

# FIRST SEMESTER

## CORE COURSE-1A ENGLISH LITERATURE

Title: INTRODUCTION TO ENGLISH LITERATURE AND LITERARY FORMS

Course Code: AUBAI.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- AUBAI.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-AUBAI.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- AUBAI.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- AUBAL3A**

**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-AUBAI.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- AUBAL3C

**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:

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- 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: AUBAI.4**

**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: AUBAI.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.

- 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– AUBAII.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 – AUBAII.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 – AUBAIL.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– AUBAII.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, 73<sup>rd</sup> and 74<sup>th</sup> 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 – AUBAII.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 – AUBAIL.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.
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- 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– AUBAIL.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, 73<sup>rd</sup> and 74<sup>th</sup> amendment of Indian constitution, Committees.

### **Unit IV**

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

## **Suggested Readings:**

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

**Title:** COMMUNICATIVE ENGLISH-2  
(Proficiency in English)  
**Course Code:** AUBAII.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– AUBAII.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. Publicat



## THIRD SEMESTER

### CORE COURSE-1C ENGLISH LITERATURE

Title: RESTORATION, NEO-CLASSICISM, ROMANTICISM AND VICTORIANISM

Course Code– AUBAIII.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 – AUBAIII.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 – AUBAIII.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. 13<sup>th</sup> to 15<sup>th</sup> 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. 16<sup>th</sup> to 17<sup>th</sup> 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) 17<sup>th</sup> 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– AUBAIII.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 – AUBAIII.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 – AUBAIII.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. 13<sup>th</sup> to 15<sup>th</sup> 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. 16<sup>th</sup> to 17<sup>th</sup> 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) 17<sup>th</sup> 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– AUBAIII.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: AUBAIII.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

# FOURTH SEMESTER

## CORE COURSE-1D ENGLISH LITERATURE

Title: TWENTIETH CENTURY BRITISH LITERATURE

Course Code– AUBAIV.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 – AUBAIV.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 – AUBAIV.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 18<sup>th</sup> 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 19<sup>th</sup> 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 3<sup>rd</sup> 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– AUBAIV.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 – AUBAIV.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 – AUBAIV.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 18<sup>th</sup> 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 19<sup>th</sup> 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 3<sup>rd</sup> 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– AUBAIV.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: AUBAIV.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 – अंतरराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

ओपचारिक पत्राचार / अनौपचारिक पत्राचार

राष्ट्रीय – अंतरराष्ट्रीय तात्कालिक घटनाक्रमों पर लेखन

# FIFTH SEMESTER

## CORE COURSE-1E ENGLISH LITERATURE

Title: LITERARY CRITICISM AND CRITICAL THEORY

Course Code– AUBAV.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

Kunjuni 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 – AUBAV.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 – AUBAV.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– AUBAV.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 – AUBAV.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 – AUBAV.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– AUBAV.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.

# SIXTH SEMESTER

## CORE COURSE-1F ENGLISH LITERATURE

Title: AMERICAN LITERATURE

Course Code– AUBAVI.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 – AUBAVI.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 21<sup>st</sup> Century by Steph Lawler & Jeoff Payne, Taylor & Francis Ltd.

## **CORE COURSE-2F HISTORY**

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

**Course Code – AUBAVI.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– AUBAVI.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 – AUBAVI.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 21<sup>st</sup> Century by Steph Lawler & Jeoff Payne, Taylor & Francis Ltd.

## **CORE COURSE-3F HISTORY**

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

**Course Code – AUBAVI.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– AUBAVI.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.