

FIRST SEMESTER

CORE COURSE-1A ENGLISH LITERATURE

Title: INTRODUCTION TO ENGLISH LITERATURE AND LITERARY FORMS

Course Code: AUBAEL.1

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Objectives:

- I. To provide the student teacher a comprehensive perspective of different ages, themes, seminal influences, major works and their socio-cultural background from medieval to the modern times.
- II. To make the student teacher aware of the cardinal literary forms.
- III. To enlighten the learner on the aesthetics of literature and its perceptible similarities and borrowing from allied themes of artistic expression.
- IV. To make the student teachers conscious the vast and profound humanitarian ethos, ideologies and perceptions of literature.

UNIT-I

Literary Terms/ Forms: Plot, Characterization, Dialogue, Monologue, Soliloquy, Aside, Narrator, Persona, Irony, Metaphor, Simile, Metonymy, Alliteration, Rhyme, Onomatopoeia, Oxymoron, Pastoral Poetry, Narrative Poems, Mock-Epic and other indigenous forms of poetry.

UNIT-II

- i. Ozymandias
- ii. Blow Blow thou Winter Wind
- iii. Good Morrow
- iv. The Man he Killed
- v. Lines Written in Early Spring

Poems from *The Blossoming Mind*. Ed. V. K. Khanna and Meenakshi F. Paul. New Delhi: Macmillan.

UNIT-III

- i. "The Parrot in the Cage"
- ii. "Dinner for the Boss"
- iii. "The Reddening Tree"
- iv. "At the Himalayas"

Stories and Essays from *Life Unfolded*. Ed. V. K. Khanna and Meenakshi F. Paul. New Delhi: Oxford University Press.

UNIT-IV

Applied Grammar:

The use of Articles, Prepositions, Verb Forms, Phrasal Verbs and Comprehension (The literary pieces incorporated in the course are to be used as tools to teach language through literature with emphasis on reading, listening, comprehension, summarizing, inference and discussion.)

References:

1. M.H. Abrams: *Glossary of Literary Terms*.
2. Martin Gray: *Dictionary of Literary Terms*.

CORE COURSE-2A SOCIOLOGY

Title: INTRODUCTION OF SOCIOLOGY

Course Code- AUBAEI.2A

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

UNIT – I Sociology:

Meaning, History of Sociology (Origin and Development), Nature and Significance.

UNIT – II Scope and Subject Matter:

Scope and subject matter of Sociology, Relationship of Sociology with Anthropology, History and Psychology.

UNIT – III Basic Concepts:

Society, Community, Institutions and Associations (Meaning and Characteristics). Status and Role (Meaning, Characteristics and Relationship).

UNIT – IV Sociological Concepts:

Socialization (Meaning and Agencies), Culture (Meaning, Characteristics and Types), Social Change (Meaning, Characteristics and Factors), Social Groups (Meaning, Characteristics and Types- Primary and Secondary groups)

CORE COURSE-2A HISTORY

Title: ANCIENT HISTORY EARLIEST TO 300 C

Course Code-AUBAEI.2B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

UNIT – I

- History- Meaning, Definition, Scope and Importance of History.
- Sources and Interpretation.
- A broad survey of Paliolithic, Mesolithic and Neolithic cultures.

UNIT – II

- Harappan Civilization- Extent, Town Planning, Social, Economic and Cultural Life, Art, Script and Seals.
- The Vedic Period- Literature, Political, Social, Economic and Religious Life.
- Later Vedic Civilization- Political, Social, Economic and Religious Life.
- Difference between Rigvedic and Later Vedic Civilization.

UNIT – III

- Territorial States and The Rise of Magadha (Causes of Magadha's Success).
- Iranian and Macedonian Invasions – Rise of Alexander.
- Jainism and Buddhism – Mahavira & Buddha (Comparison between Jainism and Buddhism).
- The Satvahanas Phase – Main Rulers of the Satvahanas.

UNIT – IV

- Mauryan Empire- Main Sources of Mauryan Dynasty.
 - *Chandragupta Maurya.
 - *Bindusara.
 - *Ashoka – Ashoka And Buddhism.
- The Sangam Age- The three early Kingdoms.
- The age of Shakas, Parthians and Kushanas.

CORE COURSE-2A POLITICAL SCIENCE

Title: INTRODUCTION OF POLITICAL THEORY

Course Code- AUBAEI.2C

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course Content:

Unit I

What is politics and What is Political Theory, What is its relevance ?

Unit II

State, Civil Society, Liberty, Equality, Justice & Rights.

Unit III

Debates:

- a. Democracy and Economic Growth,
- b. Liberal and Socialist Perspective of Economic Growth.

Unit IV

Protective discrimination and principles of fairness. State intervention and the Institution of Family.

Suggested Readings:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-17.
- Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18-37.
- Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp.130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp.170-187.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson

CORE COURSE-3A SOCIOLOGY

Title: INTRODUCTION OF SOCIOLOGY

Course Code- AUBAEI.3A

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

UNIT – I Sociology:

Meaning, History of Sociology(Origin and Development), Nature and Significance.

UNIT – II Scope and Subject Matter:

Scope and subject matter of Sociology, Relationship of Sociology with Anthropology, History and Psychology.

UNIT – III Basic Concepts:

Society, Community, Institutions and Associations (Meaning and Characteristics). Status and Role (Meaning, Characteristics and Relationship).

UNIT – IV Sociological Concepts:

Socialization (Meaning and Agencies), Culture (Meaning, Characteristics and Types), Social Change (Meaning, Characteristics and Factors), Social Groups (Meaning, Characteristics and Types- Primary and Secondary groups)

CORE COURSE-3A HISTORY

Title: ANCIENT HISTORY EARLIEST TO 300 C

Course Code-AUBAEI.3B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

UNIT – I

- History- Meaning, Definition, Scope and Importance of History.
- Sources and Interpretation.
- A broad survey of Paliolithic, Mesolithic and Neolithic cultures.

UNIT – II

- Harappan Civilization- Extent, Town Planning, Social, Economic and Cultural Life, Art, Script and Seals.
- The Vedic Period- Literature, Political, Social, Economic and Religious Life.
- Later Vedic Civilization- Political, Social, Economic and Religious Life.
- Difference between Rigvedic and Later Vedic Civilization.

UNIT – III

- Territorial Stats and The Rise of Magadha (Causes of Magadha's Success).
- Iranian and Macedonian Invasions – Rise of Alexander.
- Jainism and Buddhism – Mahavira & Buddha (Comparison between Jainism and Buddhism).
- The Satvahanas Phase – Main Rulers of the Satvahanas.

UNIT – IV

- Mauryan Empire- Main Sources of Mauryan Dynasty.
 - *Chandragupta Maurya.
 - *Bindusara.
 - *Ashoka – Ashoka And Buddhism.
- The Sangam Age- The three early Kingdoms.
- The age of Shakas, Parthians and Kushanas.

CORE COURSE-3A POLITICAL SCIENCE

Title: INTRODUCTION OF POLITICAL THEORY

Course Code- AUBAEI.3C

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course Content:

Unit I

What is politics and What is Political Theory, What is its relevance ?

Unit II

State, Civil Society, Liberty, Equality, Justice & Rights.

Unit III

Debates:

- a. Democracy and Economic Growth,
- b. Liberal and Socialist Perspective of Economic Growth.

Unit IV

Protective discrimination and principles of fairness. State intervention and the Institution of Family.

Suggested Readings:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-17.
- Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18-37.
- Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp.130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 170-187.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson

ABILITY ENHANCEMENT COMPULSORY COURSE-1A
(AECC-1A) ENGLISH

Title: COMMUNICATIVE ENGLISH-1
(Proficiency in English)
Course Code: AUBAEL4

Credits: 2 (2L+0T+0P)
Contact hours per week: 02
Exam duration: 1:50 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Objectives: Students will develop proficiency in English which will equip them to:

- ❖ understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- ❖ analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- ❖ examine authentic literary and non-literary texts and develop insight and appreciation.
- ❖ gain an understanding of study and reference skills.
- ❖ plan, draft, edit and present a piece of writing.

COURSE CONTENT:

Unit I: Descriptive Grammar

1. Tenses:

- a) Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.
- b) Simple past: Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past, perfect continuous.

2. Function of Auxiliaries; Modals; Question form

Articles, Preposition, Phrasal verbs, Synonyms, Antonyms.

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Skills in Communication

1. Negotiating a point of view – learning to talk persuasively so as to get across one's perspective.
2. Debating on an issue – agreeing / disagreeing.

References:

1. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
2. McKay. et. al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
3. Hornby, A.S. (2001). Oxford Advanced Learner's Dictionary, OUP
4. Thomsan, A.J. & Martinet. (2002). A Practical English Grammar. OUP
5. McKay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
6. Stone Douglas (1999). Difficult conversations: How to discuss what Matters Most, New York.: Penguin Books.

**GENERIC ELECTIVE-1A (GE-1A)
ENVIRONMENTAL SCIENCE/ EDUCATION**

Title: ENVIRONMENTAL SCIENCE/ EDUCATION-1

Course Code: AUBAEI.5

Credits: 02 (2L+0T+0P)

Contact hours per week: 02

Exam duration: 1:50 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Objective: To create awareness among students about environment protection.

Course Content

Unit-I

Environmental studies: Definitions and scope of Environmental Studies. Multidisciplinary nature of Environmental studies. Concept of sustainability & sustainable development.

Ecology and Environment: Concept of an Ecosystem-its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid & Ecological succession,

Unit II

Natural Resources: Renewable & Non-Renewable resources; Land resources and land use change; land degradation, Soil erosion & Deforestation.

Biodiversity: Definition: genetic, species and ecosystem diversity, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Bio-geographical Classification of India.

Text Books:

1. "Environmental Chemistry", De, A. K., New Age Publishers Pvt. Ltd.
2. "Introduction to Environmental Engineering and Science", Masters, G.M. Prentice Hall India Pvt. Ltd.
3. "Fundamentals of Ecology", Odum, E. P., W. B. Saunders Co.

Reference Books:

1. "Biodiversity and Conservation", Bryant, P. J., Hypertext Book.
2. "Textbook of Environment Studies", Tewari, Khulbe & Tewari, I. K. Publication.

PROFESSIONAL EDUCATION-1 (PE-1)

Title: CHILDHOOD AND DEVELOPMENT YEARS

Course Code– AUBAEI.6

Credits: 04 (3L+1T+0P)

Contact hours per week: 04

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Objectives:

- Understand the meaning, nature and scope of educational psychology.
- Understand growth and development of the learner and its importance in the learning process.
- Understand the need and problems of adolescence.
- Identify educational needs of various types of children
- Understand concept of intelligence and personality, theories of intelligence and personality and their educational implications.

UNIT 1: Child Development

- Educational Psychology: Meaning, Nature, Scope and Role of Educational Psychology in Teaching-Learning Process.
- Concept of Growth, Maturation and Development.
- Principles of Growth and Development.
- Heredity and Environment: Concept, Importance of Heredity and Environment in Child's Development.

Unit 2: Managing Individual Differences

- Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, Aptitude, Creativity, Personality, Emotions, Values, Attitudes, Study Habits Psycho-motor Skills, Self-concept and Gender).
- Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).
- Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).
- Role of Teacher to minimize Individual Differences.

Unit 3: Social, Emotional and Moral Development

- Social Development: Meaning, Stages and Factors affecting Social Development, Characteristics of Social Development during Childhood and Adolescence.
- Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence.
- Moral Development: Meaning, Stages (Kohlberg), Factors affecting Moral Development, Characteristics of Moral Development during Childhood and Adolescence.
- Childhood and Adolescence: Meaning, Characteristics, Problems of Adolescence Period.

UNIT 4: Cognitive and Personality Development

- Cognitive Development: Meaning, Factors affecting Cognitive Development, Characteristics of Cognitive Development during Childhood and Adolescence.
- Theories of Cognitive Development (Piaget and Bruner).
- Personality Development: Meaning, Factors affecting Personality, Developmental Stages of Personality (Views of Sigmund Freud and Allport).

- Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher.

Activities (Any one of the following)

1. Prepare a report of administration and interpretation of any one psychological test, selecting one from: Personality/Adjustment/Mental Health.
2. Visit to a school and write a report on problems being faced by the students.
3. Administration of an individual test and preparing a report.

Suggested Readings

1. Aggarwal, J.C (1994). Essentials of Educational Psychology. New House Delhi: Vikas Public House.
2. Berk, L.E (2012). Child Development (6th Ed.) New Delhi: Prentice Hall of India.
3. Bhatnagar, S. (1980). Psychological Foundations of Teaching Learning and Develop Meerut: Loyal Book Depot.

SECOND SEMESTER

CORE COURSE-1B ENGLISH LITERATURE

Title: MEDIEVALISM, RENAISSANCE AND METAPHYSICAL AGES

Course Code– AUBAEII.1

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Objectives:

- (i) To introduce student teachers to the renaissance thought the major writers who shaped the renaissance ideology and their influence on the times that followed.
- (ii) To introduce student teachers to the concept of Humanism, the way the poets, dramatists and novelists of this period shaped their concept of Humanism.
- (iii) To introduce student teachers to the cardinal tenets, perceptions and the intense intellectual demands of the metaphysical school.
- (iv) To help student teachers to familiarize themselves with the rigid canons of Puritanism.
- (v) To provide student teachers an insight into major dramatists, themes and techniques of the Renaissance theatre such as Shakespeare, Christopher Marlowe and Ben Jonson.
- (vi) To make them understand the dominant theatrical forms of the renaissance period such as tragedies, comedies and comedy of humour.

COURSE CONTENT:

Unit I: Drama:

Shakespeare: *Hamlet*

Unit II: Drama:

Christopher Marlowe: *Doctor Faustus*

Unit III: Prose:

Aristotle: *Poetics*

Bacon: *Of Studies; Of Truth*

Unit IV: Poetry:

Chaucer: "*The General Prologue*

Donne: *Batter My Heart; Death be not Proud; The Flea*

References:

1. Allardyce Nicoll: *History of British Drama*
2. Bradley, A.C.: (1968). "*Macbeth*", *Shakespeare: Macbeth, A Casebook*. Ed. John Alain. London: Macmillan, pp.116-130 40
3. Michael Mangan: (1989) *Christopher Marlowe- Doctor Faustus- Penguin Critical Studies*.
4. Kirsch, Arthur: (1990) *The Passions of Shakespeare's Tragic Heroes*. Charlotte Ville: UP of Virginia.
5. Alaston, Robert.N.: (1987) *Ben Jonson's Parodic Strategies: Literary Imperialism in the Comedies*, Cambridge, Mass: Harvard University Press.

CORE COURSE-2B SOCIOLOGY

Title: SOCIETY IN INDIA
Course Code – AUBAEII.2A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course content:

Unit-1

India as a Plural Society: Meaning and Characteristics of Plural Society, Traditional Basis of Indian Society, Unity and Diversity.

Unit -2

Social Institutions: Caste, Class, Tribal, Family, Marriage and Kinship (Meaning and Characteristics).

Unit -3

Identities and changes: Dalit's Movements ((Issues, Causes and Consequences), Women's Movement (Issues, Causes and Consequences) , Policies and Programmes for the upliftment of Dalits and Women.

Unit-4

Challenges to State and Society: Communalism, Secularism and Casteism (Meaning, Causes and Remedies).

Reference Books:

- 1) Democracy in Plural Societies by Arend Lijphart
- 2) Politics in Plural Societies by Alvin Rabushka
- 3) Indian Society and Social Institutions by N. Jayapalan
- 4) The Dalit Movement in India by Eva-Maria Hardtmann
- 5) Communalism in Modern India by Bipan Chandra
- 6) Secularism in India by Uday Mehta & Ram Puniyani
- 7) Caste System in India – A Historical Perspective. By Ekta Singh

CORE COURSE-2B HISTORY

Title: MEDIEVAL HISTORY FROM 300 TO 1206 AC

Course Code – AUBAEII.2B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Content:

Unit-1

- a) The Gupta and Vakatakas : State and Administration.
- b) Economy, Society, Religion, Art, Literature, Science and Technology during Gupta period.

Unit-2

- a) Towards the Early Medieval : Changes in Society ,Polity ,Economy and Culture with special reference of Pallavas and Chalukyas.
- b) Evolution of Political Structures of the Rastrakutas ,Palas and Pratiharas ; Economy; Religious and Cultural Developments.

Unit-3

- a) Harsha and His times; Harsha`s Kingdom, Administration, Buddhism & Nalanda.
- b) The Cholas: State and Administration, Economy and Culture.

Unit-4

- a) Emergence of Rajput states in Northern India ; socio-economic foundations
- b) The Arabs;The Ghaznavids in the Northwest; establishment of the Delhi Sultanate; overland and maritime trade.

REFERENCE BOOKS –

- 1) Vakataka – Gupta Age (Circa 200-500 A.D.) by R.C.Majumdar& A.S. Altekar.
- 2) The Gupta Empire – by Radhakumud Mukerji.
- 3) Palas ,Pratiharas and Rashtrakutas (750 AD -968 AD) by Jagran Josh .
- 4) The Harshavardhana Era (606 AD -647 AD) by Jagran Josh.
- 5) The Rajput Warrior by Harpreet Kaur.
- 6) The Royal Rajputs –Strange Tales and Stranger Truths by Manoshi Bhattacharya.
- 7) DehliSaltanat (711 -1526) by A.L. Srivastavas

CORE COURSE-2B POLITICAL SCIENCE

Title: INDIAN GOVERNMENT AND POLITICS

Course Code– AUBAEII.2C

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Content:

Unit I

Indian Constitution: Features, Fundamental Rights and Directive Principles, Parliament, Office of Prime Minister and Judiciary. Power Structure in India: Caste, Class and Patriarchy.

Unit II

Government Machinery: Power and position of the President, Prime Minister and the cabinet, Power and positions of Governor and Chief minister, Parliament and state legislature, law making process and reasons for the decline of Legislature SC/ HC.

Unit III

Local Government: Panchayati Raj, Nagar Palika, 73rd and 74th amendment of Indian constitution, Committees.

Unit IV

Party System in India: National and regional Parties, Pressure groups, their role in Indian Politics

Suggested Readings:

Chandra, B. Mukharjee, A & Mukharjee, M. (2010) New Delhi: Penguin.

Austin, G. (1999) Indian constitution: Corner Stone of a Nation. New Delhi Oxford University Press

Singh, M. P. & Saxena, R. (2008) Indian Politics: Contemporary issues and Concerns. New Delhi. PHI Learning.

Chandhoke, N. & Priyadarshi, P. (eds) (2009) Contemporary India: economy, society, Politics. New Delhi: Pearson.

CORE COURSE-3B SOCIOLOGY

Title: SOCIETY IN INDIA

Course Code – AUBAEII.3A

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course content:

Unit-1

India as a Plural Society: Meaning and Characteristics of Plural Society, Traditional Basis of Indian Society, Unity and Diversity.

Unit -2

Social Institutions: Caste, Class, Tribal, Family, Marriage and Kinship (Meaning and Characteristics).

Unit -3

Identities and changes: Dalit's Movements ((Issues, Causes and Consequences), Women's Movement (Issues, Causes and Consequences) , Policies and Programmes for the upliftment of Dalits and Women.

Unit-4

Challenges to State and Society: Communalism, Secularism and Casteism (Meaning, Causes and Remedies).

Reference Books:

- 1) Democracy in Plural Societies by Arend Lijphart
- 2) Politics in Plural Societies by Alvin Rabushka
- 3) Indian Society and Social Institutions by N. Jayapalan
- 4) The Dalit Movement in India by Eva-Maria Hardtmann
- 5) Communalism in Modern India by Bipan Chandra
- 6) Secularism in India by Uday Mehta & Ram Puniyani
- 7) Caste System in India – A Historical Perspective. By Ekta Singh

CORE COURSE-3B HISTORY

Title: MEDIEVAL HISTORY FROM 300 TO 1206 A C

Course Code – AUBAEII.3B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Content:

Unit-1

- c) The Gupta and Vakatakas : State and Administration.
- d) Economy, Society, Religion, Art, Literature, Science and Technology during Gupta period.

Unit-2

- c) Towards the Early Medieval : Changes in Society ,Polity ,Economy and Culture with special reference of Pallavas and Chalukyas.
- d) Evolution of Political Structures of the Rastrakutas ,Palas and Pratiharas ; Economy; Religious and Cultural Developments.

Unit-3

- a) Harsha and His times; Harsha`s Kingdom, Administration, Buddhism & Nalanda.
- b) The Cholas: State and Administration, Economy and Culture.

Unit-4

- c) Emergence of Rajput states in Northern India ; socio-economic foundations
- d) The Arabs;The Ghaznavids in the Northwest; establishment of the Delhi Sultanate; overland and maritime trade.

REFERENCE BOOKS –

- 1) Vakataka – Gupta Age (Circa 200-500 A.D.) by R.C.Majumdar& A.S. Altekar.
- 2) The Gupta Empire – by Radhakumud Mukerji.
- 3) Palas ,Pratiharas and Rashtrakutas (750 AD -968 AD) by Jagran Josh .
- 4) The Harshavardhana Era (606 AD -647 AD) by Jagran Josh.
- 5) The Rajput Warrior by Harpreet Kaur.
- 6) The Royal Rajputs –Strange Tales and Stranger Truths by Manoshi Bhattacharya.
- 7) DehliSaltanat (711 -1526) by A.L. Srivastavas

CORE COURSE-3B POLITICAL SCIENCE

Title: INDIAN GOVERNMENT AND POLITICS

Course Code– AUBAEII.3C

Credits: 05 (5L+1T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Content:

Unit I

Indian Constitution: Features, Fundamental Rights and Directive Principles, Parliament, Office of Prime Minister and Judiciary. Power Structure in India: Caste, Class and Patriarchy.

Unit II

Government Machinery: Power and position of the President, Prime Minister and the cabinet, Power and positions of Governor and Chief minister, Parliament and state legislature, law making process and reasons for the decline of Legislature SC/ HC.

Unit III

Local Government: Panchayati Raj, Nagar Palika, 73rd and 74th amendment of Indian constitution, Committees.

Unit IV

Party System in India: National and regional Parties, Pressure groups, their role in Indian Politics

Suggested Readings:

Chandra, B. Mukharjee, A & Mukharjee, M. (2010) New Delhi: Penguin.

Austin, G. (1999) Indian constitution: Corner Stone of a Nation. New Delhi Oxford University Press

Singh, M. P. & Saxena, R. (2008) Indian Politics: Contemporary issues and Concerns. New Delhi. PHI Learning.

Chandhoke, N. & Priyadarshi, P. (eds) (2009) Contemporary India: economy, society, Politics. New Delhi: Pearson.

ABILITY ENHANCEMENT COMPULSORY COURSE-1B (AECC-1B) ENGLISH

Title: COMMUNICATIVE ENGLISH-2
(Proficiency in English)
Course Code: AUBAEII.4

Credits: 02 (2L+0T+0P)
Contact hours per week: 02
Exam duration: 1:50 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Objectives : Students develop proficiency in English which equips them to:

- ❖ understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- ❖ analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- ❖ examine authentic literary and non-literary texts and develop insight and appreciation.
- ❖ gain an understanding of study and reference skills.
- ❖ plan, draft, edit and present a piece of writing.

COURSE CONTENT:

Unit I: Study, Reference Skills and Skills of Communication

Note making; Note-taking; Summary writing. Comprehension Skills Extracts from literary, scientific and educational journals.

Advanced Writing Skills, writing advertisement copy; Writing a project proposal and Writing Resume, sending an application. Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organized, logical, sequential presentation of thought through spontaneous speech).

Unit II: Writing for Functional Purposes; Creative Skills in Writing and Basic Phonetics

Letter-writing (Professional / Personal). Writing dialogues, poems and essays. Sounds of English language, intonation and transcription using IPA.

Suggested Activities:

Politeness competitions- students with partners take turns in using a given number of utterances for negotiation / requests/complaints/small talk.

Students introduce themselves though using symbols/ metaphors.

Students collect newspaper/magazine cuttings on topical and/ or cultural issues of interest-write and share their opinion with peers.

References:

1. Chan. et al. (1997) Professional Writing Skills, San Anselma, CA
2. Fiderer, A. (1994) Teaching Writing: A Workshop Approach. Scholastic.
3. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
5. Merrriam, E. (1964). It Doesn't Always Have to Rhyme. Atheneum.
6. Hyland, Ken (2004) Second Language Writing. University of Michigan Press.
7. Graves, D (1992). Explore Poetry: The reading /writing teacher's companion. Heinemann
8. Stone Douglas (1999). Difficult conversations: How to discuss what Matters Most, New York.: Penguin Books.
9. Gabor Don (2001). How to start a Conversation and Make Friends, New York: Fireside.
10. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
11. Mckay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
12. Hornby,A.S.(2001).Oxford Advanced Learner's Dictionary, OUP

GENERIC ELECTIVE-1B (GE-1B)
ENVIRONMENTAL SCIENCE/EDUCATION

Title: ENVIRONMENTAL SCIENCE/ EDUCATION-2

Course Code– AUBAEII.5

Credits 02 (2L+0T+0P)
Contact hours per week: 02
Exam duration: 1:50 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Objective: To create awareness among students about environment protection.

Course Content

Unit I

Environmental Pollutions: Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies

Climate change & Global Warming (Green house Effect), Ozone Layer-Its Depletion and Control Measures, Photochemical Smog, Acid Rain: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act,

Unit II

Human Communities & Environment:

Human population growth; impacts on environment, human health & welfare, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Land slides, Environmental Ethics; Role of Indian & other religions & culture in environmental conservation, Environmental communication & public awareness; Case studies.

Text Books:

1. “Environmental Chemistry”, De, A. K., New Age Publishers Pvt. Ltd.
2. “Introduction to Environmental Engineering and Science”, Masters, G.M. Prentice Hall India Pvt. Ltd.
3. “Fundamentals of Ecology”, Odum, E. P., W. B. Saunders Co.

Reference Books:

1. “Biodiversity and Conservation”, Bryant, P. J., Hypertext Book.
2. “Textbook of Environment Studies”, Tewari, Khulbe & Tewari, I. K. Publication.

PROFESSIONAL EDUCATION-2 (PE-2)

Title: LEARNING AND TEACHING

Course Code– AUBAEII.6

Credits: 04 (3L+1T+0P)

Contact hours per week: 04

Exam duration: 3:00 Hrs

Course objectives:

Max. Marks: 100

Internal: 40

End Term Exam: 60

The student teachers will be able to:

1. Understand the nature, characteristics of learner and principles to make teaching-learning effective and productive.
2. Explain the concept, nature of learning as a process and conditions of learning.
3. Describe the Gagne's types of learning.
4. Explain the concept, types and strategies to develop memory.
5. Understand nature, causes, factors and strategies to minimize forgetting.
6. Apply the knowledge and understanding of the learning process, principles and theories of learning with their educational Implications.
7. Describe the concept, Importance and level of transfer of learning.

Unit 1Learner and Learning

- Changing Nature of Learner, Characteristics of Effective Learner, Guiding Principles to make Teaching-Learning Effective and Productive.
- Concept and Nature of Learning as a Process, Learning Curve, Conditions of Learning - objective, subjective and methodological, Learning and Maturation.
- Gagne's Types of Learning, Events of Instruction, Learning Outcome.
- Memory - Concept, Types and Strategies to develop Memory; Forgetting - Nature, Factors and Strategies to Minimize Forgetting.

Unit 2Understanding the Learning Process

- Learning: Meaning, Types and Levels of Concept Development, Strategies for Concept Learning.
- Learning through Association- Classical Conditioning, learning through Consequences - Operant Conditioning, learning through Trial and Error, learning through Observation Modeling/Observational Learning, Learning through Insight- Discovery Learning and their Educational implications.
- Social Constructivist Learning - Concept of Vygotsky, Educational Implications.
- Transfer of Learning: Concept, Types and Strategies to Maximize Transfer of Learning.

Unit 3 Teacher and Teaching

- Teacher: Qualities and Role in the Changing Scenario - Transmitter of Knowledge, Model, Facilitator.
- Concept of Teaching, Principles and Maxims of Teaching
- Teaching as a Profession: Meaning of Profession, Characteristics of a Profession, Professional Ethics for the Teachers, Role of Teacher Training in Developing Professionalism in Teachers Educators.
- Relationship between Teaching and Learning, Principles of effective Teaching and Learning.

Unit IV Phases and Models of Teaching

- Phases of Teaching: Pre-active, Interactive and Post Active. Operations involved in each.
- Models of Teaching: Meaning, Need, Types and Elements of Model of Teaching, Basic Teaching Models (Glaser).
- Concept Attainment Model (Bruner) and Advance Organiser Model (Ausbel).
- Strategies of Teaching: Brainstorming, Simulation. Role Play and Gaming,

Activities - (Any one of the following)

1. A study of educational, social & cultural functions of any informal agency of education.
2. Prepare a report of educational problems of learners in any school.
3. Prepare a report of problem of SC/ST/Backward/ Minority group of children in the rural & urban area of Himachal Pradesh.

Suggested Readings

1. Bower, G H and Hilgard E R (1981) Theories of learning, Englewood Cliffs, New Jersey: Prentice Hall Inc.
2. Chauhan S.S. (1995) Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Mangal S.K. 2005) Advanced Educational Psychology, New Delhi. Prentice Hall of India.
4. Dandapani S. (2005). Advanced Educational Psychology, New Delhi: Anmol Publications.
5. NCERT (2005) National Curriculum Framework, New Delhi.
6. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

THIRD SEMESTER

CORE COURSE-1C ENGLISH LITERATURE

Title: RESTORATION, NEO-CLASSICISM, ROMANTICISM AND VICTORIANISM

Course Code– AUBAEIII.1

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Objectives:

- i. To introduce student teachers to Restoration, the age of Prose and Reason.
- ii. To enlighten student teachers about the basic concepts of Romanticism which may perplex the learner with the sheer abundance of definitions and lack of common denominators. It will simultaneously seek to introduce the learners to the major poets of the English Romantic movement.
- iii. To introduce student teachers to the influential novelists and masterpieces of the Victorian period.
- iv. To help the student teachers acquaint themselves with the cardinal essayists, their styles, themes and techniques.
- v. To offer insights to the learner about the period of the transition from Romanticism to the Victorianism.
- vi. To make the student teachers understand the central themes, techniques and masterpieces of the Restoration theatre.

COURSE CONTENT:

Unit I: Poetry:

Samuel Taylor Coleridge: Rime of the Ancient Mariner, Kubla Khan

Robert Browning: My Last Duchess

Unit II: Poetry

William Wordsworth : She dwelt among the untrodden ways, Tintern Abbey

Percy Bysshe Shelley: Ode to the Westwind

Unit III: Drama

Oliver Goldsmith: *She Stoops to Conquer*

Unit IV: Prose and Fiction

Thomas Hardy: *Tess of the D'Urbervilles*

Jane Austen: *Pride and Prejudice*

References:

1. Cambridge Companion to British Romanticism.
2. Pelican Guide to English Literature – Dickens to Hardy to Lyrical Ballads
3. Norton's Anthology, Volume.2 1-7, 139
4. Mathew Arnold- Culture and Anarchy
5. Dickens- Novel 'Changing Face of City'
6. Meenakshi Mukherjee - Jane Austen
7. William Congrev- Excerpts from London Gazette
8. Brown, John Russel, and Harris, Bernard (ed.)- Restoration Theatre (London, 1965)
9. Richetti, John, The Cambridge Companion to Eighteenth Century Novel (Cambridge, 1996)
10. Cambridge Companion to English Poetry- Donne to Marvel
11. Restoration Theatre - ed. Brown, John Russel
12. Background Prose Reading - papers 6,7 & 8: Worldview, an Imprint of Book Land Publishing co.

CORE COURSE-2C SOCIOLOGY

Title: SOCIOLOGICAL THEORIES

Course Code – AUBAEIII.2A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

UNIT I

- **AUGUST COMTE:**
 - Law of three stages
 - Hierarchy of sciences

UNIT II

- **KARL MARX:**
 - Dialectical materialism; materialistic interpretation of history
 - Class and class struggle

UNIT III

- **MAX WEBER:**
 - Social action (meaning, characteristics and types)
 - Power and authority

UNIT IV

- **EMILE DURKHEIM:**
 - Theory of religion (meaning, beliefs, rituals, sacred, profane, totemism and function)
 - Social solidarity (meaning, characteristics and types)

REFERENCE BOOKS:

- Introduction to positive philosophy-August Comte.
- Hierarchy in natural and social sciences- Denise Pumain.
- Dialectical materialism: an introduction- Maurice Cornforth.
- The communist Manifesto- Karl mark and Friedrich Engles.
- The structure of social action-Talcott Parsons
- Essays in sociology-Max Weber

CORE COURSE-2C HISTORY

Title: HISTORY OF INDIA FROM 1206 TO 1707 AD

Course Code – AUBAEIII.2B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Unit -1

- (a) Foundation, Expansion and Consolidation of the Delhi Sultanate. C. 13th to 15th century: Expansion; Iqta System; Administration and Economic reforms.
- (b) Regional political formation: Vijayanagara and Bahamani Kingdoms.

Unit-2

- (a) Second Afghan State: Administration of Sher Shah and his revenue reforms.
- (b) Socio-religious movement: Bhakti and Sufi
 - 1) Nathpanthis, Popular Monotheism and Vaishnavism in north India.
 - 2) Main Sufi Silsilahs in India: Chishti and Suhrawardi.

Unit -3

- (a) Foundation, expansion and consolidation of the Mughal State. c. 16th to 17th century: expansion & consolidation; Mansabdari & Jagirdari; imperial ideology: assessment of Aurangzeb's policies.
- (b) Art and Architecture in Medieval India: Qutab Complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal Miniature Painting.

Unit -4

- (a) 17th century transitions; Marathas; Sikhs.
- (b) Disintegration and decline of the Mughal Empire; different theories of Mughal decline (Hindu Reaction, Great Firm Theory, agrarian crisis, jagirdari crisis, region – centric approach, cultural Failure and others).

Reference Books:-

- 1) History of Delhi Sultanate by M.H. Syed or by S. Ram & Shiv Gajrani.
- 2) Sher Shah Suri by Basheer Ahmad Khan Matta, 2005.
- 3) Bhakti and Sufi Movement by Mahesh Vikram Singh & Brij Bhushan Shrivastava.
- 4) The Great Mughals of India and their India by Dirk Collier.
- 5) The Mughal of India by Harbans Mukhia.
- 6) History of the Marathas by R.S. Chaurasia.
- 7) Art & Architecture in Medieval India by Saktipada Datta.

CORE COURSE-2C POLITICAL SCIENCE

Title: COMPARATIVE GOVERNMENT AND POLITICS

Course Code– AUBAEIII.2C

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Content

UNIT I Comparative Politics

Nature, Scope and Methods, Authoritarian and Democratic Regimes.

UNIT II Classification of Political Systems

Parliamentary and Presidential-UK and USA; Federal and Unitary- Canada and China.

UNIT III Electoral System

First Past the post; Proportional representation.

UNIT IV Party System

One party, Bi-Party and Multi-Party System. Notion of the Welfare State

Suggested Readings:

1. Bombwall K.R. Major Contemporary Constitutional system.
2. A. C. Kapoor Comparative Government and Politics.
3. R.C. Aggarwal Comparative Government Politics.
4. L Sikri Comparative Constitution (Kalyani Publication).

CORE COURSE-3C SOCIOLOGY

Title: SOCIOLOGICAL THEORIES

Course Code – AUBAEIII.3A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

UNIT I

- **AUGUST COMTE:**
 - Law of three stages
 - Hierarchy of sciences

UNIT II

- **KARL MARX:**
 - Dialectical materialism; materialistic interpretation of history
 - Class and class struggle

UNIT III

- **MAX WEBER:**
 - Social action (meaning, characteristics and types)
 - Power and authority

UNIT IV

- **EMILE DURKHEIM:**
 - Theory of religion (meaning, beliefs, rituals, sacred, profane, totemism and function)
 - Social solidarity (meaning, characteristics and types)

REFERENCE BOOKS:

- Introduction to positive philosophy-August Comte.
- Hierarchy in natural and social sciences- Denise Pumain.
- Dialectical materialism: an introduction- Maurice Cornforth.
- The communist Manifesto- Karl mark and Friedrich Engles.
- The structure of social action-Talcott Parsons
- Essays in sociology-Max Weber

CORE COURSE-3C HISTORY

Title: HISTORY OF INDIA FROM 1206 TO 1707 AD

Course Code – AUBAEIII.3B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Unit -1

- (c) Foundation, Expansion and Consolidation of the Delhi Sultanate. C. 13th to 15th century: Expansion; Iqta System; Administration and Economic reforms.
- (d) Regional political formation: Vijayanagara and Bahamani Kingdoms.

Unit-2

- (a) Second Afghan State: Administration of Sher Shah and his revenue reforms.
- (b) Socio-religious movement: Bhakti and Sufi
 - 1) Nathpanthis, Popular Monotheism and Vaishnavism in north India.
 - 2) Main Sufi Silsilahs in India: Chishti and Suhrawardi.

Unit -3

- (a) Foundation, expansion and consolidation of the Mughal State. c. 16th to 17th century: expansion & consolidation; Mansabdari & Jagirdari; imperial ideology: assessment of Aurangzeb's policies.
- (c) Art and Architecture in Medieval India: Qutab Complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal Miniature Painting.

Unit -4

- (a) 17th century transitions; Marathas; Sikhs.
- (b) Disintegration and decline of the Mughal Empire; different theories of Mughal decline (Hindu Reaction, Great Firm Theory, agrarian crisis, jagirdari crisis, region – centric approach, cultural Failure and others).

Reference Books:-

- 1) History of Delhi Sultanate by M.H. Syed or by S. Ram & Shiv Gajrani.
- 2) Sher Shah Suri by Basheer Ahmad Khan Matta, 2005.
- 3) Bhakti and Sufi Movement by Mahesh Vikram Singh & Brij Bhushan Shrivastava.
- 4) The Great Mughals of India and their India by Dirk Collier.
- 5) The Mughal of India by Harbans Mukhia.
- 6) History of the Marathas by R.S. Chaurasia.
- 7) Art & Architecture in Medieval India by Saktipada Datta.

CORE COURSE-3C POLITICAL SCIENCE

Title: COMPARATIVE GOVERNMENT AND POLITICS

Course Code– AUBAEIII.3C

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Content

UNIT I Comparative Politics

Nature, Scope and Methods, Authoritarian and Democratic Regimes.

UNIT II Classification of Political Systems

Parliamentary and Presidential-UK and USA; Federal and Unitary- Canada and China.

UNIT III Electoral System

First Past the post; Proportional representation.

UNIT IV Party System

One party, Bi-Party and Multi-Party System. Notion of the Welfare State

Suggested Readings:

1. Bombwall K.R. Major Contemporary Constitutional system.
2. A. C. Kapoor Comparative Government and Politics.
3. R.C. Aggarwal Comparative Government Politics.
4. L Sikri Comparative Constitution (Kalyani Publication).

**ABILITY ENHANCEMENT COMPULSORY COURSE-2A (AECC-2A)
HINDI**

**Title: GENERAL HINDI-1
Course Code: AUBAEIII.4**

**Credits: 02 (2L+0T+0P)
Contact hours per week: 02
Exam duration: 1:50 Hrs**

**Max. Marks: 50
Internal: 20
End Term Exam: 30**

उद्देश्य-

- ❖ छात्रों में भाषा को समझने तथा मूल्यांकन करने की दृष्टि बढ़ाना
- ❖ शब्द संरचना प्रक्रिया के प्रति छात्रों का ध्यानाकर्षण कराना
- ❖ छात्रों को प्रयोजनमूलक हिन्दी की व्यापकता से अवगत करवाना
- ❖ हिन्दी भाषा की व्यावहारिक उपयोगिता का परिचय देना

इकाई-1 हिंदी ध्वनियों का स्वरूप

स्वर और व्यंजन

संज्ञा, सर्वनाम, क्रिया, विशेषण, क्रिया विशेषण

वाक्य संरचना

इकाई-2 हिंदी शब्द संरचना

पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द, समुहार्थक शब्दों के प्रयोग, निकातार्थी शब्दों के सूक्ष्म अर्थ-भेद, समानार्थक शब्दों के भेद, उपसर्ग, प्रत्यय

PROFESSIONAL EDUCATION-3 (PE-3)

Title: LANGUAGE ACROSS THE CURRICULUM

Course Code– AUBAEIII.5

Credits: 02 (1L+1T+0P)
Contact hours per week: 02
Exam duration: 1:30 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Course Objectives:

The student teachers will be able to:

1. Understand the nature, importance and use of Language.
2. Acquaint with some latest methods and approaches for planning of successful language teaching.
3. Identify and be sensitive to the proficiency, interests and needs of learners.
4. Practice learner centered methods and techniques in the classroom.
5. Use technology to enrich language teaching,
6. Encourage continuous professional development.

UNIT 1 - LANGUAGE AND SOCIETY

- Meaning, Nature and Scope of Language, Role of Language in life: Intellectual, Emotional, Social, Literary and Cultural Development.
- Characteristics of Language Development.
- Factors affecting Language Learning: Physical, Psychological and Social.
- Theories of Language: Divine Gift Theory, the Pooh or the Interjectional Theory. The Ding-Dong Theory. The sing- song Theory, The Ta - Ta Theory, The Babble- Luck Theory. The Tongue-Tie Theory.

UNIT 2 - CURRICULAR PROVISIONS, POLICIES FOR LANGUAGE EDUCATION AND DEVELOPMENT OF LANGUAGE SKILLS

- Position of Languages in India; Article 343-351, 350A; of Constitution of India.
- Kothari Commission (1964-66): NPE-1986; POA-1992; National Curriculum of India. Framework-2005 (Language Education), NCFTE - 2009 (Language Education).
- Meaning, Importance and Need for development of Language Skills.
- Approaches to Language Learning: Traditional Method, Textbook Method, Communicative Method, Grammar-cum-Translation Method, Principles and Maxims of Language Learning.

Activities (Any One of the following):

1. Discuss 'Multilingualism as a Resource.
2. Analyze advertisements aired on Radio Television on the basis of language and gender,
3. Analyze few passages from Science, Social Science and Maths textbooks of Classes VI to VII and Write a Report based on Following Issues
 - a) how the different registers of language have been introduced
 - b) Does the language clearly convey the meaning of the topic being discussed?
 - c) Is the language learner-friendly?
 - d) Is the language too technical?
 - e) Does it help in language learning?

SUGGESTED READINGS

1. Valdmen (1987) Trends in Language Teaching, New York, London: Mcgraw Hill.

2. Johnson, K (1983): Communicative Syllabus Design and Methodology. Oxford: Pergamon press
3. Sharma, KL.(2012): Methods of Teaching English in India, Agra, lakshmi Narain Agarwal Publisher
4. Kohli, A.L: Techniques of Teaching English, New Delhi: Dhanpat Rai Publisher.
5. Geéta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.
6. Praveen Sharma (2008): Teaching of English language, Delhi: Shipra Publications.
7. Joseph Mukalel C. (2011). Teaching of English Language, New Delhi: DiscoveringPublishing House.
8. Sharma Yogendra K. Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers, Distributors.
9. Sharma R.A. (2007): Teaching of English Education, Meerut: A. Lall Book Depot.
10. Mangal, U. (2010) Teaching of Hindi, New Delhi: Arya Book Depot.
11. National Curriculum Frame Work (2005), New Delhi: NCERT.

PROFESSIONAL EDUCATION-4 (PE-4)

Title: TEXT READINGS AND REFLECTIONS

Course Code– AUBAEIII.6

Credits: 02 (1L+1T+0P)
Contact hours per week: 02
Exam duration: 1:30 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Course objectives: The student teachers will be able to:

1. Learn to read Newspaper Follow Radio, TV & Internet media critically and with understanding.
2. Form and exchange viewpoints on political and social Issues.
3. Distinguish fact, fiction and opinion in Newspaper articles.
4. Develop teachers professionally and support their aspirations as teachers.

UNIT-1 Analytical and Critical Thinking

- Analytical and Critical Thinking: Meaning and Importance for Reading and Writing. Role of Critical Reading and Critical Thinking in Enhancing Writing Skills.
- Ways of Developing Reading Skills, Importance of Developing Reading Skills; Reading Aloud and Silent Reading; Extensive Reading, Study Skills including using Thesaurus, Dictionary, Encyclopedia.
- Ways of developing Writing Skills: Formal and Informal Writing (such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech and Advertisement.

UNIT-II Pedagogies of Reading and Writing

- Models for Assessing the components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension).
- Instructional Approaches for Developing Students' Concepts of Grammar, Punctuation, Spelling and Handwriting.
- Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection. Reading Beyond the Text, Revisiting the Text).
- Responding to the Contexts: Sharing Responses (Purpose of Sharing. Role of the Teacher and Benefits of Sharing)

ACTIVITIES (Any one of the following):

1. Writing a review or a summary of the text with comments and opinion.
2. Student teacher will select news paper/magazine articles on topics of contemporary issues.
3. REFLECTION EXERCISES:
 - a) Why did this particular (event, barrier, success, accident) happen?
 - b) What was the best thing I did and Why?
 - c) If I did this again tomorrow, what would I do differently?

SUGGESTED READINGS:

1. Alberta Learning (2003), Responding to Text and Context, Senior High School English Language Arts Guideto Implementation. Alberta, Canada. Retrieved from https://education.alberta.ca/media/883678/4_respond.pdf.
2. Cottrell Stella (2011) Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave study skills) Basingstoke: Palgrave Macmillan
3. Cox, Ailsa (2005) Writing Short Stories (English) London: Routledge.
4. Fisher Alec (2001) Critical Thinking: An Introduction, UK: Cambridge University press.
5. Fitkids T.J. (2011) Common Mistakes in English (With Exercises), New Delhi: Jain Book Agency.

FOURTH SEMESTER

CORE COURSE-1D ENGLISH LITERATURE

Title: TWENTIETH CENTURY BRITISH LITERATURE

Course Code– AUBAEIV.1

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Objectives:

- i. To offer student teachers perspectives and insights into the heterogeneous themes and schools that populated Twentieth Century British Literature – movements like symbolism, imagism, movement poetry, Theatre of the absurd, postmodernism.
- ii. To help student teachers an understanding of the most influential novelists and essayists of Twentieth Century British Literature.
- iii. To provide student teachers a deeper perspective into themes that dominated twentieth century British poetry.
- iv. To offer the student teachers a facsimile of the seminal influences in twentieth century British theatre.
- v. To provide detailed introspections on the contributions made by some of the contemporary writers and so equip the student teachers with scholarly insights into the contemporary English literature.

COURSE CONTENT:

Unit I: Poetry:

W. B. Yeats: “The Second Coming”

D. H. Lawrence: “Snake”

Unit II: Poetry:

Sylvia Plath: “Lady Lazarus”

Ted Hughes: The Thought Fox

Unit III: Drama:

T.S. Eliot: Murder in the Cathedral

Unit IV: Fiction & Prose:

William Golding: The Lord of the Flies

D. H. Lawrence: Sons and Lovers

References:

1. Raymond Williams. *Forms in Culture, Introduction to the English Novel from Dickens to Lawrence* (London: Hogeath, 1984).
2. John Lucas. *Modern English Poetry from Hardy to Hughes*.
3. Kenner, Hugh. *A Reader's Guide to Samuel Beckett* (London, 1996).
4. Smith, C. Grover, *T.S. Eliot's Poetry and Plays* (London, 1974).
5. Kenner, Hugh. *The Invisible Poet: T.S. Eliot* (London, 1974).
6. Boly, John R. *Reading Auden: The Return of Caliban* (London, 1991).
7. Hecht, Anthony. *The Hidden Law: The Poetry of W.H. Auden* (London, 1993).
8. Armstrong, Tim, *Modernism, Technology and the Body: A Cultural History* (Cambridge, 1998).
9. E.M. Forster. *A Life: The Growth of the Novelist 1879-1914* (London, 1977).
10. Das, G.K., and Beer, John (ed.), *E.M. Forster: A Human Exploration* (London, 1979).
11. Batchelor, John. *The Life of Joseph Conrad: A Critical Biography* (Oxford, 1994).
12. Guerard, Albert. *Conrad the Novelist*, (Cambridge, Mass., 1958).
13. Bowlby, Rachel. *Virginia Woolf: Feminist Destinations*, 2nd ed. (London, 1997).
14. Pilling, John (ed.). *The Cambridge Companion to Samuel Beckett* (Cambridge, 1994).
15. Curtis, Tony (ed.). *The Art of Seamus Heaney* (Bridgend, 1982).

CORE COURSE-2D SOCIOLOGY

Title: METHODS OF SOCIOLOGICAL ENQUIRY

Course Code – AUBAEIV.2A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

UNIT I

- LOGIC OF SOCIAL RESEARCH:
 - Meaning, steps and types of social research.
 - Objectivity and subjectivity in social research.

UNIT II

- METHODOLOGICAL PERSPECTIVES:
 - Scientific method.
 - Comparative method: case study method

UNIT III

- MODES OF ENQUIRY:
 - Theory and research.
 - Theory and fact.

UNIT IV

- TOOLS OF DATA COLLECTION:
 - Observation and interview method.
 - Interview schedule and questionnaire.

REFERENCE BOOKS:

- Scientific method and social research- B.N. Ghosh
- Social research methods- W. Lawrence Neuman
- Themes and perspectives in Indian sociology- D.N. Dhanagore
- Case study research and applications (design & methods)-Robert K.
- Research design: Qualitative, Quantitative & mixed method approaches- John W. Creswell.
- Statistical methods for research- K. Kalyanaraman.
- Complete guide to writing questionnaires-David F. Harris
- Research methodology-Deepak Chawla &NeenaSondhi

CORE COURSE-2D HISTORY

Title: HISTORY OF INDIA 1707 TO 1950 AD
Course Code – AUBAEIV.2B

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Unit -I

- a) India in the 18th century; Society, Economy, Polity and Culture.
- b) Expansion and consolidation of British power with special reference to Bangal, Mysore & Marathas.

Unit -II

- a) Making of a colonial economy:-
 - 1) Land Revenue Settlements: Permanent, Ryotwari & Mahalwari.
 - 2) De-industrialization; commercialization of agriculture.
- b) Socio-religious reform movement in the 19th century and after;
 - 1) Raja Ram Mohan Roy and Brahmo Samaj; Dayanand and Arya Samaj; Ishwar Chandra Vidyasagar & Widow remarriage; Jyotiba Phule & Satya Shodhak Samaj; Syed Ahmad Khan & Aligarh movement.
 - 2) Caste questions; Phule, Narayana Guru and Ambedkar.

Unit-III

- a) Popular resistance:
 - 1) The Uprising of 1857.
 - 2) Peasant resistance to colonial rule; Santhal Uprising (1856); Indigo Rebellion (1860); Pabna Agrarian League (1873); Deccan Riots (1875).
- b) Nationalist politics, 1885 -1947.
 - 1) Foundation of the Indian National Congress.
 - 2) Moderates and Radicals in the Indian National Movements.
 - 3) Revolutionary movement for Indian Independence; ideas and contribution of Bhagat Singh and Veer Savarkar.
 - 4) Mahatma Gandhi and mass nationalism; Gandhian thought, techniques and movements.

Unit-IV

- a) Growth of communal politics and the partition in India; resettlement of refugees and issue with Pakistan, Integration of the Indian States; Hyderabad, Junagarh and Kashmir.
- b) Independence, Indian Constitution and its main features and the establishment of the republic.

Reference Books:-

- 1) The British in India by David Gilmour.

- 2) The Economic History of India 1857-1947 3rd Edition by Tirthankar Roy.
- 3) The New Cambridge History of India by Kenneth W. Jones.
- 4) Indian Nationalism by S. Irfan Habib.
- 5) History of Indian National Congress 1885-2002 by Deep Chand Bandhu.
- 6) The Indian War of Independence 1857, by Veer Savarkar.

CORE COURSE-2D POLITICAL SCIENCE

Title: INTRODUCTION TO INTERNATIONAL RELATIONS

Course Code– AUBAEIV.2C

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Unit I International Relations

Definition, Nature and Scope of International Relations

Approaches to study the International Relations;

- (a) Classical Realism (Hans Morgenthau),
- (b) World System Approach (Immanuel Wallerstein) and;
- (c) Dependency model (Andre Gunder Frank)

Unit II Cold War

Meaning, Nature, Causes, Development and Impact of Cold War.

Unit III Post Cold War

Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

Unit IV India Foreign Policy

(a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic) Policy of Non-alignment.

Suggested Readings:-

1. M. Nicholson, (2002)
2. R. Jackson and G. Sorensen, (2007)
3. Brown and K. Ainely (2009)
4. S. Joshua Goldstein and J. Pevehouse (2007)

CORE COURSE-3D SOCIOLOGY

Title: METHODS OF SOCIOLOGICAL ENQUIRY

Course Code – AUBAEIV.3A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

UNIT I

- LOGIC OF SOCIAL RESEARCH:
 - Meaning, steps and types of social research.
 - Objectivity and subjectivity in social research.

UNIT II

- METHODOLOGICAL PERSPECTIVES:
 - Scientific method.
 - Comparative method: case study method

UNIT III

- MODES OF ENQUIRY:
 - Theory and research.
 - Theory and fact.

UNIT IV

- TOOLS OF DATA COLLECTION:
 - Observation and interview method.
 - Interview schedule and questionnaire.

REFERENCE BOOKS:

- Scientific method and social research- B.N. Ghosh
- Social research methods- W. Lawrence Neuman
- Themes and perspectives in Indian sociology- D.N. Dhanagore
- Case study research and applications (design & methods)-Robert K.
- Research design: Qualitative, Quantitative & mixed method approaches- John W. Creswell.
- Statistical methods for research- K. Kalyanaraman.
- Complete guide to writing questionnaires-David F. Harris
- Research methodology-Deepak Chawla &NeenaSondhi

CORE COURSE-3D HISTORY

Title: HISTORY OF INDIA 1707 TO 1950 AD
Course Code – AUBAEIV.3B

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Unit -I

- a) India in the 18th century; Society, Economy, Polity and Culture.
- b) Expansion and consolidation of British power with special reference to Bangal, Mysore & Marathas.

Unit -II

- a) Making of a colonial economy:-
 - 1) Land Revenue Settlements: Permanent, Ryotwari & Mahalwari.
 - 2) De-industrialization; commercialization of agriculture.
- b) Socio-religious reform movement in the 19th century and after;
 - 1) Raja Ram Mohan Roy and Brahmo Samaj; Dayanand and Arya Samaj; Ishwar Chandra Vidyasagar & Widow remarriage; Jyotiba Phule & Satya Shodhak Samaj; Syed Ahmad Khan & Aligarh movement.
 - 2) Caste questions; Phule, Narayana Guru and Ambedkar.

Unit-III

- a) Popular resistance:
 - 1) The Uprising of 1857.
 - 2) Peasant resistance to colonial rule; Santhal Uprising (1856); Indigo Rebellion (1860); Pabna Agrarian League (1873); Deccan Riots (1875).
- b) Nationalist politics, 1885 -1947.
 - 1) Foundation of the Indian National Congress.
 - 2) Moderates and Radicals in the Indian National Movements.
 - 3) Revolutionary movement for Indian Independence; ideas and contribution of Bhagat Singh and Veer Savarkar.
 - 4) Mahatma Gandhi and mass nationalism; Gandhian thought, techniques and movements.

Unit-IV

- a) Growth of communal politics and the partition in India; resettlement of refugees and issue with Pakistan, Integration of the Indian States; Hyderabad, Junagarh and Kashmir.
- b) Independence, Indian Constitution and its main features and the establishment of the republic.

Reference Books:-

- 1) The British in India by David Gilmour.

- 2) The Economic History of India 1857-1947 3rd Edition by Tirthankar Roy.
- 3) The New Cambridge History of India by Kenneth W. Jones.
- 4) Indian Nationalism by S. Irfan Habib.
- 5) History of Indian National Congress 1885-2002 by Deep Chand Bandhu.
- 6) The Indian War of Independence 1857, by Veer Savarkar.

CORE COURSE-3D POLITICAL SCIENCE

Title: INTRODUCTION TO INTERNATIONAL RELATIONS

Course Code– AUBAEIV.3C

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Unit I International Relations

Definition, Nature and Scope of International Relations

Approaches to study the International Relations;

- (a) Classical Realism (Hans Morgenthau),
- (b) World System Approach (Immanuel Wallerstein) and;
- (c) Dependency model (Andre Gunder Frank)

Unit II Cold War

Meaning, Nature, Causes, Development and Impact of Cold War.

Unit III Post Cold War

Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan)

Unit IV Indian Foreign Policy

(a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic) Policy of Non-alignment.

Suggested Readings:-

1. M. Nicholson, (2002)
2. R. Jackson and G. Sorensen, (2007)
3. Brown and K. Ainely (2009)
4. S. Joshua Goldstein and J. Pevehouse (2007)

**ABILITY ENHANCEMENT COMPULSORY COURSE-2B (AECC-2B)
HINDI**

**Title: GENERAL HINDI-2
Course Code: AUBAEIV.4**

**Credits: 02 (2L+0T+0P)
Contact hours per week: 02
Exam duration: 1:50 Hrs**

**Max. Marks: 50
Internal: 20
End Term Exam: 30**

उद्देश्य-

- ❖ छात्रों में भाषा को समझने तथा मूल्यांकन करने की दृष्टि बढ़ाना
- ❖ शब्द संरचना प्रक्रिया के प्रति छात्रों का ध्यानाकर्षण कराना
- ❖ छात्रों को प्रयोजनमूलक हिन्दी की व्यापकता से अवगत करवाना
- ❖ हिन्दी भाषा की व्यवहारिक उपयोगिता का परिचय देना

इकाई-1वर्तनी, विराम चिन्ह एवं संशोधन

वर्तनी सम्बन्धी अशुद्धियाँ, मात्राओं की अशुद्धियाँ

वर्तनी सम्बन्धी अशुद्धियों के कारण, वर्तनी सम्बन्धी अशुद्धियों के सुधारने के उपाय

विराम चिन्ह- पूर्णविराम, प्रश्नवाचक चिन्ह, सम्बोधन या आश्चर्य चिन्ह, निर्देशक चिन्ह, अवतरण चिन्ह

इकाई -2लेखन सम्बन्धी कोशल

लिखित भाषा शिक्षण के उद्देश्य

लेखन की विभिन्न विधियों, लेखन के दोष

निबंध लेखन, कहानी लेखन

राष्ट्रीय – अंतर्राष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

ओपचारिक पत्राचार / अनौपचारिक पत्राचार

राष्ट्रीय – अंतर्राष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

PROFESSIONAL EDUCATION-5 (PE-5)

Title: UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code– AUBAEIV.5

Credits: 02 (1L+1T+0P)
Contact hours per week: 02
Exam duration: 1:30 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Course objectives:

The student teachers will be able to:

1. Understand the nature of discipline and school subjects.
2. Differentiate between school subjects and curriculum.
3. Integrate and apply concepts and theories in real classrooms

UNIT-1: Concept of Discipline

- Nature and role of Discipline knowledge in School Curriculum.
- Paradigm shift in the nature of discipline, Emergence of School subjects and disciplines from Philosophical, Social and Political Contexts.
- Needed changes in the Discipline Oriented Text Books.

UNIT-2: Quality in Classroom Learning

- Indicators of Quality Learning.
- Teaching and Learning as Interactive Process.
- Major issues in classroom learning: Catering individual differences, student-teacher interaction in the classroom.
- Learning beyond text books- other sources of learning.

Activity (Any one of the following)

1. Prepare a report mentioning the changes required in current school level text books prescribed by CBSE or HPBSE.
2. Prepare a report highlighting major issues and concerns in teaching of Mathematics or English at secondary school stage.

SUGGESTED READINGS

1. Apple, M. (1978): Ideology and Curriculum, New York: Routledge.
2. Fuller, B. (2007): Standardized Childhood, Stanford, CA: Stanford University Press.
1. Romero-Little, M.E. (2006). Honoring Our Own: Rethinking Indigenous Languages and Literary. Anthropology and Education quarterly, 37(4), 399-402.

PROFESSIONAL EDUCATION-6 (PE-6)

Title: **GUIDANCE AND COUNSELING**

Course Code– AUBAEIV.6

Credits: 02 (1L+1T+0P)
Contact hours per week: 02
Exam duration: 1:30 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Course objectives:

The student- teachers will be able to:

1. Understand the meaning, objectives, need, scope and principles of guidance.
2. Develop counseling skills.
3. Organize guidance programme in the secondary schools.
4. Develop the skills to prepare case study, to diagnose and identify problems, prepare report and provide guidance accordingly.

Unit –I Concept of Guidance

- Guidance: Meaning, need and scope
- Objectives, principles, issues and problems of Guidance.
- Types of Guidance: Educational, Vocational and Personal. Role of school and Teacher in Guidance program.
- Testing Techniques (Intelligence, Aptitude, Personality Inventory and Achievement Test) and Non-testing Techniques (Observation, Interview, Case Study and Cumulative Record).

Unit –II Counselling

- Meaning, Objectives, Principles of Counselling.
- Approaches of Counseling: Directive, Non-directive and Eclectic.
- Techniques of Counseling.
- Organization of Counseling in Schools and Role of Counselor.

Activities (any one of the following):

1. Interview of a school counsellor.
2. Visit to a guidance or counselling centre and write a report.
3. Administration of individual test and preparing a report.
4. To prepare a case study,
5. Conduct a survey of the problems that are most prevalent in school which need immediate attention of a guidance counsellor and prepare a brief report.

SUGGESTED READINGS:

1. Aggarwal, J.C. Educational & Vocational Guidance and Counseling Aadhar. DoabaHouse
2. Bhatia, KK. (2002) Principles of Guidance & Counseling Ludhiana Kalyani Pub
3. MASch. (2000) Principles of Guidance and Counseling New Delhi Sarup and Sons
4. Safaya, BN (2002) Guidance & Counseling Chandigarh. Abhishek Publications
5. Sharma, Tara Chand (2002) Modern Methods of Guidance and Counseling New Delhi, Sarup and Sons
6. Shertzer, Bruce and Stone, Shelly C. (1974) Fundamentals of Counseling London Houghton Mifflin
7. Shirley, AHarmin (1987) Guidance in Secondary Schools New Delhi NCERT.

FIFTH SEMESTER

CORE COURSE-1E ENGLISH LITERATURE

Title: LITERARY CRITICISM AND CRITICAL THEORY

Course Code– AUBAEV.1

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

OBJECTIVES:

- i. This paper explores the theoretical deployment of the category of gender. Covers the basic histories of feminism as a historical force.
- ii. Introduces the general scope of feminist studies as an interdisciplinary intellectual project in the academy.
- iii. Questions notions of natural difference in order to explore how such notions are implicated in epistemologies, histories, broader cultural practices and relations of power.
- iv. Offers an explanation of how the category of gender has come to define the human subject.
- v. Redefining the male dominated lyric tradition; Sexual politics in the construction of the self in modernist women's writing; The confessional mode in women's writing.
- vi. Social reform movements and their impact on gender relations in India;
- vii. The correlation between Aesthetics and Activism in women's writing.

COURSE CONTENT:

Unit I: Classical age

Nature and function of criticism- Influence of Plato- Mimesis
Aristotle- major concepts- mimesis, katharsis, hamartia
Horace and the concept of decorum
Longinus- the sublime

Core Reading:

Aristotle: Poetics (Classical appendix in English Critical Texts, OUP, Madras, 1962)

Longinus: On the Sublime (Classical Criticism, Cambridge University Press, UK, 2000)

Prasad, B.: An Introduction to English Criticism (Macmillan, India, 1965)

Unit: II: Indian Aesthetics

Theory of Rasa, Vijnana and Alankara
Contrastive study of Classical Western Theories and Indian theories
Bharata's Natyasasthra

Core Reading:

Das Gupta, S.N. "The Theory of Rasa" (Indian Aesthetics: An Introduction. Ed.V.S.Sethuraman, Macmillan, India, 1992.)

Kumaraswamy, Anand. The Dance of Siva, Macmillan, India, 1990

Raghavan, V. "Use and Abuse of Alankara" in Indian Aesthetics An Introduction. Macmillan, India, 1992

S.K.De: Kuntaka's Theory of Poetry: Vakrokti

Kunjunni Raja : Theory of Dhvani

Unit III: Modern Criticism

Core Texts:

Northrop Frye : The Archetypes of Literature (Faber, 2008)

Victor Shklovsky: Art as Technique (Macmillan, UK, 2002)

Wordsworth : Preface to Lyrical Ballads (Routledge, 2007)

Edmund Wilson: Marxism and Literature (Shores of Light. Edmund Wilson and Lewis M. Dancy,

Macmillan, 2007)

Elaine Showalter: Towards a Feminist Poetics (Contemporary Criticism, ed. Sethuraman., V.S., Macmillan, India, 1989)

Unit IV: Critical Terms and Concepts

Various tools, movements and concepts in criticism

Figures of speech: simile, metaphor, synecdoche, metonymy, symbol, irony, paradox

Movements: Classicism, neo-classicism, romanticism, humanism, realism, magic realism, naturalism, symbolism, Russian formalism, Marxist criticism, absurd criticism, modernism, structuralism, post-structuralism, deconstruction, post-modernism, post-colonialism, feminism, psycho-analytic criticism

Concepts: Objective correlative, ambiguity, intentional fallacy, affective fallacy, negative capability, myth, archetype

Core reading:

Abrahams, M.H. A Glossary of Literary Terms. VII ed. Thomas Heinle, India, 1999

Bertens, Hans. Literary Theory: The Basics, Routledge, 2001

Klages, Mary. Literary Theory for the Perplexed, Viva Books, India, 2007

References:

1. Rolland Jakobson. Modern Criticism and Theory: A Reader, Pearson: London, 2007.
2. Hans Bertens: Literary Theory- The Basics, Routledge, London, 2001
3. T.S.Dorsch : Classical Literary Criticism, Penguin Books. 2002
4. Wimsatt and Brooks – Literary Criticism- A Short History, Macmillan, 2002
5. Wimsatt and Brooks- Myth and Archetype, Macmillan, London, 1981
6. Chris Barker- Cultural Studies, Faber Books, London, 2002

CORE COURSE-2E SOCIOLOGY

Title: MARRIAGE, FAMILY AND KINSHIP

Course Code – AUBAEV.2A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course Objective:

This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship including theoretical issues and ethnographies with particular on diversity of practices.

Unit I Kinship:

- Meaning, Types and Significance.
- Biological and Social Kinship (Meaning and Categories)

Unit II Marriage:

- Meaning and Objectives of Marriage.
- Types of Marriage (Monogamy and Polygamy)

Unit III Family and Household

- Meaning. Characteristics and Types of Family (Nuclear and Joint)
- Family and Household, Reimagining Families (Changing Structures)

Unit IV Contemporary Issues in Marriage, Family and Kinship

- Emerging Family and Marriage Patterns in India
- Terms and Usages of Kinship and New Trends in Kinship

Reference Books:

1. Family, kinship & marriages in India by Patricia Uberai
2. Marriage families & relationships: making choice in diverse society by Agnes Riedmann & Mary Schwartz
3. Marriage and families by Agnes Riedmann & Mary Schwartz

CORE COURSE-2E HISTORY

Title: MODERN AND CONTEMPORARY WORLD HISTORY I: 1871-1919

Course Code – AUBAEV.2B

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Unit I Introductory;

- Modern & Contemporary History: Main characteristics.
- Emergence of Italy and Germany as unified nations.
- European hegemony and inter-imperialist rivalries, conflicts with Europe.
- Alliance formation, social tension and socialist movements.

Unit II The Emergence of USA after the Civil War

- The emergence of the USA after the Civil War.
- Japan's Emergence as a World Power: Modernization and economic progress under restoration. Sino-Japanese War.
- Nationalist movements in Asia: Rise of Kuomintang and the fall of the Manchus and its aftermath.
- Ottoman Empire and the Arab World: Accession of Sultan Abdul Hamid and the Young Ottoman Movement, Young Turk revolution of 1905.

Unit III The End of the Christ Regime in Russia

- Russo Japanese War of 1904-5 and its consequences.
- Revolution of 1905.
- Towards Bolshevik Revolution: February March Revolution.
- The October Revolution of 1917 and the socio-economic foundation of a socialist state.

Unit IV The First World War and its Aftermath.

- New grouping of European States.
- Anglo-German Rivalry.
- Causes, events and results of the war.
- The war settlements: Economic and social consequences.

Reference Books :

1. History of the World (English) By Arjun Dev Indira Arjun Dev Orient Blackswan Pvt. Ltd.
2. History Of the Modern World (1500 to 2000 A.D. by Jain & MathurJain Prakashan Mandir.
3. Mastering Modern World History by Norman Lowe. Palgrave Macmillan.
4. Vishwa Itihas by Mahesh Kumar. Cosmos Publishers.
5. A short history of the world by H.G. Wells, Navyug Publishers.

CORE COURSE-2E POLITICAL SCIENCE

Title: **INDIAN POLITICAL THOUGHT**
Course Code– AUBAEV.2C

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Objectives: After completing the course the student teachers will be able to understand and comprehend:

- (i) the significance of Ancient Indian Political Thought
- (ii) the significance of Modern Indian Political Thought
- (iii) the contributions of various Social Reformers for the Indian Political Thought of the modern period and
- (iv) the significance of Socialism in India.

COURSE CONTENT:

Unit I: Ancient Indian Political Thought:

Sources, Characteristics of ancient Indian Political thought, Manu on Dharma and Chaturvarna, Kautilya on Saptanga and Mandala Theory

Unit II: Modern Indian Political Thought:

Rajaram Mohan Roy, G.K Gokhale, B.G. Tilak, Syed Ahmad Khan

Unit III: Social Reformers:

Mahatma Jothiba Phule-his views on depressed classes and women, B.R. Ambedkar-his views on caste and social justice, Mahatma Gandhi-his ideas on Satyagraha, Gram swaraj and Social Justice.

Unit IV: Socialism in India:

Views of Jawaharlal Nehru, Ram Manohar Lohia, Jaya Prakash Narayan

References:

1. Altekar, A.S., *Ancient Indian Political Thought*, Banarsidas, Allahabad, 1978.
2. Grover, Virinder, *Modern Indian Thinkers*, Deep and Deep New Delhi., 1990.
3. Jayaswal, K.P., *Hindu Polity*, Bangalore Printing Press, Bangalore, 1978.
4. Saletore, B.A., *Ancient Indian Political Thought and Institution*, Orient Longman, Bombay, 1963.
5. Varma, Viswanath, Prasad, *Modern Indian Political Thought*, Lakshminarayan Agarwal Education Publishers, Agra, 1961.

CORE COURSE-3E SOCIOLOGY

Title: MARRIAGE, FAMILY AND KINSHIP

Course Code – AUBAEV.3A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course Objective:

This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship including theoretical issues and ethnographies with particular on diversity of practices.

Unit I Kinship:

- Meaning, Types and Significance.
- Biological and Social Kinship (Meaning and Categories)

Unit II Marriage:

- Meaning and Objectives of Marriage.
- Types of Marriage (Monogamy and Polygamy)

Unit III Family and Household

- Meaning, Characteristics and Types of Family (Nuclear and Joint)
- Family and Household, Reimagining Families (Changing Structures)

Unit IV Contemporary Issues in Marriage, Family and Kinship

- Emerging Family and Marriage Patterns in India
- Terms and Usages of Kinship and New Trends in Kinship

Reference Books:

4. Family, kinship & marriages in India by Patricia Uberai
5. Marriage families & relationships: making choice in diverse society by Agnes Riedmann & Mary Schwartz
6. Marriage and families by Agnes Riedmann & Mary Schwartz

CORE COURSE-3E HISTORY

Title: MODERN AND CONTEMPORARY WORLD HISTORY I: 1871-1919

Course Code – AUBAEV.3B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Unit I Introductory;

- Modern & Contemporary History: Main characteristics.
- Emergence of Italy and Germany as unified nations.
- European hegemony and inter-imperialist rivalries, conflicts with Europe.
- Alliance formation, social tension and socialist movements.

Unit II The Emergence of USA after the Civil War

- The emergence of the USA after the Civil War.
- Japan's Emergence as a World Power: Modernization and economic progress under restoration. Sino-Japanese War.
- Nationalist movements in Asia: Rise of Kuomintang and the fall of the Manchus and its aftermath.
- Ottoman Empire and the Arab World: Accession of Sultan Abdul Hamid and the Young Ottoman Movement, Young Turk revolution of 1905.

Unit III The End of the Christ Regime in Russia

- Russo Japanese War of 1904-5 and its consequences.
- Revolution of 1905.
- Towards Bolshevik Revolution: February March Revolution.
- The October Revolution of 1917 and the socio-economic foundation of a socialist state.

Unit IV The First World War and its Aftermath.

- New grouping of European States.
- Anglo-German Rivalry.
- Causes, events and results of the war.
- The war settlements: Economic and social consequences.

Reference Books :

6. History of the World (English) By Arjun Dev Indira Arjun Dev Orient Blackswan Pvt. Ltd.
7. History Of the Modern World (1500 to 2000 A.D. by Jain & MathurJain Prakashan Mandir.
8. Mastering Modern World History by Norman Lowe. Palgrave Macmillan.
9. Vishwa Itihas by Mahesh Kumar. Cosmos Publishers.
10. A short history of the world by H.G. Wells, Navyug Publishers.

CORE COURSE-3E POLITICAL SCIENCE

Title: INDIAN POLITICAL THOUGHT
Course Code– AUBAEV.3C

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Objectives: After completing the course the student teachers will be able to understand and comprehend:

- (i) the significance of Ancient Indian Political Thought
- (ii) the significance of Modern Indian Political Thought
- (iii) the contributions of various Social Reformers for the Indian Political Thought of the modern period and
- (iv) the significance of Socialism in India.

COURSE CONTENT:

Unit I: Ancient Indian Political Thought:

Sources, Characteristics of ancient Indian Political thought, Manu on Dharma and Chaturvarna, Kautilya on Saptanga and Mandala Theory

Unit II: Modern Indian Political Thought:

Rajaram Mohan Roy, G.K Gokhale, B.G. Tilak, Syed Ahmad Khan

Unit III: Social Reformers:

Mahatma Jothiba Phule-his views on depressed classes and women, B.R. Ambedkar-his views on caste and social justice, Mahatma Gandhi-his ideas on Satyagraha, Gram swaraj and Social Justice.

Unit IV: Socialism in India:

Views of Jawaharlal Nehru, Ram Manohar Lohia, Jaya Prakash Narayan

References:

1. Altekar, A.S., *Ancient Indian Political Thought*, Banarsidas, Allahabad, 1978.
2. Grover, Virinder, *Modern Indian Thinkers*, Deep and Deep New Delhi., 1990.
3. Jayaswal, K.P., *Hindu Polity*, Bangalore Printing Press, Bangalore, 1978.
4. Saletore, B.A., *Ancient Indian Political Thought and Institution*, Orient Longman, Bombay, 1963.
5. Varma, Viswanath, Prasad, *Modern Indian Political Thought*, Lakshminarayan Agarwal Education Publishers, Agra, 1961.

PROFESSIONAL EDUCATION-7(PE-7)

Title: ASSESSMENT FOR LEARNING

Course Code– AUBAEV.4

Credits: 04 (3L+1T+0P)
Contact hours per week: 04
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course Objectives:

The student-teachers will be able to;

1. Understand the nature of assessment and its role in teaching-learning process.
2. Understand the different perspectives of learning on assessment.
3. Realize the need for school-based assessment in schools.
4. Examine the contextual roles of different forms of assessment.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.

Unit-1 Perspectives on Assessment

- Concept of measurement, assessment, evaluation and their interrelationship.
- Purposes of Assessment: Prognostic, Monitoring of Learning. Providing Feedback, Selection, Promotion, Placement, Certification, Grading and Diagnostic.
- Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), nature of Interpretation (norm-referenced, criterion-referenced).
- Need for continuous and comprehensive school-based assessment: Grading: Concept, Types and Application Indicators for grading,

Unit 2 Assessment of Learning

- Dimensions of learning: cognitive, affective and performance.
- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application. Thinking skills - convergent, divergent, critical, problem solving, decision making and procedures for their assessment.
- Assessment of affective learning: Attitudes, values, interests and procedures for their assessment.
- Assessment of Performance. Tools and techniques for assessment of skills.

Unit 3 Planning, Executing, Interpreting and Reporting of Assessment

- Construction/ Selection of test items: Guidelines for construction of test items.
- Guidelines for administration and scoring, Preparation of blueprint; Performing item analysis.
- Processing test performance: Calculation of percentages and central tendency measures: graphical representations; Analysis and interpretation of learners' performance; Reporting learners' performance - Progress report. Cumulative records, Portfolios.
- Means of providing remedial instruction for improving learning.

Unit 4 Issues, Concerns and Trends in Learning Assessment

- Existing Practices: Unit tests, half-yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys, Use of question banks.
- Issues and Problems: Marking Vs. Grading. Non-detention policy, Objectivity Vs Subjectivity,

- Policy perspectives on examinations and assessment: Recommendations of NPE, 1986 and NCF, 2005.
- Trends in assessment and evaluation: Online examination, Peer assessment, Self-Assessment, Computer-based examinations and other technology-based assessment practices.

*** Activity (Any One of the Following):**

1. Construct an achievement test in any subject of your interest containing a minimum of 50 items with its marking scheme and scoring procedure, evaluation practices adopted by the school teachers.
2. Visit an elementary school and prepare a report on the assessment and prepare a report on the assessment and evaluation practices adopted by the school teachers.
3. Study the parameters / indicators followed in Continuous and Comprehensive Assessment System of CBSE and HP State Education Department. Prepare a critical report highlighting the similarities and differences in the two systems.
4. Visit a school and study how the progress reports and cumulative records of students are maintained by the teachers. Prepare a detailed report highlighting the content and format of students' progress reports and cumulative records.

***Suggested Readings:**

1. Bransford, J., Brown, AL, & Cocking. RR. (Eds.) (2000). How People Learn: Brain, Mind, Experience, and School. Washington, DC: National Academy Press.
2. Burke, K. (2005). Mind, Experience, and School. Washington, DC: National Academy Press.
3. Nandra, Inder Dev Singh (2012). Learning Resources and Assessment of Learning. Patiala: 21st Century Publications.
4. Natrajan and Kulshreshta S.P. (1983). Assessing Non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.
5. NCERT(1985) Curriculum and Evaluation, New Delhi.

PROFESSIONAL EDUCATION-8 (PE-8)

Title: ICT IN TEACHING-LEARNING PROCESS

Course Code– AUBAEV.5

Credits: 02 (1L+1T+0P)
Contact hours per week: 02
Exam duration: 1:30 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Course objectives:

The student-teachers will be able to:

1. Understand the concept and role of ICT in construction of Knowledge.
2. Acquire knowledge and understanding about National Policy on Education.
3. Identify the challenges in integration of ICT in school education.
4. Understand computer fundamentals.
5. Apply different Hardware Technologies in Modern Educational Practices.
6. Familiarize with the new trends in ICT.

UNIT I Introduction to ICT and Computer Fundamentals

- Concept of ICT: Meaning & Characteristics; Role of Information Technology in Construction of Knowledge.
- National Policy on ICT in School Education; Challenges in Integrating ICT in School Education.
- Computer Fundamentals: Meaning, Components & Types of Computer, Functions of Operating System, Application Softwares.
- Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor); Excel (Spreadsheets) and PowerPoint (Slide Preparation & Presentation).

UNIT II ICT in Teaching - Learning Process

- Hardware Technologies and their Applications: Overhead Projector (OHP); Preparing Transparencies, Slide Projector, Audio-Video Recording Instruments.
- Hardware Technologies and their applications: DLP Projector, Movie Projector, Close Circuit Television (CCTV).
- New Trends in ICT: Concept, Elements and Advantages of Smart Classroom, EDUSAT.
- Internet & Online Learning Resources (e- Library, Websites, Web 2.0 Technology and Open Educational Resources) in learning.

Activities (Any one of the following):

1. Prepare your Curriculum Vitae using computer and obtain its printout.
2. Visit an institution having interactive white board and learn its features and functioning and prepare a report.
3. Prepare a Powerpoint presentation for secondary school students.

Suggested Readings:

1. Barton, R.(2004), Teaching Secondary Science with ICT. New Delhi: McGraw-Hill International
2. Bhaskara Rao. Digumarti (2013): Vidya. Samachara Sankethika Sastram (ICT in Education). Guntur masterminds, Sri Nagarjuna Publishers.
3. Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
4. Department of School Education and Literacy. MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education, New Delhi
5. Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi PHI Learning P. Ltd.

PROFESSIONAL EDUCATION-9 (PE-9)

Title: INCLUSIVE SCHOOL
Course Code– AUBAEV.6

Credits: 02 (1L+1T+0P)
Contact hours per week: 02
Exam duration: 1:30 Hrs

Max. Marks: 50
Internal: 20
End Term Exam: 30

Course Objectives:

The student teachers will be able to:

1. Understand the concept, nature and types of disabilities.
2. Identify the characteristics and need, identification of different types of disabled children.
3. Understand the concept, nature and approaches of inclusion in education.
4. Understand and reflect on models of inclusion in education.
5. Acquire knowledge and understanding about the provisions made for disabled children under SSA and RTE Act, 2009.
6. Understand different pedagogical and assessment techniques for inclusion of CWSN.
7. Employ different pedagogical approaches for inclusion of CWSN in regular schools.

Unit-1 Disabilities and Inclusion in Education

- Disability: Concept and Nature; Disabled Children: Types, Characteristics and their identification.
- Inclusion in Education: Meaning, Need, Scope and Advantages.
- Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education Act, 2009. Infrastructural Facilities required for Inclusion in Schools: Concept of Resource Room.
- Approaches to Inclusion: Full Inclusion and Partial Inclusion; Models of Inclusion: Consultant Model, 3-Dimensional (3D) Model of Inclusion: Ways of Ensuring Community/Parents' Participation in Creating Inclusive Schools.

Unit - 2 Pedagogical and Assessment Approaches for Creating Inclusive Schools

- Pedagogical Approaches for CWSN: Curriculum Adaptation, Activity-based Learning, Developing Specially Designed Resource Materials, Collaborative and Cooperative Learning, Team Teaching.
- Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment).
- Identifying Barriers to Learning and Participation of CWSN.
- Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.

Activity (Any one of the following):

1. Visit a primary school in your locality and identify the pedagogical practices employed by the teachers for inclusion of CWSN. Prepare a detailed report highlighting pedagogical practices, their relevance and difficulties faced by teachers.
2. Visit a School where resource room has been established by the State Govt. Interact with the in-charge of resource room and prepare a report highlighting its layout, types of equipment and their usage by the teachers for imparting education in inclusive settings.

Suggested Readings:

1. Alur, Mithu and Bach, Michael (2009). The Journey for Inclusive Education in the Indian Sub-Continent. New York: Routledge.)

2. Das, Shankar and Kattumuri, Ruth (2013). Inclusive Education: A Contextual Working Model. New Delhi: Concept Publishing Company)
3. Friend, M. and Bursuck, W. D. (1999), Including Students with Special Needs: A Practical Guide for Classroom Teacher. Boston: Allyn and Bacon.)
4. Mangal, S. K. (2009) Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall

SIXTH SEMESTER

CORE COURSE-1F ENGLISH LITERATURE

Title: AMERICAN LITERATURE

Course Code– AUBAEVI.1

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Objectives:

- i. To offer the student teachers perspectives into separate identity and individualizing themes that establish the intrinsic character of the American lives and their myriad reflections in literature.
- ii. To help the student teachers to make an in-depth study of the factors that contributes to make the American English and American literature an entirely different experience in stark contrast to its more aristocratic counterparts of British Literature and King's English.
- iii. To offer insights for the student teachers about the sociological and historical factors of the American reality that inspires its literature.
- iv. To facilitate the student teachers, understand the different contours of the American theatre.
- v. To help student teachers derive an insight into early Afro-American writing.

Course Content:

Unit I: Poetry

Robert Frost: Mending Wall

Walt Whitman: When Lilacs Last in the Dooryard Bloomed, A Noiseless Patient Spider.

Emily Dickinson: I heard a fly buzz when I died, Because I could not stop for Death

Unit II: Fiction

Tony Morrison: The Bluest Eyes

Unit III: Prose

Ernest Hemingway: A Farewell to Arms

Unit IV: Drama

Arthur Miller: Death of a Salesman

August Wilson: Fences

References:

1. Storge - Uncle Tom's Cabin, Penguin Classics, New York, 1965
2. M Twain - Huckleberry Finn, Penguin Classics, New York, 1969
3. Henry James - The Bostonians, Penguin Classics, New York, 1976
4. Salinger - Catcher in the Rye, Routedge, New Hampshire, 1980
5. Albee - The Zoo Story, South Illinois University, 2003
6. Dubois: Afro-American Slave Narratives, OUP, 2001
7. American Drama. Oxford Companion Series, 2002
8. American Poetry. Oxford Companion Series, 2002

CORE COURSE-2F SOCIOLOGY

Title: SOCIAL STRATIFICATION

Course Code – AUBAEVI.2A

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course Content

Course Objective: The course introduces the student to various ideas of Social inequality and their sociological study the different form and institutional manifestation of social stratification are explored here both technically and through case studies

Unit- I Social Stratification

- Meaning. Characteristics and basis of Social Stratification (Biological, Socio-Cultural, Economic and Political)
- Approaches of Social Stratification (Marxian and Dahrendorfian)

Unit II Forms of Social Stratification:

- Race and Ethnicity
- Caste, Class, Gender inequality

Unit III Social Stratification in Societies

- Stratification in Pre-Modern Societies
- Stratification in Modern Societies

Unit IV Social Mobility

- Meaning, Characteristics and Significance of Social Mobility.
- Types of Social Mobility (Horizontal and Vertical)

Reference Books:

1. Social Stratification: class race & gender in sociological perspective by Devid Grusky
2. Social Stratification & inequality by Harold R Kerbo
3. Social Stratification & mobility by K.L. Sharma
4. Social Stratification by Dipankar Gupta, Oxford India
5. Contemporary social mobility and social movements by Sarat C Joshi, Akansha Publishing
6. Social mobility for 21st Century by Steph Lawler & Jeoff Payne, Taylor & Francis Ltd.

CORE COURSE-2F HISTORY

Title: MODERN AND CONTEMPORARY WORLD HISTORY II: 1919-1992

Course Code – AUBAEVI.2B

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

UNIT -I From the Peace Settlement to 1939

- Versatile to Lucarno treaties, their political consequences
- The League of Nations
- USA and USSR
- Era of the Great Depression of 1929 Unit

UNIT II The End of Peace

- The Second World War: Origins
- Wartime diplomacy and the defeat the totalitarian State
- Nationalist movements and decolonization
- The emergence of new world order: UNO, aims and objectives

Unit-III The World since 1949

- Towards Chinese revolution of 1949
- The Cold war and its ideological and political origins
- Impact of the Cold War: Europe, Korea, Vietnam, Cuban crisis
- Military alliances: NATO, SEATO, CENTO, Warsaw Pact

Unit IV Social Conditions and Issues after the Post-Colonial World

- Concept of globalization
- Feminism and ecological movements
- The question of human rights
- Non-Aligned movement: origin, agenda and achievements

Reference Books :

1. History of the World (English) By Arjun Dev Indira Arjun Dev Orient Blackswan Pvt. Ltd.
2. History Of the Modern World (1500 to 2000 A.D. by Jain & Mathur Jain Prakashan Mandir.
3. Mastering Modern World History by Norman Lowe. Palgrave Macmillan.
4. Vishwa Itihas by Mahesh Kumar. Cosmos Publishers.
5. A short history of the world by H.G. Wells, Navyug Publishers

CORE COURSE-2F POLITICAL SCIENCE

Title: WESTERN POLITICAL THOUGHT

Course Code– AUBAEVI.2C

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Objectives: After completing the course, the student teachers will be able to understand and comprehend the importance of and contributions of:

- (i) Greek political thought of Plato and Aristotle
- (ii) Roman political thought of Polybius and Cicero
- (iii) Modern Political Thought of Machiavelli, Hobbs, Locke and Rousseau and
- (iv) Liberal Political Thought of J.S Mill, and T.H. Green.

COURSE CONTENT:

Unit I: Greek Political Thought

Political Thought of Plato and Aristotle

Unit II: Roman Political Thought

Political Thought of Polybius and Cicero

Unit III: Modern Political Thought

Political Thought of Machiavelli, Hobbes, Locke and Rousseau

Unit IV: Liberal Political Thought

Political Thought of J. S Mill, and T.H. Green

References:

1. Barker, Ernest, *Greek Political Theory*, BL Publishers, Bombay, 1980.
2. Bowle, John, *Western Political Thought*, Kegan Paul, London, 1970.
3. Dunning, W.A., *A History of Political Theories*, The McMillan Company, London, 1992.
4. Ebenstein, *Great Political Thinkers*, Harcourt College Publishers, 2001.
5. Sabine G.H., *A History of Political Theory*, Oxford Publications, New Delhi., 1973.

CORE COURSE-3F SOCIOLOGY

Title: SOCIAL STRATIFICATION

Course Code – AUBAEVI.3A

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Content

Course Objective: The course introduces the student to various ideas of Social inequality and their sociological study the different form and institutional manifestation of social stratification are explored here both technically and through case studies

Unit- I Social Stratification

- Meaning. Characteristics and basis of Social Stratification (Biological, Socio-Cultural, Economic and Political)
- Approaches of Social Stratification (Marxian and Dahrendorfian)

Unit II Forms of Social Stratification:

- Race and Ethnicity
- Caste, Class, Gender inequality

Unit III Social Stratification in Societies

- Stratification in Pre-Modern Societies
- Stratification in Modern Societies

Unit IV Social Mobility

- Meaning, Characteristics and Significance of Social Mobility.
- Types of Social Mobility (Horizontal and Vertical)

Reference Books:

7. Social Stratification: class race & gender in sociological perspective by Devid Grusky
8. Social Stratification & inequality by Harold R Kerbo
9. Social Stratification & mobility by K.L. Sharma
10. Social Stratification by Dipankar Gupta, Oxford India
11. Contemporary social mobility and social movements by Sarat C Joshi, Akansha Publishing
12. Social mobility for 21st Century by Steph Lawler & Jeoff Payne, Taylor & Francis Ltd.

CORE COURSE-3F HISTORY

Title: MODERN AND CONTEMPORARY WORLD HISTORY II: 1919-1992

Course Code – AUBAEVI.3B

Credits: 05 (5L+0T+0P)
Contact hours per week: 05
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

UNIT -I From the Peace Settlement to 1939

- Versatile to Lucarno treaties, their political consequences
- The League of Nations
- USA and USSR
- Era of the Great Depression of 1929 Unit

UNIT II The End of Peace

- The Second World War: Origins
- Wartime diplomacy and the defeat the totalitarian State
- Nationalist movements and decolonization
- The emergence of new world order: UNO, aims and objectives

Unit-III The World since 1949

- Towards Chinese revolution of 1949
- The Cold war and its ideological and political origins
- Impact of the Cold War: Europe, Korea, Vietnam, Cuban crisis
- Military alliances: NATO, SEATO, CENTO, Warsaw Pact

Unit IV Social Conditions and Issues after the Post-Colonial World

- Concept of globalization
- Feminism and ecological movements
- The question of human rights
- Non-Aligned movement: origin, agenda and achievements

Reference Books :

6. History of the World (English) By Arjun Dev Indira Arjun Dev Orient Blackswan Pvt. Ltd.
7. History Of the Modern World (1500 to 2000 A.D. by Jain & Mathur Jain Prakashan Mandir.
8. Mastering Modern World History by Norman Lowe. Palgrave Macmillan.
9. Vishwa Itihas by Mahesh Kumar. Cosmos Publishers.
10. A short history of the world by H.G. Wells, Navyug Publishers

CORE COURSE-3F POLITICAL SCIENCE

Title: WESTERN POLITICAL THOUGHT

Course Code– AUBAEVI.3C

Credits: 05 (5L+0T+0P)

Contact hours per week: 05

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Objectives: After completing the course, the student teachers will be able to understand and comprehend the importance of and contributions of:

- (i) Greek political thought of Plato and Aristotle
- (ii) Roman political thought of Polybius and Cicero
- (iii) Modern Political Thought of Machiavelli, Hobbs, Locke and Rousseau and
- (iv) Liberal Political Thought of J.S Mill, and T.H. Green.

COURSE CONTENT:

Unit I: Greek Political Thought

Political Thought of Plato and Aristotle

Unit II: Roman Political Thought

Political Thought of Polybius and Cicero

Unit III: Modern Political Thought

Political Thought of Machiavelli, Hobbes, Locke and Rousseau

Unit IV: Liberal Political Thought

Political Thought of J. S Mill, and T.H. Green

References:

1. Barker, Ernest, *Greek Political Theory*, BL Publishers, Bombay, 1980.
2. Bowle, John, *Western Political Thought*, Kegan Paul, London, 1970.
3. Dunning, W.A., *A History of Political Theories*, The McMillan Company, London, 1992.
4. Ebenstein, *Great Political Thinkers*, Harcourt College Publishers, 2001.
5. Sabine G.H., *A History of Political Theory*, Oxford Publications, New Delhi., 1973.

PROFESSIONAL EDUCATION-10(PE-10)

Title: CONTEMPORARY INDIA AND EDUCATION

Course Code– AUBAEVI.4

Credits: 04 (3L+1T+0P)
Contact hours per week: 04
Exam duration: 3:00 Hrs

Max. Marks: 100
Internal: 40
End Term Exam: 60

Course objectives:

The student-teachers will be able to:

1. Understand the Constitutional Provisions for Education in India.
2. Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
3. Develop competencies to understand the various issues related to Education and remedial measures.
4. Understand the Constitutional provisions for inequality, discrimination and marginalization in UEE.
5. Understand the importance of Education for the marginalized groups
6. Acquaint with the policy initiatives, educational policies and programme in Contemporary India.

Unit -1 Education and the Indian Constitution.

- Indian Constitution: Preamble, Rights and Duties, Directive Principles of the State Policy and Aims of Education as per Constitutional Values; Constitutional Provisions for Education: Article 14, 15, 21A, 45, 46 and 51A (K).

Unit-2 Inequality, Discrimination and Marginalization in Universalization of Education.

- Equality of Educational Opportunities: Meaning, Objectives and Scope.
- Discrimination: Meaning, Factors and Constitutional Safeguards.
- Right to Education: Historical Development, Provisions, issues and Challenges in implementation.
- Education of the Marginalized Groups (Women and Socially Disadvantaged): Status, Issues and Constitutional Provisions.

Unit-3 Policy Initiatives for Universalization of Elementary Education.

- Kothari Commission (1964-66) and NPE (1986 -1992) and Recommendations for UEE.
- Operation Blackboard: Concept and Provision.
- DPEP and SSA: Objectives, Provisions, Implementation and Evaluation.
- MDM: Objectives, Implementation and Problems.

Unit :4 Emerging Concerns and Education

- Education for Environmental Conservation: Global Environmental Crises, Local Environmental Issues, Steps for Environmental Conservation and Regeneration.
- Liberalization, Globalization and Privatization and their Impact on Indian Education.
- Social Basis of Education in the Context of Society, Culture and Modernity.

Activities (Any One of the following)

1. Presentation on various National Educational Policies.
2. Preparation of reports on the State and Centrally Sponsored Schemes of Education like SSA, RMSA, MDM.
3. Conduct surveys on Educational problems at school level.

REFERENCES:

1. Aggarwal J.C.(1984). Implementation of the Major Recommendations of the Education Commission 1964-66 and The New Pattern of Education India: New Delhi: Arya Book Depot.
2. Bhakshi P.M., (1998). The Constitution of India, New Delhi: Universal Law Publishing Company.

3. Bakshi, P.M. Basu, (2010). Constitution of India (2nd ed.) Delhi: Universal Law Publishing Co.
4. The Constitution of India Bare Act (2010). Delhi: Universal law Publishing Co.
5. Govt. of India (1986). National Policy of Education, MHRD, New Delhi. Govt. of India (1992). Programme of Action (NPE). MHRD, New Delhi.
6. NCERT (1986). School Education in India. Present Status and Future Needs, New Delhi: NCERT Publication. Jan Bostock, Barry K. Gills (2013). The Globalization of Environmental Crisis. New York:Routledge, Publication.

PROFESSIONAL EDUCATION-11 (PE-11)

Title: TEACHING OF SOCIAL SCIENCES-1

Course Code– AUBAEVI.5A

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course objectives:

The student -teachers will be able to:

1. Understand meaning, nature and scope of social sciences.
2. Understand the need and importance of teaching social sciences and relationship of social sciences with other subjects of school curriculum.
3. Understand aims and objectives of teaching social sciences at school stage.
4. Acquaint with different approaches of teaching social sciences at school stage.
5. Select and use appropriate methods and approaches of teaching social sciences.

UNIT-1 Foundations of Social Sciences Education

- Meaning, nature, need and scope of Social Sciences.
- Importance of Social Sciences, relationship of Social Sciences with other subjects of school curriculum.
- Curriculum in Social Sciences: Meaning, importance and principles of curriculum construction
Process of Evaluation of Social Sciences Curriculum at School Level.
- Aims and objectives of teaching Social Sciences at School Stage. Writing instructional objectives in behavioral terms. Co-Curricular activities in Social Sciences.

Unit- II Approaches and Methods of Teaching of Social Sciences.

- Approaches of Teaching Social Sciences: logical, concentric, spiral, chronological and correlational, inductive and deductive.
- Methods and Techniques of Teaching Social Sciences: Meaning. Characteristics, types (Lecture method, lecture-cum-demonstration method, project method, story-telling method, observation method, discussion method, problem solving method and team teaching).
- Techniques of Teaching Social Sciences: Learning by doing, learning by experience, supervised study, role play, brainstorming, field visits and exhibition.

*Activity :

Prepare a report mentioning in detail the procedure of applying project method of teaching any topic of social sciences. Explain with the help of a suitable example.

Prepare a report on critical analysis of social sciences curriculum prescribed by HPBSE/CBSE for secondary school stage.

*Suggested Readings:

1. Arora N. D. Awasthy, S. S, 2003. Political Theory, New Dehili;Haranand Publication Pvt.Ltd.
2. Kochar, S.K. (1984) The Teaching of Social Sites. New Delhi Sterling Publishing Pvt. Ltd.
3. Kotter, Elen (2008) Secrets to Success for Social Studies Teachers. Corwin Press Sage Publication, Oaks, CA 91320.
4. Sharma, BL. Manhart B.K. (2009) Teaching of Social Science. Meerut R. LalBook Depot, Near Government Inter College, 250001 (INDIA)

PROFESSIONAL EDUCATION-12 (PE-12)

Title: TEACHING OF ENGLISH-1

Course Code– AUBAEVI.6A

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course objectives:

The student teachers will be able to:

1. Understand the nature, importance and use of English language.
2. Identify the proficiency, interests and needs of learners.
3. Understand methods and approaches of Teaching English Language.
4. Develop language skills: listening, speaking, writing and reading for Communication purpose.

Unit 1 Nature of English Language

- Concept, importance and functions of English language.
- Aims and objectives of teaching English language, Writing instructional objectives in behavioral terms.
- Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and phonetic symbols.
- Curriculum Construction in English: Concept, Principles and Process of Evaluation of English Curriculum at School Level.

Unit 2 Teaching Methods, Approaches and Techniques of Teaching English.

- Methods of Teaching English: Various types of Methods, Dr. West Method, Substitution Method, Bilingual Method, Grammar and Translation method.
- Approaches in Teaching English: The Situational Approach, The Structure Approaches. Linguistic Communicative Approach, Co-Operative Learning.
- Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology.
- Techniques of Teaching English: Learning by doing, role play, brainstorming, field visits, cooperative learning technique etc.

Activities (Any one of the following):

1. Discussion on the Topic "Mother Tongue and Other Tongue.
2. Organize language games, Quizzes, Debate, group-discussion and other co-curricular activities in the teaching and learning of English.
3. Plan language game as a media for teaching of English in classroom.
4. Prepare a report on critical analysis of English curriculum prescribed by HPBSE/CBSE for secondary school stage.

REFERENCES:

1. Valdman (1987) Trends in Language Teaching. New York, London: Mac Graw Hill.
2. Johnson, K (1963) Communicative Syllabus Design and Methodology Oxford, Pergamon Press.
3. Mukale. JC (1998) Approaches to English Language Teaching. New Delhi Sterling Publishing House.
4. Palmer, Harold E.(2014) The Principles of Language Study, New York: Word Book Company.
5. Sharma, K I(2012) Methods of Teaching English in India, Agra: Lakshmi Narain Aggarwal Publisher. London.

PROFESSIONAL EDUCATION SCHOOL INTERNSHIP-1 (PESI-1)

Title: SCHOOL INTERNSHIP-1

(Preliminary School Engagement)

Course Code– AUBAEVI.7

Credits: NIL

Duration: 04 Weeks

Grading: Four Point

Evaluation: Internal

Objectives:

- ❖ To familiarize the student teachers to school environment, its structure, functions and processes.
- ❖ To provide field experience of assessment practices including record maintenance and report cards followed in schools at elementary and secondary levels.
- ❖ To familiarize student teachers with classroom processes and skills employed in teaching-learning process.
- ❖ To familiarize the student teachers with different types of schools existing in the community.
- ❖ Understand learners coming from diverse backgrounds.
- ❖ Analyze the availability of physical and learning facilities which function as the curriculum resources at secondary level.
- ❖ Analyze the relevance of principles of curriculum organization and transaction to actual implementation process of curriculum in schools.

Course Content:

The school internship shall be of one month (4 weeks) duration during this semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second 10 week of practice teaching will include study of maintenance of various school records (eg. CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying.

The student-teachers will prepare and submit following reports / lessons which will be graded by the concerned teacher educator / institution on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. Report on school organization and management structure.
2. Report on Maintenance of various school records.
3. 20 Observation Lessons (10 per teaching Subject) of School Teachers.

Evaluation: All assessments are internal

SEVENTH SEMESTER
GENERIC ELECTIVE-2A (GE-2A)
INDIAN CONSTITUTION AND HUMAN RIGHTS

Title: INDIAN CONSTITUTION AND HUMAN RIGHTS-1

Course Code: AUBAEVII.1

Credits: 02 (2L+0T+0P)

Contact hours per week: 02

Exam duration: 1:50 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Objectives:

On completion of this course, the student teacher will be able to:

- i. know the importance, preamble and salient features of Indian Constitution.
- ii. appreciate the significance of Fundamental Rights, Duties and Directive Principles of State Policy.

Transaction Mode: Through Lectures, Group discussions, Interactive sessions, field activities and use of Education Technology.

Course Content:

Unit I: Meaning and Importance of the Constitution:

Preamble, Salient features, Constituent Assembly and the Spirit of the Indian Constitution.

Unit II: Fundamental Rights, Duties and Directive Principles:

Fundamental Rights, Fundamental Duties, and the Directive Principles of the state policy of the Indian Constitution.

References:

1. Pylee, M. V, Indian Constitution, OUP, New Delhi.
2. Granville Austin, Indian Constitution, OUP, New Delhi.
3. Rajani Kotari, Politics in India, OUP, New Delhi.
4. Johari, J C, Indian Government and Politics.
5. Maheswari, S. R, Local Governments in India (Latest Edition).
6. Arora, R.K, and Rajani Goyal, Indian Public Administration 1995.
7. Bhambri, C. P, Introduction to Indian Constitution.
8. Subash C Kashyap, The Working of Indian Constitution, NBT, New Delhi.
9. Subash C Kashyap, Our Parliament, NBT, New Delhi.
10. Granville Austin, Functioning of the Indian Constitution, NBT, New Delhi.
11. Bipan Chandra, India after Independence, Roopa, New Delhi. 2000.
12. Arjun Dev, Source Book on Human Rights, NCERT, New Delhi.
13. Human Rights in India: Theory and Practice, National Book Trust, 2001.

PROFESSIONAL EDUCATION-13 (PE-13)

Title: TEACHING OF SOCIAL SCIENCES-2

Course Code– AUBAEVII.2A

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course objectives:

The student-teachers will be able to:

1. Prepare achievement test in social sciences.
2. Identify the qualities and responsibilities of a social science teacher.
3. Prepare unit plan and lesson plans in social sciences.
4. Select and prepare the appropriate teaching aids for effective teaching.

UNIT -I Teaching-Learning Resources in Social Sciences

- Resources: Reference books, Maps, Atlas, Globe Teachers Hand Book, Question Bank, Library, Resource Centre, e-resources, Documentaries, Museum, Community resources, newspapers and magazines.
- Teaching Aids: Meaning, Types and Importance.
- Text Books: Meaning, Importance of text books in Social Sciences, Qualities of good textbook, Evaluation of text book presented at the school stage.
- Social Science Teacher: Social Science Teacher qualities, ethics and social and environmental responsibilities of a social Science Teacher.

UNIT- 2 Planning for Teaching and Evaluation in Social Sciences

- Unit Planning: Meaning and Importance of unit planning, basic elements and its preparation. Questioning and evaluating approaches of unit planning.
- Lesson Planning: Meaning and Importance of lesson planning, basic elements and Its preparation. Different approaches of lesson planning.
- Evaluation in Social Sciences: Meaning, need, Types and Procedure; Evaluation devices - written, oral, assignment, project work, portfolio, open ended question, open book tests: strengths and limitations, Continuous and Comprehensive Evaluation. Identification of Difficulties in learning Social Sciences and remedial teaching.

Activity:

1. Construction of achievement test: Standardized, admired, tabulated, score and preparing a report for evaluation.

Suggested Readings:

1. Arora, N. D. Awasthy, S., S. (2003), Political Theory, New Delhi Haranand PublicationPvt.Ltd.
2. Gergen (1982). Toward a Transformation in Social Knowledge. New York Springer.
3. Verilog. Kirkpatrick, Evron (1977) Foundation of Political Science: Research, Methods and Scope, New York The Free Press.
4. Kocher, S.K. (1984). The Teaching of Social Studies New Delhi: Sterling Publishing Ptv. Ltd.
5. Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers Corwin PressSage Publication, Oaks, CA 91320,

PROFESSIONAL EDUCATION-14 (PE-14)

Title: TEACHING OF ENGLISH-2

Course Code– AUBAEVII.3A

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course objectives:

The student-teachers will be able to:

1. Acquaint with the latest methods and techniques for planning of successful English language teaching.
2. Enable the students to use technology to enrich language teaching.
3. Make students familiar in the effective use of learning resources.
4. Prepare lesson plans in English for instructional purposes.

Unit 1 Instructional Strategies

- Instructional Strategies: Meaning Importance & their Effective Use.
- Instruction Techniques: Student-centered techniques, Teacher-centered techniques. Lecture, Discussion, Panel discussion, team teaching, tutorials, guided discovery, Group learning, co-operative Learning, Computer Assisted Instruction, games, Project work and field trips etc.; importance and Limitations of instructional strategies in teaching.
- Instructional Material / Aids: Types, Importance and their merits and limitations; ICT in English language teaching; It's uses and importance in teaching Language.
- Language Laboratory: Concept, Types and Components, Merits and Limitations.

Unit 2 Planning for Teaching and Evaluation of English

- Unit planning: Meaning, importance, need and Steps.
- Lesson Planning: Meaning, Importance, Steps, Advantages and various Approaches of Lesson Planning.
- Meaning of Measurement & Evaluation: Purpose & Functions of Evaluation in English. Continuous and Comprehensive Evaluation, Formative and Summative Evaluation, Strengths and limitations.
- Characteristics of a good test preparation in English. Development of Language Test: Essay type, Short type and Objective type. Design and Blue print construction, Marking and grading system, Item-analysis.

Activities: (Any one of the following)

1. Construction of an Achievement Test.
2. Preparation of models, maps, charts, flash cards, scrap book, poster and transparencies.

REFERENCES:

1. Vedmed 1087) Trends in Language Teaching, New York. LondonMac.Graw Hill.
2. Johnson (1903) Communicative syllabus Design and MethodologyOxford, Pergamon Press.
3. Sharma, K.L.(2012) Methods of Teaching English in India, Agra La Narain Aggarwal Publisher.
4. Varghese, Paul. Teaching of English in India, University of London.
5. Sharma R.A.(2007) Teaching of English Education, Meerut Lal Book Depot.

**PROFESSIONAL EDUCATION SCHOOL INTERNSHIP-2 & 3
(PESI-2&3)**

**Title: SCHOOL INTERNSHIP-2
(Teaching Practice)**

**Course Code– AUBAEVII.4 Skill in Teaching (School Subject-I)
AND**

Course Code– AUBAEVII.5 Skill in Teaching (School Subject-II)

Credits: 12 (06+06)

Duration: 16 Weeks in a School

Max. Marks: 300 (150+150)

**Evaluation: External 200 (100+100)
Internal 100 (50+50)**

The School Internship in teaching practice in seventh semester of the Course will be of sixteen weeks duration. The student-teachers will prepare and submit following number of lessons which will be examined by the panel of external examiner to be appointed by the University.

- 1. 40 Macro Lessons in Each Teaching Subject (Total 80 Lessons).**
- 2. 20 Observation Lessons in Each Teaching Subject (Total 40 Lessons).**

The student-teachers will produce the file containing micro teaching lessons and simulated teaching lessons, reports of other activities carried out in the school and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers. The lists of marks of students so evaluated shall be dispatched to the Controller of Examinations and/or Assistant Registrar, Evaluation Branch, Abhilashi University, Chailchowk Mandi (H.P.) immediately after the completion of teaching practice examination. Each of the examiners will be paid remuneration for all the students so evaluated by three examiners. During practice teaching, the student teachers are required to take part in morning assembly of the school, check the home task given to the students and maintain attendance registers of school students.

EIGHTH SEMESTER
GENERIC ELECTIVE-2B (GE-2B)
INDIAN CONSTITUTION AND HUMAN RIGHTS

Title: INDIAN CONSTITUTION AND HUMAN RIGHTS-2

Course Code: AUBAEVIII.1

Credits: 02 (2L+0T+0P)

Contact hours per week: 02

Exam duration: 1:50 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Objectives:

On completion of this course, the student teacher will be able to:

- i. develop an understanding of the strength of the Union Government.
- ii. understand the functioning of the State Government for the unity and the strength of the Democracy.
- iii. know the importance of local self-Government and Panchayati Raj Institutions in India.
- iv. know the meaning, significance, the growing advocacy of Human Rights.

Transaction Mode: Through Lectures, Group discussions, Interactive sessions, field activities and use of Education Technology.

Course Content:

Unit I: Union, State and Local Self Governments:

Union Government: Parliament, the President and Prime Minister: State Government: Governor and the Council of Minister: Judiciary: Functions and Powers: Panchayat Raj System.

Unit II: Human Rights:

Origin and Development of Human Rights, Growing Advocacy and Declining Trends of Human Rights, Rights of Scheduled Casts, Scheduled Tribes, Minorities, Children and Women, Human Rights Defenders, Human Rights Violation and Human Rights Organizations.

References:

1. Pylee, M. V, Indian Constitution, OUP, New Delhi.
 2. Granville Austin, Indian Constitution, OUP, New Delhi.
 3. Rajani Kotari, Politics in India, OUP, New Delhi.
 4. Johari, J C, Indian Government and Politics.
 5. Maheswari, S. R, Local Governments in India (Latest Edition).
 6. Arora, R.K, and Rajani Goyal, Indian Public Administration 1995.
 7. Bhambri, C. P, Introduction to Indian Constitution.
 8. Subash C Kashyap, The Working of Indian Constitution, NBT, New Delhi.
 9. Subash C Kashyap, Our Parliament, NBT, New Delhi.
 10. Granville Austin, Functioning of the Indian Constitution, NBT, New Delhi.
 11. Bipan Chandra, India after Independence, Roopa, New Delhi. 2000.
 12. Arjun Dev, Source Book on Human Rights, NCERT, New Delhi.
- Human Rights in India: Theory and Practice, National Book Trust, 2001.

PROFESSIONAL EDUCATION-15 (PE-15)

Title: **KNOWLEDGE AND CURRICULUM**

Course Code– AUBAEVIII.2

Credits: 04 (3L+1T+0P)

Contact hours per week: 04

Exam duration: 3:00 Hrs

Max. Marks: 100

Internal: 40

End Term Exam: 60

Course Objectives:

At the end of this course, students will be able to:

1. Understand the meaning and principles of curriculum.
2. Understand and appreciate curriculum as a means of development of the individual
3. Understand the foundations and evaluation of curriculum,
4. Comprehend the different models of curriculum compare the view point given by different commissions
5. Develop an understanding of the concept, need, scope and functions of school management
6. Develop an understanding of different components of human and material resources of the school

Unit I Knowledge and Education

- Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.
- Bases of Modern Child-centered Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Giju Bhai and Paulo Freire.
- Education in Relation to Modern Values: Equity, Equality, Individual Opportunity and Social Justice with reference to Indian Constitution.
- Concept of Nationalism, Universalization, Secularism and their relationship to Education.

Unit II Basis and Principles of Curriculum

- Curriculum: Meaning, Nature, Need and Characteristics.
- Curriculum Development: Stages and Principles of a Curriculum.
- Bases of Curriculum: Philosophical, Psychological and Sociological.
- Approaches to Curriculum Development Subject-centred Learner-centred and Problem-centred.
-

Unit III Model, Patterns and Approaches of Curriculum Designing

- Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).
- Models of Curriculum Designing: Tyler's Model and Wheel's Model.
- Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.

Unit IV Curriculum Evaluation

- Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation.
- Recommendations of Various Commissions: University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986-1992) with regard to curriculum development.
- NCF (2005) and its recommendations with regard to curriculum evaluation.

Activities (Any one of the following):

1. Evaluation of textbook of secondary level class and prepare a report.
2. Prepare a curriculum of any subject using Hilda Taba approach.

Suggested Readings

1. Aggarwal, Deepak (2007) Curriculum Development Concept Methods and Techniques. New Delhi Book Endave.

2. Aggarwal, J.C. (1967). Education Administration, School Organization and Supervision Delhi: Arya Book
3. Aggarwal, J. C. (2003). Handbook of Curriculum and Instruction, Delhi Doaba Book House
4. Arora, G.L (1984) Reflections on Curriculum. NCERT.
5. Bhatia, K. K & Chadda D. P. C. (1980). Modern Indian Education and its Problems Ludhiana: Prakash Brothers
6. Chopra, RK (1993). Status of Teacher in India, New Delhi: NCERT

PROFESSIONAL EDUCATION-16 (PE-16)

Title: UNDERSTANDING THE SELF

Course Code– AUBAEVIII.3

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course objectives:

At the end of this course, students will be able to:

1. understand self-concept and its importance in human life
2. understand self-confidence and its importance in human life
3. understand the nature, classification, sources, and methods of inculcation of human values
4. understand the role of different agencies in promotion of human values
5. define philosophy of yoga
6. explain the psychological and physiological basis of yoga

Unit 1 The Self and Human Values

- Meaning, Nature and Importance of Self-concept and Self-Confidence in Human Life.
- Human Values: Meaning, Nature, Importance, Sources and Methods of Inculcation of human values.
- Classification of Values.
- Role of Family, Educational Institutions, Community and NGO's in Promotion of Human Values.

UNIT 2: Philosophy and Psychology of Yoga

- Yoga: meaning, nature and importance.
- Concepts of the Prakriti and Purusha (ishwar): Concept and their relation with each other in Sankhya philosophy.
- Ashtanga Yoga of Patanjali.
- Therapeutic Values of Yoga, Yogic Diet & its Impact on Health, Asanas and their effects to promote a sound physical and mental health.

Activity (Any one of the Following)

1. Preparation of Scrap Book on any six major Yoga /Asanas with their benefits.
2. Select a story/ an episode / an incident from an epic or any situation and analyse the human values integrated in it.
3. Preparation of scrap book on any five human Values.

Suggested Readings:

1. Goel, A and Goel, S.L. (2005), Human Values and Education Deep and Deep Publications Pt. Ltd. New Delhi
2. Gokak, V.K. (1973). A Value Orientation to our System of Education, New Delhi: M.M. Gulb and Sons
3. Gore. M.W. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama, Lonavla
4. Gayal, B.R. (1979), Document on Social, Moral and Spiritual Values in Education. New Delhi:NCERT
5. Joshi, Kireet (1976). Education for Personality Development, New Delhi: NCERT, (NIE Lecture Series)
6. Katoch S.K. (2013) Manviya Mulya, Paryavaran Aur Manvadhikar Shiksha", Chandigarh Mohindra Capital Publishers (P) Ltd.
7. NCERT. (2000), Education for Values Development, Chapter 5, In National Curriculum Framework for School Education, New Delhi.

PROFESSIONAL EDUCATION-17 (PE-17)

Title: GENDER, SCHOOL AND SOCIETY

Course Code– AUBAEVIII.4

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course Objectives:

The student-teachers will be able to:

1. Develop basic understanding and familiarity with key concepts: Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, matriarchy, masculinity and feminism.
2. Understand some important landmarks in connection with gender and education in the historical and contemporary perspective.
3. Learn about gender issues in school curriculum, textual materials across discipline, pedagogical processes and its interaction with class, caste, religion and region.

Unit-1 Gender Issues and Gender Studies

- Concept of Gender: Meaning of gender equality, need and importance, Gender bias, Gender stereotypes.
- Gender equity and equality in India in relation to caste, class, religion, ethnicity, disability and region.
- Historical backdrop: Some landmarks from social reform movements of the 19th and 20th centuries with focus on women education.
- Policy Initiatives for Gender equality and women empowerment in India.

Unit –2 Gender, Education and Empowerment

- Socialization theory of gender and educational implications.
- Gender identities and socialization practices in: family, school, other formal and informal organizations.
- Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion (infrastructure and hidden curriculum).
- Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.

Activity:

1. Development of a project on the organizational climate of two schools' single sex and co-educational school.

References:

1. Aaker's. (1994) Feminist Theory and The Study of Gender and Education In S. Acker, Gendered Education: Sociological Reflections on Women. Teaching and Feminism, Buckingham Open University Press.
2. Bars, O. (1971) Sociology of Education Ed. 2 London: Batsford.
3. Shokeshaft, Charol (1989), Women in Education Administration, New Bury Park:Sage Publication.
4. Devendra, K (1994). Changing Status of Woman in India, New Delhi: Vikas Publishing House.
5. Gupta, AK. (1986). Women and Society. New Delhi: Sterling Publication.
6. Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi PHI Learning P. Ltd.

PROFESSIONAL EDUCATION-18 (PE-18)

Title: DRAMA AND ART IN EDUCATION

Course Code– AUBAEVIII.5

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course objectives:

The student teachers will be able to:

1. Understand the concept and importance of various arts in human life.
2. Understand aims, objectives and principles of performing and visual arts.
3. Appreciate Indian folk and visual and performing arts.
4. Understand various methods and techniques of teaching creative arts.
5. Understand the importance of visits in arts exhibitions and cultural festivals.

UNIT-I Origin and Development of Art in India.

- Meaning of Art: Concept and Scope of Art.
- Origin & development of Arts in India with special reference to the performing and visual arts.
- Importance of various Arts in Life and Education.
- Aims and objective of teaching performing and visual arts, Principles of Art.

UNIT-II Methods and Approaches of Teaching Creative Arts

- Understanding Indian folk and visual and performing arts.
- Methods of teaching creative arts: a. Lecture cum Demonstration method, b. Direct Observation method. c. Method of Imagination and Free Expression.
- Importance of visits in art exhibitions and cultural festivals.
- Process of preparing canvas, Types of Colours and Paints.

Activity (Any one of the following):

Practical work to be submitted by students during the session: Size- Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

1. Landscapes –1
2. Still life – 1
3. Poster-1

Suggested Readings:

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor.
5. Creative and Mental Growth. Margaret, Marie Deneck (1976)
6. Indian Art. London: The Himalaya Publication.
7. Sharma, L.C., History of Art, Meerut: Goel Publishing House.
- 8.** Read.Herbert. Education through Art [paperback).
- 9.** Shelar, Sanjay. Still Life. Jyotsna Prakashan.

PROFESSIONAL EDUCATION-19 (PE-19)

Title: HEALTH AND PHYSICAL EDUCATION

Course Code– AUBAEVIII.6

Credits: 02 (1L+1T+0P)

Contact hours per week: 02

Exam duration: 1:30 Hrs

Max. Marks: 50

Internal: 20

End Term Exam: 30

Course objectives:

The student-teachers will be able to

1. Understand concept of health, hygiene and health education.
2. Differentiate between communicable and non-communicable diseases.
3. Develop skills in marking grounds for different games.
4. Understand the objectives of school health services,
5. Understand the concept and importance of physical education.

Unit-1 Health Education

- Definition of Health, Health Education, Health Instruction, Health Supervision; Aim, objectives and Principles of Health Education.
- Health Services and guidance instruction in personal hygiene.
- Communicable and Non-Communicable Diseases; Obesity, Malnutrition, Adulteration in food, Environmental sanitation; Personal and Environmental Hygiene for schools.
- Objective of school health services, Role of health education in schools, Health Services- Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthy school environment, first-aid and emergency care.

Unit-2 Physical Education

- Meaning, Definition and Scope of Physical Education, Importance of Physical Education in present era, Misconception about Physical Education
- Aims and objectives of Physical Education
- Importance of Tournament, Types of Tournament and its organization: structure- knock-out Tournaments, league of Round Robin Tournaments, Combinations Tournament and challenge Tournament.
- Organization structure of Athletic Meet.

Activity (Any one of the following):

Mark a Sports ground and Prepare a report mentioning dimensions, rules, regulations and specification of any one of the following games: Volleyball/ Kabaddi/Kho-Kho / Wrestling /Badminton /Table Tennis/ Basketball/ Hockey.

References:

1. Agrawal, K.C. (2001). Environmental Biology Bikaner: Nidhi publishers Ltd
2. Frank, H. & Walter, H. (1976). Tumers School Health Education. Saint Louis: The C.V.Mosby Company
3. Nemir, A (n.d.). The School Health Education. New York: Harber and Brothers. Odum, EP. (1971). Fundamental of Ecology. USA:W.B.
4. Saunders Co Broyles, F.J. & Rober, H.D. (1979). Administration of Sports, Athletic Programme: A Managerial Approach. New York Prentice Hall Inc.