotechnology. ISBN 9780128228784. Publisher: Elsevier.



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય
CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No. 25 of 2009)

Multidisciplinary Minor Elective Course

On

**Social Responsibility
&
Community Engagement**

Syllabus

(As per UGC-UBA)

School of Environment and Sustainable Development

Multidisciplinary Minor Elective Course
on
Social Responsibility and community Engagement

As per UGC it is recommended that each HEI conducts a compulsory course to provide community engagement to all Undergraduate & Post Graduate students so that their appreciation of rural field realities is holistic, respectful, and inspiring.

Model community engagement course is described below.

a) Introduction

New generation of students are increasingly unaware of local rural realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programmes of community service have been undertaken by HEIs, there is no singular provision of a well-designed compulsory community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about rural challenges and develop understanding of rural wisdom and lifestyle in a respectful manner.

a) Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

b) Learning Outcomes:

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

c) **Credit**

2 credit, 30 hours, at least 50% in field, compulsory for all students

d) **Contents**

Divided into four Modules, field immersion is part of each Unit

Course Structure: **2 Credits Course** (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages" (Gandhi), rural infrastructure	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	- Classroom discussions - Field visit** - Assignment Map	2 4 2
2	Understanding rural economy & livelihood	Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them	- Field visit** - Group discussions in class - Assignment	3 4 1
3	Rural Institutions	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual)	- Classroom - Field visit** - Group presentation of assignment	2 4 2

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
4	Rural Development Programmes	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation of the programme for the rural poor.	- Classroom - Each student selects one program for field visit** - Written assignment	2 4 2

**** Recommended field-based practical activities:**

- Interaction with SHG women members, and study of their functions and challenges. planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps
- Participate in Gram Sabha meetings, and study community participation
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries
- Attend Parent Teacher Association meetings, and interview school drop outs

- Visit local Anganwadi Centre and observe the services being provided
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries,
- Organize awareness programmes, health camps, Disability camps and cleanliness camps
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
- Formation of committees for common property resource management, village pond maintenance and fishing

e) Teaching & Learning Methods

A large variety of methods of teaching must be deployed:

UGC will prepare an ICT based MOOC for self-paced learning by students for the 1 credit to be conducted in the classroom

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions.

Recommended Readings

Books:

1. Singh, Katar, Rural Development : Principles, Policies and Management, Sage Publications, New Delhi, 2015.
2. A Handbook on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society)

5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)



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MINOR ELECTIVE MULTIDISCIPLINARY COURSE
IN
CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT

Syllabus

CREDIT-2

SCHOOL OF ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

**Credit Based Semester System with effect from the
academic year 2021–2022**

Detail Syllabus

Climate Change and Sustainable Development

Credit-2

Introduction:

A minor elective multidisciplinary course in Climate Change and Sustainable Development is developed and offered by School of Environment and Sustainable Development (SESD) to all discipline of post-Graduate students. The syllabus of this course is prepared in such a manner that any student from other school can opt it. The duration of the course shall be six months. Students of 2nd semester of any discipline can opt for it to get additional credit.

Objective:

- To disseminate basic knowledge about two burning issues of current world: climate change and sustainable development

Unit I

Climate Change

Weather and Climate, Anthropogenic drivers of climate change, Ozone Layer Depletion and Climate Change, Causes and consequences of Global Warming, Global Warming key issues relevant to Climate Change, Green House Gases: sources, types, emission scenario, Potential of GHG's, GHG reduction initiatives, Environmental Impacts: Surface Precipitation, Temperature, Sea level rise, Impact on glaciers including Himalaya's, Changes in rainfall pattern, Water Resources, Forest, Agriculture, Food security, Biodiversity, Coastal zones, Ecosystems: Aquatic, Terrestrial and Marine, Heat waves and Cold waves, Rainfall, Diseases, Vulnerability, Consequence, Heat-related Deaths. Climate-sensitive Diseases, Climate Change Adaptation, Climate Change Mitigation, Policy and Legislation: National and International Scenario

Unit II

Sustainable Development

Sustainable Development: Principles and Scope of sustainability, Sustainable development goals, Current issues and areas of debate in relation to sustainable development

Sustainable development control and model: Environmental sustainability, Energy security, Water security, Food security and social security.

Sustainable Energy Resources: Renewable energy for sustainable development. Natural resources and sustainable development. International efforts for conservation of resources.

Learning outcome:

After completing this course, students will be able to understand the impact of climate change. This course will make them aware that how they can contribute in climate change mitigation and actively participate in sustainable development.

Suggested reading:

1. Fundamentals of climatology, Satish Kumar, Edupedia Publications ISBN: 9781521500514 (online), 978-93-86647-04-7 (Print), 1st edition.
2. Climatology, Bernhard Haurwitz, James Murdoch Austin, McGraw-Hill Book Company Inc, 19
3. Climatology: fundamentals and applications by John R. Mather, McGraw-Hill Inc.; US (1 July 1974), ISBN-10: 0070408912, ISBN-13: 978-0070408913
4. General Climatology, Howard J. Critchfield, Prentice Hall Publisher, 3rd edition, ISBN: 0133502643
5. Natural Resources and Sustainable Development. Kathy Wilson Peacock
6. Sustainability: Principles and Practices, Margaret Robertson Routledge Pub. ISBN 9780367365219, 3rd Edition
7. Sustainable Development: Linking Economy, Society, Environment, Tracey Strange and Anne Bayley, OECD Pub, ISBN: 9789264055742 (PDF)



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MINOR ELECTIVE MULTIDISCIPLINARY COURSE

IN

Biodiversity and Conservation

Syllabus

CREDIT-2

SCHOOL OF ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

**Credit Based Semester System with effect from the
academic year 2021–2022**

Minor elective

Biodiversity and Conservation

Course Objectives: Biodiversity and Conservation centers on developing an understanding on the importance of biodiversity and its conservation and different approaches to conserve biodiversity.

Unit-I Biodiversity and its importance: Biodiversity value: Ecological value, Economical value, Food & Agricultural value, Medicinal value, Industrial value, Research value, Cultural Value and Aesthetic value. Loss of Biodiversity-causes and consequences, Biodiversity status: Threatened Species, Endangered Species, Vulnerable species, Rare species, Extinct species, Biodiversity hotspot, India as mega biodiversity hotspot

Unit-II Biodiversity conservation and its importance, Approaches of biodiversity conservation: National parks, Sanctuaries, Biosphere reserves, Preservation plots, Botanical gardens, Zoos, Aquaria herbarium, Germplasm & gene bank, Tissue culture, Pollen & spore bank, DNA bank, New Conservation strategies: Community reserves, Community-oriented approaches, People's Participation in Biodiversity conservation, importance of local values, knowledge and experiences, International and National policies regarding biodiversity conservation

Course outcome:

After completion of this course student will be able to

- a. Understand the importance of biodiversity and its conservation
- b. Know about the biodiversity status of various species and approaches to conserve biodiversity
- c. Understand how people at individual and community level can participate in conservation of biodiversity
- d. Know various national and international policies regarding biodiversity conservation

References

- Jeffries, M.J. (2005) Biodiversity and Conservation. ISBN 9780415343008, Publisher Routledge
- Ahuja, M. R., Ramawat, K.G. (2014). Biotechnology and Biodiversity. ISBN 9783319093802, Publisher Springer
- Basak A. (2009) Environmental Studies. ISBN 8131785688, Publisher Pearson Education India
- Lévêque, C., Mounolou, J.C. (2003) Biodiversity. ISBN 9780470849576, Publisher Wiley

SAMS

Ancient Indian Inventions and Modern Science in Vedas

Unit 1

Law of motion , gravity theory and atomic theory from by Maharshi Kanada Concept of Gravity by Varahamihira, Quantum Physics in veda, The theory of evolution by Natural selection, First formulated in Darwin's Book on the origin of species in 1859(Vishnu Puranan). Angular velocity of planets according to Bhaskaracharya & Bhaskara's concept of the Universe.

Unit 2: Water cycle in Vedic time, Spaceship in rig veda, The earth's core in Rig veda, About Rainbow, Magnets, and light in Ancient India. Electric battery in ancient India (Agastya Samhita) and Ancient Binary system, Robotics in ancient India. Ancient Vimana, Ancient spectrometer, Alchemy, Sushruta's medical Genius and his inventions and Surrogacy in in Vedic period (Rigveda 2.18.2) and perfect Description of Heat attacks, Father of Indian Medicine Charaka & Ayurveda, Scientific significance of temple bell, Science behind the chanting of OM (AUM), The holiest number 108 in veda, Nuclear weapons in Ancient India

INTRODUCTION TO BIOLOGY

(CREDITS: 2)

Course Objective: This course deals with the basic principles of biochemistry, cell biology, microbiology and molecular biology. It will also expose the students to the modern biology at the molecular level. It will help the students to know about biomacromolecules which are important components of living cell.

Course Content:

Unit I: Living and Non-living System

Concept of Living and Non-living system; Origin of life; Ecosystem; Cellular organization of living organism, Difference between plant and animal cell, Prokaryotes, Eukaryotes, Structure and function of cell and cell organelles; Basic physiology of living organism (Digestion, Respiration, Cardiovascular system, Excretion etc.); Introduction to microbiology, Basic architecture of bacteria and viruses, Beneficial and harmful effects of microbes.

Unit II: Building Blocks of Living Organism

Introduction to biomacromolecules (Nucleic acids, proteins, carbohydrates, lipids etc.); Introduction to central dogma; Concept of pH; Structure of water; Introduction to basic concepts of metabolism, Nutrition, Vitamins; Common human diseases; Applications of biology in agriculture, health and environment.

Learning Outcomes:

After the successful completion of this course the students will be able to:

- Identify the general structure and functions of all living and non-living cells.
- Understand the structure and functions of bio-macromolecules.
- Knowledge of wide applications of biology.

Suggested Readings:

1. Nelson D.L. and Cox, M.M. 2017. Lehninger principles of biochemistry. W.H. Freeman and Company, New York, 7th ed.
2. Pelczar, M.J., Chan, E.C.S. and Kreig, N.R. 1986. Microbiology. McGraw-Hill, New York, 5th ed.
3. Chaudhari, S.K. 2016. Concise medical physiology. New Central Book Agency (P) Ltd., New Delhi, 1st ed.
4. Jain, J.L. 2016. Fundamentals of biochemistry. S. Chand and Company, New Delhi, 7th ed.
5. Berg, J.M., Tymoczko, J.L. and Stryer, L. 2015. Biochemistry. W.H. Freeman and Company, New York, 8th ed.

हिन्दी अध्ययन केंद्र

भाषा, साहित्य एवं संस्कृति अध्ययन संस्थान

गुजरात केन्द्रीय विश्वविद्यालय

प्रश्न पत्र: (बहुविषयक / अंतरानुशासनात्मक)

क्रेडिट: 02

हिन्दी मीडिया लेखन

उद्देश्य:

1. स्नातकोत्तर स्तर के विद्यार्थियों को हिन्दी मीडिया में रोजगार के अवसरों के प्रति जागरूक करना।
2. विद्यार्थियों को मीडिया से जुड़े भाषिक पक्ष से अवगत करना।
3. मीडिया की जरूरतों के अनुरूप हिन्दी लेखन का प्रशिक्षण देना।

यूनिट: I

समाचार मीडिया

क्रेडिट : 1

- (क) समाचार पत्रों के लिए लेखन
 - (i) समाचार लेखन
 - (ii) फ्रीचर लेखन
 - (iii) संपादन कला एवं संपादकीय लेखन
 - (iv) प्रूफ शोधन एवं पृष्ठ सज्जा
- (ख) इलेक्ट्रॉनिक न्यूज़ मीडिया लेखन
 - (i) टीवी समाचार संकलन, लेखन एवं प्रस्तुति
 - (ii) रेडियो समाचार संकलन लेखन एवं प्रस्तुति
 - (iii) वेब समाचार संकलन. लेखन एवं प्रस्तुति

यूनिट: II

मनोरंजन मीडिया

क्रेडिट : 1

- (ग) टीवी कथा, पटकथा एवं संवाद लेखन
- (घ) फिल्म कथा, पटकथा एवं संवाद लेखन
- (ङ) वेब माध्यमों पर विविध लेखन
- (च) विज्ञापन लेखन

Basics of Translation (2 credits)

Preamble:

The Course in Translation provides an introduction to the basics of translation from any Indian language to English. It aims at imparting the key concepts of theoretical and practical forms, methods and modes of translation to groom an amateur's attempts into those of a professional enthusiast. Thus, this course will provide the basics of translation in general with the theoretical principles and functional elements of translation as a process and a skill for all those who know more than one language. Since this course is offered in English it is understood that one of the known languages for the learners will be English as an eligibility for attempting to do the course.

Objectives:

The prime objectives of this course are:

- i. To acquaint the students with the required competence in minimum two languages, one of which has to be English, to become a translator.
- ii. To help the students to understand the norms and measures of a good and eligible or communicative translation to begin with, and further the ability to groom the skill of translation into expertise and accuracy levels as higher as possible.
- iii. To explain the similarities and differences in good and communicative translation and to acquaint the learners with the better standards of translation as theory as well as practice.
- iv. To sharpen and cultivate the interest and ability in the learners to attempt translation in the literary as well as social media and gain success in their efforts.
- v. To encourage the learners in practice to perform as translators in multiple areas of translation such as literary, academic and social media, legal and administrative systems, commerce and corporate world.

Learning Outcomes:

At the end of the course, the student will be able to

1. Translate prose, poetry and various forms of writing in literature as well as other disciplines.
2. Translate for various professional endeavours and human resource in general.
3. Creatively and critically attempt to translate various forms of writing in literature.
4. Make inventive use of their competence in languages they have known including English.

Unit 1 : Basics of Translation as a Process

1. What is Translation? How is it done in different modes and disciplines, the broad and narrow application of meaning and significance of translation in academia and media.

2. Myths about Translation and ideas about Faithful Translation (The Task of the Translator, Walter Benjamin's essay).
3. General understanding of how to translate: Communicative translation as a replacement of form and meaning, Transliteration as the failure of translation.

Unit :2 Understanding practical translation

1. Translation as an academic endeavour in literature, language and disciplinary subjects in education.
2. Linguistic competence and Perceptive skill in translation, poetic and prosaic translation.
3. Difficulties in Translation: Use of Machine Translation and its limitations.
4. Practical Translation Exercises

Bibliography

- 1) Angelelli, Claudia and Baer, James Brian (eds). 2016. *Researching Translation and Interpreting*. London: Routledge.
- 2) Baker, Mona, and Gabriela Saldanha (eds). 2009. *Routledge Encyclopedia of Translation Studies*. Second edition. London: Routledge.
- 3) Bermann, Sandra, and Catherine Porter (eds). 2014. *A Companion to Translation Studies*. Malden/Oxford: Wiley Blackwell. Oxford: Oxford University Press.
- 4) Gambier, Yves, and Luc van Doorslaer (eds). 2010-2013. *Handbook of Translation Studies*. 4 vols. Amsterdam/Philadelphia: John Benjamins. Online at <http://www.benjamins.com/online/hts/>.

Introductory Course in German Language

Outline: This course is intended to give a basic introduction to German language: basic greetings, self-introduction, numbers (1-20), time, speaking about food, hobbies, professions, working hours, seasons, weekdays, months, historical monuments etc.

Credits: 2 credit course with two classes a week spread over one semester.

Unit 1: Greetings, self-introduction, numbers (1-20), countries. Languages, hobbies, weekdays, seasons, professions, working hours, comic strip, places and monuments, learning articles

Unit 2: Food, shopping, related conversations, understanding time in German, speaking about family, fixing an appointment, ordering food in restaurant etc.

Suggested Reading(s):

Dengler, Stefanie et al: *Netzwerk – Deutsch als Fremdsprache A1.1*. Langenscheidt



गुजरात केन्द्रीय विश्वविद्यालय

(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

CENTRE FOR CHINESE STUDIES

School of Language, Literature & Culture Studies

By Hand/Speed Post/E-Mail/Fax

Annexure - I

Centre for Chinese Studies, SLL&CS, CUG proposes a 2-credit multidisciplinary (Optional) course titled **Introduction to Chinese Language** for PG students of the University as per following details:

Course Name: Introduction to Chinese Language

Course Credit: 2

Course Code: To be issued by competent authority

Duration: One Semester (2 hours per week)

Textbook/Reference:

- Elementary Chinese Readers Part-1, Revised Edition, Sinolingua, Beijing/ gbd books, New Delhi. (基础汉语课本 - 1)
- Short-term Spoken Chinese, Threshold, Vol-1, 2nd Edition, BLCU press, Beijing (汉语口语速成, 入门篇 - 上)

Objective: The objective of the course is to introduce the basic components of Chinese language i.e., listening, speaking, reading, and writing. This course intends to teach maximum 150 basic Chinese characters, basic grammar patterns and constructions of basic Chinese sentences. This course would also make students to understand Chinese phonology through practice of Chinese syllables consisting of initials and finals according to the pinyin system of Chinese language. Students would also get exposure of audio-video practices in Language Lab of the University.

Evaluation pattern: A written examination (50 marks) would be conducted at the end of the course. The exam would evaluate the skills learned by the students through a combination of dictation, Chinese character writing and grammatical sentence

construction. Moreover, students' evaluation will also be based on their attendance (25 marks) and submission of assignment (25 marks).

Marks Distribution (Total 100 marks):

Written examination (End Semester): 50% (50 marks)

Assignment: 25% (25 marks)

Class Attendance: 25% (25 marks)

Outcome: Students would be able to speak, read and write simple Chinese. So, they may appear for HSK Level 1 after the completion of this course.

Swami Kundan Kishor

Date: 21/09/2021

Coordinator, CCS, SLL&CS

Name of the Programme	Certificate
Course Title	Communicative English
Type of the Course	Skill Enhancement Course
Course No and Course Code	ENG 101
Duration	Weeks/ Months
Credits	2 credits
Course Development Team	Prof. Balaji and team, Centre for English Studies

Course description: The course focuses on helping learners develop their skills of effective communication in English through Listening, Public Speaking, and Writing. It builds their competence further in technology-aided Presentation and Writing to facilitate their academic pursuits. Further, it also builds their ability to communicate effectively with a wider range of people especially for professional purposes. The learner is made aware of all aspects of effective communication in English and is given training in the skills required for acquiring as well as conveying information with fluency.

Unit 1: Listening for Academic Purposes

- Building listening and conversational skills through classroom discussions
- Listening for information and for point of view in conversations
- Evaluating, organizing, associating and predicting information in classroom lectures
- Understanding main ideas, comprehending details, understanding classroom discourse, recognizing signal words and phrases
- Listening to lectures--on topics within diverse fields of academic study – and participating in an academic situation
- Attention to the rhetorical aspects of language while listening to audio material

Unit 2: Public Speaking and Effective Communication

- Attention to the variations in speed, pitch and tone while speaking to suit the audience and the content of their articulation
- Attention to word choice and repetition of key words and phrases
- Presentation of a point of view with adequate support, knowledge and development
- Engaging the audience through interesting and relevant information or illustrations
- Creating effective PowerPoint presentations out of available data and theories
- Presentation Skills (Students may be asked to make a short oral presentation as an assignment in the class using SlideShare).

Unit 3: Language Building –III and Writing Composition

- Punctuation and Capitalization, Writing short paragraphs, Expanding an idea
- Verb-subject relationship, Tense with since, Tense in sentence of condition, Future Tense in Adverbial Clauses, Idiomatic use of Preposition, Structural Use of the infinitive, Gerund, and Participles. (Letters, flowcharts, labelling maps, picture charts may be used to teach these skills)
- Picture compositions, precis writing and fully developed short Compositions (With proper Introduction, Body and Ending)

- Letter and Short Essay (students can be taught the descriptive, evaluative and analytical mode of writing)

Unit 4: Practical Project*

*The project is aimed to practice language skills of students in real-life contexts. The project, thus, should be geared towards situational needs and necessities of the students. Students may be asked to make a technology-aided presentation in class or conduct and write an essay on a given academic topic.

Text Book and References:

1. Folse, Keith. S and Robyn B Lockwood. Listening for Academic Purposes: Introduction to EAP. University of Michigan Press, 2016.
2. Carnegie, Dale. The Art of Public Speaking. New Delhi: Prabhat Prakashan, 2017.
3. Central Institute of English 'Spoken English' – A self learning guide to conversational and Foreign Languages'(Hyderabad English. published by Tata Mcgraw Hill Publishing Co. Ltd; New Delhi.
4. Strunk W. Jr., and E.B. White. The Elements of Style. New York: MacMillan, 1972.
5. Varma, P., Sanyal M., and Prasad T. (ed). Fluency in English. New Delhi: MacMillan, 2005.
6. Richard, Steve. POWERPOINT FOR BEGINNERS 2020. Amazon Kindle, 2020.

Pedagogy:

The teaching learning would take place in a non-intrusive environment with an emphasis on group work, assignments and discussion

Evaluation and Assessment: The evaluation for the course must be formative depending on the skills that students learn. The evaluation pattern below is indicative:

Class tests/ assignments: 30% of the total marks for the course

Class presentations (either individual or group-based): 20% of the total marks for the course

Final written test/ assignments/ presentations: 50% of the total marks for the course



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CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No. 25 of 2009)

Dr. Rajesh Makwana
Professor and Chairperson
Centre for Gujarati Language and literature

By Hand/Speed Post/E-Mail/Fax

Date : 20/09/2021

प्रति

प्रो.संजीवकुमार दुबे

अधिष्ठाता

भाषा साहित्य एवं संस्कृति अध्ययन संस्थान

विषय:- दो क्रेडिट के आंतर्विद्याशाखाकिय पाठ्यक्रम के संदर्भमे।

गुजराती भाषा साहित्य केंद्र दो क्रेडिट का आंतर्विद्याशाखाकिय पाठ्यक्रम के उपलक्ष्यमे निम्नलिखित पाठ्यक्रम देना चाहता है।

*** गुजराती भाषा का प्राथमिक परिचय (क्रेडिट ०२)**

हेतु :- इस पाठ्यक्रम के अभ्याससे गुजराती भाषा का प्राथमिक परिचय हो जाएगा।

यूनिट: १ गुजराती भाषा वर्ण माला और अंक ज्ञान (लेखन और उच्चारण)

यूनिट: २ गुजराती शब्दभंडोल, रोजमररा की कामगिरीमे उपयुक्त २०० वाक्योंका अभ्यास

प्रो.राजेश मकवाणा

प्रोफेसर एवं अध्यक्ष, गुजराती भाषा साहित्य केंद्र,

गुजरात केन्द्रीय विश्वविद्यालय, गांधीनगर.

Name of the Programme	
Course Title	Applied Statistics for Research Data Analysis
Course Code	To be assigned
Semester	3
Course Credits	2
Name of the Faculty	Dr. Minaxi A Parmar

Objective of the Course:

- To introduce the importance of applied statistics in research data analysis.
- To enable students/scholars to be applying ICT in research data analysis
- To introduce various ICT tools and techniques for research data analysis and graphical presentation.

Course Content:

Unit 1: History of Applied statistics – Concept of population – Descriptive statistics: Frequency distributions – Measures of central tendency – standard deviation – Shapes of distributions.

Unit 2: Linear Statistical Models: General Models: Hypothesis – Probability – one way and two-way classification Model – Sampling distribution and estimation – ANOVA – ANCOVA – Chi square test, Regression, correlation, Kolmogorov-Smirnov, Z test, T- Test, Vector Space. Time series analysis, Fisher – Cochran theorem.

Unit 3: Statistical Packages: Advance Excel – SPSS – Reference management tool (BibTex/Mendeley)

Unit 4: Graphics and Visualization of Research Data: Histogram – Cumulative Frequency curve – Frequency Polygon – Stem-and-leaf plot – Various chart – Tableau Desktop – Apache superset.

Method of Teaching: Lectures, Seminar, Workshop, Talk.

Method of Assessment and Weightage: Assignment, Pitch Presentation and Written exam

Recommended Readings:

1. S. R. Searle: Linear Models.
2. F. A. Graybill: An introduction to Linear Statistical Models, Vol. I.
3. J. H. Stapleton: Linear Statistical Models.
4. R. R. Hocking: Methods and Applications of Linear Models.
5. R. Christensen: Plane Answers to Complex Questions: The Theory of Linear Models.
6. C. R. Rao: Linear Statistical Inference and its Applications
7. D. Sengupta and S. R. Jammalamadaka: Linear Models, An Integrated Approach.
8. P. J. Bickel and K. A. Doksum: Mathematical Statistics.
9. G. Casella and R. L. Berger: Statistical Inference.
10. C. R. Rao: Linear Statistical Inference and its Applications.
11. E. L. Lehmann: Theory of Point Estimation. 5. E. L. Lehmann: Testing Statistical Hypotheses.

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Ambedkar, G

Proposed Generic Elective for Semester I
School of Library and Information Science
Central University of Gujarat

Name of the Programme	
Course Title	Digital Information Literacy
Course Code	To be assigned
Semester	1
Credits	2
Name of the Faculty	Dr. Rashmi Kumbar

Objectives of the Course:

- To enable students to identify their information needs
- To enable students to locate authentic digital information sources
- To impart various strategies to search appropriate digital information
- To empower the students to organize and evaluate digital information using appropriate tools
- To create awareness regarding ethical use of digital information

Course Content:

Unit 1: Basics of Digital Information Literacy: Identifying information needs, Different types of Information sources; Electronic sources and web sources; Concept of Information literacy, digital literacy, etc. Features of digital resources, merits, and demerits of digital information sources

Unit 2: Locating Digital Information Sources: Availability of various information sources in digital form; various search strategies; availability of Licenses

Unit 3: Organization of Digital Information Sources; access to the digital information sources; Managing digital information sources

Unit 4: Evaluation of Digital Information Sources: Evaluation criteria; evaluation websites, portals, etc. Copyright issues; Ethical use of digital information resources

Method of Teaching: Lectures, Hands-on sessions, workshop, Seminar, etc.

Method of Assessment: Assignment, Seminar Presentations, Mid-term, and End-term written examinations







Rashmi K

Syllabus for Minor Elective (2 Credit) course

Introduction to India's National Security

Course Code: STS - xxx

Course Type: Optional (open for any PG programme)

Course Credit: 2

Course contact: 3 hours in a week (including 1 hr for tutorial/consultation)

Course Description: This course is designed to introduce the key concepts and issues in India's National Security, and develop essential analytical skills on understanding the current security challenges. Through this course you would be able to understanding the structure, process and threats involved in the Indian security system. It is expected that students come to class prepared, having read the mandatory texts and noted a few questions raised by them.

Course Objective: The objective of this course is to create greater awareness about India's National Security challenges, and to familiarize the students from other disciplines about the multiple dimensions of national security challenges (including non-traditional security issues).

Mode of Assessment:

- Presentation and Assignment/Term Paper - 20%
- Mid-semester exam – 30%
- End-semester exam – 50%

Course Units

UNIT -1: CONCEPTS AND THEORETICAL APPROACHES TO INDIA'S NATIONAL SECURITY

- What is National Security? Whose security are we talking about? What count as security threats?
- India's traditional security issues and problems
- National Security Strategy

UNIT – 2: CONTEMPORARY INDIA'S NATIONAL SECURITY ISSUES AND CHALLENGES

- India's relations with Pakistan and China
- Domestic security problems (Insurgencies, terrorism and Left-Wing Extremism)
- Human Security, India's non-traditional security challenges (environment, migrations, transnational organized crimes)
- New Security Challenges: Space Security, Energy security, Cyber Security
- Pandemic – A new security threat

Suggested Readings

- Anton Grizold (1994), 'The Concept of National Security in the Contemporary World', International Journal of World Peace, Vol: 11(3), pp: 37-53.
- Satish Chandra & Rahil K Bhonsle (2015), 'National Security: Concepts, Measurement and Management, Strategic Analysis, Volume: 39 (4).
- Bajpai, Kanti (Ed.), India's National Security: A Reader, India: Oxford University Press.
- Harsh Pant, Ed. (2019), India's Evolving National Security Agenda: Modi and Beyond, Seattle: Konark Publishers, 2019.
- Subramaniam, Arjun (2016), India's Wars: A Military History, 1947-1971, Harper Collins.

- Thapliyal, Uma Prasad (2018), Military History of India, Rupa.
- Raghavan, Srinath (2016), India's War: The Making of Modern South Asia 1939-1945, Allen Lane.

Ad on Course

SYLLABI

(For Admissions AY 2021-22 Onwards)



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CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

CENTRE FOR STUDIES IN STRATEGIC TECHNOLOGIES

(CYBER/SPACE SECURITY)

SCHOOL OF NATIONAL SECURITY STUDIES

CENTRAL UNIVERSITY OF GUJARAT

SECTOR-29, GANDHINAGAR

GUJARAT

COURSE DETAILS

CYBER SHIELD

Introduction: With the advancement of Information Communication Technology and the great deal of data shared through internet has exhilarated the techno savvy young generation to indulge in cyber-crime. This Cyber Space and its IT arrangement are very much in danger to a wide range of threat stemming from both physical and cyber intimidations and hazards. As the cyber-crime is borderless and very emissary to handle, it needs extraordinary tools and technology in-order to prevent different types of Cyber-attacks and gather digital evidence without any kind of damage. For the admissibility of the evidence in the court, the evidence must be preserved and handled to ensure that it hasn't been changed. Apart from this the rise and evolution of social media has changed the definition of communication and social interaction. Due to the anonymous nature of the Internet, it is possible to engage into a variety of criminal activities with impunity and people with intelligence, have been grossly misusing this aspect of the Internet to perpetuate criminal activities in cyberspace. Almost all strata of society appreciating use of internet and digital plate forms which prepares ground for cyber criminals to penetrate cyber users for their bad intentions. Awareness is the key to promote security of cyber world.

1. **Title of the Course:** “CYBER SHIELD: CERTIFICATION COURSE”
2. **Subject:** Cyber Awareness
3. **Course-Commencement:** with effect from September 2021 onwards
4. **Preamble:** The course is based on initiative taken by Ministry of Home Affairs to create awareness among society regarding cyber world and risks associated with increasing use of E-Commerce, digital transaction and online activities. This certificate course is designed in order to keep the people well informed about the advances in Cyber crime and ways to conduct these crimes. This course would help the people to know Pros and Cons of Cyber World.
5. **Objectives of the Course:**
 - a. To develop positive approach towards Cyber use among people.
 - b. To create Cyber awareness among all strata of society.
 - c. To help the Government and it's other machinery in developing a robust ecosystem for securing the cyber space.

- d. To facilitate the adequate information regarding Do's and Don'ts to understand the severity of nature, ways and consequences of cyber crime.
- e. To create capable workforce who can help in strengthen cyber security.
- f. To enable learners to effectively help to draft baseline policy for social benefit, and National interests.
- g. To train learners with the effective use of Information and Communication tools for the purpose of mitigating risks arise from cyber use.
- h. To provide hands on experience of various Cyber Tools.

6. Evaluation:

Evaluation pattern will follow University Norms and will include end semester exam and sessional/presentation/assignment.

- 7. Duration of the Course:** As per the UGC Regulations the programme shall be an ad on course and the duration of the course will be of 2 credit course (2hours/week, 15 week).
- 8. Fee Structure:** As per the UGC Regulations and University Ordinance
- 9. Eligibility for Admission:** As per University rule
- 10. Medium of Instructions:** The medium of instructions will be in English

CYBER SHIELD

(CYBER SAFE CURRICULAM)

UNIT 1: Electronics Payments Mechanism and Regulations

- 1.1 E-Payments: Concepts. Meaning, Natures, Types, Features, Advantages and Limitations.
- 1.2 Plastic Money: Debit Card, Credit Card, Smart Card,
- 1.3 Immediate Payment Systems: NEFT, RTGS, IPS
- 1.4 Mobile Money Transfer and E-Wallets, E-Cash, E-Cheque,
- 1.5 Unified Payments Interface: BHIM app. Google Pay, Paytm, PhonePe. Amazon Pay, Bharat Pay etc.
- 1.6 Cybercrimes in Electronic Payments: Identity Theft, Counter fitting, Duplicity, Forgery etc.
- 1.7 Precautions in Electronics Money Transfer
- 1.8 RBI Guidelines of Customer Protection in Unauthorized Banking Transactions
- 1.9 KYC: Concept, cases, and safeguards.

UNIT 2:0 Cyber Crimes and Safety

- 2.1 Introduction to cyber crimes: Nature, Classification, and prevention
- 2.2 Types of Cybercrimes: phishing, identity theft, cyber stalking, cyber terrorism, cyber obscenity, computer vandalism, Ransom ware, Identity Theft, Hacking, Spamming, Unauthorised Access, Piracy, Denial of Service, Breach of Privacy, Publication of obscene material in electronic form, Cyber offences involving violating directions of

Government or other competent authorities, Misrepresentation, Fraud related to Electronic signature

2.3 Forgery and fraud from Mobile Devices: Account Takeovers, Carrier Data Breaches, Call Center Fraud, Subscription Fraud, Stolen Devices, Mobile malware, Phishing, Friendly Fraud, Premium SMS Fraud, Fraud via Prepaid Cards etc.

2.4 Cyber risk associated with varied online activities and protection therefrom: Cyber attacks, Cyber Threats

2.5 Work on different digital platforms safely

2.6 Online cybercrimes against woman and impersonation scams: Cyberstalking and cyber harassment, Stalkerware, Internet trolls, Cyberbullying, Roasting, Gender-based interpersonal cybercrime, Sexting etc., Interpersonal cybercrime prevention

2.7 **Security awareness on Wearable gadgets:** Wearable Technology, Types of Wearable Gadgets, security concerns with wearable, Wearable Technology Security Issues

2.8 Safety in Online Financial transactions

2.9 Concept and use of Cyber Hygiene in daily life, Browser Security, WI-FI Security, UPI Security, Juice jacking, Google Map Security, OTP fraud, IOT Security, E-Mails.

2.10 Reporting of Cyber crime: Resources Available resources,

UNIT 3.0 Introduction to Social Networks

3.1 Social Network and Its contents, blogs

3.2 Safe and Proper use of Social Networks: Social media etiquettes,

3.3 Inappropriate Content on Social Networks: Liability of Person in case of inappropriate posting,

3.4 Flagging and reporting of Inappropriate Content

3.5 Laws regarding posting of Inappropriate Content: Provision of Information Technology Act 200(2008) to regulate Social Media, Government's initiative

UNIT 4:0: Introduction to Information and Technology Act , 2000 (IT Act) and its use in Cyber space

4.1: Concepts as defined IT Act

4.2: Communication Device: Data, Information, Types of Devices

4.3: Computer, Cyber Security, Data Security: Introduction of Cyber Security, Model of Cyber Security, Importance of Cyber Security

4.4: Secure System: Meaning, Definition, Legal Assumptions of secure system.

4.5: On line Gaming and its risks: Types of online games, risks of online gaming, Online Game Addiction, Recognising the signs, Advice to support children

4.6: Basic concepts of Block chain and Crypto currency: What is blockchain, blockchain technology, How does block chain work, What is cryptocurrency, How do cryptocurrencies work, The pros and cons of cryptocurrency

Ad-on Course

SYLLABI

(For Admissions AY 2021-22 Onwards)



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SECTOR-29, GANDHINAGAR

GUJARAT

Course on Computer Basics

Course Code:

Course Type:

Credit: 02

Contact Hours: 3 hours per week (including 1 hr consultation/tutorial)

Course Description:

This course is designed to aim at imparting a basic level IT Literacy programme for the common man. This programme has essentially been conceived with an idea of giving an opportunity to the common man to attain computer literacy thereby contributing to increased and speedy PC penetration in different walks of life.

After completing the course the incumbent should be able to use the computer for basic purposes of preparing his personnel/business letters, viewing information on internet (the web), receiving and sending mails, preparing his business presentations, preparing small databases etc. This helps the small business communities, housewives, etc. to maintain their small accounts using the computers and enjoy in the world of Information Technology. This course is, therefore, designed to be more practical oriented.

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Course Objective

The course is designed to equip a person to use computers for professional as well as day to day use. It provides theoretical background as well as in depth knowledge of Software/packages. After completing the course the incumbent will be digitally literate and will be able to:

- Acquire confidence in using computer techniques available to users;
- Recognise the basic components of computers and terminology;
- Understand data, information and file management;
- Create documents using Word processor, Spread sheet & Presentation Software;
- Understand computer networks, and browse the internet, content search, email and collaborate with peers;
- Use e-governance applications; and use computer to improve existing skills and learn new skills

- Use internet for digital financial services. The module on financial literacy will enable the individuals to understand the various financial services and be aware of the various schemes of Government of India.

Eligibility: For interested student enrolled in P.G. /Research programme

Duration: 72 Hours (20 weeks)

Course Fee: Subject matter of higher authorities.

Exam Cycle: Mid semester (03 Month) , End Semester Exam (06 Month)

Mode of Assessment:

- 20% Presentation and Assignment/Term Paper
- 30% Mid-semester exam
- 50% End-semester exam

Course Units

UNIT -1: INTRODUCTION

- Overview of the computer
- Introduction to GUI Based Operating System
- Elements of Word Processing
- Databases

UNIT -2: COMMUNICATION THROUGH COMPUTER

- Computer communication and Internet
- WWW and web browsers
- Communication and Collaboration
- Presentation skill