

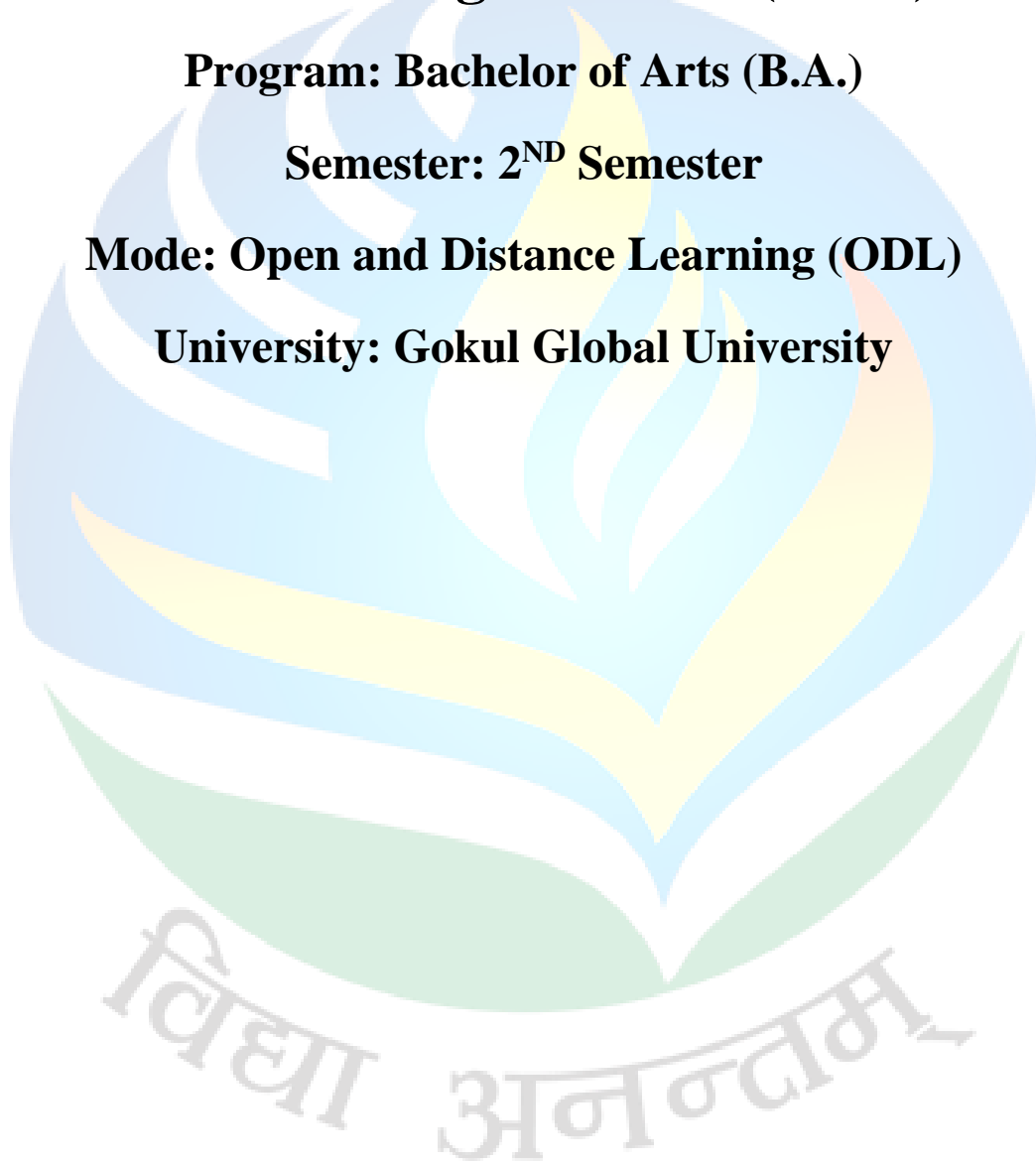
# **Self-Learning Material (SLM)**

**Program: Bachelor of Arts (B.A.)**

**Semester: 2<sup>ND</sup> Semester**

**Mode: Open and Distance Learning (ODL)**

**University: Gokul Global University**



**Prepared by: Prof. (Dr. Renukaben Rajput, Dr. Lalitkumar Patel)**

# **Subject Title: Introduction to the Age of Shakespeare and the Jacobean Age**

Year: 1st Year

Semester: 2nd

Course Title: Introduction to the Age of Shakespeare and the Jacobean Age

Course Type: Core Compulsory

Course Credit: 04

Pre-Requisite: 10+2 from a recognized education board

## Rationale

This course introduces students to the historical, cultural, and literary background of the Elizabethan and Jacobean ages. It helps students understand the growth of English drama, especially the works of Shakespeare and Jacobean dramatists. The course emphasizes literary movements, themes, characterization, dramatic techniques, and the transition from Elizabethan harmony to Jacobean realism.

## Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
<b>Total Credits: 4</b>	<b>Total Marks</b>	<b>100</b>

## Course Objectives

1. To explain the historical and cultural background of the Elizabethan and Jacobean ages.
2. To study major literary genres and dramatic developments of the period.
3. To analyze Shakespeare's dramatic art and themes.

## Course Outcomes

On successful completion of this course, students will be able to:

1. Understand the major features of Elizabethan and Jacobean literature.
2. Analyze Shakespeare's dramatic techniques and themes.
3. Compare Elizabethan optimism with Jacobean realism.
4. Interpret drama in historical and social context.

## Course Content

### Unit – I : Renaissance and Elizabethan World

Credit: 1 | Weightage: 25%

- Renaissance meaning and growth
- Humanism and education
- Impact on English literature
- Elizabethan social and cultural life

### Unit – II : Shakespeare’s Life and Art

Credit: 1 | Weightage: 25%

- Life and background
- Shakespeare as dramatist
- Plot construction
- Characterization
- Dramatic poetry and vision

### Unit – III : Shakespeare’s Themes and Technique

Credit: 1 | Weightage: 25%

- Tragedy and human conflict
- Comic spirit and harmony
- Moral complexity
- Psychological depth

### Unit – IV : Jacobean Drama

Credit: 1 | Weightage: 25%

- Major dramatists
- Change in tone and outlook
- Themes and characterization
- Decline of drama

### Reference Books

(Standard Shakespeare Studies Texts)

### Suggested Readings

Elizabethan & Jacobean Literature Books

### Online Resources

- <https://www.pdfdrive.com>

### Practical / Activities

1. Character/Theme analysis
2. Scene reading practice

## ❖ Unit 1: Renaissance and the Elizabethan World

### 1.1 Introduction

The Renaissance was a powerful intellectual and cultural movement that originated in Italy and gradually spread across Europe, including England. It marked a revival of interest in classical Greek and Roman learning and emphasized the dignity, potential, and creativity of human beings. In England, the Renaissance found its fullest expression during the reign of Queen Elizabeth I. The spirit of inquiry, discovery, and confidence generated by the Renaissance played a crucial role in shaping Elizabethan literature.

### 1.2 Humanism and Education

Humanism was the central philosophy of the Renaissance. It emphasized the study of humanities such as literature, history, philosophy, and rhetoric instead of purely theological subjects.

- Revival of Greek and Roman classics led to translations and adaptations of ancient texts.
- Liberal education encouraged the all-round development of the individual.
- Growth of grammar schools and universities improved literacy and learning.
- Education produced writers, scholars, and patrons who supported literary activity.

### 1.3 Impact on Literature

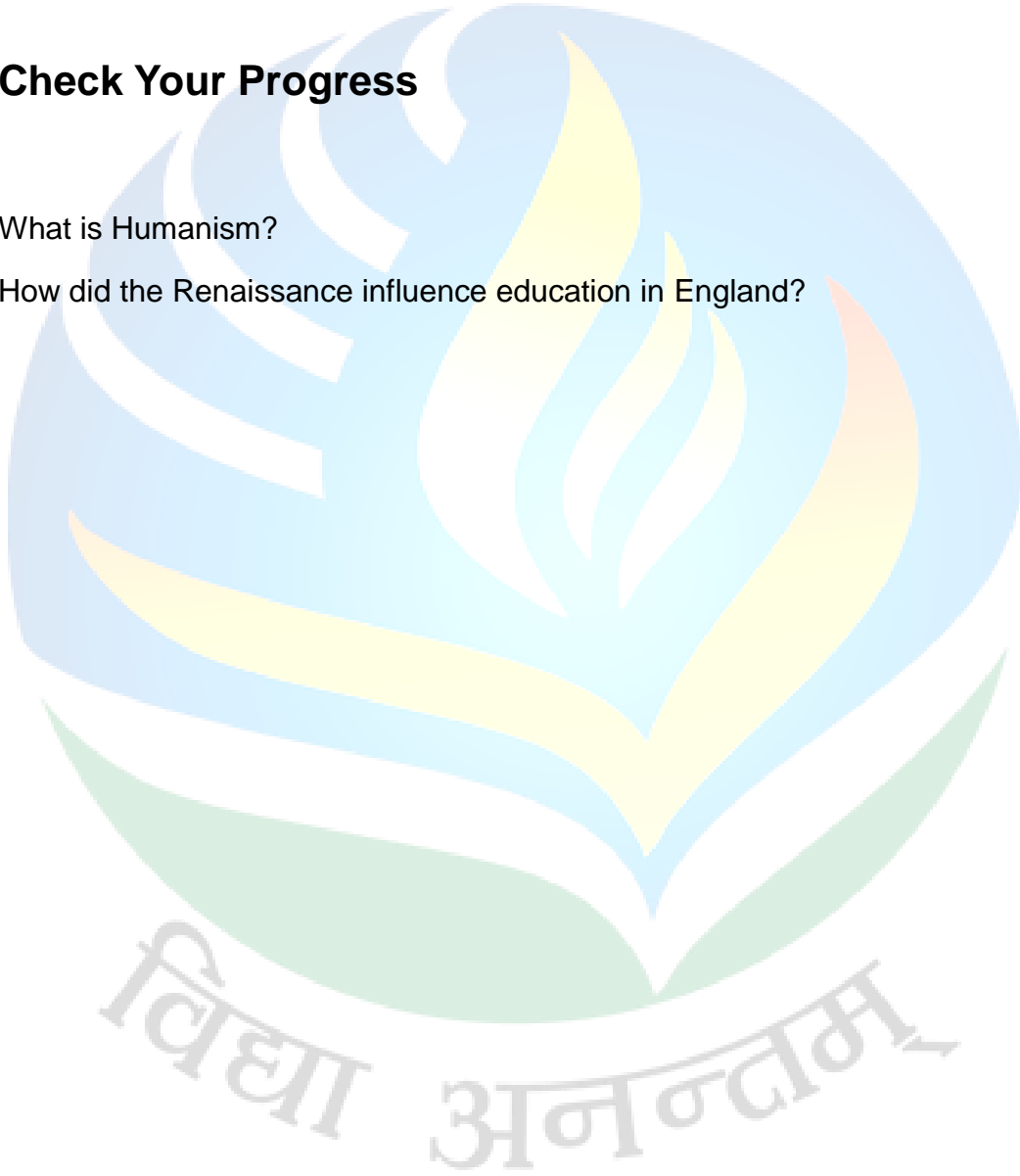
The Renaissance deeply influenced Elizabethan literature in both form and content.

- Expansion of poetic and dramatic forms, including sonnets, tragedies, comedies, and histories.

- Use of classical themes, myths, and literary models.
- Emphasis on beauty, harmony, balance, and order.
- Celebration of human emotions, love, ambition, and individuality.

- **Check Your Progress**

1. What is Humanism?
2. How did the Renaissance influence education in England?



## ❖ Unit 2: Shakespeare – Life, Art, and Vision

### 2.1 Shakespeare's Life

William Shakespeare was born in 1564 at Stratford-upon-Avon. He came to London as a young man and established himself as an actor, playwright, and shareholder in the Lord Chamberlain's Men, later known as the King's Men.

- Lived during a period of great political stability and cultural growth.
- Closely associated with The Globe Theatre.
- His career spanned Elizabethan and early Jacobean periods.

### 2.2 Shakespeare as a Dramatist

Shakespeare revolutionized English drama through his artistic mastery.

- Excellent construction of plots with unity and dramatic tension.
- Psychological depth and complexity of characters.
- Natural and flexible use of blank verse.
- Effective use of soliloquies to reveal inner thoughts.
- Rich imagery and symbolism.

### 2.3 Shakespeare's Dramatic Art

Shakespeare's dramatic vision encompasses a wide range of human experience.

- Tragic vision of life highlighting suffering, moral conflict, and human weakness.

- Comic spirit empha



# **Subject Title: Introduction to Literary Forms**

Year: 1st Year

Semester: 2nd

Course Title: Introduction to Literary Forms

Course Type: Core Compulsory

Course Credit: 04

## Rationale

This course introduces learners to the major literary forms such as poetry, drama, fiction, and prose. It provides conceptual understanding of literary characteristics, techniques, and terminology essential for the study of literature.

## Teaching & Examination Scheme

<b>Teaching Scheme (Hours/Week)</b>	<b>Examination Scheme</b>	<b>Marks</b>
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
<b>Total Credits: 4</b>	<b>Total Marks</b>	<b>100</b>

## Course Objectives

1. To define and explain literature and its forms.
2. To introduce genres like poetry, drama, prose, and fiction.
3. To develop literary appreciation and interpretative skills.

## Course Outcomes

Students will be able to:

1. Identify major literary forms.
2. Explain features and techniques of each form.
3. Apply literary concepts while reading texts.
4. Appreciate literature as human expression.

## Course Content

Unit – I : Nature and Functions of Literature

Credit: 1 | Weightage: 25%

- Meaning and definition
- Literature and imagination
- Literature and society
- Oral, written, fiction & non-fiction

## Unit – II : Poetry

Credit: 1 | Weightage: 25%

- Meaning and features
- Types of poetry
- Poetic devices
- Emotional and musical quality

## Unit – III : Drama

Credit: 1 | Weightage: 25%

- Meaning and features
- Tragedy, comedy, realism
- Plot, character, dialogue, conflict

## Unit – IV : Fiction and Prose

Credit: 1 | Weightage: 25%

- Novel, short story, novella
- Theme and narrative method
- Prose types
- Non-fiction forms

## Reference Books

Abrams — Glossary of Literary Terms

## Suggested Readings

Introductory Literary Criticism Texts

## Online Resources

- <https://www.slideshare.net>

## Practical / Activities

1. Literary term exercises
2. Text analysis tasks

विद्या अनन्तम्

## Unit 1: Introduction to Literature

### 1.1 Meaning and Definition of Literature

Literature is a form of artistic expression that uses language creatively to reflect human experiences, emotions, thoughts, and social realities. It represents life in its various dimensions—personal, social, moral, and philosophical—and appeals to both the intellect and emotions of the reader. The term 'literature' is derived from the Latin word *litteratura*, meaning writing or letters. In its modern sense, literature includes imaginative and creative works such as poems, plays, novels, short stories, and essays that possess artistic, emotional, and aesthetic value.

### 1.2 Nature and Functions of Literature

Literature performs several important functions in human society:

- **Literature as an expression of imagination and creativity:**  
Writers use imagination to create characters, situations, and imaginative worlds that may be realistic or fictional.
- **Literature as a reflection of society and culture:**  
Literary works mirror social conditions, customs, traditions, beliefs, and conflicts of a particular age.
- **Literature as a source of pleasure and moral insight:**  
Literature entertains readers while also offering moral lessons, emotional depth, and philosophical reflections on life.
- **Literature as a medium of communication and criticism:**  
Writers use literature to communicate ideas, challenge traditions, question social norms, and criticize injustice and inequality.

### 1.3 Classification of Literature

**Literature can be classified in different ways:**

- **Oral and Written Literature:** Oral literature includes folk tales, legends, ballads, and myths passed down verbally, while written literature is preserved in printed or digital form.
- **Fiction and Non-Fiction:** Fiction is imaginative and creative, whereas non-fiction deals with factual, historical, or biographical information.
- **Major Literary Forms:** Poetry, Drama, Fiction, and Prose form the main branches of literary study.

### Check Your Progress

1. Define literature.
2. Mention any two functions of literature.



## Unit 2: Poetry as a Literary Form

### 2.1 Meaning and Characteristics of Poetry

Poetry is a literary form that expresses ideas, emotions, and experiences through rhythmic and imaginative language. It is distinguished by its musical quality, compact expression, and rich use of imagery and figurative language. Poetry appeals strongly to emotions and senses.

- Use of rhythm and metre to create musical effect.
- Condensed and suggestive language rich in imagery and symbolism.
- Emotional intensity and aesthetic appeal.

### 2.2 Types of Poetry

Poetry appears in various forms:

- **Lyric Poetry:** Expresses personal emotions, thoughts, and feelings of the poet.
- **Narrative Poetry:** Tells a story in verse form.
- **Dramatic Poetry:** Presents a dramatic situation or dialogue through verse.
- **Fixed Forms:** Sonnet, ode, elegy, and ballad, each with specific structures, themes, and purposes.

### 2.3 Poetic Devices

Poets use literary devices to enhance meaning, sound, and beauty:

- **Simile and Metaphor:** Used for comparison and deeper meaning.
- **Alliteration and Assonance:** Create sound patterns and musical effects.
- **Rhyme and Imagery:** Enhance rhythm, memory, and visual appeal.

- **Check Your Progress**

1. What is poetry?
2. Name any two poetic devices.



## Unit 3: Drama as a Literary Form

### 3.1 Meaning and Features of Drama

Drama is a literary form intended for performance on stage. It represents life through action and dialogue rather than narration. Drama combines literature with acting, visual presentation, and performance.

- Written mainly in dialogue form.
- Meant to be enacted before an audience.
- Combines literary and performing arts.

### 3.2 Types of Drama

Drama can be classified into several types:

- **Tragedy:** Depicts the fall of a great or noble character due to a tragic flaw.
- **Comedy:** Deals with humorous situations and usually ends happily.
- **Tragi-comedy:** Combines elements of both tragedy and comedy.
- **Farce and Melodrama:** Focus on exaggerated action, emotions, and situations.

### 3.3 Elements of Drama

The main elements of drama include:

- **Plot:** The arrangement of events in the play.

- Character: The persons involved in the dramatic action.
- Dialogue: The spoken words of the characters.
- Conflict: The struggle between opposing forces.
- Theme: The central idea or message of the play.

- **Check Your Progress**

1. What is drama?
2. Mention any two elements of drama.



## Unit 4: Fiction as a Literary Form

### 4.1 Meaning and Growth of Fiction

Fiction is a narrative literary form that deals with imaginary events and characters, though it often reflects real-life experiences and social realities. Fiction developed prominently with the rise of the novel in the eighteenth century and remains a popular form of literary expression.

### 4.2 Types of Fiction

- **Novel:** A long narrative with a complex plot and fully developed characters.
- **Short Story:** A brief narrative focusing on a single event or situation.
- **Novella:** Longer than a short story but shorter than a novel.

### 4.3 Elements of Fiction

- Plot and structure
- Characterization
- Setting
- Point of view
- Theme

#### • Check Your Progress

1. Define fiction.
2. Name two types of fiction.

## Unit 5: Prose and Non-Fictional Forms

### 5.1 Meaning of Prose

Prose is the ordinary form of written or spoken language used in everyday communication. Unlike poetry, it does not follow a regular metrical pattern and is commonly used in essays, novels, biographies, and other forms of writing.

### 5.2 Types of Prose

- Essay: Short analytical, descriptive, or reflective writing.
- Biography and Autobiography: Accounts of a person's life.
- Speech and Letters: Formal and informal communication.
- Travel Writing: Descriptive accounts of journeys and experiences.

### 5.3 Differences between Fiction and Non-Fiction

- Fiction is imaginative, whereas non-fiction is factual and informative.
- Fiction mainly entertains, while non-fiction informs, instructs, and educates.

#### ❖ Summary

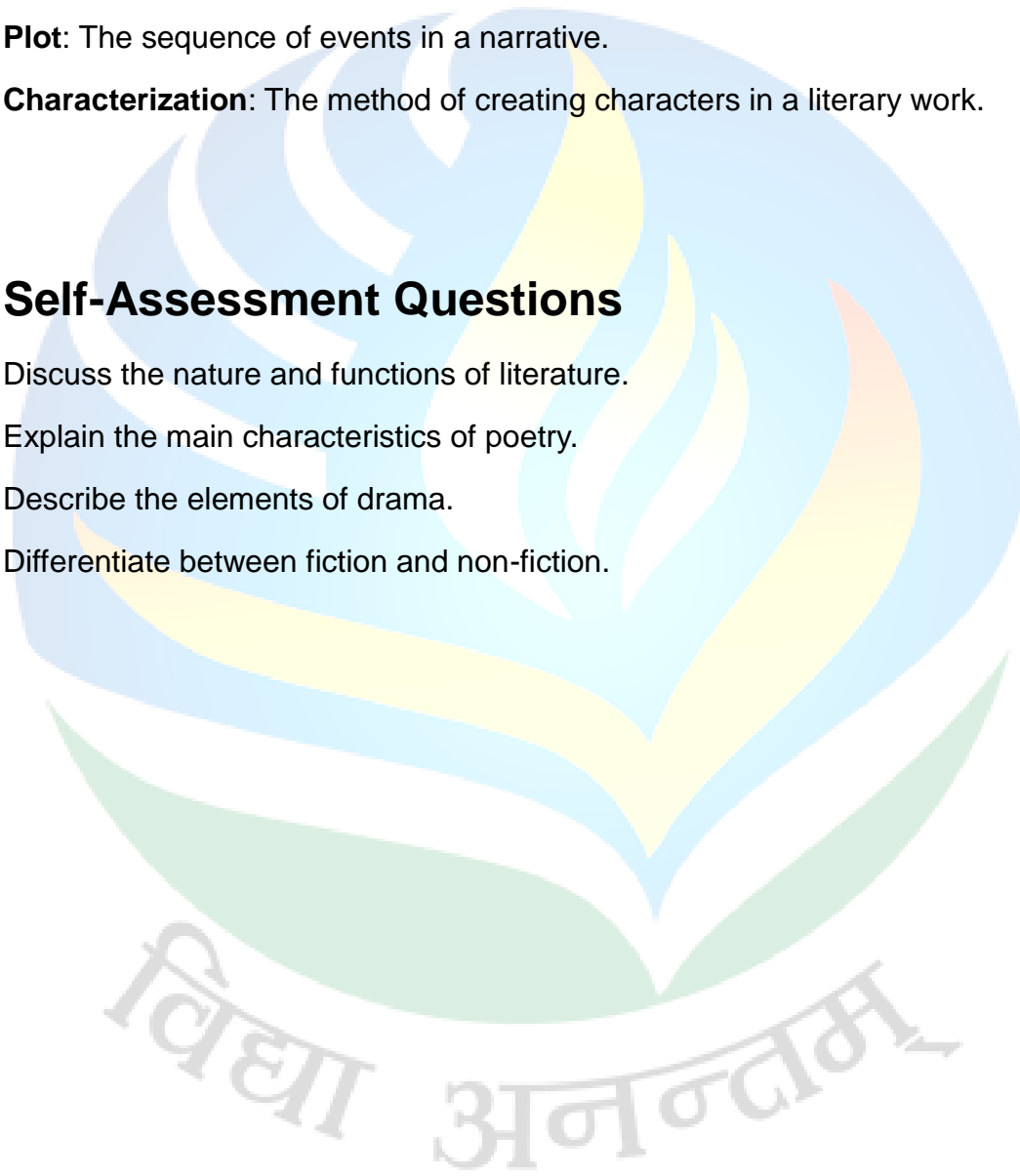
This course provides a foundational understanding of major literary forms. By studying poetry, drama, fiction, and prose, learners gain essential tools to read, analyze, and appreciate literary texts. The course prepares students for advanced literary studies and critical engagement with literature in later semesters.

## • Glossary

- **Genre:** A category of literary composition.
- **Metre:** The rhythmic structure of poetry.
- **Plot:** The sequence of events in a narrative.
- **Characterization:** The method of creating characters in a literary work.

## • Self-Assessment Questions

1. Discuss the nature and functions of literature.
2. Explain the main characteristics of poetry.
3. Describe the elements of drama.
4. Differentiate between fiction and non-fiction.



**Subject Title: ANCIENT INDIA: HISTORY,  
ARCHEAOLGY, AND CULTURE  
(5th Century B.C to 650 A. D.)**

Year: 1st Year

Semester: 2nd

Course Title: Ancient India: History, Archaeology and Culture (5th Century B.C. to 650 A.D.)

Course Type: Core Compulsory

Course Credit: 04

**Rationale**

This course provides a comprehensive study of Ancient Indian history from 5th century B.C. to 650 A.D. It explains political, social, economic, religious, and cultural developments with emphasis on archaeological sources and dynastic history.

**Teaching & Examination Scheme**

<b>Teaching Scheme (Hours/Week)</b>	<b>Examination Scheme</b>	<b>Marks</b>
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
<b>Total Credits: 4</b>	<b>Total Marks</b>	<b>100</b>

**Course Objectives**

1. To familiarize students with Ancient Indian history.
2. To study archaeological and literary sources.
3. To understand dynasties and cultural achievements.

**Course Outcomes**

Students will be able to:

1. Explain key historical developments.
2. Recognize archaeological sources.
3. Understand social and cultural systems.
4. Appreciate India's heritage.

**Course Content**

**Unit – I : Sources and Background**

Credit: 1 | Weightage: 25%

- Literary sources
- Archaeological sources
- Chronology & periodization

**Unit – II : Mahajanapadas & Mauryan Empire**

Credit: 1 | Weightage: 25%

- Rise of Magadha
- Chandragupta Maurya
- Administration
- Ashoka & Dhamma

**Unit – III : Post-Mauryan & Kushanas**

Credit: 1 | Weightage: 25%

- Indo-Greeks & Shakas
- Trade expansion
- Gandhara & Mathura art

**Unit – IV : Gupta Age & Cultural Life**

Credit: 1 | Weightage: 25%

- Political expansion
- Golden Age
- Religion & education
- Art & science

**Reference Books**

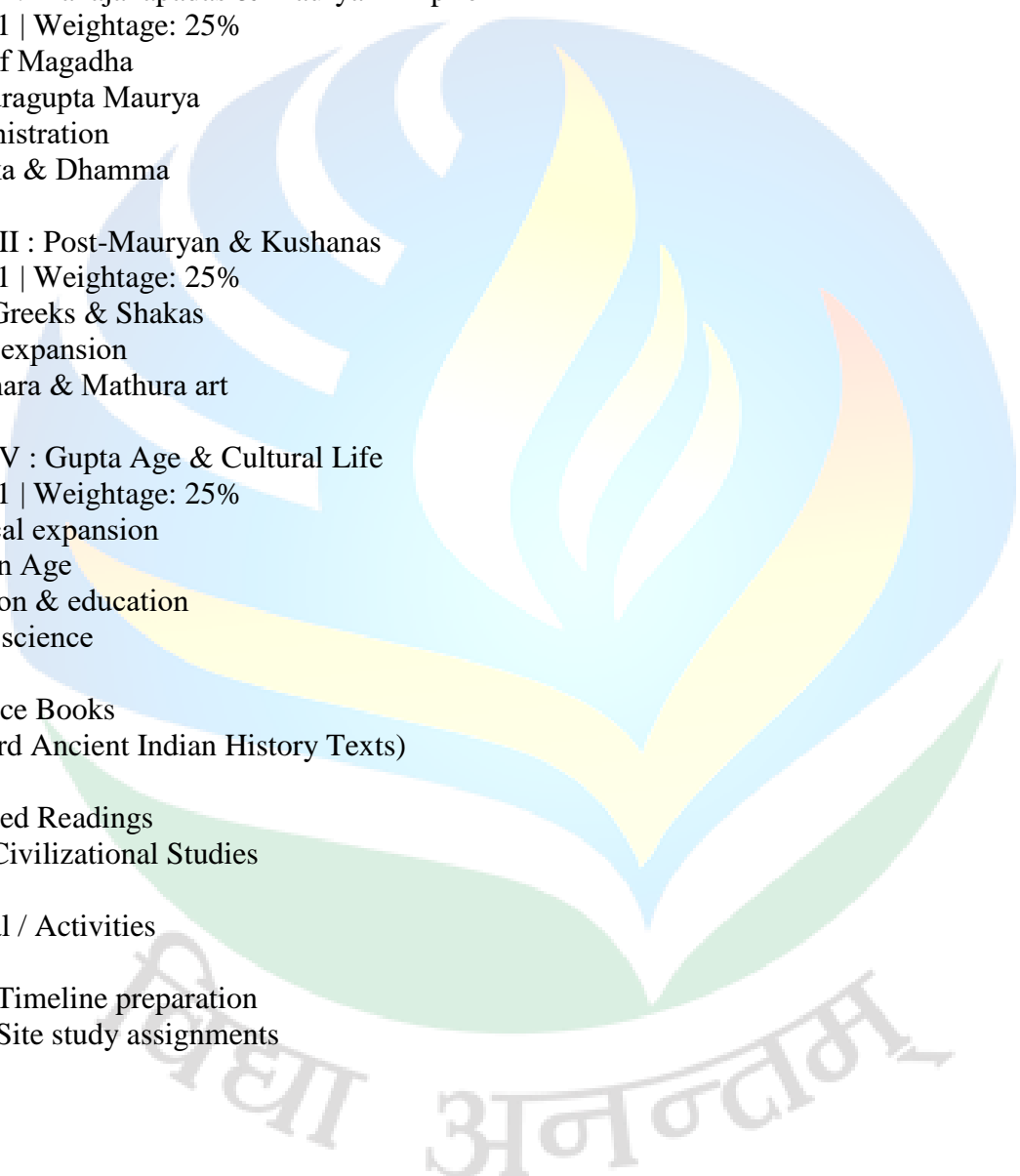
(Standard Ancient Indian History Texts)

**Suggested Readings**

Indian Civilizational Studies

**Practical / Activities**

1. Timeline preparation
2. Site study assignments



# Unit 1: Sources and Background of Ancient Indian History

## ➤ Literary Sources

The study of Ancient Indian history is largely based on literary sources, which provide valuable insights into political events, religious ideas, social norms, and cultural life.

- **Religious texts** such as the *Vedas* and *Upanishads* reflect early philosophical thought, rituals, and social values.
- **Buddhist Tripitakas** and **Jain Agamas** provide information about religious movements, monastic life, and contemporary society.
- **Secular literature**, including *Arthashastra* by Kautilya, gives detailed knowledge of administration, economy, diplomacy, and statecraft.
- **Foreign accounts** written by Greek, Chinese, and Roman visitors like **Megasthenes**, **Fa-Hien**, and **Hiuen Tsang** offer independent observations of Indian society, administration, and religious life.

These sources help historians reconstruct political history as well as everyday life.

विद्या अनन्तम्

## ➤ 1.2 Archaeological Sources

Archaeology plays a crucial role in understanding Ancient India, especially where written records are limited or absent.

- Excavated sites such as **Pataliputra, Taxila, and Sarnath** reveal urban planning, architecture, and material culture.
- **Inscriptions** provide information about rulers, administration, religion, and public works.
- **Coins** help historians understand economic conditions, trade relations, and political authority.
- **Sculptures, seals, and monuments** reflect artistic development and religious beliefs.

Archaeological sources provide **direct and reliable evidence** of ancient life and culture.

## ➤ 1.3 Chronology and Historical Periodization

Chronology helps historians arrange events in a systematic and meaningful order.

- It allows us to understand **cause-and-effect relationships** in history.
- The period from the **5th century B.C. to 650 A.D.** includes the Mahajanapadas, Mauryas, post-Mauryan states, Guptas, and early medieval transitions.
- Periodization helps in dividing history into manageable phases for better understanding.

➤ **Check Your Progress**

1. Mention any two literary sources of Ancient Indian history.
2. Why is archaeology important for studying Ancient India?



## Unit 2: The Age of Mahajanapadas and the Mauryan Empire

### 2.1 Mahajanapadas

During the 6th century B.C., sixteen large territorial states known as **Mahajanapadas** emerged.

- These states marked the growth of **urbanization, trade, and political organization**.
- Constant warfare and competition led to the rise of **Magadha** as the most powerful kingdom due to its strategic location, resources, and leadership.

### 2.2 The Mauryan Empire

The Mauryan Empire was the first large empire in Indian history.

- **Chandragupta Maurya**, with the guidance of Kautilya, founded the empire.
- **Bindusara** expanded the empire further.
- **Ashoka** strengthened administration and promoted ethical governance.

The Mauryan administration was highly centralized with a strong bureaucracy, army, and efficient revenue system.

### 2.3 Ashoka's Dhamma

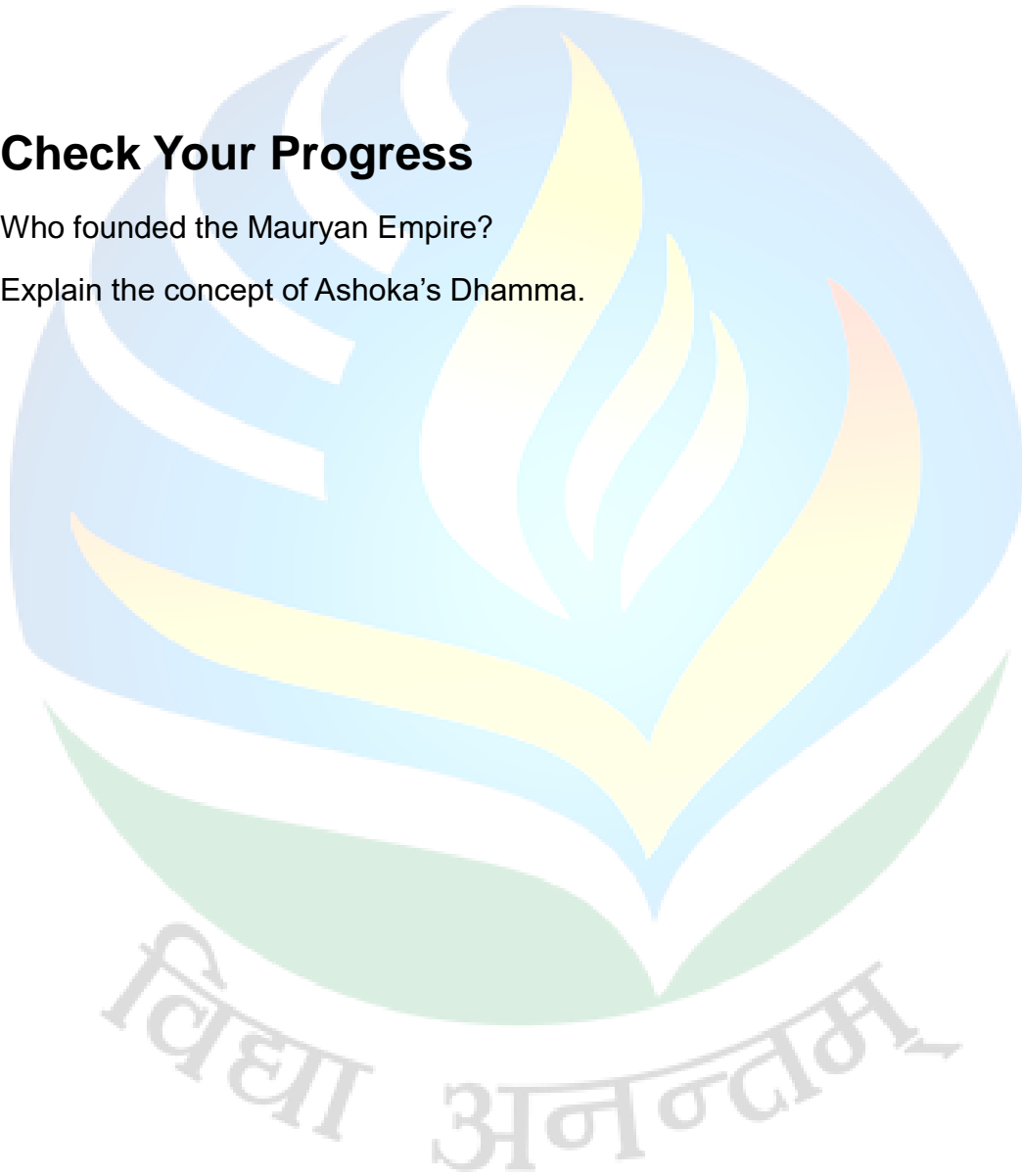
Ashoka introduced the policy of **Dhamma** after the Kalinga war.

- Dhamma emphasized **non-violence, tolerance, respect for elders, and moral conduct**.

- Ashoka spread Dhamma through **Rock and Pillar Edicts** written in simple language.
- It aimed at social harmony rather than religious conversion.

### ➤ **Check Your Progress**

1. Who founded the Mauryan Empire?
2. Explain the concept of Ashoka's Dhamma.



## Unit 3: Post-Mauryan Period and Foreign Invasions

### 3.1 Indo-Greeks, Shakas, and Kushanas

After the Mauryas, several foreign rulers entered India.

- They contributed to **trade expansion, coinage, and cultural interaction**.
- They introduced new artistic styles and strengthened India's connections with Central Asia.

### 3.2 The Kushana Empire

Under **Kanishka**, the Kushana Empire reached its peak.

- He supported **Buddhism** and organized the Fourth Buddhist Council.
- The **Gandhara and Mathura schools of art** flourished during this period.

### 3.3 Cultural Developments

- Buddhism developed into the **Mahayana school**.
- Long-distance trade expanded through the **Silk Route**, linking India with Rome, China, and Central Asia.

## Unit 4: The Gupta Age – Golden Age of Ancient India

### ➤ 4.1 Political History of the Guptas

- Chandragupta I laid the foundation of the empire.
- Samudragupta expanded it through military conquests.
- Chandragupta II brought political stability and prosperity.

### ➤ 4.2 Administration and Economy

- Administration was decentralized with strong village institutions.
- Agriculture, trade, and crafts flourished.
- Land grants became common.

### ➤ 4.3 Culture, Art, and Science

- Gupta art is known for elegance and balance.
- Kalidasa's literary works reached great heights.
- Aryabhata made remarkable contributions to mathematics and astronomy.

- **Check Your Progress**

1. Why is the Gupta period called the Golden Age?
2. Name any one Gupta ruler.



## Unit 5: Religion, Society, and Culture (Up to 650 A.D.)

### ➤ 5.1 Religious Developments

- Buddhism, Jainism, and Hinduism coexisted.
- Early forms of the **Bhakti movement** emerged.

### 5.2 Social Structure

- Society was organized through the **Varna and Jati system**.
- The position of women declined in later periods, though education existed for some.

### 5.3 Cultural Achievements

- Centers of learning like **Nalanda University** gained international fame.
- Architecture, sculpture, and painting reached high levels of excellence.

विद्या अनन्तम्

## ❖ Summary

The period from the 5th century B.C. to 650 A.D. was a transformative era in Indian history. It witnessed the rise of great empires, growth of trade and urban life, development of major religions, and remarkable achievements in art, science, and education. Studying Ancient India helps us understand the foundations of Indian civilization and its significant contributions to world history.



# **Subject Title:ADHUNIK VISHVA NOITIHAS** **FRANCE NIKRANTITHIRASTRASANG SUDHI**

Year: 1st Year

Semester: 2nd

Course Title: Adhunik Vishva No Itihas – France Ni Kranti Thi Rastrasang Sudhi

Course Type: Core Compulsory

Course Credit: 04

Rationale

This course studies Modern World History from the French Revolution to the League of Nations. It highlights nationalism, imperialism, world wars, and international cooperation.

Teaching & Examination Scheme

<b>Teaching Scheme (Hours/Week)</b>	<b>Examination Scheme</b>	<b>Marks</b>
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
<b>Total Credits: 4</b>	<b>Total Marks</b>	<b>100</b>

Course Objectives

1. To explain the French Revolution.
2. To study Napoleon & nationalism.
3. To analyze World War-I.

Course Outcomes

Students will be able to:

1. Understand modern world developments.
2. Evaluate nationalism & imperialism.
3. Analyze global conflicts.

Course Content

Unit – I : French Revolution

Unit – II : Napoleon

Unit – III : Nationalism & Imperialism  
Unit – IV : World War-I & League of Nations

Reference Books  
(Standard World History Texts)

Practical / Activities

1. Case analysis
2. Debate sessions



## ➤ Unit 1: The French Revolution (1789)

### 1.1 Causes of the French Revolution

The French Revolution was the result of multiple long-term and short-term causes:

- **Social causes:** French society was divided into three Estates. The First and Second Estates enjoyed privileges, while the **Third Estate**, consisting of peasants, workers, and the middle class, bore heavy taxation and suffered inequality.
- **Political causes:** Absolute monarchy under Louis XVI led to misgovernance, corruption, and lack of political representation.
- **Economic causes:** France faced severe financial crisis due to costly wars, royal extravagance, and an unjust taxation system.
- **Intellectual causes:** Enlightenment thinkers such as **Rousseau, Voltaire, and Montesquieu** promoted ideas of liberty, equality, and popular sovereignty, inspiring revolutionary thought.

### 1.2 Major Events of the Revolution

- **Meeting of the Estates-General (1789):** Convened to solve financial crisis but led to political conflict.
- **Fall of the Bastille:** Symbolized the collapse of royal authority.
- **Declaration of the Rights of Man and Citizen:** Asserted principles of liberty, equality, and legal rights.
- **Abolition of feudal privileges:** Ended feudal dues and aristocratic privileges.

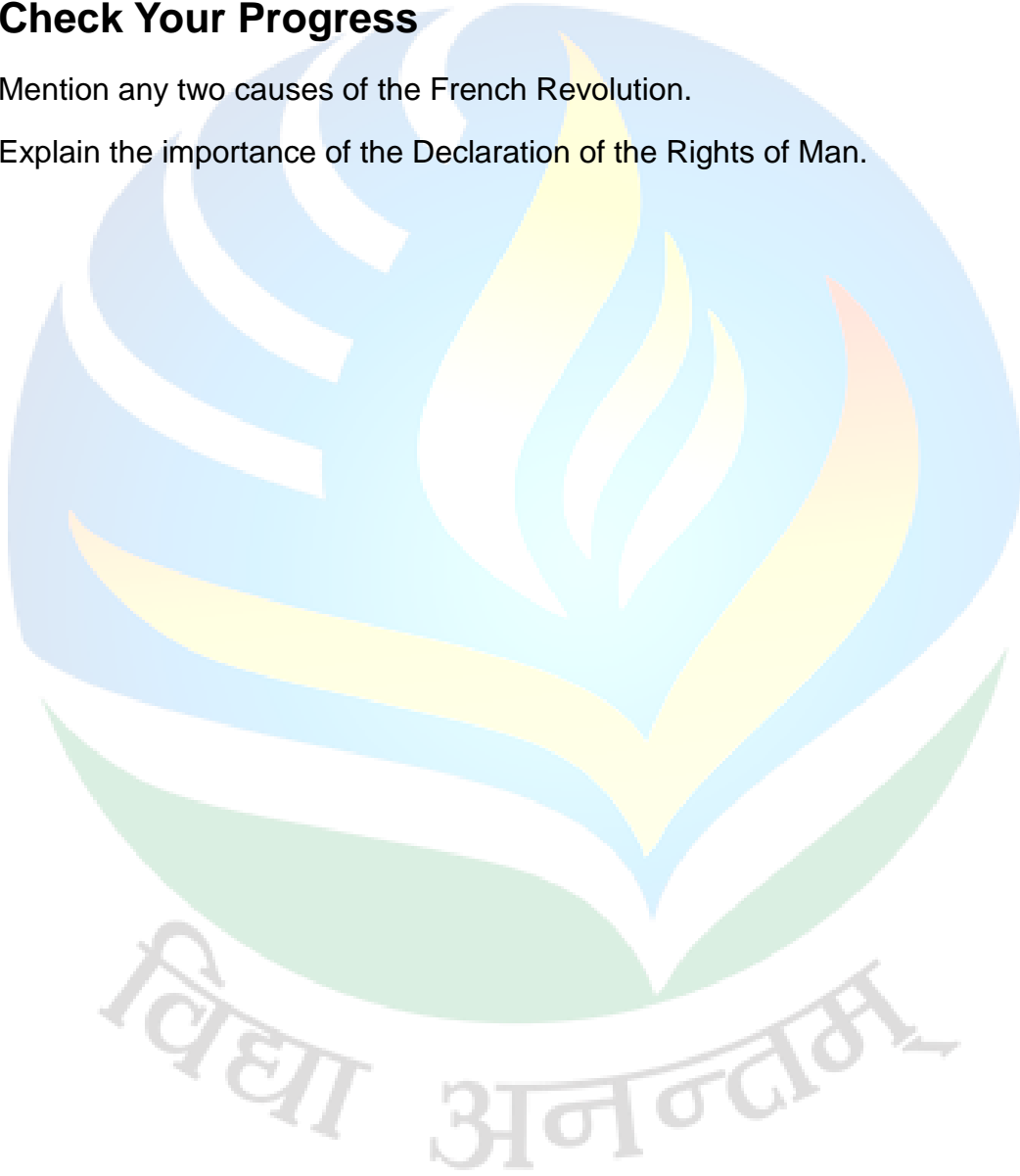
### 1.3 Results and Significance

- End of absolute monarchy and feudalism in France.
- Establishment of republican ideals.
- Spread of revolutionary ideas across Europe.

- Foundation of modern democratic political thought.

- **Check Your Progress**

1. Mention any two causes of the French Revolution.
2. Explain the importance of the Declaration of the Rights of Man.



# Unit 2: Napoleon Bonaparte and Europe

## 2.1 Rise of Napoleon Bonaparte

Napoleon rose to power due to his military genius during the Revolutionary Wars. In 1799, he became the First Consul and later crowned himself Emperor, establishing a powerful empire.

## 2.2 Napoleonic Reforms

- **Napoleonic Code:** Established equality before law, protected property rights, and ended feudal privileges.
- **Administrative reforms:** Centralized administration and efficient governance.
- **Educational reforms:** Promoted merit-based appointments and state-controlled education.

## 2.3 Fall of Napoleon

- The **Continental System** failed to weaken Britain.
- Growing resistance across Europe.
- Defeat at the **Battle of Waterloo (1815)** ended his rule.

# Unit 3: Nationalism and Imperialism

## 3.1 Growth of Nationalism in Europe

Nationalism emerged as a powerful force in the 19th century:

- **Italy** was unified under leaders like Cavour and Garibaldi.
- **Germany** was unified under Otto von Bismarck.
- Shared language, culture, and history strengthened national identity.

## 3.2 Imperialism

- European powers expanded into **Asia and Africa**.
- Motivated by economic exploitation, strategic advantage, and cultural superiority.
- Imperialism brought development but also exploitation and resistance in colonies.



विद्या अनन्तम्

# Unit 4: The First World War (1914–1918)

## 4.1 Causes of the First World War

- Aggressive nationalism and ethnic tensions.
- Competition for colonies and resources.
- Militarism and arms race.
- Alliance system dividing Europe into rival blocs.
- Immediate cause: assassination of **Archduke Franz Ferdinand**.

## 4.2 Consequences of the War

- Massive loss of life and economic devastation.
- Collapse of empires (German, Austro-Hungarian, Ottoman).
- Redrawing of political boundaries.
- Political instability leading to future conflicts.



विद्या अनन्तम्

# Unit 5: The League of Nations

## 5.1 Formation of the League of Nations

- Established under the **Treaty of Versailles**.
- Inspired by **Woodrow Wilson's Fourteen Points**.

## 5.2 Objectives and Functions

- Maintenance of international peace.
- Prevention of wars through collective security.
- Promotion of international cooperation.

## 5.3 Failure of the League of Nations

- Absence of major powers like the USA.
- No independent military force.
- Failure to stop aggression by powerful nations.

### ❖ **Summary:**

The period from the French Revolution to the formation of the League of Nations marks a crucial phase in modern world history. It witnessed revolutionary political ideas, the rise of nationalism and imperialism, and devastating global conflicts. Although the League of Nations failed, it laid the foundation for future international organizations and highlighted the need for global cooperation.

## ➤ Glossary

- **Revolution:** A fundamental change in political or social order
- **Nationalism:** Strong loyalty to one's nation
- **Imperialism:** Policy of extending control over other territories
- **League of Nations:** First international organization aimed at world peace

## • Self-Assessment Questions

1. Discuss the causes and effects of the French Revolution.
2. Evaluate the achievements of Napoleon Bonaparte.
3. Explain the rise of nationalism in Europe.
4. Analyze the causes of the First World War.
5. Examine the failure of the League of Nations.



विद्या अनन्तम्

# **Subject Title: SAHITYA KRUTI NO ABHYAS**

Year: 1st Year

Semester: 2nd

Course Title: Sahitya Kruti No Abhyas

Course Type: Core Compulsory

Course Credit: 04

Pre-Requisite: 10+2 from a recognized education board

## Rationale

This course is designed to introduce students to selected Gujarati literary works. It helps students understand themes, characters, emotions, moral values and social concerns reflected in literature. The course also develops literary appreciation, sensitivity and interpretative skills.

## Teaching & Examination Scheme

Marks	Examination Scheme	Teaching Scheme (Hours/Week)
20	Internal – Mid	Lecture: 4
10	Internal – CE	Tutorial: 0
70	External Exam	Practical: 0
100	Total Marks	Total Credits: 4

## Course Objectives

1. To introduce students to Gujarati literary texts.
2. To develop the ability to understand and appreciate literary works.
3. To encourage students to identify moral and social messages in literature.

## Course Outcomes

On successful completion of this course, students will be able to:

1. Understand and interpret Gujarati literary texts.
2. Analyze themes, characters and literary style.
3. Appreciate cultural and ethical values expressed in literature.
4. Develop interest in Gujarati literature and reading habits.

## Course Content

Unit – I : Understanding Sahitya Kruti

Credit: 1 | Weightage: 25%

- Meaning of literary creation
- Literature as reflection of life
- Types of literary works

Unit – II : Study of Selected Poetry

Credit: 1 | Weightage: 25%

- Reading of prescribed poems
- Themes and poetic devices
- Emotional expression

Unit – III : Study of Selected Prose

Credit: 1 | Weightage: 25%

- Short stories / Essays
- Plot and narrative style
- Character representation

Unit – IV : Moral and Social Values in Literature

Credit: 1 | Weightage: 25%

- Ethical values
- Social awareness
- Human emotions and relationships

Reference Books

(Standard Gujarati Literature Texts)

Suggested Readings

Introductory Gujarati Literary Studies

Online Resources

- <https://www.pdfdrive.com>
- <https://www.slideshare.net>

Practical / Activities

1. Review writing of a literary text
2. Group discussion on themes and messages

विद्या अनन्तम्

# Unit – 1: Introduction to Sahitya Kruti No Abhyas

## Unit Objectives

After studying this unit, learners will be able to:

- Define and understand the scope of literary study
- Identify different literary genres and their characteristics
- Appreciate the value of close reading and interpretation
- Relate literary study to critical thinking and cultural awareness

### 1.1 Meaning and Scope:

*Sahitya Kruti No Abhyas* refers to the systematic, critical, and interpretative study of literary texts including poetry, prose, drama, and fiction. Students are encouraged to examine meaning, style, structure, themes, and artistic qualities. Literary study includes evaluation, interpretation, appreciation, and application of theoretical insights.

### 1.2 Importance of Literary Study

Studying literature helps learners to:

- Develop sensitivity to language, style, and expression
- Understand human emotions, social values, and ethical dilemmas
- Gain insights into cultural, historical, and social contexts
- Enhance communication and analytical skills for academic and professional growth

### 1.3 Literary Genres

Major genres include:

- **Poetry** – Expressive, rhythmic language conveying emotions
- **Prose** – Narrative or expository texts, essays, short stories, biographies

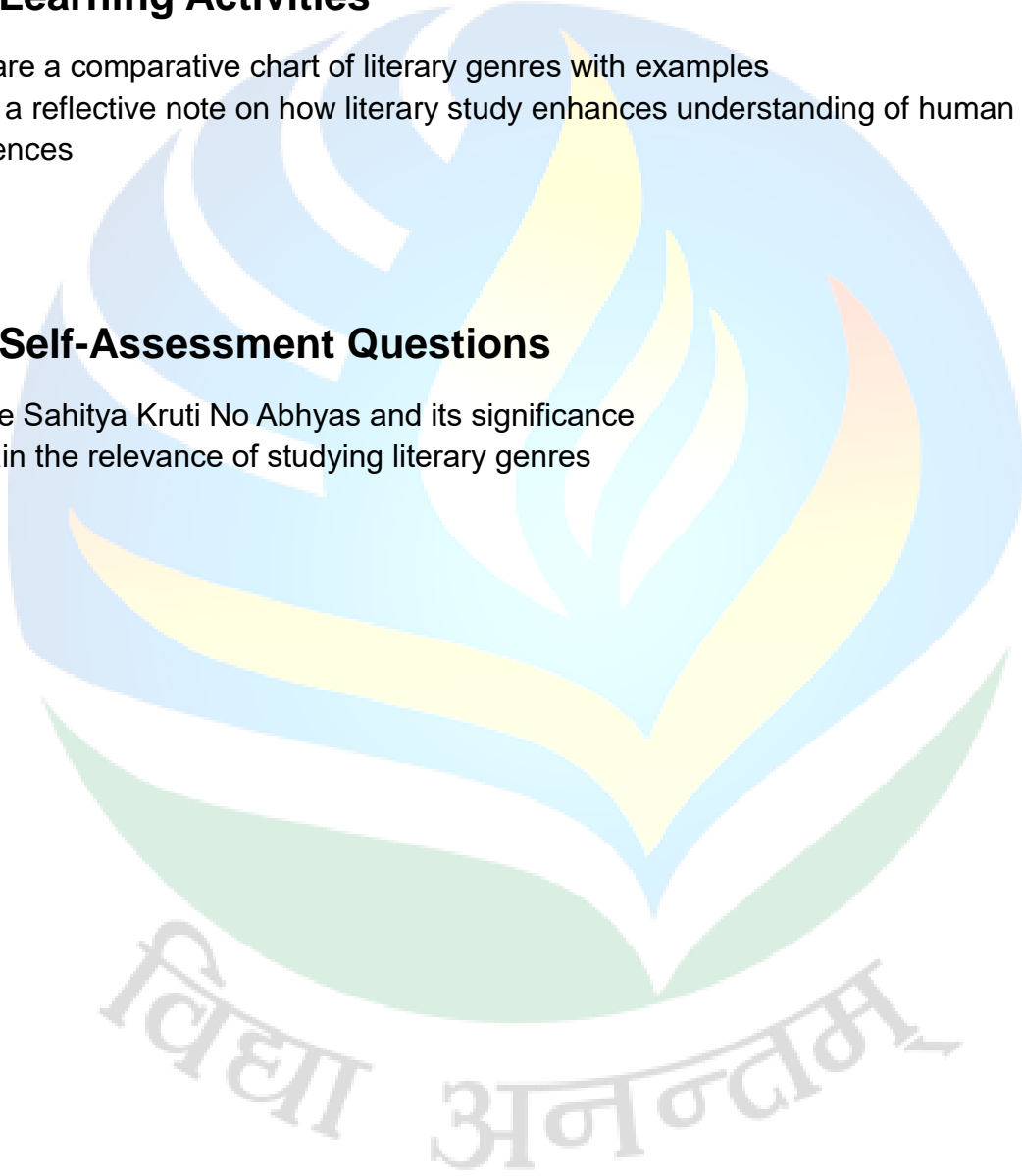
- **Drama** – Texts written for performance, highlighting conflict and dialogue
- **Fiction** – Narrative literature with imaginative or real-life plots

- **Learning Activities**

- Prepare a comparative chart of literary genres with examples
- Write a reflective note on how literary study enhances understanding of human experiences

- **Self-Assessment Questions**

- Define Sahitya Kruti No Abhyas and its significance
- Explain the relevance of studying literary genres



## Unit – 2: Study of Poetry

### • Unit Objectives

- Understand poetry as a distinct literary form
- Analyze central themes, symbols, and poetic devices
- Develop aesthetic appreciation of language and imagery
- Critically evaluate the emotional and cultural impact of poetry

### 2.1 Nature and Characteristics of Poetry

Poetry uses rhythmic, figurative, and imaginative language to convey emotion, experience, and philosophical ideas. It emphasizes sound, imagery, and meter to create aesthetic and emotional effects.

### 2.2 Elements of Poetry

- **Theme** – Central idea or message
- **Imagery** – Visual, auditory, or sensory elements
- **Rhyme and Rhythm** – Musicality and meter
- **Figures of Speech** – Metaphor, simile, personification, hyperbole
- **Tone and Mood** – Author's attitude and emotional atmosphere

### 2.3 Method of Studying a Poem

- Identify the theme and message
- Examine imagery, language, and poetic devices

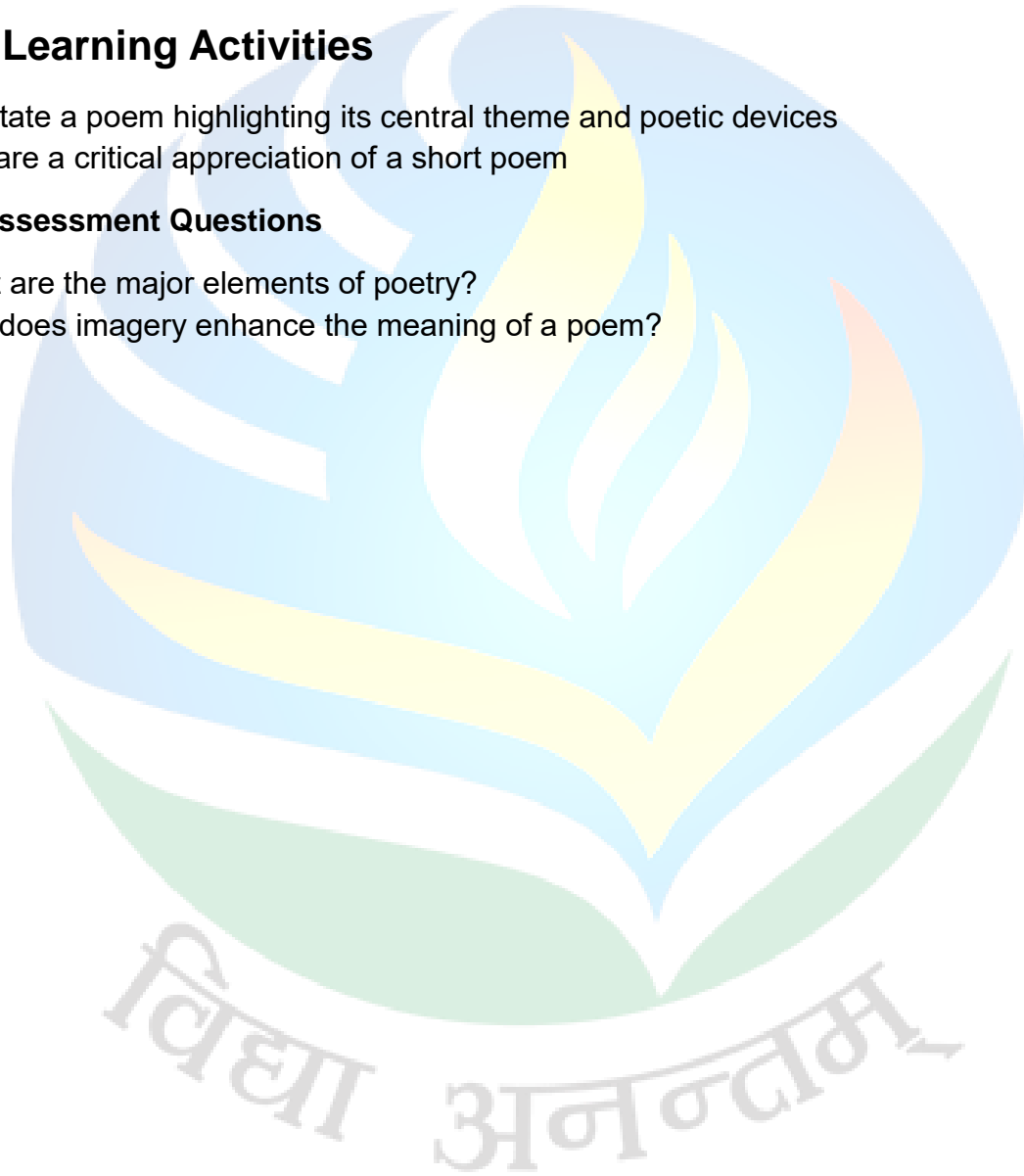
- Analyze structure, form, and style
- Evaluate the emotional and intellectual impact

### ➤ **Learning Activities**

- Annotate a poem highlighting its central theme and poetic devices
- Prepare a critical appreciation of a short poem

### **Self-Assessment Questions**

- What are the major elements of poetry?
- How does imagery enhance the meaning of a poem?



# Unit – 3: Study of Prose

## Unit Objectives

- Understand prose as a narrative and expressive literary form
- Analyze prose style, theme, and character development
- Appreciate prose as a medium for social, cultural, and ethical reflections

### 3.1 Meaning of Prose

Prose is ordinary written language that forms the structure for essays, short stories, biographies, and novels. It prioritizes clear communication and logical organization over rhythmic or metrical constraints.

### 3.2 Types of Prose

- **Essay** – Short reflective or argumentative writing
- **Short Story** – Brief narrative focusing on a single theme or incident
- **Biography/Autobiography** – Life-writing reflecting personal or historical experiences

### 3.3 Method of Studying Prose

- Identify the central theme and narrative purpose
- Analyze character development and relationships
- Examine language, style, and tone
- Relate the work to social and cultural contexts

- **Learning Activities**

- Write a summary of a selected prose passage
- Highlight the literary devices used by the author

- **Self-Assessment Questions**

- Define prose and its features
- List the different types of prose with examples



# Unit – 4: Study of Drama

## Unit Objectives

- Understand drama as a literary and performative form
- Analyze plot, character, and conflict
- Appreciate dramatic techniques and thematic depth

### 4.1 Nature of Drama

Drama is written to be performed, relying on dialogue and stage directions to depict human conflicts and social situations. It can be classified as tragedy, comedy, tragi-comedy, or farce.

### 4.2 Elements of Drama

- Plot – Arrangement of events
- Character – Protagonist, antagonist, supporting characters
- Dialogue – Spoken interaction revealing personality and conflict
- Conflict – Central struggle driving the narrative
- Theme – Underlying message or idea

### 4.3 Method of Studying Drama

- Summarize the storyline
- Analyze characters, their motivations, and relationships
- Identify central themes and conflicts
- Examine the use of dramatic techniques and dialogue

- **Learning Activities**

- List and analyze major characters of a prescribed play
- Identify the central conflict and its resolution

### **Self-Assessment Questions**

- Define drama and its main elements
- How do dialogue and conflict contribute to the story?

## **Literary Appreciation and Critical Analysis**

### **Unit Objectives**

- Develop analytical and evaluative skills
- Learn to critically appreciate and interpret literary texts
- Relate texts to wider social, cultural, and human contexts

### **5.1 Literary Appreciation**

Involves understanding the aesthetic, emotional, and thematic qualities of a text. Students learn to appreciate diction, imagery, symbolism, and stylistic techniques.

### **5.2 Critical Analysis**

Involves interpretation, evaluation, and structured commentary supported by textual evidence. Students practice forming arguments, comparing texts, and expressing informed opinions.

#### **➤ Learning Activities**

- Write a detailed critical appreciation of a literary passage
- Compare themes and techniques across two different works

## ➤ **Self-Assessment Questions**

- What is literary appreciation?
- Explain the process of critical analysis of a text

## ❖ **INTERNAL ASSESSMENT & EXAM-READY NOTES**

### ➤ **Very Short Answer Questions (2 Marks)**

- Define literature
- What is poetry?

### ➤ **Short Answer Questions (5 Marks)**

- Importance of studying literary texts
- List and explain the elements of poetry

### ➤ **Long Answer Questions (10–15 Marks)**

- Explain the method of studying a poem with examples
- Discuss the importance of Sahitya Kruti No Abhyas in literary education

## ❖ **SUMMARY:**

The course *Sahitya Kruti No Abhyas* provides an extensive guide to the systematic study of literary texts including poetry, prose, and drama. It develops literary awareness, critical thinking, and interpretative skills. The expanded SLM prepares learners for assignments, internal assessment, and university examinations while encouraging independent learning and self-reflection.

# Subject Title: INDIAN GEOGRAPHY

Year: 1st Year  
Semester: 2nd  
Course Title: Indian Geography  
Course Type: Core Compulsory  
Course Credit: 04  
Pre-Requisite: 10+2 from a recognized education board

## Rationale

This course aims to familiarize students with the physical, economic, social and regional geography of India. It helps learners understand natural resources, population distribution, agriculture, industries and development patterns of the country.

## Teaching & Examination Scheme

Teaching Scheme (Hours/Week)	Examination Scheme	Marks
Lecture: 4	Internal – Mid	20
Tutorial: 0	Internal – CE	10
Practical: 0	External Exam	70
<b>Total Credits: 4</b>	<b>Total Marks</b>	<b>100</b>

## Course Objectives

1. To provide knowledge of India's physical and economic geography.
2. To study population, agriculture, industries and resources.
3. To understand regional development and planning.

## Course Outcomes

On successful completion of this course, students will be able to:

1. Understand the major geographical features of India.
2. Explain the distribution of population and resources.
3. Analyze agricultural and industrial development.
4. Explain regional disparities and planning efforts.

## Course Content

Unit – I : Introduction to Indian Geography

Credit: 1 | Weightage: 25%

- Location and boundaries
- Physiographic divisions
- Climate and monsoon
- Natural resources

#### Unit – II : Population and Settlements

Credit: 1 | Weightage: 25%

- Population distribution
- Growth and density
- Urbanization
- Migration

#### Unit – III : Agriculture and Industries

Credit: 1 | Weightage: 25%

- Major crops
- Irrigation
- Green Revolution
- Types of industries

#### Unit – IV : Transport and Regional Development

Credit: 1 | Weightage: 25%

- Roadways and railways
- Ports and airways
- Regional disparities
- Planning and development

#### Reference Books

(Standard Indian Geography Texts)

#### Suggested Readings

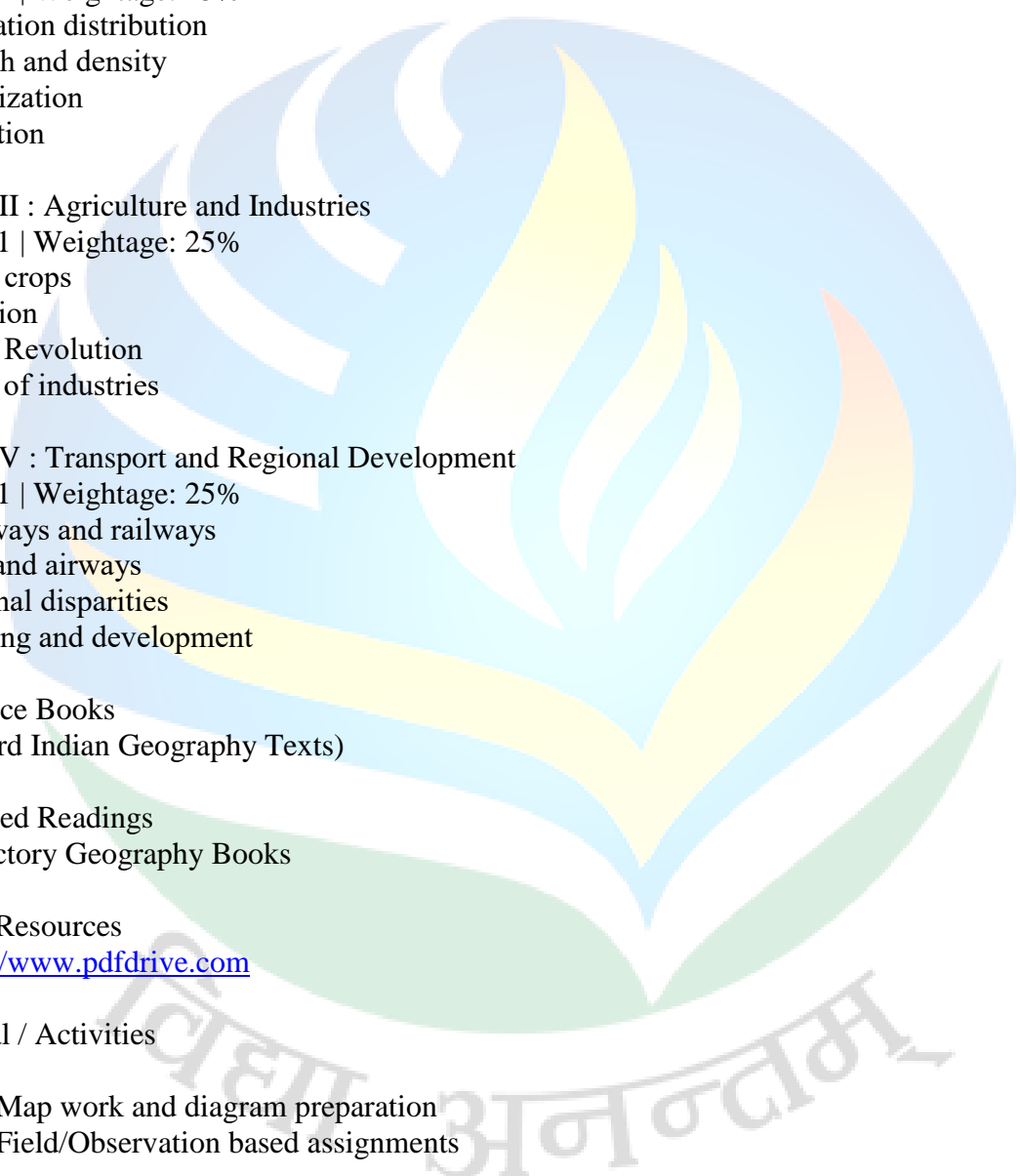
Introductory Geography Books

#### Online Resources

- <https://www.pdfdrive.com>

#### Practical / Activities

1. Map work and diagram preparation
2. Field/Observation based assignments



## ➤ UNIT – 1: POPULATION GEOGRAPHY OF INDIA

### Unit Objectives

After studying this unit, learners will be able to:

- Explain population distribution and density patterns
- Analyze population growth trends and demographic composition
- Understand major population-related problems in India

### 1.1 Distribution and Density of Population

India accounts for a significant share of the world's population. However, the **distribution of population is highly uneven**. Physical factors such as **relief, climate, soil fertility, and availability of water**, along with economic opportunities and urbanization, play a major role in determining population density.

- **High density regions:** Indo-Gangetic Plain, coastal plains, Kerala, West Bengal
- **Low density regions:** Himalayan region, Thar Desert, North-East hills

Population density is defined as the **number of persons per square kilometre**, and it is an important indicator of pressure on land and resources.

### 1.2 Population Growth and Composition

India's population has grown rapidly since independence due to:

- Decline in death rate
- Improvement in medical facilities

- High birth rate in earlier decades

Key demographic components include:

- **Age structure:** High proportion of working-age population
- **Sex ratio:** Regional variations due to social and cultural factors
- **Literacy rate:** Rising but uneven across states
- **Migration:** Rural-urban and inter-state migration for employment

### 1.3 Population Problems of India

Rapid population growth has led to several problems:

- **Overpopulation** causing pressure on land, housing, and services
- **Unemployment and underemployment**
- **Urban congestion and slum growth**
- **Environmental degradation**
- **Food and water scarcity**

Population control measures such as **family planning, education, and women empowerment** are essential for sustainable development.

#### • **Learning Activities**

- Draw and label a population density map of India
- Compare population density of any two Indian states

- **Self-Assessment Questions**

1. Explain the factors influencing population distribution in India.
2. Discuss any two major population problems of India.

- ❖ **Assignment:**

“Population growth is both an asset and a challenge for India.” Discuss.



# UNIT – 2: AGRICULTURE OF INDIA

## Unit Objectives

- Understand the importance of agriculture in India
- Identify types of farming and cropping patterns
- Analyze agricultural problems and reforms

## 2.1 Types of Farming

Indian agriculture is characterized by diverse farming systems:

- **Subsistence farming:** Practiced by small farmers mainly for self-consumption
- **Commercial farming:** Production for market, e.g., cotton, sugarcane
- **Plantation agriculture:** Large estates growing tea, coffee, rubber

Agriculture employs a large proportion of India's population and supports allied activities.

## 2.2 Major Crops of India

- **Food crops:** Rice (monsoon crop), Wheat (winter crop), Millets (dry regions)
- **Cash crops:** Cotton (textile industry), Sugarcane (sugar industry)
- **Plantation crops:** Tea (Assam), Coffee (Karnataka)

Crop distribution depends on **climate, soil, irrigation, and technology.**

## 2.3 Agricultural Problems and Reforms

Major problems include:

- Dependence on monsoon rainfall
- Small and fragmented landholdings
- Low productivity
- Lack of modern technology

Reforms such as the **Green Revolution**, irrigation projects, fertilizers, HYV seeds, and government support have improved food production but created regional imbalances.

### • **Learning Activities**

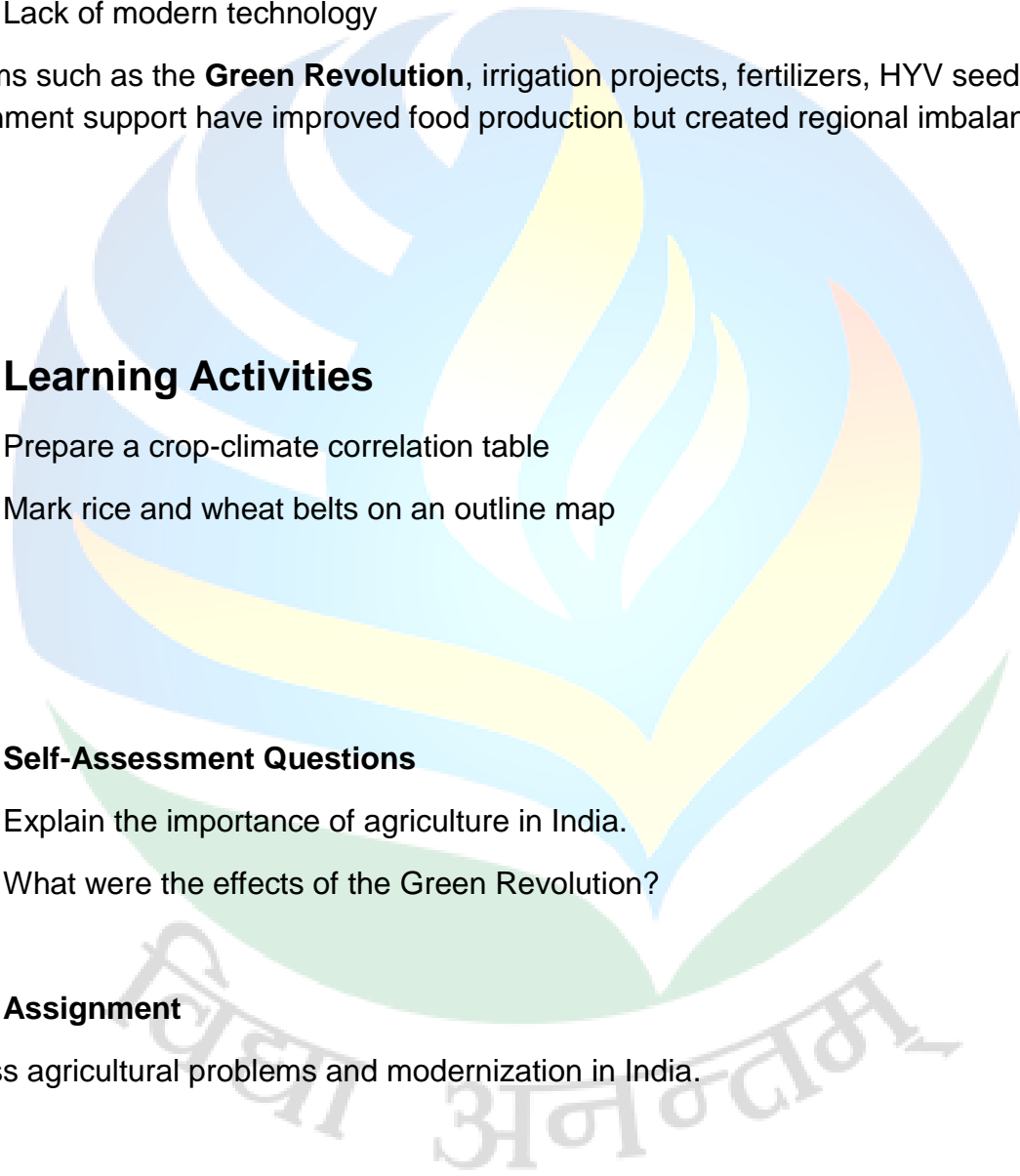
- Prepare a crop-climate correlation table
- Mark rice and wheat belts on an outline map

### ➤ **Self-Assessment Questions**

1. Explain the importance of agriculture in India.
2. What were the effects of the Green Revolution?

### ❖ **Assignment**

Discuss agricultural problems and modernization in India.



# UNIT – 3: INDUSTRIES AND RESOURCES OF INDIA

## Unit Objectives

- Understand industrial growth and location factors
- Identify major industries and industrial regions
- Analyze mineral and power resources

### 3.1 Major Industries

- **Iron and Steel:** Backbone of industrial development
- **Cotton Textile:** Oldest industry of India
- **Sugar Industry:** Agro-based industry
- **Cement Industry:** Infrastructure development

### 3.2 Industrial Regions

Industrial regions developed due to availability of raw materials, labour, transport, and markets:

- Mumbai–Pune
- Chota Nagpur Plateau
- Ahmedabad–Vadodara
- Bengaluru–Tamil Nadu

### 3.3 Mineral and Power Resources

- **Minerals:** Coal, iron ore, bauxite
- **Power:** Thermal, hydroelectric, nuclear, renewable energy

Energy availability determines industrial productivity and regional development.

### ❖ **Assignment**

Explain the role of mineral and power resources in industrial development.



## UNIT – 4: TRANSPORT, COMMUNICATION, AND TRADE

### Expanded Focus

Transport and communication are the **lifelines of the economy**. India has one of the largest transport networks in the world.

- Roads connect rural and urban areas
- Railways support long-distance freight and passenger movement
- Ports facilitate foreign trade
- Digital communication supports economic integration

## REGIONAL PLANNING AND ENVIRONMENTAL ISSUES

### Expanded Focus

India faces **regional imbalance** due to unequal resource distribution, infrastructure gaps, and historical factors. Regional planning aims to promote balanced development.

Environmental issues such as deforestation, pollution, and climate change demand **sustainable development strategies**.

### ➤ INTERNAL ASSESSMENT & EXAM-READY NOTES

#### 2 Marks

- Define population density
- Name one industrial region of India

#### 5 Marks

- Causes of population growth
- Problems of Indian agriculture

#### 10–15 Marks

- Population distribution and problems in India
- Industrial development and regional imbalance

## ❖ SUMMARY:

Indian Geography provides an integrated understanding of **people, resources, and development**. The course equips learners with geographical insight essential for understanding India's present challenges and future planning.

