

# **GURU KASHI UNIVERSITY**



**Bachelor of Arts (Social Work)**

**Session: 2024-25**

**Department of Arts**

## **GRADUATE OUTCOMES OF THE PROGRAMME**

Graduates will have in depth understanding of the discipline to creatively solve various problems and provide innovative solutions and be able to develop creatively solve the socio-economic problems and provide solutions. They will have skill in undertaking independent research in their respective areas.

## **PROGRAMME LEARNING OUTCOMES**

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

- Apply the knowledge of different prescribed subjects in creating team feeling by getting employment and social support.
- Examine the social, political, cultural, ecological, economic and religious problems in the light of the study of concerned contents of the programme.
- Develop critical thinking to carry out investigation about various socio-economic-political-cultural-environmental issues objectively while bridging the gap between the theory and practice.
- Apply economic theories of the course contents to real life issues in fields of economics as well as contemporary social issues along with formulation and analysis of policy.
- Develop an understanding of the environment and creating awareness to save environment along with development that may not greatly affect our environment.
- Encourage the application of knowledge by concentrating on project work and by providing an opportunity to engage in the projects and presenting a relevant report.

<b>Programme Structure BA Social Work Semester I</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BSW101	Philosophy & Field of Social Work	Core	4	0	0	4
BAT140	English Prose and Poetry	Core	4	0	0	4
BAT122	Society and Media	Compulsory Foundation	2	0	0	2
BAT139	Environmental Education	VAC	2	0	0	2
BAT135	Introduction of Social Work	Compulsory Foundation	2	0	0	2
BAT146	Field Work-I (Observation Visits)	Compulsory Foundation	0	0	2	1
<b>Elective Course-I (Any one of the following)</b>						
BAT141	Punjabi KavitateVartak	Generic Elective	4	0	0	4
BAT142	Early History of Punjab and its Culture					
<b>(Opt. any one course from the given group)</b>						
BAT132	History of Ancient India	Group-I Discipline Elective	3	0	0	3
BAT148	Introduction to Public Administration					
BAT149	Basic Concepts of Political Theory					
BAT134	Matrices and Coordinate Geometry					
<b>Total</b>			<b>21</b>	<b>0</b>	<b>2</b>	<b>22</b>

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

<b>Semester-II</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BSW201	Social Work with Groups	Core	4	0	0	4
BAT258	English Language and Literature	Core	4	0	0	4
BAT221	Universal Values and Life Skills	Ability Enhancement	2	0	0	2
BAT240	Computer Application	Skill Based	1	0	0	2
BAT241	Computer Application-Lab		0	0	2	
BAT299	XXX	MOOC	0	0	0	2
BAT235	Community organizations and Development	Compulsory Foundation	2	0	0	3
BAT247	Field Work-II (Observation Visits)		0	0	2	
<b>Elective Course-I (Any one of the following)</b>						
BAT242	Punjabi Kahani ate Ikangi	Generic Elective	4	0	0	4
BAT243	History of Sikh Gurus and Culture in Punjab					
<b>(Opt. any one course from the given group)</b>						
BAT232	History of Medieval India	Group-I Discipline Elective	3	0	0	3
BAT249	Basics of Public Administration Maximum					
BAT231	Modern Principles of Political					
BAT234	Calculus and Differential Equations					
<b>Total</b>			<b>20</b>	<b>0</b>	<b>4</b>	<b>24</b>

<b>Semester-III</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BSW301	Social Welfare Policies and Legislation	Core	4	0	0	4
BAT356	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
BAT357	Listening and Speaking Skills- English (Lab)		0	0	2	1
BAT399	XXX	MOOC	0	0	0	2
BAT334	Social Action movements and campaigns	Compulsory Foundation	2	0	0	2
BAT344	Field Work-III		0	0	2	1
<b>Elective Course-I (Any one of the following)</b>						
BAT340	Punjabi Vartakte Natak	Generic Elective	4	0	0	4
BAT341	Sikh Struggle during Mughal Period and Culture of Punjab					
<b>(Opt. any one course from the given group)</b>						
BAT331	History of Modern India	Group-I Discipline Elective	3	0	0	3
BAT346	Personnel Administration					
BAT330	Development of Indian Constitution					
BAT333	Linear Algebra					
<b>Open Elective Course</b>						
XXX	XXX	Open Elective	2	0	0	2
<b>Total</b>			<b>23</b>	<b>0</b>	<b>4</b>	<b>27</b>
<b>Open Elective Course for other Faculty/Department</b>						
OEC033	Women in Modern Indian History	Open Elective	2	0	0	2

<b>Semester-IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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
BAT444	Filed Work-IV		0	0	2	1
<b>Elective Course-I (Any one of the following)</b>						
BAT439	Punjabi Galap-I	Generic Elective	4	0	0	4
BAT440	History and Culture of Punjab during British Period					
<b>(Opt. any one course from the given group)</b>						
BAT429	History of Punjab (1469-1707 AD)	Group-I Discipline Elective	3	0	0	3
BAT446	Indian Administration					
BAT428	Indian Political System					
BAT431	Complex Analysis					
Total			21	0	6	<b>24</b>

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

<b>Semester-V</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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	Compulsory Foundation	2	0	0	2
BAT544	Field Work-V		0	0	2	1
<b>Elective Course-I (Any one of the following)</b>						
BAT538	Punjabi Lokdharate Sahit de Roop	Generic Elective	4	0	0	4
BAT539	Movements in Punjab and Literature					
<b>(Opt. any one course from the given group)</b>						
BAT530	History of World	Group-I Discipline Elective	3	0	0	3
BAT546	Financial Administration					
BAT529	International Politics					
BAT532	Real Analysis					
<b>Total</b>			<b>17</b>	<b>0</b>	<b>2</b>	<b>26</b>

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

<b>Semester-VI</b>							
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	
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	3
BAT630	Field Work-IV		0	0	2	1	
<b>Elective Course-I (Any one of the following)</b>							
BAT623	Punjabi Rekhachittarte Sahit de Roop	Generic Elective	4	0	0	4	
BAT624	History of Punjab Post 1947 and Prominent Figures in Punjab						
<b>(Opt. any one course from the given group)</b>							
BAT614	History of Punjab(1799-1858AD)	Group-I Discipline Elective	3	0	0	3	
BAT613	Comparative Politics						
BAT632	Contemporary Issues in Public Administration						
BAT616	Mathematical Statistics						
<b>Total</b>			<b>19</b>	<b>0</b>	<b>6</b>	<b>22</b>	



**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)

For each CA: conductsurprisetest, quiz, termpaper, assignments, etc.

B. Attendance (5marks)

C. MidSemester Test: (30Marks)

D. End-Term Exam: (40Marks)

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

L	T	P	Credits
4	0	0	4

**Total Hours: 40****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****Course Code:BAT140**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**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 01to 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	Credits
2	0	0	2

**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: Socialmedia, 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**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.

**Course Content****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: Introduction of Social Work**  
**Course Code: BAT135**

L	T	P	Credits
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**

**8 hours**

##### **Key areas of Social Work Interventions**

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, Bendra; 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**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.

**Course Content****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: Punjabi Kavita te Vartak**  
**Course Code: BAT141**

L	T	P	Credits
4	0	0	4

**Total Hours: 60**

Learning outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

- ਆਧੁਨਿਕ ਕਵਿਤਾ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰਥ ਹੋਣਗੇ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- ਸਵੈ-ਜੀਵਨੀ ਨੂੰ ਸਮਝਣ ਦੇ ਕਾਬਿਲ ਹੋਣਗੇ
- ਮੱਧਕਾਲੀ ਵਾਰਤਕ ਦੇ ਰੂਪਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ

### Course Content

#### ਭਾਗ-ੳ

**15 hours**

ਦੋ ਰੰਗ (ਕਵਿਤਾ ਭਾਗ) (ਸੰਪਦਾਕ ਹਰਜਿੰਦਰ ਸਿੰਘ ਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮ ਸਿੰਘ ਸਰਗੋਧੀਆਂ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ। (ਲੇਖਕ ਦਾ ਜੀਵਨ ਤੇ ਰਚਨਾ, ਪ੍ਰਸੰਗ ਸਾਹਿਤ ਵਿਆਖਿਆ, ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ)

#### ਭਾਗ-ਅ

**15 hours**

ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ: ਭਾਸ਼ਾ ਦਾ ਟਕਸਾਲੀ ਰੂਪ, ਭਾਸ਼ਾ ਅਤੇ ਉਪਭਾਸ਼ਾ ਵਿੱਚ ਅੰਤਰ, ਪੰਜਾਬੀ ਉਪ ਭਾਸ਼ਾਵਾਂ ਦੇ ਪਛਾਣ ਚਿੰਨ੍ਹ ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ

#### ਭਾਗ-ੲ

**15 hours**

ਨੰਗੇ ਪੈਰਾਂ ਦਾ ਸਫਰ (ਸਵੈ-ਜੀਵਨੀ) ਡਾ. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ

#### ਭਾਗ-ਸ

**15 hours**

ਸਾਹਿਤ: ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸਾਹਿਤ ਦੇ ਤੱਤ ਮੱਧਕਾਲੀ ਸਾਹਿਤ ਦੇ ਰੂਪ (ਵਾਰਤਕ) :ਜਨਮ ਸਾਖੀ, ਸਾਖੀ ਪਰਚੀ, ਗੋਸ਼ਟਿ, ਹੁਕਮਨਾਮਾ।

#### ਪੁਸਤਕ ਸੂਚੀ

- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ – ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਸਰੋਤ ਤੇ ਸਰੂਪ, ਵਾਰਿਸ਼ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾਂ – ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਜਸਵਿੰਦਰ ਸਿੰਘ – ਨਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ: ਪਛਾਣ ਚਿੰਨ੍ਹ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

- ਅਮਰਜੀਤ ਸਿੰਘ ਕਾਂਗ ਅਤੇ ਤੇਜਵੰਤ ਮਾਨ – ਵਾਰਤਕ: ਮੱਧਕਾਲੀ ਅਤੇ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਪ੍ਰੇਮਪ੍ਰਕਾਸ਼ ਸਿੰਘ – ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪਬਲੀਕੇਸ਼ਨ ਮਦਾਨ, ਪਟਿਆਲਾ।
- ਰਤਨ ਸਿੰਘ ਜੱਗੀ – ਸਾਹਿਤ ਦੇ ਰੂਪ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਰਾਜਿੰਦਰ ਪਾਲ ਬਰਾੜ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ. ਪੰਜਾਬੀ ਅਕਾਦਮੀ ਦਿੱਲੀ।

**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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**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

### **Course Content**

#### **UNIT-I** **15 hours**

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** **15 hours**

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

#### **UNIT-III** **15 hours**

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

#### **UNIT-IV** **15 hours**

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 Ancient India****Course Code: BAT132**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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; Buddhism: 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 UniversityPress, 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 Public Administration**  
**Course Code: BAT148**

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:

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 etal. (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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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 wideranging 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.*

**Semester-II****Course Title: Social Work with Groups****Course Code: BSW201**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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**  
**Course Code: BAT221**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

**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**

**07 hours**

##### **Introduction to Universal Values**

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

#### **UNIT-II**

**08 hours**

##### **Effective Communication**

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

#### **UNIT-III**

##### **Problem-Solving and Critical Thinking**

**08 hours**

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

#### **UNIT-IV**

**07 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**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 FaitheWempen, Wiley Publishers.*

**Course Title: Computer Application-Lab**  
**Course Code: BAT241**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 30**

### **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.

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

**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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**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.

**Course Content****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: Punjabi Kahani ate Ikangi**

(ਪੰਜਾਬੀ ਕਹਾਣੀ ਅਤੇ ਇਕਾਂਗੀ)

**Course Code: BAT242**

L	T	P	Cr.
4	0	0	4

**Total Hours: 60****Course Learning Outcomes:** ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਪੰਜਾਬੀ ਕਹਾਣੀ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
2. ਸ਼ਬਦਬੰਤਰ ਅਤੇ ਸ਼ਬਦ ਰਚਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ।
3. ਇਕਾਂਗੀ ਦੇ ਲੇਖਕਾਂ ਤੇ ਰਚਨਾਵਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
4. ਮੱਧਕਾਲੀ ਸਾਹਿਤ ਦੇ ਕਾਵਿ ਰੂਪ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ।

**Course Content****ਭਾਗ-ੳ****15 hours**

ਦੇ ਰੰਗ (ਕਹਾਣੀ ਭਾਗ) (ਸੰਪਾਦਕ: ਹਰਜਿੰਦਰ ਸਿੰਘ ਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮ ਸਿੰਘ ਸਰਗੋਧੀਯਾਂ)  
ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।

**ਭਾਗ-ਅ****15 hours**

ਸ਼ਬਦ ਬਣਤਰ ਅਤੇ ਸ਼ਬਦ ਰਚਨਾ: ਪਰਿਭਾਸ਼ਾ, ਮੁੱਢਲੇ ਸੰਕਲਪ, ਸ਼ਬਦ ਸ੍ਰੇਣੀਆਂ, ਨਾਂਵ, ਪੜਨਾਂਵ, ਕਿਰਿਆ, ਵਿਸ਼ੇਸ਼ਣ, ਸਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਕ

**ਭਾਗ-ੲ****15 hours**

ਇਕਾਂਗੀ ਯਾਤਰਾ (ਇਕਾਂਗੀ-ਸੰਗ੍ਰਿਹ) , ਸੰਪਾਡਾ. ਰਘਬੀਰ ਸਿੰਘ, ਤੇ ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

**ਭਾਗ-ਸ****15 hours**

ਮੱਧਕਾਲੀ ਸਾਹਿਤ ਦੇ ਰੂਪ (ਕਾਵਿ-ਰੂਪ): ਸ਼ਬਦ, ਸਲੋਕ,  
ਬਾਰਾਮਾਹ, ਅਲਾਹੁਣੀਆਂ, ਛੰਦ, ਕੀਰਨੇ,

**ਪੁਸਤਕ ਸੂਚੀ**

- ਬਲਦੇਵ ਸਿੰਘ ਧਾਲੀਵਾਲ, ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਯਾਕਰਨ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾਂ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਗੁਰਦਿਆਲ ਸਿੰਘ ਫੁੱਲ, ਪੰਜਾਬੀ ਇੱਕਾਂਗੀ: ਸਰੂਪ ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਯਾਕਰਨ: ਭਾਗ - I, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, 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.

### Course Content

#### UNIT-I 15 hours

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

#### UNIT-II 15 hours

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

#### UNIT-III 15 hours

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

#### UNIT-IV 15 hours

Kissa Puran 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 Encyclopedias 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: History of Medieval India****Course Code: BAT232**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**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:**

- 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**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.

### **Course Content**

#### **Unit 1**

**12 Hours**

**Theories of Organization:** Scientific Management Theory (F.W.Taylor), Classical (Henry Fayol, Luther Gulick, M.P.Follet, Mooney and Reiley) and Bureaucratic (MaxWeber).

#### **Unit II**

##### **Personnel Administration:**

**12 hours**

Meaning; Nature and Significance. Elements of Personnel Administration: Recruitment, Training/ Capacity Building, Promotion, Motivation and Morale.

#### **Unit III Budget:**

**10 hours**

Budget and its Principles, Preparation and Enactment of Budget. Public Funds: Accounting and Auditing. Financial Control: Parliamentary (Parliament and its committees) and Executive Control.

#### **Unit IV Meaning and Significance of followings:**

**11 hours**

- I. AdministrativeLaw.
- II. DelegatedLegislation.
- III. AdministrativeTribunal.
- IV. PublicPolicy.

#### **TransactionMode**

- Lecture, Group Discussion, Quiz, OpenTalk, 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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 Characterstics, 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 Differential Equations****Course Code: BAT234**

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 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.

### **Course Content**

**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  $dx/P = dy/Q = dz/R$  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>

**Semester-III****Course Title: Social Welfare Policies and Legislation****Course Code: BSW301**

L	T	P	Cr
4	0	0	4

**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.

**Course Content****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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**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.

### **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 GrammarOxford 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**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

#### **SUGGESTED READINGS:**

- *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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 30**

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

### **4. Presenting in GD**

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

**Course Title: Social Action Movements and Campaigns**  
**Course Code: BAT334**

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. 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

**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: Punjabi Vartak te Natak (ਪੰਜਾਬੀ ਵਾਰਤਕ ਤੇ ਨਾਟਕ)**

L	T	P	Cr
4	0	0	4

**Course Code: BAT340****Total Hours: 60**

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ ਹੇਠ ਲਿਖੀਆਂ ਯੋਗਤਾਵਾਂ ਹਾਸਲ ਕਰਨਗੇ:

- ਵਾਰਤਕ ਸਾਹਿਤ ਬਾਰੇ ਵਿਸਤ੍ਰਿਤ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
- ਵਿਆਕਰਨ ਦੀਆਂ ਇਕਾਈਆਂ ਨੂੰ ਸਮਝਣ ਅਤੇ ਵਰਤਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
- ਨਾਟਕ ਅਤੇ ਇਕਾਂਗੀ ਸਾਹਿਤ ਦੇ ਅੰਤਰ ਨੂੰ ਗਹਿਰਾਈ ਨਾਲ ਸਮਝਣਗੇ।
- ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ ਸਾਹਿਤ ਦੇ ਰੂਪਾਂ ਦੀ ਗਹਿਰਾਈ ਨਾਲ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਗੇ।

### Course Content

#### ਭਾਗ-ੳ

**15 hours**

ਵਾਰਤਕ ਵਿਵੇਕ (ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਵਾਰਤਕ ਸੰਗ੍ਰਿਹ)

ਸੰਪਾਦਕ: ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਜਗਤਾਰ ਸਿੰਘ ਜੱਗਾ

ਪ੍ਰਕਾਸ਼ਕ: ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

#### ਭਾਗ-ਅ

**15 hours**

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

#### ਭਾਗ-ੲ

**15 hours**

ਨਾਟਕ: ਝਨਾ ਦੇ ਪਾਣੀ (ਅਜਮੇਰ ਸਿੰਘ ਐਲੋਖ)

#### ਭਾਗ-ਸ

**15 hours**

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪ (ਵਾਰਤਕ) ਨਿਬੰਧ, ਜੀਵਨੀ, ਸਵੈ-ਜੀਵਨੀ, ਰੇਖਾ ਚਿੱਤਰ, ਖ਼ਤ, ਡਾਇਰੀ ਆਦਿ।

#### ਪੁਸਤਕ ਸੂਚੀ

- ਜੀਤ ਸਿੰਘ ਸ਼ੀਤਲ, ਵਾਰਤਕ ਤੇ ਵਾਰਤਕ ਸ਼ੈਲੀ, ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

- d) ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ, ਜਗਤਾਰ ਸਿੰਘ ਜੋਗਾ (ਸੰਪਾਦਕ), ਵਾਰਤਕ ਵਿਵੇਕ (ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਵਾਰਤਕ ਸੰਗ੍ਰਿਹ), ਪ੍ਰਕਾਸ਼ਕ: ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- e) ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਅਕਰਨ

**Transaction Mode**

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

**Course Title: Sikh Struggle during Mughal Period and Culture of Punjab****Course Code: BAT341**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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.

**Course content****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: 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****Course Code: BAT346**

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:

- 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.

### Course Content

#### **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.C 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**  
**Course Code: BAT330**

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. 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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 Title: Women in Modern Indian History****Course Code: OEC033**

L	T	P	Cr.
2	0	0	2

**Total Hours: 30****Learning Outcomes:** On completion of this course, the Learner should be able to:

1. Analyze the evolving social, political, and economic roles of women in modern India.
2. Evaluate the impact of feminist movements and key figures on women's rights in India.
3. Critically examine primary and secondary sources to understand women's experiences in modern India.
4. Articulate the complexities of women's experiences in modern India, considering factors like caste, class, religion, and region.

**Course Content****UNIT-I****7 Hours**

Sources of women's History in India; Approaches of Gender Studies, Indian Social Order and Women.

**UNIT-II****6 Hours**

Women under Colonialism: Conditions in Pre-Colonial Period, Awakening among Women – Modern Education, New Opportunities and New Social Order.

**UNIT-III****7 Hours**

The British Social Policy: Measures against Social Evils; Change in Legal Status: Grant of Civil and Property Rights, Reform Movements and Women: Brahmo Samaj; Arya Samaj; Satya Shodhak Samaj; Prarthana Samaj; Aligarh Movement; Depressed Class Movement.

**UNIT-IV****10 Hours**

Women, Mass Movements and 'Liberation': Gandhian Movements; Revolutionary Movement; Left and Working-Class Movements, Rise of Feminist Movement: Founding of All India Women's Conference, Role of Women Pioneers; Indian Constitution and Gender Justice; Social Legislation for Women– Hindu Code Bill and its corollary Acts

**Transaction Mode**

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

**Suggested Readings:**

- Caplan, P. (2005). *Gender, violence & sexuality in colonial India*. Routledge.
- Chakravarti, U. (2003). *Gendering modernity: Feminist writings in India, 1880s-1940s*. Oxford University Press.
- Chatterjee, P. (1989). *Representing the other: A review of studies on women in India*.
- Colpaert, H. (2002). *The Indian women's movement: A historical dictionary*. Greenwood Publishing Group.
- Kumar, A. (1994). *History of doing gender in India, 1800-1900*. Permanent Black.
- Lal, A. (1998). *Occupation and gender: Exploring gendered divisions in the Indian economy*. Oxford University Press.
- Liddon, M. (2015). *Governing mothers: Political authority and the lives of women in India*. Oxford University Press.
- Mani, L. (1999). *Contentious traditions: Revisioning pasts*. Oxford University Press.
- Mehta, A. (2001). *Rethinking Indian women: Views from history*. Sage Publications.
- Ray, R. (2009). *Women in India's struggle for freedom*. Oxford University Press.

**Semester-IV****Course Name: Medical Social Work****Course Code: BSW401**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**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 Name: 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
3. Oxford Practice Grammar by John Eastwood (Exercises 104 to 136)

**UNIT-III** **16 hours**

4. Reading Skills
  - o Comprehension of Unseen Passage (Poetry and Prose)

**UNIT-IV** **11 hours**

5. 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 Name: 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****10 hours**

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

**Unit IV****9 hours**

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? Oxford University
- 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 Name: 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: Social Work and Social Development****Course Code: BAT432**

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 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 (Orientation Program)****Course Code: BAT444**

L	T	P	Cr
0	0	2	1

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.

**Course Content****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 Name: Punjabi Galap-I****Course Code: BAT439**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

Learning outcomes: ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ

- ਕਹਾਣੀ ਅਤੇ ਨਾਵਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- ਸ਼ਬਦ ਜੋੜ ਦੇ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
- ਨਾਵਲ ਸਾਹਿਤਕ ਰੂਪ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
- ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਕਾਵਿ-ਰੂਪ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

**Course Content****ਭਾਗ-ੳ****15 hours**

ਕਥਾ ਸੰਸਾਰ (1960 ਤੋਂ ਪਿੱਛੋਂ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਸੰਗ੍ਰਿਹ) ਸੰਪਾ. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ ਅਤੇ ਡਾ. ਗੁਰਮੁਖ ਸਿੰਘ, ਪ੍ਰਕਾਸ਼ਕ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।

**ਭਾਗ-ਅ****15 hours****ਵਿਆਕਰਨ**

ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ

ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

**ਭਾਗ-ੲ****15 hours**

ਨਾਵਲ: ਪਵਿੱਤਰ ਪਾਪੀ (ਨਾਨਕ ਸਿੰਘ)

**ਭਾਗ-ਸ****15 hours**

ਆਧੁਨਿਕ ਸਾਹਿਤ ਰੂਪ (ਕਾਵਿ-ਰੂਪ) –ਨਜ਼ਮ, ਗੀਤ, ਗਜ਼ਲ, ਰੁਬਾਈ, ਕਵਿਤਾ, ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਤੱਤ

**ਪੁਸਤਕ ਸੂਚੀ**

- ਬਲਦੇਵ ਸਿੰਘ ਧਾਲੀਵਾਲ, ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ ਦਿੱਲੀ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾਂ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਤੇ ਰੂਪ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।



- ਰਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਤੇ ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪਾਕਾਰ: ਰੂਪਾਂਤਰਣ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਟੀ. ਆਰ, ਵਿਨੋਦ, ਨਾਵਲ ਆਲੋਚਨਾ ਸ਼ਬਦਾ ਬਲੀ ਕੋਸ਼, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੇਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ: ਭਾਗ-1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਜੇਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ (ਸੰਪਾ) ਭਾਸ਼ਾ ਵਿਗਿਆਨ: ਸੰਕਲਪ ਅਤੇ ਦਿਸ਼ਾਵਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ

**Transaction Mode**

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

**Course Name: 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.

### Course Content

#### 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://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](https://abhipedia.abhimanu.com/Res_page.aspx?ID=4968)

**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:

- 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.

### **Course Content**

#### **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*, WishwaPrakashan

- *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.*

**Semester-V****Course Title: Substance Use and Social Work Practice****Course Code: BSW501**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**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	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 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:

- a) All the World's A stage
- b) Kubla Khan
- c) Ode to the West Wind
- d) La Belle Dame Sans Merci
- e) Ulysses
- f) My Last Duchess
- g) Say Not the Struggle Naught Availeth
- h) 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>

**At the end of IV semester students will start summer training for V semester which will be evaluated in semester V.**



**Course Title: HIV and Family Education****Course Code: BAT543**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**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** **12 hours**

**INTRODUCTION TO PUBLIC HEALTH:**

Definition and Meaning, Changing Concepts of Public Health, Health Care Revolution

**Unit II** **10 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** **12 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** **11 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.uscf.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.

**Course Title: Field Work-V****Course Code: BAT544**

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: Punjabi Lokdhara te Sahit de Roop****Course Code: BAT538**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਲੋਕਧਾਰਾ ਅਤੇ ਸਭਿਆਚਾਰ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
2. ਵਿਆਕਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਰਸਮ ਰਿਵਾਜਾਂ ਤੋਂ ਚੰਗੀ ਤਰ੍ਹਾਂ ਜਾਣੂ ਹੋਣਗੇ।
4. ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਗਲ ਪਰੂਪਾਂ ਨੂੰ ਸੂਝਬੂਝ ਨਾਲ ਸਮਝਣਗੇ।

**Course Content****ਭਾਗ-ੳ****15 hours**

ਪੰਜਾਬ ਦੀ ਲੋਕ ਧਾਰਾ ( ਵਣਜਾਰਾ ਬੇਦੀ)

**ਭਾਗ-ਅ****15 hours**

ਵਿਆਕਰਨ: (ੳ) ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ

(ਅ) ਵਾਕਾਤਮਕ ਜਗ੍ਹਾਤਾਂ: ਮੇਲ ਤੇ ਅਧਿਕਾਰ

(ੲ) ਕਾਰਕ ਤੇ ਕਾਰਕੀ ਸੰਬੰਧ

**ਭਾਗ-ੲ****15 hours**

ਜਨਮ ਨਾਲ ਸੰਬੰਧਿਤ ਰਸਮ ਰਿਵਾਜ ਵਿਆਹ ਨਾਲ ਸੰਬੰਧਿਤ ਰਸਮ ਰਿਵਾਜ ਮੌਤ ਨਾਲ ਸੰਬੰਧਿਤ ਰਸਮ ਰਿਵਾਜ

**ਭਾਗ-ਸ****15 hours**

ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਰੂਪ (ਗਲਪ-ਰੂਪ)- ਕਹਾਣੀ, ਨਾਵਲ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ, ਤੱਤ

**ਪੁਸਤਕ ਸੂਚੀ**

- ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਦੇ ਰੂਪ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਰੋਤ ਤੇ ਸਰੂਪ, ਵਾਰਿਸ਼ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾਂ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਡਾ. ਭੁਪਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ ਅਤੇ ਡਾ. ਸੁਰਜੀਤ ਸਿੰਘ (ਸੰਪਾ.) ਲੋਕਧਾਰਾ ਦੀ ਭੂਮਿਕਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ: ਭਾਗ-11 1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, 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****Course Code: BAT539**

L	T	P	Cr
3	0	0	3

**Total Hours: 45**

**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.

### Course Content

**Unit-I** **15 hours**

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).

**Unit-II** **10 hours**

3. British Policies towards Agriculture, Industry, Trade and Commerce.
4. Socio-Religious reform movement; Arya Samaj, Singh Sabha and Ahmdiya.

**Unit-III** **10 hours**

5. Growth of Political Consciousness in the Punjab upto 1907.
6. A brief survey of the role of the Punjab in freedom movement.

**Unit-IV** **10 hours**

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

**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: History of World****Course Code: BAT530**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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 Administration****Course Code: BAT546**

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:

- 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.

### **Course Content**

#### **Unit- I Financial Administration**

**13 hours**

- Meaning, Nature Scope and Significance Essential Components of Budgeting
- Budgeting asan 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.



**Transaction Mode**

- 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**

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. 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**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*

**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

**Course Name: Literature, Review and Story Writing in English**

**Course Code: BAT641**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

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

1. Critically analyse and interpret the themes of caste discrimination, identity and self-worth, and social activism and change in the selected text.
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.

### **Course Content**

**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 Name: Interview Skill****Course Code: BAT621**

L	T	P	Cr
0	0	4	2

**Total hours: 60**

**Learning Outcomes** On the completion of the course, the students will be able to

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 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), Jobsonthe Web(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 Name: 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 hours**

Introduction to Counseling and Guidance; Concept and Definitions of Counseling and Guidance; Principles of Counseling; Counseling Process (Assessment, Intervention, and Termination)

**Unit II****8 hours**

Theories of Counseling; Ethical considerations in Counseling.

**Unit III****6 hours**

Counseling and Guidance with Delinquents; School Drop-outs, HIV - AIDS Patients; Processes and Social Work Intervention.

**Unit IV****6 hours**

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 Name: Case work and counselling: Working with marginalized community**  
**Course Code: BAT617**

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. 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**

**14 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**

**15 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**

**14 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****15 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**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**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 field work experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

**Course Content****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 Name: Punjabi Rekhachittarte Sahit de Roop****Course Code: BAT623**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਰੇਖਾ ਚਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਵਿਆਕਰਨ ਸ਼੍ਰੇਣੀਆਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
3. ਸਾਹਿਤ ਅਤੇ ਹੋਰ ਰੂਪਾਂ ਬਾਰੇ ਸਮਝਣ ਦੇ ਸਮਰਥ ਹੋਣਗੇ।
4. ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਦ੍ਰਿਸ਼ ਰੂਪਾਂ ਨੂੰ ਸੂਝਬੂਝ ਨਾਲ ਸਮਝਣਗੇ।

**Course Content****ਭਾਗ-ੳ****15 hours**

ਹੁਸੀਨ ਚਿਹਰੇ (ਬਲਵੰਤ ਗਾਰਗੀ)

**ਭਾਗ-ਅ****15 hours**

ਵਿਆਕਰਨ:

(ੳ) ਵਿਆਕਰਨ ਸ਼੍ਰੇਣੀਆਂ: ਲਿੰਗ ਅਤੇ ਵਚਨ

(ਅ) ਨਾਂਵਵਾ ਕੰਸ਼ ਅਤੇ ਕਿਰਿਆਵਾ ਕੰਸ਼: ਪਰਿਭਾਸ਼ਾ, ਬਣਤਰ ਤੇ ਪ੍ਰਕਾਰ

**ਭਾਗ-ੲ****15 hours**

ਸਾਹਿਤ ਅਤੇ ਹੋਰ ਅਨੁਸ਼ਾਸਨ: ਸਾਹਿਤ ਅਤੇ ਸਮਾਜ, ਸਾਹਿਤ ਅਤੇ ਰਾਜਨੀਤੀ, ਸਾਹਿਤ ਅਤੇ ਧਰਮ

**ਭਾਗ-ਸ****15 hours**

ਆਧੁਨਿਕ ਸਾਹਿਤ ਰੂਪ (ਦ੍ਰਿਸ਼ ਰੂਪ): ਨਾਟਕ ਅਤੇ ਇਕਾਂਗੀ

**ਪੁਸਤਕ ਸੂਚੀ**

- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਸਾਹਿਤ ਦੇ ਰੂਪ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਰੋਤ ਤੇ ਸਰੂਪ, ਵਾਰਿਸ਼ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾਂ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਦੇ ਰੂਪ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਅਬਨਾਸ਼ ਕੌਰ, ਪੰਜਾਬੀ ਰੇਖਾ ਚਿੱਤਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

- ਸ. ਪ. ਸਿੰਘ ਅਤੇ ਜਸਵਿੰਦਰ ਸਿੰਘ, ਕਥਾ ਲੋਕ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

**Transaction Mode**

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

**Course Name: 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.

### **Course Content**

**UNIT-I** **15 hours**  
 Punjabi Suba Movement and Reorganization Act of 1966.  
 Green Revolution.

**UNIT-II** **15 hours**  
 Development of education in Punjab after Independence.  
 Development of Punjabi Literature and Drama.

**UNIT-III** **15 hours**  
 Emerging Concerns: Drug Addiction and Female Feticide.  
 Development of Art and Architecture after 1947 in Punjab.

**UNIT-IV** **15 hours**  
 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](https://www.academia.edu/36859175/Setting_the_Stage_Indian_Architecture_after_1947)

**Course Name: History of Punjab (1799-1858AD)****Course Code: BAT614**

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. 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 hours

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 Name: 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**

1. British Parliament-House of Lords, House of Commons
2. American Congress- Senate, House of Representative.
3. Executive in America-The President.

**Unit III** **8 hours**

1. Political Parties U.K. and U.S.A.
2. Pressure Groups – U.K. and U.S.A.

**Unit IV** **10 hours**

1. Judicial system and judicial review in United States of America
2. 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 Name: Contemporary Issues in Public Administration****Course Code: BAT632**

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:

1. Identify and analyze contemporary trends and challenges in public administration, including globalization, technological advancements, and changing demographics.
2. Understand the impact of global issues such as climate change, migration, and international cooperation on public administration.
3. Explain the role of digital transformation in public administration, including the adoption of e-government and digital service delivery.
4. Identify the challenges and opportunities associated with implementing digital governance, such as cybersecurity, digital divide, and data privacy.

**Course Content****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 es 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 Name: Mathematical Statistics****Course Code: BAT616**

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. 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

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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.