

# **GURU KASHI UNIVERSITY**



**Bachelor of Arts (Psychology)**  
**Session: 2024-25**  
**Department of Arts**

## **GRADUATE OUTCOMES OF THE PROGRAMME**

Graduates will possess an in-depth understanding of psychology and its various domains, enabling them to creatively solve problems and provide innovative solutions across fields such as social psychology, counseling psychology, clinical psychology, developmental psychology, cognitive psychology, and environmental psychology. They will be equipped to address socio-economic issues and provide effective solutions, as well as develop the skills necessary to undertake independent research in their respective areas.

## **PROGRAM LEARNING OUTCOMES**

After completing the programme, learners will be able to:

- apply knowledge from different domains of psychology to foster teamwork, secure employment, and obtain social support.
- implement psychological theories from the program to address real-life issues in both clinical and community settings, as well as analyze and formulate relevant policies.
- critically analyze social, political, cultural, ecological, economic, and religious problems through the lens of various psychological perspectives.
- investigate socio-economic, political, cultural, and environmental issues objectively, bridging the gap between theoretical knowledge and practical application.
- develop an understanding of environmental psychology and promote awareness to protect the environment, ensuring development that minimally impacts ecological balance.
- encourage the application of psychological knowledge by focusing on project work, providing opportunities to engage in practical projects, and presenting relevant reports on their findings.

<b>Programme Structure BA (Psychology)</b>						
<b>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>
BSY101	Development of Psychological Thought	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
BAT136	Conceptual understanding in Psychology	Compulsory Foundation	2	0	0	3
BAT147	(Psychological Practicals -I)		0	0	2	
<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 any one selected group</b>						
BAT143	History of Prose in English Literature	Group-I Discipline Elective	3	0	0	3
BAT144	Punjabi Sahit Da Itihaas-I					
BAT128	Hindi SahityaManjri					
BAT145	Indian Traditional Religions and Sacraments					
BAT132	History of Ancient India	Group-II Discipline Elective	3	0	0	3
BAT148	Introduction to Public Administration					
BAT149	Basic Concepts of Political Theory					
BAT134	Matrices and Coordinate Geometry					

BAT150	Fundamentals of Vocal Music	Group-III Discipline Elective	2	0	0	2	3
BAT151	Study of Ragas and Talas		0	0	2	1	
BAT152	Fundamentals of Instrumental Music		2	0	0	2	
BAT153	A Study of Ragas and Talas-I		0	0	2	1	
BAT154	Basics of ShabadKirtan		2	0	0	2	
BAT155	Basics of Ragas and Kirtan		0	0	2	1	
BAT156	History and Principles of Physical Education		2	0	0	2	
BAT157	Proficiency of Athletics and Games-I		0	0	2	1	
<b>Total</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>	
BSY201	Social Psychology	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	1	2
BAT241	Computer Application-Lab		0	0	2	1	
BAT299	XXXXXXX	MOOC	0	0	0	2	
BAT236	Human Growth and Development	Compulsary	2	0	0	2	3
BAT248	Psychological Practical - II	Foundation	0	0	2	1	
<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 any one selected group</b>							
BAT244	English Novels and Literature	Group-I Discipline Elective	3	0	0	3	
BAT245	Punjabi Sahit Da Itihaas-II						
BAT228	Hindi Vyakaran- Hindi Literature						
BAT246	Sikh Thoughts and Main Principles						
BAT232	History of Medieval India	Group-II Discipline Elective	3	0	0	3	
BAT249	Basics of Public Administration Maximum						
BAT231	Modern Principles of Political						
BAT234	Calculus and Differential Equations						
BAT250	Introduction to Musical terms and techniques	Group-III	2	0	0	2	3

## Faculty of Arts &amp; Social Sciences (BSY24)

BAT251	Study of Raga-I (Viva Voce)	Discipline Elective	0	0	2	1
BAT252	Fundamentals of ShabadKirtan		2	0	0	2
BAT253	Technicalities of Instruments		0	0	2	1
BAT254	Technicalities of Tone and Rhythm		2	0	0	2
BAT255	A Study of Ragas and Talas-II		0	0	2	1
BAT256	Officiating and Coaching in Physical Education		2	0	0	2
BAT257	Proficiency of Athletics and Games - II		0	0	2	1
<b>Total</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>	
BSY301	Psychological Research: Quantitative Approaches	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	2
BAT357	Listening and Speaking Skills- English (Lab)		0	0	2	1	
BAT399	XXX	MOOC	0	0	0	2	
BAT335	Psychology of Individual Differences	Compulsary Foundation	2	0	0	2	3
BAT345	Psychology Practicals-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 any one selected group</b>							
BAT342	English Drama and Literature	Group-I Discipline Elective	3	0	0	3	
BAT343	Gurmat Kaav						
BAT327	Sahitya Sopan- Hindi Literature						
BAT328	Semitic Religion	Group-II Discipline Elective	3	0	0	3	
BAT331	History of Modern India						
BAT346	Personnel Administration						
BAT330	Development of Indian Constitution						

BAT333	Linear Algebra						
BAT347	Biographical Study of Indian Music	Group-III Discipline Elective	2	0	0	2	3
BAT348	Study of Laya and Talas		0	0	2	1	
BAT349	Basic knowledge of GurmatSangeet		2	0	0	2	3
BAT350	A Study of Ragas and Talas		0	0	2	1	
BAT351	Technicalities of Raga		2	0	0	2	3
BAT352	A Study of Ragas and Talas-III		0	0	2	1	
BAT353	Sports Training in Physical Education		2	0	0	2	3
BAT354	Proficiency of Athletics and Games-III		0	0	2	1	
<b>Open Elective Course</b>							
	XXX	Open Elective	2	0	0	2	
	<b>Total</b>					<b>25</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>	
BSY401	Understanding Psychological Disorders	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	
BAT433	Statistics in Psychology	Compulsary Foundation	2	0	0	2	<b>3</b>
BAT445	Psychology Practicals - 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>Select any three Groups (Opt. any one course from each selected group)</b>							
BAT441	Major Dramas in English Literature	Group-I Discipline Elective	3	0	0	3	
BAT442	Punjabi Sufi Ate KissaKaav						
BAT425	Hindi Bhasa						
BAT443	Religious Movements						
BAT429	History of Punjab (1469-1707AD)	Group-II Discipline Elective	3	0	0	3	
BAT446	Indian Administration						
BAT428	Indian Political System						
BAT431	Complex Analysis						
BAT447	Aesthetical Study of Hindustani Music		2	0	0	2	3

BAT448	Study of Raga-II (Viva Voce)	Group-III Discipline Elective	0	0	2	1	
BAT449	Comparative Study of GurmatSangeet with Classical Music and Folk Music		2	0	0	2	3
BAT450	Practical Approach on Stringed Instrumental Music		0	0	2	1	
BAT451	Essential Elements of Instrumental Music		2	0	0	2	3
BAT452	Stage Performance on Stringed Instrumental Music		0	0	2	1	
BAT453	Yoga and Recreation		2	0	0	2	3
BAT454	Yoga		0	0	2	1	
	Total						<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>	
BSY501	Experimental Psychology	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	
BAT534	Counselling Psychology	Compulsary	2	0	0	2	
BAT545	Psychology Practicals -V	Foundation	0	0	2	1	
<b>Elective Course-I (Any one of the following)</b>							
BAT538	Punjabi LokdharateSahit de Roop	Generic Elective	4	0	0	4	
BAT539	Movements in Punjab and Literature						
<b>Opt. any one Course from any one selected group</b>							
BAT540	British English Literature	Group-I Discipline Elective	3	0	0	3	
BAT541	Punjabi Galap-II						
BAT526	SahityaSarani - Hindi Literature						
BAT542	Religion and Philosophy of Religion						
BAT530	History of World	Group-II Discipline Elective	3	0	0	3	
BAT546	Financial Administration						
BAT529	International Politics						
BAT532	Real Analysis						
BAT547	Historical development of Hindustani Music	Group-III Discipline Elective	2	0	0	2	3
BAT548	Study of Light Music		0	0	2	1	
BAT549	Theoretical Orientation of GurmatSangeet		2	0	0	2	3
BAT550	Practical approach of Rhythmic Beats		0	0	2	1	
BAT551	Aesthetic Aspects of Music		2	0	0	2	

BAT552	Practical approach to percussion Instruments		0	0	2	1	
BAT553	Health and Fitness		2	0	0	2	3
BAT554	Proficiency of Athletics and Games-IV		0	0	2	1	
<b>Total</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>
BSY601	Psychopathology	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
BAT618	Clinical Psychology	Compulsary	2	0	0	2
BAT631	Psychology Practicals - VI	Foundation	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 any one selected group</b>						
BAT625	World Literature in English	Group-I Discipline Elective	3	0	0	3
BAT626	Punjabi bhasha ate Gurmakhi Lippi					
BAT610	Sahitya Roop-Hindi					
BAT627	The Sikh Scripture, thoughts and Institutions					
BAT614	History of Punjab(1799-1858AD)	Group-II Discipline Elective	3	0	0	3
BAT613	Comparative Politics					
BAT632	Contemporary Issues in Public Administration					
BAT616	Mathematical Statistics					
BAT633	Classification of Indian Music	Group-III Discipline	2	0	0	2
BAT634	Study of Raga-III					

BAT635	Historical Perspective of GurmatSangeet	Elective	2	0	0	2	3
BAT636	Practical approach to Ragas and Talas		0	0	2	1	
BAT637	Music Through History Across the Nation		2	0	0	2	3
BAT638	Practical approach to non- percussion		0	0	2	1	
BAT639	Sports and Event Management		2	0	0	2	3
BAT640	Project		0	0	2	1	
<b>Total</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)

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

B. Attendance( 5marks)

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

End-Term Exam: (40Marks)

**SEMESTER-I****Course Title: Development of Psychological Thought**

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

**Course Code:** BSY101**Course Learning Outcomes**

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

- explore the methodological shifts across schools of Psychology
- critically analyse the transition from behaviourism to cognitive psychology
- analyse existential psychology
- recognize social constructionism in psychology

**Unit-I****16 Hours**

Understanding Psyche: Indian Views on Consciousness: Yoga and Vedant; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology

**Unit-II****14 Hours**

Rise of Behaviourism (Watsonian Perspective); Shift from Behaviourism to Neo Behaviourism (With reference to Hull, Tolman and Skinner); Transition from Behaviourism to Cognitive Psychology (Information Processing Approach).

**Unit-III****15 Hours**

Psychoanalysis: Freudian Approach, Jungian Perspective, Sociological Shift (Karen Horney, Erik H. Erikson), Object Relational Perspectives (Tenets and Concepts); Existential Psychology (Major Themes); Humanistic Approach (Maslow and Rogers)

**Unit-IV****15 Hours**

Critical Perspectives: Social Constructionism in Psychology, Feminism and Psychology

**Transactional Mode**

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

**Suggested Readings**

- Frith, H. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, 11(2), 147-151.
- Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*, 40, 266-275.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A History of Psychology: Ideas and Context* (4th Ed.). London, UK: Pearson Education.
- Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.) Singapore: Pearson Education.

- Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.
- Schultz, D.P. & Schultz, S.N. (2011). A History of Modern Psychology, 10th edition. UK: Wadsworth, Cengage Learning.
- Thomas, T. (2005). The Critique of Psychology: From Kant to Post Colonial Theory. NY: Springer-Verlag.

**Course Title: English Prose and Poetry**

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

**Course Code:BAT140**

**Total Hours: 60**

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

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

**Course Content**

**UNIT-I**

**14 hours**

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



**UNIT-II**

**15 hours**

- The Poetic Palette (Orient Blackswan, 2013) The following poems from this anthology are prescribed:
- The Villain: W.H. Davies
- The Tyger: William Blake
- What Do Animals Dream: Yahia Lababidi
- Magic of Love: Helen Farries
- The Charge of the Light Brigade: Lord Tennyson

**UNIT-III**

**17 hours**

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

**UNIT-IV**

**14 hours**

Writing skills

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

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

**SUGGESTED READINGS**

- Tagore, Rabindranath. *Selected Short Stories of Rabindranath Tagore*. Penguin Classics, 1994.
- Bond, Ruskin. *The Best of Ruskin Bond*. Penguin Books, 2008.
- Singh, Khushwant. *The Portrait of a Lady and Other Stories*. Penguin Books India, 2008.
- Davies, W.H. *Selected Poems*. Penguin Classics, 2015.

- Blake, William. *Songs of Innocence and Experience*. Dover Publications, 1992.
- Lababidi, Yahia. *Signposts to Elsewhere*. Jane Street Press, 2008
- Wilfred D. *The Student's Companion*. The Pearson Education, 1983.
- Eastwood, John. *Oxford Practice Grammar*. OUP, 2004.

**Course Title: Society and Media**

**Course Code: BAT122**

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

**Total Hours: 30**

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

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

### **Course Content**

**UNIT-I** **8 hours**

#### **Introduction to Sociology of Media**

Defining media sociology: Concepts, theories, and perspectives.

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

**UNIT-II** **8 hours**

#### **Media and Culture**

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

Globalization and cultural imperialism in media.

**UNIT-III** **8 hours**

#### **Media and Power**

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

**UNIT-IV** **6 hours**

## Media and Social Issues

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

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

### Suggestive Readings

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

**Course Title: Environmental Education**

**Course Code: BAT139**

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

**UNIT-I**

**8 hours**

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

**UNIT-II**

**8 hours**

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

**UNIT-III**

**8 hours**

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

**UNIT-IV**

**6 hours**

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

**Suggested Readings:**

- ErachBarucha (2004) *Text book of Environmental Studies for Undergraduate courses* (Prepared for University Grants Commission) Universities Press.
- PurnimaSmarath (2018) *Environmental studies* Kalyani Publishers. Ludhiana
- Odum, E.P., Odum, H.T. & Andrews, J. (1971) *Fundamentals of Ecology*. Philadelphia:
- Saunders.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014) *Ecology, Environmental Science and Conservation*. S. Chand Publishing. New Delhi.
- Sengupta, R. (2003) *Ecology and economics: An approach to sustainable development*.

**Course Title: Punjabi Kavita te Vartak**

**Course Code: BAT141**

L	T	P	Cr.
4	0	0	4

**Total Hours: 60**

**ਪੰਜਾਬੀਕਵਿਤਾਤੇਵਾਰਤਕ**

Learning outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

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

## Course Content

### ਭਾਗ- ਓ

#### 15 hours

ਦੇਰੰਗ (ਕਵਿਤਾਭਾਗ) (ਸੰਪਦਾਕਹਰਜਿੰਦਰਸਿੰਘਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮਸਿੰਘਸਰਗੋਧੀਆਂ),

ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀਅੰਮ੍ਰਿਤਸਰ।(ਲੇਖਕਦਾਜੀਵਨਤੇਰਚਨਾ, ਪ੍ਰਸੰਗਸਾਹਿਤਵਿਆਖਿਆ, ਕਵਿਤਾਦਾਵਿਸ਼ਾ-

ਵਸਤੂ)

### ਭਾਗ-ਅ

#### 15 hours

ਭਾਸ਼ਾਵੰਨਗੀਆਂ:ਭਾਸ਼ਾਦਾਟਕਸਾਲੀਰੂਪ, ਭਾਸ਼ਾਅਤੇਉਪਭਾਸ਼ਾਵਿੱਚਅੰਤਰ, ਪੰਜਾਬੀਉਪਭਾਸ਼ਾਵਾਂਦੇਪਛਾਣਚਿੰਨ੍ਹ

ਪੰਜਾਬੀਭਾਸ਼ਾ:ਨਿਕਾਸਅਤੇਵਿਕਾਸ

### ਭਾਗ-ੳ

#### 15 hours

ਨੰਗੋਪੈਰਾਂਦਾਸਫਰ (ਸਵੈ-ਜੀਵਨੀ) ਡਾ. ਦਲੀਪਕੌਰਟਿਵਾਣਾ

### ਭਾਗ-ਸ

#### 15 hours

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

ਗੋਸ਼ਟਿ, ਹੁਕਮਨਾਮਾ।

### ਪੁਸਤਕਸੂਚੀ

- ਰਾਜਿੰਦਰਪਾਲਬਰਾੜ, ਆਧੁਨਿਕਪੰਜਾਬੀਕਵਿਤਾਦਾਇਤਿਹਾਸ. ਪੰਜਾਬੀਅਕਾਦਮੀਦਿੱਲੀ।
- ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸਸ਼ਾਹਫਾਊਡੇਸਨ, ਅੰਮ੍ਰਿਤਸਰ
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਜਸਵਿੰਦਰਸਿੰਘ, ਨਵੀਂਪੰਜਾਬੀਕਵਿਤਾਪਛਾਣਚਿੰਨ੍ਹ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ

•ਅਮਰਜੀਤਸਿੰਘਕਾਂਗਅਤੇਤੇਜਵੰਤਮਾਨ, ਵਾਰਤਕੀਮੱਧਕਾਲੀਅਤੇਆਧੁਨਿਕਪੰਜਾਬੀਵਾਰਤਕ .ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ,  
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

•ਡਾ. ਪ੍ਰੇਮਪ੍ਰਕਾਸ਼ਸਿੰਘ, ਸਿਧਾਂਤਕਭਾਸ਼ਾ- ਵਿਗਿਆਨ, ਪਬਲੀਕੇਸ਼ਨਮਦਾਨ, ਪਟਿਆਲਾ।

ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਦੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

### Transaction Mode

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

**Course Title: Early History of Punjab and its Culture**

**Course Code: BAT142**

L	T	P	Cr.
4	0	0	4

**Total Hours: 60**

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

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

**UNIT-I**

**15hours**

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

**UNIT-II**

**15hours**

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

**UNIT-III**

**15hours**

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

**UNIT-IV**

**15hours**

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

**Transaction Mode**

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



### **Suggested Readings (APA)**

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

**Course Title: History of Prose in English Literature**

**Course Code: BAT143**

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

**Course Content**

**UNIT-I**

**11 hours**

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

**UNIT-II**

**13 hours**

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

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

**UNIT-III**

**11 hours**

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

**UNIT-IV**

**10 hours**

Khushwant Singh: *A Train to Pakistan*

**Prescribed Text**

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

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

**SUGGESTED READINGS:**

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

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

**Course Title: PunjabiSahit Da Itihaas -I**

**Course Code:BAT144**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

### ਪੰਜਾਬੀਸਾਹਿਤਦਾਇਤਿਹਾਸ-1.

Learning outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- 1500 ਈ. ਤੋਂਪਹਿਲਾਂਦੇਪੰਜਾਬਅਤੇਪੰਜਾਬੀਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਸੂਫੀਅਤੇਗੁਰਮਤਿਕਾਵਿਧਾਰਾਂਤੋਂਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਕਿੱਸਾਅਤੇਬੀਰਸਾਹਿਤਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਮੱਧਕਾਲੀਪੰਜਾਬੀਸਾਹਿਤਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।

### **Course Content**

#### ਭਾਗ-ੳ

**ਮੱਧਕਾਲੀਪੰਜਾਬੀਸਾਹਿਤ(983ਈ.-1520ਈ.)**

**15**

#### **hours**

ਪੰਜਾਬਅਤੇਪੰਜਾਬੀ;ਪੰਜਾਬੀਭਾਸ਼ਾਅਤੇਗੁਰਮੁਖੀਲਿਪੀ

ਪੰਜਾਬੀਸਾਹਿਤ:ਪੂਰਵਨਾਨਕਕਾਲ

ਪੂਰਵਨਾਨਕਕਾਲਦੀਆਂਮੁੱਖਧਾਰਾਵਾਂਅਤੇਮੂਲਪ੍ਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਅ**

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

**10 hours**

ਗੁਰੂ ਨਾਨਕ ਕਾਲ ਅਤੇ ਪ੍ਰਮੁੱਖ ਕਾਵਿ-ਧਾਰਾਵਾਂ

ਗੁਰਮਤਿ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਬਾਣੀਕਾਰ ਤੇ ਕਾਵਿਰੂਪ

ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਸਾਹਿਤਕ ਵਿਸ਼ੇਸ਼ਤਾ

ਸੂਫੀ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਸੂਫੀ ਕਵੀ

**ਭਾਗ--ੲ**

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

**10**

**hours**

ਕਿੱਸਾ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਕਿੱਸਾਕਾਰ ਅਤੇ ਕਿੱਸੇ

ਬੀਰ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਵਾਰਕਾਰ ਅਤੇ ਵਾਰਾਂ

ਗੁਰੂ ਨਾਨਕ ਕਾਲ: ਵਾਰਤਕ ਅਤੇ ਵਾਰਤਕ ਰੂਪ

**ਭਾਗ-ਸ**

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

**10**

**hours**

ਕਿੱਸਾ ਕਾਵਿਧਾਰਾ

ਸੂਫੀ ਕਾਵਿਧਾਰਾ

ਬੀਰਕਾਵਿਧਾਰਾ

ਵਾਰਤਕ

### ਪੁਸਤਕਸੂਚੀ

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

### **Transaction Mode**

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

**Course Title: Hindi Sahitya Manjri**

**Course Code:BAT128**

**Total Hours: 45**

L	T	P	Cr.
3	0	0	3

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

1. ਹਿੰਦੀਸਾਹਿਤਯੋਗਦਾਨਦੇਵਿਸ਼ੇਸ਼ਤੌਰ 'ਤੇ ਪ੍ਰਭਾਵ ਅਤੇ ਆਧੁਨਿਕ ਚੇਤਨਾ ਦੇ ਵਿਕਾਸ ਦੀ ਪ੍ਰਕਿਰਿਆ ਦਾ ਜਾਣਨਾ ਹੋਵੇਗਾ।
2. ਛਾਯਾਵਾਦੀ ਅਤੇ ਪ੍ਰਗਤੀਸ਼ੀਲ ਕਾਵਿ ਚੇਤਨਾ ਦੇ ਖੇਤਰਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਹੋਵੇਗਾ।
3. ਆਧੁਨਿਕ ਹਿੰਦੀ ਕਹਾਣੀ ਦੇ ਖੇਤਰ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਹੋਵੇਗਾ।
4. ਹਿੰਦੀ ਸਾਹਿਤ ਦੇ ਐਤਿਹਾਸਿਕ ਵਿਕਾਸ ਕ੍ਰਮ ਅਤੇ ਸਾਹਿਤੀ ਵਿਕਾਸ ਦੇ ਸਰੂਪ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਹੋਵੇਗਾ।

## Course Content

### भाग(क)

12 hours

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

### भाग (ख)

11 hours

1. उपन्यासनिर्मला : प्रेमचंद,राजकमलप्रकाशनदिल्ली

### भाग (ग)

10 hours

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

### भाग (घ)

12 hours

1. हिंदीसाहित्यकाइतिहास :कालविभाजनएवंनामकरण,आदिकालीनपरिस्थितियाँ

## Transaction Mode

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

## अध्ययनकेलिएसहायकपुस्तकसूची

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

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



**Course Title: Indian Traditional Religions and Sacraments**

**Course Code: BAT145**

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

**Course Content**

**Unit -I 12 hours**

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

**Unit - II 11 hours**

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

**Unit – III****10 hours**

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

**Unit –IV****12 hours**

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

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

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

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

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

4. Elaborate the distribution of various distribution theories.

### Course Content

#### UNIT-I

12 hours

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

#### UNIT-II

11 hours

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

#### UNIT-III

10 hours

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

#### UNIT-IV

12 hours

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

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

#### Suggested Readings

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

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

**Course Title: Introduction to Sociology**

**Course Code: BAT133**

<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:

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

## **Course Content**

### **UNIT-I**

**12 hours**

#### **Sociology:**

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

**UNIT-II: Basic Sociological Concepts**

**11 hours**

Social Structure and Organization

Dynamics of social organization

Social Groups and Associations

Primary and Secondary groups

Reference groups

Communities and Associations

**UNIT-III: Socialization and Social Dynamics**

**12 hours**

Norms, Values, Status, and Roles

Role of norms and values in society

Socialization Processes and Agencies

Meaning and importance of socialization

Agents of socialization

Theories of socialization:

George Herbert Mead

Sigmund Freud

Charles Horton Cooley

**UNIT-IV: Cultural Perspectives**

**10 hours**

Understanding Culture

Definitions and characteristics

Material and non-material aspects of culture

Concepts of cultural lag

Culture and Civilization

Relationship between culture and civilization

Cultural diversity and globalization

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title: Introduction of Social Work**

**Course Code: BAT135**

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

### **Course Content**

#### **UNIT-I**

**9 hours**

#### **Conceptual Framework of Social Work**

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

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

Empowerment, Marginalization and Social Inclusion.

#### **UNIT-II**

**8 hours**

## **Methods of Social Work Practice: Basic Introduction**

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

### **UNIT-III**

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

**8 hours**

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

### **UNIT-IV**

**5 hours**

#### **Use of theory and approaches in social work practice**

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

### **SUGGESTED READINGS**

- Dubois,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**

**Total Hours:**

**Course Outcome**

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

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

**30 hours**

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

**Week 1: Orientation**

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

**Week 2-4: Initial Placement and Observation**

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

**Week 5-8: Client Interaction and Assessment**

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

**Week 9-12: Intervention and Practice**

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

**Week 13-15: Evaluation and Reflection**

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing presentation and final reports

**Week 16: Final Presentation and Review**

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

**Course Title: Conceptual Understanding of Psychology**

**Course Code: BAT136**

<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: 45**

**Course Outcomes**

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

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

**Unit-I**

**12 Hours**

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

Approaches: behaviorist, cognitive, humanistic.

**Unit-II**

**12 Hours**

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

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

**Unit-III**

**11Hours**

Attention: meaning, definition and types of Attention.

Interest: Meaning, definition, characteristics and types.

**Unit-IV**

**10 Hours**

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

Factors influencing motivation. Techniques of getting motivated.

### **Transactional Mode**

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

### **Suggested Readings**

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

**Course Title: Psychology Practical-I**

L	T	P	Cr
0	0	2	1

**Course Code: BAT147**

1. Psychological Wellbeing
2. Motivation
3. Attention

**Suggested Readings**

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

**Course Title: History of Ancient India**

L	T	P	Cr.
3	0	0	3

**Course Code: BAT132****Total Hours: 45**

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

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

### UNIT-III 10 hours

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

### UNIT-IV 12 hours

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

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

### Suggested Readings:

- Basham, A.L. *Wonder That Was India*. Calcutta: Rupa, 1992.
- Jha, D.N. (ed.), *Society and Ideology in India*. Delhi: Sterling Publisher, 1985.
- Jha, D.N., *Ancient Indian an Historical Outline*. Delhi: Manohar (2 nd Rev. ed.), 2005.
- Pandey, V.C. and Pandey. A.C. *New History of Ancient India*. Jalandhar:
- A.B.C., 1999.
- Ray Chaudhary, H.C. (re. ed.) by B.N. Mukherjee, *Political History of*

- *Ancient India*, Calcutta: Oxford University Press, 1996.
- Thapar, Romila, *Asoka and the decline of the Mauryas*. Delhi: Oxford University Press, 1997.
- Thapar, Romila. *Early from the Origin to A.D. 1300*, Penguin, 2002.
- Vivekanand Jha, *Mauryan India*, Delhi: Tulika Books, 2004.

<b>Course Title:</b>	<b>Introduction</b>	<b>to</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Public Administration.</b>			<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Code: BAT148**

**Total Hours: 45**

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

1. Define public administration and understand its scope and significance in government and society.
2. Describe the historical development of public administration and its evolution over time.
3. Identify and explain major theories and concepts in public administration, such as bureaucracy, public choice theory, and New Public Management.
4. Understand the ethical considerations and principles that guide public administration practice.

**Course Content**

**UNIT-1: Public Administration as a Discipline 13 hours**

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

Unit II: **Approaches of Public Administration 12 hours**

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

Unit III: Principles of Public Administration **10 hours**

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

Unit IV: Emerging Trends in Public Administration **10 hours**

**BA Arts (BAT)**

- a) Emerging trends and their impact on Socio-economic development
- b) Concept of E-Governance
- c) Democratic Principles
- d) Role of Bureaucracy in Governance



e) Role of Machinery for Redressal of Public Grievances (Lokpal & Lokayukta)

Suggested Readings

- Avasthi & Maheshwari (2012), *Public Administration*, Lakshminarayan Agarwal, Agra
- Arguden, Yilmaz (2011), *Keys to Governance: Strategic Leadership for Quality of Life*. Macmillan, Hampshire.
- Arndt Christiane and Charles Oman (2006), *Uses and Abuses of Governance Indicators*. OECD, Paris.
- Bhattacharya, Mohit (2013). *New Horizons of Public Administration*. Jawahar Publishers, New Delhi.
- Donald Menzel and Harvey White (eds) (2011). *The State of Public Administration: Issues, Challenges and Opportunities*, New York,
- M. E. Sharpe. Henry, Nicholas (2006), *Public Administration and Public Affairs*, Prentice Hall of India, New Delhi.
- Jan-Erik Lane, (2000) *New Public Management: An Introduction*, Routledge, London. Ravindra Prasad, D. Prasad, VSPrasad, Satyanarayana P, and Y.Pardhasaradhi, (eds.)(2013), *Administrative Thinkers*, Sterling New Delhi.
- Donald Menzel (eds) (2011). *The State of Public Administration: Issues, Challenges and Opportunity*. New York: M. E. Sharpe. Frank]. Goodnow, *Politics and Administration: A Study in Government*, Transaction Publishers, New York, 2003. O'Leary, Rosemary et al. (2010). *The Future of Public Administration around the World: The Minnowbrook Perspective*, George.
- Town university Press, *DC Martin Albrow (1970)*. *Bureaucracy*, MacMillan, London, 1970

**Course Title: Basic Concepts of Political Theory**

**Course Code: BAT149**

<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**

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

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

### **Course Content**

#### **UNIT-I**

**9 hours**

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

#### **UNIT-II**

**7 hours**

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

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

### **UNIT-III**

**7 hours**

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

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

### **UNIT-IV**

**7 hours**

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

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

### **Transaction Mode**

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

### **Suggested Readings**

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

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

**Course Title: Fundamentals of Vocal Music**

**Course Code: BAT150**

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

### **Course Content**

**UNIT-I**

**12 hours**

Historical development of music in the following periods:

- a) Vedic period    b) Natyashastra period

Definition and explanation of the following musical term:

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

**UNIT-II**

**10 hours**

Importance of Taal and Laya in instrument music.

Biographical sketch and contribution towards Indian music of the following:

- a) Tansen b) Pandit Vishnu Narayan Bhatknde

**UNIT-III**

**12 hours**

Biographical Sketches and Contribution of the following:

- a) Pt. Jasraj            b) Ustad Amir Khan

Elementary Knowledge of the following Ragas

- a) Darbari            b) Bhairav

**UNIT-IV**

**11 hours**

Importance of SahayakNad.

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

Detailed Description and notation of prescribed Ragas:

- a) VrindavaniSarang            b) Asawari

**Transaction Mode**

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

**Suggested Readings**

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

**Music (Practical)**

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

<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**

**UNIT- I 18 Hours**

**Practical Performance of:**

Alankaras on Harmonium,  
 Lok Geet

**UNIT- II 12 Hours**

Talas & Lay.

Raag: Bilawal, Kalyan.

Ability to sing National Anthem with harmonium.

**Course Name: Fundamentals of Instrumental Music**

**Course Code: BAT152**

<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:**

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

**Course Content**

**UNIT-I**

**Hours: 8**

Definition and Importance of Sangeet.



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

**UNIT-II**

**Hours: 7**

Elementary knowledge of Raga and Jaaties of Ragas.  
Brief Description of your own Instrument.

**UNIT-III**

**Hours: 8**

Elementary knowledge of Thaata.  
Elementary knowledge of Bhatkande Notation System.

**UNIT-IV**

**Hours: 6**

Description and Notation of prescribed Ragas and Talas.

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

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

**Suggested Readings**

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

**Practical**

**Course Name : A Study of Raagas and Taals-I**

**Course Code : BAT 153**

**Unit-I**

**Hours -18**

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

**Unit-II**

**Hours-12**

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

**Transaction Mode:**

Lecture, Problem Solving, blended learning, Discussion & Demonstration

**Course Name : Basics of ShabadKirtan**

**Course Code : BAT154**

**Total Hours: 30**

L	T	P	Cr
2	0	0	2

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

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

**Course Content**

**UNIT-I**

**8 hours**

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

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

**UNIT-II**

**6 hours**

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

**UNIT-III**

**8 hours**

ShabadKirtan Performance in the prescribed Raagas:

Aasa - one Shabad Composition.

Ramkali- one Shabad Composition.

Dhanasri – one Shabad Composition.

Bilawal-one Shabad Composition.

**UNIT-IV**

**8 hours**

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

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

Pauree, Dadra, Kehrwa and Teentaal

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

**Suggested Readings**

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

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

### **Practical**

**Course Name : Basics of Raags and Taals**

**Course Code : BAT 155**

#### **Part-A**

**Hours: 18**

- i. Shabad Kirtan Performance in the prescribed Raagas:

Aasa - one Shabad Composition.

Ramkali- one Shabad Composition.

Dhanasri – one Shabad Composition.

Bilawal–one Shabad Composition.

#### **Part-B**

**Hours 12**

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

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

#### **Suggested Readings**

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

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

**Course Title: History and Principles of Physical**

**Course Code: BAT156**

L	T	P	Cr
2	0	0	2

**Total Hours: 30**

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

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

### **Course Content**

**UNIT-I**

**08 Hours**

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

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

**UNIT-II** **08 Hours**

**History of Physical Education –**

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

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

**UNIT-III** **07 Hours**

**Various Foundations of Physical Education –**

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

**UNIT-IV** **07 Hours**

**Professional Preparation in Physical Education -**

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

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

National and International Sports Federations.

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title: Proficiency of Athletics and Games - I**

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

**Course Code: BAT157**

**Total Hours: 30**

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

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

### **Course Content**

#### Running Events – Sprints

100 Meter

200 Meter

400 Meter

100 Meter Hurdles

110 Meter Hurdles

400 Meters Hurdles

#### Jumping & Throwing Events –

Long Jump

Triple Jump

Shot Put

Discus Throw

#### Games –

Hockey

Badminton

Football

**SEMESTER-II****Course Title:** Social Psychology**Course Code:** BSY201**Course Outcomes**

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

- summarize current trends of Social Psychology
- identify role of parenting in various stages of human development
- explore the social influence processes
- analyse group dynamics

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

**Unit-I****13 Hours**

Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology Including development in India.

**Unit-II****17 Hours**

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes, Attitude-Behaviour Link; Strategies for attitude change.

**Unit-III****14 Hours**

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behaviour, Aggression, Social Influence Processes Conformity, Compliance and Obedience, Altruism.

**Unit-IV****16 Hours**

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction, Facilitation, Loafing.

**Transactional Mode**

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

**Suggested Readings**

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Upper Saddle River, New Jersey: Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.



- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson

**Course Title: English Language and Literature**

**Course Code: BAT258**

<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:** 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: 20**

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

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

### **Course Content**

#### **UNIT-I**

**05 hours**

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

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

#### **UNIT-II**

**05 hours**

#### **Effective Communication**

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

**UNIT-III****Problem-Solving and Critical Thinking****05hours**

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

**UNIT-IV****05 hours****Personal Development and Well-being**

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

**Suggestive Readings:**

- Goleman, D. (2006). (10th ed.). *Bantam Book*.
- Kahneman, D. (2011). *Thinking fast and slow*. Penguin Books.
- Nha t Ha nh. (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 Faithe Wempen, Wiley Publishers.*

**Course Title: Computer Application-Lab**

**Course Code: BAT241**

L	T	P	C
0	0	2	1

**Total Hours 15**

### 1 Listening Skills

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

### 2. Speaking Skill

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

### 3. Personality Development

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

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

**Course Title:** Punjabi Kahani ate Ikangi

**Course Code:** BAT242

L	T	P	Cr
			.
4	0	0	4

**Total Hours: 60**

### ਪੰਜਾਬੀ ਕਹਾਣੀ ਅਤੇ ਇਕਾਂਗੀ

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

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

### **Course Content**

**ਭਾਗ-ੳ**

**15 hours**

ਦੇਰੰਗ (ਕਹਾਣੀ ਭਾਗ) (ਸੰਪਦਾ ਕਹਰ ਜਿੰਦਰ ਸਿੰਘ ਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮ ਸਿੰਘ ਸਰਗੋਧੀਆਂ), ਗੁਰੂਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।

**ਭਾਗ-ਅ**

**15 hours**

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

**ਭਾਗ-ੳ**

**15 hours**

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

**ਭਾਗ-ਸ**

**15 hours**

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

**ਪੁਸਤਕਸੂਚੀ**

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

### **Transaction Mode**

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

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

L	T	P	Cr.
4	0	0	4



**Course Code: BAT243**

**Total Hours: 60**

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

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

**UNIT-I**

**15hours**

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

**UNIT-II**

**15hours**

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

**UNIT-III**

**15hours**

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

**UNIT-IV**

**15hours**

Kissa 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: English Novels and Literature**

<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 Code: BAT244**

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

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

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

### **Course Content**

**UNIT-I**

**11 hours**

**Prescribed Texts:**

History and Origin of Novels in Literature.

**UNIT-II**

**13 hours**

**Terms pertaining to Prose:**

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

**UNIT-III**

**11 hours**

Wuthering Heights: Emily Bronte

**UNIT-IV**

**10 hours**

*Emma* - Jane Austen

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

**SUGGESTED READINGS:**

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

**Course Title: Punjabi sahit da ithass -II**

**Course Code: BAT245**

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

**Total Hours: 45**

### ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ-11

Learning Outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

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

## **Course Content**

### **ਭਾਗ-ੳ**

#### **12 hours**

ਜਾਗ੍ਰਿਤੀਕਾਲਦਾਸਾਹਿਤ (1851 ਈ.-1900ਈ.)

ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤ:ਸਿਧਾਂਤਕ-ਇਤਿਹਾਸਕਪਰਿਖੇਪ

ਪ੍ਰਮੁੱਖਸਾਹਿਤਕਪ੍ਰਵਿਰਤੀਆਂ।

### **ਭਾਗ-ਅ**

#### **12 hours**

ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤ (1901ਈ.-1999ਈ.)

ਆਧੁਨਿਕਪੰਜਾਬੀਕਾਵਿ:ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਆਧੁਨਿਕਪੰਜਾਬੀਗਲਪ :ਨਿਕਾਸਅਤੇਵਿਕਾਸ

### **ਭਾਗ--ੲ**

#### **11 hours**

ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤ (1901 ਤੋਂ-1999ਈ.)

ਆਧੁਨਿਕਪੰਜਾਬੀਨਾਟਕਅਤੇਇਕਾਂਗੀ:ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਆਧੁਨਿਕਪੰਜਾਬੀਵਾਰਤਕ:ਨਿਕਾਸਅਤੇਵਿਕਾਸ

### **ਭਾਗ-ਸ**

#### **10 hours**

ਸਮਕਾਲੀਪੰਜਾਬੀਸਾਹਿਤ (2000ਈ-ਹੁਣਤੱਕ)

ਇੱਕੀਵੀਸਦੀਦਾਪੰਜਾਬੀਕਾਵਿ,

ਇੱਕੀਵੀਸਦੀਦਾਪੰਜਾਬੀਗਲਪ

### ਪੁਸਤਕਸੂਚੀ

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

### **Transaction Mode**

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

**Course Title:**ਹਿੰਦੀਕਾਕਰਣ

**Course Code:**BAT228

**Total Hours: 45**

L	T	P	Cr.
3	0	0	3

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

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

### Course Content

#### भाग(क)

15 hours

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

#### भाग (ख)

10 hours

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

#### भाग (ग)

10 hours

- वाक्यअर्थ, परिभाषा, प्रकारएवंविश्लेषण
- अपठितपद्यांश-प्रश्नोत्तर

#### भाग (घ)

10 hours



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

### Transaction Mode

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

### अध्ययनकेलिएसहायकपुस्तकसूची

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

**Course Title: Sikh Thoughts and Main Principles**

**Course Code: BAT246**

L	T	P	Cr
			.
3	0	0	3

**ToTotal Hours: 45**

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

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

### **Course Content**

### **Course Content**

#### **Unit- I**

**09 hours**

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

#### **Unit- II**

**12 hours**

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

#### **Unit- III**

**11 hours**

- ਗੁਰੂਹਰਗੋਬਿੰਦਸਾਹਿਬ: ਮੀਰੀ-ਪੀਰੀਦਾਸਿਧਾਂਤਤੇਅਕਾਲਤਖ਼ਤਦੀਸਥਾਪਨਾ
- ਗੁਰੂਤੇਗਬਹਾਦਰ : ਵਿਸ਼ਵਧਰਮਚਿੰਤਨਅਤੇਸਿੱਖਸ਼ਹਾਦਤ

- ਗੁਰੂਗੋਬਿੰਦਸਿੰਘ : ਖਾਲਸੇਦੀਸਾਜਣਾ

**Unit- IV**

**13 hours**

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

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

**ਸਹਾਇਕਪੁਸਤਕਾਂ**

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

**Course Title: Macro Economics**

**Course Code: BAT230**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**9 hours**

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

#### **UNIT-II**

**13 hours**

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

#### **UNIT-III**

**11 hours**

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

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

#### **UNIT-IV**

**12 hours**

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

#### **Transaction Mode**

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

#### **Suggested Readings**

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

**Course Title: Fundamentals of Sociology**

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

**Course Code: BAT233**

**Total Hours: 45**

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

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

### **Course Content**

**UNIT-I: Social Interaction and Social Processes**

**12 hours**

#### **Social Interaction: Understanding the Dynamics**

Concepts and importance of social interaction, Types of social interaction

#### **Types of Social Processes**

**Integrative Processes:** Cooperation, Accommodation, Assimilation,

#### **Disintegrative Processes:**

Competition

Conflict

**UNIT-II: Social Groups and Dynamics**

**11 hours**

Social Groups: Definitions and Characteristics

Understanding social groups

Characteristics and dynamics

Types of Social Groups

Primary and Secondary Groups

In-group and Out-group dynamics

**UNIT-III: Institutions and Changing Social Patterns**

**12 hours**

**Marriage and Family Dynamics**

Definition and Functions of Marriage

Changing Patterns in Marriage

Definition and Functions of Family

Changing Patterns in Family Dynamics

**Emerging Challenges in Social Relationships**

Understanding contemporary issues and crises in relationships

**3. Religion in Society**

Definition and Functions of Religion

Role of Religion in Social Dynamics

**UNIT-IV: Social Control and Deviance**

**10 hours**

**Social Control:** Mechanisms and Agencies

Meaning and significance of social control

Various agencies of social control

**Understanding Social Deviance**

Definition and types of social deviance

Factors contributing to social deviance

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

**Suggested Readings**

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



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

**Course Title: Community Organizations and Development**

**Course Code: BAT235**

<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. 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.

**Week 1: Orientation**

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

**Week 2-4: Initial Placement and Observation**

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

**Week 5-8: Client Interaction and Assessment**

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

**Week 9-12: Intervention and Practice**

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

**Week 13-15: Evaluation and Reflection**

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

**Week 16: Final Presentation and Review**

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

**Course Title: Human Growth and Development**

**Course Code: BAT236**

**Total Hours: 45**

L	T	P	C
			r
2	0	0	2

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

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

**Unit-I**

**12 hours**

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

**Unit-II**

**12 hours**

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

**Unit-III**

**11 hours**

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

**Unit-IV**

**10 hours**

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

**Transactional Mode**

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

**Suggested Readings**

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

**Course Title: Psychology Practical-II**

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

**Course Code: 248**

**Total Hours:30**

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

**Suggested Readings**

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

**Course Title: History of Medieval**

**India**

**Course Code: BAT232**

<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:

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

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

### **Course Content**

#### **UNIT-I**

**09 hours**

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



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

**UNIT-II**

**12 hours**

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

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

**UNIT-III**

**11 hours**

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

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

**UNIT-IV**

**13 hours**

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

**Transaction Mode**

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

**Suggested Readings:**

**Suggested Readings:**

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

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

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

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

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

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

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

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

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

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

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

**Course Code: BAT249**

**Total Hours: 45**

L	T	P	Cr.
3	0	0	3

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

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

### **Unit 1**

#### **Theories of Organization:**

**12 hours**

Scientific Management

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

### **Unit II**

#### **Personnel Administration:**

**12 hours**

Meaning;NatureandSignificance.ElementsofPersonnel Administration:

Recruitment, Training/ Capacity Building, Promotion,MotivationandMorale.

### **Unit III Budget:10 hours**

Budget and its

Principles,PreparationandEnactmentofBudget.PublicFunds:Accounting andAuditing.

FinancialControl:Parliamentary(Parliamentanditscommittees)andExecutive Control.

**Unit IV Meaning and Significance of followings: 11 hours**

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

**Transaction Mode**

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

**Suggested Readings**

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

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

**Course Code: BAT231**

<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 Characteristics, Determinants of Social Change

**Transaction Mode**

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

**SUGGESTED READINGS**

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

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

**Course Title: Calculus and**

**Course Code: BAT234**

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

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

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

**UNIT-I**

**10 hours**

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

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

**UNIT-II**

**12 hours**

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

**UNIT-III**

**11 hours**

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

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

**UNIT-IV**

**12 hours**



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

### **Suggested Readings**

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

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

**Website/ Links/ Online portal/ICT:**

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

**Course Title Introduction of Musical terms and techniques**

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

**Course Code: BAT250**

**Total Hours: 30**

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

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

**Course Content**

**UNIT-I**

**8 hours**

Historical Development of music in following periods

- a) Ramayan Period                      b) Mahabharat Period

Classification of Indian Musical Instruments.

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

**UNIT-II**

**6 hours**

Biographical sketches and contribution towards Indian Music of the following:

- (a) Pt. Vishnu Digamber Paluskar (b) Gujjar Ram Vasdev Ragi  
One Shabad in Nirdharit Raags

**UNIT-III**

**6 hours**

Biographical Sketches and Contribution of the Following:

- a) Pt. Jasraj b) Ustad Amir Khan  
Elementary Knowledge of the following Ragas

- a) Darbari                      b) Bhairav

**UNIT-IV**

**10 hours**

Importance of Sahayak Nad.

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

Detailed Description and notation of prescribed Ragas:

- a) Vrindavani Sarang                      b) Asawari

**Transaction Mode**

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

**Suggested Readings**

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

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

**Music (Practical)**

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

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

**Total Hours: 30**

**Subject Code: BAT251**

**UNIT- I**

**18 Hours**

Practical Performance of Raag: Khamaj, Bhopali.

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

**UNIT- II 12 Hours**

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

motion in Ekgun, Dugan, Layikaries.

**Course Name : Fundamentals of ShabadKirtan**

**Course Code : BAT252**

L	T	P	Cr
2	0	0	2

**Total hours: 30**

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

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

**Course Content**

**UNIT-I**

**8 hours**

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

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

**UNIT-II**

**6 hours**

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

Introduction of GurmatSangeet.

**UNIT-III**

**6 hours**

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

**UNIT-IV**

**10 hours**

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

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

**Suggested Readings**

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

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

### **Practical**

**Course Name : Technicalities of Instruments**

**Course Code : BAT 253**

#### **Unit-I**

**Hours: 18**

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

#### **Unit-II**

**Hours 12**

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

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

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

**Suggested Readings**

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

**Course Name : : Technicalities of Sur and Taal**

**Course Code : BAT254**

L	T	P	Cr
2	0	0	2

**Total Hours 30**



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

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

### **Course Content**

#### **UNIT-I**

**6 hours**

Historical Development of Instrumental Music of modern period.

Study of Naad.

#### **UNIT-II**

**8 hours**

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

Various bols of Mizrab, Jhala.

#### **UNIT-III**

**8 hours**

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

Pt. V.N. Bhatkande

Pt. Ravi Shankar

**UNIT-IV**

**8 hours**

Description and Notation of prescribed Ragas: Bhopali and Kaafi.

(OneMaseetkhani Gat and two Razakhani Gats with Toras)

Notation of Taals: Jhaptal and Daadra.

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

**Suggested Readings**

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

**Practical**

**Course Name : A Study of Raagas and Taals-II**

**Course Code : BAT 255**

**Unit-I**

**Hours -18**

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

**Unit-II**

**Hours -12**

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

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

**Suggested Readings**

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

**Course Title: Officiating and Coaching in**

**Physical Education**

**Course Code: BAT256**

**TotalHours: 30**

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

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

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

### **Course Content**

#### **UNIT-I**

**6 hours**

##### **Introduction: -**

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

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

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

#### **UNIT-II**

**9 hours**

##### **Coaching: -**

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

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

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

### **UNIT III**

**6 hours**

#### **Requisites of a champion -**

Ability, interest, fitness, pride and determination –

Basic Principles and planning of training schedule,

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

### **UNIT-IV**

**9 hours**

#### **Lay out -**

Track and Field,

Football, Basketball, Volleyball, Hockey, Kho-Kho, Kabaddi, cricket, Handball, Softball, Netball, Throw ball, Badminton, table tennis, lawn tennis, ball-badminton, Swimming, Wrestling, Boxing, judo, Archery.

Rule and Regulation: - Athletics, Football, Basketball, Volleyball, Hockey, Kho-Kho, Kabaddi, cricket, Handball, Softball, Netball, Throw ball, Badminton, table tennis, lawn tennis, ball-badminton, Swimming, Wrestling, Boxing, judo, Archery, Weight lifting, Power lifting with score sheet and Awards.

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

#### **Suggested Readings**

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

**Course Title: Proficiency of Athletics and Games - II**

L	T	P	Cr
0	0	2	1

**Course Code: BAT257****Total Hours: 30**

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

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

**Course Content**

Running Events – Middle Distance Races

800 Meter

1500 Meter

3000 Meter

3000 Meter Steeple Chase

Jumping &amp; Throwing Events –

High Jump

Pole Vault

Hammer Throw

Javelin Throw

Games –

Kho-Kho

Kabaddi

Basketball

**SEMESTER -III****Course Title:** Psychological Research: Quantitative Approaches

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
3	0	2	4

**Course Code:** BSY301**Course Outcomes**

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

- introduce the major paradigms of research and their impact on the nature of research in Psychology.
- explain the key differences between the quantitative and qualitative traditions of research in psychology.
- present the essential considerations of design, rigour and ethics of research in Psychology.
- introduce the process, designs and techniques of data analysis in the quantitative research Tradition

**Unit-I****16 Hours**

Introduction to psychological research and its goals

Paradigms: Positivist, Post-positivist, Critical, Constructivist and Participatory

Traditions: Quantitative and Qualitative research (overview and differences)

Standards of good research in quantitative and qualitative traditions; Reflexivity in research.

**Unit-II****15 Hours**

Research Problem, Literature Review, hypothesis, data collection, data analysis, results, concepts to variables, types of variables in psychological research

Experimental Method: Causality versus correlation, Laboratory experiments and field experiments, Single-Group, True experimental and quasi-experimental design, Matching and Random assignment of subjects, Within-subject design, Between subject design, Pre and Post designs, Factorial designs.

**Unit-III****14 Hours**

Sampling: Defining Population and Sample, Sampling bias (Sampling error and Non-sampling error), Types of Probability and Non-probability sampling, Theoretical v/s Statistical Sampling; Rule of thumb in the selection of samples sizes in Qualitative and Quantitative Research.

Reason, Process and Critical Analysis; Ethics in Quantitative and Qualitative research traditions.

**Unit-IV****15 Hours**

Social Psychology of Experiments; Survey Research: The logic of survey, Types of survey, Designing a survey questionnaire.

**Practical**

Construction of Tool.

**Transactional Mode**

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

**Suggested Readings**

- Binod K. Sahu: Statistics in Psychology & Education, Kalyani Publishers.
- Kate Miriam Loewenthal: An introduction to Psychological Tests and Scales, S Royal Holloway: University of London.
- Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.
- Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.
- Harze & Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.

**Course Title: 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.

### **CourseContent**

**UNIT-I**

**16 hours**



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

**UNIT-I:**

**17 hours**

- The Poetic Palette (Orient Blackswan, 2013)

The following poems from this anthology are prescribed:

- Letter From Kashmir: Agha Shahid Ali
- Stopping by the Woods on a Snowy Evening: Robert Frost
- I Sit and Look Out: Walt Whitman
- The Old Woman: Arun Kolatkar
- Poetry: Pablo Neruda
- After Blenheim: Robert Southey

**UNIT-III**

**16 hours**

- Texts Prescribed for 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>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 20**

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

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

**Course Content**

**UNIT-I**

**12 hours**

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

**UNIT-II**

**12 hours**

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

**UNIT-III**

**12 hours**

Socialization and Practices in Healthcare, Socialization into healthcare professions,

**UNIT-IV**

**09 hours**

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

- *Textbook: "Medical Ethics: Accounts of Ground-Breaking Cases" by Gregory Pence.*
- *Article: Haug, M. R., & Lavin, B. (1983). The Professionalization of Everyone? American Journal of Sociology, 88(5), 856-875.*

- *Book Chapter: Saks, M. (2009). Medicalization, Professionalization and the Transformation of Symptoms into Medical Disorders. In The Sociology of Healthcare Safety and Quality (pp. 25-46). Springer.*
- *Text Book :Sociology of Health and Medicine by Madhu Nagala*

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

**Course Code: BAT321**

L	T	P	Cr
1	0	0	1

**Total Hours: 15**

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

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

**Course Content**

**UNIT-I**

**4 hours**

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

**UNIT-II**

**3 hours**

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

**UNIT-III**

**4 hours**

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

**UNIT-IV**

**4 hours**

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

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

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

**SUGGESTED READINGS:**

- Adair, John. *Effective Communication*. Pan Macmillan Ltd., 2003.
- Hasson, Gill. *Brilliant Communication Skills*. Pearson Education, 2012.
- Burley-Allen, Madelyn. *Listening: The Forgotten Skill: A Self-Teaching Guide*. John Wiley & Sons, 1995.
- Adler, Ronald B., et al. *Understanding Human Communication*. 13th ed., Oxford University Press, 2018.
- DeVito, Joseph A. *The Interpersonal Communication Book*. 15th ed., Pearson, 2018.
- ---. *The Essential Elements of Public Speaking*. 6th ed., Pearson, 2018.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge University Press, 2009.

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

**Course Code: BAT357**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</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.

## 1 Speaking Skill

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

## 3. Personality Development

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

## 5. Presenting in GD

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

**Course Title: Punjabi Vartak te Natak**

**Course Code: BAT340**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

### ਪੰਜਾਬੀ ਵਾਰਤਕ ਤੇ ਨਾਟਕ

Learning outcomes :

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

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

### **Course Content**

**ਭਾਗ-ੳ**

**15 hours**

ਵਾਰਤਕਵਿਵੇਕ (ਸਮਕਾਲੀਪੰਜਾਬੀਵਾਰਤਕਸੰਗ੍ਰਿਹ) ਸੰਪਾਦਕਰਾਜਿੰਦਰਪਾਲਸਿੰਘਬਰਾੜਅਤੇਜਗਤਾਰਸਿੰਘਜੱਗਾ,  
ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਿਸਟੀ, ਪਟਿਆਲਾ।

**ਭਾਗ-ਅ**

**15 hours**

ਮੂਲਵਿਆਕਰਨਇਕਾਈਆਂ:ਭਾਸ਼ਾਅਤੇਵਰਗੀਕਰਨ (ਭਾਵੰਸ਼, ਸ਼ਬਦ, ਵਾਕੰਸ਼, ਉਪਵਾਕਅਤੇਵਾਕ)

**ਭਾਗ-ੲ**

**15 hours**

ਨਾਟਕ:ਝਨਾਦੇਪਾਣੀ (ਅਜਮੇਰਸਿੰਘਐਲੋਖ)

**ਭਾਗ-ਸ**

**15 hours**

ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤਰੂਪ (ਵਾਰਤਕ) ਨਿਬੰਧ, ਜੀਵਨੀ, ਸਵੈ-ਜੀਵਨੀ, ਰੇਖਾਚਿੱਤਰ, ਖ਼ਤ, ਡਾਇਰੀਆਦਿ।

**ਪੁਸਤਕਸੂਚੀ**

- a) ਜੀਤਸਿੰਘਸ਼ੀਤਲ, ਵਾਰਤਕਤੇਵਾਰਤਕਸ਼ੈਲੀ, ਪੰਜਾਬੀਸਟੇਟਯੂਨੀਵਰਿਸਟੀਟੈਕਸਟਬੁੱਕਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- b) ਸਤੀਸ਼ਕੁਮਾਰਵਰਮਾ, ਪੰਜਾਬੀਨਾਟਕਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ।
- c) ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਵਿਆਕਰਨ:ਸਿਧਾਂਤਤੇਵਿਹਾਰ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
- d) ਰਾਜਿੰਦਰਪਾਲਸਿੰਘਬਰਾੜ, ਜਗਤਾਰਸਿੰਘਜੱਗਾ (ਸੰਪਾ.) ਵਾਰਤਕਵਿਵੇਕ  
(ਸਮਕਾਲੀਪੰਜਾਬੀਵਾਰਤਕਸੰਗ੍ਰਿਹਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਿਸਟੀਪਟਿਆਲਾ।
- e) ਜੇਗਿੰਦਰਸਿੰਘਪੁਆਰਅਤੇਹੋਰ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਨ:ਭਾਗ-1 1.ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ।

**Transaction Mode**

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

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

**Course Code: BAT341**

**Total Hours: 60**

L	T	P	Cr
4	0	0	4

**Mughal**

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

1. Analyze the socio-political dynamics during the rule of Abdus Samad Khan, Zakariya Khan, Yahiya Khan, and Mir Manu in Punjab.
2. Analyze the central, provincial, and local administrative structures implemented by Maharaja Ranjit Singh, including land revenue policies.
3. Examine the role of heritage, oral history, and community identity in mobilizing Sikh forces and resilience during the Anglo-Sikh conflicts.
4. Examine the significance of traditional dress and jewelry in Punjab and their role in expressing cultural identity.

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

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

**UNIT-II****15 hours**

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

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

Maharaja Ranjit Singh; Conquest of Lahore, Multan.

Administration of Maharaja Ranjit Singh; central Administration, Provincial Administration, Local Administration and Land Revenue

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

Riddle of Punjab

Dress and Jewelry of Punjab

**Transaction Mode**

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

**Suggested Readings**

- Patwant Singh, (2008), Empire of the Sikhs: The Life and Times of Maharaja Ranjit Singh. Peter Owen.
- Jean Marie Lafont,(2002), Maharaja Ranjit Singh: Lord of the Five Rivers. Oxford University Press.
- Khushwant Singh, (2008), Ranjit Singh. Penguin Books.
- Atwal, Priya, (2020), Royals and Rebels. Oxford University Press.
- Bhatia, Sardar Singh, "Mahitab Kaur (d, 1813)". In Singh, Harbans (ed.). The Encyclopedia Of Sikhism. Vol. III M–R (3rd ed.). Punjabi University Patiala, 2011.
- Khushwant Singh,(2008),Ranjit Singh. Penguin Books.
- <https://sikhya.co.in/abdus-samad-khan-zakariya-khan-and-mir-manu-their-relations-with-the-sikhs/>
- <https://www.sikhmissionarysociety.org/sms/smsarticles/sikhmartyrs/>
- <https://www.sikhnet.com/news/brutality-mir-mannu-clay-creators-hand>
- <https://pwonlyias.com/the-rise-of-sikhs-1799-1849/>

**Course Title: English Drama and Literature**

**Course Code: BAT342**

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

## **Course Content**

### **UNIT-I**

**12 hours**

#### **Important Concepts pertaining to Drama**

The following terms will have to be studied:

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

### **UNIT-II**

**12 hours**

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

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

**UNIT-III**

**11 hours**

**Important Texts of Chaucer to the Eighteenth-Century period:**

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

**UNIT-IV**

**10 hours**

William Shakespeare: King Lear

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

**SUGGESTED READINGS:**

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

**Course Title: Gurmat kaav**

**Course Code      BAT343**

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

**Total Hours: 45**

## ਗੁਰਮਤਿਕਾਵਿ

Learning outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ :

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

### **Course Content**

#### ਭਾਗ-ੳ

**12 hours**

ਗੁਰਮਤਿਕਾਵਿ: ਇਤਿਹਾਸ

ਗੁਰਮਤਿਕਾਵਿ: ਵਿਚਾਰਧਾਰਾ

ਗੁਰਮਤਿਕਾਵਿ: ਗੁਰੂਗ੍ਰੰਥਸਾਹਿਬਦੀਸੰਪਾਦਨਾ

#### ਭਾਗ-ਅ

**12 hours**

ਗੁਰੂਨਾਨਕਦੇਵ: ਜੀਵਨਅਤੇਰਚਨਾ

ਆਸਾਦੀਵਾਰ: ਸਮਾਜਕਤੇਦਾਰਸ਼ਨਿਕਪਰਿਪੇਖ

#### ਭਾਗ-ੲ

**11 hours**

ਗੁਰੂਅਰਜਨਦੇਵ: ਜੀਵਨਅਤੇਰਚਨਾ

ਸੁਖਮਨੀਸਾਹਿਬ: ਜੀਵਨਜਾਚ

#### ਭਾਗ-ਸ

**10 hours**

ਭਗਤਰਵਿਦਾਸ:ਜੀਵਨਅਤੇਰਚਨਾ

ਭਗਤਰਵਿਦਾਸਬਾਈ:ਦਾਰਸ਼ਨਿਕਪਰਿਖੇਪ

### ਪੁਸਤਕਸੂਚੀ

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

### **Transaction Mode**

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

**Course Title:** हिंदीसाहित्यसोपान

**Course Code:** BAT327

**Total Hours:** 45

L	T	P	Cr.
3	0	0	3

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

1. छात्रभक्तिकाव्यएवंभक्तिआन्दोलनकेपरिवेशसेपरिचितहोनेकेसाथ – साथभक्तिकाव्यधाराकेरीतिकाव्यमेंरूपान्तरणकेकारणोंसेपरिचितहोंगे।
2. छात्रहिंदीसाहित्यकेआधुनिककालकीप्रवृत्तियोंसेपरिचितहोंगेऔरहिंदीकहानीकेविकासकेप्रथमचरणसेपरिचितहोंगे।
3. छात्रआधुनिकीकरण, आधुनिकतावादएवंप्रेमचन्दतथाप्रेमचन्दोत्तरकहानियोंसेपरिचितहोंगे।
4. छात्रनईकहानीआन्दोलनऔरइसदौरकीकहानियोंकीप्रवृत्तियोंसेपरिचितहोंगे।

### **Course Content**

**भाग(क)**

**12 hours**

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

**भाग (ख)**

**11 hours**

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

**भाग (ग)**

**10 hours**

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

**भाग (घ)**

**12**

**hours**

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

**Transaction Mode**

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

**अध्ययनकेलिएसहायकपुस्तकसूची**

- शुक्ल, रामचन्द्र, हिंदीसाहित्यकाइतिहास, नागरीप्रचारिणीसभा, काशी, 2010
- पाण्डेय, रामसजन(सम्पादक), रीतिसौरभ, पंजाबीविश्वविद्यालय, पटियाला.
- राय, गोपाल, हिंदीकहानीकाइतिहास, राजकमलप्रकाशन, दरियागंज: नईदिल्ली2008
- विमल, गंगाप्रसाद, आधुनिकता:आधुनिककेसंदर्भमें, मैकमिलनकम्पनी, प्रा०लि०दरियागंज : नईदिल्ली, 1978.
- कमलेश्वर :समग्रकहानियाँ, राजपालएंडसंस, कश्मीरीगेट, दिल्ली, 2016.

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

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

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

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

**Course Content****Course Content****Unit- I****09 hours**

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

**Unit- II****13 hours**

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

**Unit- III****11 hours**

7. ਇਸਲਾਮ ਧਰਮ ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ
8. ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਅਤੇ ਉਹਨਾਂ ਦਾ ਮਿਸ਼ਨ
9. ਪਵਿੱਤਰ ਕੁਰਾਨ ਦਾ ਇਸਲਾਮ ਧਰਮ ਵਿਚ ਸਥਾਨ

**Unit- IV****12 hours**

10. ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ
11. ਜਰਤੁਸਤਜੀ ਦਾ ਜੀਵਨ ਤੇ ਸਿੱਖਿਆਵਾਂ।
12. ਜੰਦ ਅਵੇਸਤਾ (Zand Avesta):- ਸੰਖੇਪ ਜਾਣਕਾਰੀ।

**ਟ੍ਰਾਂਜੈਕਸ਼ਨ ਮੋਡ:** ਲੈਕਚਰ, ਸਮੱਸਿਆ ਹੱਲ, ਮਿਸ਼ਰਤ ਸਿਖਲਾਈ, ਚਰਚਾ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ, ਅਤੇ ਕੇਸ ਅਧਿਐਨ।

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-**

- ਸੰਸਾਰ ਦੇ ਧਰਮ (ਡਾ. ਹਰਬੰਸ ਸਿੰਘ, ਡਾ. ਐਮ. ਐਲਜੋਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- ਈਸਾਈ ਧਰਮ ਇਕ ਜਾਣ-ਪਛਾਣ (ਕਰਤਾਰ ਚੰਦ ਭੱਟੀ ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- *The Religion of Islam (M. Ali Maulana)*
- ਵਿਸ਼ਵ ਧਰਮ ਸੰਗ੍ਰਹਿ :- ਡਾ. ਐਮ. ਐਲਜੋਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)

**Course Title: Indian Economy**

**Course Code: BAT329**

**Total Hours: 45**

L	T	P	Cr
3	0	0	3

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

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

### **Course Content**

#### **UNIT-I**

**9 hours**

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

#### **UNIT-II**

**12 hours**

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

#### **UNIT-III**

**11 hours**

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

#### **UNIT-IV**

**13 hours**

**Indian Economic Problems:** Indian Economic Problems: Population size, growth and its features Population policy in India. Current Challenges of Poverty in India: definition and estimate, poverty line. Inequality: income and regional inequality –



causes. Unemployment in India: measuring Unemployment, magnitude – causes & consequences – major employment programmes. Major Initiative: MNREGA.

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title: Indian Society**

**Course Code: BAT332**

**Total Hours: 45**

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

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

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

## **Course Content**

### **Unit-I: Introduction to Indian Society**

**(12 credits)**

#### **Understanding Indian Society**

Historical development and cultural diversity

Key features and characteristics

#### **Social Structure in India**

Caste system: Origins, dynamics, and contemporary relevance

Class structure: Socio-economic stratification and mobility

#### **Diversity and Plurality**

Religion and its role in shaping Indian society

Ethnicity, language, and regional variations

### **Unit-II: Social Institutions and Dynamics**

**(12 credits)**

### **Family and Kinship Systems**

Traditional vs. modern family structures

Changing dynamics of marriage, kinship, and family roles

### **Education and Socialization**

Education system: Access, equity, and challenges

Role of education in socialization and societal development

## **Unit-III: Social Change and Development**

**(12 credits)**

### **Processes of Social Change**

Modernization vs. tradition: Dynamics of change

Technological advancements and their societal implications

### **Developmental Issues**

Poverty, inequality, and social justice

Environmental sustainability and resource management

## **Unit-IV: Issues in Contemporary Indian Society**

**(9 credits)**

### **Crime, Violence, and Justice**

Crime trends: Causes and consequences

Criminal justice system: Reform and challenges

### **Social Exclusion and Marginalization**

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

**Suggested Readings**

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

**Course Title: Social Action Movements and Campaigns**  
**Total Hours 30**

L	T	P	Cr.
2	0	0	2

**Course Code: BAT334**

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

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

**Course Content**

**UNIT-I**

**8 hours**

**Understanding Social Action Movements:**

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

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

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

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

**UNIT-II**

**6 hours**

**Ethical Considerations in Social Action:**

Ethics and values in social work and activism.

Ethical dilemmas in social action: Balancing means and ends.

Cultural competence and sensitivity in advocacy work.

Human rights and social justice principles.

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

### **UNIT-III**

**8 hours**

#### **Strategies and Tactics in Social Action:**

Mobilization and organization of social action movements.

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

Nonviolent resistance and civil disobedience.

Media and communication in social action campaigns.

Measuring the effectiveness of social action: Metrics and evaluation.

### **UNIT-IV**

**8 hours**

#### **Designing and Implementing Social Action Initiatives:**

Needs assessment and problem analysis.

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

Building coalitions and partnerships.

Advocacy in policy-making and legislative processes.

Impact assessment and sustainability of social action initiatives.

### **SUGGESTED READINGS**

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

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

**Course Title: Field Work-III**

**Course Code: BAT344**

L	T	P	Cr
0	0	2	1

**Total Hours: 30**

### **Course Outcome**

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

### **Week 1: Orientation**

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

### **Week 2-4: Initial Placement and Observation**

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

### **Week 5-8: Client Interaction and Assessment**

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

### **Week 9-12: Intervention and Practice**

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

### **Week 13-15: Evaluation and Reflection**

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing mid-term and final reports

### **Week 16: Final Presentation and Review**

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

**Course Title: Psychology of Individual Differences**

**Course Code: BAT335**

**Total hours 30**

**Course Outcomes:**

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

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

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

#### **Unit-I**

**8 hours**

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

#### **Unit-II**

**8 hours**

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

#### **Unit-III**

**7 hours**

Thinking and Reasoning: Concept, Process, Categories and prototypes



Schemas and scripts, imagery and cognitive maps.

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

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

#### **Unit-IV**

**7 hours**

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

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

#### **Transactional Mode**

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

#### **Suggested Readings**

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

#### **PRACTICAL**

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

**Course Title: Psychology Practical-3**

**Course Code: BAT345**

<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. Personality
2. Memory
3. Intelligence

**Suggested Readings**

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

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

<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. 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**

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

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

**Unit I Personnel Administration****10 hours**

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

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

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

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

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

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

- Role of Civil Service in Developing Societies
- U.P.S.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**

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

**Course Code: BAT330**

**Total Hours: 45**

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

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

## **Course Content**

### **Unit I**

**14 hours**

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

### **Unit II**

**13 hours**

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

### **Unit III**

**10 hours**

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

### **Unit IV**

**8 hours**

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

## **Transaction Mode**

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

## **SUGGESTED READINGS**

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

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

**Course Title: Linear Algebra**

**Course Code: BAT333**

<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 Name: Biographical Study of Indian music**

L	T	P	Cr
0	0	2	1

**Course Code: BAT347**

**Total Hours: 30**

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

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

**Course Content**

**UNIT-I 7 Hours**

Faculty of Arts & Social Sciences (BAT24)

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

Matang Muni, Sharang Dev

Origin and development of the Khayal Gayan Shailies.

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

**UNIT-II 6 Hours**

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

**UNIT- III 8 Hours**

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

Knowledge of Bhatkhande Thaat padhati.

**UNIT-IV 9 Hours**

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

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

**SUGGESTED READINGS**

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

**Practical**

**Course Title: Study of Laya and Talas**

L	T	P	Cr
0	0	2	1

**Course Code: BAT348**

**Total Hours 30**

**UNIT- I**

**18 Hours**

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

Malkauns

**UNIT-II**

**12 Hours**

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

Jhap Taal, Teentaa, Deepchandi, Teevra

**Course Title: Basic knowledge of Gurmat Sangeet**

**Course Code: BAT349**

L	T	P	Cr
2	0	0	2

**Total Hours 30**

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

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

**Course Content**

**UNIT-I**

**8 hours**

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

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

**UNIT-II**

**7 hours**

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

Classical and Folk singing forms in GurmatSangeet.

**UNIT-III**

**6 hours**

ShabadKirtan Performance in the prescribed Raagas

Gaurhi - one Shabad Composition.

Gujri - one Shabad Composition.

Devghandhari - one Shabad Composition.

Tukhari - one Shabad Composition.

**UNIT-IV**

**8 hours**

Two shabad playing on Instruments based on Ragas.

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

Solfak, Chartaal and Birtaal.

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

**Suggested Readings**

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

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

**Practical**

L	T	P	Cr
0	0	2	1

**Course Name : A Study of Raags and Taals of Gurmat Sangeet**

**Course Code : BAT350**

**Unit-I**

**Hours: 18**

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

**Unit-II**

**Hours 12**

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

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

**Suggested Readings**

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

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

**Course Name : Technicalities of Raga**  
**Course Code : BAT351**

<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: 60**

### **Course Learning Outcomes**

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

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

### **Course Content**

#### **UNIT-I**

**Hours: 10**

Brief knowledge of Gram.

Gun and Dosh of a VadaK.

#### **UNIT-II**

**Hours:15**

Historical Development of Indian Music from 13<sup>th</sup> to 15<sup>th</sup> CE.

Importance of Alaap and its various forms.

### **UNIT-III**

**Hours: 15**

Knowledge of Avirbhav-Tirobhav and Alpatva-Bahutav.

Life sketch of Ustad Allauddin Khan

Pt. Vishnu Digambar Paluskar

### **UNIT-IV**

**20hours**

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

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

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

### **Suggested Readings**

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



**Practical**

L	T	P	Cr
0	0	2	1

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

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

**Unit-II****Hours12**

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

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

**Suggested Readings**

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

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

L	T	P	Cr
2	0	0	2

**Total Hours: 30**

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

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

## **Course Content**

### **UNIT-I**

**8 hours**

#### **Introduction to sports training –**

Definition, Meaning, Aims and need of sports training,  
Characteristics and Principles of sports training.

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

### **UNIT-II**

**7 hours**

#### **Training Load, Over Load and Conditioning.**

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

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

Conditioning: - Meaning, definition, and importance.

### **UNIT-III**

**7 hours**

#### **Training for important motor component: -**

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

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

### **UNIT-IV**

**8 hours**

**Technical preparation: -**

Fundamental and method for the development of technique.

Tactical preparation: - concept, methods of Tactical training.

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

Practical Work:

Endurance Training(12 Min Run Walk Test)

Strength Training (Standing Broad Jump, sergeant Jump)

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

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

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

**Suggested Readings**

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

**Course Title: Proficiency of Athletics and Games - III**

**Course Code: BAT354**

L	T	P	Cr
0	0	2	1

**Total Hours: 30**

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

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

## Course Content

Running Events – Long Distance Races

10000 Meter

Half Marathon and Marathon

5 Km Walk

10 Km Walk

20 Km Walk

Games –

Volleyball

Boxing

Wrestling

Fencing

Judo

Softball

## SEMESTER-IV

**Course Title:** Understanding Psychological Disorders

**Course Code:** BSY401

L	T	P	Credits
3	0	0	3

### Course Outcomes

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

- Identify the issues in diagnosis and classification of abnormality
- outline various strategies to manage various mental disorders
- explore the interventions for mood disorders
- critically analyse the clinical picture of various personality disorders

**Unit-I**

**16 Hours**

Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment  
Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention

**Unit-II**

**14 Hours**

Clinical features and etiology of Disorders I: Anxiety disorders (any 2 disorders); Somatoform disorders – Hypochondriasis and Conversion disorders

**Unit-III**

**14 Hours**

Biological etiology-explanations and interventions for Mood Disorders. Clinical Picture of: Mood disorders; Eating disorders; Sexual disorders: Gender Identity Disorder

**Unit-IV**

**16 Hours**

Clinical features: Schizophrenia; Application in case of mood disorders and schizophrenia. Personality Disorder (any one); Borderline Personality Disorder /Anti-Social Personality Disorders; Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism

**Transactional Mode**

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

**Suggested Readings**

Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open

University Press.

Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

David Barlow H. & Durand V. Mark, 7<sup>th</sup> Edition, e-book (2013) Abnormal Psychology: Cengage Learning India Edition

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning

**Course Title: English Literature and  
Language Skills**

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

**Course Code: BAT455**

**Total Hours: 60**

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

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

### **Course Content**

#### **UNIT-I**

**14 hours**

1. William Golding- *Lord of the Flies*

#### **UNIT-II**

**17 hours**

2. Texts Prescribed for Grammar

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

**UNIT-III**

**16 hours**

3. Reading Skills

- o Comprehension of Unseen Passage (Poetry and Prose)

**UNIT-IV**

**11 hours**

4. Vocabulary:

Synonyms

Proverb

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

**SUGGESTED READINGS:**

- Wilfred D. *The Student's Companion*. The Pearson Education, 1983.
- Eastwood, John. *Oxford Practice Grammar*. OUP, 2004.
- Roget, Peter Mark. *Roget's Thesaurus of English Words and Phrases*. Penguin, 2014.
- Mieder, Wolfgang, et al. *A Dictionary of American Proverbs*. Oxford University Press, 1992.
- Golding, William. *Lord of the Flies*. Penguin Books, 1954.
- Harris, Sandra. *Unlocking the Text: A Reading Skills Handbook*. Cambridge University Press, 2008.

**Course Title: Introduction to**

**Human Rights and Duties**

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

**Course Code: BAT436**

**Total Hours 30**

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

1. Analyse issues and problems relating to the realization of human rights.

2. Evaluate strengthen the ability to contribute to the resolution of human rights issues and problems.

3. Apply the Environmental duties in the society as well as country.

4. Design the investigative and analytical skills.

## **Course Content**

### **Unit I 5 hours**

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

### **Unit II 6 hours**

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

### **Unit III 10hours**

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

### **Unit IV 9hours**

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

## **SUGGESTED READINGS**

- Sharma, Arvind. (2006). Are Human Rights Western? New York: Oxford University Press.
- Basu D. D, (2019). Introduction to the Indian Constitution (24 th Ed.)New York: Lexis-NexisButterworth.
- Shivananda, J. (2006). Human Rights: Concepts and Issues, New Delhi: Alfa Publication.



- Toney, Evans (2005). Politics of Human Rights- A Global Perspective, London: PlutoPublication.
- Keith L. Shimko (2005). International Relations, Boston: Houghton Mifflin Company.
- Karen A Mingst (2004). Essentials of Human Relations, New York: W. W. Norton Company.
- Bakshi, Upinder (2002). Future of Human Rights, New York: Oxford University Press.
- Introducing Human Rights (2006). South Asia Human Rights Documentations Center, NewDelhi.

**Course Title: Seminar**

**Couse Code: BAT437**

**Course Title: Organisational Behaviour**

**Couse Code: BAT438**

<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**

**Learning Outcomes**

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

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

**UNIT I**

**7 Hours**

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

**UNIT II**

**8 Hours**

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

**UNIT III**

**6 Hours**

Group behaviour in organization, group dynamics, types of groups, group norms and roles, group cohesiveness, group development and facilitation  
 Leadership, leadership styles, trait approach, behavioural approaches, and managerial grid. Inter- personal behaviour in organization

**UNIT IV****9 Hours**

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

**Suggested Readings**

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

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

L	T	P	Cr
4	0	0	4

**Total Hours: 60****ਪੰਜਾਬੀਗਲਪ**

Learning outcomes :

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

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

## Course Content

### ਭਾਗ-ੳ

**15 hours**

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

### ਭਾਗ-ਅ

**15 hours**

#### ਵਿਆਕਰਨ

ਸ਼ਬਦਜੋੜਾਂ 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

### ਪੁਸਤਕਸੂਚੀ

- 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 ਸ਼ਬਦਾਬਲੀਕੋਸ਼, 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, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ

### Transaction Mode

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

### Course Title: History and Culture of Punjab during British Period

Course Code: BAT440

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

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

**UNIT-I**

**15 hours**

First Sikh Anglo War  
Second Sikh Anglo War.

**UNIT-II**

**15 hours**

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

**UNIT-III**

**15 hours**

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

**UNIT-IV**

**15 hours**

Kissa; Mirza Sahiba, Heer Ranjha  
Fairs and Festivals of Punjab.

**Transaction Mode**

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

**Suggested Readings**

- Smith, J., & Patel, R. (2024). *History of Punjab: From Sikh Anglo Wars to Cultural Heritage*. University of Punjab.
- Mandair, A. (2009). *Religion and the Specter of the West: Sikhism, India, Postcoloniality, and the Politics of Translation*. Columbia University Press.
- Grewal, J. S. (1998). *The Sikhs of the Punjab: Unheard Voices of State and Guerrilla Violence*. Oxford University Press.
- Bhatia, H. S. (2008). *Punjabi Suits: Symbol of Identity and Culture*. In S. K. Satsangi & R. Gupta (Eds.), Deep & Deep Publication.
- <https://byjus.com/free-ias-prep/ncert-notes-first-anglo-sikh-war/>
- [https://www.academia.edu/42141957/Education\\_in\\_Punjab\\_under\\_the\\_British\\_Rule\\_from\\_1849\\_to\\_1947](https://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: Major Dramas in English Literature**

**Course Code: BAT441**

**Total Hours: 45**

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

1. Critically analyse and interpret the themes of justice, mercy, ethnic prejudice, materialism, and various ramifications of love in the selected text.
2. Understand Romanticism, appreciation of poetic depiction of common life and utilization of ordinary language.
3. Critically analyse and interpret the themes of hubris, knowledge and power, damnation and redemption, Renaissance man, and the limitations of human potential in the selected text.
4. Understanding early feminist arguments for women's education, equality, and social rights.

**Course Content**

**UNIT-I**

**11 hours**

William Shakespeare: The Merchant of Venice

**UNIT-II**

**11 hours**

Wordsworth: Preface to the Lyrical Ballads

**UNIT-III**

**11 hours**

Christopher Marlowe: Doctor Faustus

**UNIT-IV**

**12 hours**

Mary Wollstonecraft: Vindication of the Rights of Women

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

**SUGGESTED READINGS:**

- Wordsworth, William. *Preface to the Lyrical Ballads*. Penguin, 1998.
- Woolstonecraft, Mary. *A Vindication of the Rights of Woman*. Penguin Classics, 2004.
- Marlowe, Christopher. *Doctor Faustus*. Manchester University Press, 2001.
- Shakespeare, William. *The Merchant of Venice*. Maple Press, 2013.

**Course Title: Punjabi sufi ate kissa kaav**

**Course Code:BAT442**

**Total Hours: 45**

**ਪੰਜਾਬੀ ਸੂਫੀ ਅਤੇ ਕਿੱਸਾ ਕਾਵਿ**

Learning octcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਸੂਫੀ ਕਾਵਿ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
3. ਕਿੱਸਾ ਕਾਵਿ ਦੇ ਵਿਕਾਸ ਪੜਾਅ ਬਾਰੇ ਜਾਣਨਗੇ।
4. ਵਾਰਿਸ ਸ਼ਾਹ ਦੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

## Course Content

### ਭਾਗ-ੳ

#### 12 hours

ਸੂਫੀਵਾਦ: ਸਿਧਾਂਤਕਪੱਖਤੇਰੂਪਾਕਾਰ

ਸੂਫੀਮਤਦੀਉਤਪਤੀਤੇਵਿਕਾਸ

ਪੰਜਾਬੀਸੂਫੀਕਾਵਿਦੇਵਿਕਾਸਪੜਾਅ

### ਭਾਗ-ਅ

#### 12 hours

ਬੁੱਲ੍ਹੇਸ਼ਾਹ: ਜੀਵਨਅਤੇਰਚਨਾ

ਕਲਾਮਬੁੱਲ੍ਹੇਸ਼ਾਹ: ਸੂਫੀਅਨੁਭਵਅਤੇਵਿਚਾਰਧਾਰਾ

### ਭਾਗ-ੲ

#### 11 hours

ਕਿੱਸਾ: ਸਿਧਾਂਤਕਪਰਿਪੇਖ

ਪੰਜਾਬੀਕਿੱਸਾਕਾਵਿਦੇਵਿਕਾਸਪੜਾਅ

### ਭਾਗ-ਸ

#### 10 hours

ਵਾਰਿਸਸ਼ਾਹ: ਜੀਵਨਤੇਰਚਨਾ

ਹੀਰਵਾਰਿਸ: ਸਮਾਜ-ਸਭਿਆਚਾਰਕਅਧਿਐਨ

### ਪੁਸਤਕਸੂਚੀ

• ਜਗਜੀਤਸਿੰਘਮੱਧਕਾਲੀਪੰਜਾਬੀਕਾਵਿ, ਲੋਕਗੀਤਪ੍ਰਕਾਸ਼ਨ, ਮੋਹਾਲੀ-ਚੰਡੀਗੜ੍ਹ, 2018



- ਡਾ. ਸੁਖਦੇਵਸਿੰਘ (ਸੰਪਾ.), ਭਾਰਤੀਸੂਫੀਪਰੰਪਰਾਤੇਸਾਹਿਤ, ਪੰਜਾਬੀਸਾਹਿਤਅਕਾਦਮੀ, ਲੁਧਿਆਣਾ।
- ਡਾ. ਜਗਜੀਤਸਿੰਘ, ਪੰਜਾਬੀਸੂਫੀਕਾਵਿਪ੍ਰਵਚਨ, ਬਲਵੰਤਪ੍ਰਕਾਸ਼ਨ, ਜਲੰਧਰ।
- ਜੀਤਸਿੰਘਸੀਤਲ, ਬੁੱਲ੍ਹੇਸ਼ਾਹਜੀਵਨਤੇਰਚਨਾ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀ.ਪਟਿਆਲਾ।
- ਜੀਤਸਿੰਘਸੀਤਲ, ਹੀਰਵਾਰਿਸ, ਨਵਯੁਗਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ

### Transaction Mode

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

### Readings

**Course Title:**Hindi Bhasa

**Course Code:** BAT425

**Hours:** 45

L	T	P	Cr.	Total
3	0	0	3	

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

1. छात्रभाषाकेस्वरूपसेपरिचितहोंगे।
2. छात्रभाषाकेअध्ययनक्षेत्र, परिवर्तनएवंमानकरूपसेपरिचितहोंगे।
3. छात्रबोलियोंकेस्वरूप, महत्व, आर्यभाषाकेवर्गीकरणएवंविदेशीभाषासेशब्दग्रहणकीप्रक्रियासेपरिचितहोंगे।
4. छात्रलिपिकेस्वरूप, इतिहास, परिवर्तनएवंदेवनागरीलिपिकीविशेषतासेपरिचितहोंगे।

### Course Content

भाग(क)

12 hours

1. भाषाका अर्थ, परिभाषा, स्वरूप विश्लेषण और अभिलक्षण
2. विभाषा: भाषा और विभाषाका अंतर

**भाग (ख)**

**11 hours**

1. भाषाके रूपपरिवर्तनके कारण, दिशाएँ
2. भाषाका अध्ययनक्षेत्र, भाषापरिवर्तन और मानकताका प्रश्न
3. हिंदीभाषाका महत्व एवं प्रकार

**भाग (ग)**

**10 hours**

1. संसारकी भाषाएँ और हिंदी
2. आधुनिक आर्यभाषा और हिंदी : वर्गीकरण और संक्षिप्तवर्णन
3. हिंदीकी ग्रामीण बोलियाँ
4. हिंदीमें विदेशीभाषाओंके अज्ञातशब्द

**भाग (घ)**

**12 hours**

1. लिपिका अर्थ, स्वरूप, महत्व एवं इतिहास
2. देवनागरी लिपिका विकास एवं विशेषताएँ
3. हिंदीकी प्रमुख उपभाषाओंका परिचय

**Transaction Mode**

व्याख्यान, संगोष्ठी, ई-टीम शिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मिसमूहचर्चा, मोबाइल शिक्षण, स्व-शिक्षा, सहयोगात्मक शिक्षा और सहकारी शिक्षण।

**अध्ययनके लिए सहायक पुस्तक सूची**

- *वर्माधीरेन्द्र* : हिंदीभाषा और लिपि, हिंदुस्तानी एकेडमी, प्रयाग, 1931.
- *शर्मदेवेन्द्रनाथ* : भाषाविज्ञानकी भूमिका, राधाकृष्ण प्रकाशन, दरियागंज, नई दिल्ली, 2009.
- *रोहरा, सतीश कुमार*, हिंदीभाषा और भाषाविज्ञान, प्रचारक संस्थान, ल्हुरावीर, पिशाचमोशन, वाराणसी, 1976.

**Course Title: Religious Movements****Course Code: BAT443**

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

1. Understand that the academic study of new religious movements is known as new religions studies.
2. Know that the new religious studies have been drawn from the disciplines of anthropology, psychiatry, history, psychology, sociology, religious studies, and theology.
3. Understand that the five sources of information on NRMs, the information provided by such groups themselves, that provided by ex-members as well as the friends and relatives of members and organizations.
4. Learn that philosophy of religion is the philosophical examination of the central themes and concepts involved in religious traditions.

**Course Content****Unit- I****12 hours**

ਲਹਿਰ: ਉਤਪਤੀਤੇਵਿਕਾਸ

ਭਗਤੀਲਹਿਰਦੇਪ੍ਰਭਾਵ

ਭਗਤਕਬੀਰਜੀ, ਭਗਤਨਾਮਦੇਵਜੀ, ਭਗਤਰਵਿਦਾਸਜੀ: ਜੀਵਨਵੇਰਵਾ

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

ਸੂਫੀਮਤ: ਆਰੰਭਅਤੇਵਿਕਾਸ

ਸੂਫੀਮਤ: ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਬਾਬਾਫ਼ਰੀਦਜੀ : ਜੀਵਨਤੇਸਿੱਖਿਆਵਾਂ

**Unit- III**

**11 hours**

ਸੰਤਨਿਰੰਕਾਰੀਮਿਸ਼ਨ

ਚੀਫ਼ਕਾਲਸਾਦੀਵਾਨ

ਸ਼੍ਰੋਮਣੀਗੁਰਦੁਆਰਾਪ੍ਰਬੰਧਕਕਮੇਟੀ

**Unit- IV**

**12 hours**

1. ਰਾਮਕ੍ਰਿਸ਼ਨਮਿਸ਼ਨ

2. ਬ੍ਰਹਮੋਸਮਾਜ

3. ਆਰੀਆਸਮਾਜ

**ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ:** ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨਅਤੇਕੇਸਅਧਿਐਨ।

**ਸਹਾਇਕਪੁਸਤਕਾਂ:**

- ਉੱਤਰੀਭਾਰਤਦੀਸੰਤਪਰੰਪਰਾ, ਪਰਸੂਰਾਮਚਤੁਰਵੇਦੀ (ਹਿੰਦੀ)
- ਗੁਰਦੁਆਰਾਸੁਧਾਰਲਹਿਰ, ਗਿ. ਪ੍ਰਤਾਪਸਿੰਘ, ਖਾਲਸਾਥ੍ਰਦਰਜ਼, ਸ਼੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ।
- ਸ਼ੇਖਫ਼ਰੀਦਤੇਰਚਨਾ, ਡਾ. ਤਾਰਨਸਿੰਘ, ਬਲਵੀਰਕੋਰ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਭਗਤੀਅੰਦੋਲਨਤੇਗੁਰੂਨਾਨਕ, ਡਾ. ਮਨਮੋਹਨਸਿੰਘ
- **Punjab Past and Present** (Special Issue), Dr. Ganda Singh

**Course Title: Public Finance and International Economics**

**Course Code: BAT427**

<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. Elaborate the nature of public finance and difference between the private and public finance.
2. Conceptualize the concepts of Balance of Payments and foreign exchange rate.
3. Evaluate the tax structure in India.
4. Illustrate the achievements of World Bank, SAARC and IMF.

### **Course Content**

#### **UNIT-I**

**12 hours**

**Introduction to Public Finance and Taxes:** Public Finance: Nature and Scope. Goods and Market Failure. Tax: Meaning and Classification of Taxes, Allocation of Tax Burden-Benefit. Incidence and Shifting of Tax Burden. Goods and Services Tax (GST) in India.

#### **UNIT-II**

**10 hours**

**Public Expenditure & Public Debt:** Public Expenditure: Meaning and Importance. Wagner's Hypothesis. Reasons and effects for the Growth of Public Expenditure. Public Debt- Sources and its Impact on Economic Growth, Debt Redemption.

#### **UNIT-IV**

**11 hours**

**Introduction and International Trade Theories:** International Economics: Meaning, Scope and Importance. Theory of International Trade: Absolute Cost Advantage Theory, Comparative Cost Advantage Theory, Opportunity Cost Theory. Concepts of Terms of Trade.

**UNIT-IV****10 hours**

**Foreign Exchange and Balance of Payment:** Meaning of Foreign Exchange, Fixed vs. Floating Exchange Rate Policy. Free Trade and Protection, Methods of Protection. GATT & WTO. Functions and Agreements.

**Transaction Mode**

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

**Suggested Readings**

- Musgrave, A.R. and Musgrave, P. B. (1976). *Public finance in Theory and Practice*, McGraw Hill, International Student's Edition.
- Kindleberger, C. P. (1977). *International Economics*, Richard Irwin Homeswood Ilinios,
- Soderston, B O (1990). *International Economics*, Macmillan Press Ltd.

**Course Title: Social Change and Development****Course Code: BAT430**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</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. Define and explain the concept of social change, including its meaning, features, and significance in society.
  2. Differentiate between various types of social change such as evolution, revolution, progress, and development, and analyze their respective features.
  3. Evaluate the impact of industrialization, modernization, globalization, and westernization on social change processes in India.

- **Course Content**
- **UNIT-I** **12 hours**
- Social change: Meaning, definition, features, Types of social change: Evolution, Revolution, Progress and Development (concept and feature).
- **UNIT-II** **11 hours**
- Process of social change: Features of Industrialization, Modernization, Globalization, Westernization.
- **UNIT-III** **12 hours**
- Definition and meaning of development, Economic growth and development.
- Social development and social indicators, Environment and Development, Sustainable development.
- **UNIT-IV** **10 hours**
- Development programmes in India: Five-year plans, Community Development Programme (CDP), Panchayati Raj and its impact on women empowerment.
- **Transaction Mode**
- Lecture, Problem Solving, blended learning, Discussion & Demonstration.
- 
- **Suggested Readings**
- · Desai, A.R. 1985. *India's path of development: A Marxist approach*. Bombay: Popular Prakashan.
- · Dube, S C. 1998. *Modernization and development*. Vistaar Publisher: New Delhi.
- · Giddens, A. 1990. *The consequences of modernity*. Cambridge: Polity press
- · Moor, W. and Robert, C. 1967. *Social change*. New Delhi: Prentice Hall.
- · Sharma, S L. 1986 *Development: Socio-cultural development*. Rawat Publications, Jaipur.
- · Singh Sukhdev. 1997. *Pendu Samaaj ate Pendu Vikas*. Patiala: Publication Bureau Punjabi University.
- · Srinivas, M.N. 1966. *Social change in modern India*. Berkley: University of Berkley.

**Course Title: Social Work and Social Development**

L	T	P	C
2	0	0	2

**Course Title: BAT432**

**Total Hours: 30**

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

1. Understand the theories and concepts of development and their relevance to social work practice.
2. Analyze the impact of globalization, neoliberalism, and economic policies on social development.
3. Demonstrate knowledge of various development models and strategies.
4. Apply social work principles and skills to contribute to community development projects effectively

## **Course Content**

### **UNIT-I**

**10 hours**

#### **Introduction to Development Theories**

Introduction to development studies: Definitions, goals, and paradigms.  
Modernization theory, dependency theory, and the capability approach.  
Sustainable development goals (SDGs) and their significance.  
Development ethics: Human rights, social justice, and equity.

### **UNIT-II**

**6 hours**

#### **Globalization, Neoliberalism, and Development**

Globalization and its effects on economies, cultures, and societies.  
Neoliberal economic policies and their implications for social welfare.  
Social exclusion and inequality in the context of globalization.  
Case studies: Examining the effects of neoliberal policies in different regions.

### **UNIT-III**

**6 hours**

#### **Development Models and Strategies**

Human development approach and the Human Development Index (HDI).  
Participatory development and community-based approaches.  
Gender-sensitive development and empowerment strategies.  
Rural and urban development models: Case studies and best practices.

### **UNIT-IV**

**8 hours**

#### **Social Work in Development**

Course Outcome 4: Apply social work principles and skills to contribute to community development projects effectively.



Role of social workers in development projects: Advocacy, empowerment, and capacity-building.

Needs assessment and asset-based community development.

Project planning, implementation, and monitoring.

Evaluating the impact of social work interventions in development initiatives.

**Suggested Readings:**

Sen, A. (1999). *Development as Freedom*. Oxford University Press.

Chambers, R. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.

Fukuda-Parr, S. (2003). The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities. *Feminist Economics*, 9(2-3), 301-317.

Midgley, J. (1995). *Social Development: The Developmental Perspective in Social Welfare*. Sage Publications.

Desai, V., & Potter, R. B. (2002). *The Companion to Development Studies*. Hodder Arnold

**Course Title: Field Work-IV**

**Course Code: BAT444**

L	T	P	Cr
0	0	2	1

**Total Hours: 30**

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

**Week 1: Orientation**

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

**Week 2-4: Initial Placement and Observation**

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

**Week 5-8: Client Interaction and Assessment**

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

**Week 9-12: Intervention and Practice**

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

**Week 13-15: Evaluation and Reflection**

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing mid-term and final reports

**Week 16: Final Presentation and Review**

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

**Course Title: Statistics in Psychology**

**Course Code: 433**

**Course Outcomes**

<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**

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

- outline review of the literature
- elucidate the statistics measures in psychology
- get acquainted with the statistics properties of normal probability curve
- conduct case study

**Unit-I**

**8 hours**

Research: Meaning, nature, scope and types (fundamental, applied and action)

Research problem: Concept, sources, and identification of research problem

Review of the literature- meaning, purpose, sources (primary and secondary) and resources used for searching latest review of literature

**Unit-II**

**7 hours**

Research proposal: Concept, types, steps of writing research proposal

Variables: meaning of concepts, constructs, and variables; Types of variables- independent, dependent, extraneous.

**Unit-III**

**8 hours**

Statistics: Meaning, Need and Application in psychology.

Measure of Central Tendency (Mean Median Mode) and Variability (Range, Average Deviation, Standard Deviation) Graphical Representation of Data: Histogram, frequency polygon and ogive.

Statistics Properties of normal probability curve and its applications degrees of freedom levels of significance.

**Unit-IV**

**7 hours**

Methods of Psychology: Observation, Experimental Method, Survey. Case Study:

Characteristics, Components of a case study design, types of case study design, steps to conduct case study, strengths and weaknesses

**Practical**

Construction of Tool.

**Transactional Mode**

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

### Readings

**Course Title: Psychology Practical 4**

**Course Code: 445**

L	T	P	Credits
0	0	2	1

**Total Hours 30**

1. Construction of a frequency distribution
2. Graphical Representation
3. Correlation

### Suggested Readings

- *Binod K.Sahu: Statistics in Psychology & Education, Kalyani Publishers.*
- *Kate Miriam Loewenthal: An introduction to Psychological Tests and Scales, S. Royal Holloway: University of London.*
- *Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.*
- *Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.*
- *Harze&Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.*

**Course Title: History of Punjab (1469-1707AD)**

**Course Code: BAT429**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

- 1 Know the various Sources of Punjab history and the teachings of various Sikh Gurus.
- 2 Analyse the transformation of Sikhism and the creation of Khalsa Pant
- 3 Discuss the relationship of Sikh Gurus with Mughals and the achievements of Banda Singh Bahadur.
- 4 Critically analyse the struggle of Sikhs of Punjab against the Mughals.

### **Course Content**

#### **UNIT-I**

**12 hours**

Sources of Sikh History,

Guru Nanak Dev: His Teachings; Development of Sikhism 1539-1606 (from Guru Angad to Guru Arjun Dev Ji)

#### **UNIT-II**

**11 hours**

Transformation of Sikhism from Guru Hargobind to Guru Tegh-Bahadur.

Guru Gobind Singh: Creation of the Khalsa and its Significance.

#### **UNIT-III**

**11 hours**

Relations of Sikh Gurus with Mughals, 1605-1708.

Banda Bahadur his achievements, administration and causes of his ultimate failure.

#### **UNIT-IV**

**11 hours**

Sikh Struggle against the Mughals during the periods of Abdus Samad Khan, Zakariya Khan, Mir Mannu and Adina Beg.

### **Transaction Mode**

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

### **Suggested Readings:**

#### **Suggested Readings:**

Khushwant Singh(2004) *A History of the Sikhs: Volume 1: Early Phase (1469-1808)*.New Delhi: Oxford University Press.

Ishtiaq Mughal (2014) *The Punjab Bloodied, Partitioned and Cleansed: Religious Cleansing in Modern South Asia*. New Delhi: Oxford University Press.

Kim A. Wagner. (2007). *Colonial Punjab: A History of Political Economy (1849-1900)*. New Delhi: Oxford University Press.

*Sikhism: A Very Short Introduction* (2014) by Eleanor Nesbitt. Oxford University Press.

Ali, Imran. (2013). *The Making of Punjab: A History from Ancient Times to the Present*. New Delhi: Penguin Random House India.

**Course Title: Indian**

**Administration**

**Course Code: BAT446**

<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:**

- Trace the historical development of Indian administration from ancient, medieval, colonial, to post-independence periods.
- Identify and explain key administrative reforms and their impacts on the Indian administrative system.
- Understand the constitutional provisions related to public administration in India, including the roles and powers of various government organs.
- Explain the federal structure of India, including the division of powers and responsibilities between the central and state governments.

## **Unit I**

### **Basics of Indian Administration**

**13 hours**

- Historical Legacy of Indian Administration
- Administration at Central Level- Structures and Powers
- Administration at State Level- Structures and Powers

## **Unit II**

### **Administration at District Level**

**12 hours**

- DistrictCollectorandDistrict-levelAgencies
- CivilServices
- PublicSectorUndertaking

**Unit III**

**Role of different agencies 10 hours**

- RoleofCentralandState AgenciesinMaintenanceofLawandOrder
- ControloverAdministration
- ChangingNatureofUnionStateAdministrativeRelations

**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, OpenTalk, 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 Hoshier 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**

<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 the role of Caste, Religion and Regionalism in Indian Politics
2. Compare and contrast the powers, function of election commission and voting behaviour.
3. Categorize the various regional and national political parties.
4. Identify the functioning of various organs of Indian government such as legislature, Executive and Judiciary.

## Course Content

### Unit I

**13 hours**

Indian Cabinet: Constitutional Provision, Powers and types of Ministers.

Prime Minister: Appointment, Powers, Position and Changing Role. Union Council of Ministers : Composition, Powers and Functions

### Unit II

**12 hours**

Judiciary: Supreme Court, High court, Judicial Review and Judicial Activism

### Unit III

**11 hours**

The Election Commission: Composition, Powers and Role.

Electoral Reforms in India

### Unit IV

**9 hours**

Role of Religion, Caste and Regionalism in Indian Politics.

Determinants of voting behavior in India.

### Transaction Mode

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

### SUGGESTED READINGS

- Brass, P. R. (1994). *The Politics of India since Independence*. Cambridge University Press.
- Ganguly, S., & Diamond, L. (Eds.). (2005). *The State of India's Democracy*. Johns Hopkins University Press.
- Chandra, K. (2004). *Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts In India*. Cambridge University Press.
- Kohli, A. (2006). *Politics of Economic Growth in India, 1980-2005*. Oxford University Press.



- Kumar, A. (2008). *The Indian Parliament: A Democracy at Work*. Oxford University Press.
- Mahajan, G. (2003). *The Decline of the Congress Party in India: Electoral modernity and the transformation of Indian politics*. Oxford University Press.
- Manor, J. (2013). *The Oxford Handbook of Indian Politics*. Oxford University Press.
- Rudolph, L. I., & Rudolph, S. H. (1987). *In Pursuit of Lakshmi: The Political Economy of The Indian State*. University of Chicago Press.
- Sardesai, D. R. (2007). *India: The Defacto Federal State*. Pinnacle Technology.
- Sharma, C. (2006). *Indian Federalism, the Changing Context*. Deep & Deep Publications.
- Singh, M. P. (2007). *Indian political System*. Anmol Publications.
- Sridharan, E. (2004). *The States of Indian Democracy: A national perspective*. Oxford University Press.
- Varshney, A. (2003). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.
- Yadav, Y. (1999). *Electoral Politics in India: The resurgence of the Bharatiya Janata Party*. Oxford University Press.
- Zoya Hasan. (2002). *Congress after Indira: Policy, Power, Political Change (1984-2000)*. Manohar.
- Brass, P. R. (1994). *The Politics of India since Independence*. Cambridge University Press.
- Ganguly, S., & Diamond, L. (Eds.). (2005). *The State of India's Democracy*. Johns Hopkins University Press.
- Chandra, K. (2004). *Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts In India*. Cambridge University Press.
- Kohli, A. (2006). *Politics of Economic Growth in India, 1980-2005*. Oxford University Press.
- Kumar, A. (2008). *The Indian Parliament: A Democracy at Work*. Oxford University Press.
- Mahajan, G. (2003). *The Decline of the Congress Party in India: Electoral modernity and the transformation of Indian politics*. Oxford University Press.
- Manor, J. (2013). *The Oxford Handbook of Indian Politics*. Oxford University Press.

- Rudolph, L. I., & Rudolph, S. H. (1987). *In Pursuit of Lakshmi: The Political Economy of The Indian State*. University of Chicago Press.
- Sardesai, D. R. (2007). *India: The Defacto Federal State*. Pinnacle Technology.
- Sharma, C. (2006). *Indian Federalism, the Changing Context*. Deep & Deep Publications.
- Singh, M. P. (2007). *Indian political System*. Anmol Publications.
- Sridharan, E. (2004). *The States of Indian Democracy: A national perspective*. Oxford University Press.
- Varshney, A. (2003). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.
- Yadav, Y. (1999). *Electoral Politics in India: The resurgence of the Bharatiya Janata Party*. Oxford University Press.
- Zoya Hasan. (2002). *Congress after Indira: Policy, Power, Political Change (1984-2000)*. Manohar.

**Course Title: Complex Analysis**

**Course Code: BAT431**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. Acquire the basic ideas of analysis for complex functions in complex variables with visualization through relevant practical situations.
2. Understand the significance of differentiability of complex functions leading to the understanding of Cauchy-Riemann equations.
3. Evaluate the contour integrals and understand the role of Cauchy-Goursat theorem and the Cauchy integral formula.
4. Expand some simple functions as their Taylor and Laurent series, classify the nature of singularities, find residues and apply Cauchy Residue theorem to evaluate integrals.

### **Course Content**

**UNIT-I**

**12 hours**

**Analytic Functions and Cauchy-Riemann Equations:** Functions of complex variable, Mappings; Mappings by the exponential function, Limits, Theorems on limits, Limits involving the point at infinity, Continuity, Derivatives, Differentiation formulae, Cauchy-Riemann equations, Sufficient conditions for differentiability; Analytic functions and their examples.

#### **UNIT-II**

**12 hours**

**Elementary Functions and Integrals :** Exponential function, Logarithmic function, Branches and derivatives of logarithms, Trigonometric function, Derivatives of functions, Definite integrals of functions, Contours, Contour integrals and its examples, Upper bounds for moduli of contour integrals,

#### **UNIT-III**

**12 hours**

**Cauchy's Theorems and Fundamental Theorem of Algebra :** Antiderivatives, Proof of antiderivative theorem, Cauchy-Goursat theorem, Cauchy integral formula; An extension of Cauchy integral formula, Consequences of Cauchy integral formula, Liouville's theorem and the fundamental theorem of algebra.

#### **UNIT-IV**

**11 hours**

**Series and Residues:** Convergence of sequences and series, Taylor series and its examples; Laurent series and its examples, Absolute and uniform convergence of power series, Uniqueness of series representations of power series, Isolated singular points, Residues, Cauchy's residue theorem, residue at infinity; Types of isolated singular points, Residues at poles and its examples.

#### **Transaction Mode**

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

#### **Suggested Readings**

- *Brown, James Ward, & Churchill, Ruel V. (2014). Complex Variables and Applications (9th ed.). McGraw-Hill Education. New York.*

- *Bak, Joseph & Newman, Donald J. (2010). Complex analysis (3rd ed.). Undergraduate Texts in Mathematics, Springer. New York.*
- *Zills, Dennis G., & Shanahan, Patrick D. (2003). A First Course in Complex Analysis with Applications. Jones & Bartlett Publishers, Inc.*
- *Mathews, John H., & Howell, Rusell W. (2012). Complex Analysis for Mathematics and Engineering (6th ed.). Jones & Bartlett Learning. Narosa, Delhi. Indian Edition.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

**Course Name: Aesthetical Study of Hindustani Music**

**Course Code: BAT447**

<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: After successful completion of this course, the students will be able to**

1. Study the texts of ancient scholars of Hindustani music.
2. Learns about the life and contribution of the composers of Hindustani music.
3. Get knowledge of Dhrupad & Dhammar styles of singing.
4. Learns to write the practical composition according to the notation system.

**Course Content**

**UNIT- I8 Hours**

Historical development of Indian music during 14 th to 17 th century with special reference to Akbar period.

Origin and development of the following gayan shailies: Dhrupad and Dhamar

Definition of the following: Khatka, kan, Murki, Andolan.

**UNIT- II6 Hours**

Contributions and life sketches of following Musicians: Pandit Onkar Nath Thakur, Pandit Krishan Rao Shanakr Pandit, Kesar Bai Kerkar.

Detailed knowledge of Dhrupad & Dhamar styles of singing.

**UNIT-III7 Hours**

Tanpura and Sahayak Naad. Varieties of Taans.

Importance of Music in Shri Guru Granth Sahib Ji.

**UNIT-IV9Hours**

Description and notation of following ragas (Khayal) and Talas: Ragas : Asawari, Bhimplasi. Talas : Chartaal, Sooltaal, Dhamartaal. Elementary knowledge of the following Ragas : Jaunpuri, Dhnasri

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

**SUGGESTED READINGS**

Faculty of Arts & Social Sciences (BAT24)

- Dr.Davinder Kaur:(1 januar2017)Sangeet Roop( Part-I)
- Dr. Prem Lata Sharma:(1 january2007)Sangeet Manual
- Dr. Yashpal Sharma:(1998)Gayan Kalan
- Dr.SumanLata:Hindustani Shastri sangeet Sidhant avam Vyavhar

**Course Title: Study of Raga-II (Viva Voce) (P)**

**Course Code: BAT448**

L	T	P	Cr
0	0	2	1

**Total Hours 30**

**UNIT- I**

**18 Hours**

One Vilambit Khayal in any of the Ragas prescribed in the course with simple Alaps &

Tanas.

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

**UNIT- II 12 Hours**

Ability to recite Chartaal, Sooltaal, Dhamartaal.showing Khali - Tali with hand motion in

Ekgun, Dugan, Layikaries.

Ability to play Kehrwa taal on table.Qawwali. One Shabad in nirdharit Ragas.

**Course Name : Comparative study of Gurmat Sangeet  
with Classical music and Folk Music  
Course Code : BAT449**

L	T	P	Cr
2	0	0	2

**Total hours : 60**

**Course Learning Outcomes**

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

1. Study of music in Sikhism.

2. knowledge of Differentiate between Gurmat Sangeet and Indian Classical music.
3. Learn Introduction to basic Raags.
4. play stringed Instruments.

**Course Content**

**UNIT-I**

**Hours: 10**

- i. Technical Terminology of Shruti, Anuvaadi, Vivaadi, Kan, Meend.
- ii. Technical Terminology of Gurmat Sangeet : Gayan Shalley, Shabad Reet, Dupade, Vaar.
- iii. Historical development of Rabab.

**UNIT-II**

**Hours:10**

- i. Difference between Gurmat Sangeet and Classical music.
- ii. Difference between Gurmat Sangeet and Folk music of Punjab.

**Unit III**

**Hours 10**

- i. Description of prescribed Raags- Todi, Tilang, Suhi, Sarang, Maaru
- ii. Description and notation of Taals- Pauri and Jhaptaal.

**Unit-IV**

- i. Natation of Shabads in prescribed Raags.
- ii. Notation of prescribed Raags on stringed instruments.

**Practical**

**Course Name : Practical Approach to  
Stringed Instruments**

**Course Code : BAT450**

L	T	P	Cr
0	0	2	1

**Unit-I**

**Hours 18**

i. Shabad Kirtan Performance in the prescribed Raagas

Todi - one Shabad Composition

Tilang - one Shabad Composition.

Suhi - one Shabad Composition.

Sarang - one Shabad Composition.

Maaru –one Shabad Composition.

**Unit-II**

**Hours 12**

ii. One raga based Gat on string instrument with Toras.

iii. Ability to demonstrate the following Taals by hand in Ekgun and Duguan of prescribed Taals:Pauri and Jhaptaal.

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

**Suggested Readings**

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



**Course Name: Essential Elements of Instrumental Music**

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

**Course Code : BAT451**

**Total hours : 30**

**Course Learning Outcomes**

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

1. Learn about the history of music
2. gain introduction of Raags and Taals
3. Learn about the Great Maestros
4. gain knowledge of the Terminology of music

**Course Content**

**Theory**

**UNIT-I Hours: 11**

- i. Brief knowledge of Murchhana system.
- ii. Classification of Indian Musical Instruments.

**UNIT-II Hours:11**

- i. Historical Development of Music in North India from 15 th to 17 th CE. ii. Time Theory of Indian Raags.

**Unit III 12 hours**

- i. Life sketch of Smt. Annapurna Devi

Ustad Vilayat Khan ii. Study of Shudh, Chhayalag, Sankiran and Parmel-Praveshak Raags.

iii. Notation and Description of Raags prescribed in Syllabus: Desh and Madhuwanti (One Maseetkhani and Two Razakhani Gats with Toras) iv.

Description and Notation of Taals in Ekgun and Dugun layakaries:  
Sultan and Dhamar

**Unit IV Practical 11 hours**

i. Ability to play one Razakhani Gat in Raag: Desh and Madhuwanti (One Maseetkhani and Two Razakhani Gats with Toras) ii. Ability to demonstrate prescribed Taals on hands in Sultaal and Dhamar

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

**Suggested Readings**

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

**Practical**

**Course Name : Stage performance of Stringed Instruments**

L	T	P	Cr
0	0	2	1

**Course Code : BAT 452**

**Total Hours :30**

**Unit-I Hours 18**

i. Ability to play five Alankars on sitar.  
ii. Ability to play one Razakhani Gat in Raag: Desh and Madhuwanti (One Maseetkhani and Two Razakhani Gats with Toras)

**Unit-II Hours 12**

iii. Ability to demonstrate prescribed Taals on hands in Sultaal and Dhamar.

iv. Ability to play Taal Kehrwa on Tabla.

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

### Suggested Readings

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

**Course Title: Yoga and Recreation**

**Course Code: 453**

L	T	P	Cr
2	0	0	2

**Total Hours: 30**

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

1. To enable the students, learn and understand the basic concept of Yoga.
2. To make the students technically sound for meditation and Recreation
3. To understand the concepts and techniques of Asanas
4. To understand the benefits of therapeutic asanas.

### Course Content

#### UNIT-I

**08 Hours**

Meaning, Philosophy, aims and objectives of Yoga.

Types of Yoga – Raja Yoga, Mantra Yoga, Bhakti Yoga, Karma Yoga

Meaning and Philosophy of Asthanga Yoga: Its eight steps – Yama, Niyama, Asana, Pranayama, Pratyahar, Dharma Dhyana, Samadhi.

#### UNIT-II

**08 Hours**

Techniques and therapeutic and general benefits of the following:

- i. Neti–Jal and Sutra
- ii. Dhauti–Dand and Vastra
- iii. Kalpalbhati
- iv. Nauli

**UNIT-III****07 Hours**

Asana – their major classification: (i) Meditative (ii) Relaxative and (iii) Cultural. Psycho-physiological effects of each category of asanas in general – techniques and benefits of the following Asanas: Bhujanga, Shalabha, Dhanush, Hal. Matsya, Ushtra, Paschimottan, Vakra. Ardhamatsyendra, Chakra, Standing, baka, Mayur, Padma, Sidha, Makar Shava, Vajra and Supta Vajra.

**UNIT-IV****07 Hours**

Recreation, leadership, why leadership is needed? Types of leadership, qualifications and training.

Facilities needed for community recreation, type of activities in recreation.

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

**Suggested Readings**

- *Bulter, George D.: Introduction to Community Recreation, Mc Graw Hill Book Company, Inc. New York, 1967.*
- *Domick, Hedley S.: Administration of Modern Camp, New York, Association Press.*
- *Janny, Joh, H.: Introduction to Recreation Education, WBS Saunders Co., London, 1956.*
- *4. Fitzaraid Gerald B.: Leadership to Recreation, R.S. Barnes and Company, New YoHaff, G.G and Triplett.N. (2016). Essential of Strength Training and Conditioning Human Kinetic. USA.*

**Course Title: Yoga Practical****Course Code: BAT454**

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

1. Demonstrate the starting and finishing techniques of asanas.
2. Contrast the rules to perform the asanas
3. Demonstrate the techniques and therapeutic benefits of Shudhi kriyas.
4. Acknowledge the basic and advanced techniques of asanas.

**Course Content**

Techniques and Therapeutic benefits of Shudhi Kriyas:

Neti – Jal Neti and Sutra Neti

Dhauti – Dand Dhauti and VastraDhauti  
Kapalbhati  
Nauli Kriya

Asanas – Meditative, Relaxative, Cultural Asanas:

Padmasana, Sukhasana, Bhujangasana, Shalabhasana, Dhanurasana, Halasana, Matsyasana, Ushtra, Paschimottan, Vakra. Ardhmatsyendra, Chakra, Standing, baka, Mayur, Sidha, Makar Shava, Vajra and Supta Vajra asana.

### SEMESTER -V

**Course Title: Experimental Psychology**

**Course Code:** BSY501

**Course Outcomes**

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

- critically analyse the different types of variables
- outline various factors affecting memory
- critically analyse problem solving approach
- demonstrate an understanding about the types of sensations

L	T	P	Credits
4	0	0	4

#### Unit-I

**16 Hours**

Experimental Psychology: Nature, types of variables and control of external variables, assessment of variables, and the implications of different measurement scales on data interpretation and analysis

Psychophysics: Absolute and differential limens, Weber's law, Method of limits, Method of constant stimuli, Method of average error.

#### Unit-II

**14 Hours**

Memory, Information processing, levels of processing, measures of memory, factors affecting memory, Memory disorders.

Learning: Concept, determinants of learning, Factors affecting learning, Classical conditioning, instrumental conditioning, types and schedules of reinforcement.

**Unit-III**

**14 Hours**

Perception: Concept, nature, laws and determinants, factors affecting perception. Perception of form and depth, thinking, and problem solving approaches.

**Unit-IV**

**16 Hours**

Sensations: Types of Sensations; Visual sensation: Structure and Function of the Eye Auditory. Sensation structure and function of ear. Cutaneous sensation, olfactory Sensation and Gustatory Sensation.

**Transactional Mode**

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

**Suggested Readings**

<https://study.com/academy/lesson/what-is-sensation-in-psychology-definition-lesson-quiz.html>

<https://www.studysmarter.co.uk/explanations/psychology/sensation-and-perception/sensation/>

<https://sensoryhealth.org/basic/your-8-senses>

<https://pressbooks.online.ucf.edu/lumenpsychology/chapter/reading-what-is-perception/>

<https://www.britannica.com/science/memory-psychology>

**Course Title: Translation and English**

**Literature**

**Course Code: BAT555**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</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. Critically analyse and interpret the themes of transformation and identity, illusion versus reality, love and betrayal, spirituality and materialism in the selected text.
2. Critically analyse and interpret the themes of transience of life, nature, imagination and creativity, power and control, aesthetics and loss in the selected poetic pieces.
3. Structure and articulate coherent arguments, and formulate appropriately professional Curriculum vitae.
4. Accurately translate passages into English, preserving the original tone, meaning and nuances of the source text.

### **Course Content**

#### **UNIT-I**

**16 hours**

The Guide by R.K. Narayan

#### **UNIT-II**

**17 hours**

Selected College Poems (Orient Longman). Edited by Ambika Sengupta -The following poems from this book are prescribed:

- f) All the World's A stage
- g) Kubla Khan
- h) Ode to the West Wind
- i) La Belle Dame Sans Merci
- j) Ulysses
- k) My Last Duchess
- l) Say Not the Struggle Naught Availeth
- m) Nightingales.

#### **UNIT-III**

**14 hours**

1. a) Essay Writing
- b) Curriculum Vitae writing

#### **UNIT-IV**

**13 hours**

2. Translation of a running passage comprising at least ten sentences from Punjabi/Hindi into English.

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

**SUGGESTED READINGS:**

- Narayan, R.K. *The Guide*. Penguin Books, 2005.
- Singh, Vandana R. *The Written Word*. Oxford University Press, 2000.
- Williams, Joseph M. *Style: Lessons in Clarity and Grace*. Pearson, 2016.
- Whitcomb, Susan Britton. *Resume Magic: Trade Secrets of a Professional Resume Writer*. JIST Works, 2019.
- Kachru, Yamuna, and Braj B. Kachru. *Language in South Asia*. Cambridge University Press, 2008.

**Course Title: Summer Training**

**Course Code: BAT537**

L	T	P	Cr
0	0	6	3



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

**Course Title: Punjabi Lokdhara te Sahit de Roop**

**Course Code: BAT538**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

ਪੰਜਾਬੀਲੋਕਧਾਰਾਤੇਸਾਹਿਤਤੇਰੂਪ

Learning outcomes :

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

5. ਲੋਕਧਾਰਾਅਤੇਸਭਿਆਚਾਰਨੂੰਸਮਝਣਦੇਸਮਰੱਥਹੋਣਗੇ।
6. ਵਿਆਕਰਨਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
7. ਰਸਮਰਿਵਾਜਾਂਤੋਂਚੰਗੀਤਰ੍ਹਾਂਜਾਣੂਹੋਣਗੇ।
8. ਆਧੁਨਿਕਸਾਹਿਤਦੇਗਲਪਰੂਪਾਂਨੂੰਸੂਝਬੂਝਨਾਲਸਮਝਣਗੇ।

**Course Content**

ਭਾਗ-ੳ

**15 hours**

ਪੰਜਾਬਦੀਲੋਕਧਾਰਾ ( ਵਣਜਾਰਾਬੇਦੀ)

ਭਾਗ-ਅ

**15 hours**

ਵਿਆਕਰਨ:

(ੳ) ਪੰਜਾਬੀਯੂਨੀਵਿਉਂਤ

(ਅ) ਵਾਕਾਤਮਕਜਗਤਾਂ: ਮੇਲਤੇਅਧਿਕਾਰ

(ੲ) ਕਾਰਕਤੇਕਾਰਕੀਸੰਬੰਧ

**ਭਾਗ-ੲ**

**15 hours**

ਜਨਮਨਾਲਸੰਬੰਧਿਤਰਸਮਰਿਵਾਜਵਿਆਹਨਾਲਸੰਬੰਧਿਤਰਸਮਰਿਵਾਜਮੌਤਨਾਲਸੰਬੰਧਿਤਰਸਮਰਿਵਾਜ

**ਭਾਗ-ਸ**

**15 hours**

ਆਧੁਨਿਕਸਾਹਿਤਦੇਰੂਪ (ਗਲਪ-ਰੂਪ)- ਕਹਾਣੀ, ਨਾਵਲਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ, ਤੱਤ

**ਪੁਸਤਕਸੂਚੀ**

- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਦੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸ਼ਾਹਫਾਊਡੋਂਸਨ, ਅੰਮ੍ਰਿਤਸਰ।
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਡਾ.ਭੁਪਿੰਦਰਸਿੰਘਖਹਿਰਾਅਤੇਡਾ.ਸੁਰਜੀਤਸਿੰਘ (ਸੰਪਾ.) ਲੋਕਧਾਰਾਦੀਭੂਮਿਕਾ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ,  
ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਜੋਗਿੰਦਰਸਿੰਘਪੁਆਰਅਤੇਹੋਰ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਨ:ਭਾਗ-11 1.ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ।

**Transaction Mode**

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

**Course Title: Movements in Punjab and Literature**

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

**Course Code: BAT539**

**Total Hours: 45**

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

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

1. Know the role of social movement in History of Punjab.
2. Enhance the Knowledge of learn about the background of Punjab Society.
3. Understand the administrative and economic development in this period.
4. Expand the information great writers and artists related with Sikh history.

### **Unit-I**

1. Social life with special reference to position of women, fairs, festivals, folk music, dance and games in the Punjab.
2. The early British Administration (1849-53). **15 hours**

### **Unit-II**

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

**10 hours**

**Unit-III**

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

**10 hours**

**Unit-IV**

7. Circumstance leading to the partition of the Punjab, 1947.
8. Great writers and Artists of the Punjab; Bhai Vir Singh, Dhani Ram Chatrik, Amrita Shergill

**10 hours**

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

**SUGGESTED READINGS:**

1. Agnew, Vijay,( 2001) *Elite Women in Indian Politics*, Bansal Press, Jaipur.
2. Altekar A.S.( 2005) ,*The Position of Women in Hindu Civilization*, Kasturi Lal Publishers, Jalandhar.
3. Basu, D.D.,( 2001), *Shorter Indian Constitution Chakravarti Uma*, Ram Lal Publications, New Delhi.
4. Kumkum Roy, (1993 ),“*Breaking out of Invisibility: Re-Writing the History of Women in Ancient India*” in Kleinberg S. Jay, *Retrieving Women’s History: Changing Perceptions of the Role of Women in Politics and Society*, VidyaPrakashan, Jaipur.

**Course Title: British English Literature**

**Course Code: BAT540**

<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. Critically analyse and interpret the themes of Modernism, spiritual decay, futility of life, time and memory in the selected text.
2. Critically analyse and interpret the themes of power and corruption, idealism versus reality, and language and propaganda in the selected text.
3. Critically analyse and interpret the themes of social class and education, marriage, religion and morality in the selected text.
4. Critically analyse and interpret the themes of dystopia and totalitarianism, technology and dehumanization, conformity and rebellion in the selected text.

### **Course Content**

<b>UNIT-I</b>	<b>11 hours</b>
The Waste Land by T.S. Eliot	
<b>UNIT-II</b>	<b>12 hours</b>
Animal Farm by George Orwell	
<b>UNIT-III</b>	<b>11 hours</b>
Jude the Obscure – Thomas Hardy	
<b>UNIT-IV</b>	<b>11 hours</b>
Aldous Huxley- Brave New World	

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

### **SUGGESTED READINGS:**

- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning India, 2015.
- Eliot, T.S. *The Waste Land*. Benediction Press, 2011.
- Hardy, Thomas. *Jude the Obscure*. Penguin Books, 2003.
- Orwell, George. *Animal Farm*. Penguin India, 1995.
- Huxley, Aldous. *Brave New World*. Vintage Classics, 2000

**Course Title: Punjabi Galap-1**

**Course Code: BAT541**

**Total Hours: 45**

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

**ਪੰਜਾਬੀਗਲਪ**

**Learning Outcomes :**

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- ਪੰਜਾਬੀਨਾਵਲਦੀਆਂਪ੍ਰਵਿਰਤੀਆਂਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਦਲੀਪਕੋਰਟਿਵਾਣਾਦੇਜੀਵਣਤੋਂਜਾਣੂਹੋਣਗੇ।
- ਪੰਜਾਬੀਕਹਾਣੀਪ੍ਰਤੀਦਿਲਚਸਪੀਪੈਦਾਹੋਵੇਗੀ।
- ਵੱਖ-ਵੱਖਕਹਾਣੀਆਂਦੇਵਿਸ਼ਿਆਂਤੋਂਜਾਣੂਹੋਣਗੇ।

**Course Content**

**ਭਾਗ-ੳ**

**12 hours**

ਪੰਜਾਬੀਨਾਵਲ:ਆਰੰਭਤੇਵਿਕਾਸ

ਪੰਜਾਬੀਨਾਵਲ:ਪ੍ਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਅ**

**12 hours**

ਦਲੀਪਕੋਰਟਿਵਾਣਾ:ਜੀਵਨਅਤੇਰਚਨਾ

ਏਹੁਹੁਮਾਰਾਜੀਵਣਾ:ਵਿਸ਼ਵਸਤੂ

ਏਹੁਮਾਰਾਜੀਵਣਾ:ਪਾਤਰ-ਉਸਾਰੀ

**ਭਾਗ-ੳ**

**11 hours**

ਪੰਜਾਬੀਕਹਾਣੀ:ਆਰੰਭਤੇਵਿਕਾਸ

ਪੰਜਾਬੀਕਹਾਣੀ:ਪ੍ਰਮੁੱਖਪ੍ਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਸ**

**10 hours**

ਕਥਾਲੋਕ(ਕਹਾਣੀਸੰਗ੍ਰਹਿ), ਸੰਪਾ. ਸ. ਪਸਿੰਘਅਤੇਜਸਵਿੰਦਰਸਿੰਘ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

**ਪੁਸਤਕਸੂਚੀ**

1. ਬਲਦੇਵਸਿੰਘਧਾਲੀਵਾਲ, ਪੰਜਾਬੀਕਹਾਣੀਦੇਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ
2. ਗੁਰਬਖਸ਼ਸਿੰਘਫਰੈਂਕ, ਨਿੱਕੀਕਹਾਣੀਅਤੇਪੰਜਾਬੀਨਿੱਕੀਕਹਾਣੀ, ਪੰਜਾਬੀਰਾਈਟਰਜਕੋਆਪਰੇਟਿਵ, ਸੁਸਾਇਟੀ, ਲੁਧਿਆਣਾ।
3. ਗੁਰਪਾਲਸਿੰਘਸੰਧੂ, ਪੰਜਾਬੀਨਾਵਲਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ।
4. ਹਰਜਿੰਦਰਸਿੰਘਢਿੱਲੋਂਅਤੇਪ੍ਰੀਤਮਸਿੰਘਸਰਗੋਧੀਆਂ (ਸੰਪਾਦਕ) ਦੇਰੰਗ, ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
5. ਪਰਮਿੰਦਰਸਿੰਘ, ਸਾਹਿਤਦੇਰੂਪ, ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।

**Transaction Mode**

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

Readings

**Course Title:** हिंदी साहित्य सरणी

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

**Course Code:** BAT526

1. छात्र उत्तर छायावादी चेतना से अवगत होंगे।
2. छात्र मिथक के स्वरूप और काव्य चेतना से परिचित होंगे।
3. छात्र गद्य काव्य के स्वरूप से परिचित होंगे।
4. छात्रों को आत्मकथा व जीवनी के स्वरूप का ज्ञान होगा।

**भागक**

1. उत्तर छायावाद : नवीन प्रवृत्तियों का संक्रमण
2. रामधारी सिंह दिनकर : कवि और चाँद, कलिंग विजय

**भागख**

1. मिथकीय काव्य और युगीन संवेदना
2. नरेश मेहता : महाप्रस्थान

**भागग**

1. गद्य काव्य : अर्थ एवं स्वरूप



2. माखनलालचतुर्वेदी :साहित्यदेवता

**भागघ**

1. आत्मकथा : स्वरूपविश्लेषण
2. कमलेश्वर :जलतीहुईनदी (1999)
3. जीवनी : अर्थएवंस्वरूप
4. विश्वनाथत्रिपाठी :व्योमकेशदरवेश (२०११)

**Transaction Mode**

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

**अध्ययनकेलिएसहायकपुस्तकसूची :**

- नवलनन्दकिशोर :उत्तरछायावादऔररामगोपालशर्मारूद्र,प्रकाशनसंस्थान,दरियागंज,नईदिल्ली,2015
- चतुर्वेदीमाखनलाल :ग्रन्थावली,वाणीप्रकाशन, दरियागंज,नईदिल्ली,2010
- कुमारतरुण :दिनकररचनावली,लोकभारतीप्रकाशन,राजकमलप्रकाशनसमूह,नईदिल्ली,2018.
- सिंहकमलेशआत्मकाथ :स्वरूपऔरसाहित्य,नेशनलपब्लिशिंगहॉउस,दरियागंज,नई,दिल्ली,1986
- कमलेश्वर :जलतीहुईनदी, राजपालएंडसंस,कश्मीरीगेट,दिल्ली2016
- त्रिपाठीविश्वनाथ: व्योमकेशदरवेश, राजकमलप्रकाशन,दिल्ली, 2012
- मेहतानरेश :महाप्रस्थान, लोकभारतीप्रकाशन,राजकमलप्रकाशनसमूह,नईदिल्ली, 2014.

**Course Title: Religion and Philosophy  
Of Religion**

**Course Code: BAT542**

**Total Hours: 45**

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

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

1. Learn that the sikh scripture opens with Onkar, its Mul Mantar and fundamental prayer about One Supreme Being (God).
2. Understand that Sikhism emphasizes simran (meditation on the words of the Guru Granth Sahib), that can be expressed musically through kirtan or internally through Nam Japo (repeat God's name) as a means to feel God's presence.
3. Understand that Sikhism teaches followers to transform the "Five Theives" (lust, rage, greed, attachment and ego).
4. Know that in Sikhism secular life is considered to be intertwined with the spiritual life.

**Course Content**

**Course Content**

**Unit- I**

**12 hours**

1. ਸ੍ਰੀਗੁਰੂਗ੍ਰੰਥਸਾਹਿਬ: ਸੰਪਾਦਨਅਤੇਵਿਚਾਰਧਾਰਾ
2. ਦਸਮਗ੍ਰੰਥ: ਮੁੱਢਲੀਜਾਣ-ਪਛਾਣ
3. ਵਾਰਾਂਭਾਈਗੁਰਦਾਸਜੀ : ਸਿੱਖਪੰਥਦਾਸਰੂਪ, ਵਿਚਾਰਧਾਰਾ

**Unit- II**

**11hours**

4. ਜਪੁ: ਵਿਸ਼ਾ-ਵਸਤੂ
5. ਸੁਖਮਨੀ: ਵਿਚਾਰਧਾਰਾ
6. ਬਾਰਹਮਾਝ: ਪ੍ਰਕਿਰਤੀਚਿਤਰਨਅਤੇਮਨੁੱਖੀਜੀਵਨਦਾਉਦੇਸ਼

**Unit- III**

**12 hours**

7. ਅਕਾਲਪੁਰਖ
8. ਸ਼ਿਸ਼ਟੀਰਚਨਾ
9. ਸ਼ਹਾਦਤ

**Unit- IV**

**10 hours**

10. ਲੰਗਰ/ਪੰਗਤ, ਸੰਗਤ
11. ਧਰਮਸ਼ਾਲਾਅਤੇਗੁਰਦੁਆਰਾ
12. ਗੁਰਿਆਈਸੰਸਥਾ

**ਦ੍ਰਾਜੈਕਸ਼ਨਮੇਡ:** ਲੈਕਚਰ, ਸਮੱਸਿਆਚੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨ, ਅਤੇਕੇਸਅਧਿਐਨ।

**ਸਹਾਇਕਪੁਸਤਕਾਂ:**

- ਸ੍ਰੀਗੁਰੂਗ੍ਰੰਥਸਾਹਿਬਵਿਲੱਖਣਤੱਤ, ਡਾ. ਵਜੀਰਸਿੰਘ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਆਸਾਦੀਵਾਰਦਾਟੀਕਾ, ਸੰਪਾਦਕਡਾ. ਰਤਨਸਿੰਘਜੱਗੀ, ਆਰਸੀਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
- ਸੁਖਮਨੀਸਾਹਿਬਦਾਦਾਰਸ਼ਨਿਕਾਧਾਰ, ਡਾ. ਜੋਗਿੰਦਰਸਿੰਘ।
- ਗੁਰਮਤਿਵਿਚਾਰਧਾਰਾ, ਪ੍ਰੀਤਮਸਿੰਘ, **SGPC**, ਸ੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ।
- ਬਾਰਹਮਾਹਾਸਟੀਕ, **SGPC**, ਸ੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ।

**Course Title: Development Economics****Course Code: BAT528****Total Hours: 45**

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

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

1. Understanding of the basic concept of growth and development.
2. Elaborate the major growth theories.
3. Analyze the basic theories of development
4. Explain the sources and strategies of Capital Formation and price Mechanism

### **Course Content**

#### **UNIT-I**

**5 hours**

**Economic Development:** Meaning and measurement, Economic and Non-Economic Factors, Nature and characteristics of an Underdeveloped Economy, Determinants of Economic Development, Nurkse Theory of Disguised Unemployment, Lewis Theory of Unlimited Supply of Labor

#### **UNIT-II**

**10 hours**

**Growth Model:** Classical, Marxian and Schumpeter's Model. Neoclassical Model of growth (Harrod Domer Model), Poverty and Development: Amritya Sen's View, Benrjee's Action approach.

#### **UNIT-III**

**10 hours**

Strategies of Economic Development: Balanced Vs Unbalanced Growth, Theory of Big-Push, Rostow Theory of Stages of Growth, Libenstein Critical Minimum Efforts Thesis.

#### **UNIT-IV**

**10 hours**

Capital Formation: Meaning and sources. Planning: types, Need, Objectives, Strategies and Problems . Choice of Technique.

### **Transaction Mode**

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

- Ray, D. (2009). *Development Economics*. Oxford University Press.
- Partha Dasgupta, P. (2007). *Economics. A Very Short Introduction*. Oxford University Press, 2007.
- Banerjee, A. Roland, B and Dilip, M. (2006). *Understanding Poverty*. Oxford University Press.
- Amartya, S. (2000). *Development as Freedom*. OUP.
- Daron, A and James, R. (2006). *Economic Origins of Dictatorship and Democracy*. Cambridge University Press.
- Robert, P. (1994). *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press.
- G.M. Meier (Ed.): *Leading Issues in Development Economics*, Oxford University Press, New York, 1964, pp. 3-47, 231-265, 464-496.
- W.W. Rostow: *Stages of Growth*, Cambridge University Press, 1991, pp. 1-92.
- Benjamin Higgins: *Economic Development, Principles, Problems and Policies*, Central Book Depot, Allahabad, 1966, pp. 3-24, 85-143.

**Course Title: Foundation of Social Thought**

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

**Course Code: BAT531**

**Total Hours: 15**

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

1. Comprehend the process of socialization, its agencies and major theories.
2. Familiarize with the theories of social evolution.
3. Elucidate the concept, nature and dimensions of personality
4. Define the perspectives of Emile Durkheim and Mahatma Gandhi.

### **Course Content**

#### **UNIT-I**

**12 hours**

**Positivism:** Comte's Law of three stages, Social Static & Dynamics, Evolutionism-Spencer's Evolutionary Approach,

#### **UNIT-II**

**11 hours**

**Emile Durkheim:** Division of Labour, Social Fact, Religion, Suicide

#### **UNIT-III**

**12 hours**

**Karl Marx:** Dialectical Materialism, Theory of Class Struggle, Alienation,

#### **UNIT-IV**

**10 hours**

**Max Weber:** Ideal Type, Verstehen, Bureaucracy, Types of Authority

### **Transaction Mode**

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

### ***Suggested Readings***

- Abraham, F and Morgan J.H. 1985. Sociological Thought. Delhi: MacMillan India.
- Haralambos, M.1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Jammu, P.S. and Bhatnagar, G.S. (eds). 1989. SamajVigyanikSidhant (SamajikVigyanPattar No. 26, 27, 28). Punjabi University, Patiala.
- Abraham, Francis. 1982. Modern Sociological Theory. Delhi: Oxford University Press.
- Aron, R. 1965. Main Currents in Sociological Thought, Vol- (1 & 2) London: Penguin Books.
- Gandhi, M.K. 1946. Hind Swaraj or Indian Home Rule.Ahmedabad: Navajivan.
- Timasheff, N.S. and Theodorson, G. 1976. Sociology Theory, New York: Random House.
- Mann, Michael(ed) 1994. Macmillan Student Encyclopedia of Sociology. London: Macmillan Press.
- Zeitlin, I.M. 1969. Ideology and the Development of Sociological Theory. New Delhi: Prentice Hal

**Course Title: HIV and Family Education**

**Course Code: BAT543**

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

1. To develop basic understanding about HIV/AIDS

2. To develop an understanding about prevention & treatment of HIV/AIDS
3. To understand the importance of Social Work interventions in public health, especially while working with people suffering from HIV/AIDS.

**Course Content:**

**Unit I**

**7 hours**

**INTRODUCTION TO PUBLIC HEALTH:**

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

**Unit II**

**8 hours**

BASICS OF HIV/ AIDS: Immune System of the Body, Profile of HIV and AIDS, Natural History of HIV/AIDS, HIV Infection, Tuberculosis (TB) and STDs.

**Unit III**

**7 hours**

Myths and Misconceptions Related to Transmission of HIV/AIDS/STDs, Misconceptions Related to Traditional and Cultural Practices, Misconceptions Related to Care, Treatment and Rehabilitation

**Unit IV**

**8 hours**

Social Work Intervention for The Prevention and Control of HIV/AIDS in Indian Context

**TRANSACTION MODE-** Brainstorming, Quiz, Group Discussion, Open Talk.



**SUGGESTED READINGS:**

- *Assessment of knowledge and attitudes of medical, nursing and medical technology students: Teaching and Learning in Medicine: Vol.4 (3), 156-161.*
- Avins, A.L., Woods, W. J.; Lindan, C.P. and others (1994), *HIV infection and risk behaviours among heterosexuals in alcohol treatment programmes*. Journal of the American Medical Association; 271: 515-518: In what are Substance
- Abusers Prevention Needs? Facts Sheet M@psg.usf.edu. Centre for AIDS Prevention Studies, University of California, Internet.
- Brown, L., DiClemente; R.; Beausoleil, N. (1992): *Comparison of HIV knowledge, Attitudes, Intentions and Behaviors among Sexual Active and abstinent young Adolescents*, Journal of Adolescent Health, 13: 140-145.
- Bruce, L. (1989), *AIDS ruling help the falsely accused*. New York Times (11/8/89) Information Inc. CDC, National AIDS Clearinghouse, Internet.
- Case, P. (1992), *Injection Drug Use*: In Mann, J.; Tharantola, D.; Netter, T. n (eds): *AIDS in the World: A Global Report*, Harvard college, pp.406-420.
- Chattopadhyay, A. and others (1995), *Need for developing culturally suitable prevention Message and early effective intervention strategy for drug users of*
- Calcutta, India. Paper presented in third International Conference on AIDS in Asia and The Pacific; The Fifth National AIDS Seminar in Thailand, September 17-21.

**Field Work-V**

L	T	P	Cr
0	0	2	1

**Course Code: BAT544****Total Hours: 30**

1. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.
3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.

5. Reflect critically on their fieldwork experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

### **Week 1: Orientation**

Introduction to fieldwork requirements and expectations  
Overview of field placement sites  
Discussion of ethical considerations and professional conduct

### **Week 2-4: Initial Placement and Observation**

Orientation at field placement site  
Observation and familiarization with agency operations and client populations  
Initial meetings with field supervisor

### **Week 5-8: Client Interaction and Assessment**

Engagement with clients under supervision  
Conducting assessments and developing intervention plans  
Weekly supervision meetings and reflective journals

### **Week 9-12: Intervention and Practice**

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

### **Week 13-15: Evaluation and Reflection**

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

### **Week 16: Final Presentation and Review**

Final presentation to peers and faculty

Review of fieldwork experiences and key learnings

Course wrap-up and feedback session

**Course Title: Counselling Psychology**

**Course Code: BAT534**

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

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

- assess the techniques of counselling
- outline various strategies to manage various mental disorders
- justify the purpose of individual and group counselling
- critically analyse the various approaches of assessment in counselling

**Unit-I**

**8 Hours**

Counselling: meaning, definition and Types, Process of Counselling; Theoretical Approaches to Counselling; Ethics in Counselling; Characteristics of a Counsellor, Counselling:

**Unit-II**

**7 Hours**

Therapeutic counselling: Behavioural Therapy and Cognitive Behaviour Therapy Approaches to Counselling, Drama and Art Therapy in Counselling, Other Therapies (Person Centred Counselling, Solution Focused Counselling)

**Unit-III**

**7 Hours**

Individual and Group Counselling: Need and Techniques. Counselling and Guidance for Career Planning and Decision Making. Multicultural Counselling and Guidance: Role of Counsellors in Preventing Illness and Promoting Positive Health

**Unit-IV**

**8 Hours**

Approaches to Assessment in Counselling: Interview, Case History, Testing Psychodynamic Approach and Cognitive Approaches.

Assessment in Counselling: Introduction, Need, Determinants and Differences between Testing and Assessment, Assessment Complexities, The Ambience and Climate Needed for Assessment and Counselling,

**Transactional Mode**

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

**Readings**

**Course Title: Psychology Practical: V**

**Course Code: 545**

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

1. Case Study
2. Systematic Desensitization
3. Decision Making

### **Suggested Readings**

<https://www.counsellingsydney.com.au/about-counselling/therapeutic-approaches/>

<https://www.mometrix.com/academy/life-stages-in-client-assessment/>

<https://www.skillsyouneed.com/learn/counselling-approaches.html>

<https://americanaddictioncenters.org/therapy-treatment/group-individual>

**Course Title: History of World**

**Course Code: BAT530**

<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**

**Course Code: BAT546**

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

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

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

- Understand the basic concepts of Financial Administration and importance of Budget.
- Describe budgetary process in India.
- Compare various techniques of Budgeting and justify their relevance.
- Understand and evaluate the role of various institutions in ensuring Financial Accountability.
- To analyze various opportunities to enhance Financial Governance.

**Unit- I Financial Administration 13 hours**

- Meaning, Nature, Scope and Significance, Essential Components of Budgeting
- Budgeting as an instrument of Management and Economic Development

**Unit-II- Formulation of Budget 15 hours**

- Enactment of Budget,
- Execution of Budget
- Ministry of Finance: Organization, Function and Role
- Reserve Bank of India: Organization, Function
- Role of Finance Commission, Organization, Function and Role:

**Unit-III- Techniques of Budget 12 hours**

- Line – Item Budgeting, Performance Budgeting
- Planning Programming Budgeting System
- Zero based Budgeting, Cost Benefit Analysis – Nature, Meaning, Scope and
- Techniques

**Unit-IV- Financial Accountability 15 hours**

- Organization and Functions of Finance ministry.
- Accounting & Auditing - Difference between Accounting & Auditing; Accounting – Meaning, Features, Accounting System in India; Auditing – Meaning, Types & Auditing System in India & Comptroller General of India.
- Parliamentary Financial Committees- Public Accounts Committee (PAC); Estimates Committee.

TransactionMode

- Lecture,GroupDiscussion,Quiz,OpenTalk,Self-study,Assignment

### **Suggested Readings**

- *Avasthi and Maheshwari, Public Administration, Lakshmi NarainAgarwal, Agra-3, 22nd revised edition,1997.*
- *Deepali Pant Joshi, Financial inclusion, Growth and governance, Gyan Publishing House, Delhi,2016.*
- *Fadia B.L, KuldeepFadia, Public Administration: Administrative thinkers, Sahitya Bhawan Agra,2017.*
- *Goel S.L, Financial Administration and Management, Sterling Publishers, New Delhi,1993.*
- *Lekhi R.K, Joginder Singh, Revised Edition,Public Finance, Kalyani Publishers,2018.*
- *M. K. Sharma M.K, Financial Administration, Anmol Publications, New Delhi,2006.*
- *Polinaidu S, Public Administration, Galgotia Publications,1996.*
- *Ramesh K. Arora, Rajni Goyal, Indian Public Administration Institutions and Issues, New Age International Publishers,2018.*
- *Verma V.P, Financial Administration – Concept & Issues, Alpha Publications, New Delhi,2008.*
- *Wayland D. Gardner, Government Finance – National, State & Local, Prentice Hall Publishers, New Jersey,1978.*

**Course Title: International Politics**

**Course Code: BAT529**

**Total Hours: 45**

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

1. Explain the historical events that took place at the international level
2. Discuss the Role of United Nations Organization in contemporary international system.
3. Categorize International Relations Approaches.
4. Identify the key international actors which shaped the international political system.

### **Course Content**

#### **Unit I**

**14 hours**

1. International Politics: Meaning, Nature and Scope of International Politics.
2. Relationship between Developed and Developing Countries.
3. National Power: Elements, Kinds and Methods.

#### **Unit II**

**11 hours**

4. UNO: Organs, Objective, Principals and Importance as an international Organization
5. International Organisations: WTO, IMF, World Bank
6. Collective Security as a Instrument to Maintain International Security

#### **Unit III**

**10 hours**

7. Cold War in International Politics.
8. Uni-Polar, Bi-Polar and Multi-Polar System.

#### **Unit IV**

**10 hours**

9. Globalization and its Relevance
10. Nature of Emerging World Order.

Transaction Mode

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

### **SUGGESTED READINGS**

- Waltz, K. N. (2001). *Theory of International Politics*. Waveland Press.



- Keohane, R. O., & Nye, J. S. (2001). *Power and Interdependence: World Politics in Transition* (3rd ed.). Longman.
- Mearsheimer, J. J. (2001). *The Tragedy of Great Power Politics*. W. W. Norton & Company.
- Doyle, M. W. (2017). *The Oxford Handbook of the History of International Law*. Oxford University Press.
- Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking Of World Order*. Simon & Schuster.
- Fukuyama, F. (2011). *The Origins of Political Order: From Prehuman Times to the French Revolution*. Farrar, Straus and Giroux.
- Nye, J. S. (2004). *Soft Power: The Means to Success in World Politics*. PublicAffairs.
- Goldstein, J. S., & Pevehouse, J. C. (2017). *International Relations* (12th ed.). Pearson.
- Holsti, K. J. (2004). *Taming the sovereigns: Institutional Change in International Politics*. Cambridge University Press.
- Gill, S. (2003). *Power and Resistance in the New World Order*. Palgrave Macmillan.
- Wendt, A. (1999). *Social Theory of International Politics*. Cambridge University Press.
- Slaughter, A.-M. (2017). *The Chessboard and the Web: Strategies of Connection in A Networked World*. Yale University Press.
- Strange, S. (1996). *The Retreat of the State: The Diffusion of Power in the World Economy*. Cambridge University Press.
- Zakaria, F. (2008). *The Post-American World*. W. W. Norton & Company.

- Baylis, J., Smith, S., & Owens, P. (Eds.). (2017). *The Globalization Of World Politics: An Introduction To International Relations* (7th ed.). Oxford University Press.

**Course Title: Real Analysis**

**Course Code: BAT532**

<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*



**Course Title: Historical Development of Hindustani Music**

**Course Code: BAT547**

**Total Hours: 30**

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

1. Learns about the music in the Vedic period, the Ramayana and the Mahabharat.
2. Studies the works on Indian music by medieval.
3. Elementary knowledge of Raga-Raag vargikaran.
4. Studies about the theoretical aspects raags.

**Course Content**

**UNIT-I**

**08 hours**

Explain the following Upaj, Mukhda, Bol-Alap, Khatka, Meend, Bol-bant, Ghamak.  
Knowledge of written talas in single and double.  
Elementary knowledge of Raga-Raag vargikaran

**UNIT-II**

**06 hours**

Gharana, its importance & contribution towards khayal gayan.  
Knowledge of Alap, Taan and its various forms

**UNIT-III**

**18 hours**

Detailed study of taanpura and sahayaknaad  
Detailed knowledge of dhrupad and dhamar styles of singing.  
Description of raags and taals prescribed in the course

a) Kedar    b) Bhimplasi    c) Bihag

**UNIT-IV**

**13 hours**

Detailed description and notation of the prescribed Ragas (Khayal) and Talas given below:

Ragas: Bilawal, Kalyan

Talas: Dadra, Kehrwa, Teental

Elementary knowledge of the following pages:

AlhaiyaBilawal, Shudh kalian

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title: Study of Light Music**

L	T	P	Cr
0	0	2	1

**Course Code: BAT548****Total Hours 30****UNIT- I****18 Hours**

One Drut khayal in each of the following Ragas with alaps & tanas: Bihag, Mian Ki Todi. Shiranjani.

**UNIT- II****12 Hours**

Ability to play Teen taal on table. Ability to recite Jhoomra taal, Tilwara taal, Dhamar taal  
Showing Khali - Tali with hand motion in Ekgun, Dugan Layikaries. One folk song of Punjab.

**Course Name :Theoretical Orientation of Gurmat  
Sangeet**

L	T	P	Cr
2	0	0	2

**Course Code : BAT549**

**Total hours: 30**

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

1. Learn of music in Sikhism.
2. Introduction of Sri Guru Granth Sahib ji.
3. Learning about the RaagParbandh of GurmatSangeet.
4. Introduction of basic raags of Sri Guru Granth Sahib ji.

**Course Content**

**Unit I**

**15 hours**

Technical Terminology: AshrayaRaag, JanakRaag, JanyaRaag, Vakar Sur, Tukda, Tihai, Palta.

Dhrupad Ang Da Shabad, DakhneeRaagParkar.

**Unit II**

**15 hours**

Musical Arrangement of Sri Guru Granth Sahib.

RaagParbandh of GurmatSangeet.

**Unit III**

**15 hours**

ShabadKirtan Performance in the prescribed Raagas

Majh - one Shabad Composition.

Bihagarha - one Shabad Composition.

Wadahans - one Shabad Composition.

Sorath - one Shabad Composition.

**Unit IV**

**15 hours**

KirtanChaukitraditionin the Sikh way of life.

One Gat with Toras and one shabad on instruments.

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

**Suggested Readings**

- *AdiGranth Rag Kosh by Gurnam Singh, PvitarParmanikParkashan, Patiala.*

- *GurmatSangeet by DharamParchar Committee, CentralYatimkhana, Sri Amritsar sahib.*
- *GurmatSangeetDarpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *GurmatSangeet da SangeetVigyan by Dr.Varinder Kaur, AmarjitSahitParkashan, Patiala.*
- *GurmatSangeetParampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gur ShabadSangeet by Principal Sukhwant Singh, Gur ShabadSangeetAkadmi, JawaddiTaksal, Ludhiana.*
- *GurmatSangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012*
- *Sri Guru Granth Sahib RaagRatnakar by Dr. Gurnam Singh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib RaagRatnavli by Prof. Tara Singh, Punjabi University, Patiala.*
- *TablaVaadanbyDr.jagmohan Sharma, Punjabi University, Patiala, 1996.*

### Practical

**Course Name : Practical Approach of Rhythmic Beats**

L	T	P	Cr
0	0	2	1

**Course Code : 550**

**Total Hours:30**

#### Unit-I

**Hours 18**

i. Shabad Kirtan Performance in the prescribed Raagas

Majh - one Shabad Composition.

Bihagarha - one Shabad Composition.

Wadahans - one Shabad Composition.

Sorath - one Shabad Composition.

Jaijavanti –one Shabad Composition.Kirtan Chauki traditionin in the Sikh way of life.

#### Unit-II

**Hours 12**

ii. One shabad Reet on string instruments.



iii.Ability to demonstrate the following Taals by hand in Ekgun and Duguan of prescribed Taals:Punjabi Theka, Roopak.

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

**Suggested Readings**

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

**Course Name : Aesthetic Aspects of Music**

**Course Code :BAT551**

**Total hours : 30**

**Course Learning Outcomes**

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

1. Have an in-depth knowledge of technicalities of music,
2. Take a glimpse into folk music,

L	T	P	Cr
2	0	0	2

3. Learn about the Great Maestros,
4. Learn Ragas and Toras.

**Course Content:**

**Unit I**

**8 hours**

Historical Development of Indian Musical Scales Varieties of Toras.

**Unit II**

**6 hours**

Future of Instrumental Music. Folk Instruments of Punjab.

**Unit III**

**6 hours**

Life sketches of Pt. Panna Lal Ghosh Ustad Bismillah Khan Importance of Laya and Taal

**Unit IV**

**10 hours**

Description and Notation of the prescribed Ragas in Syllabus: Jaijaiwanti and Malkauns (One Maseetkhani and Two Razakhani Gats with Toras)

Description and Notation of the Taals with Ekgun Dugun layakaries: Tilwada and Punjabi Theka

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

**Suggested Readings**

1. *Sangeet Kala Ka Itihas* by Dr. Panna Lal Madan
2. *Sangeet Shastra Vigyan* by Dr. Panna Lal Madan
3. *Rag Parichaya Part III & IV* by H.C. Shrivastava
4. *Folk Instruments of Punjab* by Prof. Anil Narula (Published by Punjabi University, Patiala).
5. *Hamare Sangeet Ratna* by Sangeet Karayalaya, Hathras.
6. *Sangeet SAR Part III* by Mrs. Veena Mankaran

7. *Sangeet Granth atey Bharti Sangeet Da Itihas* by Chander Kanta, Khosla

**Practical**

**Course Name: Practical Approach to Percussion Instruments**

L	T	P	Cr
0	0	2	1

**Course Code: BAT 552**

**Total Hours: 30**

**Unit-I**

**18hours**

- i. Ability to play Six Alankars on Sitar.
- ii. Ability to play one Razakhani Gat in Raag: Jaijaiwanti and Malkauns (One Maseetkhani and Two Razakhani Gats with Toras)

**Unit-II**

**12hours**

- iii. Description and Notation of the Taals with Ekgun Dugun layakaries: Tilwada and Punjabi Theka
- iv. Ability to paly Punjabi Theka on Tabla.

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

**Suggested Readings**

- Sangeet Kala Ka Itihas by Dr. Panna Lal Madan
- Sangeet Shastra Vigyanby Dr. Panna Lal Madan
- Rag Parichava Part III & IVby H.C. Shrivastava
- Folk Instruments of Punjabby Prof. Anil Narula (Published byPunjabiUniversity, Patiala).

**Course Title: Health and Fitness****Course Code: BAT553**

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

**Total Hours: 45**

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

1. Understand the need & importance of test, measurement and evaluation in physical education
2. Acquire the knowledge about administration of different motor fitness and physical fitness tests
3. Gain knowledge of anthropometric measurements.
4. Skill in interpretation of the results of above tests.

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

Meaning & definition of test, measurement and evaluation. Importance of measurement and evaluation in physical education.

Organization and administration of tests results. Presentation and interpretation of tests results. Construction & Characteristics of an effective test: validity, reliability, objectivity, economy, standard norms.

Test for motor fitness: Indiana motor fitness test (for elementary and high school boys, girls and college men), Oregon motor fitness Test

**UNIT II****10 hours****Physical (General) Fitness Test: -**

Sergeant Test, Kraus Webber test, Rogers strength test.

Motor fitness test: - J.C. R. test,

AAPHER's youth fitness test. Cardio-vascular test: - Harvard step test, 12 minute walk and Run test.

**UNIT-III****10hours****Motor ability test: -**

Newton test, Barrow test, Cozantest.

Motor Educability test: - Metheny Johnson test. Iowa brace test.

Sports skill test: - Basketball (Harrison Basketball battery). Badminton (/Lockhart and McPherson Badminton test).

**UNIT-IV****13hours**

Hockey (Schmithals-French Achievement test).

Soccer (Warner test of soccer skills).

Volleyball (Helmen Volley ball test).

Lawn Tennis (Sherman united consecutive Rally test).

Basketball: Johnson basketball test. Mc-Donald volley soccer test. Tennis: Dyer tennis test.

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

**Suggested Readings**

- *Vijayalaxmi, M.(2006).Evaluation in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar*
- *MadhuriT .W. (2006).Measurement and Evaluation in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar*
- *Mishra, S.C. (2005). Test and Measurement in Physical Education. Sports Publication, G-6, 23/23B EMCA House, Ansari Road, Darya Ganj*
- *McCloy, C.H.(2004) . Test and Measurement in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar.*

**Course Title: Proficiency of Athletics and Games - IV****Course Code: BAT554**

L	T	P	Cr
0	0	2	1

**Total Hours: 30**

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

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

### **Course Content**

Marking of Track: 200 Meter and 400 Meter Track

Marking of Field Events: Throwing and Jumping Events

Games –

Baseball

Cricket

Minor Games

Readings

**SEMESTER -VI****Course Title: Psychopathology****Course Code:** BSY601

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

**Course Outcomes**

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

- assess the concept of normality and abnormality
- outline various strategies to manage borderline personality disorders
- critically analyse causes and types of substance abuse
- demonstrate an understanding about the ethical issues in assessment

**Unit-I****8 Hours**

Introduction to Psychopathology the concept of normality and abnormality; Psychological Models of psychopathology: Psychoanalysis, Psychodynamic, Behavioural, Cognitive-behavioural. Causes of psychopathology biological psycho-social and socio-cultural. Classification System: DSM (Recent Version)

Stress: Causes; GAS Model. Psychosomatic Disorders: Ulcers, Hypertension, Asthma; their Etiology and treatment.

**Unit-II****8 Hours**

Borderline Personality Disorder Anxiety-Based Disorders; Conversion Disorders, types and symptoms, Dissociative Disorders; their symptoms and Etiology. Schizophrenia Types, Symptoms and Etiology; Mood Disorders type, symptoms and Etiology.

**Unit-III****8 Hours**

Substance abuse: causes and types, alcohol, opium, psychotherapy Amphetamines.

Psychotherapies: Psychodynamic, Behavioural, Cognitive-behavioural, Humanistic, Mindfulness, Yoga.

**Unit-IV****6 Hours**

Assessment techniques in clinical psychology; Meaning, Purpose and Types the Referrals, Instruments, Ethical issues in assessment.

**Transactional Mode**

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

**Suggested Readings**

[https://en.wikipedia.org/wiki/Clinical\\_psychology](https://en.wikipedia.org/wiki/Clinical_psychology)

<https://www.verywellmind.com/what-is-clinical-psychology-2795000>

<https://www.greatcollegedeals.net/lists/5-clinical-psychology-theories/>

[https://www.zeepedia.com/read.php?the\\_concept\\_of\\_psychological\\_assessment\\_in\\_clinical\\_psychology\\_&b=84&c=15](https://www.zeepedia.com/read.php?the_concept_of_psychological_assessment_in_clinical_psychology_&b=84&c=15)

**Course Title: Literature, Review and Writing in English**

**Course Code: BAT641**

**Total Hours: 60**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Story**

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

1. 1. Critically analyse and interpret the themes of caste discrimination, identity and self-worth, and social activism and change in the selected text.
2. 2. Critically analyse and interpret the themes of parental concern, choices and consequences, nature, and identity in the selected poetic pieces.
3. Analytically evaluate literary works, and construct persuasive letters addressing pertinent issues.
4. Craft compelling narratives from unstructured outlines, with compelling characterization and plotlines.

### **Unit-1**

**17 hours**

Untouchable by Mulk Raj Anand

### **Unit-2**

**16 hours**

1. Selected College Poems (Orient Longman). Edited by Ambika Sengupta- The following poems from this book are prescribed:

- (a) A Prayer for My Daughter
- (b) The Kingfisher
- (c) The Road not Taken
- (d) Journey of the Magi
- (e) The Unknown Citizen



- (f) Night of the Scorpion
- (g) Punishment in Kindergarten.

**Unit-3**

**14 hours**

- 3. a) Book Review
- b) Letter to Editor

**Unit-4**

**13 hours**

- (a) Development of a story from a given outline of 3-4 lines (Guided Composition)

**Reference Books:**

- Anand, Mulk Raj. *Untouchable*. Penguin Books, 2014.
- Sengupta, Ambika, editor. *Selected College Poems*. Orient Longman.
- Sova, Dawn B. *How to Write Critical Essays: A Guide for Students of Literature*. Routledge, 2018.
- The Editorial Board. *Letters to the Editor: A Guide to Writing Effective Letters*. Oxford University Press, 2016.
- Rosen, Leonard J. *Successful Writing at Work: Concise Third Edition*. Cengage Learning, 2015.

**Course Title: Interview Skill**

**Code: BAT621**

**Learning Outcomes On the completion of**

**the course, the students will be able to** **Total Hours 30**

1. Understand the basics, types, and key steps to succeed in interviews through effective self-evaluation.
2. Develop skills to research companies, practice interviews, dress professionally, and ensure timely arrival.
3. Master techniques for making a strong first impression, using positive body language, and confidently answering questions.

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

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), JobsontheWeb(2001), *Virtualville (2001) and MIT Online Resources (2001)*
- Bolles, R. N. (2018). *What Color is Your Parachute? 2018: A Practical Manual for Job-Hunters and Career-Changers*. Ten Speed Press.
- Burns, E. (2020). *Interviewing Skills for Managers*. SHRM Publishing.
- Levitt, S., & Dubner, S. (2009). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. William Morrow.
- Pachter, B. (2013). *The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success*. McGraw-Hill Education.
  
- Smith, S. (2019). *How to Win at the Interview: Preparing for Success in Today's Job Market*. Career Press.
- Whitmore, J. (2017). *Coaching for Performance: Growing Human Potential and Purpose*. Nicholas Brealey Publishing.

**Course Title: Fundamentals of Social Counselling****Course Code: BAT622**

<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 Outcome:** The learners shall be able to:

1. To understand the basics of counseling and guidance
2. Able to understand the theories of counseling
3. Able to develop application of various counseling techniques with special groups
4. Able to understand linkages of counseling and guidance in Social Work.

**Course Content:****Unit I****10 hrs.**

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

**Unit II****8 hrs.**

Theories of Counseling; Ethical considerations in Counseling.

**Unit III****6 hrs.**

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

**Unit IV****6 hrs.**

Group Counseling and Guidance; Understanding Group Dynamics and Group Process; Skills of Group Facilitation (including dealing with conflict).

**TRANSACTION MODE- Brain Storming; Quiz; Group Discussion; Open Talk.****SUGGESTED READINGS:**

- .Baxi, C.V. & Prasad, A. *Corporate Social Responsibility; Concept & Cases: The Indian Experience*. New Delhi: Excel Books; 2005.
- Lewis, D. *The Management of Non-Governmental Development Organizations: An Introduction*. London. Routledge. 2001.
- Elkington, J. *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Gabriola Island. Canada: New Society Publishers. 1998.
- Fisher, V. *Nongovernments: NGOs and the Political Development of the Third World*. West Hartford. Kumarian Press. 1998.
- Clark, J. *Democratizing Development: The Role of Voluntary Organisations*. Colorado. Kumarian Press. 1990.
- Ackerman, R & Bauber, R.A. *Corporate Social Responsiveness: The Modern Dilemma*. Reston Publishing Company. Reston. 1976.
- Banarjee, S.B. *Corporate Social Responsibility: The good; The bad and The ugly*. Cheltenham. Edward Elgar Publishing. 2007.
- Case study on Corporate Social Responsibility. – Vol. – I. Hyderabad: ICFAI Books; 2012.

**Course Title: Punjabi Rekhachittarte Sahit de Roop**

**Course Code: BAT623**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

**ਪੰਜਾਬੀ ਰੇਖਾਚਿੱਤਰ ਤੇ ਸਾਹਿਤ ਦੇ ਰੂਪ**

Learning outcomes:

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

5. ਰੇਖਾਚਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
6. ਵਿਆਕਰਨ ਕਸ਼ੈਣੀਆਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
7. ਸਾਹਿਤ ਅਤੇ ਹੋਰ ਰੂਪਾਂ ਬਾਰੇ ਸਮਝਣ ਦੇ ਸਮਰਥ ਹੋਣਗੇ।

8. ਆਧੁਨਿਕਸਾਹਿਤਦੇਦ੍ਰਿਸ਼ਰੂਪਾਂਨੂੰਸੂਝਬੂਝਨਾਲਸਮਝਣਗੇ।

**Course Content**

**ਭਾਗ-ੳ**

**15 hours**

ਹੁਸੀਨਚਿਹਰੇ (ਬਲਵੰਤਗਾਰਗੀ)

**ਭਾਗ-ਅ**

**15hours**

ਵਿਆਕਰਨ:

(ੳ) ਵਿਆਕਰਨਸ਼ੈਲੀਆਂ: ਲਿੰਗਅਤੇਵਚਨ

(ਅ) ਨਾਂਵਵਾਕਾਂਸਮਝਣਾ: ਪਰਿਭਾਸ਼ਾ, ਬਣਤਰਤੇਪ੍ਰਕਾਰ

**ਭਾਗ-ੲ**

**15 hours**

ਸਾਹਿਤਅਤੇਹੋਰਅਨੁਸ਼ਾਸਨ: ਸਾਹਿਤਅਤੇਸਮਾਜ, ਸਾਹਿਤਅਤੇਰਾਜਨੀਤੀ, ਸਾਹਿਤਅਤੇਧਰਮ

**ਭਾਗ-ਸ**

**15 hours**

ਆਧੁਨਿਕਸਾਹਿਤਰੂਪ (ਦ੍ਰਿਸ਼ਰੂਪ):ਨਾਟਕਅਤੇਇਕਾਂਗੀ

**ਪੁਸਤਕਸੂਚੀ**

- ਪਰਮਿੰਦਰਸਿੰਘ, ਕਿਰਪਾਲਸਿੰਘਕਸੇਲ, ਸਾਹਿਤਦੇਰੂਪ, ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
- ਬੁਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸਸ਼ਾਹਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ

- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਦੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਅਬਨਾਸ਼ਕੋਰ, ਪੰਜਾਬੀਰੇਖਾਚਿੱਤਰ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਸ. ਪ. ਸਿੰਘਅਤੇਜਸਵਿੰਦਰਸਿੰਘ, ਕਥਾਲੋਕ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

### Transaction Mode

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

### Course Title: History of Punjab post 1947 and prominent figures in Punjab

Course Code: BAT624

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

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

1. Examine the socio-political context that led to the emergence of the Nojwan Shab movement in Punjab.
2. Examine the factors that prompted the launch of the Quit India Movement in Punjab during World War II.
3. Understand the outcomes and legacy of both movements in reshaping Punjab's political landscape and addressing linguistic and regional aspirations.
4. Analyze the life and works of Bhai Veer Singh and Bhai Sobha Singh, prominent figures in Punjab's cultural and artistic landscape.

**UNIT-I**

**15hours**

Punjabi Suba Movement and Reorganization Act of 1966.  
Green Revolution.

**UNIT-II**

**15hours**

Development of education in Punjab after Independence.  
Development of Punjabi Literature and Drama.

**UNIT-III**

**15hours**

Emerging Concerns: Drug Addiction and Female Feticide.  
Development of Art and Architecture after 1947 in Punjab.

**UNIT-IV**

**15hours**

Bahi veer Singh, Bhai Sobha Singh  
Lala Lajpat Rai, Shaheed Udham Singh.

**Transaction Mode**

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

**Suggested Readings**

- Singh, Pritam. (1996). *the KirtiKisan Sabha: A Study of the Punjab Peasant Movement, 1906-1940*. [Book]. Oxford University Press.
- Tandon, Pritam. (2003). *Youth Movement in Punjab: A Sociological Analysis*. [Book]. Manohar Publishers & Distributors.
- Gupta, K. L. (2005). *Quit India Movement in Punjab*. [Book]. Atlantic Publishers & Distributors.

- Singh, Pritam. (2008). the Struggle for Justice: A Report on the Implementation of the Anandpur Sahib Resolution. [Book]. Institute for Development and Communication.
- Singh, Gurbachan. (2010). Bhai Sobha Singh: Life and Art. [Book]. Punjab University Press.
- <https://www.jettystudy.com/topic/Demand-For-Punjabi-Suba-And-Reorganization-Act-1966.131.html>
- <https://www.scribd.com/document/185025159/Punjab-Development-After-1947>

[https://www.academia.edu/36859175/Setting\\_the\\_Stage\\_Indian\\_Architecture\\_after\\_1947](https://www.academia.edu/36859175/Setting_the_Stage_Indian_Architecture_after_1947)

**Course Title: World Literature in English**

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

**Course Code: BAT625**

**Total Hours: 45**

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



1. Critically analyse and interpret the themes of Oedipal complex, struggle for individuality, sexuality and intimacy in the selected text.
2. Critically analyse and interpret the themes of identity and belonging, political and social turmoil, family and relationships in the selected text.
3. Critically analyse and interpret the themes of colonialism and imperialism, moral ambiguity, and alienation in the selected text.
4. Critically analyse and interpret the themes of independence and identity, betrayal and consequences, freedom and confinement in the selected text.

### **Course Contents**

#### **Unit-1**

D.H. Lawrence – Sons and Lovers

**15 hours**

#### **Unit-2**

Rohinton Mistry- Such a Long Journey

**10 hours**

#### **Unit-3**

Joseph Conrad- Heart of Darkness

**10 hours**

#### **Unit-4**

Henry James- The Portrait of a Lady

**10 hours**

**Suggested Readings**

- Hudson, W.H. *An Outline History of English Literature*. Maple Press, 2012.
- Lawrence, D.H. *Sons and Lovers*. Maple Press, 2010.
- Conrad, Joseph. *Heart of Darkness*. Fingerprint Publishing, 2018.
- Mistry, Rohinton. *Such a Long Journey*. Faber and Faber, 2006.
- James, Henry. *The Portrait of a Lady*. Penguin Classics, 2011.

**Course Title: Punjabi bhasha ate Gurmakhi Lippi**

**Course Code: BAT626**

<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**

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ

Learning Outcomes:

ਇਸਕੋਰਸਨੂੰਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:

- ਪੰਜਾਬੀਭਾਸ਼ਾਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ।
- ਪੰਜਾਬੀਭਾਸ਼ਾਦੀਵਾਕਵਿਉਂਤਤੇਜਾਣੂਹੋਣਗੇ।
- ਗੁਰਮੁਖੀਲਿਪੀਬਾਰੇਸੂਝਬੂਝਵਿਚਵਾਧਾਹੋਵੇਗਾ।
- ਗੁਰਮੁਖੀਲਿਪੀਅਤੇਪੰਜਾਬੀਭਾਸ਼ਾਦੇਸੰਬੰਧਬਾਰੇਸਮਝਵਿਕਸਤਕਰਨਗੇ।

### **Course Content**

#### **ਭਾਗ-ੳ**

##### **12 hours**

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਨਿਕਾਸਅਤੇਵਿਕਾਸ

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਪ੍ਰਮੁੱਖਲੱਛਣ

#### **ਭਾਗ-ਅ**

##### **12 hours**

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਸ਼ਬਦਬਣਤਰਤੋਸ਼ਬਦਰਚਨਾ

ਪੰਜਾਬੀਭਾਸ਼ਾ: ਵਾਕਵਿਉਂਤ

#### **ਭਾਗ-ੲ**

##### **11 hours**

ਗੁਰਮੁਖੀਲਿਪੀਦਾਇਤਿਹਾਸ

ਗੁਰਮੁਖੀਆਰਥੋਗ੍ਰਾਫੀ

#### **ਭਾਗ-ਸ**

##### **10 hours**

ਗੁਰਮੁਖੀਲਿਪੀਦੀਪ੍ਰਾਚੀਨਤਾ

ਗੁਰਮੁਖੀਲਿਪੀਦੀਪੰਜਾਬੀਭਾਸ਼ਾ ਨੂੰ ਲਿਖਣ ਲਈ ਸਾਰਥਕਤਾ।

### Transaction Mode

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

### ਪੁਸਤਕਸੂਚੀ

- ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਪੰਜਾਬੀ ਵਾਕ ਪ੍ਰਬੰਧ ਬਣਤਰ ਅਤੇ ਕਾਰਜ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੀ.ਬੀ. ਸਿੰਘ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਸਰੋਤ ਤੇ ਸਰੂਪ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
- ਦੁਨੀ ਚੰਦ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਦੁਨੀ ਚੰਦ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਣ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।

**Course Title :** साहित्य- रूप

**course Code :** BAT610

L	T	P	Cr.
3	0	0	3

**Total Hours:**45

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

1. छात्रों को नाटक के अर्थ स्वरूप एवं विकासक्रम का ज्ञान होगा।
2. छात्रों को एकांकी के स्वरूप विकासक्रम का ज्ञान होगा।
3. साहित्य रूप के अंतर्गत उपन्यास के स्वरूप एवं भारतीय तथा पश्चिमी विकासपरम्परा का ज्ञान होगा।
4. छात्रकहानियों के विकासक्रम से अवगत होते हुए विविध कहानी आंदोलनों से परिचित होंगे।

### Course Content

भाग(क)

**12 hours**

1. नाटक- अर्थ, स्वरूप, विश्लेषण, विकासकी भारतीय एवं पारसी परम्परा
2. भीष्म साहनी : हानूश, राजकमल प्रकाशन, दरियागंज, नई दिल्ली

भाग (ख)

**11 hours**

1. एकांकी : अर्थ, प्रकार, स्वरूप, विश्लेषण विकासका ऐतिहासिक क्रम
2. रीढ़की हड्डी : जगदीशचन्द्रमाथुर, राजकमल प्रकाशन, दिल्ली

भाग (ग)

**10 hours**

1. उपन्यास-स्वरूप, अर्थ, विश्लेषण,  
आख्यान एवं आख्यायिकाका विकास तथा उपन्यासका भारतीय संदर्भ। विकासकी पश्चिमी परम्परा  
: रोमांस से उपन्यास तक की यात्रा
2. रणेन्द्र : गायब होता देश, पेंग्विन प्रकाशन, नई दिल्ली

भाग (घ)

**12 hours**

1. कहानी : स्वरूप,  
अर्थ, विश्लेषण, विकासक्रम, आदर्शवादी कहानी से आदर्शोन्मुख कहानी तक की यात्रा, आधुनिकता एवं नई कहानी का  
दौर, कहानी के विविध आन्दोलन
2. कृष्णासोबती : सिक्का बदल गया, राजकमल प्रकाशन, नई दिल्ली

**12 hours**

**Transaction Mode**

व्याख्यान, संगोष्ठी, ई-टीम शिक्षण, ई-ट्यूटोरिंग, संवाद, सहकर्मिसमूह चर्चा, मोबाइल शिक्षण, स्व-शिक्षा, सहयोगात्मक शिक्षा और सहकारी शिक्षण

अध्ययन के लिए सहायक पुस्तक सूची:

- ओझादशरथ, हिंदी नाटक : उद्भव और विकास, राजपाल एंड संस, कश्मीरीगेट, दिल्ली, 2009
- शर्मा जगन्नाथ प्रसाद, हिंदी गद्यशैलीका विकास, नागरी प्रचारिणी सभा, काशी, 1969.

- शर्माजगन्नाथप्रसाद, कहानीकारचनाविधान, हिंदीप्रचारकसंस्थान, पिशाचमोचनलहुरावीर, वाराणसी, उत्तरप्रदेश 1961.
- मिश्रराजेन्द्र, कहानी, आन्दोलन और प्रवृत्तियाँ, तक्षशिलाप्रकाशन, दरियागंज, नईदिल्ली, 2009
- फास्टर, इ. एम्., उपन्यासकाशिल्प, बिहारहिंदीग्रन्थअकादमी, पटना, 1973.
- ह्याटआयन, उपन्यासकाउदय, हरियाणाहिंदीग्रन्थअकादमी, पंचकूला, 1978.

**Course Title: Religion and Philosophy of Religion**

**Course Code: BAT627**

<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 Outcomes:** On Successful completion of this course, the learner will be able to:

1. Understand that the philosophy of religion is the philosophical examination of the central themes and concepts involved in religious traditions.
2. Learn that it is an ancient discipline, being found in the earliest known manuscripts concerning philosophy, and relates to many other branches of philosophy, including metaphysics, epistemology, and ethics.
3. Know that the philosophy of religion differs from religious philosophy in that it seeks to discuss questions regarding the nature of religion as a whole.
4. Understand the philosophy of the religion.

### **COURSE CONTENT**

#### **Unit- I**

**11 hours**

1. ਪ੍ਰਚੀਨਮਨੁੱਖਅਤੇਉਸਦਾਧਰਮ :- ਕੁਦਰਤਦੀਕਰੋਧੀ, ਧਰਮਦਾਆਰੰਭ
2. ਮੁੱਢਲੇਧਾਰਮਿਕਵਿਸ਼ਾਵਾਸ:- ਐਨੀਮਿਜ਼ਮ, ਮਾਨਾ, ਟੋਟਮਵਾਦ
3. ਧਰਮਿਕਪ੍ਰਗਟਾਵੇ:- ਜਾਦੂ, ਮਿੱਥ, ਟੈਬੂ।

#### **Unit – II**

**11 hours**

4. ਧਰਮਦੀਪਰਿਭਾਸ਼ਾਅਤੇਸਰੂਪ
5. ਧਰਮਦਰਸ਼ਨ:- ਪਰਿਭਾਸ਼ਾਸਮਾਕਤਾਅਤੇਅੰਤਰ
6. ਧਰਮਅਤੇਨੈਤਿਕਤਾ : ਪਰਿਭਾਸ਼ਾਅਤੇਸੰਬੰਧ

#### **Unit – III**

**11 hours**

7. ਧਰਮ-ਸੰਸਕਾਰ :- ਪਰਿਭਾਸ਼ਾ

8. ਜਨਮਅਤੇਪ੍ਰਵੇਸ਼ਸੰਸਕਾਰ
9. ਮ੍ਰਿਤਕਸੰਸਕਾਰ

**Unit – IV**

**12 hours**

10. ਧਰਮਦਾਵਿਆਕਤੀਗਤਉਦੇਸ਼
11. ਪਰਿਵਾਰਗਤਉਦੇਸ਼: ਵੱਖ-ਵੱਖਧਰਮਾਂਅਨੁਸਾਰ
12. ਧਰਮਦਾਸਮਜਗਤਉਦੇਸ਼:- ਜੀਵਨਵਿਚਧਰਮਦੀਭੂਮਿਕਾ

**ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ:** ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨਅਤੇਕੇਸਅਧਿਐਨ।

**ਸਹਾਇਕਪੁਸਤਕਾਂ:-**

- ਧਰਮਦਰਸ਼ਨ, ਡਾ. ਸਾਤੀਨਾਥਗੁਪਤਾ
- ਧਰਮਦੀਉਤਪਤੀਤੇਵਿਕਾਸ, ਡਾ. ਗੁਰਬਚਨਸਿੰਘਤਾਲਿਬ।
- ਧਰਮਅਧਿਐਨ-ਅਕਾਦਮਿਕਪਰਿਪੇਖ: ਡਾ. ਜੇਧਸਿੰਘ, ਡਾ. ਅਨੰਦਸਪੱਸਰ, ਡਾ. ਹਰਪਾਲਸਿੰਘਪੰਨੂ।
- ਧਰਮਦਾਦਾਰਸ਼ਨਿਕਪੱਖ:- ਡਾ. ਵਜੀਰਸਿੰਘ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।



**Course Title: Statistics for Economics****Course Code: BAT628**

<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 know about the basic statistics phenomenon.
2. Calculate the average value by using mean, median, mode.
3. Measure the of regression and correlation.
4. Develop the computational skill of Estimating the time series and trend analysis.

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

**Introduction to Statistics and scope:** Meaning and scope of Statistics. Concepts of population and sample Variables and attributes, Scales of measurement - nominal, ordinal, interval and ratio. Diagrammatic presentation of Data, Summarization of Data: Frequency Distribution and Graphical Presentation.

**UNIT-II****11 hours**

**Central Tendency:** Measures of Central Tendency: Mean, Median , Mode, GM, HM. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, measures of Skewness (Karl Pearson) and kurtosis.

**UNIT-III****12 hours**

**Regression and Correlation Methods:** Bivariate data: Definition, scatter diagram, simple correlation, Rank correlation. Simple linear regression. Applications and uses.

**UNIT-IV****10 hours**

- **Time series analysis:** Least Square and Movement Methods.
- **Index Numbers:** Methods and its limitations.

**Transaction Mode**

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

**Suggested Readings**

- Medhi, J. (2000). *Statistical Methods: An introductory Text*, New Age International (P) Ltd.
- Gupta, S.C. and Kapoor, V. K. (2007). *Fundamentals of Mathematical Statistics*, S. Chand & Co.
- Cochran, W.G. (1977). *Sampling Techniques*, third edition, John Wiley & Sons.
- Feller, W. (2005). *An Introduction to Probability Theory and Its Applications*, Vol. I, Wiley.
- Uspensky, J.V. (2005). *Introduction to Mathematical Probability*, (McGraw Hill).  
Suggested digital platform: NPTEL/SWAYAM/MOOCs.

**Course Title: Indian Sociological Thinkers**

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

**Course Code: BAT629**

**Total Hours: 45**

**Course Learning Outcomes:**On the Completion of the Course of learner will be able to

Diverse Perspectives: Understand diverse sociological perspectives of Indian scholars like G.S. Ghurye, P.N. Prabhu, D.P. Mukherjee, and Radhakamal Mukherjee, analyzing their contributions to topics such as caste, race, tradition, modernity, gender, and kinship.

Critical Analysis: Critically evaluate the strengths and weaknesses of Indian sociological theories, demonstrating the ability to assess their relevance in contemporary Indian society.

Application Skills: Apply sociological concepts to analyze real-world social issues, enhancing analytical and problem-solving abilities within the context of Indian society.

Interdisciplinary Understanding: Develop an interdisciplinary perspective by recognizing the interconnectedness of sociological theories with other disciplines, fostering a holistic understanding of social phenomena in India.

### ***Course Content***

#### **Unit I:10 hours**

1. G. S. Ghurye - Caste and Race; P.N. Prabhu - Varna, Ashrama, Purushartha

#### **Unit II:10 hours**

2. 2.D.P. Mukherjee - Tradition and Modernity; Radhakamal Mukherjee - Personality, Society, Values, Social Ecology

#### **Unit III: 3.10 hours**

3. M.N. Srinivas - Social Change; Verrier Elwin - Tribes in India

#### **Unit IV: 4.15 hours**

4. Irawati Karve - Gender and Kinship; Leela Dube - Caste and Gender; Dr. B.R. Ambedkar

### ***Suggested Readings***

- Ahmed, Imtiaz. "For a Sociology of India." Contributions to Indian Sociology 6:172-8, 1972.
- Ambedkar, B.R. The Untouchables: Who were They and Why They Became Untouchables. Amrit Book Company, Delhi, 1948.
- Beteille, Andre. "Sociology and Ethnosociology." International Social Science Journal, 24(4):703-4, 1974.

- Desai, A.R. Social Background of Indian Nationalism. Popular Prakashan, Bombay, 1976.
- Dube, S.C. Indian Village. London: Routledge & Kegan Paul Ltd, 1959.
- Dube, Leela. "Caste and Women" in M.N. Srinivas (ed.) Caste: Its Twentieth Century Avatar. New Delhi: Penguin, pp. 1-27, 1996.
- Ghurye, G.S. Caste and Class in India. Bombay: Popular Book Depot, 1957.
- Karve, Iravati. "The Kinship Map of India," in Patricia Uberoi (ed.) Family Kinship and Marriage in India. Oxford University Press, pp. 50-73, Delhi, 1994.
- Mukerjee, Ramakrishna. Sociology of Indian Sociology. Bombay: Allied, 1979.
- Mukherjee, D.P. Diversities. People Publishing House, 1958.
- Oakly, Ann. Sex, Gender, and Society. London: Temple Smith, pp. 99-127, 158-172.
- Prabhu, P.N. Hindu Social Organization. Popular Book Depot, Bombay, 1954.
- Further Readings:
- Shan, A.M. The Family in India: Critical Essays. Orient Longman, pp. 52-63, New Delhi, 1998.
- Singh, Yogendra. Modernization of Indian Tradition. Rawat Publications, Jaipur, 1973.
- Singh, Yogendra. Indian Sociology: Social Conditioning and Emerging Concerns. Vistaar Publications, New Delhi, 1986.
- Srinivas, M.N. Religion and Society Among the Coorgs of South India. London: Asia, 1952.
- Srinivas, M.N. "Sociology and Sociologists in Indian Today." Sociological Bulletin 19(1):1-10, 1970.
- Srinivas, M.N. Berkeley: California University Press, 1970.

**Course Title: Case work and counselling: Working with marginalized community**

L	T	P	Cr
2	0	0	2

**Course Code:BAT617**

**Total Hours: 30**

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

1. Understand the principles and approaches of case work and counseling within the context of social work practice.
2. Apply case work and counseling skills effectively when working with individuals and groups from marginalized communities.
3. Analyze the unique challenges and strengths of marginalized populations in the context of social work interventions.
4. Develop culturally sensitive and ethical practices in case work and counseling with marginalized communities.

## **Course Content**

### **UNIT-I**

**7 hours**

#### **Foundations of Case Work and Counseling**

Introduction to case work and counseling: Definitions, historical development, and goals.

Theoretical frameworks: Psycho dynamic, cognitive-behavioral, humanistic, and strengths-based approaches.

Ethical considerations and professional boundaries in case work and counseling.

Building rapport and establishing a therapeutic relationship.

### **UNIT-II**

**8 hours**

#### **Case Work and Counseling Skills**

Assessment and goal setting: Identifying client needs and developing intervention plans.

Active listening, empathy, and communication skills.

Crisis intervention and suicide prevention.

Techniques for empowerment, self-esteem building, and resilience.

### **UNIT-III**

**7 hours**

#### **Marginalized Communities and Social Work**

Understanding marginalization: Race, ethnicity, gender, sexual orientation, disability, and socio-economic factors.

Intersectionality and its impact on clients from marginalized communities.

Cultural competence and sensitivity in case work and counseling.

Trauma-informed care and approaches to address historical trauma.

**UNIT IV**

**8 hours**

**Cultural Competence and Ethical Practice**

Cultural humility and anti-oppressive practice. Ethical dilemmas in case work and counseling with marginalized populations. Advocacy and social justice within the counseling process. Supervision and self-care for social work practitioners.

**Suggested Readings:**

- Davis, M., & Harrington, J. (2009). *The Social Work Interview*. Columbia University Press.
- Corey, G., Corey, M. S., & Callanan, P. (2018). *Issues and Ethics in the Helping Professions*. Cengage Learning.
- Sue, D. W., & Sue, D. (2015). *Counseling the Culturally Diverse: Theory and Practice*. Wiley.
- Glicken, M. D. (2015). *Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession*. Sage Publications.
- Van Wormer, K., & Davis, D. R. (2018). *Addiction Treatment: A Strengths Perspective*. Cengage Learning.
- Miller, W. R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*. Guilford Press.

**Course Title: Field Work-VI**

**Course Code: BAT630**

**Course Outcome:**

<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. Apply social work theories and practices in field settings.
2. Conduct assessments and develop intervention plans for clients.

3. Demonstrate effective communication and interpersonal skills.
4. Work collaboratively with diverse populations and multidisciplinary teams.
5. Reflect critically on their fieldwork experiences and integrate feedback into practice.
6. Uphold ethical standards and cultural sensitivity in all professional activities.

### **Week 1: Orientation**

Introduction to fieldwork requirements and expectations

Overview of field placement sites

Discussion of ethical considerations and professional conduct

### **Week 2-4: Initial Placement and Observation**

Orientation at field placement site

Observation and familiarization with agency operations and client populations

Initial meetings with field supervisor

### **Week 5-8: Client Interaction and Assessment**

Engagement with clients under supervision

Conducting assessments and developing intervention plans

Weekly supervision meetings and reflective journals

### **Week 9-12: Intervention and Practice**

Implementing intervention plans and providing services

Participating in team meetings and case discussions

Continued supervision and reflective journaling

### **Week 13-15: Evaluation and Reflection**

Evaluating the effectiveness of interventions

Reflecting on personal and professional growth

Preparing mid-term and final reports

### **Week 16: Final Presentation and Review**

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

**Course Title: Clinical Psychology**

**Course Code: BAT618**

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

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

1. Assess the concept of normality and abnormality
2. Outline various strategies to manage borderline personality disorders
3. Critically analyse causes and types of substance abuse
4. Demonstrate an understanding about the ethical issues in assessment

**Unit-I**

**8 hours**

Introduction to Psychopathology the concept of normality and abnormality;  
 Psychological Models of psychopathology: Psychoanalysis, Psychodynamic, Behavioural, Cognitive-behavioural. Causes of psychopathology biological psycho-social and socio-cultural. Classification System: DSM (Recent Version)

Stress: Causes; GAS Model. Psychosomatic Disorders: Ulcers, Hypertension, Asthma; their Etiology and treatment.

**Unit-II**

**8 hours**

Borderline Personality Disorder Anxiety-Based Disorders; Conversion Disorders, types and symptoms, Dissociative Disorders; their symptoms and Etiology. Schizophrenia Types, Symptoms and Etiology; Mood Disorders type, symptoms and Etiology.

**Unit-III**

**8 hours**

Substance abuse: causes and types, alcohol, opium, psychotherapy Amphetamines.  
 Psychotherapies: Psychodynamic, Behavioural, Cognitive-behavioural, Humanistic, Mindfulness, Yoga.

**Unit-IV**

**6 hours**

Assessment techniques in clinical psychology; Meaning, Purpose and Types the Referrals, Instruments, Ethical issues in assessment.



**Transactional Mode**

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

**Suggested Readings**

[https://en.wikipedia.org/wiki/Clinical\\_psychology](https://en.wikipedia.org/wiki/Clinical_psychology)

<https://www.verywellmind.com/what-is-clinical-psychology-2795000>

<https://www.greatcollegedeals.net/lists/5-clinical-psychology-theories/>

[https://www.zeepedia.com/read.php?the\\_concept\\_of\\_psychological\\_assessment\\_in\\_clinical\\_psychology\\_&b=84&c=15](https://www.zeepedia.com/read.php?the_concept_of_psychological_assessment_in_clinical_psychology_&b=84&c=15)

**Course Title: Psychology Practical -6**

**Course Code: BAT631**

L	T	P	Cr
0	0	2	1

**Total Hours: 30**

1. Clinical Assessment/Interview
2. JPMRT- Jacobson's Progressive Muscular Relaxation Technique
3. Breathing Exercise

**Suggested Readings**

<https://noblehrc.com/blog/neurology-tomorrow-emerging-trends-and-future-directions>

<https://vincenttriola.net/legal-ethical-boundary-assessment-issues-in-clinical-psychology-f680d546c8b0>

<https://www.verywellmind.com/a-list-of-psychological-disorders-2794776>

<https://johnsommersflanagan.com/2019/06/27/five-stages-of-a-clinical-interview/>

**Course Title: History of Punjab (1799-1858AD)**

**Course Code: BAT614**

**Total Hours: 45**

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

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

1. Examine the concepts like Dhal Khalsa and the formation of military
2. Analyse the causes of establishment of Sikh Empire by Ranjit Singh and his relation with British Empire
3. Evaluate the political, economic, social and religious issues of this time.
4. Discuss the nature of British administration in Punjab.

**Course Content**

**UNIT-I**

**10 hours**

Evolution and Functions of Dal Khalsa, Gurmatta and Rakhi System.  
Misals; Nature, Civil & Military Organisation.

**UNIT-II**

**10 hours**

The establishment of Ranjit Singh's Kingdom: Conquests of Lahore, Multan, Kashmir and Peshawar.

Relations between Ranjit Singh and the British (1800-1839)

**UNIT-III**

**10 hour**

Central and Provincial Administration and Military System of Ranjit Singh.  
Anglo-Sikh War and the Annexation of the Punjab.

**UNIT-IV**

**15 hours**

Administration of Punjab 1849-58; Board of Administration and its working; Johan Lawrence as Chief Commissioner.

**Transaction Mode**

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

**Suggested Readings:**

**Text Books:**

Grewal, J. S. (1990). *The Sikhs of the Punjab (Vol. 2)*. Cambridge University Press.

Singh, K. (2004). *A History of the Sikhs: Volume 1: 1469-1839*. Oxford University Press.

Singh, K. (2005). *A History of the Sikhs: Volume 2: 1839-2004*. Oxford University Press.

Talbot, I. (2012). *Punjab and the Raj 1849-1947*. Routledge.

Mahmood, C. K. (1996). *Fighting for Faith and Nation: Dialogues with Sikh Militants*. University of Pennsylvania Press.

**Reference Books:**

Grewal, J. S. (2004). *The Khalsa: Sikhs and Their Scriptures*. Oxford University Press.

Khushwant Singh. (2001). *The Birth of the Khalsa: A Feminist Re-Memory of Sikh Identity*. State University of New York Press.

McLeod, W. H. (2003). *Sikhs of the Khalsa: A History of the Khalsa Rahit*. Oxford University Press.

Duggal, K. S. (2001). *Maharaja Ranjit Singh: The Last to Lay Arms*. Abhinav Publications.

Dhillon, G. S. (1991). *Maharaja Ranjit Singh: Emperor of the Punjab*. Atlantic Publishers & Distributors.

**Course Title: Comparative Politics**

**Course Code: BAT613**

<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 the role of different political parties and pressure groups of U.S.A. and U.K.
2. Compare the structure and functions of Judicial System as well as national and international level.
3. Identify the domestic politics across the countries.
4. Categorize the political institutions and processes in a systematic and more meaningful way.

## **Course Content**

### **Unit I**

**14 hours**

1. Comparative Politics: Meaning, Significance, Evolution, Nature and Content.
2. Comparative Method: Totalitarian, Communist and Dictatorship.
3. Main features of U.K. and U.S.A. Political System

### **Unit II**

**13 hours**

4. British Parliament-House of Lords, House of Commons
5. American Congress- Senate, House of Representative.
6. Executive in America-The President.

### **Unit III**

**8 hours**

7. Political Parties U.K. and U.S.A.
8. Pressure Groups – U.K. and U.S.A.

### **Unit IV**

**10 hours**

9. Judicial system and judicial review in United States of America
10. Judicial system and rule of law in U.K.

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

## **Suggested Readings**

- Almond, G. A., Powell Jr, G. B., Dalton, R. J., & Strøm, K. (Eds.). (2013). *Comparative Politics Today: A World View* (11th ed.). Pearson.
- Lijphart, A. (2012). *Patterns of Democracy: Government Forms and Performance In Thirty-Six Countries* (2nd ed.). Yale University Press.
- Rose, R. (2010). *Learning from Comparative Public Policy: A Practical Guide* (2nd ed.). Routledge.
- Caramani, D. (2017). *Comparative Politics* (4th ed.). Oxford University Press.
- Collier, D., & Mahon, J. E. (Eds.). (1993). *Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Analysis*. Cambridge University Press.
- Landman, T. (2008). *Issues and Methods in Comparative Politics: An Introduction* (3rd ed.). Routledge.

- Przeworski, A., & Teune, H. (1970). *The Logic of Comparative Social Inquiry*. Wiley.
- Tilly, C. (2007). *Democracy*. Cambridge University Press.
- Erikson, R. S., & Tedin, K. L. (2017). *American Public Opinion: Its Origins, Content, and Impact* (9th ed.). Pearson.
- Bueno de Mesquita, B., Smith, A., Siverson, R. M., & Morrow, J. D. (2003). *The Logic of Political Survival*. MIT Press.

**Course Title: Contemporary Issues in Public Administration**

**Course Code: BAT632**

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

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

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

**Unit I 15 hours**

**Administrative Ethics**

- Corruption and Civil Society Activism
- Lokpal and Lokayuktas)
- Role of NGOs and Voluntary Agencies

**Unit II**

**15 hours**

### **Citizen's Rights**

- Citizen 's Charter-Objectives and Concerns
- Citizen's Participation in Administration-
- Consumer Protection Act,
- Consumer Rights in India
- Grievance Redress Mechanisms

### **Unit III 15 hours**

#### **Administrative Changes Since Independence**

- Introduction of First Administrative Reform Commission
- Introduction of Second Administrative Reform Commission

### **Unit-IV**

**15 hours**

#### **Development and Environmental issues**

- Development and Environmental Issues in Administration
- Feminist Perspective of Policy and Administration

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

#### **Suggested Readings**

- *"Digital Governance: New Technologies for Improving Public Service and Participation"* by Helmut K. Anheier and Mark Juergensmeyer
- *"Governing by Network: The New Shape of the Public Sector"* by Stephen Goldsmith and William D. Eggers
- *"Collaborative Governance: Private Roles for Public Goals in Turbulent Times"* by John D. Donahue and Richard J. Zeckhauser
- Goel S.L, *Financial Administration and Management*, Sterling Publishers, New Delhi, 1993.
- Lekhi R.K, Joginder Singh, *Revised Edition, Public Finance*, Kalyani Publishers, 2018.

- *M. K. Sharma M.K, Financial Administration, Anmol Publications, New Delhi,2006.*
- *Polinaidu S, Public Administration, Galgotia Publications,1996.*

**Course Title: Mathematical Statistics**

**Course Code: BAT616**

**Total Hours: 45**

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

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

1. Illustrate various properties of Discrete and continuous Distributions.
2. Explain concepts of sampling distribution and its standard error, Chi square, t and F distribution.
3. Grasp the concepts behind estimation and evaluate the various estimation techniques.
4. Explore the concepts of hypothesis and various useful techniques for various distributions.

**Course Content**

**UNIT-I**

**12 hours**

Discrete distributions: Uniform, Bernoulli, Binomial, Negative binomial, Geometric and Poisson.

Continuous distributions: Uniform, Gamma, Exponential, Chi-square, Beta and normal; Normal approximation to the binomial distribution.



**UNIT-II**

**12 hours**

Sampling distributions: Sampling distribution of statistics. Sampling distribution of the sample mean and variance. Sampling distribution for the normal population.

**UNIT-III**

**12 hours**

Theory of estimation: Estimation and estimate – consistent and biased. Maximum likelihood estimation. Applications to binomial, Poisson and normal populations.

Confidence

interval. Interval estimation for parameters of normal population. Confidence intervals for mean and standard deviation of a normal population.

**UNIT-IV**

**10 hours**

Statistical hypothesis: Simple and composite hypotheses. Tests of hypothesis - large sample tests of means and proportion. t-student, (chi square) and F distributions (without derivation) and testing of hypothesis based on them.

Test on mean and standard deviation of normal population. Comparison of means and standard deviations of two normal populations

**Transaction Mode**

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

**Suggested Readings**

- Medhi, J. (2000). Statistical Methods: An introductory Text, New Age International (P) Ltd.
- Gupta, S.C. and Kapoor, V. K.(2007). Fundamentals of Mathematical Statistics, S. Chand & Co.
- Cochran, W.G. (1977). Sampling Techniques, third edition, John Wiley & Sons.
- Feller, W.(2005). An Introduction to Probability Theory and Its Applications, Vol. I, Wiley.
- Uspensky, J.V.(2005). Introduction to Mathematical Probability,(McGraw Hill).  
Suggested digital platform: NPTEL/SWAYAM/MOOCs.

**Course Name: Classification of Indian Music****Course Code: BAT633**

L	T	P	Cr
2	0	0	2

**Total Hours 30**

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

- 1.To studies about the gharana of Hindustani music.
- 2.To learns about the musical forms of Hindustani music
- 3.To learns to write the practical compositions according to the nation system.
- 4.To understand the writing notations of VilambitKhayals&Drutkhayal in the

**UNIT- I****18 Hours**

One Drut khayal with alaps & tanas in each of the following: Bhairvi, Ramkali, MiyanMalhar.

**UNIT- II****12 Hours**

Ability to play the following Taals on tabla. Ada chautaal, Jattaal, Tilwara. One Tarana with proper style, in any of the Ragas prescribed in the Syllabus.

Tuning of Tanpura.

Gazal/ Suffiana Qalam in prescribed Ragas with Proper Gayaki.

### **SUGGESTED READINGS**

- Dr.MrieunjayaSharma and Dr.Ram Narayan:(2007) Sangeet manual; H.G Publications Delhi
- Dr. Yashpal Sharma(1998),Gayan Kalan; Punjabi University Patiala.
- Dr. Suman Lata(2007)Hindustani ShastriSangeetAvam Vyavhar; Karnal Publications.
- Dr.Davinder Kaur(1910), Sangeetanjali Publications Patiala
- Shankar Lal Mishra & AlkaKatyayal: SangeetShasterVivechan, Punjabi University Patiala.

### **Music (Practical)**

**Course Name: Study Of Raga (Viva Voce) VI**

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

**Course Code : BAT634**

#### **UNIT- I**

**18 Hours**

One Drut khayal with alaps & tanas in each of the following:Bhairvi,Ramkali, MiyanMalhar.

#### **UNIT- II**

**12 Hours**

Ability to play the following Taals on tabla. Ada chautaal, Jattaal, Tilwara. One

Tarana with proper style, in any of the Ragas prescribed in the Syllabus.

Tuning of Tanpura.

Gazal/ Suffiana Qalam in prescribed Ragas with Proper Gayaki.

**Course Name : Historical Perspective of Gurmat Sangeet**

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

**Course Code : 635**

**Total Hours :30**

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

1. learn about the historical development of Gurmat Sangeet.
2. do analysis of the History of Gurmat Sangeet.
3. gain knowledge of basic raags of Sri Guru Granth Sahib ji.
4. procedure command over stringed instruments.

### **Course Content**

#### **Unit I**

**6hours**

- i. Contribution & Development of Gurmat Sangeet in period Guru Tegbahadar ji

and Guru Gobind Singh ji.

ii. Contribution of Rababi tradition in Gurmat Sangeet.

iii. Theoretical knowledge of playing techniques of Rabab and Dilruba.

## **Unit II**

**7 hours**

i. Historical Development of Gurmat Sangeet during

ii. Guru Hargobind sahib, Guru Har Rai ji, Guru Harkrishan ji.

iii. Historical development of Music Instrument in Gurmat Sangeet.

## **Unit III**

**8 hours**

i. Description of prescribed Raags- Siri, Jaitsri, Bairari, Nat Narain and Kedara

ii. Description and notation of Taals- Char Taal and Ektaal

## **Unit IV 9 hours**

i. Notation of Shabads in prescribed Raags.

ii. Notation of prescribed Raags on stringed instruments.

## **Practical**

**Course Name : Practical Approach to Raags and Taals**

**Course Code : 636**

<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**

**Unit-I**

**18hours**

i. Shabad Kirtan Performance in the prescribed Raagas

Siri - one Shabad Composition.

Jaitsri - one Shabad Composition.

Bairari - one Shabad Composition.

Nat Narain - one Shabad Composition

Kedara – one Shabad Composition.

**Unit-II**

**12hours**

ii. Two shabad Reet on string instruments.

iii. Ability to demonstrate the following Taals by hand in Ekgun and Duguan of prescribed Taals: Char Taal and Ektaal

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

**Suggested Readings**

- Gur Shabad Kirtan Parveshika by Dr. Gurnam Singh, Gracious Books, phase I Urban Estate Patiala, 2015.
- Gur Shabad Raga Ratnakar, by Dr. Gurnam Singh, Gracious Books, phase I Urban Estate Patiala, 2015.
- Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana.
- Gurmat Sangeet da Sangeet Vigyan by Dr. Varinder Kaur, Amarjit Sahit Parkashan, Patiala.
- Gurmat Sangeet Prabandh te Pasaar by Dr. Gurnam Singh, Punjabi University, Patiala.
- Gurmat Sangeet by Dharam Parchar Committee, Central Yatimkhana, Sri Amritsar sahib.

- Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.Sri Guru Granth Sahib Raag Ratnavli by Prof. Tara Singh, PunjabiUniversity, Patiala.
- Tabla Vaadan by Dr.jagmohan Sharma, Punjabi University, Patiala, 1996.

**Course Name : Music Through History Across The Nation**

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

**Course Code : BAT 637**  
**45**

**Total hours :**

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

1. Learn Historical Development of Instrumental Music
2. Learn about the Great Maestros
3. Have a glimpse into Carnatic Music
4. Learn Ragas and Taals

**Course Content**

**Unit I****6 hours**

- i. Historical Development of Indian Music from Bharat to Sharang Dev.
- ii. Notational System Origin and Development.

**Unit II****7 hours**

1. Role of Akaashwani and Doordarshan in popularizing Instrumental Music.
2. Manch Pradarshan.

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

- i. Life Sketches of
  1. Pt. Nikhil Banerjee
  2. Smt. Sharan Rani
- ii. Knowledge of Uttari and Dakshini Sangeet Paddhati

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

- i. Description and Notation of prescribed Ragas: Miyan ki Tori and Miyan ki Malhar  
(One Maseetkhani and Two Razakhani Gats with Toras)
- ii. Description and Notation with Ekgun and Dugun of Taals: Ada Chautal and Jattal

**Practical****Course Name : Practical Approach to Non-Percussion Instruments****Course Code : BAT 638****Total Hours 30**

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

**Unit-I****18 hours**



- i. Ability to play Seven alankaras on Sitar.
- ii. Ability to play one Razakhani Gat in Raag: Miyan ki Tori and Miyan ki Malhar  
(One Maseetkhani and Two Razakhani Gats with Toras)

Unit-II

12 hours

- iii. Description and Notation with Ekgun and Dugun of Taals: Ada Chautal and Jat Taal.
- iv. Ability to play Jat Taal on Tabla.

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

### **Suggested Readings**

- *Kaur. D. (2017). Sangeet Roop (Part-III) Pearl Books Private Ltd. Patiala.*
- Sangeet Kala Ka Itihas by Dr. Panna Lal Madan
- Sangeet Shastra Vigyan by Dr. Panna Lal Madan
- Rag Parichaya Part III & IV by H.C. Shrivastava
- Folk Instruments of Punjab by Prof. Anil Narula (Published by Punjabi University, Patiala).
- Hamare Sangeet Ratna by Sangeet Karayalaya, Hathras.
- Sangeet SAR Part III by Mrs. Veena Mankaran
- Sangeet Granth atey Bharti Sangeet Da Itihas by Chander Kanta, Khosla.

**Course Title: Sports and Event Management****Course Code: BAT639**

L	T	P	Cr
2	0	0	2

**Total Hours: 30****Learning Outcomes:** After completion of this course, the learner will be able to:

1. Paraphrase the concept of sports management.
2. Manage events of physical education and sports
3. Develop skills of financial management and budget making during sports events.
4. Development and knowledge of various sports events

**Course Content****UNIT I****08 Hours**

Management in Physical Education and Sports: Concept, Meaning, Need and Scope of Sports Management

Functions of Management: Planning, Organizing, Staffing, Directing, Controlling and Evaluating

Management Skills: Personal Interpersonal Skills, Conceptual and Technical Skills

**UNIT II****08 Hours**

Managerial Roles: Interpersonal Roles, Informational Roles, Decision Making Roles

Qualities & Qualification of a Manager: Personal Qualities, Leadership Qualities, Academic and Professional Qualities

Personal Management: Introduction, Meaning, Principle Aspects of Personal Management

**UNIT III****07 Hours**

The Budget: Meaning, Definition and Objectives of the Budget, Principles of Planning a Sports Budget

Management of Facilities: Introduction, Administration and General Principles of Planning Facilities, Types of Facilities, Facility Requirements, Management of Sports Infrastructure-Indoor Facilities, Gymnasium and Swimming Pool.

**UNIT IV****7 Hours**

Management of Equipment's and Materials: Introduction, Meaning, Need and Importance, Types, Principles of Purchase, Equipment Care, Maintenance and Disposal, Intramural and Extramural Competitions, Public Relations, Offices and Officials

Communication: Meaning, Types of Communications and Barriers in Effective Communication

**Transaction Mode**

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

**Suggested Readings**

- *M.L.Kamlesh. Management Concepts in Physical Education and Sport (2nd revised and updated ed.); New Delhi; Khel Sahitya Kendra, (2016)*
- *P. Cherlladurai. Sport Management – Macro Perspectives; London, Ontario (Canada); Sports Dynamics (1985)*
- *Allen, L.A. Management & Organization. Kogakusha Co. Tokyo, 1988*
- *Hert, Renis, New Patterns of Management, McGraw Hill, 1961.*
- *Sandhu, K. Sports Dynamics: Psychology, Sociology and Management Sivia, G.S. Sports Management in Universities*

**Course Name: Project Meet**  
**Course Code:BAT640**

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

**TotalHours:30**

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

Develop effective project management skills, including project planning, scheduling, resource allocation, and risk assessment, to successfully execute Project Meet initiatives.

Analyze and apply advanced tools and techniques for project monitoring and control, ensuring that Project Meet stays on track, within scope, and on budget.

Demonstrate leadership and team work abilities by collaborating with diverse stakeholders, managing conflicts, and fostering a positive project environment during Project Meet execution.

Evaluate the outcomes and impact of Project Meet on the targeted audience or community, and prepare comprehensive reports and presentations to communicate project results effectively.

### **Course Content**

Students will organize project meet.