

GURU KASHI UNIVERSITY



Bachelor of Arts (Social Work)

Session: 23-24

Department of Art

GRADUATE OUTCOMES OF THE PROGRAMME:

Graduates will demonstrate proficiency in supporting individuals and communities through effective, evidence-based social work practices. They will be capable of addressing various social challenges and promoting social justice and human rights in their professional careers.

PROGRAM LEARNING OUTCOMES:

After completion of the programme, the learner will be able to:

- **Foundational Knowledge:** Graduates will exhibit a strong grasp of core theories, concepts, and practices in social work, focusing on human behavior, social environments, and the structural factors influencing individuals and communities.
- **Interdisciplinary Application:** Graduates will demonstrate the ability to integrate insights from related disciplines such as psychology, sociology, anthropology, and public health to provide comprehensive services and support.
- **Practical Skills:** Graduates will possess practical skills in assessment, intervention, and advocacy, as well as experience gained through fieldwork in various social work settings.
- **Cultural Competence:** Graduates will understand and respect the diversity of cultural, social, and economic backgrounds in the populations they serve. They will be adept at tailoring interventions to meet the unique needs of individuals and groups.
- **Ethical Practice:** Graduates will uphold ethical standards in their professional work, prioritizing the dignity, rights, and well-being of their clients while advocating for social justice and equality.
- **Community Engagement:** Graduates will demonstrate the ability to collaborate with communities, organizations, and institutions to promote positive change and address complex social issues.

| Semester I | | | | | | | | | |
|---|--|-----------------------|---------------------|----------|----------|----------------|---|---|---|
| Course Code | Course Title | Course Type | L | T | P | Credits | | | |
| BAT120 | Prose, Poetry and Language | Core | 3 | 1 | 0 | 4 | | | |
| BAT121 | Basics of English Language | Skill Based | 2 | 0 | 0 | 2 | | | |
| BAT122 | Society and Media | Technical Skill | 3 | 0 | 0 | 3 | | | |
| BAT123 | Computer Fundamentals | | Ability Enhancement | 1 | 0 | 2 | 2 | | |
| Elective Course (Any one of the following) | | | | | | | | | |
| BAT124 | Punjabi Sahit Itihaas | Generic Elective | 3 | 0 | 0 | 3 | | | |
| BAT125 | Punjab History and Culture-I | | | | | | | | |
| Discipline Elective (Any one of the following) | | | | | | | | | |
| BAT126 | Prose and Literature-English | Discipline Elective-I | 3 | 0 | 0 | 3 | | | |
| BAT127 | Adhunik Punjabi Kavita | | | | | | | | |
| BAT128 | Hindi Sahitya Manjri | | | | | | | | |
| Discipline Elective (Any Two of the following) | | | | | | | | | |
| BAT129 | Indian Religion | Group | 3 | 0 | 0 | 3+3 | | | |
| BAT130 | Microeconomics | | | | | | | | |
| BAT131 | Political Theory | | | | | | | | |
| BAT132 | History of Ancient India | | | | | | | | |
| BAT133 | Introduction to Sociology | | | | | | | | |
| BAT134 | Matrices and Coordinate Geometry | | | | | | | | |
| BAT135 | Introduction of Social Work | | | | | | | | |
| BAT136 | Conceptual Understanding of Psychology | | | | | | | | |
| BAT137 | Introduction of Physical Education* | | | | | | 2 | 0 | 2 |
| BAT138 | Introduction of Vocal Music* | | | | | | | | |
| Total | | | 20 | 1 | 4 | 23 | | | |
| *Their LTP may be read as Lectures (2), Practical (2). | | | | | | | | | |

| Semester-II | | | | | | | | | |
|---|---|-----------------------|----------|----------|----------|----------------|---|---|---|
| Course Code | Course Title | Course Type | L | T | P | Credits | | | |
| BAT220 | Language and Literature- English | Core | 3 | 1 | 0 | 4 | | | |
| BAT221 | Universal Values and Life Skills | Skill Based | 2 | 0 | 0 | 2 | | | |
| BAT222 | Functional English | Technical Skill | 3 | 0 | 0 | 3 | | | |
| BAT223 | Environment Education | Compulsory Foundation | 2 | 0 | 0 | 2 | | | |
| BAT239 | Reasoning Ability | Value Added Course | 2 | 0 | 0 | 2 | | | |
| Elective (Any one of the following) | | | | | | | | | |
| BAT224 | Punjabi Vartak Vivek Ate Vyakaran | Generic Elective | 3 | 0 | 0 | 3 | | | |
| BAT225 | Punjab History and culture-II | | | | | | | | |
| Discipline Elective (Any one of the following) | | | | | | | | | |
| BAT226 | Novels and Literature- English | Discipline Elective | 3 | 0 | 0 | 3 | | | |
| BAT227 | Punjabi Natak Ate Bharti Kav Shashtar | | | | | | | | |
| BAT228 | Hindi Vyakaran- Hindi Literature | | | | | | | | |
| Discipline Elective (Any two of the following) | | | | | | | | | |
| BAT229 | Sikh Religion | Group | 3 | 0 | 0 | 3+3 | | | |
| BAT230 | Macroeconomics- Economics | | | | | | | | |
| BAT231 | Modern Principles of Political Theory | | | | | | | | |
| BAT232 | History of Medieval India. | | | | | | | | |
| BAT233 | Fundamentals of Sociology | | | | | | | | |
| BAT234 | Calculus and Differential Equations | | | | | | | | |
| BAT235 | Community organizations and Development | | | | | | | | |
| BAT236 | Human Growth and Development | | | | | | | | |
| BAT237 | Officiating and Coaching in Physical Education* | | | | | | 2 | 0 | 2 |
| BAT238 | General Introduction of Musical terms and techniques* | | | | | | | | |
| Total | | | 23 | 1 | 2 | 25 | | | |
| *Their LTP may be read as Lectures (2), Practical (2). | | | | | | | | | |

***The selected course from selected groups will remain same till the completion of the programme.**

| Semester-III | | | | | | | |
|--|--|------------------------------|----------|----------|----------|----------------|---|
| Course Code | Course Title | Course Type | L | T | P | Credits | |
| BSW301 | Social Welfare Policies and Legislation | Core | 4 | 0 | 0 | 4 | |
| BAT357 | Prose and Poetry in English Language | Core | 4 | 0 | 0 | 4 | |
| BAT320 | Sociology of Health | Elective Foundation | 3 | 0 | 0 | 3 | |
| BAT321 | Listening and Speaking Skills-English | Skill Based | 1 | 0 | 0 | 1 | 2 |
| BAT345 | Listening and Speaking Skills-English (Lab) | | 0 | 0 | 2 | 1 | |
| BAT399 | XXX | MOOC | 0 | 0 | 0 | 3 | |
| BAT334 | Social Action movements and campaigns | Compulsory Foundation | 2 | 0 | 0 | 2 | 3 |
| BAT346 | Field Work-III | | 0 | 0 | 2 | 1 | |
| Elective Course-I (Any one of the following) | | | | | | | |
| BAT347 | Punjabi VartakteNatak | Generic Elective | 4 | 0 | 0 | 4 | |
| BAT348 | Sikh Struggle during Mughal Period and Culture of Punjab | | | | | | |
| Opt. any one Course from any one selected group | | | | | | | |
| BAT349 | English Drama and Literature | Group-I Discipline Elective | 3 | 0 | 0 | 3 | |
| BAT350 | GurmatKaav | | | | | | |
| BAT327 | SahityaSopan- Hindi Literature | | | | | | |
| BAT328 | Semitic Religion | | | | | | |
| BAT331 | History of Modern India | Group-II Discipline Elective | 3 | 0 | 0 | 3 | |
| BAT353 | Personnel Administration | | | | | | |
| BAT330 | Development of Indian Constitution | | | | | | |
| BAT333 | Linear Algebra | | | | | | |

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|-----------------------------|--|-------------------------------------|---|---|---|-----------|---|
| BAT355 | Biographical Study of Indian Music | Group-III Discipline Elective | 2 | 0 | 0 | 2 | 3 |
| BAT342 | Study of Laya and Talas | | 0 | 0 | 2 | 1 | |
| BAT356 | Basic knowledge of Gurmat Sangeet | | 2 | 0 | 0 | 2 | 3 |
| BAT343 | A Study of Ragas and Talas | | 0 | 0 | 2 | 1 | |
| BAT340 | Technicalities of Raga | | 2 | 0 | 0 | 2 | 3 |
| BAT344 | A Study of Ragas and Talas-III | | 0 | 0 | 2 | 1 | |
| BAT336 | Sports Training in Physical Education | | 2 | 0 | 0 | 2 | 3 |
| BAT354 | Proficiency of Athletics and Games-III | | 0 | 0 | 2 | 1 | |
| Open Elective Course | | | | | | | |
| | XXX | Open Elective | 2 | 0 | 0 | 2 | |
| | Total | | | | | 28 | |

| Open Elective Course for other Faculty/Department | | | | | | | |
|--|--------------------------------|---------------|---|---|---|---|--|
| OEC033 | Women in Modern Indian History | Open Elective | 2 | 0 | 0 | 2 | |

| Semester-IV | | | | | | | |
|---|---|------------------------------|----------|----------|----------|----------------|---|
| Course Code | Course Title | Course Type | L | T | P | Credits | |
| BSW401 | Medical Social Work | Core | 4 | 0 | 0 | 4 | |
| BAT455 | English Literature and Language Skills | Core | 4 | 0 | 0 | 4 | |
| BAT436 | Introduction to Human Rights & Duties | VAC | 2 | 0 | 0 | 2 | |
| BAT437 | Seminar | Skill based | 0 | 0 | 4 | 2 | |
| BAT438 | Organisational Behaviour | Entrepreneurship | 2 | 0 | 0 | 2 | |
| BAT432 | Social work and Social Development | Compulsory Foundation | 2 | 0 | 0 | 2 | 3 |
| BAT444 | Filed Work-IV | | 0 | 0 | 2 | 1 | |
| Elective Course-I (Any one of the following) | | | | | | | |
| BAT439 | Punjabi Galap-I | Generic Elective | 4 | 0 | 0 | 4 | |
| BAT440 | History and Culture of Punjab during British Period | | | | | | |
| Select any three Groups (Opt. any one course from each selected group) | | | | | | | |
| BAT441 | Major Dramas in English Literature | Group-I Discipline Elective | 3 | 0 | 0 | 3 | |
| BAT442 | Punjabi Sufi Ate KissaKaav | | | | | | |
| BAT425 | Hindi Bhasa | | | | | | |
| BAT443 | Religious Movements | | | | | | |
| BAT429 | History of Punjab (1469-1707AD) | Group-II Discipline Elective | 3 | 0 | 0 | 3 | |
| BAT446 | Indian Administration | | | | | | |
| BAT428 | Indian Political System | | | | | | |
| BAT431 | Complex Analysis | | | | | | |
| BAT447 | Aesthetical Study of Hindustani Music | | 2 | 0 | 0 | 2 | 3 |

| | | | | | | | |
|--------|--|-------------------------------------|---|---|---|---|-----------|
| BAT448 | Study of Raga-II (Viva Voce) | Group-III Discipline Elective | 0 | 0 | 2 | 1 | |
| BAT449 | Comparative Study of GurmatSangeet with Classical Music and Folk Music | | 2 | 0 | 0 | 2 | 3 |
| BAT450 | Practical Approach on Stringed Instrumental Music | | 0 | 0 | 2 | 1 | |
| BAT451 | Essential Elements of Instrumental Music | | 2 | 0 | 0 | 2 | 3 |
| BAT452 | Stage Performance on Stringed Instrumental Music | | 0 | 0 | 2 | 1 | |
| BAT453 | Yoga and Recreation | | 2 | 0 | 0 | 2 | 3 |
| BAT454 | Yoga | | 0 | 0 | 2 | 1 | |
| | Total | | | | | | 24 |

At the end of IV semester students will start summer training for V semester.

| Semester-V | | | | | | | |
|--|--|-------------------------------------|----------|----------|----------|----------------|---|
| Course Code | Course Title | Course Type | L | T | P | Credits | |
| BSW501 | Substance Use and Social Work Practice | Core | 4 | 0 | 0 | 4 | |
| BAT555 | Translation and English Literature | Core | 4 | 0 | 0 | 4 | |
| BAT537 | Summer Training | Skill Based | 0 | 0 | 0 | 6 | |
| BAT599 | XXX | MOOC | 0 | 0 | 0 | 2 | |
| BAT543 | HIV and Family Education | Discipline | 2 | 0 | 0 | 2 | 3 |
| BAT544 | Field Work-V | Elective | 0 | 0 | 2 | 1 | |
| Elective Course-I (Any one of the following) | | | | | | | |
| BAT538 | Punjabi Lokdharate Sahit de Roop | Generic | 4 | 0 | 0 | 4 | |
| BAT539 | Movements in Punjab and Literature | Elective | | | | | |
| Opt. any one Course from any one selected group | | | | | | | |
| BAT540 | British English Literature | Group-I Discipline Elective | 3 | 0 | 0 | 3 | |
| BAT541 | Punjabi Galap-II | | | | | | |
| BAT526 | Sahitya Sarani - Hindi Literature | | | | | | |
| BAT542 | Religion and Philosophy of Religion | | | | | | |
| BAT530 | History of World | Group-II Discipline Elective | 3 | 0 | 0 | 3 | |
| BAT546 | Financial Administration | | | | | | |
| BAT529 | International Politics | | | | | | |
| BAT532 | Real Analysis | | | | | | |
| BAT547 | Historical development of Hindustani Music | Group-III Discipline Elective | 2 | 0 | 0 | 2 | 3 |
| BAT548 | Study of Light Music | | 0 | 0 | 2 | 1 | |
| BAT549 | Theoretical Orientation of Gurmat Sangeet | | 2 | 0 | 0 | 2 | 3 |
| BAT550 | Practical approach of Rhythmic Beats | | 0 | 0 | 2 | 1 | |
| BAT551 | Aesthetic Aspects of Music | | 2 | 0 | 0 | 2 | |

Faculty of Arts & Social Sciences

| | | | | | | | |
|--------------|---|--|---|---|---|---|-----------|
| BAT552 | Practical approach to percussion Instruments | | 0 | 0 | 2 | 1 | |
| BAT553 | Health and Fitness | | 2 | 0 | 0 | 2 | 3 |
| BAT554 | Proficiency of Athletics and Games- IV | | 0 | 0 | 2 | 1 | |
| Total | | | | | | | 26 |

***Summer Training will be evaluated at the end of V Semester.**

| Semester-VI | | | | | | |
|--|---|------------------------------|----------|----------|----------|----------------|
| Course Code | Course Title | Course Type | L | T | P | Credits |
| BSW601 | NGO Management | Core | 4 | 0 | 0 | 4 |
| BAT641 | Literature, Review and Story Writing in English | Core | 4 | 0 | 0 | 4 |
| BAT621 | Interview Skills | Skill Development | 0 | 0 | 4 | 2 |
| BAT622 | Fundamentals of Social Counseling | VAC | 2 | 0 | 0 | 2 |
| BAT617 | Case work and counseling: Working with marginalized Community | Compulsory Foundation | 2 | 0 | 0 | 2 |
| BAT630 | Field Work-IV | | 0 | 0 | 2 | 1 |
| Elective Course-I (Any one of the following) | | | | | | |
| BAT623 | Punjabi Rekhachittarte Sahit de Roop | Generic Elective | 4 | 0 | 0 | 4 |
| BAT624 | History of Punjab Post 1947 and Prominent Figures in Punjab | | | | | |
| Opt. any one Course from any one selected group | | | | | | |
| BAT625 | World Literature in English | Group-I Discipline Elective | 3 | 0 | 0 | 3 |
| BAT626 | Punjabi bhasha ate Gurmakhi Lippi | | | | | |
| BAT610 | SahityaRoop-Hindi | | | | | |
| BAT627 | The Sikh Scripture, thoughts and Institutions | | | | | |
| BAT614 | History of Punjab(1799-1858AD) | Group-II Discipline Elective | 3 | 0 | 0 | 3 |
| BAT613 | Comparative Politics | | | | | |
| BAT632 | Contemporary Issues in Public Administration | | | | | |
| BAT616 | Mathematical Statistics | | | | | |

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|--------------|--|-------------------------------------|---|---|---|-----------|---|
| BAT633 | Classification of Indian Music | Group-III Discipline Elective | 2 | 0 | 0 | 2 | 3 |
| BAT634 | Study of Raga-III | | 0 | 0 | 2 | 1 | |
| BAT635 | Historical Perspective of GurmatSangeet | | 2 | 0 | 0 | 2 | 3 |
| BAT636 | Practical approach to Ragas and Talas | | 0 | 0 | 2 | 1 | |
| BAT637 | Music Through History Across the Nation | | 2 | 0 | 0 | 2 | 3 |
| BAT638 | Practical approach to non- percussion | | 0 | 0 | 2 | 1 | |
| BAT639 | Sports and Event Management | | 2 | 0 | 0 | 2 | 3 |
| BAT640 | Project | | 0 | 0 | 2 | 1 | |
| Total | | | | | | 22 | |

Evaluation Criteria for Theory Courses

NOTE: Best Two C1 & C2 will be included

A. Continuous Assessment: [25Marks]

1. C1(10Marks)
2. C2(10Marks)
3. C3(5Marks)

CA: conduct surprise test, quiz, term paper, assignments, etc.

B. Attendance(5marks)

C. Mid Semester Test-1:(30Marks)

End-Term Exam: (40Marks)

Semester-I**Course Title: Philosophy and Fields of Social Work****Course Code: BSW101**

| L | T | P | Cr. |
|---|---|---|-----|
| 4 | 0 | 0 | 4 |

Total Hours: 60**Course Learning Outcomes:**

1. To create awareness about enlarging scope of Social Work Profession.
2. To familiarize with problems in various fields of Social Work.

Course Content

UNIT-I **15 hours**
Philosophy, Basic Assumptions, Principles and applications in various fields

Unit II: **15 hours**

Social work in Health settings- Medical and psychiatric social work, and Geriatric social work

Unit III: **15 hours**

Social work in Correctional Settings, Community development- Rural and Urban

Unit IV: **15 hours**

Social work with Children, youth, women and family, School social work.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

1. Macht, M. W., Quam, J. K., & Seidl, F. W. (1986). *Social work: An introduction*. C.E. Merrill.
2. M. MADHOK. (2014). *Fields of Social Work*. ANMOL PUBLICATIONS PVT L.
3. Wadia, A. R., & Hormasji, N. (1968). *History and philosophy of Social Work in India*. edited by A.R. Wadia, assisted by Nariman Hormasji. Allied Publishers.
4. Gandhi, A. (1990). *School social work: The emerging models of practice in India*. Commonwealth Publishers.
5. M.V. Joseph., *Mental Health in Class rooms*.
6. Encyclopaedia of Social Work

Course Title: English Prose and Poetry

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 4 | 0 | 0 | 4 |

Course Code:BAT140

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Analyse and appreciate the distinctive styles of selected authors across a variety of time and space.
2. Critically analyse and individually interpret the themes, literary techniques and cultural significance of selected poetic pieces.
3. Internalize the grammar and appropriate vocabulary of English language.
4. Inculcate writing skills for official correspondence, media communication, and enhancing vocabulary and accuracy.

Course Content

UNIT-I

14 hours

- Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:
- TheKabuliwallah: Rabindranath Tagore
- The Eyes Are Not Here: Ruskin Bond
- The Death of a Hero: Jai Nimbkar
- The Voice of God: Premchand
- The Portrait of a Lady: Khushwant Singh

UNIT-II

15 hours

- The Poetic Palette (Orient Blackswan, 2013) The following poems from this anthology are prescribed:
- The Villain: W.H. Davies

- The Tyger: William Blake
- What Do Animals Dream: Yahia Lababidi
- Magic of Love: Helen Farries
- The Charge of the Light Brigade: Lord Tennyson

UNIT-III

17 hours

- Texts Prescribed for Grammar Oxford Practice Grammar by John Eastwood (Exercises 01 to 25)

UNIT-IV

14 hours

Writing skills

- Applications: Official Email
- Report writing for media
- Consulting Dictionaries

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS

- Tagore, Rabindranath. *Selected Short Stories of Rabindranath Tagore*. Penguin Classics, 1994.
- Bond, Ruskin. *The Best of Ruskin Bond*. Penguin Books, 2008.
- Singh, Khushwant. *The Portrait of a Lady and Other Stories*. Penguin Books India, 2008.
- Davies, W.H. *Selected Poems*. Penguin Classics, 2015.
- Blake, William. *Songs of Innocence and Experience*. Dover Publications, 1992.
- Lababidi, Yahia. *Signposts to Elsewhere*. Jane Street Press, 2008
- Wilfred D. *The Student's Companion*. The Pearson Education, 1983.
- Eastwood, John. *Oxford Practice Grammar*. OUP, 2004.

Course Title: Society and Media

Course Code: BAT122

| L | T | P | Cr. |
|----------|-----------------|----------|-----------------|
| 2 | <u>0</u> | 0 | <u>2</u> |

Total Hours: 30

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Analyze the sociological implications of media in contemporary society.
2. Understand the technical processes involved in media production, distribution, and consumption.
3. Evaluate the impact of media on culture, identity, and social behavior.
4. Apply sociological theories and technical knowledge to media-related issues and challenges.

Course Content

UNIT-I

8 hours

Introduction to Sociology of Media

Defining media sociology: Concepts, theories, and perspectives.

Media as a social institution: Ownership, regulation, and convergence.

UNIT-II

8 hours

Media and Culture

Media and popular culture: Consumerism, celebrity culture, and trends.

Globalization and cultural imperialism in media.

UNIT-III

8 hours

Media and Power

Media bias, propaganda, and the role of media in shaping public opinion.

UNIT-IV

6 hours

Media and Social Issues

Media and social change: Activism, political communication, and social movements.

Emerging media trends: Social media, citizen journalism, and the digital age.

Suggestive Readings

- Croteau, D., & Hoynes, W. (2019). *Media/Society: Technology, Industries, Content, and Users*. Sage Publications.
- McQuail, D. (2018). *McQuail's Mass Communication Theory*. Sage Publications.
- Couldry, N. (2012). *Media, Society, World: Social Theory and Digital Media Practice*. Polity Press.
- Livingstone, S., & Lunt, P. (2014). *Media Regulation: Governance and the Interests of Citizens and Consumers*. Sage Publications.
- Curran, J., & Seaton, J. (2017). *Power without Responsibility: Press, Broadcasting, and the Internet in Britain*. Routledge.

Course Title: Environmental Education

Course Code: BAT139

| L | T | P | Cr. |
|----------|-----------------|----------|-----------------|
| 2 | <u>0</u> | 0 | <u>2</u> |

Total Hours: 30

Course Outcomes: On successful completion of this course, the students will be able:

1. Understand the nature, components of an ecosystem and that humans are an integral part of nature.
2. Realize the importance of environment, the goods and services of a healthy biodiversity dependence of humans on environment.
3. Evaluate the ways and ill effects of destruction of environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
4. Discuss the laws/ acts made by government to prevent pollution, to protect biodiversity and environment as a whole.

UNIT-I

8 hours

Biodiversity: Definition; importance of Biodiversity - ecological, consumptive, productive, social, ethical and moral, aesthetic, and option value. Levels of Biodiversity: genetic, species and ecosystem diversity.

UNIT-II

8 hours

Environmental degradation and impacts: Human population growth and its impacts on environment; land use change, land degradation, soil erosion and desertification. 2. Use and over-exploitation of surface and ground water, construction of dams, floods, conflicts over water (within India). 3. Deforestation: Causes and effects due to expansion of agriculture, firewood, mining, forest fires and building of new habitats.

UNIT-III

8 hours

Concept of sustainability and sustainable development with judicious use of land, water and forest resources; afforestation. Control measures for various types of pollution; use of renewable and alternate sources of energy. Solid waste management: Control measures of urban and industrial waste.

UNIT-IV

6 hours

Environment Laws: Environment Protection Act; Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols; Environmental movements: Bishnois of Rajasthan, Chipko, Silent valley.

Suggested Readings:

- ErachBarucha (2004) *Text book of Environmental Studies for Undergraduate courses*(Prepared for University Grants Commission) Universities Press.

- PurnimaSmarath (2018) *Environmental studies* Kalyani Publishers. Ludhiana
- Odum, E.P., Odum, H.T. & Andrews, J. (1971) *Fundamentals of Ecology*. Philadelphia:
- Saunders.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014) *Ecology, Environmental Science and Conservation*. S. Chand Publishing. New Delhi.
- Sengupta, R. (2003) *Ecology and economics: An approach to sustainable development*.

Course Title: Punjabi Kavita te Vartak

Course Code: BAT141

| L | T | P | Cr. |
|---|---|---|-----|
| 4 | 0 | 0 | 4 |

Total Hours: 60

ਪੰਜਾਬੀਕਵਿਤਾਤੇਵਾਰਤਕ

Learning outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- ਆਧੁਨਿਕਕਵਿਤਾਨੂੰਸਮਝਣਦੇਸਮਰਥਹੋਣਗੇ।
- ਪੰਜਾਬੀਭਾਸ਼ਾਦੇਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਸਵੈ-ਜੀਵਨੀਨੂੰਸਮਝਣਦੇਕਾਬਿਲਹੋਣਗੇ
- ਮੱਧਕਾਲੀਵਾਰਤਕਦੇਰੂਪਾਂਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ

Course Content

ਭਾਗ- ਓ

15 hours

ਦੇਰੰਗ (ਕਵਿਤਾਭਾਗ) (ਸੰਪਦਾਕਹਰਜਿੰਦਰਸਿੰਘਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮਸਿੰਘਸਰਗੋਧੀਆਂ),

ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀਅੰਮ੍ਰਿਤਸਰ।(ਲੇਖਕਦਾਜੀਵਨਤੋਰਚਨਾ, ਪ੍ਰਸੰਗਸਾਹਿਤਵਿਆਖਿਆ, ਕਵਿਤਾਦਾਵਿਸ਼ਾ-

ਵਸਤੂ)

ਭਾਗ-ਅ

15 hours

ਭਾਸ਼ਾਵੰਨਗੀਆਂ: ਭਾਸ਼ਾਦਾਟਕਸਾਲੀਰੂਪ, ਭਾਸ਼ਾਅਤੇਉਪਭਾਸ਼ਾਵਿੱਚਅੰਤਰ, ਪੰਜਾਬੀਉਪਭਾਸ਼ਾਵਾਂਦੇਪਛਾਣਚਿੰਨ੍ਹ

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਭਾਗ-ੳ

15 hours

ਨੰਗੋਪੈਰਾਂਦਾਸਫਰ (ਸਵੈ-ਜੀਵਨੀ) ਡਾ. ਦਲੀਪਕੌਰਟਿਵਾਣਾ

ਭਾਗ-ਸ

15 hours

ਸਾਹਿਤ: ਅਰਥ, ਪਰਿਭਾਸ਼ਾਅਤੇਸਾਹਿਤਦੇਤੱਤਮੱਧਕਾਲੀਸਾਹਿਤਦੇਰੂਪ (ਵਾਰਤਕ) : ਜਨਮਸਾਖੀ, ਸਾਖੀਪਰਚੀ,

ਗੋਸ਼ਟਿ, ਹੁਕਮਨਾਮਾ।

ਪੁਸਤਕਸੂਚੀ

- ਰਾਜਿੰਦਰਪਾਲਬਰਾੜ, ਆਧੁਨਿਕਪੰਜਾਬੀਕਵਿਤਾਦਾਇਤਿਹਾਸ. ਪੰਜਾਬੀਅਕਾਦਮੀਦਿੱਲੀ।
- ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸਸ਼ਾਹਫਾਊਡੇਸਨ, ਅੰਮ੍ਰਿਤਸਰ
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਜਸਵਿੰਦਰਸਿੰਘ, ਨਵੀਂਪੰਜਾਬੀਕਵਿਤਾਪਛਾਣਚਿੰਨ੍ਹ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ
- ਅਮਰਜੀਤਸਿੰਘਕਾਂਗਅਤੇਜਵੰਤਮਾਨ, ਵਾਰਤਕੀਮੱਧਕਾਲੀਅਤੇਆਧੁਨਿਕਪੰਜਾਬੀਵਾਰਤਕ . ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਪ੍ਰੇਮਪ੍ਰਕਾਸ਼ਸਿੰਘ, ਸਿਧਾਂਤਕਭਾਸ਼ਾ- ਵਿਗਿਆਨ, ਪਬਲੀਕੇਸ਼ਨਮਦਾਨ, ਪਟਿਆਲਾ।

ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਦੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Course Title: Early History of Punjab and its Culture

Course Code: BAT142

| L | T | P | Cr. |
|---|---|---|-----|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand the geographical characteristics of Punjab and their historical significance.
2. Evaluate the contributions of Sikh Guru's to Sikhism and society.
3. Analyze the teachings of the Bhakti saints and their relevance to society.
4. Analyze the role of games and dance in preserving Punjab cultural heritage and fostering community cohesion

UNIT-I

15hours

Physical features of Punjab & their impact on history. Sources of History of Punjab. Bhakti Movement; Causes, Main characteristics and Impact; Namadeva, Kabir and Guru Nanak dev.

UNIT-II

15hours

Life and Teaching of Guru Nanak Dev. Contribution of Guru Angad Dev and Guru Amar Das.

UNIT-III

15hours

Contribution of Guru Ramdas. Life and Martyrdom of Guru Arjan Dev.

UNIT-IV

15hours

Games of Punjab; KABBADI, Guli Danda, Hockey, Kotlathhappki, Dance of Punjab; Giddha , Bhangra

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings (APA)

- L. Joshi,(1989),(ed);(History and Culture of the Punjab, Part-I, Patiala:, (3rd edition).
 - L.M. Joshi and Fauja Singh,(1977), (ed); History of Punjab, Vol.I, Patiala:.
 - Budha Parkash, (1983), Glimpses of Ancient Punjab, Patiala.
 - Khushwant Singh,(1977), A History of the Sikhs, Vol. I (1469-1839): Delhi, OUP.
 - Teja Singh and Ganda Singh, (1983),A Short History of the Sikhs, Vol. (1469-1765):Patiala, Punjabi University.
 - W.H. McLeod, (1968), Guru Nanak and the Sikh Religion: Delhi, OUP.
 - Louis E. Fenech, (2000),Martyrdom in the Sikh Tradition: Oxford, OUP.
-
- <https://12.realinfo.tv/2021/01/lesson-1.html>
 - <https://byjus.com/free-ias-prep/bhakti-movement-ncert-notes/>
 - <https://www.pw.live/exams/school/guru-nanak-dev/>
 - <https://www.britannica.com/biography/Guru-Angad>
 - <https://www.britannica.com/biography/Guru-Ram-Das>
 - <https://ludobheem.in/blog/traditional-games-of-punjab/>
 - <https://www.stutiaga.com/portfolio/bhangra/>

Course Title: History of Prose in English Literature

Course Code: BAT143

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand the interplay between various literary genres, in perspective of the relationship between literature and history.
2. Explain various genres and sub-genres of poetry.
3. Explore themes of loss, grief and displacement from a literary perspective.
4. Grasp the concept of nation, nationality and nationalism, religion and ethnicity, partition and displacement.

Course Content

UNIT-I

11 hours

1. What is Literature?
2. Various Genres of Literature
3. Literature and History

UNIT-II

13 hours

1. Prose
2. The Types of Prose
 - (i) Narrative
 - (ii) Epic
 - (iii) Dramatic
 - (iv) Informative

- (v) Contemplative
- (vi) Satire
- (vii) Allegory
- (viii) Parable
- (ix) Oxymoron
- (x) Biography and Autobiography
- (xi) Irony
- (xii) Fable
- (xiii) Lyric
- (xiv) Paradox

UNIT-III

11 hours

1. Anton Chekov: The Grief
2. O. Henry: The Last Leaf
3. Saddat Hassan Manto: Toba Tek Singh
4. RN Tagore: The Postmaster
5. Pearl S Buck: The Refugee

UNIT-IV

10 hours

Khushwant Singh: *A Train to Pakistan*

Prescribed Text

A Selection of English Prose compiled and edited by University of Kashmir, Dept. of English, Orient Longman 1999.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning India, 2015.
- *Twentieth Century Reader's Guide to Literary Terms*. Oxford University Press, 1997.
- Eagleton, Terry. *What is Literature?* Yale University Press, 1983.
- Brooks, Cleanth, and Robert Penn Warren. *Understanding Poetry: An Anthology for College Students*. Harcourt Brace Jovanovich, 1976.

- Greenblatt, Stephen. *Cultural Mobility: A Manifesto*. Cambridge University Press, 2010.
- Singh, Khushwant. *Train to Pakistan*. Grove Press, 2009.

Course Title: PunjabiSahit Da Itihaas -I

Course Code:BAT144

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

Total Hours: 45

ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ-1.

Learning outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- 1500 ਈ. ਤੋਂਪਹਿਲਾਂਦੇਪੰਜਾਬਅਤੇਪੰਜਾਬੀਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਸੂਫੀਅਤੇਗੁਰਮਤਿਕਾਵਿਧਾਰਾਂਤੋਂਜਾਣੂਹੋਣਗੇ।
- ਕਿੱਸਾਅਤੇਬੀਰਸਾਹਿਤਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਮੱਧਕਾਲੀਪੰਜਾਬੀਸਾਹਿਤਬਾਰੇਜਾਣਨਗੇ।

Course Content

ਭਾਗ-ੳ

ਮੱਧਕਾਲੀਪੰਜਾਬੀਸਾਹਿਤ(983ਈ.-1520ਈ.)

15

hours

ਪੰਜਾਬਅਤੇਪੰਜਾਬੀ;ਪੰਜਾਬੀਭਾਸ਼ਾਅਤੇਗੁਰਮੁਖੀਲਿਪੀ

ਪੰਜਾਬੀਸਾਹਿਤ:ਪੂਰਵਨਾਨਕਕਾਲ

ਪੂਰਵਨਾਨਕਕਾਲਦੀਆਂਮੁੱਖਧਾਰਾਵਾਂਅਤੇਮੂਲਪ੍ਰਵਿਰਤੀਆਂ

ਭਾਗ-ਅ

ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (1521 ਈ.-1700 ਈ.)

10 hours

ਗੁਰੂ ਨਾਨਕ ਕਾਲ ਅਤੇ ਪ੍ਰਮੁੱਖ ਕਾਵਿ-ਧਾਰਾਵਾਂ

ਗੁਰਮਤਿ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਬਾਣੀਕਾਰ ਤੇ ਕਾਵਿਰੂਪ

ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਸਾਹਿਤਕ ਵਿਸ਼ੇਸ਼ਤਾ

ਸੂਫੀ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਸੂਫੀ ਕਵੀ

ਭਾਗ--ੲ

ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (1521 ਈ.-1700 ਈ.)

10

hours

ਕਿੱਸਾ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਕਿੱਸਾਕਾਰ ਅਤੇ ਕਿੱਸੇ

ਬੀਰ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਵਾਰਕਾਰ ਅਤੇ ਵਾਰਾਂ

ਗੁਰੂ ਨਾਨਕ ਕਾਲ: ਵਾਰਤਕ ਅਤੇ ਵਾਰਤਕ ਰੂਪ

ਭਾਗ-ਸ

ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (1701 ਈ.-1850 ਈ.)

10

hours

ਕਿੱਸਾ ਕਾਵਿਧਾਰਾ

ਸੂਫੀ ਕਾਵਿਧਾਰਾ

ਬੀਰਕਾਵਿਧਾਰਾ

ਵਾਰਤਕ

ਪੁਸਤਕਸੂਚੀ

- ਪਰਮਿੰਦਰਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (ਆਦਿਕਾਲਤੋਂ 1700ਈ. ਤੱਕ) ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ 2003
- ਜੱਗੀਰਤਨਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (ਭਾਗਦੂਜਾ 1709 ਈ.-1900ਈ. ਤੱਕ) ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ. ਪਟਿਆਲਾ, 2018
- ਕਸੇਲ, ਕਿਰਪਾਲਸਿੰਘਅਤੇਪਰਮਿੰਦਰਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦੀਉਤਪਤੀਤੇਵਿਕਾਸ, ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 2019
- ਸਿੰਗਲ, ਧਰਮਪਾਲਅਤੇਅਮਰਕੋਮਲ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ, ਲੋਕਗੀਤਪ੍ਰਕਾਸ਼ਨਚੰਡੀਗੜ੍ਹ, 2015
- ਜਸਬੀਰਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (ਆਦਿਕਾਲਅਤੇਭਗਤੀ) ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ,

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Course Title: Hindi Sahitya Manjri

Course Code:BAT128

Total Hours: 45

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. ਹਿੰਦੀਸਾਹਿਤਯੋਗਦਾਨਦੇਵਿਕਾਸਕੀਪ੍ਰਕ੍ਰਿਯਾਕਾਜਾਨਹੋਗਾ।
2. ਛਾਯਾਵਾਦੀਏਂਪ੍ਰਗਤਿਸ਼ੀਲਕਾਵਯਚੇਤਨਾਸੇਛਾਤ੍ਰੋਂਕਾਪਰਿਚਯਹੋਗਾ।
3. ਆਧੁਨਿਕਹਿੰਦੀਕਹਾਨੀਸੇਛਾਤ੍ਰਪਰਿਚਿਤਹੋਂਗੇ।
4. ਹਿੰਦੀਸਾਹਿਤਯੋਗਦਾਨਦੇਵਿਕਾਸਕੀਪ੍ਰਕ੍ਰਿਯਾਕਾਜਾਨਹੋਗਾ।

Course Content

भाग(क)

12 hours

1. दीपिका;(काव्यसंग्रह)-सं .हेमराजनिर्मम,पंजाबीविश्वविद्यालयप्रकाशन,पटियाला
2. भारतेंदुहरिश्चन्द्र :यमुनाशोभा,भारत,वियोगिनीनारी
3. मैथिलीशरणगुप्त :साकेत,दोनोंओरप्रेमपलताहै,यशोधरा
4. जयशंकरप्रसाद :आंसूसे,प्रेमपथिकसे,आशा
5. सूर्यकांतत्रिपाठीनिराला :जूहीकीकली,भिक्षुक,विधवा

भाग (ख)

11 hours

1. उपन्यासनिर्मला : प्रेमचंद,राजकमलप्रकाशनदिल्ली

भाग (ग)

10 hours

1. सजीवकहानियाँ:सम्पादक,डॉ. लक्ष्मीचन्द्रखुराना,पब्लिकेशनब्यूरो,पंजाबविश्वविद्यालय,चण्डीगढ़,केवलप्रथमपांचकहानियां –शतरंजकेखिलाडी, ममता, अशिक्षितकाहृदय, मौतकेमुंहमें,सभ्य-असभ्य

भाग (घ)

12 hours

1. हिंदीसाहित्यकाइतिहास :कालविभाजनएवंनामकरण,आदिकालीनपरिस्थितियाँ

Transaction Mode

व्याख्यान, संगोष्ठी, ई-टीमशिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मिसमूहचर्चा, मोबाइलशिक्षण, स्व-शिक्षा, सहयोगात्मकशिक्षाऔरसहकारीशिक्षण।

अध्ययनकेलिएसहायकपुस्तकसूची

- नगेन्द्र,डॉ.(सं)हिंदीसाहित्यकावैज्ञानिकइतिहास,मयूरपेपरबैक्स,नोएडा,24वाँसंस्करण.1997
- चतुर्वेदी,रामस्वरूप:हिंदीसाहित्यऔरसंवेदनाकाविकास,लोकभारतीप्रकाशन,इलाहाबाद1998.
- रायगोपाल,हिंदीकहानीकाविकास,राजकमलप्रकाशन,दिल्ली. 2012.
- भारतेंदुहरिश्चन्द्रभारतेंदुसमग्र:हिंदीप्रचारकसंस्थान,पिशाचमोचनलहुरावीर,वाराणसी,1997.
- प्रसादजयशंकरप्रसादग्रन्थावली,प्रथमखंड,लोकभारतीप्रकाशन,इलाहाबाद,उत्तरप्रदेश,2008.

- गुप्तमैथिलीशरण, मैथिलीशरणगुप्तरचनावली, वाणीप्रकाशन, दरियागंज, नईदिल्ली, 2009
- नवलनन्दकिशोर, निरालारचनावली, राजकमलप्रकाशन, दरियागंज, नईदिल्ली, 2021.

Course Title: Indian Traditional Religions and Sacraments
Course Code: BAT145

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand religious studies, alternately known as the study of religion.
2. Describe, the concept of historically based, and cross-cultural perspectives.
3. Understand that, an etymological analysis alone does not resolve the ambiguity of defining religion, since each verb points to a different understanding of what religion is.
4. Know that during the Medieval Period, the term religious was used as a noun to describe someone who had joined a monastic order (a religion).

Course Content

Unit -I 12 hours

- ਵੈਦਿਕਧਰਮਦੀਜਾਣ-ਪਛਾਣ
- ਵੈਦਿਕਦੇਵਤੇ :- ਵਰੁਣਅਗਨੀ, ਇੰਦਰ
- ਬਲੀਅਤੇਯੱਗ

Unit - II 11 hours

- ਭਗਵਾਨਮਹਾਂਵੀਰ :- ਜੀਵਨਤੋਬਿਰਤਾਂਤ
- ਸਿੱਖਿਆਵਾਂ :- ਤਿੰਨਰਤਨ
- ਪੰਜਮਹਾਂਵਰਤ :- ਅਹਿੰਸਾ, ਸੱਚ, ਅਸਤੇਯ, ਅਪਰਿਗ੍ਰਹਅਤੇਬ੍ਰਹਮਚਰਯ

Unit – III**10 hours**

- ਭਗਵਾਨਬੁੱਧ:- ਜੀਵਨਅਤੇਸਿੱਖਿਆਵਾਂ
- ਚਾਰਅਰੀਯਾਸਤ:- ਦੁੱਖ, ਦੁੱਖਾਂਦਾਕਾਰਨ, ਦੁੱਖਦੀਨਵਿਰਤੀਅਤੇਦੁੱਖਨਵਿਰਤੀਦਾਮਾਰਗ
- ਅਸਟਾਂਗਮਾਰਗ

Unit –IV**12 hours**

- ਜਨਮਸੰਸਕਾਰ (ਜੈਨਧਰਮ, ਬੁੱਧਧਰਮਅਤੇਹਿੰਦੂਧਰਮ)
- ਧਰਮਪਰਿਵੇਸ਼ਸੰਸਕਾਰ (ਜੈਨਧਰਮਅਤੇਬੁੱਧਧਰਮ)
- ਮ੍ਰਿਤਕਸੰਸਕਾਰ (ਹਿੰਦੂਧਰਮ)

ਦ੍ਰਾਵਿੜਸੰਸਕਾਰ: ਲੈਕਚਰ, ਸਮੱਸਿਆਚੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨ, ਅਤੇਕੋਸਮਧਿਐਨ।

- ਗੁਰਮਤਿਵਿਚਾਰਧਾਰਾ, ਪ੍ਰੀਤਮਸਿੰਘ, **SGPC**, ਸ੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ
- ਸਿੱਖਇਤਿਹਾਸ, ਡਾ. ਗੰਡਾਸਿੰਘ, ਪ੍ਰਿੰ. ਤੇਜਾਸਿੰਘ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਵਿਸ਼ਵਧਰਮਸੰਗ੍ਰਹਿ:- ਡਾ. ਐਮ. ਐਲਜੇਸੀ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀਪਟਿਆਲਾ
- **Punjab Past and Present (Special Issue)**, Dr. Ganda Singh
-

Course Title: Micro Economics**Course Code: BAT130**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Conceptualize core micro-economic terms and theories.
2. Analyze the demand function and production function.
3. Evaluate the general economic concepts (supply & demand, comparative advantage, opportunity cost, etc.).

4. Elaborate the distribution of various distribution theories.

Course Content

UNIT-I

12 hours

Subject matter of Economics and theory of consumer behavior: Nature and scope of Economics. Basic Economic Concepts, Utility Analysis: Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility, Law of Demand, Elasticity of Demand, Indifference Curve, Consumer Equilibrium.

UNIT-II

11 hours

Theory of Production: Concept of Production. Production Function, Returns to Scale, Law of Variable Proportions, Isoquants, marginal rate of technical substitution, Iso-cost line and firm's equilibrium. Cost and Revenue.

UNIT-III

10 hours

The Market Structure: Market structure: Market forms – Perfect and imperfect markets and their features. Perfect competition: Price and output determination, Short run and Long run equilibrium of the firm. Price and output determination and Firm's equilibrium under monopoly and monopolistic competition.

UNIT-IV

12 hours

Theory of Distribution: Marginal productivity theory of distribution; Modern Theory of Factor Price. Rent: Ricardian theory, Scarcity rent and Quasi Rent. Wages: Real wages and Money Wages, collective bargaining, Wage differentials. Interest: Classical and the Keynesian theory of Interest and Profit.

Transaction Mode: Verbal Exposition, Teacher Talk, Classroom Discussion, Questioning and Answering, Learner Participation, use of ICT tools etc.

Suggested Readings

- Mankiw, N. G. (2020). *Principles of Microeconomics (8th ed.)*. CENGAGE Learning Custom Publishing.

- Pindyck, Robert S., Rubinfeld, Daniel L. (2013). *Microeconomics 8th ed.* (8th). New Jersey: Pearson.
- Samuelson, P A (2019). *ArtshastarPrarmbhikVishleshan*, Punjabi University, Patiala.
- Koutsoyiannis, A. (2020). *Modern Microeconomics*. Macmillan.
- Salvatore, D (2020). *Micro Economics: Theory & Applications*. Oxford University Press. New York.
- Ray, N C (2020). *An Introduction to Microeconomics*. The Macmillan Company of India Ltd. New Delhi.

Course Title: Introduction to Sociology

Course Code: BAT133

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

- Describe the advanced sociological knowledge focusing on the nature, scope and origin of sociology.
- Identify the relationship of sociology with other social sciences.
- Distinguish between cultural explanations.
- Elucidate the role of organizations, community, and process of socialization.

Course Content

UNIT-I

12 hours

Sociology:

Origins, Definitions, and Scope. Historical development of sociology. Definition and core concepts, Scope and relevance in contemporary society and interdisciplinary connections. Relationship between sociology and other social sciences: Anthropology, Psychology, Economics, History, Political Science.

UNIT-II: Basic Sociological Concepts

11 hours

Social Structure and Organization

Dynamics of social organization

Social Groups and Associations

Primary and Secondary groups

Reference groups

Communities and Associations

UNIT-III: Socialization and Social Dynamics

12 hours

Norms, Values, Status, and Roles

Role of norms and values in society

Socialization Processes and Agencies

Meaning and importance of socialization

Agents of socialization

Theories of socialization:

George Herbert Mead

Sigmund Freud

Charles Horton Cooley

UNIT-IV: Cultural Perspectives

10 hours

Understanding Culture

Definitions and characteristics

Material and non-material aspects of culture

Concepts of cultural lag

Culture and Civilization

Relationship between culture and civilization

Cultural diversity and globalization

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Applebaum, Richard. P. and William J. Chambliss. 1997. *Sociology. New York: Addison Welsley Educational Publishers Inc.*
- Giddens, Anthony. 2001. *Sociology (Fourth Edition)*. UK: Polity Press.
- Inkeles, Alex. 1982. *Foundations of Modern Sociology*. New Jersey: Prentice Hall, Inc.
- Jayaram, N. 1998. *Introductory Sociology. India: Macmillan.*
- Judge, Paramjit S. 1997. *Samajvigyanik Drishti konte sidhant.* (Punjabi). Patiala: Punjabi University Press.
- Judge, Paramjit Singh. 2012. *Foundation of Classical Sociological Theory: Functionalism. Conflict and Action*. New Delhi: Pearson

Course Title: Introduction of Social Work

Course Code: BAT135

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours:30

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Develop an understanding about the basic concepts of social work practice
2. Enhance their abilities to function as a professional social worker
3. Develop familiarity with different methods and approaches of social work practice and learns its application
4. Developing students as social worker with enhancing commitment to the goal of humanism, human rights, social justice, collective responsibility and respect for diversities

Course Content

UNIT-I

9 hours

Conceptual Framework of Social Work

Definitions, Meaning and Scope Goals and Assumptions of Social Work Practice Values, Principles and Ethical Standards, code of conduct in Social Work.

Social Justice, Social Security, Social Defense Social Welfare, Social Reform, Social Change and Development.

Empowerment, Marginalization and Social Inclusion.

UNIT-II

8 hours

Methods of Social Work Practice: Basic Introduction

Primary Methods: Social Case Work, Social Group Work, Community Organization. Secondary Methods: Social Work Administration, Social Action and Social Work Research, Use of interdisciplinary approach in Social Work Practice. Fieldwork and fieldwork supervision in social work education

UNIT-III

Key areas of Social Work Interventions

8 hours

Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Gender & development (Gender Equity and Gender Equality), Community development, Green Social Work, Gerontological Social Work.

UNIT-IV

5 hours

Use of theory and approaches in social work practice

Need and importance of theoretical understanding in Social Work .Neo-liberalism and globalization, Attachment theory Feminist Social Work; Critical social work; Structural social work; Multiculturalism Neoliberalism; Resurgence of civil society, Ideology of Non-Government organization.

SUGGESTED READINGS

- Dubois, Benda; Miley, K.K. *Social Work: An Empowering Profession*. Allyn & Bacon: Boston 1992.
- Friedlander, W.A. (1964). *Concepts and Methods of Social Work*. New Delhi, Prentice – Hall
- Desai, Murli, 2002. *Ideologies and Social Work* Rawat Publications: Jaipur 4.
- Jacob KK: *Social Work Education in India*, Himanshu Publication, New Delhi.
- Roy, S. (Ed.). (2020). *Social Work Education: Indigenous Perspectives*. Sage Publications Pvt. Limited

- Dash, B. M., Kumar, M., Singh, D. P., & Shukla, S. (Eds.). (2020). *Indian Social Work*. Taylor & Francis Group.
- Dash, B. M., Kumar, & Shukla, S. (Eds.). (2020). *Social Work in India: Indigenous Approaches and Models* . Concept Publishing.
- Desai, M., Singh, R. R., & Bhatt, S. (Eds.). (2020). *Journeys in Social Work*
- Payne, M. (2020). *Modern social work theory*. Bloomsbury Publishing.
- Moffatt, K. (2019). *Postmodern social work: Reflective practice and education*. Columbia University Press
- Thomson, N. (2016). *Anti-discriminatory practice: Equality, diversity and social justice*. London: MacMillan Press
- Theis, T., & Tomkin, J. (2015). *Sustainability: a comprehensive foundation*.
- Elliott, N. (2014). *Social Work Skills and Knowledge: A Practice Handbook*. Taylor & Francis
- Sachdev, S. (2012). *A textbook of Social Work*. Laxmi Publications 11.
- Maclean, S. (2012). *Theory and Practice: A Straightforward Guide for Social Work*
- Brammer, A. (2009). *Social work law*. Pearson education 13.
- Wilson, K. (2008). *Social work: An introduction to contemporary practice*. Pearson education.

Course Title: Field Work-I

Course Code: BAT146

Total Hours:

Course Outcome

1. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.
3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.
5. Reflect critically on their fieldwork experiences and integrate feedback into practice.

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 0 | 0 | 2 | 1 |

30 hours

6. Uphold ethical standards and cultural sensitivity in all professional activities.

Week 1: Orientation

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

Week 2-4: Initial Placement and Observation

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

Week 5-8: Client Interaction and Assessment

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

Week 9-12: Intervention and Practice

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

Week 13-15: Evaluation and Reflection

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing presentation and final reports

Week 16: Final Presentation and Review

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

Course Title: Conceptual Understanding of Psychology

Course Code: BAT136

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours: 45

Course Outcomes

On the completion of the course the students will be able to

- Demonstrate the major concepts, theoretical perspectives of psychology
- Summarize biological foundations of behaviour
- Differentiate between the types of attention
- Recognize various factors of motivation

Unit-I

12 Hours

Introduction to Psychology; Concept, Nature, Scope and Need, Branches of Psychology.

Approaches: behaviorist, cognitive, humanistic.

Unit-II

12 Hours

Biological Foundations of Behaviour: Response Mechanism-Receptors, Effectors, Conductors- Major parts of the Brain and their functions.

States of mind: Nature of consciousness, factors affecting consciousness, Stages of sleep, sleep dreaming.

Unit-III

11Hours

Attention: meaning, definition and types of Attention.

Interest: Meaning, definition, characteristics and types.

Unit-IV

10 Hours

Motivation: Concept, principles, Types of Motives; Classification of motives.

Factors influencing motivation. Techniques of getting motivated.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback

Suggested Readings

- Dr. Shashi Jain (2014). *Introduction to Psychology*. Kalyani Publishers.
- Chand, J. (2010): *Psychological Foundations of Education*. New Delhi, Anshah Publishing House.
- Sandhya, K.P. (2013): *General Psychology*. New Delhi, Anmol Publication.
- Dr.Prem Prakash (2007): *Psychological Foundations of Education*. New Delhi, Kanishka Publishers.
- Mangal, S.K. (2006): *Advanced Education Psychology*. New Delhi: Prentice Hall of India.

Course Title: Psychology Practical-I

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code: BAT147

1. Psychological Wellbeing
2. Motivation
3. Attention

Suggested Readings

- Dr. Shashi Jain (2014). *Introduction to Psychology*. Kalyani Publishers.
- Chand, J. (2010): *Psychological Foundations of Education*. New Delhi, Anshah Publishing House.
- Sandhya, K.P. (2013): *General Psychology*. New Delhi, Anmol Publication.
- Dr. Prem Prakash (2007): *Psychological Foundations of Education*. New Delhi, Kanishka Publishers.
- Mangal, S.K. (2006): *Advanced Education Psychology*. New Delhi: Prentice Hall of India

Course Title: History of Ancient India

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

Course Code: BAT132

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Evaluate the society, culture, religion and political history as well as trade and urbanization of ancient civilization, like Harappan civilization, Early and Later Vedic period of India.
2. Analyze the rise of Jainism and Buddhism in ancient India.
3. Understand the Mauryan Empire with special focus on Ashoka, his Dhamma and the other achievements. The learner will be also able to know the prominent rulers of Gupta period, and social and political development.
4. Enhance the knowledge about the regional Kingdoms of southern India, especially, Cholas, Pallavas and Rashtrakutas.

Course Content

UNIT-I 12 hours

Source of Ancient India, The Indus Valley Civilization: Origin; Main features and the causes of its decline. Rig Vedic Civilization: Original home of the Aryans; Political, Social, Economic and Religious life in the early Vedic and Later period.

UNIT-II 11 hours

Causes of Emergence of Jainism and the teachings of the Mahavir
Jainism: its emergence and prominent Teachings of the Gautam Buddha.

UNIT-III 10 hours

Establishment of Mauryan Empire, Achievements of Chandragupta Maurya, Ashoka's Dhamma, Administration under the Mauryas and their decline. The Gupta Empire: prominent rulers, Social, Economic, and political development under Guptas

UNIT-IV 12 hours

Harsha Vardhan and Southern Dynasties (Cholas, Pallavas and Rashtrakutas).

Transaction Mode: Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment.

Suggested Readings:

- Basham, A.L. *Wonder That Was India*. Calcutta: Rupa, 1992.
- Jha, D.N. (ed.), *Society and Ideology in India*. Delhi: Sterling Publisher, 1985.
- Jha, D.N., *Ancient Indian an Historical Outline*. Delhi: Manohar (2 nd Rev. ed.),2005.
- Pandey, V.C.and Pandey. A.C. *New History of Ancient India*. Jalandhar: A.B.C., 1999.
- Ray Chaudhary, H.C. (re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press, 1996.
- Thapar, Romila, *Asoka and the decline of the Mauryas*. Delhi: Oxford University Press, 1997.
- Tharpar, Romila. *Early from the Origin to A.D. 1300*, Penguin, 2002.
- Vivekanand Jha, *Mauryan India*, Delhi: Tulika Books, 2004.

Course Title: Introduction to

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

PublicAdministration.

Course Code: BAT148

Total Hours: 45

Course Learning Outcome: After completion of this course, the learner will be able to:

1. Define public administration and understand its scope and significance in government and society.
2. Describe the historical development of public administration and its evolution over time.

3. Identify and explain major theories and concepts in public administration, such as

bureaucracy, public choice theory, and New Public Management.

4. Understand the ethical considerations and principles that guide public administration

practice.

Course Content

UNIT-1: Public Administration as a Discipline 13 hours

- a) Meaning, Scope and Significance of the Discipline
- b) Public and Private Administration
- c) Evolution of Public Administration
- d) Globalization and Public Administration

Unit II: Approaches of Public Administration 12 hours

- a) Classical Approach
- b) Legal Approach
- c) Human Relations and Behavioural Approach
- d) Ecological Approach

Unit III: Principles of Public Administration 10 hours

- a) Division of Work and Coordination
- b) Hierarchy, Unity of Command and Span of Control
- c) Delegation, Centralization and Decentralization
- d) Line and Staff

Unit IV: Emerging Trends in Public Administration 10 hours

BA Arts (BAT)

- a) Emerging trends and their impact on Socio-economic development
- b) Concept of E-Governance
- c) Democratic Principles
- d) Role of Bureaucracy in Governance
- e) Role of Machinery for Redressal of Public Grievances (Lokpal & Lokayukta)

Suggested Readings

- Avasthi & Maheshwari (2012), *Public Administration*, Lakshminarayan Agarwal, Agra
- Arguden, Yilmaz (2011), *Keys to Governance: Strategic Leadership for Quality of Life*. Macmillan, Hampshire.
- Arndt Christiane and Charles Oman (2006), *Uses and Abuses of Governance Indicators*. OECD, Paris.
- Bhattacharya, Mohit (2013). *New Horizons of Public Administration*. Jawahar Publishers, New Delhi.
- Donald Menzel and Harvey White (eds) (2011). *The State of Public Administration: Issues Challenges and Opportunities*, New York,
- M. E. Sharpe. Henry, Nicholas (2006), *Public Administration and Public Affairs*, Prentice.Hall of India, New Delhi.
- Jan-Erik Lane, (2000) *New Public Management: An Introduction*, Routledge, London. Ravindra Prasad, D. Prasad, VSPrasad, Satyanarayana P, and Y.Pardhasaradhi, (eds.)(2013), *Administrative Thinkers*, Sterling New Delhi.

□ Donald Menzel (eds) (2011). *The State of Public Administration: Issues, Challenges and Opportunity*. New York: M. E. Sharpe. Frank]. Goodnow, Politics and Administration: A Study in Government, Transaction Publishers, New York, 2003. O'Leary, Rosemary et al. (2010). *The Future of Public Administration around the World: The Minnowbrook Perspective*, George.

□ Town university Press, *DC Martin Albrow (1970)*. Bureaucracy, MacMillan, London, 1970

Course Title: Basic Concepts of Political Theory

Course Code: BAT149

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes

On the completion of the course the learner will be able to:

1. Illustrate logical arguments about the political phenomena.
2. Identify the questions concerning power, authority and sovereignty.
3. Relate political science with other subjects.
4. Classify the political issues of present time and their connectivity with past.

Course Content

Unit I

12 hours

- Political Science: Meaning, definitions, characteristics and scope.
- Political Theory & Political Science Traditional and Modern Interpretation
- Political Theory & Political Science traditional & modern views
- Relationship between Political Science Economics, History, Psychology and Sociology.

Unit II

13 hours

- The State: Meaning, Elements and Difference among State, Society and Government.
- Sovereignty: Meaning, definition, characteristics, types and attributes.

Unit III

11 hours

- Liberty: Meaning, types and its safeguards.
- Equality: Meaning, types & relationship between liberty and equality
- Power and Authority: Meaning, types & difference between both

Unit IV

09 hours

- Justice: meaning and its various dimensions.
- Rights & Duties: Meaning, types & Relationship between Rights & Duties.

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

SUGGESTED READINGS

- Lefort, Claude and David Macey (1988). *Democracy and Political Theory*, Vol. 225, Cambridge: Polity Press.
- Cohen, Jean L. and Andrew Arato. (1994). *Civil Society and Political Theory*. MIT Press.
- Carnoy, Martin (2014). *The State and Political Theory*. Princeton University Press.
- Held, David (1991). *Political Theory today*. Stanford University Press.
- Rawls, J. (2001). *Justice as fairness: A restatement*. Belknap Press of Harvard University Press.
- Arendt, H. (2006). *The Human Condition* (2nd ed., H. Arendt, Trans.). University of Chicago Press.
- Mouffe, C. (2005). *On the Political*. Routledge.
- Habermas, J. (2006). *Political Communication in Media Society: Does Democracy Still Enjoy An Epistemic Dimension?* Translated by F. P. Barnard. Polity Press.
- Sen, A. (2009). *The Idea of Justice*. Belknap Press of Harvard University Press.
- Benhabib, S. (2004). *The Rights of Others: Aliens, residents, and citizens*. Cambridge University Press.

- Foucault, M. (2003). *Society Must Be Defended: Lectures at the Collège de France, 1975-1976* (D. Macey, Trans.). Picador.
- Walzer, M. (2004). *Politics and Passion: Toward A More Egalitarian Liberalism*. Yale University Press.

Course Title: Matrices and Coordinate Geometry**Course Code: BAT134**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 2 | 0 | 0 | 2 |

Total Hours:30

Course Learning Outcomes: On completion of this course, the successful learner will be able to:

1. Grasp the basics of Matrices and coordinate geometry including applied aspect for enhancing quantitative skills and pursuing higher mathematics and research as well.
2. Develop a wide ranging application of the subject and enlarge the knowledge of matrices for solving linear homogeneous and as well as non-homogeneous system of equations.
3. Equip themselves with necessary analytic and technical skills by applying the principles of geometry, also learns to solve a variety of practical problems in science and engineering.
4. Acquire the standard concepts and tools at an intermediate to advance level of geometrical techniques that will serve towards taking more advance level course in mathematics.

Course Content

UNIT-I

9 hours

Matrix introduction, matrix operations with their properties, symmetric, skew-symmetric, Hermitian and skew- Hermitian matrices, idempotent, nilpotent, involuntary, orthogonal and unitary matrices, singular and non-singular matrices, elementary operations on matrices, adjoint and inverse of a matrix, singular and non-singular matrices, Trace of a matrix.

UNIT-II

7 hours

Rank of a matrix, elementary transformations of a matrix, elementary matrices, rank of the sum and product of two matrices, inverse of a non-singular matrix through elementary rowtransformations, equivalence of matrices.

Solutions of a system of linear equations, condition of consistency and nature of the general solution of a system of linear non homogeneous equations.

UNIT-III

7 hours

Circle: General equation of circle, circle through intersection of two lines, Tangents and Normals, Chord of contact, pole and polar, pair of tangents from a point, equation of chord in terms of midpoint, angle of intersection and orthogonality

Parabola: General equation of Parabola, Properties of Parabola, parametric representation of Parabola, tangents, normal

UNIT-IV

7 hours

Ellipse: Properties of ellipse, parametric representation of ellipse, tangents and normals.

Hyperbola: Properties of hyperbola, parametric representation of hyperbola, asymptotes of hyperbola, Conjugate hyperbola, tangents and normals.

Transaction Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Flipped Teaching, Quiz, Open talk, Case analysis.

Suggested Readings

- *Hari Kishan, (2008), A Textbook of Matrices, Atlantic Publishers.*
- *Fuzhen Zhang, (1999), Matrix Theory- Basic Results and Techniques, Springer.*
- *Shanti Narayan, P.K. Mittal, (2010), A Textbook of Matrices, S Chand & Company.*

- *R.G. Bartle & D.R. Sherbert, (1999), Introduction to Real Analysis, John Wiley & Sons.*
- *T.M. Apostol, (1974), Vol. I, John Wiley & Sons Inc.*
- *Ajit Kumar and S. Kumaresan, (2019), A Basic Course in Real Analysis, CRC Press.*
- *S. Balachandra Rao & C. K. Shantha, (1992), Differential Calculus, New Age Publication.*
- *H. Anton, I. Birens and S. Davis, (2007), Calculus, John Wiley and Sons, Inc.*
- *G.B. Thomas and R.L. Finney, (2010), Calculus, Pearson Education.*
- *P.K. Jain and Khalil Ahmad: A Text Book of Analytical Geometry of two Dimensions, Wiley Eastern Ltd. 1994.*
- *Gorakh Prasad and H. C. Gupta: Text Book on Coordinate Geometry, Pothishala Pvt. Ltd., Allahabad. 2000.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

Course Title: Fundamentals of Vocal Music

Course Code: BAT150

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand the basic terminologies of Indian music.
2. Write the practical composition according to the notation system
3. Write the practical composition according to the notation system
4. Studies about the theoretical aspects of ragas.
5. Know the importance of Taal and Laya in instrument music.

Course Content

UNIT-I

12 hours

Historical development of music in the following periods:

- a) Vedic period b) Natyashastra period

Definition and explanation of the following musical term:

Sangeet, Naad, Swara, Saptak, Taal, Laya.

UNIT-II

10 hours

Importance of Taal and Laya in instrument music.

Biographical sketch and contribution towards Indian music of the following:

- a) Tansen b) Pandit Vishnu Narayan Bhatknde

UNIT-III

12 hours

Biographical Sketches and Contribution of the following:

- a) Pt. Jasraj b) Ustad Amir Khan

Elementary Knowledge of the following Ragas

- a) Darbari b) Bhairav

UNIT-IV

11 hours

Importance of SahayakNad.

Methods of formation of 72 Thaats of Dakhani Music system of Pandit Vyakant Mukhi.

Detailed Description and notation of prescribed Ragas:

- a) VrindavaniSarang b) Asawari

Transaction Mode

Lecture, Demonstration, Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Composition method.

Suggested Readings

- Kaur.D. (2017). *SangeetRoop(Part-I)* Pearl Books Private Ltd. Patiala.
- Sharma. M. (2014)*Sangeet Manual* H. G. Publications.
- Sharma. Y. (2011) *Gayan Kalan* Publication Bearu. Punjabi University, Patiala.
- Chuchan. P. (1997) *Bharti Shastri sangeet Ka Vikaas*

Music (Practical)

Course Name: Study of Ragas and Talas
Subject Code: BAT151

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 0 | 0 | 2 | 1 |

Total hours: 30

UNIT- I 18 Hours**Practical Performance of:**

Alankaras on Harmonium,
Lok Geet

UNIT- II 12 Hours

Talas & Lay.

Raag: Bilawal, Kalyan.

Ability to sing National Anthem with harmonium.

Course Name: Fundamentals of Instrumental Music

Course Code: BAT152

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours: 30

Course Learning Outcomes: On successful completion of this course, the students will:

1. Be introduced to Instrumental Music
2. Understand the Terminology of Music.
3. Be introduced to the Concept of Raga and Taala.
4. Have basic skills to play Musical Instruments.

Course Content**UNIT-I**

Hours: 8

Definition and Importance of Sangeet.

Elementary knowledge of the following terms: Swara, Saptak, Alankar, Aroh, Avroh, Pakad.

UNIT-II

Hours: 7

Elementary knowledge of Raga and Jaaties of Ragas.

Brief Description of your own Instrument.

UNIT-III

Hours: 8

Elementary knowledge of Thaata.

Elementary knowledge of Bhatkande Notation System.

UNIT-IV

Hours: 6

Description and Notation of prescribed Ragas and Talas.

1. Raga Yaman (One Razakhani Gat)
2. Notation of Taals: Keharwa and Teentaal.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Rag Parichaya Part II and III* by H.C. Srivastava.
- *Sangeet Kaumudi Part-II (Punjabi)* by V.S. Nigam.
- *Sitar Marg, Part-II* by S. Bandopadhyaya.
- *Sangeet Sar, Part-I* by Mrs. Veena Mankaran.
- *Sangeetanjali, Part I & IV* by Pt. Onkar Nath Thakur.
- *Sangeet Manjusha* by Dr. Indrani Chakravarti.
- *Sangeet Shastra Vigyan* by Sh. Panna Lal Madan.
- *Sangeet Kala ka Itihas* by Sh. Panna Lal Madan.

Practical**Course Name : A Study of Raagas and Taals-I****Course Code : BAT 153****Unit-I****Hours -18**

- i. Ability to play four Alankars.
- ii. Ability to play one Razakhani Gat in Raag Yaman on Sitar.

Unit-II**Hours-12**

- iii. Ability to demonstrate prescribed Taals on hands in Ekgun and Dugun
Layakaries Keharwa and Teental.
- iv. Ability to play Teental on Tabla.

Transaction Mode:

Lecture, Problem Solving, blended learning, Discussion & Demonstration

Course Name : Basics of ShabadKirtan**Course Code : BAT154****Total Hours: 30**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Learning Outcomes: On successful completion of this course, the students will be able to

1. Learning about the Introduction of GurmatSangeet.
2. Learn about the contribution of Guru Nanak Dev in the field of GurmatSangeet.
3. Basic Introduction of basic raags and GurmatSangeet.
4. Use Musical Instruments as accompaniment with Shabadkirtan.

Course Content**UNIT-I****8 hours**

Technical Terminology of Music – Naad, Sur, Thaat, Raag.

Technical Terminology of GurmatSangeet – Rahaaao, Ank, Ghar, Jati.

UNIT-II**6 hours**

Origin & Development of GurmatSangeet tradition with Special reference to Guru Nanak Dev ji. Basic features of Shabad.

UNIT-III

8 hours

ShabadKirtan Performance in the prescribed Raagas:

Aasa - one Shabad Composition.

Ramkali- one Shabad Composition.

Dhanasri – one Shabad Composition.

Bilawal-one Shabad Composition.

UNIT-IV

8 hours

Theoretical Knowledge of your own instrument Rabab or Dilruba, with its holding.

Detailed description with notation in Ekgun and Duguan of prescribed Taals:

Pauree, Dadra, Kehrwa and Teentaal

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Singh, G. (). AdiGranth Rag Kosh by Gurnam PvitarParmanikParkashan, Patiala.*
- *GurmatSangeet by DharamParchar Committee, CenteralYatimkhana, Sri Amritsar sahib.*
- *GurmatSangeetDarpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *GurmatSangeet da SangeetVigyan by Dr. Varinder Kaur, AmarjitSahitParkashan, Patiala.*
- *GurmatSangeetParampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur ShabadSangeet by Principal Sukhwant Singh, Gur ShabadSangeetAkadmi, JawaddiTaksal, Ludhiana.*
- *GurmatSangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *SangeetRoop, by Dr. Devinder Kaur, Sangeetanjali Publication, Patiala.*

- *Sri Guru Granth Sahib RaagRatnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib RaagRatnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *TablaVaadan by Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

Practical

Course Name : Basics of Raags and Taals

Course Code : BAT 155

Part-A

Hours: 18

- i. Shabad Kirtan Performance in the prescribed Raagas:
Aasa - one Shabad Composition.
Ramkali- one Shabad Composition.
Dhanasri – one Shabad Composition.
Bilawal–one Shabad Composition.

Part-B

Hours 12

- ii. Ability to demostate the following taals by hand in Ekgun and Dugun layakarries .
- iii. ability to play Teen Tal on Tabla.
- iv. Holding and playing technique of string instruments (Tantri Saaz) Rabab or Dilruba.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Adi Granth Rag Kosh by Gurnam Singh, Pvitar Parmanik Parkashan, Patiala.*
- *Singh, G*
- *Gurmat Sangeet by Dharam Parchar Committee, Central Yatimkhana, Sri Amritsar sahib.*

- *Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *Gurmat Sangeet da Sangeet Vigyan by Dr.Varinder Kaur, Amarjit Sahit Parkashan, Patiala.*
- *Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Takasal, Ludhiana.*
- *Gurmat Sangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sangeet Roop, by Dr. Devinder Kaur, Sangeetanjali Publication, Patiala.*
- *Sri Guru Granth Sahib Raag Ratnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib Raag Ratnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *Tabla Vaadan by Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

Course Title: History and Principles of Physical

Course Code: BAT156

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Acknowledge basic knowledge of physical education and its relation with other streams
2. Identify knowledge about history of physical education
3. Repeat history of Olympics and modern Olympics.
4. Differentiate role and functions of various sports councils, federations and associations

Course Content

UNIT-I

08 Hours

Introduction to Physical Education – Meaning, definition, aims and objectives and scope of Physical Education. Importance of Physical Education in society. In the modern age.

Relationship of physical education and education and other science. Importance & Principles of physical education.

UNIT-II **08 Hours**

History of Physical Education –

A brief account of the history (Sweden, Denmark, Germany with special stress on educational gymnastics, USA, USSR, UK).

Physical education in India before and after Independence. Modern and Ancient historical perspectives of Physical Education: Greece, Rome and India. Olympic movement and Olympic games (Ancient and Modern)

UNIT-III **07 Hours**

Various Foundations of Physical Education –

Foundations of Physical Education: Biological types. foundation – Introduction, Growth and Development and Body. Psychological Foundation – Introduction, Learning process and theories. Sociological Foundation – Introduction, Socialization process.

UNIT-IV **07 Hours**

Professional Preparation in Physical Education -

Professional preparation in Physical Education: YMCA, LNIPE, NSNIS, SAI, IOA, NSO, NSS & NCC.

Youth Services, Punjab contribution to Sports in India, Physical Education as compulsory course in schools.

National and International Sports Federations.

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

Suggested Readings

- Singh. A (2007). *Essential of physical Education*. Kalyani Publisher B-1/292, Rajinder Nagar Ludhiana.
- Kutty, S. (2007). *Research Methods in Physical Education*. Sports Publication, EMCA House, Ansari Road, Darya Ganj.
- Sharma. D.R. (2005). *Learning Callisthenic in Physical Education*. Friends Publication. Delhi

Course Title: Proficiency of Athletics and Games - I

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Course Code: BAT157

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Demonstrate the starting and finishing techniques of running events.
2. Contrast the rules of any one game from Hockey, Badminton and Football.
3. Demonstrate the measurements for these events and games.
4. Acknowledge the basic and advanced techniques of the game.

Course Content

Running Events – Sprints

100 Meter
200 Meter
400 Meter
100 Meter Hurdles
110 Meter Hurdles
400 Meters Hurdles

Jumping & Throwing Events –

Long Jump
Triple Jump
Shot Put
Discus Throw

Games –

Hockey
Badminton
Football

Semester-II

Course Title: Social Work with Groups

Course Code: BSW201

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: The learner shall be able to:

1. Understand the relevance of the group in social work practice.
2. Explore various factors influencing group formation.
3. Assess stages of group development.
4. Inculcate the principles, values, ethics and skills of group work.
5. Evaluate the process of group work practice.

Course Content:

UNIT I: Concept of Group for Group Work

15 hours

Social Group: Meaning, and Types; Factors influencing Group formation; Group dynamics: Meaning and content; Theories helpful in Working with Groups: Social exchange theory & Learning theory

UNIT II: Introduction of Group Work

15 hours

Group work: Concept, objectives and significance; History and development of social group work; Principles of Group Work; Values and characteristics of Group Work

UNIT III: Group Work Process

15 hours

Tuckman's stages of Group Development; Role of group worker in different stages of group work practice; Recording in group Work: Types and Principles; Evaluation of Group Work: Importance and types

UNIT IV: Social Group Work Intervention

15 hours

Social Group Work Intervention with Women and Children; Social Group work intervention with Persons with disabilities; Social Group work intervention with Older Person

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

1. Harleigh B. Trecker. Social Group Work: Principles and Practices. Association Press: New York. 1948.
2. Gisela Konopka, Social Group Work-A Helping Process Prentice Hall: Englewood cliff, 1963.
3. H Y Siddique, "Group Work: Theories and Practices: India, Pakistan, Bangladesh and Sri Lanka" Rawat Publications, 2008.
4. Davies, Bernard The Use of Groups in Social Work Practice Routledge & Kegan Paul: London 1975.
5. Finlay, Linda Group Work in Occupational Therapy, Chapman & Hall: London 1993 (Acc. No.4279).
6. Helen Northern & Roselle Kurland. Social Work with Groups Columbia University Press: New York 2001.

7. P.D. Sharma, "Social Work –Philosophy and Methods, Inter-India Publications, New Delhi, 1995.
8. NASW. Encyclopedia of Social Work. NASW Press and Oxford University Press, 2008.
9. Ronald W. Toseland & Robert F. Rivas. An Introduction to Group Work Practice. Pearson (8th Edition), 2017.

Course Title: English Language and Literature

Course Code: BAT258

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Critically analyse and interpret themes of identity, freedom, perception, social class and familial relations through a literary perspective.
2. Thematically analyse and appreciate these of nostalgia, nature, contemplation, aging and the impact of war from a literary perspective.
3. Improve grammatical and syntactical proficiency.
4. Expand written communication and expression through drafting letters, applications, essays and reports.

Course Content

UNIT-I

16 hours

- Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:
- The Face on the wall: E.V. Lucas
- Green Parrots in a Cage
- The Doll's House
- My Brother, My Brother: Norah Burke
- Dusk

UNIT-II

17 hours

- The Poetic Palette (Orient Blackswan, 2013)
The following poems from this anthology are prescribed:
- Letter From Kashmir: Agha Shahid Ali
- Stopping by the Woods on a Snowy Evening: Robert Frost
- I Sit and Look Out: Walt Whitman
- The Old Woman: Arun Kolatkar
- Poetry: Pablo Neruda
- After Blenheim: Robert Southey

UNIT-III

16 hours

- Texts Prescribed for Grammar
- Oxford Practice Grammar by John Eastwood (Exercises 01 to 25)

UNIT-IV

11 hours

- Writing skills
- Report Writing
- Applications: Commercial
- Essays

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Best, Wilfred D. *The Student's Companion*. The Pearson Education, 1983.

- Eastwood, John. *Oxford Practice Grammar*. OUP, 2004.
- Board Of Editors. *The Poetic Palette*. Orient Blackswan, 2013.
- Board Of Editors. *Prose Parables*. Orient Blackswan, 2013.

Course Title: Universal Values and Life Skills

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 2 | 0 | 0 | 2 |

Course Code: BAT221

Total Hours: 20

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Articulate the concept of universal values, identify their own values, and analyze how values influence personal decisions and ethical behavior.
2. Develop effective communication skills, including active listening, empathy, and conflict resolution techniques, to foster positive interpersonal relationships.
3. Demonstrate critical thinking skills by identifying and evaluating arguments, recognizing cognitive biases, and applying problem-solving strategies in various contexts.
4. Cultivate self-awareness, set and achieve meaningful goals, manage stress, and nurture healthy relationships, promoting their overall well-being and personal growth.

Course Content

UNIT-I

05 hours

Introduction to Universal Values

Understanding Value, Values and their significance in life, Identifying personal values, Ethics and Morality,

UNIT-II

05 hours

Effective Communication

Communication Fundamentals, Importance of effective communication, Verbal and non-verbal communication skills, Active Listening

UNIT-III

Problem-Solving and Critical Thinking

05hours

Introduction to Critical Thinking, Understanding critical thinking and its importance, Problem-Solving Techniques, Real-life problem-solving scenarios,

UNIT-IV

05 hours

Personal Development and Well-being

Self-Awareness and Emotional Intelligence, Time Management and Goal Setting,, Stress Management and Resilience

Suggestive Readings:

- Goleman, D. (2006). (10th ed.). *Bantam Book*.
- Kahneman, D. (2011). *Thinking fast and slow*. Penguin Books.
- Nhất Hạnh. (2013). *The art of communicating*. Rider Books.
- Peck, M. S. (2012). *The road less traveled: A new psychology of love, traditional values, and spiritual growth*. Touchstone.
- Pink, D. (2009). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Hardcover.

Course Title: Computer Application

Course Code: BAT240

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 1 | 0 | 0 | 1 |

Total Hours 15

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Learn about basics of computers.
2. Understand the MS Word.
3. Explore the basics of Excel.
4. Know about the basics of Power Point.

Course Content

UNIT-I

6 hours

Basics of Computers: Definition of a computer; Characteristics and Applications of computers; Block Diagram of a Digital Computer; Classification of Computers based on size and working; Central Processing Unit; I/O Devices. Definition and Types of Operating system; MS-DOS; MS Windows; Desktop, Computer, Documents, Pictures, Music, Videos, Recycle Bin, Task Bar, Control Panel.

UNIT-II

3 hours

MS-Word: Features of MS-Word; MS-Word Window Components; Creating, Editing, Formatting and Printing of Documents; Headers and Footers; Insert/Draw Tables, Table Auto Format; Page Borders and Shading; Inserting Symbols, Shapes, Word Art, Page Numbers.

UNIT-III

3 hours

MS-PowerPoint: Features of PowerPoint; Creating a Blank Presentation; Creating a Presentation using a Template; Inserting and Deleting Slides in a

Presentation; Adding Clip Art/Pictures; Inserting Other Objects, Audio, Video; Resizing and Scaling of an Object, Slide Translation; Custom Animation.

UNIT-IV

3 hours

MS-Excel: Overview of Excel Features; Creating a new worksheet, Selecting cells, Entering and editing Text, Numbers, Formulae, Referencing cells; Inserting Rows/Columns; Changing column widths and row heights, auto format, changing font sizes, colors, shading.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- *Fundamentals of Computers by Reema Thareja, Second Edition, Oxford University Press, India.*
- *Fundamentals of Information Technology Including Lab Work by Vinod Babu Bandari, Pearson Publishers.*
- *Microsoft Office 2010 Bible by John Walkenbeach, Herb Tyson, Michael R. Groh and Faithe Wempen, Wiley Publishers.*

Course Title: Computer Application-Lab

Course Code: BAT241

| | | | |
|----------|----------|----------|-----------------|
| L | T | P | C r. |
| 0 | 0 | 2 | 1 |

Total Hours 15

1 Listening Skills

Essentials of Good Speaking, Difference between features of Speaking and Writing Different activities to improve Speaking skills

2. Speaking Skill

Reading aloud of dialogues, texts, poems, speeches focusing on intonation. Self-

Introduction, Role plays on any two-situations. Telephonic Conversations.

3. Personality Development

Initiation Physical Appearance Audience PurposeL Interpersonal Skills Appropriate use of non-verbal skills in face-to-face communication [i.e. Viva –Voce, group – interviews, GDs and seminars.

5. **Presenting in GD, Seminars and Conferences.** Leadership Quality, Time Management. Achieving the target

Course Title: Punjabi Kahani ate Ikangi

Course Code: BAT242

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Total Hours: 60

ਪੰਜਾਬੀ ਕਹਾਣੀ ਅਤੇ ਇਕਾਂਗੀ

Course Learning Outcomes: ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

- ਪੰਜਾਬੀ ਕਹਾਣੀ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
- ਸ਼ਬਦ ਬਣਤਰ ਅਤੇ ਸ਼ਬਦ ਰਚਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- ਇਕਾਂਗੀ ਦੇ ਲੇਖਕਾਂ ਦੇ ਰਚਨਾਵਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
- ਮੱਧਕਾਲੀ ਸਾਹਿਤ ਦੇ ਕਾਵਿ ਰੂਪ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

15 hours

ਦੇਰੰਗ (ਕਹਾਣੀਭਾਗ) (ਸੰਪਦਾਕਹਰਜਿੰਦਰਸਿੰਘਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮਸਿੰਘਸਰਗੋਧੀਆਂ), ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।

ਭਾਗ-ਅ

15 hours

ਸ਼ਬਦਬਣਤਰਅਤੇਸ਼ਬਦਰਚਨਾ: ਪਰਿਭਾਸ਼ਾ, ਮੁੱਢਲੇਸੰਕਲਪਸ਼ਬਦਸ਼੍ਰੇਣੀਆਂਨਾਂਵ, ਪੜਨਾਂਵ, ਕਿਰਿਆ, ਵਿਸ਼ੇਸ਼ਣ, ਸਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਕ

ਭਾਗ-ੲ

15 hours

ਇਕਾਂਗੀਯਾਤਰਾ (ਇਕਾਂਗੀ-ਸੰਗ੍ਰਿਹ) , ਸੰਪਾਡਾ. ਰਘਬੀਰਸਿੰਘ, ਤੇਡਾ. ਸਤੀਸ਼ਕੁਮਾਰਵਰਮਾ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਭਾਗ-ਸ

15 hours

ਮੱਧਕਾਲੀਸਾਹਿਤਦੇਰੂਪ (ਕਾਵਿ-ਰੂਪ): ਸ਼ਬਦ, ਸਲੋਕ, ਬਾਰਮਾਹ, ਅਲਾਹੁਣੀਆਂ, ਛੰਦ, ਕੀਰਨੇ,

ਪੁਸਤਕਸੂਚੀ

- ਬਲਦੇਵਸਿੰਘਧਾਲੀਵਾਲ, ਪੰਜਾਬੀਕਹਾਣੀਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ।
- ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਵਿਆਕਰਨ: ਸਿਧਾਂਤਤੇਵਿਹਾਰ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਗੁਰਦਿਆਲਸਿੰਘਫੁੱਲ, ਪੰਜਾਬੀਇਕਾਂਗੀ: ਸਰੂਪਸਿਧਾਂਤਤੇਵਿਕਾਸ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੇਗਿੰਦਰਸਿੰਘਪੁਆਰਾਅਤੇਹੋਰ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਨ : ਭਾਗ - 1. ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group
Discussion, Self-Learning, Collaborative Learning.

**Course Title: History of Sikh Gurus and
Culture in Punjab**
Course Code: BAT243

| L | T | P | Cr. |
|---|---|---|-----|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Analyze the significant contributions and achievements of Guru Hargobind in shaping Sikhism, particularly in the context of militarization and political leadership.
2. Evaluate the writings of Guru Tegh Bahadur and Guru Gobind Singh to understand their literary, philosophical, and political significance.
3. Assess the significance of Sikh resistance movements in challenging oppressive regimes and upholding Sikh values of justice and sovereignty.
4. Examine the rich tradition of folk songs in Punjab and their role in preserving cultural heritage, oral history, and community identity.

UNIT-I **15hours**

Contribution of Guru Hargobind and his achievements.
Life of Guru Har Rai, Guru Har Krishan

UNIT-II **15hours**

Life and Martyrdom of Guru Teg Bahadur.
Life and Contribution of Guru Gobind Singh; Pre Khalsa Period.

UNIT-III **15hours**

Post Khalsa Period of Guru Gobind Singh.
Martyrdom of Banda Singh Bahadur and his Achievements.

UNIT-IV

15hours

Kissa Puraan Bhagat, Kissa sassi Punnu.

Folk Song of the Punjab; Godhiya , Suhag, Alhuniea.

Transaction Mode Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- G.C. Narang, (1968), Transformation of Sikhism, New Book Society, (5th edition).
- Harbans Singh,(1992), (ed), The Encyclopediadia of Sikhism, 4 Vols: Patiala, Punjabi University.
- J.S. Grewal and S.S. Bal,(1987), Guru Gobind Singh: Chandigarh, Panjab University.
- Louis E. Fenech, (2000), Martyrdom in the Sikh Tradition: Oxford, OUP.
- Teja Singh, (1938), Sikhism: Its Ideals and its Institutions: Bombay.
- W.H. McLeod, (1970), Evolution of the Sikh Community: Delhi, OUP.
- <https://www.dsgmc.in/DharmParchar/SriGuruHargobindSahibJi>.

Course Title: English Novels and Literature

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Code: BAT244

Course Learning Outcomes: After completion of this course, the learner will be able to:

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand the socio-political drives behind the emergence and growth of novels in England.
2. Understand particular terminologies pertaining to prose writings.
3. Critically analyse and interpret the themes of loss, revenge, social class, supernatural, gender dynamics and the Gothic in selected text.
4. Critically analyse and interpret the themes of social status, intrapersonal and interpersonal relationships, self-awareness and interference in selected text.

Course Content

UNIT-I

11 hours

Prescribed Texts:

History and Origin of Novels in Literature.

UNIT-II

13 hours

Terms pertaining to Prose:

1. Novel
2. Short story
3. Plot and character
4. Protagonist
5. Gothic novel
6. The Epistolary novel
7. Conflict
8. Biography
9. The Historical novel
10. The Regional novel
11. Episode
12. Adventure novel
13. The Picaresque Novel

UNIT-III

11 hours

Wuthering Heights: Emily Bronte

UNIT-IV

10 hours

Emma - Jane Austen

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. University of California Press, 2001.
- Forster, E.M. *Aspects of the Novel*. Harvest Books, 1956.
- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning India, 2015.
- Brontë, Emily. *Wuthering Heights*. Penguin Books, 2003.
- Austen, Jane. *Emma*. Penguin Books, 2008.

Course Title: Punjabi sahit da ithass -II

Course Code: BAT245

| L | T | P | C |
|----------|----------|----------|----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ-11

Learning Outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਜਾਗ੍ਰਿਤੀ ਕਾਲ ਦੇ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਅਤੇ ਗਲਪ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
3. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਨਾਟਕ ਅਤੇ ਇਕਾਂਗੀ ਪ੍ਰਤੀ ਸੂਝ ਬੂਝ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।
4. ਪੰਜਾਬੀ ਗਲਪ ਨੂੰ ਸਮਝਣ ਦੀ ਸੂਝ ਪੈਦਾ ਹੋਵੇਗੀ।

Course Content

ਭਾਗ-ੳ

12 hours

ਜਾਗ੍ਰਿਤੀਕਾਲਦਾਸਾਹਿਤ (1851 ਈ.-1900ਈ.)

ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤ:ਸਿਧਾਂਤਕ-ਇਤਿਹਾਸਕਪਰਿਖੇਪ

ਪ੍ਰਮੁੱਖਸਾਹਿਤਕਪ੍ਰਵਿਰਤੀਆਂ।

ਭਾਗ-ਅ

12 hours

ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤ (1901ਈ.-1999ਈ.)

ਆਧੁਨਿਕਪੰਜਾਬੀਕਾਵਿ:ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਆਧੁਨਿਕਪੰਜਾਬੀਗਲਪ :ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਭਾਗ--ੲ

11 hours

ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤ (1901 ਤੋਂ-1999ਈ.)

ਆਧੁਨਿਕਪੰਜਾਬੀਨਾਟਕਅਤੇਇਕਾਂਗੀ:ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਆਧੁਨਿਕਪੰਜਾਬੀਵਾਰਤਕ:ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਭਾਗ-ਸ

10 hours

ਸਮਕਾਲੀਪੰਜਾਬੀਸਾਹਿਤ (2000ਈ-ਹੁਣਤੱਕ)

ਇੱਕੀਵੀਸਦੀਦਾਪੰਜਾਬੀਕਾਵਿ,

ਇੱਕੀਵੀਸਦੀਦਾਪੰਜਾਬੀਗਲਪ

ਪੁਸਤਕਸੂਚੀ

- ਪਰਮਿੰਦਰਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (ਆਦਿਕਾਲਤੋਂ 1700ਈ. ਤੱਕ) ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ 2003
- ਜੱਗੀਰਤਨਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (ਭਾਗਦੂਜਾ 1709 ਈ.-1900ਈ. ਤੱਕ) ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ. ਪਟਿਆਲਾ, 2018
- ਕਸੇਲਕਿਰਪਾਲਸਿੰਘਅਤੇਪਰਮਿੰਦਰਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦੀਉਤਪਤੀਤੇਵਿਕਾਸ, ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 2019
- ਸਿੰਗਲ, ਧਰਮਪਾਲਅਤੇਅਮਰਕੇਮਲ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ, ਲੋਕਗੀਤਪ੍ਰਕਾਸ਼ਨਚੰਡੀਗੜ੍ਹ, 2015
- ਜਸਬੀਰਸਿੰਘ, ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ (ਆਦਿਕਾਲਅਤੇਭਗਤੀ) ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 1981

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

Course Title:ਹਿੰਦੀਕਾਕਰਣ

Course Code:BAT228

Total Hours: 45

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. छात्रहिंदीभाषाकीसंरचनासेपरिचितहोंगे।
2. छात्रोंकोक्रियाकीअन्वयशक्तिएवंप्रक्रियाकाज्ञानहोगा।
3. छात्रवाक्यकेप्रकारएवंशक्तिसेपरिचितहोंगेइसकेसाथ-साथअभिव्यक्तिमेंविकीशक्तिकेमहत्वसेपरिचितहोंगे।
4. छात्रअव्ययकेस्वरूप, पर्यायवाचीशब्द, लोकोक्तिश्रुतिसमभिन्नार्थशब्द, मुहावरेएवंभावाभिव्यक्तिमेंभाषाकीभंगिमाकेमहत्वसेपरिचितहोंगे।

Course Content

भाग(क)

15 hours

- संज्ञा : परिभाषा, भेदएवंस्वरूपविश्लेषण
- सर्वनाम : परिभाषा, भेदएवंस्वरूपविश्लेषण
- लिंग, वचन, शुद्ध-अशुद्ध, अनेककेलिएएकशब्दआदि
- अपठितगद्यांश-प्रश्नोत्तर

भाग (ख)

10 hours

- कारकएवंकालविवेचन
- संस्कृतएवंहिंदीमेंकारककास्वरूप
- हिंदीमेंकारककाविकास
- पत्रलेखन –निजी, कार्यालयी

भाग (ग)

10 hours

- वाक्यअर्थ, परिभाषा, प्रकारएवंविश्लेषण
- अपठितपद्यांश-प्रश्नोत्तर

भाग (घ)

10 hours

- अवयव : अर्थ, प्रकार, विश्लेषण, पर्यायवाची, विपरीतार्थशब्द, श्रुतिसमभिन्नार्थकशब्द, मुहावरे, लोकोक्तिआदि,निबंधलेखन.

Transaction Mode

व्याख्यान, संगोष्ठी, ई-टीमशिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मिसमूहचर्चा, मोबाइलशिक्षण, स्व-शिक्षा, सहयोगात्मकशिक्षाऔरसहकारीशिक्षण।

अध्ययनकेलिएसहायकपुस्तकसूची

- अग्रवालमिनाक्षी : हिंदीव्याकरण, आक्सफोर्डप्रेस, इंडिया, 2009.
- सहायचतुर्भुज : पदविज्ञान, कुमारप्रकाशन, आगरा, 2004.
- त्रिपाठीरामदेव : हिंदीभाषानुशासन, बिहारहिंदीग्रन्थअकादमी, पटना, 1986.
- शिवनाथ : हिंदीकारकोंकाविकास, नागरीप्रचारिणीसभा, काशी, 1978.
- सहायचतुर्भुज : हिंदीकावाक्यविज्ञान, भागएक, भागदो, वाणीप्रकाशन : नईदिल्ली2019, 2022

Course Title: Sikh Thoughts and Main Principles

Course Code: BAT246

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3 |

ToTotal Hours: 45

Course Learning Outcomes: After successful completion of this course, the learner will be able to:

1. Learn that Sikhism is based on the spiritual teachings of Guru Nanak, the first Guru (1469-1539), and the nine Sikh gurus those succeeded him.
2. Understand that the Tenth Guru, Guru Gobind Singh named the Sikh scripture Guru Granth Sahib as his successor, terminating the line of human Gurus and making the scripture the eternal, religious spiritual guide for Sikhs.
3. Understand the fundamental beliefs of Sikhism, articulated in the sacred scripture Guru Granth Sahib.
4. Learn that the principal sikh scripture is the AdiGranth (First Scripture), more commonly called the Guru Granth Sahib.

Course Content

Course Content

Unit- I

09 hours

- ਸਿੱਖਧਰਮਦਾਆਰੰਭ : ਸਮਕਾਲੀਨਪ੍ਰਸਥਿਤੀਆਂ
- ਗੁਰੂਨਾਨਕਦੇਵ : ਜੀਵਨਅਤੇਸਿੱਖਿਆਵਾਂ
- ਗੁਰੂਅੰਗਦੇਵਦਾਯੋਗਦਾਨ : ਸਿੱਖਧਰਮਦੇਪ੍ਰਚਾਰਅਤੇਪਸਾਰਵਿੱਚਯੋਗਦਾਨ

Unit- II

12 hours

- ਗੁਰੂਅਮਰਦਾਸ : ਸਮਾਜਸੁਧਾਰਦੇਕਾਰਜ
- ਗੁਰੂਰਾਮਦਾਸ : ਅੰਮ੍ਰਿਤਸਰਦੇਸਰੋਵਰਦੀਖੁਦਾਈਤੇਮਸੰਦਪ੍ਰਬੰਧ
- ਗੁਰੂਅਰਜਨਦੇਵ : ਸ਼ਹਾਦਤਦੇਕਾਰਨਅਤੇਸਮਕਾਲੀਪ੍ਰਸਥਿਤੀਆਂ

Unit- III

11 hours

- ਗੁਰੂਹਰਗੋਬਿੰਦਸਾਹਿਬ: ਮੀਰੀ-ਪੀਰੀਦਾਸਿਧਾਂਤਤੇਅਕਾਲਤਖ਼ਤਦੀਸਥਾਪਨਾ
- ਗੁਰੂਤੇਗਬਹਾਦਰ : ਵਿਸ਼ਵਧਰਮਚਿੰਤਨਅਤੇਸਿੱਖਸ਼ਹਾਦਤ

- ਗੁਰੂਗੋਬਿੰਦਸਿੰਘ : ਖਾਲਸੇਦੀਸਾਜਣਾ

Unit- IV

13 hours

- ਬਾਬਾਬੰਦਾਸਿੰਘਬਹਾਦਰ: ਜੀਵਨ, ਜਿੱਤਾਂਤੇਸ਼ਹਾਦਤ
- ਸਿੱਖਮਿਸਲਾਂ: ਇਤਿਹਾਸਕਜਾਣ-ਪਛਾਣ, ਗੁਰਮਤਾਤੇਸਰਬੱਤਖਾਲਸਾ
- ਮਹਾਰਾਜਾਰਣਜੀਤਸਿੰਘ : ਜੀਵਨਤੇਪ੍ਰਾਪਤੀਆਂ

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ: ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨ, ਅਤੇਕੇਸਅਧਿਐਨ।

ਸਹਾਇਕਪੁਸਤਕਾਂ

- ਸਿੱਖਇਤਿਹਾਸ, ਡਾ. ਗੰਡਾਸਿੰਘ, ਪ੍ਰਿੰ. ਤੇਜਾਸਿੰਘ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ*
- ਸਿੱਖਵਿਚਾਰਧਾਰਾ, ਪ੍ਰੋ. ਪ੍ਰੀਤਮਸਿੰਘ, ਸ਼੍ਰੋਮਣੀ ਗੁਰਦੁਆਰਾਪ੍ਰਬੰਧਕਕਮੇਟੀ, ਅੰਮ੍ਰਿਤਸਰ।*
- ਬਾਬਾਬੰਦਾਸਿੰਘ, ਡਾ. ਗੰਡਾਸਿੰਘਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ*
- ਸਿੱਖਮਿਸਲਾਂਤੇਸਰਦਾਰਘਰਾਣੇ, ਸੋਹਣਸਿੰਘਸੀਤਲ*
- ਮਹਾਰਾਜਾਰਣਜੀਤਸਿੰਘ, ਬਾਬਾਪ੍ਰੇਮਸਿੰਘਹੋਤ*

Course Title: Macro Economics

Course Code: BAT230

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Conceptualize the basic concepts of Macro Economics.
2. Analyze the classical theory of employment and Keynes objection to the classical theory.
3. Elaborate the role of fiscal policy and monetary policy in a Developing Economy.
4. Evaluate the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.

Course Content

UNIT-I

9 hours

National Income and Classical theory of income and Employment: Basic concepts of National Income accounting. The circular flow. The measurement of the National Income-Value Added Method and Expenditure Method. The problem of double counting. Basic Classical Macroeconomics; Say's Law of Market, The Classical Theory of Income and Employment determination.

UNIT-II

13 hours

Keynesian theory and Investment: Effective Demand, factor determining Consumption Function (Bandwagon effect, permanent income hypothesis: Factors influencing consumption function. Investment: Autonomous and induced investment multiplier. Investment function: Concepts of Marginal productivity of capital, marginal efficiency of capital (MEC). Concept of Accelerator.

UNIT-III

11 hours

Inflation and Business Cycle: Inflation: Types of Inflation causes and effects of Inflation, Demand Pull vs. Cost Push inflation; Concepts of inflationary gap and stagflation.

Business Cycles- Meaning and phases. Classical theories of Business Cycles.

UNIT-IV

12 hours

Macroeconomic Policies: Monetary Policy: objectives, Instruments: Open Market Operations, Statutory Liquidity Ratio, Bank rate, variable reserve ratio, repo rate; Applications in recession and inflation; Limitations. Fiscal Policy – objectives, Instruments and limitations. Budgetary Deficit and Deficit Financing-Indian illustration

Transaction Mode

Verbal Exposition, Teacher Talk, Classroom Discussion, Questioning and Answering, Learner Participation, use of ICT tools etc.

Suggested Readings

- *Durnbarg, T F and Dougal, M .C. (2020). Macro Economics, McGraw Hill, New York.*
- *Sharma, O. P. (2022). Macro Economics (Punjabi Medium), Punjabi University, Patiala.*
- *Ackley, G. (1985). Macro Economic Theory, Macmillan, New York.*
- *Baird, C .W (1977). Elements of Macro Economics, West Publishing Company.*

Course Title: Fundamentals of Sociology

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Course Code: BAT233

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Comprehend the concept of social interaction.
2. Recognize the associative and dis-associative social process.
3. Identify and differentiate the characteristics of primary, secondary and reference social groups.
4. Analyze the importance social institutions, social control and social deviance.

Course Content

UNIT-I: Social Interaction and Social Processes

12 hours

Social Interaction: Understanding the Dynamics

Concepts and importance of social interaction, Types of social interaction

Types of Social Processes

Integrative Processes: Cooperation, Accommodation, Assimilation,

Disintegrative Processes:

Competition

Conflict

UNIT-II: Social Groups and Dynamics

11 hours

Social Groups: Definitions and Characteristics

Understanding social groups

Characteristics and dynamics

Types of Social Groups

Primary and Secondary Groups

In-group and Out-group dynamics

UNIT-III: Institutions and Changing Social Patterns

12 hours

Marriage and Family Dynamics

Definition and Functions of Marriage

Changing Patterns in Marriage

Definition and Functions of Family

Changing Patterns in Family Dynamics

Emerging Challenges in Social Relationships

Understanding contemporary issues and crises in relationships

3. Religion in Society

Definition and Functions of Religion

Role of Religion in Social Dynamics

UNIT-IV: Social Control and Deviance

10 hours

Social Control: Mechanisms and Agencies

Meaning and significance of social control

Various agencies of social control

Understanding Social Deviance

Definition and types of social deviance

Factors contributing to social deviance

Lecture, Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Rao, Shankar C.N.(2005) *Sociology Part-I*.Jalandhar: New Academic Publishing House.
- Giddens, Anthony (2001).*Sociology*. London: Polity.
- Haralambos, M (1980) *Sociology: Themes and Perspective*.London: Oxford University Press
- Davis, Kingsley(1978))*Human Society*. London: Mac Millan Company.
- Jayaram, N. (1988)*Introductory Sociology*. Madras: Macmillan India.
- Johnson, Harry, M. (1980) A Systematic introduction. Delhi: Allied Publishers.

- Mair, Luc (1972) *An Introduction to Social Anthropology*. London: Oxford Clarendon Press.
- Mujamdar, D.N. & Madam T.N. (1956). *An Introduction to Social Anthropology*. Bombay: Asian Publishing House.
- Schaefer, Richard T. 1999. *Sociology*. New Delhi: Tata Mc Graw-Hill.
- Srinivas, M.N. 1995. *Social change in Modern India*. New Delhi: Orient Longman.
- Srivastava, A.R.N. 2005. *Essentials of Cultural Anthropology*, New Delhi: Prentice Hall of India.

Course Title: Community Organizations and Development

Course Code: BAT235

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours: 30

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Define and explain the fundamental concepts of social work practice, including values, principles, and ethical standards.
2. Summarize and analyze different methods and approaches used in social work practice, such as social case work, community organization, and social group work.

3. Apply the knowledge gained to real-life scenarios by demonstrating an understanding of how social work principles can be used to address issues like empowerment, marginalization, and social inclusion.
4. Propose innovative and ethical solutions to complex social issues by applying critical social work perspectives and principles of humanism, human rights, and social justice.

Course Content

UNIT-I

7 hours

Community: Concept (Sociological and Practitioner); Community Work within Social Work; Definition, Objectives, Principles and Relevance of Community Organization Practice; Historical Development of Community Organization; Community Organization in India.

UNIT-II

8 hours

Community Organization: Process of Community Organization - Study and Survey, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification and Continuation; Models of Community Organization - Locality Development Model, Social Planning Model, Social Action Model; Approaches Directive and Non-directive. Role of Advocacy, Extension and Dissemination in the Community.

UNIT-III

7 hours

Community Development: Concept, History, Principles, Objectives and Community Development; Models of Participation and Empowerment: Assets-Based Community Development, Theoretical Path for Community Engagement; Community Leadership; Discrimination and Community Development Programming; Types of Discrimination & their Impact on Capacity Development, Addressing the Community Level; Community Development Programme - Gram Panchayat Development Plan (GPDP).

UNIT-IV

8 hours

Community Organizer: Role of the Community Organizer within Different Models (Enabler, Educator, Advocate, Guide, Broker, Networking and Therapist); Skills and Attributes of a Community Organization Practitioner– Problem Analysis, Resource Mobilization, Communicator, Conflict Resolution, Organizing Meetings, Writing and Documenting, Networking, Training.

SUGGESTED READINGS

- *Lal (2017), India Social: How social media is Leading the change and Changing the Country, Hachette India.*
- *Beher A & Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune:NCAS.*
- *Freire (2005), Pedagogy of the Oppressed, The Continuum International Publishing Group Ltd, United States of America.*
- *Chambers Robert (2005) Ideas for Development, Earth Scan, London.*
- *Chatterjee (2004), Up Against Caste: Comparative Study of Ambedkar and Periyar, Rawat Publications.*
- *National Centre for Advocacy Studies (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune:National Centre for Advocacy.*
- *PRIA (1995) Participatory Evaluation: Issues and Concerns, New Delhi:PRIA.*
- *Dhama, O.P & Bhatnager, O.P. (1994) Education and Communication for Development. New Delhi: Oxford & IBG Pub. Co. Pvt; Ltd.*
- *Cox Fred (1987), Community organization, Michigan: F.E. Peacock Publishers.*
- *Rao, MSA (1979) Social Movements in India, New Delhi: Vol. 1 and 2, Manohar Publication.*

Course Title: Field Work-II

Course Code:BAT247

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Total Hours 30

Course Outcome

1. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.
3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.
5. Reflect critically on their fieldwork experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

Week 1: Orientation

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

Week 2-4: Initial Placement and Observation

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

Week 5-8: Client Interaction and Assessment

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

Week 9-12: Intervention and Practice

- Implementing intervention plans and providing services
- Participating in team meetings and case discussions
- Continued supervision and reflective journaling

Week 13-15: Evaluation and Reflection

- Evaluating the effectiveness of interventions
- Reflecting on personal and professional growth
- Preparing mid-term and final reports

Week 16: Final Presentation and Review

- Final presentation to peers and faculty
- Review of fieldwork experiences and key learnings
- Course wrap-up and feedback session

Course Title: Human Growth and Development

Course Code: BAT236

Total Hours: 45

| L | T | P | C |
|---|---|---|---|
| | | | r |
| 2 | 0 | 0 | 2 |

Course Outcomes: On the completion of the course the students will be able to

1. Summarize theoretical perspectives and stages of human development
2. Identify challenges and issues in various stages of human development
3. Critically analyze the challenges and issues in adolescence
4. Analyse the psychosocial changes among adults

Unit-I

12 hours

Growth and Development: Concept, General principles of growth and development, characteristics of development, difference between growth and development. Heredity and Environment. Role of heredity and environment during prenatal and infancy stage (Physical, Psychosocial, Cognitive and Linguistic).

Unit-II

12 hours

Childhood and Late Childhood: Development (Physical, Psychosocial, Cognitive and Linguistic), Challenges and issues. Role of Parents and Education in the development of during childhood.

Unit-III

11 hours

Development during Adolescence (Physical, Psychosocial, Cognitive and Linguistic). Challenges and issues in Adolescence. Role of Parents and Education in the development of during Adolescence.

Unit-IV

10 hours

Adulthood: Stages, Physical Changes, Cognitive changes, Psycho social changes. Old age: Physical Changes, Cognitive changes, Psycho social changes. Challenges and issues in aging process. Role of society during the period of Adulthood.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, BrainStorming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback, Case Studies, Demonstration.

Suggested Readings

- *Dr. Ankita Singh (2022): Life Span Development Psychology; Aavishkar Publishers, Distributors, Jaipur.*
- *Dr. Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.*
- *Hurlock, E. B. (2004): Developmental Psychology: A Life Span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.*
- *George Kaluger (1884): Human Development the Span of Life. Times Mirror Mosby College Publishing: Toronto*
- *L. Joseph Stone & Joseph Church: Childhood and Adolescence. Second Edition. Random House, New York.*

Course Title: Psychology Practical-II

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Course Code: 248

Total Hours:30

1. Parental Bonding
2. Academic achievement/Test Anxiety
3. Aggression

Suggested Readings

- Dr. Ankita Singh (2022): Life Span Development Psychology; Aavishkar Publishers, Distributors, Jaipur.
- Dr. Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.
- Hurlock, E. B. (2004): Developmental Psychology: A Life Span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- George Kaluger (1884): Human Development the Span of Life. Times Mirror /Mosby College Publishing: Toronto
- L. Joseph Stone & Joseph Church: Childhood and Adolescence. Second Edition. Random House, New York.

Course Title: History of Medieval

India

Course Code: BAT232

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

Course Learning Outcomes: On successful completion of this course, the learner will be able to:

1. Evaluate the social and political conditions of India in 1000 A.D. along with the Mahmud Gahazni's and Muhammad Ghori's Invasions of India.
2. Understand the foundation, expansion and consolidation of the Delhi Sultanate with special focus on prominent dynasties like Ilbari Turks, Khaljis, and Tughlaqs,
3. Analyze the establishment of Mughal rule with the first battle of Panipat, along with the achievements of Humayun and the Religious and Rajput Policy of Akbar.
4. Know the Aurangzeb, his Deccan, religious and Rajput policy.

Course Content

UNIT-I

09 hours

Political and Social conditions of India in 1000 A.D.

Mahmud Ghazni's Invasions, their causes and impact, Muhammad Ghori invasion of India, focus will be on First and Second Battle of Tarain.

UNIT-II

12 hours

Foundation of Slave Dynasty with special reference to Qutb u- Din Aibak, Iltutmish, Razia Sultan and Balban.

Khalji and Tughlaq Dynasties, with focus on Jalalu Din Khilji, Alauddin Khilji, Ghiyasuddin Tughluq, Muhammad bin Tughluq and Firuz Shah Tughluq

UNIT-III

11 hours

Foundation of Mughal rule: Babur and the First Battle of Panipat, causes and consequences, Achievements of Humayun.

Jalaluddin Akbar: Second battle of Panipat, Rajpute Policy, Religious Policy and Mansabdari System

UNIT-IV

13 hours

Aurangzeb: His Religious policy, Deccan Policy and its impact on Mughal History.

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment.

Suggested Readings:

Suggested Readings:

Chandra, S. (2007). *A History of Medieval India*. New Delhi: Orient BlackSwan

Sen, S. N. (2013). *A Textbook of Medieval Indian History*. Oxford University Press. *Ratna Sagar*.

Habib, I. (2003). *Medieval India: From Sultanate to the Mughals (1526-1748)*. Aligarh Book Society.

Sarkar, J. (1984). *History of Aurangzeb*. New Delhi: Orient Longman.

Richards, J. F. (1993). *The Mughal Empire*. Cambridge University Press.

Banerjee, J. (1989). *Delhi Sultanate (Vol. 1)*. Gyan Books.

Elliot, H. M., & Dowson, J. (1867-1877). *The History of India, as Told by Its Own Historians: The Muhammadan Period (Vols. 1-8)*. London: Trübner & Co.

Habib, I. (1992). *The Agrarian System of Mughal India (1556-1707)*. Oxford University Press. (While this focuses on the Mughals, it provides valuable context for the agrarian systems established during the Delhi Sultanate)

Jackson, P. (1999). *The Delhi Sultanate: A Political and Military History*. Cambridge University Press.

Siddiqi, I. H. (1980). *Delhi Sultanate in India: A Political and Cultural History (1st ed.)*. Oxford University Press.

**Course Title: Basics of Public Administration
Maximum.**

Course Code: BAT249

Total Hours: 45

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Course Learning Outcome: After completion of this course, the learner will be able to:

1. Define public administration and explain its significance in the context of government and society.
2. Develop essential public management skills such as strategic planning, human resource management, and financial management.
3. Understand the principles and processes of public budgeting, including budget preparation, approval, execution, and auditing.
4. Assess the effectiveness and efficiency of public service delivery and explore methods for quality improvement.

Unit 1

Theories of Organization:

12 hours

Scientific Management

Theory(F.W.Taylor),Classical(HenryFayol,LutherGulick,M.P.Follet,MooneyandReiley)andBureaucratic(MaxWeber).

Unit II

Personnel Administration:

12 hours

Meaning;NatureandSignificance.ElementsofPersonnel Administration:

Recruitment, Training/ Capacity Building, Promotion,MotivationandMorale.

Unit III Budget:10 hours

Budget and its

Principles,PreparationandEnactmentofBudget.PublicFunds:Accounting andAuditing.

FinancialControl:Parliamentary(Parliamentanditscommittees)andExecutive Control.

Unit IV Meaning and Significance of following: 11 hours

- I. Administrative Law.
- II. Delegated Legislation.
- III. Administrative Tribunal.
- IV. Public Policy.

Transaction Mode

- Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings

- *Jay M., J. Steven O. & Yong S. J. (2015). Classics of organization theory. Boston: Cengage Learning.*
- *Frederickson, H. George, et al. (2018). The Public Administration Theory Primer. New York: Routledge.*
- *Gueras, D. & Charles G. (2010). Practical ethics in public administration. Barrett Koehler Publishers.*
- *Kraft, M. E. & Scott R. F. (2019). Public policy: Politics, analysis and alternatives. Cooper Press.*
- *Mandal, U. C. (2006). Public Administration Principles and Practices, Sarup & Sons, Delhi. Durant, Robert F. (2012). Debating Public Administration: Management Challenges, Choices, and Opportunities, New York: Routledge.*

Course Title: Modern Principles of Political Theory**Course Code: BAT231**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45**Course Learning Outcomes**

On the completion of the course the learner will be able to:

1. Discuss universal declaration of human rights and its importance in social life.
2. Justify the concepts that have shaped politics, including Equality, Liberty, Individuality, Democracy and Justice.
3. Compare Political Culture with Political Socialization.
4. Categorize fundamental rights, duties and directive principle of state policy insocial life.

Course Content**Unit I****13 hours**

- Modern Political System: Meaning, characteristics and Functions of Political System (David Easton & Almond)
- Political Culture: Meaning, Characteristics and Types.
- Political Socialization: Meaning, characteristics & agencies.

Unit II**12 hours**

- Democracy: Meaning, features, & types.
- Citizenship: Meaning, Nature, Characteristics and Types. How to get or lost the citizenship.
- Universal Declaration of Human Rights.

Unit III**10 hours**

- Welfare State: Concept, Features and Functions.
- Socialist Perspective: Main Characteristics and Functions

Unit IV

10 hours

- Liberal Perspective: Main Characteristics and Functions
- Social Change: Meaning and Characteristics, Determinants of Social Change

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

SUGGESTED READINGS

- Robert A. Dahl (1972). *Modern Political Analysis*, Prentice Hall, New Delhi.
- Davies & Lewis (1972). *Models of Political Systems*, Vikas, New Delhi.
- Stephen L. Wasby (1972). *Political Science: The Discipline and its Dimensions*,
Scientific Book Agency.
- B.L. Fadia (1984). *State Politics in India, Vol. II*, New Delhi, Radint
Publisher.
- Laxmikant, M (2013). *Indian Polity*, Mchraw Hill Education, New Delhi.
- R. Kothari (1988). *State against Democracy: In Search of Human
Governance*,
Delhi, Ajantha.
- R. Kothari (1970). *Politics in India*, New Delhi, Orient Longman.
- Nirja G., P. B. Mehta (2010). *The Oxford Companies to Politics in India*,
Oxford
University Press.
- M.V. Pylee (1977). *Constitutional Government in India*, Bombay, Asia
Publishing House.
- M.V. Pylee (1998). *An Introduction to the Constitution of India*, New Delhi,
Vikas
- Baker, Donald G. (1971). "Political Socialization: Parameters &
Predispositions.

- Meyer, David S, and Deana A. Rohlinger (2012). "Big books and social movements: A myth of ideas and social change." Social problems.
- Lefort, Claude, and David Macey (1988). Democracy and political theory. Vol. 225. Cambridge: Polity Press.
- Cohen, Jean L., and Andrew Arato (1994). Civil society and political theory. MIT press.
- Carnoy, Martin (2014). The state and political theory. Princeton university press.

Course Title: Calculus and

Course Code: BAT234

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: On completion of this course, the successful learner will be able to:

1. Recognize and determine infinite limits and limits at infinity and interpret with respect to asymptotic behavior.
2. Determine the existence of, estimate numerically and graphically, and find algebraically the limits of functions.
3. Familiarize with various methods of solving differential equations of first and second order and to have qualitative applications
4. Solve various working rule for finding solution of linear differential equations with constant coefficients, homogeneous linear equations or Cauchy-Euler equations, linear differential equations of second order with variable coefficients, initial and boundary value problems etc. and model problems in nature using ordinary differential equations.

UNIT-I

10 hours

Derivative of a function, the derivative as a function, derivatives of a polynomial and exponential function, the product and quotient rule, rate of change in social and natural science. Derivatives of Trigonometric, Logarithmic and hyperbolic functions.

Successive differentiation, Asymptotes, Multiple points, Tests for concavity and convexity, points of inflexion, Tracing of curves in Cartesian, Curvature, radius of curvature, center of curvature.

UNIT-II

12 hours

Integration as inverse process of differentiation Integration of a variety of functions by substitution, by partial fractions and by parts. Evaluation of simple integrals of trigonometric, exponential and Logarithmic function. Definite integrals as a limit of a sum, Fundamental Theorem of Calculus (without proof) Basic properties of definite integrals and evaluation of definite integrals. Double and Triple Integral.

UNIT-III

11 hours

Introduction of Differential equations, Order and Degree of Differential Equations, Complete primitive (general solution, particular solution and singular solutions), Existence and uniqueness of the solution $dy/dx= f(x,y)$.

Differential equations of first order and first degree, Separation of variables, Homogeneous linear Equations, Exact Equations, Integrating Factor, Linear Equation, Equation of First order but not of first degree.

UNIT-IV

12 hours

Linear differential equations with constant coefficients, Complementary function, Particular integral, Working rule for finding solution of linear differential equations with constant coefficients, Homogeneous linear equations or Cauchy-Euler equations. Simultaneous differential equations, Differential equations of the form $\frac{dx}{P} = \frac{dy}{Q} = \frac{dz}{R}$ where P, Q, R are functions of x, y, z. Exact differential equations,

Suggested Readings

- *Rudin, W., Principles of Mathematical Analysis, McGraw-Hill (2013).*
- *Malik, S.C. and Arora, S., Mathematical Analysis, Wiley Eastern (2010).*
- *Simmons G. F., Introduction to Topology and Modern Analysis, Tata McGraw Hill (2008).*
- *Jain, P. K., Ahmad Khalil, Metric Spaces, Alpha Science Publishers (2004).*
- *G.F. Simmons, (2002), Differential Equations with Application and Historical Notes, Tata –McGraw Hill.*
- *B. Rai, D.P. Choudhary & H. J. Freedman, (2002), A Course of Ordinary Differential Equations, Narosa.*
- *Ian N. Snedden, (2013), Elements of Partial Differential Equations, Dover Publication.*
- *L.E. Elsgolts, (1970), Differential Equation and Calculus of variations, University Press of the Pacific.*
- *M. D. Raisinghania, (2018), Ordinary and Partial Differential Equations, S Chand.*
- *J.B. Fraleigh, (2003), A first course in Abstract Algebra, Addison-wiley.*
- *Joseph A Gallian, Contemporary Abstract Algebra, Brooks/Cole Cengage Learning, 2016*
- *I. N. Herstein,(2006), Topics in Algebra, John Wiley & Sons.*
- *Thomas W Hungerford, (1990), Abstract Algebra – An Introduction, Saunders College Publishing.*

- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

Website/ Links/ Online portal/ICT:

1. <https://www.britannica.com/science/calculus-mathematics>
2. <https://www.khanacademy.org/math/calculus-1>

Course Title Introduction of Musical terms and techniques

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 2 | 0 | 0 | 2 |

Course Code: BAT250

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Studies about the compositional forms of Hindustani music.
2. Learn about the notation systems of Hindustani music.
3. Classification of Indian Musical Instruments.
4. Learn to write the practical composition according to the notation system.

Course Content

UNIT-I

8 hours

Historical Development of music in following periods

- a) Ramayan Period b) Mahabharat Period

Classification of Indian Musical Instruments.

Definition of the following in the context of GurmatSangeet: Raag, Mahla, Rahao, Ank.

UNIT-II

6 hours

Biographical sketches and contribution towards Indian Music of the following:

- (a) Pt. Vishnu Digamber Paluskar (b) Gujjar Ram Vasdev Ragi

One Shabad in Nirdharit Raags

UNIT-III

6 hours

Biographical Sketches and Contribution of the Following:

- a) Pt. Jasraj b) Ustad Amir Khan

Elementary Knowledge of the following Ragas

- a) Darbari b) Bhairav

UNIT-IV

10 hours

Importance of Sahayak Nad.

Methods of formation of 72 Thaats of Dakhani Music system of Pandit Vyakant Mukhi.

Detailed Description and notation of prescribed Ragas:

- a) Vrindavani Sarang b) Asawari

Transaction Mode

Lecture, Demonstration, Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Composition method.

Suggested Readings

- Kaur. D. (2017). *Sangeet Roop (Part-I)* Pearl Books Private Ltd. Patiala.
- Sharma. M. (2014) *Sangeet Manual* H. G. Publications.

- *Sharma. Y. (2011) Gayan Kalan Publication Bearu. Punjabi University, Patiala.*
- *Chuchan. P. (1997) Bharti Shastri sangeet Ka Vikaas*

Music (Practical)

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 0 | 0 | 2 | 1 |

Course Name: Study of Raga (Viva Voce)-I

Total Hours: 30

Subject Code: BAT251

UNIT- I

18 Hours

Practical Performance of Raag: Khamaj, Bhopali.

Practical Performance of Singing: Anyone out of Shabad, Bhajan & Gazal.

UNIT- II 12 Hours

Ability to recite. Teentaal, Ektaal, Roopak, Teevrashowing Khali-Tali with hand

motion in Ekgun, Dugan, Layikaries.

Course Name : Fundamentals of ShabadKirtan

Course Code : BAT252

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total hours: 30

Course Learning Outcomes: On successful completion of this course, the students will be able to

1. Learn basic study of ShabadKirtan.
2. Forms of Music in Sikhism.
3. Learning about the Introduction of GurmatSangeet.
4. Basic Introduction of Music Instruments.

Course Content

UNIT-I

8 hours

Technical Terminology of Music: Sandhi Prakash Raag, ShudhRaag, ChhayalagRaag, Vaadi, Samvadi.

Technical Terminology of GurmatSangeet : Dhuni, Shan,
Manglacharan, Pauri.

UNIT-II

6 hours

Contribution & Development of GurmatSangeet in period Guru Angad
Dev ji and Guru Amardasji.

Introduction of GurmatSangeet.

UNIT-III

6 hours

ShabadKirtan Performance in the prescribed Raagas
Bhairon – one Shabad Composition.
Kalyan – one Shabad Composition.
Parbhati – one Shabad Composition.

UNIT-IV

10 hours

Four Alankars on your Instruments Rabab or Dilruba. Performance of
following TaalsPauri, Dadra, Kehrwa, Ektaal and Teentaal.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion &
Demonstration

Suggested Readings

- *AdiGranth Rag Kosh by Gurnam Singh, PvitarParmanikParkashan, Patiala.*
- *GurmatSangeet by DharamParchar Committee, CentralYatimkhana, Sri Amritsar sahib.*
- *GurmatSangeetDarpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *GurmatSangeet da SangeetVigyan by Dr. Varinder Kaur, AmarjitSahitParkashan, Patiala.*

- *GurmatSangeetParampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur ShabadSangeet by Principal Sukhwant Singh, Gur ShabadSangeetAkadmi, JawaddiTaksal, Ludhiana.*
- *GurmatSangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib RaagRatnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib RaagRatnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *TablaVaadan by Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.*
-

Practical

Course Name : Technicalities of Instruments

Course Code : BAT 253

Unit-I

Hours: 18

- i. Shabad Kirtan Performance in the prescribed Raagas
Bhairo – one Shabad Composition.
Kalyan – one Shabad Composition.
Parbhati – one Shabad Composition.
Gond –one Shabad Composition.

Unit-II

Hours 12

- ii. Four Alankars on Instruments Rabab or Dilruba.
- iii. Ability to demostate the following taals by hand in Ekgun and Dugun
layakarries
- iv. Ability to play Dadra on Tabla.

- v. Holding and playing technique of string instruments (Tantri Saaz)
Rabab or Dilruba.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Adi Granth Rag Kosh by Gurnam Singh, Puitar Parmanik Parkashan, Patiala.*
- *Gurmat Sangeet by Dharam Parchar Committee, Central Yatimkhana, Sri Amritsar sahib.*
- *Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *Gurmat Sangeet da Sangeet Vigyan by Dr.Varinder Kaur, Amarjit Sahit Parkashan, Patiala.*
- *Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana.*
- *Gurmat Sangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib Raag Ratnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib Raag Ratnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *Tabla Vaadan by Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

Course Name : : Technicalities of Sur and Taal

Course Code : BAT254

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total Hours 30

Course Learning Outcomes: On successful completion of this course, the students will be able to:

- 1.Understand Music Terminology
- 2.Learn History of Indian Music
- 3.Learn Ragas and Taals
- 4.Become familiar with the workings of instruments

Course Content

UNIT-I

6 hours

Historical Development of Instrumental Music of modern period.

Study of Naad.

UNIT-II

8 hours

Elementary knowledge of Musical Terms:Matra, Vibhag, Sam, Tali, Khali,Avartan.

Various bols of Mizrab, Jhala.

UNIT-III

8 hours

Life sketches and the Contributions of Great Maestros to Indian Music.

Pt. V.N. Bhatkande

Pt. Ravi Shankar

UNIT-IV

8 hours

Description and Notation of prescribed Ragas: Bhopali and Kaafi.

(OneMaseetkhani Gat and two Razakhani Gats with Toras)

Notation of Taals: Jhaptal and Daadra.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- 1.Rag Parichay I, II and III by H.C. Srivastava*
- 2.Sitar Marg Part IIby S. Bandopadhya*
- 3.Sangeet Sar I by Mrs. Veena Mankaran*
- 4.Sangeetanjali part I and IV by Pt. Onkar Nath Thakur*
- 5.Sangeet Kala ka Itihas by Sh. Panna Lal Madan*
- 6.Sageet Kaumudi II and III by V.S. Niga*

Practical

Course Name : A Study of Raagas and Taals-II

Course Code : BAT 255

Unit-I

Hours -18

- i. Ability to play four Alankars on Sitar.
- ii. Ability to play one Razakhani Gat in Raag: Bhopali and Kaafi.
(One Maseetkhani Gat and two Razakhani Gats with Toras)

Unit-II

Hours -12

- iii. Ability to demonstrate prescribed Taals on hands in Jhaptal and Daadra.
- iv. Ability to play Taal Dadra on Tabla.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

1. *Rag Parichay I, II and III by H.C. Srivastava*
2. *Sitar Marg Part II by S. Bandopadhyaya*
3. *Sangeet Sar I by Mrs. Veena Mankaran*
4. *Sangeetanjali part I and IV by Pt. Onkar Nath Thakur*
5. *Sangeet Kala ka Itihas by Sh. Panna Lal Madan*
6. *Sangeet Kaumudi II and III by V.S. Niga*

Course Title: Officiating and Coaching in

Physical Education

Course Code: BAT256

TotalHours: 30

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Demonstrate the correct officiating techniques.
2. Participate and collaborate in officiating scenarios and appropriate discussions.
3. Understand the concept of coaching and its contribution to maximize performance.
4. Officiate the games at national levels.

Course Content

UNIT-I

6 hours

Introduction: -

Meaning, Importance, Principles of Officiating. Financial and Legal aspect of officiating.

Quality and Qualifications of good official, Relationship of official and Players, duties of an official.

Personal preparation of official, preliminary preparation (Pre game, during game, after game time), improving and standard of officiating.

UNIT-II

9 hours

Coaching: -

Definition, Purpose, Principles, need and importance of coaching –

Principles of Training, Relationship between training and coaching. Characteristics of coach, Qualification and qualities of coach.

Role of Coach as a leader, follower, friend, counselor. Method of player's selection.

UNIT III

6 hours

Requisites of a champion -

Ability, interest, fitness, pride and determination –

Basic Principles and planning of training schedule,

Analysis of individual and team performance. The use of Psychology in coaching.

UNIT-IV

9 hours

Lay out -

Track and Field,

Football, Basketball, Volleyball, Hockey, Kho-Kho, Kabaddi, cricket, Handball,

Softball, Netball, Throw ball, Badminton, table tennis, lawn tennis, ball-badminton,

Swimming, Wrestling, Boxing, judo, Archery.

Rule and Regulation: - Athletics, Football, Basketball, Volleyball, Hockey, Kho-Kho,

Kabaddi, cricket, Handball, Softball, Netball, Throw ball, Badminton, table tennis,

lawn tennis, ball-badminton, Swimming, Wrestling, Boxing, judo, Archery, Weight

lifting, Power lifting with score sheet and Awards.

Transaction Mode: Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

Suggested Readings

- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
- Dyson, G. H. (1963). *The mechanics of athletics*. University of London Press, London
- Singer, R. N. (1972). *Coaching, athletic & psychology*. New York.
- Brar. T. S. (2002). *Officiating techniques in Track and Field*. Bhargava Press, Gwalior.

Course Title: Proficiency of Athletics and Games - II

Course Code: BAT257

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Demonstrate the starting and finishing techniques of running events.
2. Contrast the rules of any one game from Kho-Kho, Kabaddi and Basketball
3. Demonstrate the measurements for these events and games.
4. Acknowledge the basic and advanced techniques of the game.

Course Content

Running Events – Middle Distance Races

800 Meter

1500 Meter

3000 Meter

3000 Meter Steeple Chase

Jumping & Throwing Events –

High Jump

Pole Vault

Hammer Throw

Javelin Throw

Games –

Kho-Kho

Kabaddi

Basketball

Semester-III**Course Title: Social Welfare Policies and Legislation**

| L | T | P | Cr. |
|---|---|---|-----|
| 4 | 0 | 0 | 4 |

Course Code: BSW301**Total Hours: 60****Course Learning Outcomes:** The learner shall be able to:

- Understand Social Policy and planning with special reference to India and their relevance to Social Work Practice.
- Develop ability to identify and analyze factors contributing to Under Development and Development.
- Understand of Social, Economic and Political Justice and their implications for professional Social Work.

UNIT-I**Introduction to Social Policy****15 hours**

- Definition and Meaning; Models of Social Policy; Comparative Social Policy
- Social Policy in a Development Context
- Historical Trajectories of Social Policy in India
- Ideological bases of Social Policy

UNIT-II**Features and Process of Social Policy****15 hours**

- Characteristic Features of Social Policy; From Universalism to Safety Nets
- Steps in Policy Formulation; Policy Analysis & Policy Advocacy
- Social Policy for social inclusion

UNIT-III**Introduction to Social Legislations****15 hours**

- Indian Legislature and Judiciary
- Social Legislation: Nature and Scope
- History of Social Legislation in India

UNIT-IV**Legislation and Social Institutions****15 hours**

- Special Marriage Act, 1956

- Legislation for Protection of Women
- Legislation for Vulnerable Groups

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

1. Adams, R. (2002). *Social Policy for Social Work*. Basingstoke: Palgrave.
2. Gore, M.S. (1985). *Social Aspects of Development*. Jaipur: Rawat Publications.
3. Hall, A. L., & Midgley, J. (2004). *Social Policy for Development*. London: SAGE.
4. Kennett, P. (2014). *A Handbook of Comparative Social Policy*. Cheltenham: Edward Elgar.
5. Gangrade, K.D. (2011). *Social Legislations in India (2 volumes)*. Delhi: Concept Publishing Company Pvt. Ltd.
6. *Indian Bare Acts*. Delhi: Professional Book Publishers.
7. Dalrymple, J. & Boylan, J. (2013). *Advocacy in Social Work*. London: Sage Publications.

Course Title: Prose and Poetry in English Language**Course Code: BAT356**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: On successful completion of this course, the students will be able to

1. Analyse diverse perspectives on social issues, cultural critiques and human rights through selected texts.
2. Improve grammatical and syntactical skills of language.
3. Critically analyse and interpret the themes of choice, nature and the power of imagination in selected poetic pieces.
4. Improve chances of employability, vocabulary and illustrative expression.

CourseContent**UNIT-I****16 hours**

- Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:
 - The Face on the wall: E.V. Lucas
 - Green Parrots in a Cage
 - The Doll's House
 - My Brother, My Brother: Norah Burke
 - Dusk

UNIT-I:**17 hours**

- The Poetic Palette (Orient Blackswan, 2013)
- The following poems from this anthology are prescribed:
- Letter From Kashmir: Agha Shahid Ali
 - Stopping by the Woods on a Snowy Evening: Robert Frost
 - I Sit and Look Out: Walt Whitman
 - The Old Woman: Arun Kolatkar
 - Poetry: Pablo Neruda

- After Blenheim: Robert Southey

UNIT-III

16 hours

- Texts Prescribed for Grammar Oxford Practice Grammar by John Eastwood (Exercises 01 to 25)

UNIT-IV

11 hours

- Writing skills

Report Writing

Applications: Commercial

Essays

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Wilfred D. *The Student's Companion*. The Pearson Education, 1983.
- Eastwood, John. *Oxford Practice Grammar*. OUP, 2004.
- *The Poetic Palette*. Orient Blackswan, 2013.
- *Prose Parables*. Orient Blackswan, 2013.

Course Title: Sociology of Health

Course Code:BAT320

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours: 20

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Understand the sociological perspective on health and illness.
2. Describe the major sociological theories in healthcare.
3. Analyze the historical development of medical sociology.
4. Identify and explain the social determinants of health.

Course Content**UNIT-I****12 hours**

Introduction to medical sociology, Sociological theories in healthcare, disparities and inequalities, Socio- economic status and health.

UNIT-II**12 hours**

Role of healthcare institutions in society, Medicalization and social construction of illness, Culture, Gender, and Race in Healthcare, Cultural competence in healthcare, Gender, Racial disparities in healthcare

UNIT-III**12 hours**

Socialization and Practices in Healthcare, Socialization into healthcare professions,

UNIT-IV**09 hours**

Addressing Contemporary Health Challenges, Global health issues and challenges, Mental health and stigma, Emerging healthcare trends

- *Textbook: "Medical Ethics: Accounts of Ground-Breaking Cases" by Gregory Pence.*
- *Article: Haug, M. R., & Lavin, B. (1983). The Professionalization of Everyone? American Journal of Sociology, 88(5), 856-875.*
- *Book Chapter: Saks, M. (2009). Medicalization, Professionalization and the Transformation of Symptoms into Medical Disorders. In The Sociology of Healthcare Safety and Quality (pp. 25-46). Springer.*
- *Text Book :Sociology of Health and Medicine by Madhu Nagala*

**Course Title: Listening and Speaking Skills-
English**

Course Code: BAT321

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 1 | 0 | 0 | 1 |

Total Hours: 15

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Comprehend the concept of Listening and Speaking in English.
2. Explore the benefits and barriers of Effective Listening.
3. Acquaint with Speech sounds and Articulatory system
4. Differentiate between Formal and Informal Communication

Course Content

UNIT-I

4 hours

- Listening: (i) Concept (Active, Passive, Interpretive, Accent) Active Listening- an Effective Listening Skill
- Difference between hearing and listening

UNIT-II

3 hours

- Principles of effective listening
- Purpose of Listening
- Listening to Conversation (Formal and Informal)
- Benefits of Effective Listening
- Barriers to Listening

UNIT-III

4 hours

- Speaking Skills- Introduction, principals of effective speaking (stress, intonation, assertion, exclamation, emphasis)
- International Phonetic Alphabet (IPA) Symbols
- Spelling and Pronunciation

UNIT-IV

4 hours

Public Speaking skill: (Preparation, vocal control, time management and handling questions)

Intrapersonal and Interpersonal Communication: Group and mass communication, Network communication

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Adair, John. *Effective Communication*. Pan Macmillan Ltd., 2003.

- Hasson, Gill. *Brilliant Communication Skills*. Pearson Education, 2012.
- Burley-Allen, Madelyn. *Listening: The Forgotten Skill: A Self-Teaching Guide*. John Wiley & Sons, 1995.
- Adler, Ronald B., et al. *Understanding Human Communication*. 13th ed., Oxford University Press, 2018.
- DeVito, Joseph A. *The Interpersonal Communication Book*. 15th ed., Pearson, 2018.
- ---. *The Essential Elements of Public Speaking*. 6th ed., Pearson, 2018.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge University Press, 2009.

Course Title: Listening and Speaking Skills- English (Lab)

Course Code: BAT357

| | | | |
|----------|----------|----------|----------|
| L | T | P | C |
| 0 | 0 | 2 | 1 |

Total Hours: 30

1 Listening Skills

Essentials of Good Speaking, Difference between features of Speaking and Writing
 Different activities to improve Speaking skills.

1 Speaking Skill

Reading aloud of dialogues, texts, poems, speeches focusing on intonation. • Self-introduction • Role plays on any two-situations. • Telephonic Conversations.

3. Personality Development

Initiation Physical Appearance Audience Purpose 4. Interpersonal Skills • Appropriate use of non-verbal skills in face-to-face communication [i.e. Viva –Voce, group – interviews, GDs and seminars.]

5. Presenting in GD

Seminars and Conferences. • Leadership Quality • Time Management Achieving the target

Course Title: Punjabi Vartak te Natak**Course Code: BAT340**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Total Hours: 60**ਪੰਜਾਬੀ ਵਾਰਤਕ ਤੇ ਨਾਟਕ**

Learning outcomes :

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

- ਵਾਰਤਕ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- ਵਿਆਕਰਨ ਇਕਾਈਆਂ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
- ਨਾਟਕ ਅਤੇ ਇਕਾਂਗੀ ਸਾਹਿਤ ਦੇ ਅੰਤਰ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਸਮਝਣਗੇ।
- ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ ਸਾਹਿਤ ਰੂਪ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।

Course Content**ਭਾਗ-ੳ****15 hours**

ਵਾਰਤਕ ਵਿਵੇਕ (ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਵਾਰਤਕ ਸੰਗ੍ਰਿਹ) ਸੰਪਾਦਕ ਰਾਜਿੰਦਰ ਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਜਗਤਾਰ ਸਿੰਘ ਜੱਗਾ,
ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਿਸਟੀ, ਪਟਿਆਲਾ।

ਭਾਗ-ਅ**15 hours**

ਮੂਲ ਵਿਆਕਰਨ ਇਕਾਈਆਂ: ਭਾਸ਼ਾ ਅਤੇ ਵਰਗੀਕਰਨ (ਭਾਵੰਸ਼, ਸ਼ਬਦ, ਵਾਕੰਸ਼, ਉਪਵਾਕ ਅਤੇ ਵਾਕ)

ਭਾਗ-ੲ**15 hours**

ਨਾਟਕ: ਝਨਾਦੇ ਪਾਣੀ (ਅਜਮੇਰ ਸਿੰਘ ਐਲੋਖ)

ਭਾਗ-ਸ**15 hours**

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪ (ਵਾਰਤਕ) ਨਿਬੰਧ, ਜੀਵਨੀ, ਸਵੈ-ਜੀਵਨੀ, ਰੇਖਾਚਿੱਤਰ, ਖਤ, ਡਾਇਰੀਆਦਿ।

ਪੁਸਤਕਸੂਚੀ

- a) ਜੀਤ ਸਿੰਘ ਸ਼ੀਤਲ, ਵਾਰਤਕ ਤੇ ਵਾਰਤਕ ਸ਼ੈਲੀ, ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- b) ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
- c) ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
- d) ਰਾਜਿੰਦਰ ਪਾਲ ਸਿੰਘ ਬਰਾੜ, ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾ.) ਵਾਰਤਕ ਵਿਵੇਕ
(ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਵਾਰਤਕ ਸੰਗ੍ਰਿਹ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।
- e) ਜੇਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ: ਭਾਗ-1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Course Title: Sikh Struggle during
Period and Culture of Punjab****Course Code: BAT341****Total Hours: 60**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Mughal**Course Learning Outcomes:** On successful completion of this course, the Learner will be able to

1. Analyze the socio-political dynamics during the rule of Abdus Samad Khan, Zakariya Khan, Yahiya Khan, and Mir Manu in Punjab.

2. Analyze the central, provincial, and local administrative structures implemented by Maharaja Ranjit Singh, including land revenue policies.
3. Examine the role of heritage, oral history, and community identity in mobilizing Sikh forces and resilience during the Anglo-Sikh conflicts.
4. Examine the significance of traditional dress and jewelry in Punjab and their role in expressing cultural identity.

UNIT-I

15 hours

Punjab under the Abdus Samad Khan, Zakariya Khan, Yahiya Khan
Martyrdoms of Bhai Mani Singh, Mehtab Singh, Bhai Taru Singh, Bhai Bota Singh

UNIT-II

15 hours

Punjab under the Mir Manu
Rise of Sikh Misl; Nature and Administration.

UNIT-III

15 hours

Maharaja Ranjit Singh; Conquest of Lahore, Multan.
Administration of Maharaja Ranjit Singh; central Administration, Provincial Administration, Local Administration and Land Revenue

UNIT-IV

15 hours

Riddle of Punjab
Dress and Jewelry of Punjab

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- Patwant Singh, (2008), Empire of the Sikhs: The Life and Times of Maharaja Ranjit Singh. Peter Owen.
- Jean Marie Lafont, (2002), Maharaja Ranjit Singh: Lord of the Five Rivers. Oxford University Press.
- Khushwant Singh, (2008), Ranjit Singh. Penguin Books.
- Atwal, Priya, (2020), Royals and Rebels. Oxford University Press.

- Bhatia, Sardar Singh, "Mahitab Kaur (d, 1813)". In Singh, Harbans (ed.). The Encyclopedia Of Sikhism. Vol. III M–R (3rd ed.). Punjabi University Patiala, 2011.
- Khushwant Singh,(2008),Ranjit Singh. Penguin Books.
- <https://sikhya.co.in/abdus-samad-khan-zakariya-khan-and-mir-manu-their-relations-with-the-sikhs/>
- <https://www.sikhmissionarysociety.org/sms/smsarticles/sikhmartyrs/>
- <https://www.sikhnet.com/news/brutality-mir-mannu-clay-creators-hand>
- <https://pwonlyias.com/the-rise-of-sikhs-1799-1849/>

Course Title: English Drama and Literature
Course Code: BAT342

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand and compare technical and literary terms related to drama.
2. Chronologically understand trends and movements in English literature.
3. Critically analyse and interpret themes of morality, satire, poetic elegy, literary criticism and social commentary in selected texts.
4. Critically analyse and interpret themes of power, madness, familial relationships, the varieties of loyalty and the consequences of betrayal in selected text.

Course Content

UNIT-I

12 hours

Important Concepts pertaining to Drama

The following terms will have to be studied:

1. Definition and Essence
2. Drama vs. Novel
3. Drama and Theatre
4. Dramatic action
5. Structure
6. Characterization
7. Dialogue
8. Stage Directions
9. Dramatic Conventions
10. Important terms pertaining to drama and stage:
 - Comic Relief
 - Pathos
 - Aside
 - Soliloquy

UNIT-II

12 hours

History of English Literature from Chaucer to the Eighteenth Century & Important Trends and Movements in these periods:

- Renaissance and Reformation
- Origin and Rise of Drama in English
- Metaphysical Poetry
- Chief Characteristics of the Neo-Classical Literature.
- Restoration Comedy

UNIT-III

11 hours

Important Texts of Chaucer to the Eighteenth-Century period:

- *Pardoner's Tale*
- *Lycidas*
- *Mac Flecknoe*
- *Epistle to Dr Arbuthnot*

- *Pamela*

UNIT-IV

10 hours

William Shakespeare: King Lear

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning India, 2015.
- *Twentieth Century Reader's Guide to Literary Terms*. Oxford University Press, 1997.
- *Important Texts of Chaucer to the Eighteenth Century*. Orient Black Swan, 2003.
- Shakespeare, William. *King Lear*. Edited by Kenneth Muir, Oxford University Press, 2005.

Course Title: Gurmat kaav

Course Code BAT343

| | | | |
|-----------------|-----------------|-----------------|-----------------|
| <u>L</u> | <u>T</u> | <u>P</u> | <u>C</u> |
| <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |

Total Hours: 45

ਗੁਰਮਤਿਕਾਵਿ

Learning outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ :

1. ਗੁਰਮਤਿਕਾਵਿਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
2. ਗੁਰੂਨਾਨਕਦੇਵਦੇਜੀਵਨਬਾਰੇਜਾਣਨਗੇ।
3. ਗੁਰੂਅਰਜਨਦੇਵਦੇਜੀਵਨਅਤੇਬਾਣੀਬਾਰੇਜਾਣੂਹੋਣਗੇ।
4. ਭਗਤਰਵੀਦਾਸਦੇਜੀਵਨਬਾਰੇਜਾਣੂਹੋਣਗੇ।

Course Content

ਭਾਗ-ੳ

12 hours

ਗੁਰਮਤਿਕਾਵਿ: ਇਤਿਹਾਸ

ਗੁਰਮਤਿਕਾਵਿ: ਵਿਚਾਰਧਾਰਾ

ਗੁਰਮਤਿਕਾਵਿ: ਗੁਰੂਗ੍ਰੰਥਸਾਹਿਬਦੀ ਸੰਪਾਦਨਾ

ਭਾਗ-ਅ

12 hours

ਗੁਰੂਨਾਨਕਦੇਵ: ਜੀਵਨਅਤੇਰਚਨਾ

ਆਸਾਦੀਵਾਰ: ਸਮਾਜਕਤੇਦਾਰਸ਼ਨਿਕਪਰਿਪੇਖ

ਭਾਗ-ੲ

11 hours

ਗੁਰੂਅਰਜਨਦੇਵ: ਜੀਵਨਅਤੇਰਚਨਾ

ਸੁਖਮਨੀਸਾਹਿਬ: ਜੀਵਨਜਾਚ

ਭਾਗ-ਸ

10 hours

ਭਗਤਰਵਿਦਾਸ: ਜੀਵਨਅਤੇਰਚਨਾ

ਭਗਤਰਵਿਦਾਸਬਾਣੀ: ਦਾਰਸ਼ਨਿਕਪਰਿਪੇਖ

ਪੁਸਤਕਸੂਚੀ

- ਬਾਣੀਸੰਵੇਦਨਾ, ਜਸਪਾਲਕੋਰਕਾਂਗ, ਨਾਲਕਸਿੰਘਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ।
- ਸੁਰਿੰਦਰਸਿੰਘਕੋਹਲੀਤੇਹਰਨਾਮਸਿੰਘਸਾਨ, ਗੁਰੂਨਾਨਕ, ਜੀਵਨ, ਸਮਾਂਤੇਰਚਨਾ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀਚੰਡੀਗੜ੍ਹ
- ਡਾ. ਜਗਬੀਰਸਿੰਘ, ਗੁਰਬਾਣੀ: ਵਿਸ਼ਵਦ੍ਰਿਸ਼ਟੀਤੇਵਿਚਾਰਧਾਰਾ, ਵੈੱਲਵਿਸ਼ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ, 1997
- ਡਾ. ਹਰਚਰਨਕੋਰ (ਸੰਪਾ.) ਮੱਧਕਾਲੀਨਪੰਜਾਬੀਸਾਹਿਤ, ਪੁਨਰਵਿਚਾਰ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ, 1989

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Course Title: हिंदीसाहित्यसोपान

Course Code: BAT327

Total Hours: 45

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

- छात्रभक्तिकाव्यएवंभक्तिआन्दोलनकेपरिवेशसेपरिचितहोनेकेसाथ – साथभक्तिकाव्यधाराकेरीतिकाव्यमेंरूपांतरणकेकारणोंसेपरिचितहोंगे।
- छात्रहिंदीसाहित्यकेआधुनिककालकीप्रवृत्तियोंसेपरिचितहोंगेऔरहिंदीकहानीकेविकासकेप्रथमचरणसेपरिचितहोंगे।
- छात्रआधुनिकीकरण, आधुनिकतावादएवंप्रेमचन्दतथाप्रेमचन्दोत्तरकहानियोंसेपरिचितहोंगे।
- छात्रनईकहानीआन्दोलनऔरइसदौरकीकहानियोंकीप्रवृत्तियोंसेपरिचितहोंगे।

Course Content

भाग(क)

12 hours

- हिंदीसाहित्यकाइतिहास : भक्तिकालएवंरीतिकाल-नामकरण, परिस्थितियाँ, प्रवृत्तियाँ
- रीतिसौरभ : (सम्पादक) डॉ. रामसजनपाण्डेय, पंजाबीविश्वविद्यालयद्वाराप्रकाशित, केवलचारकवि : बिहारी, भूषण, रसखान, गुरुगोबिंदसिंहजी

भाग (ख)

11 hours

- हिंदीसाहित्यकाइतिहास :आधुनिककालपरिस्थितियाँ, प्रवृत्तियाँ
- हिंदीगद्यकाविकास : कथासाहित्य-ग्यारहवर्षकासमय, उसनेकहाथा, मुंडमाल, ताई

भाग (ग)

10 hours

- आधुनिकीकरणऔरआधुनिकतावाद : कहानीकानयादौरऔरप्रमुखकहानियाँकफन, (प्रेमचन्द), पुरस्कार (जयशंकरप्रसाद), साइकलकीसवारी (सुदर्शन), ग्रेग्रीन (अज्ञेय)

भाग (घ)**12****hours**

1. नईकहानीकादौरऔरउसकेप्रतिनिधि : सीमाऔरउपलब्धियां
2. सतीमैयाकाचौरा (भैरवप्रसादगुप्त), एकऔरजिन्दगी (मोहनराकेश), वांगचू (भीष्मसाहनी), कोहरा (कमलेश्वर)

Transaction Mode

व्याख्यान, संगोष्ठी, ई-टीमशिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मिसमूहचर्चा, मोबाइलशिक्षण, स्व-शिक्षा, सहयोगात्मकशिक्षाऔरसहकारीशिक्षण।

अध्ययनकेलिएसहायकपुस्तकसूची

- शुक्ल, रामचन्द्र, हिंदीसाहित्यकाइतिहास, नागरीप्रचारिणीसभा, काशी, 2010
- पाण्डेय, रामसजन(सम्पादक), रीतिसौरभ, पंजाबीविश्वविद्यालय, पटियाला.
- राय, गोपाल, हिंदीकहानीकाइतिहास, राजकमलप्रकाशन, दरियागंज: नईदिल्ली2008
- विमल, गंगाप्रसाद, आधुनिकता:आधुनिककेसंदर्भमें, मैकमिलनकम्पनी, प्रा० लि० दरियागंज : नईदिल्ली, 1978.
- कमलेश्वर :समग्रकहानियाँ, राजपालएंडसंस, कश्मीरीगेट, दिल्ली, 2016.

Course Title: Semitic Religion**Course Code: BAT328****Total Hours: 45**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After successful completion of this course, the learner will be able to:

1. Learn that in the study of Semitic Religion there are two tendencies toward error the Western pragmatism and unsympathetic overtaxing of oriental Nature-symbols and vividly imaginative speech.
2. Learn that Semite used the figure of the rock in describing God, or poetically conceived of the storm-cloud as Yahweh's chariot.
3. Learn how an imaginative child of Nature should speak of the unseen Spiritual Power, except in the richest analogies of Nature.
4. Know that the second error is the tendency to treat the accretions acquired by contact with other nations as of the essence of Semitic religion.

Course Content

Course Content

Unit- I

09 hours

1. ਮੁੱਢਲੀਜਾਣ-ਪਛਾਣ।
2. ਪੈਗੰਬਰਮੁਸਾਸਾਹਿਬਦਾਜੀਵਨ।
3. ਪੁਰਾਣਾਨੇਮ (Old Testament), ਸੰਖੇਪਜਾਣਕਾਰੀ।

Unit- II

13 hours

4. ਈਸਾਈਧਰਮਦਾਆਰੰਭਅਤੇਵਿਕਾਸ
5. ਹਜ਼ਰਤਈਸਾਮਸੀਹਜੀਦਾਜੀਵਨ
6. ਨਵਾਂਨੇਮ (New Testament), ਸੰਖੇਪਜਾਣਕਾਰੀ

Unit- III

11 hours

7. ਇਸਲਾਮਧਰਮਦਾਆਰੰਭਅਤੇਵਿਕਾਸ
8. ਹਜ਼ਰਤਮੁਹੰਮਦਸਾਹਿਬਅਤੇਉਹਨਾਂਦਾਮਿਸ਼ਨ
9. ਪਵਿੱਤਰਕੁਰਾਨਦਾਇਸਲਾਮਧਰਮਵਿਚਸਥਾਨ

Unit- IV

12 hours

10. ਆਰੰਭਾਮਤੇਵਿਕਾਸ
11. ਜਰਤੁਸਤਜੀਦਾਜੀਵਨਤੇਸਿੱਖਿਆਵਾਂ।
12. ਜੰਦਅਵੇਸਤਾ (Zand Avesta):- ਸੰਖੇਪਜਾਣਕਾਰੀ।

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ: ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨ, ਅਤੇਕੇਸਅਧਿਐਨ।

ਸਹਾਇਕਪੁਸਤਕਾਂ:-

- ਸੰਸਾਰਦੇਧਰਮ (ਡਾ. ਹਰਬੰਸਸਿੰਘ, ਡਾ. ਐਮ. ਐਲਜੇਸੀ, ਪਬਲੀਕੇਸ਼ਨਬਿਉਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- ਈਸਾਈਧਰਮਇਕਜਾਣ-ਪਛਾਣ (ਕਰਤਾਰਚੰਦਭੱਟੀਪਬਲੀਕੇਸ਼ਨਬਿਉਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- *The Religion of Islam (M. Ali Maulana)*
- ਵਿਸ਼ਵਧਰਮਸੰਗ੍ਰਹਿ :- ਡਾ. ਐਮ. ਐਲਜੇਸੀ, ਪਬਲੀਕੇਸ਼ਨਬਿਉਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)

Course Title: Indian Economy

Course Code: BAT329

Total Hours: 45

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Grow new ideas in the Indian economic structure by analyzing the various potential areas of the economy.
2. Evaluate the problems prospects of cottage and small scale industries, and Industrial sicknesses.
3. Illustrate the importance of agriculture and land reforms in Indian economy.
4. Analyze Planning Programmes of the Indian Economy.

Course Content

UNIT-I

9 hours

Indian Economy Indian Economy: Structure of the Indian Economy: developing economy – features. Agriculture: Nature and importance, green revolution, Problems and prospects. Land Reforms: types and Objectives.

UNIT-II

12 hours

Industry Sector: Industry Sector: Industrial development and policies since independence; Industrial licensing policy – MRTP Act, FERA and FEMA. Growth and problems of MSME. Role of public enterprises in India's industrial development. Concepts of Skill India, Start-up and Make in India.

UNIT-III

11 hours

External Sector: External Sector: Role of foreign trade: Composition and direction of India's foreign trade. Balance of payments and Financial crisis 2008/covid 19. New economic reforms and Foreign trade. FDI, Aid; Multinational corporations (MNCs) and their impact on the Indian Economy.

UNIT-IV

13 hours

Indian Economic Problems: Indian Economic Problems: Population size, growth and its features Population policy in India. Current Challenges of Poverty in India: definition and estimate, poverty line. Inequality: income and regional inequality – causes. Unemployment in India: measuring Unemployment, magnitude – causes & consequences – major employment programmes. Major Initiative: MNREGA.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- Dhar, P K (2019). *Indian Economy*, Kalyani Publishers, Ludhiana.
- Aggarwal, A N. (2019). *Indian Economy*, Wiley Eastern Ltd.
- Datt, R & Sundram. (2024). *Indian Economy*. S Chand Publishing. New Delhi.
- Soni, R N.(1995). *Leading Issues in Agriculture Economics*. Sohan Lal Nagin Chand & Sons. Jalandhar.
- Ghosh, A (2023). *BhartiyArthVivstha*, Punjabi University, Patiala.
- Singh, C G. (2023). *Bharti ArthShastar*, Punjabi University, Patiala.
- Misra, S K &Puri, V K (2024). *Indian Economy*. Himalya Publishing House, Mumbai.
- Tandon, B. B &Tandon, K. K. (2020). *Indian Economy*, Tata McGraw Hills. Pub. Co., New Delhi.

Course Title: Indian Society**Course Code: BAT332****Total Hours: 45**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| | | | . |
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Analyze the historical development and cultural diversity of Indian society.
2. Evaluate the key features of Indian social structure, including the caste system and socio-economic stratification.
3. Demonstrate an understanding of the role of religion, ethnicity, language, and regional variations in shaping Indian society.

Course Content

Unit-I: Introduction to Indian Society

(12 credits)

Understanding Indian Society

Historical development and cultural diversity

Key features and characteristics

Social Structure in India

Caste system: Origins, dynamics, and contemporary relevance

Class structure: Socio-economic stratification and mobility

Diversity and Plurality

Religion and its role in shaping Indian society

Ethnicity, language, and regional variations

Unit-II: Social Institutions and Dynamics

(12 credits)

Family and Kinship Systems

Traditional vs. modern family structures

Changing dynamics of marriage, kinship, and family roles

Education and Socialization

Education system: Access, equity, and challenges

Role of education in socialization and societal development

Unit-III: Social Change and Development

(12 credits)

Processes of Social Change

Modernization vs. tradition: Dynamics of change

Technological advancements and their societal implications

Developmental Issues

Poverty, inequality, and social justice

Environmental sustainability and resource management

Unit-IV: Issues in Contemporary Indian Society

(9 credits)

Crime, Violence, and Justice

Crime trends: Causes and consequences

Criminal justice system: Reform and challenges

Social Exclusion and Marginalization

Dalits, Tribals, and other marginalized communities: Challenges and empowerment efforts

Suggested Readings

- "India: A Sacred Geography" by Diana L. Eck
 - "The Argumentative Indian: Writings on Indian History, Culture and Identity" by Amartya Sen
 - "Caste in Indian Politics" by Rajni Kothari
 - "India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha
 - "The Social Structure of Indian Society" by Yogendra Singh
 - "Family, Kinship and Marriage in India" edited by Patricia Uberoi
 - "Education and Social Change in South Asia" edited by Jyotsna Jha and Krishna Kumar
 - "Politics in India" by Rajni Kothari
-
- "The Oxford India Companion to Sociology and Social Anthropology" edited by Veena Das
 - "Social Change in Modern India" by M. N. Srinivas
 - "Development and Social Change: A Global Perspective" by Philip McMichael
 - "Migration and Urban Development" edited by S. Irudaya Rajan and K. C. Zachariah

Course Title: Social Action Movements and Campaigns
Total Hours 30

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 2 | 0 | 0 | 2 |

Course Code: BAT334

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Analyze the historical and sociopolitical contexts that give rise to social action movements and campaigns.
2. Evaluate the strategies, tactics, and impact of various social action movements and campaigns.
3. Demonstrate an understanding of the ethical considerations and challenges in social action and advocacy work.
4. Apply theoretical frameworks and practical skills to design and implement effective social action initiatives.

Course Content

UNIT-I

8 hours

Understanding Social Action Movements:

Overview of social action movements: Definitions, characteristics, and significance.

Historical perspectives: Key movements and their impact on social change.

Theories of social movements: Resource mobilization theory, political process theory, and framing theory.

Case studies: Examples of successful and unsuccessful social action movements.

UNIT-II

6 hours

Ethical Considerations in Social Action:

Ethics and values in social work and activism.

Ethical dilemmas in social action: Balancing means and ends.

Cultural competence and sensitivity in advocacy work.

Human rights and social justice principles.

Case studies: Ethical challenges in real-world social action campaigns.

UNIT-III

8 hours

Strategies and Tactics in Social Action:

Mobilization and organization of social action movements.

Advocacy strategies: Lobbying, grassroots organizing, and online activism.

Nonviolent resistance and civil disobedience.

Media and communication in social action campaigns.

Measuring the effectiveness of social action: Metrics and evaluation.

UNIT-IV

8 hours

Designing and Implementing Social Action Initiatives:

Needs assessment and problem analysis.

Developing a social action plan: Setting goals, objectives, and strategies.

Building coalitions and partnerships.

Advocacy in policy-making and legislative processes.

Impact assessment and sustainability of social action initiatives.

SUGGESTED READINGS

- *McCarthy, J. D., & Zald, M. N. (1977). Resource Mobilization and Social Movements: A Partial Theory. American Journal of Sociology, 82(6), 1212-1241.*
- *Klandermans, B., & Staggenborg, S. (Eds.). (2002). Methods of Social Movement Research. University of Minnesota Press.*
- *Goodwin, J., Jasper, J. M., & Polletta, F. (Eds.). (2001). Passionate Politics: Emotions and Social Movements. University of Chicago Press.*
- *Smith, J., & Lipsky, M. (Eds.). (1993). Nonprofits for Hire: The Welfare State in the Age of Contracting. Harvard University Press.*

- Ross, M. H. (2015). *The Role of Advocacy and Outreach in the Nonprofit Sector: Leveraging Public Policy for Organizational Success*. Routledge.

Course Title: Field Work-III

Course Code: BAT344

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Total Hours: 30

Course Outcome

1. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.
3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.
5. Reflect critically on their fieldwork experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

Week 1: Orientation

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

Week 2-4: Initial Placement and Observation

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

Week 5-8: Client Interaction and Assessment

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

Week 9-12: Intervention and Practice

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

Week 13-15: Evaluation and Reflection

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing mid-term and final reports

Week 16: Final Presentation and Review

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

Course Title: Psychology of Individual Differences

Course Code: BAT335

Total hours 30

Course Outcomes:

On the completion of the course the students will be able to

1. Justify the causes of individual differences among individuals
2. Enhance the understanding of different methods and techniques for the assessment of personality
3. Critically analyse the factors affecting intelligence
4. Summarize the factors affecting memory

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 2 | 0 | 0 | 2 |

Unit-I

8 hours

Individual Differences: Meaning and Types, Characteristics, Role of Environment as Determinants of Individual Differences.

Unit-II

8 hours

Personality; Nature and Characteristics, Determinants (Biological and Socio Cultural) Theories: Freud, Allport, Eysenck; Assessment of Personality.

Unit-III

7 hours

Thinking and Reasoning: Concept, Process, Categories and prototypes

Schemas and scripts, imagery and cognitive maps.

Inductive and deductive reasoning, problem solving approaches, solution Strategies and mental sets.

Intelligence: Nature, Types and Determinants, Factors affecting intelligence, Constancy of I.Q. Theories: Spearman, Guilford and Turnstone.

Unit-IV

7 hours

Memory: Nature, Process of Memory, Determinants of Memory, Levels of Processing, Measures of Memory, Mnemonics.

Forgetting; Causes of Forgetting: Decay, Interference, retrieval failure motivated forgetting and amnesia.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Suggested Readings

- *Dr.Ankita Singh (2022): Life Span Development Psychology; Aavishkar Publishers, Distributors, Jaipur.*
- *Dr. Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.*
- *Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.*
- *Harze&Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.*
- *Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.*

PRACTICAL

1. Span of Attention
2. Performance Test of Intelligence
3. Level of Aspiration
4. Personality Inventory (EPI)

Course Title: Psychology Practical-3

Course Code: BAT345

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Total Hours 30

1. Personality
2. Memory
3. Intelligence

Suggested Readings

- Dr. Ankita Singh (2022): Life Span Development Psychology; Aavishkar Publishers, Distributors, Jaipur.
- Dr. Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.
- Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.
- Harze & Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.

Course Title: History of Modern India**Course Code: BAT331**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: On successful completion of this course, the learner will be able to

1. Analyse the circumstances of downfall of Mughal Dynasty and the beginning of British Rule in India
2. Understand the causes of 1857 uprising and the formation of several socio-political movements during the British period.
3. Evaluate the various policies of British Govt. in relation with the agrarian system of India.
4. Discuss the various political movements started by the Gandhi and other freedom fighters of India

Course Content**UNIT-I****09 hours**

Cause of the downfall of Mughal Empire.

Battle of Plassy and Buxer, causes and Consequences, Administrative and Social

reforms of Lord Cornwallis, William Bentinck and Lord Dalhousie.

UNIT-II

13 hours

The uprising of 1857: Causes, results and reasons for its failure.

Social-Culture Movements: Brahma Samaj, Arya Samaj, Singh Sabha Movement.

UNIT-III

11 hours

British Economic Policy in Indian Agriculture system, Permanent System, Ryotwari System and Mahalwari System.

Formation of Indian National Congress: its objectives, Moderates and Extremists.

UNIT-IV

12 hours

Emergence of Gandhi: Concept of Satyagraha, Non-Cooperation Movement, Khilafat Movement, Civil-Disobedience Movement, and Quit India Movement, Independence and Partition of India.

Suggested Readings:

Chandra, S. (2007). *History of Modern India*. Oxford University Press.

Sen, S. N. (2013). *A Textbook of Modern Indian History*. Ratna Sagar.

Habib, I. (2003). *Modern India: From the Mughals to the Present*. Aligarh Book Society.

Richards, J. F. (1993). *The Mughal Empire*. Cambridge University Press.

Sarkar, J. (1984). *History of Modern India*. Orient Longman.

Ramachandra Guha. (2008) *India after Gandhi: The History of the World's Largest Democracy*. New Delhi: Penguin Random House.

Sumit Sarkar(2002) *Freedom Struggle in India*. New Delhi: Oxford University Press.

Barbara Metcalf & Thomas Metcal (2006) *A Concise History of Modern India*. New Delhi: Oxford University Press.

H. V. Lloyd(2007). *The Partition of India: Policies and Perspectives, 1935-1947* London: Cambridge University Press.

John Keay (2004) *India's Wars: A Military History 1600-2000* New Delhi: HarperCollins Publishers India.

Course Title: Personal Administration

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours 45**Course Code: BAT346****Course Learning Outcome:** After completion of this course, the learner will be able to:

- Define human resource management and understand its significance within public administration.
- Describe the historical development of HRM and its evolution over time.
- Identify and explain major theories and concepts in HRM, such as motivation, job satisfaction, and organizational behavior.
- Understand the core functions of HRM, including recruitment, selection, training, development, and compensation.

Unit I Personnel Administration**10 hours**

- Personnel Administration-Meaning, Nature, Scope
- Significance Concept and Types of Bureaucracy
- Role in Democratic System

Unit II Classification of Services-**15 hours**

- Classification of Services-Position and Rank Classification Recruitment
- Training and Promotion

Unit III Service Conditions and Discipline Performance**10 hours**

- Promotion and Principles and Importance,
- Emerging Problems in Personnel Administration.

Unit: -IV Role of Civil Service in Developing Societies**10****hours**

- Role of Civil Service in Developing Societies
- U.P.S. and S.P.S.C
- Employee and Employer Relationship

Transaction Mode

- Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings

- *Stahl O. (1975). Glenn Public Personnel Administration Oxford & IBH, New Delhi.*
- *Goel, S.L. (1984). Public Personnel Administration, Sterling, New Delhi.*
- *Varma, S.P. & Sharma, S.K. (1985). Managing Public Personnel Systems II, AP, New Delhi.*
- *Nigro (1963). Public Personal Administration, Holf, New York.*
- *Avasthi & Maheswari (2010). Public Administration, Lakshmi Narayana Agarwal, Agra.*
- *Sharan, P. (1981). Modern Public Administration, Meenakshi Prakashan, New Delhi.*
- *Singh Hoshiar and Singh Mahender (1989). Public Administration in India Theory and Practice, Sterling, New Delhi.*
- *Krishna K. Thummala. Public Administration in India.*
- *Ramesh K. Arora and Rajani Goyal (1996). Indian Public Administration ñ Institutions and Issues, WishwaPrakashan, New Delhi. -23-*

Course Title: Development of Indian Constitution

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Course Code: BAT330

Total Hours: 45

Course Learning Outcomes: On the completion of the course the learner will be able to:

1. Explain the historical and modern concept of political system
2. Illustrate the concept of citizenship
3. Compare the various Govt Act.
4. Construct the composition of Indian constitution and working of the Constituent Assembly.

Course Content

Unit I

14 hours

1. Government of India Act 1773-1919: Main features with special emphasis on Dyarchy.
2. Legacies of Government of India Act, 1935-1947
3. Constituent Assembly Debates

Unit II

13 hours

4. Preamble and its Objective
5. Basic Features of India's Constitution
6. Indian Federalism: Features and Working

Unit III

10 hours

7. State Legislative: Composition, Power & Position
8. Chief Minister: Appointment, Power and Functions

Unit IV

8 hours

9. Parliament: Composition, Powers, Positions and Functions
10. President: Election, Powers, Position and Changing Role

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

SUGGESTED READINGS

- *Austin, G. (1999). The Indian Constitution: Cornerstone of A Nation. Oxford University Press.*
- **Basu, D. D. (2009). Introduction to the Constitution of India (20th ed.). LexisNexis Butterworths.*
- *Baxi, U. (2008). The Indian Constitution: Some preliminary notes. Universal Law Publishing Co.*
- *Chatterjee, P. (2004). The Politics of The Governed: Reflections On Popular Politics In Most Of The World. Columbia University Press.*
- *Constitutional Assembly Debates (1946-1949). (1989). Lok Sabha Secretariat.*

- *Dhavan, R. (2016). The Indian Constitution: A Casebook. Oxford University Press.*
- *Guha, R. (2008). India after Gandhi: The History of the World's Largest Democracy. Harper Perennial.*
- **Jain, M. P. (2015). Outlines of Indian Legal and Constitutional History. LexisNexis Butterworths.*
- **Khanna, H. K. (2012). Making of India's Constitution. Eastern Book Company.*
- *Koul, B. L. (2005). Constitutional Provisions for Scheduled Castes and Scheduled Tribes in India: A critical appraisal. Deep & Deep Publications.*
- *Krishnamachari, S. (2006). The Working of Indian Constitution. Universal Law Publishing Co.*
- *Lal, V. (2012). India's Constitution in the Making. Oxford University Press.*
- *Mukherjee, M. (2017). Vision of Indian Constitution: An Overview of Indian Constitution and its Functional Aspects. Authorspress.*
- *Shiva Rao, B. (2004). The Framing of India's Constitution: A study. Indian Institute of Public Administration.*
- *Subramanian, L. (2016). Constitutional Amendment in India: A Comparative Perspective. Oxford University Press.*

Course Title: Linear Algebra

Course Code: BAT333

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: On completion of this course, the successful learner will be able to:

1. Compute with the characteristic polynomial, eigen values, eigenvectors, and eigen spaces, as well as the geometric and the algebraic multiplicities of an eigen value and apply the basic diagonalization result.
2. Build the concrete structure of modern algebra with the basic concepts of Group, abelian group, subgroup etc. and with their properties.
3. Explore the concepts for understanding and analyzing more advanced topics like Conjugate subgroups, Invariant sub groups, Quotient group, Homomorphism and Isomorphism on groups etc. for strong grip on modern algebra.
4. Create an understanding of rings, various types of rings, characteristic of a ring, field, skew field etc. on the previous concepts of groups

Course Content

UNIT-I

10 hours

Eigen values and Eigen vectors: Eigen vectors and Eigen values of a matrix, product of characteristic roots of a matrix and basic results on characteristic roots, nature of the characteristic roots of Hermitian, skew-Hermitian, unitary and orthogonal matrices, characteristic equation of a matrix, Cayley-Hamilton theorem and its use in finding inverse of a matrix.

UNIT-II

12 hours

Definition of a group with examples and simple properties, Abelian group, Finite and infinite group, Order of a finite group, General properties of groups, Composition table for finite groups.

Order of an element of a group, Group homomorphism, Isomorphism on groups, theorems on

subgroups, Coset decomposition, Cayley's theorem, Cyclic group, generating system of group.

UNIT-III

12 hours

Normal subgroups, Simple group, Conjugate elements, Normalizer of an element of a group, Class equation of a group, Centre of a group, Conjugate subgroups, Invariant sub groups, Quotient group, Homomorphism and Isomorphism on groups, Kernel of a Homomorphism and related theorems.

UNIT-IV**11 hours**

Rings, Various types of rings, Rings with unity, Rings without zero divisors, Properties of rings, Sub rings. Ideals, Quotient rings, Principal ideals, Maximal ideals, Prime ideals, Principal ideal domains, Characteristic of a ring.

Integral domain, Field, Skew field etc., Field of quotients of an integral domain, Embedding of an integral domain in a field, Factorization in an integral domain, Divisibility, Units, Associates, Prime and irreducible elements, Unique Factorization Domain, Euclidean rings.

Transaction Mode- Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Quiz.

Suggested Readings

- *Friedberg, Stephen H., Insel, Arnold J., & Spence, Lawrence E. (2003). Linear Algebra (4th ed.). Prentice-Hall of India Pvt. Ltd. New Delhi.*
- *Hadley, G, (2002), Linear Algebra, Narosa Publishing House, New Delhi.*
- *Hoffman and Kunze, (1972), Linear Algebra, Prentice Hall of India, New Delhi.*
- *H. Helson, (1994), Linear Algebra, Hindustan Book Agency, New Delhi.*
- *Dutta, K. B. (2004), Matrix and Linear Algebra, Prentice Hall of India.*
- *S. Lang, (1987), Linear Algebra, Springer.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*
- *J. B. Fraleigh, (2003), A first course in Abstract Algebra, Addison-Wiley.*
- *I. N. Herstein, (2006), Topics in Algebra, John Wiley & Sons.*
- *Thomas W Hungerford, (1990), Abstract Algebra–An Introduction, Saunders College Publishing.*
- *Joseph A Gallian, (2016), Contemporary Abstract Algebra, Brooks/Cole Cengage Learning.*
- *V. K. Khanna and S. K. Bhambri, (2014), A course in Abstract Algebra, Vikas Publishing House Pvt (Ltd).*
- *Robert J.T Bell, (1923), An Elementary Treatise on Coordinate Geometry of three dimensions, Macmillan India Ltd.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*
- *P.R. Vittal, (2013), Analytical Geometry, 2d & 3D, Pearson.*

- *S.L. Loney, (2018), The Elements of Coordinate Geometry, McMillan and Company, London.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

Course Name: Biographical Study of Indian music

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code: BAT347

Total Hours: 30

Course Learning Outcomes: After successful completion of this course, the students will be able to

1. Studies about the musical terms of Hindustani music.
2. To learn various developments in brief in the history of north India music during the modern period 18 to 20 th century AD.
3. Write the practical composition according to the notation system.
4. Studies about the theoretical aspects of raags.

Course Content

UNIT-I 7 Hours

Faculty of Arts & Social Sciences (BAT24)

Indian music of 12th century with special reference to Hindu Period.

Matang Muni, Sharang Dev

Origin and development of the Khayal Gayan Shailies.

Defination of the Following: Nyas, Apnyas, Grah, Ansh

UNIT-II 6 Hours

Defination,concept & Importance of Alap and Taan,Folk music of Punjab,Contribution of Shri Guru Arjun Dev Ji to Gurmat Sangeet.

UNIT- III 8 Hours

Brief life sketches and contribution of great musician .Ustad Faiyaz khan, Krishan Rao Shankar Pandit,Swami Harivallbh.

Knowledge of Bhatkhande Thaata padhati.

UNIT-IV 9 Hours

Descriptions and notation of following ragas (Khayal) And talas Ragas: Bhairav, Malkauns.Talas: Jhap Taal, Teentaa, Deepchandi, TeevraElementary knowledge of the following Ragas: Gunkali, Chandarkauns.

Transection Mode: Lecture method, Demostation method, Discussion. method, Project method, Learning by doing method,Assignment method.

SUGGESTED READINGS

- *Kaur. D. (2017). Sangeet Roop (Part-II) Pearl Books Private Ltd. Patiala.*
- Sharma. M. , Narayan. R. : *Sangeet manual*(1 January 2014)
H.G Publication Delhi
- Sharma. Y. :*Gayana Kalan*(1998) , Punjabi university Patiala
- Dr.SumanLata:*Hindustani Shastri Sangeet Sidhant avamVyavhar*
- *Chuchan. P. (1997) Bharti Shastri sangeet Ka Vikaas*

Practical

Course Title: Study of Laya and Talas

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code: BAT348

Total Hours 30

UNIT- I

18 Hours

One Drut khayal in each of the following Ragas with simple Alaps & Tanas:
Bhairav,

Malkauns

UNIT-II

12 Hours

Ability to recite bols of Talas Prescribed in the course in Ek Talas & Dugan by hand:

Jhap Taal, Teentaa, Deepchandi, Teevra

Course Title: Basic knowledge of Gurmat Sangeet

Course Code: BAT349

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total Hours 30

Course Learning Outcomes: On successful completion of this course, the students will be able to

1. Learn of music in Sikhism.
2. Introduction of basic raags of Sri Guru Granth Sahib ji.
3. Introduction of Music forms of GurmatSangeet.
4. Basic Introduction of Music Instruments.

Course Content

UNIT-I

8 hours

Technical Terminology : HasatVidhi, Theka, Aavartan, Sam, Taali and Khali.

Technical Terminology of GurmatSangeet : Kirtan, Kirtania, Pade, Ashatpadi.

UNIT-II

7 hours

Contribution & Development of GurmatSangeet in period Guru Ramdasji and Guru Arjan Dev ji.

Classical and Folk singing forms in GurmatSangeet.

UNIT-III

6 hours

ShabadKirtan Performance in the prescribed Raagas

Gaurhi - one Shabad Composition.

Gujri - one Shabad Composition.

Devchandhari - one Shabad Composition.

Tukhari - one Shabad Composition.

UNIT-IV

8 hours

Two shabad playing on Instruments based on Ragas.

Detailed description with notation in Ekgun and Duguan of prescribed Taals:

Solfak, Chartaal and Birtaal.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *AdiGranth Rag Kosh by Gurnam Singh, PvitarParmanikParkashan, Patiala.*
- *GurmatSangeet by DharamParchar Committee, CentralYatimkhana, Sri Amritsar sahib.*
- *GurmatSangeetDarpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *GurmatSangeet da SangeetVigyan by Dr. Varinder Kaur, AmarjitSahitParkashan, Patiala.*
- *GurmatSangeetParampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur ShabadSangeet by Principal Sukhwant Singh, Gur ShabadSangeetAkadmi, JawaddiTaksal, Ludhiana.*
- *GurmatSangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib RaagRatnakar by Dr. Gurnam Singh, SGPC, Amritsar.*

- *Sri Guru Granth Sahib RaagRatnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *TablaVaadanbyDr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

Practical

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Name : A Study of Raags and Taals of Gurmat Sangeet
Course Code : BAT350

Unit-I

Hours: 18

- Shabad Kirtan Performance in the prescribed Raagas
 Gaurhi - one Shabad Composition.
 Gujri - one Shabad Composition.
 Devgandhari - one Shabad Composition.
 Tukhari - one Shabad Composition.

Unit-II

Hours 12

- Four Alankars on stringed instruments.
- Two shabad playing on Instruments based on Ragas.
- Ability to demostate the following taals by hand in Ekgun, Dugun layakaries, Solfak and Chartaal.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Adi Granth Rag Kosh by Gurnam Singh, Pvitar Parmanik Parkashan, Patiala.*
- *Gurmat Sangeet by Dharam Parchar Committee, Central Yatimkhana, Sri Amritsar sahib.*
- *Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *Gurmat Sangeet da Sangeet Vigyan by Dr.Varinder Kaur, Amarjit Sahit Parkashan, Patiala.*

- *Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana.*
- *Gurmat Sangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib Raag Ratnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib Raag Ratnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *Tabla Vaadanby Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

Course Name : Technicalities of Raga

Course Code : BAT351

Total Hours: 60

Course Learning Outcomes

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

- 1.Learn about history of music
- 2.Learn about great Maestros
- 3.Explore the Ragas and Taals
- 4.Basic Music Terminology.

Course Content

UNIT-I

Hours: 10

Brief knowledge of Gram.

Gun and Dosh of a VadaK.

UNIT-II

Hours:15

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Historical Development of Indian Music from 13th to 15th CE.

Importance of Alaap and its various forms.

UNIT-III

Hours: 15

Knowledge of Avirbhav-Tirobhav and Alpatva-Bahutav.

Life sketch of Ustad Allauddin Khan

Pt. Vishnu Digambar Paluskar

UNIT-IV

20hours

Description and Notation of the prescribed Ragas: Bhairav and Bhimpalasi
(One Maseetkhani and Two Razakhani Gats with Toras).

Detailed description with notation in Ekgun and Dugun of prescribed Taals: Rupak,
Ektaals.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion &
Demonstration

Suggested Readings

- *Sangeet Sar Part I* by Mrs. Veena Mankaran
- *Rag Parichaya I, II, III* by H.C. Srivastava
- *Hamare Sangeet Ratna* by Laxminarayan Garg
- *Sangeet Kala ka Itihas* by Sh. Panna Lal Madan
- *Sangeetanjali Part II, IV* by Pt. Onkar Nath Thakur
- *Sangeet Roop* by Dr. Davinder Kaur

Practical

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Name : A Study of Raagas and Taals-III**Course Code : BAT 352****Unit-I****Hours18**

- i. Ability to play six stlankarson sitar.
- ii. Ability to play one Razakhani Gat in Raag: Bhairav and Bhimpalasi (One Maseetkhani and Two Razakhani Gats with Toras).

Unit-II**Hours12**

- iii. Ability to demonstrate prescribed Taals on hands in Rupak, Ektaals..
- iv. Ability to play Taal Rupak on Tabla.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

1. *Sangeet Sar Part I* by Mrs. Veena Mankaran
2. *Rag Parichaya I, II, III* by H.C. Srivastava
3. *Hamare Sangeet Ratna* by Laxminarayan Garg
4. *Sangeet Kala ka Itihas* by Sh. Panna Lal Madan
5. *Sangeetanjali Part II, IV* by Pt. Onkar Nath Thakur
6. *Sangeet Roop* by Dr. Davinder Kaur

Course Title :Sports Training in Physical Education**Course Code: BAT353**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Design and implement sports training Programmes.
2. Identify the skills and fitness specific to a particular sport.
3. Appreciate and execute strategic play.
4. Demonstrate leadership skills.

Course Content

UNIT-I

8 hours

Introduction to sports training –

Definition, Meaning, Aims and need of sports training,

Characteristics and Principles of sports training.

Planning: - Meaning, principals and types of training plan.

UNIT-II

7 hours

Training Load, Over Load and Conditioning.

Training load: - factors affecting of load frequency, intensity, density, frequency.

Over load: - concept, types, causes, Symptoms, and Tackling of overload.

Conditioning: - Meaning, definition, and importance.

UNIT-III

7 hours

Training for important motor component: -

Strength, speed, endurance, flexibility coordinative ability. Their definition, types and specific training methods.

Methods of Training: Weight training, Circuit training, Interval training, Fartlek training. Periodization: Meaning, Types, Aims, Training cycle.

UNIT-IV

8 hours

Technical preparation: -

Fundamental and method for the development of technique.

Tactical preparation: - concept, methods of Tactical training.

Warming up and cooling down: meaning, types, method and importance

Practical Work:

Endurance Training(12 Min Run Walk Test)

Strength Training (Standing Broad Jump, sergeant Jump)

Speed Training & Agility (50 Meter Dash, Shuttle Run, Dodging Run Test)

Flexibility training (Sit and Reach, Floor Touch, Bridge test)

Transaction Mode: Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning.

Suggested Readings

- *Haff, G.G and Triplett.N. (2016).Essential of Strength Training and Conditioning Human Kinetic. USA.*
- *Beachle. Thomas. R. Roger. W. (2008). Essentials of Strength Training and Conditioning.NSCA. USA*
- *Bompa,and Tudor. O. (1990). Theory and methodology of training: The key to Athletic performance,Kendall/Hunt, USA*
- *Bompa, Tudor. O. and Buzzichelli.C. (2015). Periodization Training for sports. USA.*

Course Title: Proficiency of Athletics and Games - III

Course Code: BAT354

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Demonstrate the starting and finishing techniques of running events.
2. Contrast the rules of any one game from Volleyball, Boxing, Wrestling, Fencing, Judo and Softball.
3. Demonstrate the measurements for these events and games.
4. Acknowledge the basic and advanced techniques of the game.

Course Content

Running Events – Long Distance Races

10000 Meter

Half Marathon and Marathon

5 Km Walk

10 Km Walk

20 Km Walk

Games –

Volleyball

Boxing

Wrestling

Fencing

Judo

Softball

Semester-IV

Course Title: Medical Social Work

Course Code: BSW401

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Outcome:

1. To understand the concept and approaches of medical social work.
2. Developing an understanding about the roles of medical social worker in various indicators.
3. To familiarize with the ethical and legal issues related to health and application of social work practice.

UNIT I: Introduction

15 hours

Health and Diseases: Health: Concept, Components, Dimensions and Determinants and Indicators,
Health Status of India,
Communicable and Non-Communicable Diseases: Concept, Symptoms, Causes and Prevention, Epidemiology of Communicable Diseases.

UNIT II: PROGRAMME AND HEALTH CARE SERVICES

15 hours

Health Care Services in India
Primary Health Care: Concept, Issues of availability, affordability and accessibility to health care services in India.
Health Policies and health care programmes in India
Indigenous System of Medicine in India

UNIT III: UNDERSTANDING MEDICAL SOCIAL WORK

15 hours

Medical Social Work: Meaning, Concept, Definition, Nature, Need and Scope.
Historical History of Medical Social Work in UK, USA, India.
Principles of Medical Social Work,
Essential Skills of Medical Social Worker.
Limitations of Medical Social Work

UNIT IV: APPLICATION OF MEDICAL SOCIAL WORK

15 hours

Application of Medical and Psychiatric Social Work in Different Setting Mental Hospital, Child Guidance Clinics, Counselling Centres, Rehabilitation Centre and General Hospitals.
Working with Schools for Mentally and Physically Challenged.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

1. Das, N P Misra, P. K. Dose. *Community Access Affect the Use of Health and Family*

- Welfare Services in Rural India.* 2001
2. Dutta, P.K. *Public Health and Social Aspect.* New Delhi: Khanna Publications. 1998.
 3. Gillan, S. *Essential Public Health.* New Delhi Rawat Publications. 2007.
 4. Glasby, J. *Understanding Health and Social Care.* New Delhi Rawat Publications. 2007.
 5. Goldstein D., *Expanding Horizons in Medical Social Work.*
 6. Goldstein D., *Readings in the Theory and Practice in Medical Social Work.*
 7. Hetzel, Besils. *Basic Health care in Developing Countries.* New York: Oxford University Press. 1978
 8. K. Park, *Textbook of Preventive & Social Medicine,* Banarsidas Bhanot Publishers: Jabalpur India
 9. Mary Jane Schneider, *Introduction to Public Health,* Jones and Bartlett Publisher, USA 2004.

Course Title: English Literature and

Language Skills

Course Code: BAT455

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Critically analyse and interpret the themes of civilization versus savagery, leadership, human nature and social breakdown in the selected text.
2. Improve grammatical and syntactical skills.
3. Learn to comprehend unseen passages and poems from a critical standpoint.
4. Improve precision of vocabulary and linguistic utility.

Course Content

UNIT-I

14 hours

1. William Golding- *Lord of the Flies*

UNIT-II

17 hours

2. Texts Prescribed for Grammar

Oxford Practice Grammar by John Eastwood (Exercises 104 to 136)

UNIT-III

16 hours

3. Reading Skills

- Comprehension of Unseen Passage (Poetry and Prose)

UNIT-IV

11 hours

4. Vocabulary:

Synonyms

Proverb

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Wilfred D. *The Student's Companion*. The Pearson Education, 1983.

- Eastwood, John. *Oxford Practice Grammar*. OUP, 2004.
- Roget, Peter Mark. *Roget's Thesaurus of English Words and Phrases*. Penguin, 2014.
- Mieder, Wolfgang, et al. *A Dictionary of American Proverbs*. Oxford University Press, 1992.
- Golding, William. *Lord of the Flies*. Penguin Books, 1954.
- Harris, Sandra. *Unlocking the Text: A Reading Skills Handbook*. Cambridge University Press, 2008.

Course Title: Introduction to

Human Rights and Duties

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Course Code: BAT436

Total Hours 30

Course Learning Outcomes: On the completion of the course the students will be able to

1. Analyse issues and problems relating to the realization of human rights.
2. Evaluate strengthen the ability to contribute to the resolution of human rights issues and problems.
3. Apply the Environmental duties in the society as well as country.
4. Design the investigative and analytical skills.

Course Content

Unit I 5 hours

Human Rights: Meaning, Nature, scope and Importance of Human Rights

Unit II 6 hours

International Institutions: UN High Commission for Human Rights, International Covenant on Civil and Political Rights (ICCPR) (1966),

Unit III 10hours

Women Rights, Children-Disabled-(Elder word deleted} Senior Citizen Rights, Minorities Rights

Unit IV 9hours

Politics on Human Rights: Develop V/s Developing Countries, Role of Civil Society and NGO'S.

SUGGESTED READINGS

- Sharma, Arvind. (2006). Are Human Rights Western? New York: Oxford University Press.
- Basu D. D, (2019). Introduction to the Indian Constitution (24 th Ed.)New York: Lexis-NexisButterworth.
- Shivananda, J. (2006). Human Rights: Concepts and Issues, New Delhi: Alfa Publication.
- Toney, Evans (2005). Politics of Human Rights- A Global Perspective, London: PlutoPublication.
- Keith L. Shimko (2005). International Relations, Boston: Houghton Mifflin Company.
- Karen A Mingst (2004). Essentials of Human Relations, New York: W. W. Norton Company.
- Bakshi, Upinder (2002). Future of Human Rights, New York: Oxford University Press.
- Introducing Human Rights (2006). South Asia Human Rights Documentations Center, NewDelhi.

Course Title: Seminar

Couse Code: BAT437

Course Title: Organisational Behaviour**Course Code: BAT438**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours: 30**Learning Outcomes**

After completion of this course, the learner will be able to:

1. Analyze the different forms of organizations, their features and relevance in a business context
2. Develop the professional skills to handle the business effectively and efficiently.
3. Build the intellectual level to take decisions through techniques such as brain storming and decision tree analysis.
4. Improve the leadership skills and motivational spirit for teamwork. Course Content

UNIT I**7 Hours**

Organizational behaviour and its relevance in today's business environment, Individual behaviour in organization, understanding self perception, nature and importance

UNIT II**8 Hours**

Learning and its theories, behaviour modification, attitudes, personality, self concept, self-esteem, major determinants of personality, Motivation

UNIT III**6 Hours**

Group behaviour in organization, group dynamics, types of groups, group norms and roles, group cohesiveness, group development and facilitation

Leadership, leadership styles, trait approach, behavioural approaches, and managerial grid. Inter- personal behaviour in organization

UNIT IV**9 Hours**

Stress management. Transaction Mode Group discussion, Brain storming, Demonstration, Project based learning, Team Teaching, Mentor Mentee, Quiz, Open talk, Question, One minute

Suggested Readings

- Wilson, F. M. (2018). *Organizational behaviour and work: a critical introduction*. Oxford university press.
- Wilson, F. M. (2017). *Organizational behaviour and gender*. Routledge.
- Champoux, J. E. (2010). *Organizational behavior: Integrating individuals, groups, and organizations*. Routledge.
- Publication Prasad, L.M. (2019). *Organizational Behaviour*. Sultan Chan & Sons
- Robbins, S. P, Judge

Course Title: Punjabi Galap**Course Code: BAT439**

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Total Hours: 60**ਪੰਜਾਬੀਗਲਪ**

Learning outcomes :

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- ਕਹਾਣੀਅਤੇਨਾਵਲਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਸ਼ਬਦਜੋੜਦੇਨਿਯਮਾਂਤੋਂਜਾਣੂਹੋਣਗੇ।
- ਨਾਵਲਸਾਹਿਤਕਰੂਪਨੂੰਸਮਝਣਦੇਸਮਰੱਥਹੋਣਗੇ।
- ਆਧੁਨਿਕਸਾਹਿਤਦੇਕਾਵਿ-ਰੂਪਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।

Course Content**ਭਾਗ-ੳ****15 hours**

ਕਥਾਸੰਸਾਰ (1960 ਤੋਂਪਿਛੋਂਦੀਪੰਜਾਬੀਕਹਾਣੀਦਾਸੰਗ੍ਰਿਹ) ਸੰਪਾ. ਡਾ. ਜਸਵਿੰਦਰਸਿੰਘਅਤੇਡਾ. ਗੁਰਮੁਖਸਿੰਘ,

ਪ੍ਰਕਾਸ਼ਕ: ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀਪਟਿਆਲਾ।

ਭਾਗ-ਅ**15 hours****ਵਿਆਕਰਨ**

ਸ਼ਬਦਜੋੜਾਂਦੇਨਿਯਮ

ਗੁਰਮੁਖੀਲਿਪੀਦੀਆਂਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਭਾਗ-ੲ

15 hours

ਨਾਵਲ: ਪਵਿੱਤਰਪਾਪੀ (ਨਾਨਕਸਿੰਘ)

ਭਾਗ-ਸ

15 hours

ਆਧੁਨਿਕਸਾਹਿਤਰੂਪ (ਕਾਵਿ-ਰੂਪ) –ਨਜ਼ਮ, ਗੀਤ, ਗਜ਼ਲ, ਰੁਬਾਈ, ਕਵਿਤਾ, ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀਅਤੇਤੱਤ

ਪੁਸਤਕਸੂਚੀ

- ਬਲਦੇਵਸਿੰਘਧਾਲੀਵਾਲ, ਪੰਜਾਬੀਕਹਾਣੀਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀਦਿੱਲੀ।
- ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਵਿਆਕਰਨ:ਸਿਧਾਂਤਤੇਵਿਹਾਰ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਤੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਰਜਿੰਦਰਪਾਲਸਿੰਘਬਰਾੜਤੇਬਲਦੇਵਸਿੰਘਚੀਮਾ, ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤਰੂਪਾਕਾਰ:ਰੂਪਾਂਤਰਣ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਟੀ.ਆਰ.ਵਿਨੋਦ, ਨਾਵਲਆਲੋਚਨਾਸ਼ਬਦਾਬਲੀਕੋਸ਼, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੇਗਿੰਦਰਸਿੰਘਪੁਆਰਅਤੇਹੋਰ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਨ:ਭਾਗ-1.ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਜੇਗਿੰਦਰਸਿੰਘਪੁਆਰ(ਸੰਪਾ) ਭਾਸ਼ਾਵਿਗਿਆਨ: ਸੰਕਲਪਅਤੇਦਿਸ਼ਾਵਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Course Title: History and Culture of Punjab during British Period**Course Code: BAT440**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Examine the factors leading to the outbreak and outcome of the Second Sikh Anglo War.
2. Assess the impact of the Ghadar Movement on the Indian independence struggle.
3. Analyze the objectives and activities of the Singh Sabha Movement.
4. Examine the symbolism and social significance attached to different types of dress and jewelry in Punjab.

UNIT-I**15 hours**

First Sikh Anglo War
Second Sikh Anglo War.

UNIT-II**15 hours**

The Punjab under the British: New Administration, Education and Social Change.
Socio-Religious Reform Movements; Namdhari, Singh Sabha and Arya Samaj

UNIT-III**15 hours**

Role of Punjab in the Freedom Struggle, Non-cooperation and Quit India
Movement.
Agrarian Movement 1907.

UNIT-IV**15 hours**

Kissa; Mirza Sahiba, Heer Ranjha
Fairs and Festivals of Punjab.

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- Smith, J., & Patel, R. (2024). *History of Punjab: From Sikh Anglo Wars to Cultural Heritage*. University of Punjab.
- Mandair, A. (2009). *Religion and the Specter of the West: Sikhism, India, Postcoloniality, and the Politics of Translation*. Columbia University Press.
- Grewal, J. S. (1998). *The Sikhs of the Punjab: Unheard Voices of State and Guerrilla Violence*. Oxford University Press.
- Bhatia, H. S. (2008). *Punjabi Suits: Symbol of Identity and Culture*. In S. K. Satsangi & R. Gupta (Eds.), Deep & Deep Publication.
- <https://byjus.com/free-ias-prep/ncert-notes-first-anglo-sikh-war/>
- https://www.academia.edu/42141957/Education_in_Punjab_under_the_British_Rule_from_1849_to_1947
- <https://prepp.in/news/e-492-singh-sabha-sikh-socio-religious-reform-movement-modern-india-history-notes>
- <https://byjus.com/free-ias-prep/quit-india-movement/>
- https://abhipedia.abhimanu.com/Res_page.aspx?ID=4968

Course Title: Major Dramas in English Literature

Course Code: BAT441

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Critically analyse and interpret the themes of justice, mercy, ethnic prejudice, materialism, and various ramifications of love in the selected text.

2. Understand Romanticism, appreciation of poetic depiction of common life and utilization of ordinary language.
3. Critically analyse and interpret the themes of hubris, knowledge and power, damnation and redemption, Renaissance man, and the limitations of human potential in the selected text.
4. Understanding early feminist arguments for women's education, equality, and social rights.

Course Content

UNIT-I

11 hours

William Shakespeare: *The Merchant of Venice*

UNIT-II

11 hours

Wordsworth: *Preface to the Lyrical Ballads*

UNIT-III

11 hours

Christopher Marlowe: *Doctor Faustus*

UNIT-IV

12 hours

Mary Wollstonecraft: *Vindication of the Rights of Women*

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Wordsworth, William. *Preface to the Lyrical Ballads*. Penguin, 1998.
- Woolstonecraft, Mary. *A Vindication of the Rights of Woman*. Penguin Classics, 2004.
- Marlowe, Christopher. *Doctor Faustus*. Manchester University Press, 2001.
- Shakespeare, William. *The Merchant of Venice*. Maple Press, 2013.

Course Title: Punjabi sufi ate kissa kaav

Course Code:BAT442

Total Hours: 45

ਪੰਜਾਬੀ ਸੂਫੀ ਅਤੇ ਕਿੱਸਾਕਾਵਿ

Learning outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਸੂਫੀ ਕਾਵਿ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
3. ਕਿੱਸਾਕਾਵਿ ਦੇ ਵਿਕਾਸ ਪੜਾਅ ਬਾਰੇ ਜਾਣਨਗੇ।
4. ਵਾਰਿਸ਼ਾਹ ਦੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

Course Content

ਭਾਗ-ੳ

12 hours

ਸੂਫੀ ਵਾਦ: ਸਿਧਾਂਤਕ ਪੱਖ ਤੇ ਰੂਪਾਕਾਰ

ਸੂਫੀ ਮਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ

ਪੰਜਾਬੀ ਸੂਫੀ ਕਾਵਿ ਦੇ ਵਿਕਾਸ ਪੜਾਅ

ਭਾਗ-ਅ

12 hours

ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ

ਕਲਾਮਬੁੱਲੋਸ਼ਾਹ:ਸੂਫੀਅਨੁਭਵਅਤੇਵਿਚਾਰਧਾਰਾ

ਭਾਗ-ੲ

11 hours

ਕਿੱਸਾ:ਸਿਧਾਂਤਕਪਰਿਪੇਖ

ਪੰਜਾਬੀਕਿੱਸਾਕਾਵਿਦੇਵਿਕਾਸਪੜਾਅ

ਭਾਗ-ਸ

10 hours

ਵਾਰਿਸਸ਼ਾਹ:ਜੀਵਨਤੇਰਚਨਾ

ਹੀਰਵਾਰਿਸ:ਸਮਾਜ-ਸਭਿਆਚਾਰਕਅਧਿਐਨ

ਪੁਸਤਕਸੂਚੀ

- ਜਗਜੀਤਸਿੰਘਮੱਧਕਾਲੀਪੰਜਾਬੀਕਾਵਿ, ਲੋਕਗੀਤਪ੍ਰਕਾਸ਼ਨ, ਮੋਹਾਲੀ-ਚੰਡੀਗੜ੍ਹ, 2018
- ਡਾ. ਸੁਖਦੇਵਸਿੰਘ (ਸੰਪਾ.), ਭਾਰਤੀਸੂਫੀਪਰੰਪਰਾਤੇਸਾਹਿਤ, ਪੰਜਾਬੀਸਾਹਿਤਅਕਾਦਮੀ, ਲੁਧਿਆਣਾ।
- ਡਾ. ਜਗਜੀਤਸਿੰਘ, ਪੰਜਾਬੀਸੂਫੀਕਾਵਿਪ੍ਰਵਚਨ, ਬਲਵੰਤਪ੍ਰਕਾਸ਼ਨ, ਜਲੰਧਰ।
- ਜੀਤਸਿੰਘਸੀਤਲ, ਬੁੱਲੋਸ਼ਾਹਜੀਵਨਤੇਰਚਨਾ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀ.ਪਟਿਆਲਾ।
- ਜੀਤਸਿੰਘਸੀਤਲ, ਹੀਰਵਾਰਿਸ, ਨਵਯੁਗਪਬਲਿਸ਼ਰਜ, ਦਿੱਲੀ

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Readings

Course Title:Hindi Bhasa**Course Code: BAT425****Hours: 45**

| L | T | P | Cr. | Total |
|----------|----------|----------|------------|--------------|
| 3 | 0 | 0 | 3 | |

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. छात्रभाषाकेस्वरूपसेपरिचितहोंगे।
2. छात्रभाषाकेअध्ययनक्षेत्र,परिवर्तनएवंमानकरूपसेपरिचितहोंगे।
3. छात्रबोलियोंकेस्वरूप, महत्व, आर्यभाषाकेवर्गीकरणएवंविदेशीभाषासेशब्दग्रहणकीप्रक्रियासेपरिचितहोंगे।
4. छात्रलिपिकेस्वरूप, इतिहास, परिवर्तनएवंदेवनागरीलिपिकीविशेषतासेपरिचितहोंगे।

Course Content**भाग(क)****12 hours**

1. भाषाकाअर्थ,परिभाषा,स्वरूपविश्लेषणऔरअभिलक्षण
2. विभाषा:भाषाऔरविभाषाकाअंतर

भाग (ख)**11 hours**

1. भाषाकेरूपपरिवर्तनकेकारण, दिशाएँ
2. भाषाकाअध्ययनक्षेत्र, भाषापरिवर्तनऔरमानकताकाप्रश्न
3. हिंदीभाषाकामहत्वएवंप्रकार

भाग (ग)**10 hours**

1. संसारकीभाषाएँऔरहिंदी
2. आधुनिकआर्यभाषाऔरहिंदी : वर्गीकरणऔरसंक्षिप्तवर्णन
3. हिंदीकीग्रामीणबोलियाँ
4. हिंदीमेंविदेशीभाषाओंकेअज्ञातशब्द

भाग (घ)**12 hours**

1. लिपिकाअर्थ, स्वरूप, महत्वएवंइतिहास
2. देवनागरीलिपिकाविकासएवंविशेषताएँ
3. हिंदीकीप्रमुखउपभाषाओंकापरिचय

Transaction Mode

व्याख्यान, संगोष्ठी, ई-टीमशिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मीसमूहचर्चा, मोबाइलशिक्षण, स्व-शिक्षा, सहयोगात्मकशिक्षाऔरसहकारीशिक्षण।

अध्ययनकेलिएसहायकपुस्तकसूची

- *वर्माधीरेन्द्र : हिंदीभाषाऔरलिपि, हिंदुस्तानीएकेडमी, प्रयाग, 1931.*
- *शमदिवेन्द्रनाथ : भाषाविज्ञानकीभूमिका, राधाकृष्णप्रकाशन, दरियागंज, नईदिल्ली, 2009.*
- *रोहरा, सतीशकुमार, हिंदीभाषाऔरभाषाविज्ञान, प्रचारकसंस्थान, ल्हुरावीर, पिशाचमोशन, वाराणसी, 1976.*

Course Title: Religious Movements**Course Code: BAT443**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After successful completion of this course, the learner will be able to:

1. Understand that the academic study of new religious movements is known as new religions studies.
2. Know that the new religious studies have been drawn from the disciplines of anthropology, psychiatry, history, psychology, sociology, religious studies, and theology.
3. Understand that the five sources of information on NRMs, the information provided by such groups themselves, that provided by ex-members as well as the friends and relatives of members and organizations.
4. Learn that philosophy of religion is the philosophical examination of the central themes and concepts involved in religious traditions.

Course Content

Unit- I

12 hours

ਲਹਿਰ: ਉਤਪਤੀਤੇਵਿਕਾਸ

ਭਗਤੀਲਹਿਰਦੇਪ੍ਰਭਾਵ

ਭਗਤਕਬੀਰਜੀ, ਭਗਤਨਾਮਦੇਵਜੀ, ਭਗਤਰਵਿਦਾਸਜੀ: ਜੀਵਨਵੇਰਵਾ

Unit- II

10 hours

ਸੂਫੀਮਤ: ਆਰੰਭਅਤੇਵਿਕਾਸ

ਸੂਫੀਮਤ: ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਬਾਬਾਫਰੀਦਜੀ : ਜੀਵਨਤੇਸਿੱਖਿਆਵਾਂ

Unit- III

11 hours

ਸੰਤਨਿਰੰਕਾਰੀਮਿਸ਼ਨ

ਚੀਫ਼ਖ਼ਾਲਸਾਦੀਵਾਨ

ਸ਼੍ਰੋਮਣੀਗੁਰਦੁਆਰਾਪ੍ਰਬੰਧਕਕਮੇਟੀ

Unit- IV

12 hours

1. ਰਾਮਕ੍ਰਿਸ਼ਨਮਿਸ਼ਨ

2. ਬ੍ਰਹਮੋਸਮਾਜ

3. ਆਰੀਆਸਮਾਜ

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ: ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ ਅਤੇ ਕੇਸ ਅਧਿਐਨ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:

- ਉੱਤਰੀ ਭਾਰਤ ਦੀ ਸੰਤਪਰੰਪਰਾ, ਪਰਸ਼ੁਰਾਮ ਚਤੁਰਵੇਦੀ (ਹਿੰਦੀ)
- ਗੁਰਦੁਆਰਾ ਸੁਧਾਰ ਲਹਿਰ, ਗਿ. ਪ੍ਰਤਾਪ ਸਿੰਘ, ਖਾਲਸਾ ਖ਼ਬਰਦਾਰ, ਸ਼੍ਰੀ ਅੰਮ੍ਰਿਤਸਰ ਸਾਹਿਬ।
- ਸ਼ੇਖਰੀ ਦਤੇ ਰਚਨਾ, ਡਾ. ਤਾਰਨ ਸਿੰਘ, ਬਲਵੀਰ ਕੋਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਭਗਤੀ ਅੰਦੋਲਨ ਤੇ ਗੁਰੂ ਨਾਨਕ, ਡਾ. ਮਨਮੋਹਨ ਸਿੰਘ
- **Punjab Past and Present** (Special Issue), Dr. Ganda Singh

Course Title: Public Finance and International Economics

Course Code: BAT427

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Elaborate the nature of public finance and difference between the private and public finance.
2. Conceptualize the concepts of Balance of Payments and foreign exchange rate.
3. Evaluate the tax structure in India.
4. Illustrate the achievements of World Bank, SAARC and IMF.

Course Content

UNIT-I

12 hours

Introduction to Public Finance and Taxes: Public Finance: Nature and Scope. Goods and Market Failure. Tax: Meaning and Classification of Taxes, Allocation of Tax Burden-Benefit. Incidence and Shifting of Tax Burden. Goods and Services Tax (GST) in India.

UNIT-II

10 hours

Public Expenditure & Public Debt: Public Expenditure: Meaning and Importance. Wagner's Hypothesis. Reasons and effects for the Growth of Public Expenditure. Public Debt- Sources and its Impact on Economic Growth, Debt Redemption.

UNIT-IV

11 hours

Introduction and International Trade Theories: International Economics: Meaning, Scope and Importance. Theory of International Trade: Absolute Cost Advantage Theory, Comparative Cost Advantage Theory, Opportunity Cost Theory. Concepts of Terms of Trade.

UNIT-IV

10 hours

Foreign Exchange and Balance of Payment: Meaning of Foreign Exchange, Fixed vs. Floating Exchange Rate Policy. Free Trade and Protection, Methods of Protection. GATT & WTO. Functions and Agreements.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- Musgrave, A.R. and Musgrave, P. B. (1976). *Public finance in Theory and Practice*, McGraw Hill, International Student's Edition.
- Kindleberger, C. P. (1977). *International Economics*, Richard Irwin Homeswood Ilinios,
- Soderston, B O (1990). *International Economics*, Macmillan Press Ltd.

Course Title: Social Change and Development**Course Code: BAT430**

| L | T | P | C |
|----------|----------|----------|----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

- **Course Learning Outcomes: After completion of this course, the learner will be able to:**

1. Define and explain the concept of social change, including its meaning, features, and significance in society.
2. Differentiate between various types of social change such as evolution, revolution, progress, and development, and analyze their respective features.
3. Evaluate the impact of industrialization, modernization, globalization, and westernization on social change processes in India.

- **Course Content**

- **UNIT-I**

12 hours

- Social change: Meaning, definition, features, Types of social change: Evolution, Revolution, Progress and Development (concept and feature).

- **UNIT-II**

11 hours

- Process of social change: Features of Industrialization, Modernization, Globalization, Westernization.

- **UNIT-III**

12 hours

- Definition and meaning of development, Economic growth and development.
- Social development and social indicators, Environment and Development, Sustainable development.

- **UNIT-IV**

10 hours

- Development programmes in India: Five-year plans, Community Development Programme (CDP), Panchayati Raj and its impact on women empowerment.

- **Transaction Mode**

- Lecture, Problem Solving, blended learning, Discussion & Demonstration.

●

- **Suggested Readings**

- · Desai, A.R. 1985. *India's path of development: A Marxist approach*. Bombay: Popular Prakashan.
- · Dube, S C. 1998. *Modernization and development*. Vistaar Publisher: New Delhi.
- · Giddens, A. 1990. *The consequences of modernity*. Cambridge: Polity press
- · Moor, W. and Robert, C. 1967. *Social change*. New Delhi: Prentice Hall.
- · Sharma, S L. 1986 *Development: Socio-cultural development*. Rawat Publications, Jaipur.
- · Singh Sukhdev. 1997. *Pendu Samaaj ate Pendu Vikas*. Patiala: Publication Bureau Punjabi University.

- *Srinivas, M.N.1966.Social change in modern India. Berkley: University of Berkley.*

Course Title: Social Work and Social Development

| L | T | P | C |
|---|---|---|---|
| 2 | 0 | 0 | 2 |

Course Title: BAT432

Total Hours: 30

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Understand the theories and concepts of development and their relevance to social work practice.
2. Analyze the impact of globalization, neoliberalism, and economic policies on social development.
3. Demonstrate knowledge of various development models and strategies.
4. Apply social work principles and skills to contribute to community development projects effectively

Course Content

UNIT-I

10 hours

Introduction to Development Theories

Introduction to development studies: Definitions, goals, and paradigms.
 Modernization theory, dependency theory, and the capability approach.
 Sustainable development goals (SDGs) and their significance.
 Development ethics: Human rights, social justice, and equity.

UNIT-II

6 hours

Globalization, Neoliberalism, and Development

Globalization and its effects on economies, cultures, and societies.
 Neoliberal economic policies and their implications for social welfare.
 Social exclusion and inequality in the context of globalization.
 Case studies: Examining the effects of neoliberal policies in different regions.

UNIT-III

6 hours

Development Models and Strategies

Human development approach and the Human Development Index (HDI).

Participatory development and community-based approaches.

Gender-sensitive development and empowerment strategies.

Rural and urban development models: Case studies and best practices.

UNIT-IV

8 hours

Social Work in Development

Course Outcome 4: Apply social work principles and skills to contribute to community development projects effectively.

Role of social workers in development projects: Advocacy, empowerment, and capacity-building.

Needs assessment and asset-based community development.

Project planning, implementation, and monitoring.

Evaluating the impact of social work interventions in development initiatives.

Suggested Readings:

Sen, A. (1999). *Development as Freedom*. Oxford University Press.

Chambers, R. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.

Fukuda-Parr, S. (2003). The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities. *Feminist Economics*, 9(2-3), 301-317.

Midgley, J. (1995). *Social Development: The Developmental Perspective in Social Welfare*. Sage Publications.

Desai, V., & Potter, R. B. (2002). *The Companion to Development Studies*. Hodder Arnold

Course Title: Field Work-IV

Course Code: BAT444

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Total Hours: 30

1. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.
3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.
5. Reflect critically on their fieldwork experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

Week 1: Orientation

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

Week 2-4: Initial Placement and Observation

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

Week 5-8: Client Interaction and Assessment

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

Week 9-12: Intervention and Practice

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

Week 13-15: Evaluation and Reflection

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing mid-term and final reports

Week 16: Final Presentation and Review

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

Course Title: Statistics in Psychology

Course Code: 433

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Outcomes

Total hours 30

On the completion of the course the students will be able to

- outline review of the literature
- elucidate the statistics measures in psychology
- get acquainted with the statistics properties of normal probability curve
- conduct case study

Unit-I

8 hours

Research: Meaning, nature, scope and types (fundamental, applied and action)

Research problem: Concept, sources, and identification of research problem

Review of the literature- meaning, purpose, sources (primary and secondary) and resources used for searching latest review of literature

Unit-II

7 hours

Research proposal: Concept, types, steps of writing research proposal

Variables: meaning of concepts, constructs, and variables; Types of variables- independent, dependent, extraneous.

Unit-III

8 hours

Statistics: Meaning, Need and Application in psychology.

Measure of Central Tendency (Mean Median Mode) and Variability (Range, Average

Deviation, Standard Deviation) Graphical Representation of Data: Histogram, frequency polygon and ogive.

Statistics Properties of normal probability curve and its applications degrees of freedom levels of significance.

Unit-IV

7 hours

Methods of Psychology: Observation, Experimental Method, Survey. Case Study: Characteristics, Components of a case study design, types of case study design, steps to conduct case study, strengths and weaknesses

Practical

Construction of Tool.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching

Readings

Course Title: Psychology Practical 4

Course Code: 445

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 0 | 0 | 2 | 1 |

Total Hours 30

1. Construction of a frequency distribution
2. Graphical Representation
3. Correlation

Suggested Readings

- *Binod K.Sahu: Statistics in Psychology & Education, Kalyani Publishers.*
- *Kate Miriam Loewenthal: An introduction to Psychological Tests and Scales, S. Royal Holloway: University of London.*
- *Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.*
- *Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.*

- Harze&Moghaddam (2012): *Psychology for the third Millennium*. New Delhi, Sage Publications.

Course Title: History of Punjab (1469-1707AD)

Course Code: BAT429

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: On successful completion of this course, the learner will be able to

- 1 Know the various Sources of Punjab history and the teachings of various Sikh Gurus.
- 2 Analyse the transformation of Sikhism and the creation of Khalsa Pant
- 3 Discuss the relationship of Sikh Gurus with Mughals and the achievements of Banda Singh Bahadur.
- 4 Critically analyse the struggle of Sikhs of Punjab against the Mughals.

Course Content

UNIT-I

12 hours

Sources of Sikh History,

Guru Nanak Dev: His Teachings; Development of Sikhism 1539-1606 (from Guru Angad to Guru Arjun Dev Ji)

UNIT-II

11 hours

Transformation of Sikhism from Guru Hargobind to Guru Tegh-Bahadur.

Guru Gobind Singh: Creation of the Khalsa and its Significance.

UNIT-III

11 hours

Relations of Sikh Gurus with Mughals, 1605-1708.

Banda Bahadur his achievements, administration and causes of his ultimate failure.

UNIT-IV**11 hours**

Sikh Struggle against the Mughals during the periods of Abdus Samad Khan, Zakariya Khan, Mir Mannu and Adina Beg.

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment.

Suggested Readings:**Suggested Readings:**

Khushwant Singh(2004) *A History of the Sikhs: Volume 1: Early Phase (1469-1808)*.New Delhi: Oxford University Press.

Ishtiaq Mughal (2014)*The Punjab Bloodied, Partitioned and Cleansed: Religious Cleansing in Modern South Asia*. New Delhi: Oxford University Press.

Kim A. Wagner. (2007).*Colonial Punjab: A History of Political Economy (1849-1900)*.New Delhi: Oxford University Press.

Sikhism: A Very Short Introduction (2014) by Eleanor Nesbitt. Oxford University Press.

Ali, Imran. (2013). *The Making of Punjab: A History from Ancient Times to the Present*. New Delhi: Penguin Random House India.

**Course Title: Indian
Administration**

Course Code: BAT446

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcome: After completion of this course, the learner will be able to:

- Trace the historical development of Indian administration from ancient, medieval, colonial, to post-independence periods.
- Identify and explain key administrative reforms and their impacts on the Indian administrative system.
- Understand the constitutional provisions related to public administration in India, including the roles and powers of various government organs.

- Explain the federal structure of India, including the division of powers and responsibilities between the central and state governments.

Unit I

Basics of Indian Administration

13 hours

- Historical Legacy of Indian Administration
- Administration at Central Level- Structures and Powers
- Administration at State Level- Structures and Powers

Unit II

Administration at District Level

12 hours

- District Collector and District-level Agencies
- Civil Services
- Public Sector Undertaking

Unit III

Role of different agencies 10 hours

- Role of Central and State Agencies in Maintenance of Law and Order
- Control over Administration
- Changing Nature of Union State Administrative Relations

Unit: -IV

Political Executives:

10 hours

President,

Prime Minister and Council of Minister

Political Executive: Governor, Chief Minister and Council of Minister.

Transaction Mode: Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings:

- *Indian Administration: An Historical Account by Shriram Maheshwari*
- *Ramesh Kumar Arora, Rajni Goyal, Indian Public Administration: Institutions And Issues, Wishwa Prakashan*
- *Vaman Govind Kale, Indian Administration, Kessinger Publishing*
- *Prabhu Datta Sharma, Indian Administration: Retrospect and Prospect, Rawat Publications*

- *Singh Hoshiar and Singh Mahender (1989). Public Administration in India Theory and Practice, Sterling, New Delhi.*
- *Krishna K. Thummala. Public Administration in India.*
- *Ramesh K. Arora and Rajani Goyal (1996). Indian Public Administration ñ Institutions and Issues, WishwaPrakashan, New Delhi. -23-*

Course Title: Indian Political System

Course Code: BAT428

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes

On the completion of the course the learner will be able to:

1. Discuss the role of Caste, Religion and Regionalism in Indian Politics
2. Compare and contrast the powers, function of election commission and voting behaviour.
3. Categorize the various regional and national political parties.
4. Identify the functioning of various organs of Indian government such as legislature, Executive and Judiciary.

Course Content

Unit I

13 hours

Indian Cabinet: Constitutional Provision, Powers and types of Ministers.

Prime Minister: Appointment, Powers, Position and Changing Role. Union Council of Ministers : Composition, Powers and Functions

Unit II

12 hours

Judiciary: Supreme Court, High court, Judicial Review and Judicial Activism

Unit III

11 hours

The Election Commission: Composition, Powers and Role.

Electoral Reforms in India

Unit IV

9 hours

Role of Religion, Caste and Regionalism in Indian Politics.

Determinants of voting behavior in India.

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

SUGGESTED READINGS

- Brass, P. R. (1994). *The Politics of India since Independence*. Cambridge University Press.
- Ganguly, S., & Diamond, L. (Eds.). (2005). *The State of India's Democracy*. Johns Hopkins University Press.
- Chandra, K. (2004). *Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts In India*. Cambridge University Press.
- Kohli, A. (2006). *Politics of Economic Growth in India, 1980-2005*. Oxford University Press.
- Kumar, A. (2008). *The Indian Parliament: A Democracy at Work*. Oxford University Press.
- Mahajan, G. (2003). *The Decline of the Congress Party in India: Electoral modernity and the transformation of Indian politics*. Oxford University Press.
- Manor, J. (2013). *The Oxford Handbook of Indian Politics*. Oxford University Press.
- Rudolph, L. I., & Rudolph, S. H. (1987). *In Pursuit of Lakshmi: The Political Economy of The Indian State*. University of Chicago Press.
- Sardesai, D. R. (2007). *India: The Defacto Federal State*. Pinnacle Technology.
- Sharma, C. (2006). *Indian Federalism, the Changing Context*. Deep & Deep Publications.
- Singh, M. P. (2007). *Indian political System*. Anmol Publications.
- Sridharan, E. (2004). *The States of Indian Democracy: A national perspective*. Oxford University Press.
- Varshney, A. (2003). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.
- Yadav, Y. (1999). *Electoral Politics in India: The resurgence of the Bharatiya Janata Party*. Oxford University Press.
- Zoya Hasan. (2002). *Congress after Indira: Policy, Power, Political Change (1984-2000)*. Manohar.
- Brass, P. R. (1994). *The Politics of India since Independence*. Cambridge University Press.

- Ganguly, S., & Diamond, L. (Eds.). (2005). *The State of India's Democracy*. Johns Hopkins University Press.
- Chandra, K. (2004). *Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts In India*. Cambridge University Press.
- Kohli, A. (2006). *Politics of Economic Growth in India, 1980-2005*. Oxford University Press.
- Kumar, A. (2008). *The Indian Parliament: A Democracy at Work*. Oxford University Press.
- Mahajan, G. (2003). *The Decline of the Congress Party in India: Electoral modernity and the transformation of Indian politics*. Oxford University Press.
- Manor, J. (2013). *The Oxford Handbook of Indian Politics*. Oxford University Press.
- Rudolph, L. I., & Rudolph, S. H. (1987). *In Pursuit of Lakshmi: The Political Economy of The Indian State*. University of Chicago Press.
- Sardesai, D. R. (2007). *India: The Defacto Federal State*. Pinnacle Technology.
- Sharma, C. (2006). *Indian Federalism, the Changing Context*. Deep & Deep Publications.
- Singh, M. P. (2007). *Indian political System*. Anmol Publications.
- Sridharan, E. (2004). *The States of Indian Democracy: A national perspective*. Oxford University Press.
- Varshney, A. (2003). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.
- Yadav, Y. (1999). *Electoral Politics in India: The resurgence of the Bharatiya Janata Party*. Oxford University Press.
- Zoya Hasan. (2002). *Congress after Indira: Policy, Power, Political Change (1984-2000)*. Manohar.

Course Title: Complex Analysis

Course Code: BAT431

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the successful learner will be able to:

1. Acquire the basic ideas of analysis for complex functions in complex variables with visualization through relevant practical situations.
2. Understand the significance of differentiability of complex functions leading to the understanding of Cauchy-Riemann equations.
3. Evaluate the contour integrals and understand the role of Cauchy-Goursat theorem and the Cauchy integral formula.
4. Expand some simple functions as their Taylor and Laurent series, classify the nature of singularities, find residues and apply Cauchy Residue theorem to evaluate integrals.

Course Content

UNIT-I

12 hours

Analytic Functions and Cauchy-Riemann Equations: Functions of complex variable, Mappings; Mappings by the exponential function, Limits, Theorems on limits, Limits involving the point at infinity, Continuity, Derivatives, Differentiation formulae, Cauchy-Riemann equations, Sufficient conditions for differentiability; Analytic functions and their examples.

UNIT-II

12 hours

Elementary Functions and Integrals : Exponential function, Logarithmic function, Branches and derivatives of logarithms, Trigonometric function, Derivatives of functions, Definite integrals of functions, Contours, Contour integrals and its examples, Upper bounds for moduli of contour integrals,

UNIT-III

12 hours

Cauchy's Theorems and Fundamental Theorem of Algebra : Antiderivatives, Proof of antiderivative theorem, Cauchy-Goursat theorem, Cauchy integral formula; An extension of Cauchy integral formula, Consequences of Cauchy integral formula, Liouville's theorem and the fundamental theorem of algebra.

UNIT-IV

11 hours

Series and Residues: Convergence of sequences and series, Taylor series and its examples; Laurent series and its examples, Absolute and uniform convergence of power series, Uniqueness of series representations of power series, Isolated singular

points, Residues, Cauchy's residue theorem, residue at infinity; Types of isolated singular points, Residues at poles and its examples.

Transaction Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Quiz, Case analysis.

Suggested Readings

- *Brown, James Ward, & Churchill, Ruel V. (2014). Complex Variables and Applications (9th ed.). McGraw-Hill Education. New York.*
- *Bak, Joseph & Newman, Donald J. (2010). Complex analysis (3rd ed.). Undergraduate Texts in Mathematics, Springer. New York.*
- *Zills, Dennis G., & Shanahan, Patrick D. (2003). A First Course in Complex Analysis with Applications. Jones & Bartlett Publishers, Inc.*
- *Mathews, John H., & Howell, Rusell W. (2012). Complex Analysis for Mathematics and Engineering (6th ed.). Jones & Bartlett Learning. Narosa, Delhi. Indian Edition.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

Course Name: Aesthetical Study of Hindustani Music

Course Code: BAT447

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours: 30

Course Learning Outcomes: After successful completion of this course, the students will be able to

1. Study the texts of ancient scholars of Hindustani music.
2. Learns about the life and contribution of the composers of Hindustani music.
3. Get knowledge of Dhrupad & Dhammar styles of singing.
4. Learns to write the practical composition according to the notation system.

Course Content

UNIT- I 8 Hours

Historical development of Indian music during 14 th to 17 th century with special reference to Akbar period.

Origin and development of the following gayan shailies: Dhrupad and Dhamar

Definition of the following: Khatka, kan, Murki, Andolan.

UNIT- II 6 Hours

Contributions and life sketches of following Musicians: Pandit Onkar Nath Thakur, Pandit Krishan Rao Shanakr Pandit, Kesar Bai Kerkar.

Detailed knowledge of Dhrupad & Dhamar styles of singing.

UNIT- III 7 Hours

Tanpura and Sahayak Naad. Varieties of Taans.

Importance of Music in Shri Guru Granth Sahib Ji.

UNIT- IV 9 Hours

Description and notation of following ragas (Khayal) and Talas: Ragas : Asawari,

Bhimplasi.Talas : Chartaal, Sooltaal, Dhamartaal.Elementary knowledge of the following Ragas : Jaunpuri, Dhnasri

Transection Mode: Lecture method, Demostation method, Discussion. method, Project method, Learning by doing method, Assignment method.

SUGGESTED READINGS

Faculty of Arts & Social Sciences (BAT24)

- Dr.Davinder Kaur:(1 januar2017)Sangeet Roop(Part-I)
- Dr. Prem Lata Sharma:(1 january2007)Sangeet Manual
- Dr. Yashpal Sharma:(1998)Gayan Kalan
- Dr.SumanLata:Hindustani Shastri sangeet Sidhant avam Vyavhar

Course Title: Study of Raga-II (Viva Voce) (P)

Course Code: BAT448

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Total Hours 30

UNIT- I

18 Hours

One Vilambit Khayal in any of the Ragas prescribed in the course with simple Alaps &

Tanas.

One Drut khayal in each of the following Ragas with simple Alaps & Tanas:

Asawari,Bhimplasi.

UNIT- II 12 Hours

Ability to recite Chartaal, Sooltaal, Dhamartaal.showing Khali - Tali with hand motion in

Ekgun, Dugan, Layikaries.

Ability to play Kehrwa taal on table.Qawwali. One Shabad in nirdharit Ragas.

**Course Name : Comparative study of Gurmat Sangeet
with Classical music and Folk Music
Course Code : BAT449**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total hours : 60

Course Learning Outcomes

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

1. Study of music in Sikhism.
2. knowledge of Differentiate between Gurmat Sangeet and Indian Classical music.
3. Learn Introduction to basic Raags.
4. play stringed Instruments.

Course Content

UNIT-I

Hours: 10

- i. Technical Terminology of Shruti, Anuvaadi, Vivaadi, Kan, Meend.
- ii. Technical Terminology of Gurmat Sangeet : Gayan Shalley, Shabad Reet, Dupade, Vaar.
- iii. Historical development of Rabab.

UNIT-II

Hours:10

- i. Difference between Gurmat Sangeet and Classical music.
- ii. Difference between Gurmat Sangeet and Folk music of Punjab.

Unit III

Hours 10

- i. Description of prescribed Raags- Todi, Tilang, Suhi, Sarang, Maaru
- ii. Description and notation of Taals- Pauri and Jhaptaal.

Unit-IV

- i. Natation of Shabads in prescribed Raags.
- ii. Notation of prescribed Raags on stringed instruments.

Practical

**Course Name : Practical Approach to
Stringed Instruments**

Course Code : BAT450

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Unit-I**Hours 18**

i. Shabad Kirtan Performance in the prescribed Raagas

Todi - one Shabad Composition

Tilang - one Shabad Composition.

Suhi - one Shabad Composition.

Sarang - one Shabad Composition.

Maaru –one Shabad Composition.

Unit-II**Hours 12**

ii. One raga based Gat on string instrument with Toras.

iii. Ability to demonstrate the following Taals by hand in Ekgun and Duguan of prescribed Taals:Pauri and Jhaptaal.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Adi Granth Rag Kosh by Gurnam Singh, Puitar Parmanik Parkashan, Patiala.*
- *Gurmat Sangeet by Dharam Parchar Committee, Central Yatimkhana, Sri Amritsar sahib.*
- *Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *Gurmat Sangeet da Sangeet Vigyan by Dr.Varinder Kaur, Amarjit Sahit Parkashan, Patiala.*
- *Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*

- *Gurmat Sangeet Prabandh te Pasaar by Dr. Gurnam Singh, Punjabi University, Patiala.*
- *Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana.*
- *Gurmat Sangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib Raag Ratnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib Raag Ratnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *Tabla Vaadanby Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

Course Name: Essential Elements of Instrumental Music

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Code : BAT451

Total hours : 30

Course Learning Outcomes

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

1. Learn about the history of music
2. gain introduction of Raags and Taals
3. Learn about the Great Maestros
4. gain knowledge of the Terminology of music

Course Content

Theory

UNIT-I Hours: 11

- i. Brief knowledge of Murchhana system.

ii. Classification of Indian Musical Instruments.

UNIT-II Hours:11

i. Historical Development of Music in North India from 15 th to 17 th CE. ii. Time Theory of Indian Raags.

Unit III 12 hours

i. Life sketch of
Smt. Annapurna Devi

Ustad Vilayat Khan ii. Study of Shudh,
Chhayalag, Sankiran and Parmel-Praveshak
Raags.

iii. Notation and Description of Raags prescribed in Syllabus: Desh and
Madhuwanti (One Maseetkhani and Two Razakhani Gats with Toras) iv.
Description and Notation of Taals in Ekgun and Dugun layakaries:
Sultan and Dhamar

Unit IV Practical 11 hours

i. Ability to play one Razakhani Gat in Raag: Desh and Madhuwanti (One
Maseetkhani and Two Razakhani Gats with Toras) ii. Ability to demonstrate
prescribed Taals on hands in Sultaal and Dhamar

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion &
Demonstration

Suggested Readings

- Sangeet Sar Part I by Mrs. Veena Mankaran
- Rag Parichaya I, II, III by H.C. Srivastava
- Hamare Sangeet Ratna by Laxminarayan Garg
- Sangeet Kala ka Itihas by Sh. Panna Lal Madan
- Sangeetanjali Part II, IV by Pt. Onkar Nath Thakur
- Sangeet Roop by Dr. Davinder Kaur

Practical

Course Name : Stage performance of Stringed Instruments

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code : BAT 452

Total Hours :30

Unit-I Hours 18

- i. Ability to play five Alankars on sitar.
- ii. Ability to play one Razakhani Gat in Raag: Desh and Madhuwanti (One Maseetkhani and Two Razakhani Gats with Toras)

Unit-II Hours 12

- iii. Ability to demonstrate prescribed Taals on hands in Sultaal and Dhamar.
- iv. Ability to play Taal Kehrwa on Tabla.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- Sangeet Sar Part I by Mrs. Veena Mankaran
- Rag Parichaya I, II, III by H.C. Srivastava
- Hamare Sangeet Ratna by Laxminarayan Garg
- Sangeet Kala ka Itihas by Sh. Panna Lal Madan
- Sangeetanjali Part II, IV by Pt. Onkar Nath Thakur
- Sangeet Roop by Dr. Davinder Kaur

Course Title: Yoga and Recreation

Course Code: 453

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. To enable the students, learn and understand the basic concept of Yoga.
2. To make the students technically sound for meditation and Recreation
3. To understand the concepts and techniques of Asanas
4. To understand the benefits of therapeutic asanas.

Course Content

UNIT-I

08 Hours

Meaning, Philosophy, aims and objectives of Yoga.

Types of Yoga – Raja Yoga, Mantra Yoga, Bhakti Yoga, Karma Yoga

Meaning and Philosophy of Asthanga Yoga: Its eight steps – Yama, Niyama, Asana, Pranayama, Pratyahar, Dharma Dhyana, Samadhi.

UNIT-II

08 Hours

Techniques and therapeutic and general benefits of the following:

- i. Neti–Jal and Sutra
- ii. Dhauti–Dand and Vastra
- iii. Kalpalbhati
- iv. Nauli

UNIT-III

07 Hours

Asana – their major classification: (i) Meditative (ii) Relaxative and (iii) Cultural. Psycho-physiological effects of each category of asanas in general – techniques and benefits of the following Asanas: Bhujanga, Shalabha, Dhanush, Hal. Matsya, Ushtra, Paschimottan, Vakra. Ardhamatsyendra, Chakra, Standing, baka, Mayur, Padma, Sidha, Makar Shava, Vajra and Supta Vajra.

UNIT-IV

07 Hours

Recreation, leadership, why leadership is needed? Types of leadership, qualifications and training.

Facilities needed for community recreation, type of activities in recreation.

Transaction Mode: Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning.

Suggested Readings

- Bulter, George D.: *Introduction to Community Recreation*, Mc Graw Hill Book Company, Inc. New York, 1967.
- Domick, Hedley S.: *Administration of Modern Camp*, New York, Association Press.
- Janny, Joh, H.: *Introduction to Recreation Education*, WBS Saunders Co., London, 1956.
- 4. Fitzaraid Gerald B.: *Leadership to Recreation*, R.S. Barnes and Company, New YoHaff, G.G and Triplett. N. (2016). *Essential of Strength Training and Conditioning Human Kinetic*. USA.

Course Title: Yoga Practical

Course Code: BAT454

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Demonstrate the starting and finishing techniques of asanas.
2. Contrast the rules to perform the asanas
3. Demonstrate the techniques and therapeutic benefits of Shudhi kriyas.
4. Acknowledge the basic and advanced techniques of asanas.

Course Content

Techniques and Therapeutic benefits of Shudhi Kriyas:

Neti – Jal Neti and Sutra Neti

Dhauti – Dand Dhauti and Vastra Dhauti

Kapalbhati

Nauli Kriya

Asanas – Meditative, Relaxative, Cultural Asanas:

Padmasana, Sukhasana, Bhujangasana, Shalabhasana, Dhanurasana, Halasana, Matsyasana, Ushtra, Paschimottan, Vakra. Ardhamatsyendra, Chakra, Standing, baka, Mayur, Sidha, Makar Shava, Vajra and Supta Vajra asana.

Semester-V

Course Title: Substance Use and Social Work Practice

Course Code: BSW501

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcome: Having successfully completed this course, a student should be able to:

1. To develop basic understanding about alcohol & drug abuse.
2. To provide knowledge about harmful effects of substance abuse on individual.
3. To develop an understanding about prevention & treatment of the substance abuse.
4. To make the students understands about why and how a person gets addicted.
5. Develop skills related with social work treatment and rehabilitation of the patients suffering from substance abuse.

Course Contents:**UNIT - I:****15hours**

- Basic Concepts, Nature & Impact of Alcohol & Other Drugs (AOD)
- Defining the Terms: Drugs, Drug Abuse, Drug Dependency, Alcoholism & Addiction.
- Basic Concept of Drug Abuse, Drug Addiction & Alcoholism.
- Nature & Impact of Abusable Drugs.

UNIT - II:

15hours

- Causes, Treatment & Dependence
- Causes& Problem of Alcohol Abuse
- Causes of Dependence & Addiction
- From the Field: The Case Studies

UNIT - III:

15hours

- Protocols, Conventions, Acts & Movements
- Protocols & United Nations Conventions.
- The Narcotic Drugs and Psychotropic Substances Act, 1985.
- Women & Anti-Liquor Movements.
- Role of Family & Peer Group in Drug Abuse.
- Prohibitions& Control over Drug Abuse.

UNIT - IV:

15hours

- The Role of Social Worker as a Change Agent
- The Role of the Social Worker.
- Impact of Drug Policies at the Micro-Level Intervention.
- Criminalization or Treatment.
- Social Worker: A Change Agent

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

1. Charles, M., Nair, K. S., & Britto, G. (1999). Drug Culture in India: A Street Ethnographic study of heroin addiction in Bombay. Jaipur: Rawat Publications
2. Goodman, A. (2010). Social work with drug and substance misusers. Exeter: Learning Matters.
3. Paylor, I., Measham, F., & Asher, H. (2012). Social work and drug use. Maidenhead: Open University Press.
4. Singh, C. P. (2015). Alcoholism, family, and social work practice. Jaipur: Rawat Publications.

5. Ahuja, Ram (2007) Social Problems in India. Second Edition. Jaipur: Rawat Publications.

Course Title: Translation and English

Literature

Course Code: BAT555

| L | T | P | C |
|---|---|---|---|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Critically analyse and interpret the themes of transformation and identity, illusion versus reality, love and betrayal, spirituality and materialism in the selected text.
2. Critically analyse and interpret the themes of transience of life, nature, imagination and creativity, power and control, aesthetics and loss in the selected poetic pieces.
3. Structure and articulate coherent arguments, and formulate appropriately professional Curriculum vitae.
4. Accurately translate passages into English, preserving the original tone, meaning and nuances of the source text.

Course Content

UNIT-I

16 hours

The Guide by R.K. Narayan

UNIT-II

17 hours

Selected College Poems (Orient Longman). Edited by Ambika Sengupta -The following poems from this book are prescribed:

- f) All the World's A stage
- g) Kubla Khan
- h) Ode to the West Wind
- i) La Belle Dame Sans Merci
- j) Ulysses
- k) My Last Duchess
- l) Say Not the Struggle Naught Availeth
- m) Nightingales.

UNIT-III

14 hours

- 1. a) Essay Writing
- b) Curriculum Vitae writing

UNIT-IV

13 hours

- 2. Translation of a running passage comprising at least ten sentences from Punjabi/Hindi into English.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Narayan, R.K. *The Guide*. Penguin Books, 2005.
- Singh, Vandana R. *The Written Word*. Oxford University Press, 2000.
- Williams, Joseph M. *Style: Lessons in Clarity and Grace*. Pearson, 2016.
- Whitcomb, Susan Britton. *Resume Magic: Trade Secrets of a Professional Resume Writer*. JIST Works, 2019.
- Kachru, Yamuna, and Braj B. Kachru. *Language in South Asia*. Cambridge University Press, 2008.

Course Title: Summer Training

Course Code: BAT537

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 6 | 3 |

At the end of IV semester students will start summer training for V semester which will be evaluated in semester V.

Course Title: Punjabi Lokdhara te Sahit de Roop

Course Code: BAT538

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Total Hours: 60

ਪੰਜਾਬੀਲੋਕਧਾਰਾਤੇਸਾਹਿਤਤੇਰੂਪ

Learning outcomes :

ਇਸਕੋਰਸਨੂੰਪੁਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

5. ਲੋਕਧਾਰਾਅਤੇਸਭਿਆਚਾਰਨੂੰਸਮਝਣਦੇਸਮਰੱਥਹੋਣਗੇ।
6. ਵਿਆਕਰਨਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
7. ਰਸਮਰਿਵਾਜਾਂਤੋਂਚੰਗੀਤਰ੍ਹਾਂਜਾਣੂਹੋਣਗੇ।
8. ਆਧੁਨਿਕਸਾਹਿਤਦੇਗਲਪਰੂਪਾਂਨੂੰਸੂਝਬੂਝਨਾਲਸਮਝਣਗੇ।

Course Content

ਭਾਗ-ੳ

15 hours

ਪੰਜਾਬਦੀਲੋਕਧਾਰਾ (ਵਣਜਾਰਾਬੇਦੀ)

ਭਾਗ-ਅ

15 hours

ਵਿਆਕਰਨ:

(ੳ) ਪੰਜਾਬੀਧੁਨੀਵਿਉਂਤ

(ਅ) ਵਾਕਾਤਮਕਜਗਤਾਂ: ਮੇਲਤੇਅਧਿਕਾਰ

(ੲ) ਕਾਰਕਤੇਕਾਰਕੀਸੰਬੰਧ

ਭਾਗ-ੲ

15 hours

ਜਨਮਨਾਲਸੰਬੰਧਿਤਰਸਮਰਿਵਾਜਵਿਆਹਨਾਲਸੰਬੰਧਿਤਰਸਮਰਿਵਾਜਮੌਤਨਾਲਸੰਬੰਧਿਤਰਸਮਰਿਵਾਜ

ਭਾਗ-ਸ

15 hours

ਆਧੁਨਿਕਸਾਹਿਤਦੇਰੂਪ (ਗਲਪ-ਰੂਪ)- ਕਹਾਣੀ, ਨਾਵਲਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ, ਤੱਤ

ਪ੍ਰਸਤਕਸੂਚੀ

- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਦੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਬੁਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸ਼ਾਹਫਾਊਡੋਸਨ, ਅੰਮ੍ਰਿਤਸਰ।
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਡਾ. ਭੁਪਿੰਦਰਸਿੰਘਖਹਿਰਾਅਤੇਡਾ. ਸੁਰਜੀਤਸਿੰਘ (ਸੰਪਾ.) ਲੋਕਧਾਰਾਦੀਭੂਮਿਕਾ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ,
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਜੋਗਿੰਦਰਸਿੰਘਪੁਆਰਅਤੇਹੋਰ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਨ: ਭਾਗ-11 1. ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ।

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Course Title: Movements in Punjab and Literature

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3 |

Course Code: BAT539

Total Hours: 45

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

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

1. Know the role of social movement in History of Punjab.
2. Enhance the Knowledge of learn about the background of Punjab Society.
3. Understand the administrative and economic development in this period.
4. Expand the information great writers and artists related with Sikh history.

Unit-I

1. Social life with special reference to position of women, fairs, festivals, folk music, dance and games in the Punjab.
2. The early British Administration (1849-53). **15 hours**

Unit-II

3. British Policies towards Agriculture, Industry, Trade and Commerce.
4. Socio-Religious reform movement; Arya Samaj, Singh Sabha and Ahmdiya.

10 hours

Unit-III

5. Growth of Political Consciousness in the Punjab upto 1907.
6. A brief survey of the role of the Punjab in freedom movement.

10 hours

Unit-IV

7. Circumstance leading to the partition of the Punjab, 1947.
8. Great writers and Artists of the Punjab; Bhai Vir Singh, Dhani Ram Chatrik, Amrita Shergill

10 hours

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

1. Agnew, Vijay,(2001) *Elite Women in Indian Politics*, Bansal Press, Jaipur.
2. Altekar A.S.(2005) ,*The Position of Women in Hindu Civilization*, Kasturi Lal Publishers, Jalandhar.
3. Basu, D.D.,(2001), *Shorter Indian Constitution Chakravarti Uma*, Ram Lal Publications, New Delhi.
4. Kumkum Roy, (1993),“*Breaking out of Invisibility: Re-Writing the History of Women in Ancient India*” in Kleinberg S. Jay, *Retrieving Women’s History: Changing Perceptions of the Role of Women in Politics and Society*, VidyaPrakashan, Jaipur.

Course Title: British English Literature**Course Code: BAT540**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Critically analyse and interpret the themes of Modernism, spiritual decay, futility of life, time and memory in the selected text.
2. Critically analyse and interpret the themes of power and corruption, idealism versus reality, and language and propaganda in the selected text.
3. Critically analyse and interpret the themes of social class and education, marriage, religion and morality in the selected text.
4. Critically analyse and interpret the themes of dystopia and totalitarianism, technology and dehumanization, conformity and rebellion in the selected text.

Course Content**UNIT-I****11 hours**

The Waste Land by T.S. Eliot

UNIT-II**12 hours**

Animal Farm by George Orwell

UNIT-III

11 hours

Jude the Obscure – Thomas Hardy

UNIT-IV

11 hours

Aldous Huxley- Brave New World

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning India, 2015.
- Eliot, T.S. *The Waste Land*. Benediction Press, 2011.
- Hardy, Thomas. *Jude the Obscure*. Penguin Books, 2003.
- Orwell, George. *Animal Farm*. Penguin India, 1995.
- Huxley, Aldous. *Brave New World*. Vintage Classics, 2000

Course Title: Punjabi Galap-1

| <u>L</u> | <u>T</u> | <u>P</u> | <u>Cr.</u> |
|----------|----------|----------|------------|
| <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |

Course Code: BAT541

Total Hours: 45

ਪੰਜਾਬੀਗਲਪ

Learning Outcomes :

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- ਪੰਜਾਬੀਨਾਵਲਦੀਆਂਪ੍ਰਵਿਰਤੀਆਂਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਦਲੀਪਕੋਰਟਿਵਾਣਾਦੇਜੀਵਣਤੋਂਜਾਣੂਹੋਣਗੇ।

- ਪੰਜਾਬੀਕਹਾਣੀਪ੍ਰਤੀਦਿਲਚਸਪੀਪੈਦਾਹੋਵੇਗੀ।
- ਵੱਖ-ਵੱਖਕਹਾਣੀਆਂਦੇਵਿਸ਼ਿਆਂਤੋਂਜਾਣੂਹੋਣਗੇ।

Course Content

ਭਾਗ-ੳ

12 hours

ਪੰਜਾਬੀਨਾਵਲ:ਆਰੰਭਤੇਵਿਕਾਸ

ਪੰਜਾਬੀਨਾਵਲ:ਪ੍ਰਵਿਰਤੀਆਂ

ਭਾਗ-ਅ

12 hours

ਦਲੀਪਕੋਰਟਿਵਾਣਾ:ਜੀਵਨਅਤੇਰਚਨਾ

ਏਹੁਮਾਰਾਜੀਵਣਾ:ਵਿਸ਼ਵਸਤੂ

ਏਹੁਮਾਰਾਜੀਵਣਾ:ਪਾਤਰ-ਉਸਾਰੀ

ਭਾਗ-ੲ

11 hours

ਪੰਜਾਬੀਕਹਾਣੀ:ਆਰੰਭਤੇਵਿਕਾਸ

ਪੰਜਾਬੀਕਹਾਣੀ:ਪ੍ਰਮੁੱਖਪ੍ਰਵਿਰਤੀਆਂ

ਭਾਗ-ਸ

10 hours

ਕਥਾਲੋਕ(ਕਹਾਣੀਸੰਗ੍ਰਹਿ), ਸੰਪਾ. ਸ. ਪਸਿੰਘਅਤੇਜਸਵਿੰਦਰਸਿੰਘ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

ਪੁਸਤਕਸੂਚੀ

1. ਬਲਦੇਵਸਿੰਘਧਾਲੀਵਾਲ, ਪੰਜਾਬੀਕਹਾਣੀਦੇਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ

2. ਗੁਰਬਖਸ਼ਸਿੰਘਫਰੈਂਕ, ਨਿੱਕੀਕਹਾਣੀਅਤੇਪੰਜਾਬੀਨਿੱਕੀਕਹਾਣੀ, ਪੰਜਾਬੀਰਾਈਟਰਜਕੋਆਪਰੇਟਿਵ, ਸੁਸਾਇਟੀ, ਲੁਧਿਆਣਾ।
3. ਗੁਰਪਾਲਸਿੰਘਸੰਧੂ, ਪੰਜਾਬੀਨਾਵਲਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ।
4. ਹਰਜਿੰਦਰਸਿੰਘਢਿੱਲੋਂਅਤੇਪ੍ਰੀਤਮਸਿੰਘਸਰਗੋਧੀਆਂ (ਸੰਪਾਦਕ) ਦੇਰੰਗ, ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
5. ਪਰਮਿੰਦਰਸਿੰਘ, ਸਾਹਿਤਦੇਰੂਪ, ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Readings

Course Title: हिंदीसाहित्यसरणी

| <u>L</u> | <u>T</u> | <u>P</u> | <u>Cr.</u> |
|----------|----------|----------|------------|
| <u>3</u> | <u>0</u> | <u>0</u> | <u>3</u> |

Course Code: BAT526

1. छात्रउत्तरछायावादीचेतनासेअवगतहोंगे।
2. छात्रमिथककेस्वरूपस्वरूपऔरकाव्यचेतनासेपरिचितहोंगे।
3. छात्रगद्यकाव्यकेस्वरूपसेपरिचितहोंगे।
4. छात्रोंकोआत्मकथाव्यवनीकेस्वरूपकाज्ञानहोगा।

भागक

1. उत्तरछायावाद :नवीनप्रवृत्तियोंकासंक्रमण
2. रामधारीसिंहदिनकर :कविऔरचाँद, कलिंगविजय

भागख

1. मिथकीयकाव्यऔरयुगीनसंवेदना
2. नरेशमेहता :महाप्रस्थान

भागग

1. गद्यकाव्य :अर्थएवंस्वरूप
2. माखनलालचतुर्वेदी :साहित्यदेवता

भागघ

1. आत्मकथा : स्वरूपविश्लेषण
2. कमलेश्वर :जलतीहुईनदी (1999)
3. जीवनी : अर्थएवंस्वरूप
4. विश्वनाथत्रिपाठी :व्योमकेशदरवेश (२०११)

Transaction Mode

व्याख्यान, संगोष्ठी, ई-टीमशिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मिसमूहचर्चा,
मोबाइलशिक्षण, स्व-शिक्षा, सहयोगात्मकशिक्षाऔरसहकारीशिक्षण।

अध्ययनकेलिएसहायकपुस्तकसूची :

- नवलनन्दकिशोर :उत्तरछायावादऔररामगोपालशर्मारूद्र,प्रकाशनसंस्थान,दरियागंज,नईदिल्ली,2015
- चतुर्वेदीमाखनलाल :ग्रन्थावली,वाणीप्रकाशन, दरियागंज,नईदिल्ली,2010
- कुमारतरुण :दिनकररचनावली,लोकभारतीप्रकाशन,राजकमलप्रकाशनसमूह,नईदिल्ली,2018.
- सिंहकमलेशआत्काथ :स्वरूपऔरसाहित्य,नेशनलपब्लिशिंगहॉउस,दरियागंज,नई,दिल्ली,1986
- कमलेश्वर :जलतीहुईनदी, राजपालएंडसंस,कश्मीरीगेट,दिल्ली2016
- त्रिपाठीविश्वनाथ: व्योमकेशदरवेश, राजकमलप्रकाशन,दिल्ली, 2012
- मेहतानरेश :महाप्रस्थान, लोकभारतीप्रकाशन,राजकमलप्रकाशनसमूह,नईदिल्ली, 2014.

**Course Title: Religion and Philosophy
Of Religion**

Course Code: BAT542

Total Hours: 45

| L | T | P | Cr |
|---|---|---|----|
| 3 | 0 | 0 | 3 |

Course Outcomes: On successful completion of this course, the learner will be able to:

1. Learn that the sikh scripture opens with Onkar, its Mul Mantar and fundamental prayer about One Supreme Being (God).
2. Understand that Sikhism emphasizes simran (meditation on the words of the Guru Granth Sahib), that can be expressed musically through kirtan or internally through Nam Japo (repeat God's name) as a means to feel God's presence.
3. Understand that Sikhism teaches followers to transform the “Five Theives” (lust, rage, greed, attachment and ego).
4. Know that in Sikhism secular life is considered to be intertwined with the spiritual life.

Course Content

Course Content

Unit- I

12 hours

1. ਸ੍ਰੀਗੁਰੂਗ੍ਰੰਥਸਾਹਿਬ: ਸੰਪਾਦਨ ਅਤੇ ਵਿਚਾਰਧਾਰਾ
2. ਦਸਮਗ੍ਰੰਥ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ
3. ਵਾਰਾਂਭਾਈਗੁਰਦਾਸਜੀ : ਸਿੱਖਪੰਥਦਾਸਰੂਪ, ਵਿਚਾਰਧਾਰਾ

Unit- II

11 hours

4. ਜਪੁ: ਵਿਸ਼ਾ-ਵਸਤੂ
5. ਸੁਖਮਨੀ: ਵਿਚਾਰਧਾਰਾ
6. ਬਾਰਹਮਾਝ: ਪ੍ਰਕਿਰਤੀਚਿਤਰਨ ਅਤੇ ਮਨੁੱਖੀ ਜੀਵਨਦਾਉਦੇਸ਼

Unit- III

12 hours

7. ਅਕਾਲਪੁਰਖ
8. ਸ਼੍ਰੀਸ਼ਟੀਰਚਨਾ
9. ਸ਼ਹਾਦਤ

Unit- IV

10 hours

10. ਲੰਗਰ/ਪੰਗਤ, ਸੰਗਤ
11. ਧਰਮਸ਼ਾਲਾ ਅਤੇ ਗੁਰਦੁਆਰਾ
12. ਗੁਰਿਆਈ ਸੰਸਥਾ

ਟ੍ਰਾਂਜੈਕਸ਼ਨ ਮੋਡ: ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਚਰਚਾ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ, ਅਤੇ ਕੇਸ ਅਧਿਐਨ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:

- ਸ੍ਰੀਗੁਰੂਗ੍ਰੰਥਸਾਹਿਬਵਿਲੱਖਣਤੱਤ, ਡਾ. ਵਜੀਰਸਿੰਘ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਆਸਾਦੀਵਾਰਦਾਟੀਕਾ, ਸੰਪਾਦਕਡਾ. ਰਤਨਸਿੰਘਜੱਗੀ, ਆਰਸੀਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
- ਸੁਖਮਨੀਸਾਹਿਬਦਾਦਾਰਸ਼ਨਿਕਆਧਾਰ, ਡਾ. ਜੋਗਿੰਦਰਸਿੰਘ।
- ਗੁਰਮਤਿਵਿਚਾਰਧਾਰਾ, ਪ੍ਰੀਤਮਸਿੰਘ, **SGPC**, ਸ੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ।
- ਬਾਰਹਮਾਹਾਸਟੀਕ, **SGPC**, ਸ੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ।

Course Title: Development Economics**Course Code: BAT528****Total Hours: 45**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understanding of the basic concept of growth and development.
2. Elaborate the major growth theories.
3. Analyze the basic theories of development
4. Explain the sources and strategies of Capital Formation and price Mechanism

Course Content

UNIT-I

5 hours

Economic Development: Meaning and measurement, Economic and Non-Economic Factors, Nature and characteristics of an Underdeveloped Economy, Determinants of Economic Development, Nurkse Theory of Disguised Unemployment, Lewis Theory of Unlimited Supply of Labor

UNIT-II

10 hours

Growth Model: Classical, Marxian and Schumpeter's Model. Neoclassical Model of growth (Harrod Domer Model), Poverty and Development: Amritya Sen's View, Benrjee's Action approach.

UNIT-III

10 hours

Strategies of Economic Development: Balanced Vs Unbalanced Growth, Theory of Big-Push, Rostow Theory of Stages of Growth, Libenstein Critical Minimum Efforts Thesis.

UNIT-IV

10 hours

Capital Formation: Meaning and sources. Planning: types, Need, Objectives, Strategies and Problems . Choice of Technique.

Transaction Mode

Verbal Exposition, Teacher Talk, Classroom Discussion, Questioning and Answering, Learner Participation, use of ICT tools etc.

- Ray, D. (2009). *Development Economics*. Oxford University Press.
- Partha Dasgupta, P. (2007). *Economics. A Very Short Introduction*. Oxford University Press, 2007.
- Banerjee, A. Roland, B and Dilip, M. (2006). *Understanding Poverty*. Oxford University Press.
- Amartya, S. (2000). *Development as Freedom*. OUP.
- Daron, A and James, R. (2006). *Economic Origins of Dictatorship and Democracy*. Cambridge University Press.
- Robert, P. (1994). *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press.
- G.M. Meier (Ed.): *Leading Issues in Development Economics*, Oxford University Press, New York, 1964, pp. 3-47, 231-265, 464-496.
- W.W. Rostow: *Stages of Growth*, Cambridge University Press, 1991, pp. 1-92.
- Benjamin Higgins: *Economic Development, Principles, Problems and Policies*, Central Book Depot, Allahabad, 1966, pp. 3-24, 85-143.

Course Title: Foundation of Social Thought

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Course Code: BAT531

Total Hours: 15

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Comprehend the process of socialization, its agencies and major theories.
2. Familiarize with the theories of social evolution.
3. Elucidate the concept, nature and dimensions of personality
4. Define the perspectives of Emile Durkheim and Mahatma Gandhi.

Course Content

UNIT-I

12 hours

Positivism: Comte's Law of three stages, Social Static & Dynamics, Evolutionism-Spencer's Evolutionary Approach,

UNIT-II

11 hours

Emile Durkheim: Division of Labour, Social Fact, Religion, Suicide

UNIT-III

12 hours

Karl Marx: Dialectical Materialism, Theory of Class Struggle, Alienation,

UNIT-IV

10 hours

Max Weber: Ideal Type, Verstehen, Bureaucracy, Types of Authority

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Abraham, F and Morgan J.H. 1985. Sociological Thought. Delhi: MacMillan India.
- Haralambos, M.1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Jammu, P.S. and Bhatnagar, G.S. (eds). 1989. SamajVigyanikSidhant (SamajikVigyanPattar No. 26, 27, 28). Punjabi University, Patiala.
- Abraham, Francis. 1982. Modern Sociological Theory. Delhi: Oxford University Press.
- Aron, R. 1965. Main Currents in Sociological Thought, Vol- (1 & 2) London: Penguin Books.
- Gandhi, M.K. 1946. Hind Swaraj or Indian Home Rule.Ahmedabad: Navajivan.
- Timasheff, N.S. and Theodorson, G. 1976. Sociology Theory, New York: Random House.
- Mann, Michael(ed) 1994. Macmillan Student Encyclopedia of Sociology. London: Macmillan Press.
- Zeitlin, I.M. 1969. Ideology and the Development of Sociological Theory. New Delhi: Prentice Hal

Course Title: HIV and Family Education

Course Code: BAT543

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. To develop basic understanding about HIV/AIDS

2. To develop an understanding about prevention & treatment of HIV/AIDS
3. To understand the importance of Social Work interventions in public health, especially while working with people suffering from HIV/AIDS.

Course Content:

Unit I **7 hours**

INTRODUCTION TO PUBLIC HEALTH:

Definition and Meaning, Changing Concepts of Public Health, Health Care Revolution

Unit II **8 hours**

BASICS OF HIV/ AIDS: Immune System of the Body, Profile of HIV and AIDS, Natural History of HIV/AIDS, HIV Infection, Tuberculosis (TB) and STDs.

Unit III **7 hours**

Myths and Misconceptions Related to Transmission of HIV/AIDS/STDs, Misconceptions Related to Traditional and Cultural Practices, Misconceptions Related to Care, Treatment and Rehabilitation

Unit IV **8 hours**

Social Work Intervention for The Prevention and Control of HIV/AIDS in Indian Context

TRANSACTION MODE- Brainstorming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- *Assessment of knowledge and attitudes of medical, nursing and medical technology students: Teaching and Learning in Medicine: Vol.4 (3), 156-161.*
- Avins, A.L., Woods, W. J.; Lindan, C.P. and others (1994), *HIV infection and risk behaviours among heterosexuals in alcohol treatment programmes.* Journal of the American Medical Association; 271: 515-518: In what are Substance
- Abusers Prevention Needs? Facts Sheet M@psg.usf.edu. Centre for AIDS Prevention Studies, University of California, Internet.
- Brown, L., DiClemente; R.; Beausoleil, N. (1992): *Comparison of HIV knowledge, Attitudes, Intentions and Behaviors among Sexual Active and abstinent young Adolescents,* Journal of Adolescent Health, 13: 140-145.
- Bruce, L. (1989), AIDS ruling help the falsely accused'. New York Times (11/8/89) Information Inc. CDC, National AIDS Clearinghouse, Internet.
- Case, P. (1992), Injection Drug Use: In Mann.J.; Tharantola, D.; Netter, T.n (eds): *AIDS in the World: A Global Report,* Harvard college, pp.406-420.
- Chattopadhyay, A. and others (1995), Need for developing culturally suitable prevention Message and early effective intervention strategy for drug users of
- Calcutta, India. Paper presented in third International Conference on AIDS in Asia and The Pacific; The Fifth National AIDS Seminar in Thailand, September 17-21.

Field Work-V

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Course Code: BAT544**Total Hours: 30**

1. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.
3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.

5. Reflect critically on their fieldwork experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

Week 1: Orientation

Introduction to fieldwork requirements and expectations
Overview of field placement sites
Discussion of ethical considerations and professional conduct

Week 2-4: Initial Placement and Observation

Orientation at field placement site
Observation and familiarization with agency operations and client populations
Initial meetings with field supervisor

Week 5-8: Client Interaction and Assessment

Engagement with clients under supervision
Conducting assessments and developing intervention plans
Weekly supervision meetings and reflective journals

Week 9-12: Intervention and Practice

Implementing intervention plans and providing services
Participating in team meetings and case discussions
Continued supervision and reflective journaling

Week 13-15: Evaluation and Reflection

Evaluating the effectiveness of interventions
Reflecting on personal and professional growth
Preparing mid-term and final reports

Week 16: Final Presentation and Review

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

Course Title: Counselling Psychology

Course Code: BAT534

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Course Outcomes: On the completion of the course the students will be able to

- assess the techniques of counselling
- outline various strategies to manage various mental disorders
- justify the purpose of individual and group counselling
- critically analyse the various approaches of assessment in counselling

Unit-I

8 Hours

Counselling: meaning, definition and Types, Process of Counselling; Theoretical Approaches to Counselling; Ethics in Counselling; Characteristics of a Counsellor, Counselling:

Unit-II

7 Hours

Therapeutic counselling: Behavioural Therapy and Cognitive Behaviour Therapy Approaches to Counselling, Drama and Art Therapy in Counselling, Other Therapies (Person Centred Counselling, Solution Focused Counselling)

Unit-III

7 Hours

Individual and Group Counselling: Need and Techniques. Counselling and Guidance for Career Planning and Decision Making. Multicultural Counselling and Guidance: Role of Counsellors in Preventing Illness and Promoting Positive Health

Unit-IV

8 Hours

Approaches to Assessment in Counselling: Interview, Case History, Testing Psychodynamic Approach and Cognitive Approaches.

Assessment in Counselling: Introduction, Need, Determinants and Differences between Testing and Assessment, Assessment Complexities, The Ambience and Climate Needed for Assessment and Counselling,

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Readings

Course Title: Psychology Practical: V

Course Code: 545

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

1. Case Study
2. Systematic Desensitization
3. Decision Making

Suggested Readings

<https://www.counsellingsydney.com.au/about-counselling/therapeutic-approaches/>

<https://www.mometrix.com/academy/life-stages-in-client-assessment/>

<https://www.skillsyouneed.com/learn/counselling-approaches.html>

<https://americanaddictioncenters.org/therapy-treatment/group-individual>

Course Title: History of World

Course Code: BAT530

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Provide information of Renaissance and reformation of Europe.
2. Provide information regarding background of Political revolutions.
3. Develop understanding the causes & effects of Social reforms.
4. Trace the Chinese Revolution.

Course Content

UNIT-I

12 hours

Rise of Modern Age: Renaissance and Reformation.
French Revolution of 1789: its causes and effects,
Napoleon; His reforms, causes of his downfall.

UNIT-II

11 hours

Congress of Vienna
Nationalism
Crimean War: Causes and effects.

UNIT-III

12 hours

Industrial Revolution and its effects.

The Russian Revolution of 1917-causes and significance.

Causes of the First World War and Second World War.

UNIT-IV

10 hours

Chinese Revolution of 1949: its causes and effects.

Maps:a)Vienna Congress. b) Unification of Italy c) Europe in 1945.

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment.

Suggested Readings

- *Brotton, J. (2016).This Orient Isle: Elizabethan England and the Islamic World.* Penguin Books.
- Greenblatt, S. (2012). *The Swerve: How the World Became Modern.* W. W. Norton & Company.
- Duiker, W. J., & Spielvogel, J. J. (2015). *The Essential World History* (8th ed.). CENGAGE Learning Custom Publishing.
- Paxton, R. O. (2004). *The anatomy of fascism.* Vintage Books.
- Kershaw, I. (2008). *Hitler, the Germans, and the Final Solution.* Yale University Press.
- Ashton, T. S. (1964). *The Industrial Revolution, 1760-1830 (1st ed., rev.).* Oxford University Press.
- Schwab, K. (2017). *The Fourth Industrial Revolution.* Portfolio Penguin.
- Dikötter, F. (2016). *The cultural revolution: a people's history, 1962-1976.* Bloomsbury Press.

Course Title: Financial

Course Code: BAT546

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: After completion of this course, the learner will be able to:

Course Learning outcomes: After completion of this course, the learner will be able to:

- Understand the basic concepts of Financial Administration and importance of Budget.
- Describe budgetary process in India.
- Compare various techniques of Budgeting and justify their relevance.
- Understand and evaluate the role of various institutions in ensuring Financial Accountability.
- To analyze various opportunities to enhance Financial Governance.

Unit- I Financial Administration 13 hours

- Meaning, Nature, Scope and Significance, Essential Components of Budgeting
- Budgeting as an instrument of Management and Economic Development

Unit-II- Formulation of Budget 15 hours

- Enactment of Budget,
- Execution of Budget
- Ministry of Finance: Organization, Function and Role
- Reserve Bank of India: Organization, Function
- Role of Finance Commission: Organization, Function and Role:

Unit-III- Techniques of Budget 12 hours

- Line – Item Budgeting, Performance Budgeting
- Planning Programming Budgeting System
- Zero based Budgeting, Cost Benefit Analysis – Nature, Meaning, Scope and
- Techniques

Unit-IV- Financial Accountability 15 hours

- Organization and Functions of Finance ministry.
- Accounting & Auditing - Difference between Accounting & Auditing; Accounting – Meaning, Features, Accounting System in India; Auditing – Meaning, Types & Auditing System in India & Comptroller General of India.
- Parliamentary Financial Committees- Public Accounts Committee (PAC); Estimates Committee.

TransactionMode

- Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings

- *Avasthi and Maheshwari, Public Administration, Lakshmi Narain Agarwal, Agra-3, 22nd revised edition, 1997.*
- *Deepali Pant Joshi, Financial inclusion, Growth and governance, Gyan Publishing House, Delhi, 2016.*
- *Fadia B.L, Kuldeep Fadia, Public Administration: Administrative thinkers, Sahitya Bhawan Agra, 2017.*
- *Goel S.L, Financial Administration and Management, Sterling Publishers, New Delhi, 1993.*
- *Lekhi R.K, Joginder Singh, Revised Edition, Public Finance, Kalyani Publishers, 2018.*
- *M. K. Sharma M.K, Financial Administration, Anmol Publications, New Delhi, 2006.*
- *Polinaidu S, Public Administration, Galgotia Publications, 1996.*
- *Ramesh K. Arora, Rajni Goyal, Indian Public Administration Institutions and Issues, New Age International Publishers, 2018.*
- *Verma V.P, Financial Administration – Concept & Issues, Alpha Publications, New Delhi, 2008.*
- *Wayland D. Gardner, Government Finance – National, State & Local, Prentice Hall Publishers, New Jersey, 1978.*

Course Title: International Politics

Course Code: BAT529

Total Hours: 45

Course Learning Outcomes: On the completion of the course the learner will be able to:

1. Explain the historical events that took place at the international level
2. Discuss the Role of United Nations Organization in contemporary international system.
3. Categorize International Relations Approaches.
4. Identify the key international actors which shaped the international political system.

Course Content

Unit I

14 hours

1. International Politics: Meaning, Nature and Scope of International Politics.
2. Relationship between Developed and Developing Countries.
3. National Power: Elements, Kinds and Methods.

Unit II

11 hours

4. UNO: Organs, Objective, Principals and Importance as an international Organization
5. International Organisations: WTO, IMF, World Bank
6. Collective Security as a Instrument to Maintain International Security

Unit III

10 hours

7. Cold War in International Politics.
8. Uni-Polar, Bi-Polar and Multi-Polar System.

Unit IV

10 hours

9. Globalization and its Relevance
10. Nature of Emerging World Order.

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

SUGGESTED READINGS

- Waltz, K. N. (2001). *Theory of International Politics*. Waveland Press.

- Keohane, R. O., & Nye, J. S. (2001). *Power and Interdependence: World Politics in Transition* (3rd ed.). Longman.
- Mearsheimer, J. J. (2001). *The Tragedy of Great Power Politics*. W. W. Norton & Company.
- Doyle, M. W. (2017). *The Oxford Handbook of the History of International Law*. Oxford University Press.
- Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking Of World Order*. Simon & Schuster.
- Fukuyama, F. (2011). *The Origins of Political Order: From Prehuman Times to the French Revolution*. Farrar, Straus and Giroux.
- Nye, J. S. (2004). *Soft Power: The Means to Success in World Politics*. PublicAffairs.
- Goldstein, J. S., & Pevehouse, J. C. (2017). *International Relations* (12th ed.). Pearson.
- Holsti, K. J. (2004). *Taming the sovereigns: Institutional Change in International Politics*. Cambridge University Press.
- Gill, S. (2003). *Power and Resistance in the New World Order*. Palgrave Macmillan.
- Wendt, A. (1999). *Social Theory of International Politics*. Cambridge University Press.
- Slaughter, A.-M. (2017). *The Chessboard and the Web: Strategies of Connection in A Networked World*. Yale University Press.
- Strange, S. (1996). *The Retreat of the State: The Diffusion of Power in the World Economy*. Cambridge University Press.
- Zakaria, F. (2008). *The Post-American World*. W. W. Norton & Company.

- Baylis, J., Smith, S., & Owens, P. (Eds.). (2017). *The Globalization Of World Politics: An Introduction To International Relations* (7th ed.). Oxford University Press.

Course Title: Real Analysis

Course Code: BAT532

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours:45

Course Learning Outcomes: On completion of this course, the successful learner will be able to:

1. Recognize bounded, convergent, divergent, Cauchy and monotonic sequences and to calculate their limit superior, limit inferior, and the limit of a bounded sequence.
2. Apply the ratio, root, alternating series and limit comparison tests for convergence and absolute convergence, comparison test, Cauchy's root Test, ratio Test, Rabbe's of an infinite series of real numbers.
3. Equipped with the knowledge of improper integrals, and their convergences, convergence and uniform convergence of sequences and series of functions for further applications in therelevant fields.
4. Utilize the analytic and technical skills necessarily at practical field and analyse the real analysis for further higher studies.

Course Content

UNIT-I

12 hours

Continuity and Differentiability of functions: Continuity of functions, Uniform continuity, Differentiability, Taylor's theorem with various forms of remainders.

Integration: Riemann integral-definition and properties, inerrability of continuous and monotonic functions, Fundamental theorem of integral calculus, Mean value theorems of integral calculus.

UNIT-II

12 hours

Sequence and Series: Sequences, theorems on limit of sequences, Cauchy's convergence criterion, infinite series, series of non-negative terms, Absolute convergence, tests for convergence, comparison test, Cauchy's root Test, ratio Test, Rabbe's, Logarithmic test, De Morgan's Test, Alternating series, Leibnitz's theorem.

UNIT-III

11 hours

Improper Integrals: Improper integrals and their convergence, Comparison test, Dritchlet's test, Absolute and uniform convergence, Weierstrass M-Test, Infinite integral depending on a parameter.

UNIT-IV

10 hours

Uniform Convergence: Point wise convergence, Uniform convergence, Test of uniform convergence, Weierstrass M-Test, Abel's and Dritchlet's test, Convergence and uniform convergence of sequences and series of functions.

Transaction Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Quiz.

Suggested Readings

- *Walter Rudin, (1976), Principle of Mathematical Analysis (3rd edition) McGraw-Hill Kogakusha, International Student Edition.*
- *Bartle, Robert G., & Sherbert, Donald R. (2015). Introduction to Real Analysis (4th ed.). Wiley India Edition. New Delhi.*
- *T. M. Apostol, (1985), Mathematical Analysis, Narosa Publishing House, New Delhi.*
- *S. C. Malik and Savita Arora, (2012), Mathematical Analysis, New Age International Pvt. (Ltd).*
- *Bilodeau, Gerald G., Thie, Paul R., & Keough, G. E. (2010). An Introduction to Analysis (2nd ed.). Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Denlinger, Charles G. (2011). Elements of Real Analysis. Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs*

Course Title: Historical Development of Hindustani Music

Course Code: BAT547

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Learns about the music in the Vedic period, the Ramayana and the Mahabharat.
2. Studies the works on Indian music by medieval.
3. Elementary knowledge of Raga-Raag vargikaran.
4. Studies about the theoretical aspects raags.

Course Content

UNIT-I

08 hours

Explain the following Upaj, Mukhda, Bol-Alap, Khatka, Meend, Bol-bant, Ghamak.
Knowledge of written talas in single and double.
Elementary knowledge of Raga-Raag vargikaran

UNIT-II

06 hours

Gharana, its importance & contribution towards khayal gayan.
Knowledge of Alap, Taan and its various forms

UNIT-III

18 hours

Detailed study of taanpura and sahayaknaad
Detailed knowledge of dhrupad and dhamar styles of singing.
Description of raags and taals prescribed in the course
a) Kedar b) Bhimplasi c) Bihag

UNIT-IV

13 hours

Detailed description and notation of the prescribed Ragas (Khayal) and Talas given below:
Ragas: Bilawal, Kalyan
Talas: Dadra, Kehrwa, Teental
Elementary knowledge of the following pages:

AlhaiyaBilawal, Shudh kalian

Transaction Mode

Lecture, Demonstration, Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Composition method.

Suggested Readings

- Kaur. D. (2017). *Sangeet Roop (Part-III) Pearl Books Private Ltd. Patiala.*
- Sharma. M. , Narayan. R. : *Sangeet manual*(1 January 2014)
H.G Publication Delhi
- Sharma. Y. : *Gayan Kalan*(1998) , Punjabi university Patiala
- Dr.SumanLata : *Hindustani Shastri Sangeet Sidhant avamVyavhar*
- Chuchan. P. (1997) *Bharti Shastri sangeet Ka Vikaas*

Course Title: Study of Light Music

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code: BAT548

Total Hours 30

UNIT- I

18 Hours

One Drut khayal in each of the following Ragas with alaps & tanas: Bihag, Mian Ki Todi. Shiranjani.

UNIT- II

12 Hours

Ability to play Teen taal on table. Ability to recite Jhoomra taal, Tilwara taal, Dhamar taal Showing Khali - Tali with hand motion in Ekgun, Dugan Layikaries. One folk song of Punjab.

**Course Name :Theoretical Orientation of Gurmat
Sangeet**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Code : BAT549

Total hours: 30

Course Learning Outcomes: On successful completion of this course, the students will be able to

1. Learn of music in Sikhism.
2. Introduction of Sri Guru Granth Sahib ji.
3. Learning about the RaagParbandh of GurmatSangeet.
4. Introduction of basic raags of Sri Guru Granth Sahib ji.

Course Content

Unit I

15 hours

Technical Terminology: AshrayaRaag, JanakRaag, JanyaRaag, Vakar Sur, Tukda, Tihai, Palta.

Dhrupad Ang Da Shabad, DakhneeRaagParkar.

Unit II

15 hours

Musical Arrangement of Sri Guru Granth Sahib.

RaagParbandh of GurmatSangeet.

Unit III

15 hours

ShabadKirtan Performance in the prescribed Raagas

Majh - one Shabad Composition.

Bihagarha - one Shabad Composition.

Wadahans - one Shabad Composition.

Sorath - one Shabad Composition.

Unit IV

15 hours

KirtanChaukitraditionin the Sikh way of life.

One Gat with Toras and one shabad on instruments.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *AdiGranth Rag Kosh by Gurnam Singh, PvitarParmanikParkashan, Patiala.*

- *GurmatSangeet by DharamParchar Committee, CentralYatimkhana, Sri Amritsar sahib.*
- *GurmatSangeetDarpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *GurmatSangeet da SangeetVigyan by Dr.Varinder Kaur, AmarjitSahitParkashan, Patiala.*
- *GurmatSangeetParampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur ShabadSangeet by Principal Sukhwant Singh, Gur ShabadSangeetAkadmi, JawaddiTaksal, Ludhiana.*
- *GurmatSangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib RaagRatnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib RaagRatnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *TablaVaadanbyDr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

Practical

Course Name : Practical Approach of Rhythmic Beats

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code : 550

Total Hours:30

Unit-I

Hours 18

i. Shabad Kirtan Performance in the prescribed Raagas

Majh - one Shabad Composition.

Bihagarha - one Shabad Composition.

Wadahans - one Shabad Composition.

Sorath - one Shabad Composition.

Jaijavanti –one Shabad Composition.Kirtan Chauki traditionin in the Sikh way of life.

Unit-II

Hours 12

ii. One shabad Reet on string instruments.

iii.Ability to demonstrate the following Taals by hand in Ekgun and Duguan of prescribed Taals:Punjabi Theka, Roopak.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Adi Granth Rag Kosh by Gurnam Singh, Pvitar Parmanik Parkashan, Patiala.*
- *Gurmat Sangeet by Dharam Parchar Committee, Central Yatimkhana, Sri Amritsar sahib.*
- *Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *Gurmat Sangeet da Sangeet Vigyan by Dr.Varinder Kaur, Amarjit Sahit Parkashan, Patiala.*
- *Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gurmat Sangeet Prabandh te Pasaar by Dr. Gurnam Singh, Punjabi University, Patiala.*
- *Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana.*
- *Gurmat Sangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib Raag Ratnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib Raag Ratnavli by Prof. Tara Singh, Punjabi University, Patiala*
-

Course Name : Aesthetic Aspects of Music

Course Code :BAT551

Total hours : 30

Course Learning Outcomes

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

1. Have an in-depth knowledge of technicalities of music,
2. Take a glimpse into folk music,

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

3. Learn about the Great Maestros,
4. Learn Ragas and Toras.

Course Content:

Unit I

8 hours

Historical Development of Indian Musical Scales Varieties of Toras.

Unit II

6 hours

Future of Instrumental Music. Folk Instruments of Punjab.

Unit III

6 hours

Life sketches of Pt. Panna Lal Ghosh Ustad Bismillah Khan Importance of Laya and Taal

Unit IV

10 hours

Description and Notation of the prescribed Ragas in Syllabus: Jaijaiwanti and Malkauns (One Maseetkhani and Two Razakhani Gats with Toras)

Description and Notation of the Taals with Ekgun Dugun layakaries: Tilwada and Punjabi Theka

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

1. *Sangeet Kala Ka Itihas* by Dr. Panna Lal Madan

2. *Sangeet Shastra Vigyan* by Dr. Panna Lal Madan

3. *Rag Parichaya Part III & IV* by H.C. Shrivastava

4. *Folk Instruments of Punjab* by Prof. Anil Narula (Published by Punjabi University, Patiala).

5. *Hamare Sangeet Ratna* by Sangeet Karayalaya, Hathras.

6. *Sangeet SAR Part III* by Mrs. Veena Mankaran

7. *Sangeet Granth atey Bharti Sangeet Da Itihas* by Chander Kanta, Khosla

Practical

Course Name: Practical Approach to Percussion Instruments

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code: BAT 552

Total Hours: 30

Unit-I

18hours

- i. Ability to play Six Alankars on Sitar.
- ii. Ability to play one Razakhani Gat in Raag: Jaijaiwanti and Malkauns (One Maseetkhani and Two Razakhani Gats with Toras)

Unit-II

12hours

- iii. Description and Notation of the Taals with Ekgun Dugun layakaries: Tilwada and Punjabi Theka
- iv. Ability to paly Punjabi Theka on Tabla.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Sangeet Kala Ka Itihas* by Dr. Panna Lal Madan
- *Sangeet Shastra Vigyan* by Dr. Panna Lal Madan
- *Rag Parichava Part III & IV* by H.C. Shrivastava
- *Folk Instruments of Punjab* by Prof. Anil Narula (Published by Punjabi University, Patiala).

Course Title: Health and Fitness**Course Code: BAT553**

| L | T | P | C |
|----------|----------|----------|----------|
| 2 | 0 | 0 | 2 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Understand the need & importance of test, measurement and evaluation in physical education
2. Acquire the knowledge about administration of different motor fitness and physical fitness tests
3. Gain knowledge of anthropometric measurements.
4. Skill in interpretation of the results of above tests.

Course Content**UNIT-I****12hours****Introduction: -**

Meaning & definition of test, measurement and evaluation. Importance of measurement and evaluation in physical education.

Organization and administration of tests results. Presentation and interpretation of tests results. Construction & Characteristics of an effective test: validity, reliability, objectivity, economy, standard norms.

Test for motor fitness: Indiana motor fitness test (for elementary and high school boys, girls and college men), Oregon motor fitness Test

UNIT II**10 hours****Physical (General) Fitness Test: -**

Sergeant Test, Kraus Webber test, Rogers strength test.

Motor fitness test: - J.C. R. test,

AAPHER's youth fitness test. Cardio-vascular test: - Harvard step test, 12 minute walk and Run test.

UNIT-III**10hours****Motor ability test: -**

Newton test, Barrow test, Cozantest.

Motor Educability test: - Metheny Johnson test. Iowa brace test.

Sports skill test: - Basketball (Harrison Basketball battery). Badminton (/Lockhart and McPherson Badminton test).

UNIT-IV**13hours**

Hockey (Schmithals-French Achievement test).

Soccer (Warner test of soccer skills).

Volleyball (Helmen Volley ball test).

Lawn Tennis (Sherman united consecutive Rally test).

Basketball: Johnson basketball test. Mc-Donald volley soccer test. Tennis: Dyer tennis test.

Transaction Mode: Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

Suggested Readings

- *Vijayalaxmi, M.(2006).Evaluation in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar*
- *MadhuriT .W. (2006).Measurement and Evaluation in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar*
- *Mishra, S.C. (2005). Test and Measurement in Physical Education. Sports Publication, G-6, 23/23B EMCA House, Ansari Road, Darya Ganj*
- *McCloy, C.H.(2004) . Test and Measurement in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar.*

Course Title: Proficiency of Athletics and Games - IV**Course Code: BAT554**

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. Demonstrate the starting and finishing techniques of running events.
2. Contrast the rules of any one game from Baseball, Cricket and Minor Games
3. Demonstrate the measurements for these events and games.
4. Acknowledge the basic and advanced techniques of the game.

Course Content

Marking of Track: 200 Meter and 400 Meter Track

Marking of Field Events: Throwing and Jumping Events

Games –

Baseball

Cricket

Minor Games

Readings

Semester-VI**Course Title: NGO Management****Course Code: BSW601**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 4 | 0 | 0 | 4 |

Total Hours: 60**Course Learning Outcome:** The learners shall be able to:

1. Gain conceptual clarity of NGOs.
2. Establish relationship between Government and NGOs in India.
3. Analyze various legislations about NGOs in India.
4. Develop basic understanding of CSR and its significance to development.

Course Content:**Unit I: Non-Governmental Organization (NGO)****15 hours**

NGO: Meaning, Characteristics and Objectives; Role of NGOs in Social Development; Government and NGOs in India

Unit II: NGO and Laws**15 hours**

Societies Registration Act, 1860; Indian Trust Act, 1882; Cooperative Societies Act, 1912; Foreign Contribution and Regulation Act, 2010

Unit III: Project Proposal and its Evaluation

15 hours

- Proposal Writing
- Strategy: Vision / Mission Statements, Differentiation and Organizational Alignment.
- Best Practice Case Study.
- Strategy Formulation.

UNIT-IV

15 hours

Budgeting and Fund Raising

- Purpose and Preparation of a Good Budget.
- Guiding Principles of Budgeting.
- Principles of Fund Raising.
- Factors affecting Fundraising.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

1. C.V. Baxi & Ajit Prasad. Corporate Social Responsibility, Concept & Cases: The Indian Experience. New Delhi: Excel Books, 2005.
2. David Lewis. The Management of Non-Governmental Development Organizations: An Introduction. London: Routledge, 2001.
3. John Elkington. Cannibals with Forks: The Triple Bottom Line of 21st Century Business, Gabriola Island, BC, Canada: New Society Publishers, 1998.
4. J. Fisher. Nongovernments: NGOs and the Political Development of the Third World. West Hartford: Kumarian Press, 1998.
5. John Clark. Democratizing Development: The Role of Voluntary Organisations. Colorado: Kumarian Press, 1990.
6. R Ackerman & R.A Bauber. Corporate Social Responsiveness: The Modern Dilemma. Reston Publishing Company: Reston, 1976.
7. S.B. Banarjee. Corporate Social Responsibility: The good, The bad and The ugly. Cheltenham, UK: Edward Elgar Publishing, 2007.
8. Case study on Corporate Social Responsibility. – Vol. – I. Hyderabad: ICFAI Books, 2012

Story

Course Title: Literature, Review and Writing in English

Course Code: BAT641

Total Hours: 60

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 1 | 0 | 4 |

Course Outcomes: After completion of this course, the learner will be able to:

1. 1. Critically analyse and interpret the themes of caste discrimination, identity and self-worth, and social activism and change in the selected text.
2. 2. Critically analyse and interpret the themes of parental concern, choices and consequences, nature, and identity in the selected poetic pieces.
3. Analytically evaluate literary works, and construct persuasive letters addressing pertinent issues.
4. Craft compelling narratives from unstructured outlines, with compelling characterization and plotlines.

Unit-1

17 hours

Untouchable by Mulk Raj Anand

Unit-2

16 hours

1. Selected College Poems (Orient Longman). Edited by Ambika Sengupta- The following poems from this book are prescribed:

- (a) A Prayer for My Daughter
- (b) The Kingfisher
- (c) The Road not Taken
- (d) Journey of the Magi
- (e) The Unknown Citizen
- (f) Night of the Scorpion

(g) Punishment in Kindergarten.

Unit-3

14 hours

3. a) Book Review
- b) Letter to Editor

Unit-4

13 hours

- (a) Development of a story from a given outline of 3-4 lines (Guided Composition)

Reference Books:

- Anand, Mulk Raj. *Untouchable*. Penguin Books, 2014.
- Sengupta, Ambika, editor. *Selected College Poems*. Orient Longman.
- Sova, Dawn B. *How to Write Critical Essays: A Guide for Students of Literature*. Routledge, 2018.
- The Editorial Board. *Letters to the Editor: A Guide to Writing Effective Letters*. Oxford University Press, 2016.
- Rosen, Leonard J. *Successful Writing at Work: Concise Third Edition*. Cengage Learning, 2015.

Course Title: Interview Skill

Code: BAT621

Learning Outcomes On the completion of

the course, the students will be able to Total Hours 30

1. Understand the basics, types, and key steps to succeed in interviews through effective self-evaluation.
2. Develop skills to research companies, practice interviews, dress professionally, and ensure timely arrival.
3. Master techniques for making a strong first impression, using positive body language, and confidently answering questions.
4. Learn to follow up appropriately, express gratitude, and seek constructive

| L | T | P | Cr |
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| 0 | 0 | 4 | 2 |

feedback from interviewers.

Course Content

Unit 1 6 Hours

Interview Skills: Interview Basics, types, and requirements. Key steps will increase chances of success in Interviews and Self-Evaluation.

Unit 2 8 Hours

Before the Interview: Research the Company, Practice the Interview, and Dressed Professionally, and on Timely Arrival.

Unit 3 10 Hours

During the Interview: First Impression, Smile, Body Language, Listen Before Answering, know your Resume, Keep Things at a Professional Level, look for something in Common, and Be Confident.

Unit 4 6 Hours

After the Interview: Back in touch, give everyone's business card, thank the interviewer and ask for feedback

Transactional Mode

Cooperative learning, Collaborative Teaching, Quiz, Open talk, Inquiry-based learning, Group discussion, Active participation

References:

- Altavista Careers (2001), JobsontheWeb(2001), *Virtualville (2001) and MIT Online Resources (2001)*
- Bolles, R. N. (2018). *What Color is Your Parachute? 2018: A Practical Manual for Job-Hunters and Career-Changers*. Ten Speed Press.
- Burns, E. (2020). *Interviewing Skills for Managers*. SHRM Publishing.
- Levitt, S., & Dubner, S. (2009). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. William Morrow.
- Pachter, B. (2013). *The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success*. McGraw-Hill Education.

- Smith, S. (2019). *How to Win at the Interview: Preparing for Success in Today's Job Market*. Career Press.
- Whitmore, J. (2017). *Coaching for Performance: Growing Human Potential and Purpose*. Nicholas Brealey Publishing.

Course Title: Fundamentals of Social Counselling**Course Code: BAT622**

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 2 | 0 | 0 | 2 |

Total Hours: 30**Course Learning Outcome:** The learners shall be able to:

1. To understand the basics of counseling and guidance
2. Able to understand the theories of counseling
3. Able to develop application of various counseling techniques with special groups
4. Able to understand linkages of counseling and guidance in Social Work.

Course Content:**Unit I****10 hrs.**

Introduction to Counseling and Guidance; Concept and Definitions of Counseling and Guidance; Principles of Counseling; Counseling Process (Assessment, Intervention, and Termination)

Unit II**8 hrs.**

Theories of Counseling; Ethical considerations in Counseling.

Unit III**6 hrs.**

Counseling and Guidance with Delinquents; School Drop-outs, HIV - AIDS Patients; Processes and Social Work Intervention.

Unit IV**6 hrs.**

Group Counseling and Guidance; Understanding Group Dynamics and Group Process; Skills of Group Facilitation (including dealing with conflict).

TRANSACTION MODE- Brain Storming; Quiz; Group Discussion; Open Talk.**SUGGESTED READINGS:**

- .Baxi, C.V. & Prasad, A. *Corporate Social Responsibility; Concept & Cases: The Indian Experience*. New Delhi: Excel Books; 2005.
- Lewis, D. *The Management of Non-Governmental Development Organizations: An Introduction*. London. Routledge. 2001.
- Elkington, J. *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Gabriola Island. Canada: New Society Publishers. 1998.
- Fisher, V. *Nongovernments: NGOs and the Political Development of the Third World*. West Hartford. Kumarian Press. 1998.
- Clark, J. *Democratizing Development: The Role of Voluntary Organisations*. Colorado. Kumarian Press. 1990.
- Ackerman, R & Bauber, R.A. *Corporate Social Responsiveness: The Modern Dilemma*. Reston Publishing Company. Reston. 1976.
- Banarjee, S.B. *Corporate Social Responsibility: The good; The bad and The ugly*. Cheltenham. Edward Elgar Publishing. 2007.
- Case study on Corporate Social Responsibility. – Vol. – I. Hyderabad: ICFAI Books; 2012.

Course Title: Punjabi Rekhachittarte Sahit de Roop

Course Code: BAT623

| L | T | P | Cr |
|---|---|---|----|
| 4 | 0 | 0 | 4 |

Total Hours: 60

ਪੰਜਾਬੀ ਰੇਖਾਚਿੱਤਰ ਤੇ ਸਾਹਿਤ ਦੇ ਰੂਪ

Learning outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

5. ਰੇਖਾਚਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
6. ਵਿਆਕਰਨ ਕਸ਼ੈਣੀਆਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
7. ਸਾਹਿਤ ਅਤੇ ਹੋਰ ਰੂਪਾਂ ਬਾਰੇ ਸਮਝਣ ਦੇ ਸਮਰਥ ਹੋਣਗੇ।

8. ਆਧੁਨਿਕਸਾਹਿਤਦੇਦ੍ਰਿਸ਼ਰੂਪਾਂਨੂੰਸੂਝਬੂਝਨਾਲਸਮਝਣਗੇ।

Course Content

ਭਾਗ-ੳ

15 hours

ਹੁਸੀਨਚਿਹਰੇ (ਬਲਵੰਤਗਾਰਗੀ)

ਭਾਗ-ਅ

15hours

ਵਿਆਕਰਨ:

(ੳ) ਵਿਆਕਰਨਸ਼ੈਲੀਆਂ: ਲਿੰਗਅਤੇਵਚਨ

(ਅ) ਨਾਂਵਵਾਕੰਸ਼ਅਤੇਕਿਰਿਆਵਾਕੰਸ਼: ਪਰਿਭਾਸ਼ਾ, ਬਣਤਰਤੇਪ੍ਰਕਾਰ

ਭਾਗ-ੲ

15 hours

ਸਾਹਿਤਅਤੇਹੋਰਅਨੁਸ਼ਾਸਨ: ਸਾਹਿਤਅਤੇਸਮਾਜ, ਸਾਹਿਤਅਤੇਰਾਜਨੀਤੀ, ਸਾਹਿਤਅਤੇਧਰਮ

ਭਾਗ-ਸ

15 hours

ਆਧੁਨਿਕਸਾਹਿਤਰੂਪ (ਦ੍ਰਿਸ਼ਰੂਪ):ਨਾਟਕਅਤੇਇਕਾਂਗੀ

ਪੁਸਤਕਸੂਚੀ

•ਪਰਮਿੰਦਰਸਿੰਘ, ਕਿਰਪਾਲਸਿੰਘਕਸੇਲ, ਸਾਹਿਤਦੇਰੂਪ, ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।

•ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸਸ਼ਾਹਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ

- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਦੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਅਬਨਾਸ਼ਕੋਰ, ਪੰਜਾਬੀਰੇਖਾਚਿੱਤਰ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਸ. ਪ. ਸਿੰਘਅਤੇਜਸਵਿੰਦਰਸਿੰਘ, ਕਥਾਲੋਕ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Course Title: History of Punjab post 1947 and prominent figures in Punjab

Course Code: BAT624

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Total Hours: 60

Course Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Examine the socio-political context that led to the emergence of the Nojwan Shab movement in Punjab.
2. Examine the factors that prompted the launch of the Quit India Movement in Punjab during World War II.
3. Understand the outcomes and legacy of both movements in reshaping Punjab's political landscape and addressing linguistic and regional aspirations.
4. Analyze the life and works of Bhai Veer Singh and Bhai Sobha Singh, prominent figures in Punjab's cultural and artistic landscape.

UNIT-I

15hours

Punjabi Suba Movement and Reorganization Act of 1966.
Green Revolution.

UNIT-II

15hours

Development of education in Punjab after Independence.
Development of Punjabi Literature and Drama.

UNIT-III

15hours

Emerging Concerns: Drug Addiction and Female Feticide.
Development of Art and Architecture after 1947 in Punjab.

UNIT-IV

15hours

Bahi veer Singh, Bhai Sobha Singh
Lala Lajpat Rai, Shaheed Udham Singh.

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

Suggested Readings

- Singh, Pritam. (1996). *the KirtiKisan Sabha: A Study of the Punjab Peasant Movement, 1906-1940*. [Book]. Oxford University Press.
- Tandon, Pritam. (2003). *Youth Movement in Punjab: A Sociological Analysis*. [Book]. Manohar Publishers & Distributors.
- Gupta, K. L. (2005). *Quit India Movement in Punjab*. [Book]. Atlantic Publishers & Distributors.

- Singh, Pritam. (2008). the Struggle for Justice: A Report on the Implementation of the Anandpur Sahib Resolution. [Book]. Institute for Development and Communication.
- Singh, Gurbachan. (2010). Bhai Sobha Singh: Life and Art. [Book]. Punjab University Press.
- <https://www.jettystudy.com/topic/Demand-For-Punjabi-Suba-And-Reorganization-Act-1966.131.html>
- <https://www.scribd.com/document/185025159/Punjab-Development-After-1947>

https://www.academia.edu/36859175/Setting_the_Stage_Indian_Architecture_after_1947

Course Title: World Literature in English

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 4 | 0 | 0 | 4 |

Course Code: BAT625

Total Hours: 45

Course Outcomes: After completion of this course, the learner will be able to:

1. Critically analyse and interpret the themes of Oedipal complex, struggle for individuality, sexuality and intimacy in the selected text.
2. Critically analyse and interpret the themes of identity and belonging, political and social turmoil, family and relationships in the selected text.
3. Critically analyse and interpret the themes of colonialism and imperialism, moral ambiguity, and alienation in the selected text.
4. Critically analyse and interpret the themes of independence and identity, betrayal and consequences, freedom and confinement in the selected text.

Course Contents

Unit-1

D.H. Lawrence – Sons and Lovers

15 hours

Unit-2

Rohinton Mistry- Such a Long Journey

10 hours

Unit-3

Joseph Conrad- Heart of Darkness

10 hours

Unit-4

Henry James- The Portrait of a Lady

10 hours

Suggested Readings

- Hudson, W.H. *An Outline History of English Literature*. Maple Press, 2012.
- Lawrence, D.H. *Sons and Lovers*. Maple Press, 2010.
- Conrad, Joseph. *Heart of Darkness*. Fingerprint Publishing, 2018.
- Mistry, Rohinton. *Such a Long Journey*. Faber and Faber, 2006.
- James, Henry. *The Portrait of a Lady*. Penguin Classics, 2011.

Course Title: Punjabi bhasha ate Gurmakhi Lippi

Course Code: BAT626

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ

Learning Outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- ਪੰਜਾਬੀਭਾਸ਼ਾਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਪੰਜਾਬੀਭਾਸ਼ਾਦੀਵਾਕਵਿਉਂਤਤੇਜਾਣੂਹੋਣਗੇ।
- ਗੁਰਮੁਖੀਲਿਪੀਬਾਰੇਸੂਝਬੂਝਵਿਚਵਾਧਾਹੋਵੇਗਾ।
- ਗੁਰਮੁਖੀਲਿਪੀਅਤੇਪੰਜਾਬੀਭਾਸ਼ਾਦੇਸੰਬੰਧਬਾਰੇਸਮਝਵਿਕਸਤਕਰਨਗੇ।

Course Content

ਭਾਗ-ੳ

12 hours

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਪ੍ਰਮੁੱਖਲੱਛਣ

ਭਾਗ-ਅ

12 hours

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਸ਼ਬਦਬਣਤਰਤੋਸ਼ਬਦਰਚਨਾ

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਵਾਕਵਿਉਂਤ

ਭਾਗ-ੲ

11 hours

ਗੁਰਮੁਖੀਲਿਪੀਦਾਇਤਿਹਾਸ

ਗੁਰਮੁਖੀਆਰਥੋਗ੍ਰਾਫੀ

ਭਾਗ-ਸ

10 hours

ਗੁਰਮੁਖੀਲਿਪੀਦੀਪ੍ਰੀਤੀਨਤਾ

ਗੁਰਮੁਖੀਲਿਪੀਦੀਪੰਜਾਬੀਭਾਸ਼ਾਨੂੰਲਿਖਣਲਈਸਾਰਥਕਤਾ।

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

ਪ੍ਰਸਤਕਸੂਚੀ

- ਬਲਦੇਵਸਿੰਘਚੀਮਾ, ਪੰਜਾਬੀਵਾਕਪ੍ਰਬੰਧਬਣਤਰਅਤੇਕਾਰਜ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੀ.ਬੀ. ਸਿੰਘ, ਗੁਰਮੁਖੀਲਿਪੀਦਾਜਨਮਤੇਵਿਕਾਸ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾ: ਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸਸ਼ਾਹਫਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
- ਦੁਨੀਚੰਦ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਕਾਸ, ਪੰਜਾਬਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਦੁਨੀਚੰਦ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਣ, ਪੰਜਾਬਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।

Course Title : साहित्य- रूप

course Code : BAT610

| L | T | P | Cr. |
|---|---|---|-----|
| 3 | 0 | 0 | 3 |

Total Hours:45

Course Learning Outcomes: After successful completion of this course, the learner will be able to:

1. छात्रोंकोनाटककेअर्थस्वरूपएवंविकासक्रमकाज्ञानहोगा।
2. छात्रोंकोएकਾਂकीकेस्वरूपविकासक्रमकाज्ञानहोगा।
3. साहित्यरूपकेअंतर्गतउपनयासकेस्वरूपएवंभारतीयतथापश्चिमीविकासपरम्पराकाज्ञानहोगा।
4. छात्रकहानियोंकेविकासक्रमसेअवगतहोतेहुएविविधकहानीआंदोलनोंसेपरिचितहोंगे।

Course Content

भाग(क)

12 hours

1. नाटक- अर्थ, स्वरूप, विश्लेषण, विकासकी भारतीय एवं पारसी परम्परा
2. भीष्म साहनी : हानूश, राजकमल प्रकाशन, दरियागंज, नई दिल्ली

भाग (ख)

11 hours

1. एकांकी : अर्थ, प्रकार, स्वरूप, विश्लेषण विकासका ऐतिहासिक क्रम
2. रीढ़की हड्डी : जगदीशचन्द्रमाथुर, राजकमल प्रकाशन, दिल्ली

भाग (ग)

10 hours

1. उपन्यास-स्वरूप, अर्थ, विश्लेषण,
आख्यान एवं आख्यायिकाका विकास तथा उपन्यासका भारतीय संदर्भ। विकासकी पश्चिमी परम्परा
: रोमांस से उपन्यास तक की यात्रा
2. रणेन्द्र : गायब होता देश, पेंग्विन प्रकाशन, नई दिल्ली

भाग (घ)

12 hours

1. कहानी : स्वरूप,
अर्थ, विश्लेषण, विकासक्रम, आदर्शवादी कहानी से आदर्शोन्मुख कहानी तक की यात्रा, आधुनिकता एवं नई कहानीका
दौर, कहानीके विविध आन्दोलन
2. कृष्णासोबती : सिक्का बदल गया, राजकमल प्रकाशन, नई दिल्ली

12 hours

Transaction Mode

व्याख्यान, संगोष्ठी, ई-टीम शिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मिसमूह चर्चा, मोबाइल शिक्षण, स्व-शिक्षा, सहयोगात्मक शिक्षा और सहकारी शिक्षण

अध्ययन के लिए सहायक पुस्तक सूची:

- ओझादशरथ, हिंदी नाटक : उद्भव और विकास, राजपाल एंड संस, कश्मीरीगेट, दिल्ली, 2009
- शर्मा जगन्नाथ प्रसाद, हिंदी गद्यशैलीका विकास, नागरी प्रचारिणी सभा, काशी, 1969.

- शर्माजगन्नाथप्रसाद, कहानीकारचनाविधान, हिंदीप्रचारकसंस्थान, पिशाचमोचनलहुरावीर, वाराणसी, उत्तरप्रदेश 1961.
- मिश्रराजेन्द्र, कहानी, आन्दोलन और प्रवृत्तियाँ, तक्षशिलाप्रकाशन, दरियागंज, नईदिल्ली, 2009
- फास्टर, इ. एम्., उपन्यासकाशिल्प, बिहारहिंदीग्रन्थअकादमी, पटना, 1973.
- ह्याटआयन, उपन्यासकाउदय, हरियाणाहिंदीग्रन्थअकादमी, पंचकूला, 1978.

Course Title: Religion and Philosophy of Religion

Course Code: BAT627

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Outcomes: On Successful completion of this course, the learner will be able to:

1. Understand that the philosophy of religion is the philosophical examination of the central themes and concepts involved in religious traditions.
2. Learn that it is an ancient discipline, being found in the earliest known manuscripts concerning philosophy, and relates to many other branches of philosophy, including metaphysics, epistemology, and ethics.
3. Know that the philosophy of religion differs from religious philosophy in that it seeks to discuss questions regarding the nature of religion as a whole.
4. Understand the philosophy of the religion.

COURSE CONTENT

Unit- I

11 hours

1. ਪ੍ਰਚੀਨਮਨੁੱਖਅਤੇਉਸਦਾਧਰਮ :- ਕੁਦਰਤਦੀਕਰੋਧੀ, ਧਰਮਦਾਆਰੰਭ
2. ਮੁੱਢਲੇਧਾਰਮਿਕਵਿਸ਼ਾਵਾਸ:- ਐਨੀਮਿਜ਼ਮ, ਮਾਨਾ, ਟੋਟਮਵਾਦ
3. ਧਰਮਿਕਪ੍ਰਗਟਾਵੇ:- ਜਾਦੂ, ਮਿੱਥ, ਟੈਬੂ।

Unit – II

11 hours

4. ਧਰਮਦੀਪਰਿਭਾਸ਼ਾਅਤੇਸਰੂਪ
5. ਧਰਮਦਰਸ਼ਨ:- ਪਰਿਭਾਸ਼ਾਸਮਾਕਤਾਅਤੇਅੰਤਰ
6. ਧਰਮਅਤੇਨੈਤਿਕਤਾ : ਪਰਿਭਾਸ਼ਾਅਤੇਸੰਬੰਧ

Unit – III

11 hours

7. ਧਰਮ-ਸੰਸਕਾਰ :- ਪਰਿਭਾਸ਼ਾ

8. ਜਨਮਅਤੇਪ੍ਰਵੇਸ਼ਸੰਸਕਾਰ
9. ਮ੍ਰਿਤਕਸੰਸਕਾਰ

Unit – IV

12 hours

10. ਧਰਮਦਾਵਿਆਕਤੀਗਤਉਦੇਸ਼
11. ਪਰਿਵਾਰਗਤਉਦੇਸ਼: ਵੱਖ-ਵੱਖਧਰਮਾਂਅਨੁਸਾਰ
12. ਧਰਮਦਾਸਮਜਗਤਉਦੇਸ਼:- ਜੀਵਨਵਿਚਧਰਮਦੀਭੂਮਿਕਾ

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ: ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨਅਤੇਕੇਸਅਧਿਐਨ।

ਸਹਾਇਕਪੁਸਤਕਾਂ:-

- ਧਰਮਦਰਸ਼ਨ, ਡਾ. ਸਾਤੀਨਾਥਗੁਪਤਾ
- ਧਰਮਦੀਉਤਪਤੀਤੇਵਿਕਾਸ, ਡਾ. ਗੁਰਬਚਨਸਿੰਘਤਾਲਿਬ।
- ਧਰਮਅਧਿਐਨ-ਅਕਾਦਮਿਕਪਰਿਪੇਖ: ਡਾ. ਜੋਧਸਿੰਘ, ਡਾ. ਅਨੰਦਸਪੱਸਰ, ਡਾ. ਹਰਪਾਲਸਿੰਘਪੰਨੂ।
- ਧਰਮਦਾਦਾਰਸ਼ਨਿਕਪੱਖ:- ਡਾ. ਵਜੀਰਸਿੰਘ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Course Title: Statistics for Economics**Course Code: BAT628**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. To know about the basic statistics phenomenon.
2. Calculate the average value by using mean, median, mode.
3. Measure the of regression and correlation.
4. Develop the computational skill of Estimating the time series and trend analysis.

Course Content**UNIT-I****12 hours**

Introduction to Statistics and scope: Meaning and scope of Statistics. Concepts of population and sample Variables and attributes, Scales of measurement - nominal, ordinal, interval and ratio. Diagrammatic presentation of Data, Summarization of Data: Frequency Distribution and Graphical Presentation.

UNIT-II**11 hours**

Central Tendency: Measures of Central Tendency: Mean, Median , Mode, GM, HM. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, measures of Skewness (Karl Pearson) and kurtosis.

UNIT-III**12 hours**

Regression and Correlation Methods: Bivariate data: Definition, scatter diagram, simple correlation, Rank correlation. Simple linear regression. Applications and uses.

UNIT-IV**10 hours**

- **Time series analysis:** Least Square and Movement Methods.
- **Index Numbers:** Methods and its limitations.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- Medhi, J. (2000). *Statistical Methods: An introductory Text*, New Age International (P) Ltd.
- Gupta, S.C. and Kapoor, V. K. (2007). *Fundamentals of Mathematical Statistics*, S. Chand & Co.
- Cochran, W.G. (1977). *Sampling Techniques*, third edition, John Wiley & Sons.
- Feller, W. (2005). *An Introduction to Probability Theory and Its Applications*, Vol. I, Wiley.
- Uspensky, J.V. (2005). *Introduction to Mathematical Probability*, (McGraw Hill).
Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Course Title: Indian Sociological Thinkers

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Course Code: BAT629

Total Hours: 45

Course Learning Outcomes: On the Completion of the Course of learner will be able to

Diverse Perspectives: Understand diverse sociological perspectives of Indian scholars like G.S. Ghurye, P.N. Prabhu, D.P. Mukherjee, and Radhakamal Mukherjee, analyzing their contributions to topics such as caste, race, tradition, modernity, gender, and kinship.

Critical Analysis: Critically evaluate the strengths and weaknesses of Indian sociological theories, demonstrating the ability to assess their relevance in contemporary Indian society.

Application Skills: Apply sociological concepts to analyze real-world social issues, enhancing analytical and problem-solving abilities within the context of Indian society.

Interdisciplinary Understanding: Develop an interdisciplinary perspective by recognizing the interconnectedness of sociological theories with other disciplines, fostering a holistic understanding of social phenomena in India.

Course Content

Unit I:10 hours

1. G. S. Ghurye - Caste and Race; P.N. Prabhu - Varna, Ashrama, Purushartha

Unit II:10 hours

2. 2.D.P. Mukherjee - Tradition and Modernity; Radhakamal Mukherjee - Personality, Society, Values, Social Ecology

Unit III: 3.10 hours

3. M.N. Srinivas - Social Change; Verrier Elwin - Tribes in India

Unit IV: 4.15 hours

4. Irawati Karve - Gender and Kinship; Leela Dube - Caste and Gender; Dr. B.R. Ambedkar

Suggested Readings

- Ahmed, Imtiaz. "For a Sociology of India." Contributions to Indian Sociology 6:172-8, 1972.
- Ambedkar, B.R. The Untouchables: Who were They and Why They Became Untouchables. Amrit Book Company, Delhi, 1948.
- Beteille, Andre. "Sociology and Ethnosociology." International Social Science Journal, 24(4):703-4, 1974.

- Desai, A.R. Social Background of Indian Nationalism. Popular Prakashan, Bombay, 1976.
- Dube, S.C. Indian Village. London: Routledge & Kegan Paul Ltd, 1959.
- Dube, Leela. "Caste and Women" in M.N. Srinivas (ed.) Caste: Its Twentieth Century Avatar. New Delhi: Penguin, pp. 1-27, 1996.
- Ghurye, G.S. Caste and Class in India. Bombay: Popular Book Depot, 1957.
- Karve, Iravati. "The Kinship Map of India," in Patricia Uberoi (ed.) Family Kinship and Marriage in India. Oxford University Press, pp. 50-73, Delhi, 1994.
- Mukerjee, Ramakrishna. Sociology of Indian Sociology. Bombay: Allied, 1979.
- Mukherjee, D.P. Diversities. People Publishing House, 1958.
- Oakly, Ann. Sex, Gender, and Society. London: Temple Smith, pp. 99-127, 158-172.
- Prabhu, P.N. Hindu Social Organization. Popular Book Depot, Bombay, 1954.
- Further Readings:
- Shan, A.M. The Family in India: Critical Essays. Orient Longman, pp. 52-63, New Delhi, 1998.
- Singh, Yogendra. Modernization of Indian Tradition. Rawat Publications, Jaipur, 1973.
- Singh, Yogendra. Indian Sociology: Social Conditioning and Emerging Concerns. Vistaar Publications, New Delhi, 1986.
- Srinivas, M.N. Religion and Society Among the Coorgs of South India. London: Asia, 1952.
- Srinivas, M.N. "Sociology and Sociologists in Indian Today." Sociological Bulletin 19(1):1-10, 1970.
- Srinivas, M.N. Berkeley: California University Press, 1970.

Course Title: Case work and counselling: Working with marginalized community

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Code:BAT617

Total Hours: 30

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Understand the principles and approaches of case work and counseling within the context of social work practice.
2. Apply case work and counseling skills effectively when working with individuals and groups from marginalized communities.
3. Analyze the unique challenges and strengths of marginalized populations in the context of social work interventions.
4. Develop culturally sensitive and ethical practices in case work and counseling with marginalized communities.

Course Content

UNIT-I

7 hours

Foundations of Case Work and Counseling

Introduction to case work and counseling: Definitions, historical development, and goals.

Theoretical frameworks: Psycho dynamic, cognitive-behavioral, humanistic, and strengths-based approaches.

Ethical considerations and professional boundaries in case work and counseling.

Building rapport and establishing a therapeutic relationship.

UNIT-II

8 hours

Case Work and Counseling Skills

Assessment and goal setting: Identifying client needs and developing intervention plans.

Active listening, empathy, and communication skills.

Crisis intervention and suicide prevention.

Techniques for empowerment, self-esteem building, and resilience.

UNIT-III

7 hours

Marginalized Communities and Social Work

Understanding marginalization: Race, ethnicity, gender, sexual orientation, disability, and socio-economic factors.

Intersectionality and its impact on clients from marginalized communities.

Cultural competence and sensitivity in case work and counseling.

Trauma-informed care and approaches to address historical trauma.

UNIT IV

8 hours

Cultural Competence and Ethical Practice

Cultural humility and anti-oppressive practice. Ethical dilemmas in case work and counseling with marginalized populations. Advocacy and social justice within the counseling process. Supervision and self-care for social work practitioners.

Suggested Readings:

- Davis, M., & Harrington, J. (2009). *The Social Work Interview*. Columbia University Press.
- Corey, G., Corey, M. S., & Callanan, P. (2018). *Issues and Ethics in the Helping Professions*. Cengage Learning.
- Sue, D. W., & Sue, D. (2015). *Counseling the Culturally Diverse: Theory and Practice*. Wiley.
- Glicken, M. D. (2015). *Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession*. Sage Publications.
- Van Wormer, K., & Davis, D. R. (2018). *Addiction Treatment: A Strengths Perspective*. Cengage Learning.
- Miller, W. R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*. Guilford Press.

Course Title: Field Work-VI

Course Code: BAT630

Course Outcome:

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Total Hours: 30

1. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.

3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.
5. Reflect critically on their fieldwork experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

Week 1: Orientation

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

Week 2-4: Initial Placement and Observation

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

Week 5-8: Client Interaction and Assessment

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

Week 9-12: Intervention and Practice

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

Week 13-15: Evaluation and Reflection

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing mid-term and final reports

Week 16: Final Presentation and Review

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

Course Title: Clinical Psychology

Course Code: BAT618

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Course Outcomes: On the completion of the course the students will be able to

1. Assess the concept of normality and abnormality
2. Outline various strategies to manage borderline personality disorders
3. Critically analyse causes and types of substance abuse
4. Demonstrate an understanding about the ethical issues in assessment

Unit-I

8 hours

Introduction to Psychopathology the concept of normality and abnormality; Psychological Models of psychopathology: Psychoanalysis, Psychodynamic, Behavioural, Cognitive-behavioural. Causes of psychopathology biological psycho-social and socio-cultural. Classification System: DSM (Recent Version)

Stress: Causes; GAS Model. Psychosomatic Disorders: Ulcers, Hypertension, Asthma; their Etiology and treatment.

Unit-II

8 hours

Borderline Personality Disorder Anxiety-Based Disorders; Conversion Disorders, types and symptoms, Dissociative Disorders; their symptoms and Etiology. Schizophrenia Types, Symptoms and Etiology; Mood Disorders type, symptoms and Etiology.

Unit-III

8 hours

Substance abuse: causes and types, alcohol, opium, psychotherapy Amphetamines.

Psychotherapies: Psychodynamic, Behavioural, Cognitive-behavioural, Humanistic, Mindfulness, Yoga.

Unit-IV

6 hours

Assessment techniques in clinical psychology; Meaning, Purpose and Types the Referrals, Instruments, Ethical issues in assessment.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Suggested Readings

https://en.wikipedia.org/wiki/Clinical_psychology

<https://www.verywellmind.com/what-is-clinical-psychology-2795000>

<https://www.greatcollegedeals.net/lists/5-clinical-psychology-theories/>

https://www.zeepedia.com/read.php?the_concept_of_psychological_assessment_in_clinical_psychology_&b=84&c=15

Course Title: Psychology Practical -6

Course Code: BAT631

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Total Hours: 30

1. Clinical Assessment/Interview
2. JPMRT- Jacobson’s Progressive Muscular Relaxation Technique
3. Breathing Exercise

Suggested Readings

<https://noblehrc.com/blog/neurology-tomorrow-emerging-trends-and-future-directions>

<https://vincenttriola.net/legal-ethical-boundary-assessment-issues-in-clinical-psychology-f680d546c8b0>

<https://www.verywellmind.com/a-list-of-psychological-disorders-2794776>

<https://johnsommersflanagan.com/2019/06/27/five-stages-of-a-clinical-interview/>

Course Title: History of Punjab (1799-1858AD)

Course Code: BAT614

Total Hours: 45

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: On the completion of the course the learner will be able to

1. Examine the concepts like Dhal Khalsa and the formation of military
2. Analyse the causes of establishment of Sikh Empire by Ranjit Singh and his relation with British Empire
3. Evaluate the political, economic, social and religious issues of this time.
4. Discuss the nature of British administration in Punjab.

Course Content

UNIT-I

10 hours

Evolution and Functions of Dal Khalsa, Gurmatta and Rakhi System.
Misals; Nature, Civil & Military Organisation.

UNIT-II

10 hours

The establishment of Ranjit Singh's Kingdom: Conquests of Lahore, Multan, Kashmir and Peshawar.

Relations between Ranjit Singh and the British (1800-1839)

UNIT-III

10 hour

Central and Provincial Administration and Military System of Ranjit Singh.
Anglo-Sikh War and the Annexation of the Punjab.

UNIT-IV

15 hours

Administration of Punjab 1849-58; Board of Administration and its working; Johan Lawrence as Chief Commissioner.

Transaction Mode

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment.

Suggested Readings:

Text Books:

Grewal, J. S. (1990). *The Sikhs of the Punjab (Vol. 2)*. Cambridge University Press.

Singh, K. (2004). *A History of the Sikhs: Volume 1: 1469-1839*. Oxford University Press.

Singh, K. (2005). *A History of the Sikhs: Volume 2: 1839-2004*. Oxford University Press.

Talbot, I. (2012). *Punjab and the Raj 1849-1947*. Routledge.

Mahmood, C. K. (1996). *Fighting for Faith and Nation: Dialogues with Sikh Militants*. University of Pennsylvania Press.

Reference Books:

Grewal, J. S. (2004). *The Khalsa: Sikhs and Their Scriptures*. Oxford University Press.

Khushwant Singh. (2001). *The Birth of the Khalsa: A Feminist Re-Memory of Sikh Identity*. State University of New York Press.

McLeod, W. H. (2003). *Sikhs of the Khalsa: A History of the Khalsa Rahit*. Oxford University Press.

Duggal, K. S. (2001). *Maharaja Ranjit Singh: The Last to Lay Arms*. Abhinav Publications.

Dhillon, G. S. (1991). *Maharaja Ranjit Singh: Emperor of the Punjab*. Atlantic Publishers & Distributors.

Course Title: Comparative Politics

Course Code: BAT613

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 3 | 0 | 0 | 3 |

Total Hours: 45

Course Learning Outcomes: On the completion of the course the learner will be able to:

1. Discuss the role of different political parties and pressure groups of U.S.A. and U.K.
2. Compare the structure and functions of Judicial System as well as national and international level.
3. Identify the domestic politics across the countries.
4. Categorize the political institutions and processes in a systematic and more meaningful way.

Course Content

Unit I

14 hours

1. Comparative Politics: Meaning, Significance, Evolution, Nature and Content.
2. Comparative Method: Totalitarian, Communist and Dictatorship.
3. Main features of U.K. and U.S.A. Political System

Unit II

13 hours

4. British Parliament-House of Lords, House of Commons
5. American Congress- Senate, House of Representative.
6. Executive in America-The President.

Unit III

8 hours

7. Political Parties U.K. and U.S.A.
8. Pressure Groups – U.K. and U.S.A.

Unit IV

10 hours

9. Judicial system and judicial review in United States of America
10. Judicial system and rule of law in U.K.

Transaction Mode: Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings

- Almond, G. A., Powell Jr, G. B., Dalton, R. J., & Strøm, K. (Eds.). (2013). *Comparative Politics Today: A World View* (11th ed.). Pearson.
- Lijphart, A. (2012). *Patterns of Democracy: Government Forms and Performance In Thirty-Six Countries* (2nd ed.). Yale University Press.
- Rose, R. (2010). *Learning from Comparative Public Policy: A Practical Guide* (2nd ed.). Routledge.
- Caramani, D. (2017). *Comparative Politics* (4th ed.). Oxford University Press.
- Collier, D., & Mahon, J. E. (Eds.). (1993). *Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Analysis*. Cambridge University Press.
- Landman, T. (2008). *Issues and Methods in Comparative Politics: An Introduction* (3rd ed.). Routledge.

- Przeworski, A., & Teune, H. (1970). *The Logic of Comparative Social Inquiry*. Wiley.
- Tilly, C. (2007). *Democracy*. Cambridge University Press.
- Erikson, R. S., & Tedin, K. L. (2017). *American Public Opinion: Its Origins, Content, and Impact* (9th ed.). Pearson.
- Bueno de Mesquita, B., Smith, A., Siverson, R. M., & Morrow, J. D. (2003). *The Logic of Political Survival*. MIT Press.

Course Title: Contemporary Issues in Public Administration

Course Code: BAT632

| L | T | P | Cr. |
|----------|----------|----------|------------|
| 3 | 0 | 0 | 3 |

Course Learning Outcome: After completion of this course, the learner will be able to:

- Identify and analyze contemporary trends and challenges in public administration, including globalization, technological advancements, and changing demographics.
- Understand the impact of global issues such as climate change, migration, and international cooperation on public administration.
- Explain the role of digital transformation in public administration, including the adoption of e-government and digital service delivery.
- Identify the challenges and opportunities associated with implementing digital governance, such as cybersecurity, digital divide, and data privacy.

Unit I 15 hours

Administrative Ethics

- Corruption and Civil Society Activism
- Lokpal and Lokayuktas)
- Role of NGOs and Voluntary Agencies

Unit II

15 hours

Citizen's Rights

- Citizen 's Charter-Objectives and Concerns
- Citizen's Participation in Administration-
- Consumer Protection Act,
- Consumer Rights in India
- Grievance Redress Mechanisms

Unit III 15 hours

Administrative Changes Since Independence

- Introduction of First Administrative Reform Commission
- Introduction of Second Administrative Reform Commission

Unit-IV

15 hours

Development and Environmental issues

- Development and Environmental Issues in Administration
- Feminist Perspective of Policy and Administration

Transaction Mode: Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

Suggested Readings

- *"Digital Governance: New Technologies for Improving Public Service and Participation"* by Helmut K. Anheier and Mark Juergensmeyer
- *"Governing by Network: The New Shape of the Public Sector"* by Stephen Goldsmith and William D. Eggers
- *"Collaborative Governance: Private Roles for Public Goals in Turbulent Times"* by John D. Donahue and Richard J. Zeckhauser
- Goel S.L, *Financial Administration and Management*, Sterling Publishers, New Delhi, 1993.
- Lekhi R.K, Joginder Singh, *Revised Edition, Public Finance*, Kalyani Publishers, 2018.

- *M. K. Sharma M.K, Financial Administration, Anmol Publications, New Delhi,2006.*
- *Polinaidu S, Public Administration, Galgotia Publications,1996.*

Course Title: Mathematical Statistics

Course Code: BAT616

Total Hours: 45

| L | T | P | Cr |
|----------|----------|----------|-----------|
| | | | . |
| 3 | 0 | 0 | 3 |

Course Learning Outcomes: On completion of this course, the successful learner will be able to:

1. Illustrate various properties of Discrete and continuous Distributions.
2. Explain concepts of sampling distribution and its standard error, Chi square, t and F distribution.
3. Grasp the concepts behind estimation and evaluate the various estimation techniques.
4. Explore the concepts of hypothesis and various useful techniques for various distributions.

Course Content

UNIT-I

12 hours

Discrete distributions: Uniform, Bernoulli, Binomial, Negative binomial, Geometric and Poisson.

Continuous distributions: Uniform, Gamma, Exponential, Chi-square, Beta and normal; Normal approximation to the binomial distribution.

UNIT-II

12 hours

Sampling distributions: Sampling distribution of statistics. Sampling distribution of the sample mean and variance. Sampling distribution for the normal population.

UNIT-III

12 hours

Theory of estimation: Estimation and estimate – consistent and biased. Maximum likelihood estimation. Applications to binomial, Poisson and normal populations.

Confidence

interval. Interval estimation for parameters of normal population. Confidence intervals for mean and standard deviation of a normal population.

UNIT-IV

10 hours

Statistical hypothesis: Simple and composite hypotheses. Tests of hypothesis - large sample tests of means and proportion. t-student, (chi square) and F distributions (without derivation) and testing of hypothesis based on them.

Test on mean and standard deviation of normal population. Comparison of means and standard deviations of two normal populations

Transaction Mode

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, E team Teaching, Flipped Teaching, Quiz, Open talk, Case analysis.

Suggested Readings

- Medhi, J. (2000). Statistical Methods: An introductory Text, New Age International (P) Ltd.
- Gupta, S.C. and Kapoor, V. K.(2007). Fundamentals of Mathematical Statistics, S. Chand & Co.
- Cochran, W.G. (1977). Sampling Techniques, third edition, John Wiley & Sons.
- Feller, W.(2005). An Introduction to Probability Theory and Its Applications, Vol. I, Wiley.
- Uspensky, J.V.(2005). Introduction to Mathematical Probability,(McGraw Hill).
Suggested digital platform: NPTEL/SWAYAM/MOOCs.

Course Name: Classification of Indian Music**Course Code: BAT633**

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Total Hours 30

Course Learning Outcomes: After successful completion of this course, the students will be able to:

- 1.To studies about the gharana of Hindustani music.
- 2.To learns about the musical forms of Hindustani music
- 3.To learns to write the practical compositions according to the nation system.
- 4.To understand the writing notations of VilambitKhayals&Drutkhayal in the

UNIT- I**18 Hours**

One Drut khayal with alaps & tanas in each of the following: Bhairvi, Ramkali, MiyanMalhar.

UNIT- II**12 Hours**

Ability to play the following Taals on tabla. Ada chautaal, Jattaal, Tilwara. One Tarana with proper style, in any of the Ragas prescribed in the Syllabus.

Tuning of Tanpura.

Gazal/ Suffiana Qalam in prescribed Ragas with Proper Gayaki.

SUGGESTED READINGS

- Dr.MrieunjayaSharma and Dr.Ram Narayan:(2007) Sangeet manual; H.G Publications Delhi
- Dr. Yashpal Sharma(1998),Gayan Kalan; Punjabi University Patiala.
- Dr. Suman Lata(2007)Hindustani ShastriSangeetAvam Vyavhar; Karnal Publications.
- Dr.Davinder Kaur(1910), Sangeetanjali Publications Patiala
- Shankar Lal Mishra & AlkaKatyal: SangeetShasterVivechan, Punjabi University Patiala.

Music (Practical)

Course Name: Study Of Raga (Viva Voce) VI

| L | T | P | Cr |
|---|---|---|----|
| 0 | 0 | 2 | 1 |

Course Code : BAT634

UNIT- I

18 Hours

One Drut khayal with alaps & tanas in each of the following:Bhairvi,Ramkali, MiyanMalhar.

UNIT- II

12 Hours

Ability to play the following Taals on tabla. Ada chautaal, Jattaal, Tilwara. One

Tarana with proper style, in any of the Ragas prescribed in the Syllabus.

Tuning of Tanpura.

Gazal/ Suffiana Qalam in prescribed Ragas with Proper Gayaki.

Course Name : Historical Perspective of Gurmat Sangeet

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Course Code : 635

Total Hours :30

Course Learning Outcomes: On successful completion of this course, the students will be able to

1. learn about the historical development of Gurmat Sangeet.
2. do analysis of the History of Gurmat Sangeet.
3. gain knowledge of basic raags of Sri Guru Granth Sahib ji.
4. procedure command over stringed instruments.

Course Content

Unit I

6hours

- i. Contribution & Development of Gurmat Sangeet in period Guru Tegbahadar ji

and Guru Gobind Singh ji.

ii. Contribution of Rababi tradition in Gurmat Sangeet.

iii. Theoretical knowledge of playing techniques of Rabab and Dilruba.

Unit II

7 hours

i. Historical Development of Gurmat Sangeet during

ii. Guru Hargobind sahib, Guru Har Rai ji, Guru Harkrishan ji.

iii. Historical development of Music Instrument in Gurmat Sangeet.

Unit III

8 hours

i. Description of prescribed Raags- Siri, Jaitsri, Bairari, Nat Narain and Kedara

ii. Description and notation of Taals- Char Taal and Ektaal

Unit IV 9 hours

i. Natation of Shabads in prescribed Raags.

ii. Notation of prescribed Raags on stringed instruments.

Practical

Course Name : Practical Approach to Raags and Taals

Course Code : 636

| L | T | P | Cr. |
|---|---|---|-----|
| 0 | 0 | 2 | 1 |

Total Hours 30

Unit-I

18hours

i. Shabad Kirtan Performance in the prescribed Raagas

Siri - one Shabad Composition.

Jaitsri - one Shabad Composition.

Bairari - one Shabad Composition.

Nat Narain - one Shabad Composition

Kedara – one Shabad Composition.

Unit-II

12hours

ii. Two shabad Reet on string instruments.

iii. Ability to demonstrate the following Taals by hand in Ekgun and Duguan of prescribed Taals: Char Taal and Ektaal

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration.

Suggested Readings

- Gur Shabad Kirtan Parveshika by Dr. Gurnam Singh, Gracious Books, phase I Urban Estate Patiala, 2015.
- Gur Shabad Raga Ratnakar, by Dr. Gurnam Singh, Gracious Books, phase I Urban Estate Patiala, 2015.
- Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana.
- Gurmat Sangeet da Sangeet Vigyan by Dr. Varinder Kaur, Amarjit Sahit Parkashan, Patiala.
- Gurmat Sangeet Prabandh te Pasaar by Dr. Gurnam Singh, Punjabi University, Patiala.
- Gurmat Sangeet by Dharam Parchar Committee, Central Yatimkhana, Sri Amritsar sahib.

- Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.Sri Guru Granth Sahib Raag Ratnavli by Prof. Tara Singh, PunjabiUniversity, Patiala.
- Tabla Vaadan by Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.

Course Name : Music Through History Across The Nation

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 2 | 0 | 0 | 2 |

Course Code : BAT 637
45

Total hours :

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Learn Historical Development of Instrumental Music
2. Learn about the Great Maestros
3. Have a glimpse into Carnatic Music
4. Learn Ragas and Taals

Course Content

Unit I

6 hours

- i. Historical Development of Indian Music from Bharat to Sharang Dev.
- ii. Notational System Origin and Development.

Unit II

7 hours

- 1. Role of Akaashwani and Doordarshan in popularizing Instrumental Music.
- 2. Manch Pradarshan.

Unit III

8 hours

- i. Life Sketches of
 - 1. Pt. Nikhil Banerjee
 - 2. Smt. Sharan Rani
- ii. Knowledge of Uttari and Dakshini Sangeet Paddhati

Unit-IV

9 hours

- i. Description and Notation of prescribed Ragas: Miyan ki Tori and Miyan ki Malhar
(One Maseetkhani and Two Razakhani Gats with Toras)
- ii. Description and Notation with Ekgun and Dugun of Taals: Ada Chautal and Jattal

Practical

Course Name : Practical Approach to Non-Percussion Instruments

Course Code : BAT 638

Total Hours 30

| L | T | P | Cr |
|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 |

Unit-I

18 hours

- i. Ability to play Seven alankaras on Sitar.
- ii. Ability to play one Razakhani Gat in Raag: Miyan ki Tori and Miyan ki Malhar
(One Maseetkhani and Two Razakhani Gats with Toras)

Unit-II

12 hours

- iii. Description and Notation with Ekgun and Dugun of Taals: Ada Chautal and Jat Taal.
- iv. Ability to play Jat Taal on Tabla.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration

Suggested Readings

- *Kaur. D. (2017). Sangeet Roop (Part-III) Pearl Books Private Ltd. Patiala.*
- Sangeet Kala Ka Itihas by Dr. Panna Lal Madan
- Sangeet Shastra Vigyan by Dr. Panna Lal Madan
- Rag Parichaya Part III & IV by H.C. Shrivastava
- Folk Instruments of Punjab by Prof. Anil Narula (Published by Punjabi University, Patiala).
- Hamare Sangeet Ratna by Sangeet Karayalaya, Hathras.
- Sangeet SAR Part III by Mrs. Veena Mankaran
- Sangeet Granth atey Bharti Sangeet Da Itihas by Chander Kanta, Khosla.

Course Title: Sports and Event Management**Course Code: BAT639**

| L | T | P | Cr |
|---|---|---|----|
| 2 | 0 | 0 | 2 |

Total Hours: 30**Learning Outcomes:** After completion of this course, the learner will be able to:

1. Paraphrase the concept of sports management.
2. Manage events of physical education and sports
3. Develop skills of financial management and budget making during sports events.
4. Development and knowledge of various sports events

Course Content**UNIT I****08 Hours**

Management in Physical Education and Sports: Concept, Meaning, Need and Scope of Sports Management

Functions of Management: Planning, Organizing, Staffing, Directing, Controlling and Evaluating

Management Skills: Personal Interpersonal Skills, Conceptual and Technical Skills

UNIT II**08 Hours**

Managerial Roles: Interpersonal Roles, Informational Roles, Decision Making Roles

Qualities & Qualification of a Manager: Personal Qualities, Leadership Qualities, Academic and Professional Qualities

Personal Management: Introduction, Meaning, Principle Aspects of Personal Management

UNIT III**07 Hours**

The Budget: Meaning, Definition and Objectives of the Budget, Principles of Planning a Sports Budget

Management of Facilities: Introduction, Administration and General Principles of Planning Facilities, Types of Facilities, Facility Requirements, Management of Sports Infrastructure-Indoor Facilities, Gymnasium and Swimming Pool.

UNIT IV**7 Hours**

Management of Equipment's and Materials: Introduction, Meaning, Need and Importance, Types, Principles of Purchase, Equipment Care, Maintenance and Disposal, Intramural and Extramural Competitions, Public Relations, Offices and Officials

Communication: Meaning, Types of Communications and Barriers in Effective Communication

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

Suggested Readings

- *M.L.Kamlesh. Management Concepts in Physical Education and Sport (2nd revised and updated ed.); New Delhi; Khel Sahitya Kendra, (2016)*
- *P. Cherlladurai. Sport Management – Macro Perspectives; London, Ontario (Canada); Sports Dynamics (1985)*
- *Allen, L.A. Management & Organization. Kogakusha Co. Tokyo, 1988*
- *Hert, Renis, New Patterns of Management, McGraw Hill, 1961.*
- *Sandhu, K. Sports Dynamics: Psychology, Sociology and Management Sivia, G.S. Sports Management in Universities*

Course Name: Project Meet
Course Code:BAT640

| | | | |
|----------|----------|----------|-----------|
| L | T | P | Cr |
| 0 | 0 | 2 | 1 |

TotalHours:30

LearningOutcomes: After completion of this course, the learner will be able to:

Develop effective project management skills, including project planning, scheduling, resource allocation, and risk assessment, to successfully execute Project Meet initiatives.

Analyze and apply advanced tools and techniques for project monitoring and control, ensuring that Project Meet stays on track, within scope, and on budget.

Demonstrate leadership and team work abilities by collaborating with diverse stakeholders, managing conflicts, and fostering a positive project environment during Project Meet execution.

Evaluate the outcomes and impact of Project Meet on the targeted audience or community, and prepare comprehensive reports and presentations to communicate project results effectively.

Course Content

Students will organize project meet.