

# **GURU KASHI UNIVERSITY**



## **Bachelor of Arts (BA) Appendix-I**

**Session: 2025-26**  
**Faculty of Sciences, Humanities and Social  
Sciences**

**Graduate Attributes of the Programme: -**

<b>Type of learning outcomes</b>	<b>The Learning Outcomes Descriptors</b>
Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning Generic learning outcomes	Ability to integrate knowledge and techniques across various disciplines such as economics, political science, history, sociology, psychology, and social work. They will understand how multidisciplinary learning affects human values and brings changes in social systems.
	Applying logical reasoning and critical thinking to evaluate and make effective conclusions based on the assessment of social and civil affairs. They will integrate multidisciplinary perspectives to address complex real-world problems.
	Communicating effectively on problems, issues, and solutions with the community and society at large. They will be able to write effective reports, design documentation, make presentations, and work effectively as individuals or as members or leaders in diverse teams and multidisciplinary settings.
	Capability to identify, analyzes, and solves problems using an interdisciplinary approach. They will be adept at applying knowledge from various fields to develop innovative and effective solutions.
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	Demonstrating an awareness of the importance of lifelong learning and personal development. They will possess the ability to continuously acquire new knowledge and skills to adapt to the evolving demands of their careers and personal lives.
	Exhibiting a strong sense of ethical and social responsibility. They will understand the impact of their decisions on society and the environment and will be committed to making positive contributions to their communities and the world.
	Ability to integrate knowledge and techniques across various disciplines such as economics, political science, history, sociology, psychology, and social work. They will understand how multidisciplinary learning

	affects human values and brings changes in social systems.
--	--

**Programme learning outcomes:** An Undergraduate Certificate is awarded to students who have demonstrated the achievement of the outcomes located at level 4.5:

<b>Element of the Descriptor</b>	<b>Programme learning outcomes relating to Undergraduate Certificate</b>
	The graduates should be able to demonstrate the acquisition of:
Knowledge and understanding General, technical and professional skills required to perform and accomplish tasks Application of knowledge and skills Generic learning Outcomes	Graduates are expected to demonstrate a sound understanding of the key concepts, theories, and principles within their chosen discipline. They should be able to apply this knowledge effectively to analyze complex issues, evaluate various perspectives, and develop practical, well-reasoned solutions to real-world problems. In addition, graduates should possess a strong awareness of the ethical, social, and environmental implications of their professional practice, ensuring that their decisions contribute positively to society and reflect a commitment to responsible and sustainable action.
	Graduates are proficient in using discipline-specific tools, technologies, and methodologies. They demonstrate effective problem-solving and decision-making abilities in various contexts. Strong interpersonal and professional communication skills support their engagement with others. They work well collaboratively in teams and contribute positively to shared goals. Their adaptability allows them to thrive in diverse and dynamic professional environments.
	Graduates are able to translate theoretical knowledge into practical applications, demonstrating competence in research, data analysis, and interpretation. They gain hands-on experience by applying their skills through projects, case studies, and workplace settings, bridging the gap between academic learning and real-world practice.
	Graduates exhibit independent learning and adaptability, enabling them to navigate new challenges with confidence. They demonstrate strong time management, organization, and project planning skills, ensuring effective task execution. Additionally, they are aware of global issues and engage in culturally competent practices, contributing to inclusive and informed professional environments.

<p>Constitutional, humanistic, ethical, and moral values</p> <p>Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset</p> <p>Knowledge and understanding</p>	<p>Graduates are committed to ethical and professional standards in their decision-making and conduct. They understand the legal, ethical, and moral responsibilities that guide professional practice. Additionally, they actively promote inclusivity, respect for diversity, and uphold human rights principles in all aspects of their work.</p> <p>Graduates develop essential employability skills, including teamwork, leadership, and adaptability, preparing them for diverse professional roles. They demonstrate entrepreneurial thinking, innovation, and strong problem-solving abilities that support career growth. By applying their knowledge and skills in real-world settings, they enhance their employability and contribute effectively to their chosen fields.</p> <p>Graduates are expected to demonstrate a sound understanding of the key concepts, theories, and principles within their chosen discipline. They should be able to apply this knowledge effectively to analyze complex issues, evaluate various perspectives, and develop practical, well-reasoned solutions to real-world problems. In addition, graduates should possess a strong awareness of the ethical, social, and environmental implications of their professional practice, ensuring that their decisions contribute positively to society and reflect a commitment to responsible and sustainable action.</p>
<p>General, technical and professional skills required to perform and accomplish tasks</p>	<p>Graduates are proficient in using discipline-specific tools, technologies, and methodologies. They demonstrate effective problem-solving and decision-making abilities in various contexts. Strong interpersonal and professional communication skills support their engagement with others. They work well collaboratively in teams and contribute positively to shared goals. Their adaptability allows them to thrive in diverse and dynamic professional environments.</p>
<p>Application of knowledge and skills</p>	<p>Graduates are able to translate theoretical knowledge into practical applications, demonstrating competence in research, data analysis, and interpretation. They gain hands-on experience by applying their skills through projects, case studies, and workplace settings, bridging the gap between academic learning and real-world practice.</p>
<p>Generic learning Outcomes</p>	<p>Graduates exhibit independent learning and adaptability, enabling them to navigate new challenges with confidence. They demonstrate strong</p>

	time management, organization, and project planning skills, ensuring effective task execution. Additionally, they are aware of global issues and engage in culturally competent practices, contributing to inclusive and informed professional environments.
Constitutional, humanistic, ethical, and moral values	Graduates are committed to ethical and professional standards in their decision-making and conduct. They understand the legal, ethical, and moral responsibilities that guide professional practice. Additionally, they actively promote inclusivity, respect for diversity, and uphold human rights principles in all aspects of their work.
Credit requirements	The 3-year /6-semester bachelor's degree requires 136credits from the first and second years of the programme, with 48credits in the first year and 44 credits in the second year of the programme at level 4.5
Entry requirements	A candidate who has passed Senior Secondary Certificate Examination (Class XII level) of the Board of School Education, Punjab; or any other examination recognized as equivalent thereto with minimum passing marks in aggregate, shall be eligible to join First Semester of the Undergraduate (UG) Programme

### Program Structure

<b>SEMESTER: 1<sup>st</sup></b>									
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>No. of Credits</b>	<b>Int.</b>	<b>Ext .</b>	<b>Total Marks</b>
<b>Select any three of the following</b>									
BAT1100	History of Ancient India	Core Course	4	0	0	4+4+4	30	70	100
BAT1101	Micro Economics								
BAT1102	Indian Traditional Religions and Sacraments								
BAT1103	Basic Concepts of Political Theory								
BAT1104	Introduction to Sociology								
BAT1105	Introduction of Social Work								
BAT1106	General Psychology-I								
<b>Elective-I (Select any one of the following)</b>									
BAT1107	History of Prose in English Literature	Minor Course	2	0	0	2	30	70	100
BAT1108	Punjabi Sahit Da Itihaas-I								
BAT1109	Hindi Sahitya Manjri								
BAT1110	Matrices and Coordinate Geometry								
BAT1111	Fundamentals of Vocal Music		1	0	0	1	30	70	100
BAT1112	Study of Ragas and Talas		0	0	2	1	30	70	100
BAT1113	Basics of Shabad Kirtan		1	0	0	1	30	70	100

BAT1114	Basics of Ragas and Kirtan		0	0	2	1	30	70	100
BAT1115	History and Principles of Physical		1	0	0	1	30	70	100
BAT1116	Education Proficiency of Athletics and Games-I		0	0	2	1	30	70	100
BAT1117	Computer Application	Skill Enhancement Course	2	0	0	2	30	70	100
BAT1118	Computer Application-Lab		0	0	2	1	30	70	100
<b>Elective-II (Select any one of the following)</b>									
BAT1119	Leadership and Team Dynamics	Multidisciplinary							
BAT1120	Constitutional Law -I		3	0	0	3	30	70	100
BAT1121	Food Safety and Standards								
VAC0001	Environment Education	Value Added Course	2	0	0	2	30	70	100
<b>Elective-III (Select any one of the following)</b>									
BAT1122	Punjabi Kavitate Vartak	Ability Enhancement Course							
BAT1123	Hindi		2	0	0	2	30	70	100
BAT1124	English Prose and Poetry								
<b>Total</b>			<b>18</b>	<b>0</b>	<b>08</b>	<b>24</b>	<b>270</b>	<b>630</b>	<b>900</b>

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

<b>SEMESTER: 2<sup>nd</sup></b>									
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>No. of Credits</b>	<b>Int.</b>	<b>Ext.</b>	<b>Total Marks</b>
<b>Select any Three of the following</b>									
BAT2150	Political History of Medieval India	Core Course	4	0	0	4+4+4	30	70	100
BAT2151	Macro Economics								
BAT2152	Sikh Thoughts and Main Principles								
BAT2153	Modern Principles of Political Theory								
BAT2154	Fundamentals of Sociology								
BAT2155	Community organizations and Development								
BAT2156	Human Growth and Development								
BAT2157	English Novels and Literature	Minor Course	2	0	0	2	30	70	100
BAT2158	Punjabi Sahit Da Itihaas-II								
BAT2159	Hindi Vyakaran-Hindi Literature								
BAT2160	Calculus and Differential Equations								
BAT2161	Introduction to Musical terms and Techniques								
BAT2162	Study of Raga-I								
BAT2163	Fundamentals of Shabad Kirtan								
BAT2164	Technicalities of Instruments								
BAT2165	Officiating and Coaching in Physical Education								

BAT2166	Proficiency of Athletics and Games - II		0	0	2	1	30	70	100
BAT2167	Listening and Speaking Skills-English	Skill Enhancement Course	2	0	0	2	30	70	100
BAT2168	Listening and Speaking Skills-English (Lab)		0	0	2	1	30	70	100
<b>Elective-V (Select any one of the following)</b>									
BAT2169	Sustainable Business Practices	Multidisciplinary	3	0	0	3	30	70	100
BAT2170	Constitutional Law II								
BAT2171	Landscaping								
VAC0002	Human Values and Professional Ethics	Value Added Course	2	0	0	2	30	70	100
<b>Elective-VI (Select any one of the following)</b>									
BAT2172	Punjabi Kahani ate Ikangi	Ability Enhancement Course	2	0	0	2	30	70	100
BAT2173	Hindi								
BAT2174	English Language and Literature								
<b>Total</b>			<b>22</b>	<b>0</b>	<b>04</b>	<b>24</b>	<b>270</b>	<b>630</b>	<b>900</b>

**Programme learning outcomes:** An Undergraduate Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 5:

<b>Element of the Descriptor</b>	<b>Programme learning outcomes relating to Undergraduate Diploma</b>
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding Skills required to perform and accomplish tasks Application of knowledge and skills	Graduates possess a deeper and more specialized understanding of key theories, principles, and practices within their chosen discipline. They are able to critically evaluate and integrate knowledge from diverse sources to inform their work. With awareness of current and emerging trends, research, and professional standards, they stay aligned with developments in the field. Their ability to analyze and interpret complex information enables them to develop innovative and effective solutions.
	Graduates demonstrate advanced technical and professional skills relevant to their discipline, enabling high-level performance in their field. They possess strong problem-solving, analytical, and critical-thinking abilities to address complex challenges. Effective communication across professional, academic, and digital contexts supports their ability to convey ideas clearly. Additionally, their leadership, teamwork, and collaboration skills allow them to work efficiently in diverse and dynamic environments.
	Graduates are able to apply theoretical knowledge to real-world professional and practical settings with confidence and relevance. They develop independent decision-making skills and foster a capacity for innovation in their work. Through experience in designing, executing, and evaluating projects, case studies, or research, they gain practical insight. They also demonstrate competence in using digital tools, technologies, and methodologies specific to their field.

<p>Generic learning outcomes</p> <p>Constitutional, humanistic, ethical, and moral values</p> <p>Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset</p>	<p>Graduates possess the ability to engage in independent learning and ongoing professional development, ensuring continuous growth. They demonstrate effective time management, organization, and multi-tasking skills to meet diverse demands. Their strong adaptability allows them to thrive in changing work environments and respond to evolving societal needs. Additionally, they show cross-disciplinary awareness and an appreciation for global and cultural perspectives.</p>
	<p>Graduates are committed to upholding ethical, legal, and professional standards in both decision-making and practice. They demonstrate a clear understanding of human rights, social justice, and sustainability principles, integrating these values into their work. By promoting inclusivity, cultural competence, and diversity awareness, they contribute to respectful and equitable environments. Their approach reflects ethical leadership and responsible citizenship in both professional and personal contexts.</p>
	<p>Graduates possess industry-relevant skills that enhance their employability and prepare them for career readiness in a competitive job market. They demonstrate entrepreneurial thinking, creativity, and innovation in business and project development. With the ability to apply both practical and strategic approaches to problem-solving, they navigate professional challenges effectively. Their proactive mindset supports lifelong learning, career advancement, and a commitment to professional excellence.</p>
<p>Knowledge and understanding</p>	<p>Graduates possess a deeper and more specialized understanding of key theories, principles, and practices within their chosen discipline. They are able to critically evaluate and integrate knowledge from diverse sources to inform their work. With awareness of current and emerging trends, research, and professional standards, they stay aligned with developments in the field. Their ability to analyze and interpret complex information enables them to develop innovative and effective solutions.</p>
<p>Skills required to perform and accomplish tasks</p>	<p>Graduates demonstrate advanced technical and professional skills relevant to their discipline, enabling high-level performance in their field. They possess strong problem-solving, analytical, and critical-thinking abilities to address complex challenges. Effective communication across</p>

	professional, academic, and digital contexts supports their ability to convey ideas clearly. Additionally, their leadership, teamwork, and collaboration skills allow them to work efficiently in diverse and dynamic environments.
Application of knowledge and skills	Graduates are able to apply theoretical knowledge to real-world professional and practical settings with confidence and relevance. They develop independent decision-making skills and foster a capacity for innovation in their work. Through experience in designing, executing, and evaluating projects, case studies, or research, they gain practical insight. They also demonstrate competence in using digital tools, technologies, and methodologies specific to their field.
Credit requirements	The 3-year /6-semester bachelor's degree requires 136credits from the 3 <sup>rd</sup> and 4 <sup>th</sup> semester of the programme, with 24 credits in the 3 <sup>rd</sup> sem and 24 credits in the 4 <sup>th</sup> sem at level 4.5
Entry requirements	A candidate who has passed Senior Secondary Certificate Examination (Class XII level) of the Board of School Education, Punjab; or any other examination recognized as equivalent thereto with minimum passing marks in aggregate, shall be eligible to join 3 <sup>rd</sup> Semester of the Undergraduate (UG) Programme

<b>SEMESTER: 3<sup>rd</sup></b>									
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>No. of Credits</b>	<b>Int.</b>	<b>Ext.</b>	<b>Total Marks</b>
<b>Select any Three of the following</b>									
BAT3200	History of Modern India	Core Course	4	0	0	4+4+4	30	70	100
BAT3201	Indian Economy								
BAT3202	Semitic Religion								
BAT3203	Development of Indian Constitution								
BAT3204	Indian Society								
BAT3205	Social Action movements and campaigns								
BAT3206	Child Development								
<b>Elective- VIII (Select any one of the following)</b>									
BAT3207	English Drama and Literature	Minor Course	2	0	0	2	30	70	100
BAT3208	GurmatKaav								
BAT3209	Sahitya Sopan-Hindi Literature								
BAT3210	Linear Algebra								
BAT3211	Biographical Study of Indian Music								
BAT3212	Study of Laya and Talas								
BAT3213	Basic knowledge of Gurmat Sangeet								
BAT3214	A Study of Ragas and Talas of Gurmat								

BAT3215	Sports Training in Physical Education		1	0	0	1	30	70	100
BAT3216	Proficiency of Athletics and Games-III		0	0	2	1	30	70	100
<b>Elective- VIII (Select any one of the following)</b>									
BAT3217	Basics of Journalism	Skill Enhancement Course	2	0	0	2	30	70	100
BAT3218	Basics of Journalism (Practical)		0	0	2	1	30	70	100
<b>Elective-IX (Select any one of the following)</b>									
BAT3219	Cross Culture Management	Multidisciplinary							
BAT3220	Consumer Protection Law and Information		3	0	0	3	30	70	100
BAT3221	Agriculture								
<b>Elective-X (Select any one of the following)</b>									
BAT3222	Punjabi Vartak te Natak	Ability Enhancement Course							
BAT3223	Hindi		2	0	0	2	30	70	100
BAT3224	Prose and Poetry in English Language								
<b>Total</b>			<b>20</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>210</b>	<b>490</b>	<b>700</b>

<b>SEMESTER: 4<sup>th</sup></b>									
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>No. of Credits</b>	<b>Int.</b>	<b>Ext.</b>	<b>Total Marks</b>
<b>Select any three of the following</b>									
BAT4250	History of Punjab (1469-1707AD)	Core Course	4	0	0	4+4+4	30	70	100
BAT4251	Public Finance and International Economics								
BAT4252	Religious Movements								
BAT4253	Indian Political System								
BAT4254	Social Change and Development								
BAT4255	Social work and Social Development								
BAT4256	Statistics for Psychology								
<b>Elective-X (Select any one of the following)</b>									
BAT4257	Major Dramas in English Literature	Minor Course	2	0	0	2	30	70	100
BAT4258	Punjabi Sufi Ate Kissa Kaav								
BAT4259	Hindi Bhasa								
BAT4260	Complex Analysis								
BAT4261	Aesthetical Study of Hindustani Music								
BAT4262	Study of Ragas-II								

BAT4263	Comparative Study of Gurmat Sangeet with Classical Music and Folk Music		1	0	0	1	30	70	100
BAT4264	Practical Approach on String Instrumental Music		0	0	2	1	30	70	100
BAT4265	Yoga and Recreation		1	0	0	1	30	70	100
BAT4266	Yoga		0	0	2	1	30	70	100
<b>Elective-XI (Select any one of the following)</b>									
BAT4267	Basic of Welding Technology	Vocation al	2	0	0	2	30	70	100
BAT4268	Basic of Welding Lab		0	0	4	2	30	70	100
BAT4269	Fundamental of Nutrition and Human Development		2	0	0	2	30	70	100
BAT4270	Fundamental of Nutrition and Human Development (Practical)		0	0	4	2	30	70	100

IKS0009	Indian Agriculture	Value Added Course	2	0	0	2	30	70	100
<b>Elective-XI (Select any one of the following)</b>									
BAT4271	Punjabi Galap-I	Ability Enhance ment Course	2	0	0	2	30	70	100
BAT4272	Hindi								
BAT4273	English Literature and Language Skills								
<b>Total</b>			<b>20</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>210</b>	<b>490</b>	<b>700</b>

**Programme learning outcomes:** The Bachelor's degree is awarded to students who have demonstrated the achievement of the outcomes located at level 5.5:

<b>Element of the Descriptor</b>	<b>Programme learning outcomes relating to Bachelor Degree</b>
	The graduates should be able to demonstrate the acquisition of:
Knowledge and understanding General, technical and professional skills required to perform and accomplish tasks Application of knowledge and skills Generic learning Outcomes	Graduates demonstrate a comprehensive and in-depth understanding of key theories, principles, and practices within their discipline. They are skilled in critically analyzing and synthesizing information from a variety of sources to inform their judgments. With an awareness of contemporary global issues, emerging trends, and ethical considerations, they remain current and responsible in their field. Additionally, they show proficiency in applying research methodologies and evidence-based practices to support effective decision-making and innovation.
	Graduates demonstrate advanced technical and professional expertise relevant to their chosen discipline, enabling them to perform effectively in specialized roles. They possess strong analytical, problem-solving, and decision-making abilities essential for addressing complex challenges. Their communication skills-spanning written, verbal, and digital literacy-support clear and impactful engagement across contexts. With strong leadership, teamwork, and collaboration abilities, they excel in multidisciplinary and professional environments. Additionally, they are competent in utilizing digital tools, data analysis techniques, and industry-specific technologies to enhance productivity and innovation.
	Graduates are able to integrate theoretical knowledge with practical applications in real-world contexts, demonstrating independent and critical thinking to solve complex professional problems. They possess the capacity to plan, execute, and evaluate projects, research, and case studies effectively. Their adaptability and innovative approach enable them to address both professional and societal challenges with confidence and creativity.
	Graduates demonstrate lifelong learning skills, adaptability, and a strong commitment to continuous professional development. They exhibit effective organizational and time-management abilities to manage tasks and meet deadlines efficiently. Their capacity to work in diverse, multicultural, and

	<p>multidisciplinary environments supports inclusive and collaborative practice. With a global perspective and cultural competence, they are well-equipped to engage with international and societal issues responsibly.</p>
<p>Constitutional, humanistic, ethical, and moral values Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset Knowledge and understanding</p>	<p>Graduates demonstrate a strong commitment to ethical principles, integrity, and professional responsibility in their conduct. They have a deep understanding of social justice, human rights, and sustainability principles, which inform their values and actions. They actively advocate for inclusivity, equality, and respect for diversity in both professional and societal contexts. Additionally, they apply ethical reasoning in leadership, decision-making, and problem-solving, ensuring responsible and principled outcomes.</p> <p>Graduates possess well-developed employability skills, including adaptability, teamwork, and the ability to build professional networks. They demonstrate an entrepreneurial mindset and innovation-driven problem-solving abilities that support growth and creativity. With strong business acumen and strategic thinking, they are equipped for career development and entrepreneurial ventures. Their proactive approach to leadership, lifelong learning, and career advancement ensures continued professional success.</p> <p>Graduates demonstrate a comprehensive and in-depth understanding of key theories, principles, and practices within their discipline. They are skilled in critically analyzing and synthesizing information from a variety of sources to inform their judgments. With an awareness of contemporary global issues, emerging trends, and ethical considerations, they remain current and responsible in their field. Additionally, they show proficiency in applying research methodologies and evidence-based practices to support effective decision-making and innovation.</p>
<p>General, technical and professional skills required to perform and accomplish tasks</p>	<p>Graduates demonstrate advanced technical and professional expertise relevant to their chosen discipline, enabling them to perform effectively in specialized roles. They possess strong analytical, problem-solving, and decision-making abilities essential for addressing complex challenges. Their communication skills-spanning written, verbal, and digital literacy-support clear and impactful engagement across contexts. With strong leadership, teamwork, and collaboration abilities, they excel in multidisciplinary and professional environments.</p>

	Additionally, they are competent in utilizing digital tools, data analysis techniques, and industry-specific technologies to enhance productivity and innovation.
Application of knowledge and skills	Graduates are able to integrate theoretical knowledge with practical applications in real-world contexts, demonstrating independent and critical thinking to solve complex professional problems. They possess the capacity to plan, execute, and evaluate projects, research, and case studies effectively. Their adaptability and innovative approach enable them to address both professional and societal challenges with confidence and creativity.
Generic learning Outcomes	Graduates demonstrate lifelong learning skills, adaptability, and a strong commitment to continuous professional development. They exhibit effective organizational and time-management abilities to manage tasks and meet deadlines efficiently. Their capacity to work in diverse, multicultural, and multidisciplinary environments supports inclusive and collaborative practice. With a global perspective and cultural competence, they are well-equipped to engage with international and societal issues responsibly.
Constitutional, humanistic, ethical, and moral values	Graduates demonstrate a strong commitment to ethical principles, integrity, and professional responsibility in their conduct. They have a deep understanding of social justice, human rights, and sustainability principles, which inform their values and actions. They actively advocate for inclusivity, equality, and respect for diversity in both professional and societal contexts. Additionally, they apply ethical reasoning in leadership, decision-making, and problem-solving, ensuring responsible and principled outcomes.
Credit requirements	The 3-year /6-semester bachelor's degree requires 136credits from the fifth and sixth semester with 24 credits in fifth semester and 20 credits in sixth semester at level 4.5
Entry requirements	A candidate who has passed Senior Secondary Certificate Examination (Class XII level) of the Board of School Education, Punjab; or any other examination recognized as equivalent thereto with minimum passing marks in aggregate, shall be eligible to join fifth Semester of the Undergraduate (UG) Programme

<b>SEMESTER: 5<sup>th</sup></b>									
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>No. of Credits</b>	<b>Int.</b>	<b>Ext .</b>	<b>Total Marks</b>
<b>Select any three of the following</b>									
BAT5300	History of World	Core Course	4	0	0	4+4+4	30	70	100
BAT5301	Economics Development								
BAT5302	Religion and Philosophy of Religion								
BAT5303	International Relation								
BAT5304	Foundation of Social Thought								
BAT5305	HIV and Family Education								
BAT5306	Counselling Psychology								
<b>Select any one of the following</b>									
BAT5307	British English Literature	Minor Course	2	0	0	2	30	70	100
BAT5308	Punjabi Galap-II								
BAT5309	Sahitya Sarani - Hindi Literature								
BAT5310	Real Analysis								
BAT5311	Historical Development of Hindustani Music								
BAT5312	Study of Light Music								
			1	0	0	1	30	70	100
			0	0	2	1	30	70	100

BAT5313	Theoretical Orientation of Gurmat Sangeet		1	0	0	1	30	70	100
BAT5314	Practical approach of Rhythmic Beats		0	0	2	1	30	70	100
BAT5315	Health and Fitness		1	0	0	1	30	70	100
BAT5316	Proficiency of Athletics and Games		0	0	2	1	30	70	100
<b>Select any one of the following</b>									
BAT5317	Basic of Internal Combustion Engine	Vocational	2	0	0	2	30	70	100
BAT5318	Basic of Internal Combustion Engine Lab		0	0	4	2	30	70	100
BAT5319	Home and Community Resource Planning		2	0	0	2	30	70	100
BAT5320	Home and Community Resource Planning (Practical)		0	0	4	2	30	70	100
<b>Elective-XI (Select any one of the following)</b>									
BAT5321	Punjabi Galap-II	Ability Enhancement Course	2	0	0	2	30	70	100
BAT5322	Hindi								

BAT5323	Translation and English Literature								
BAT5324	Community Engagement and Social Responsibility	Community Outreach Program	0	0	8	4	30	70	100
<b>Total</b>			<b>18</b>	<b>0</b>	<b>12</b>	<b>24</b>	<b>210</b>	<b>490</b>	<b>700</b>

<b>SEMESTER: 6<sup>th</sup></b>									
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>No. of Credits</b>	<b>Int.</b>	<b>Ext.</b>	<b>Total Marks</b>
<b>Select any three of the following</b>									
BAT6350	History of Punjab(1799-1858AD)	Core Course	4	0	0	4+4+4	30	70	100
BAT6351	Statistics for Economics								
BAT6352	The Sikh Scripture, thoughts and Institutions								
BAT6353	Comparative Governance & Politics								
BAT6354	Indian Sociological Thinkers								
BAT6355	Case work and counseling: Working with marginalized Community								
BAT6356	Personality								
<b>Select any one of the following</b>									
BAT6357	World Literature in English	Minor Course	2	0	0	2	30	70	100
BAT6358	Punjabi Bhasha Ate Gurmakhi Lippi								
BAT6359	Sahitya Roop-Hindi								
BAT6360	Mathematical Statistics								
BAT6361	Classification of Indian Music								

BAT6362	Study of Ragas-III		0	0	2	1	30	70	100
BAT6363	Historical Perspectives of Gurmat Sangeet		1	0	0	1	30	70	100
BAT6364	Practical approach to Ragas and Talas		0	0	2	1	30	70	100
BAT6365	Sports and Event Management		1	0	0	1	30	70	100
BAT6366	Project		0	0	2	1	30	70	100
<b>Elective-XII (Select any one of the following with their Practical)</b>									
BAT6367	Basic of Air Conditioning and Refrigeration	Vocation al	2	0	0	2	30	70	100
BAT6368	Basic of Air Conditioning and Refrigeration Lab		0	0	4	2	30	70	100
BAT6369	Community Nutrition and Public Health Hygiene		2	0	0	2	30	70	100
BAT6370	Community Nutrition and Public Health Hygiene (Practical)		0	0	4	2	30	70	100
IKS0001	Bharatavarsha -A Land of Rare Natural Endowments	Value Added Course	2	0	0	2	30	70	100
<b>Elective-XIII (Select any one of the following)</b>									

BAT6371	Punjabi Rekha chittarte Sahit de Roop	Ability Enhance ment Course	2	0	0	2	30	70	100
BAT6372	Hindi								
BAT6373	Literature, Review and Story Writing in English								
<b>Total</b>			<b>20</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>240</b>	<b>560</b>	<b>800</b>
						<b>138</b>			

**Semester – I**

<b>Course Title: History of Ancient India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1100</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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****15 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****15 Hours**

Causes of Emergence of Jainism and the teachings of the Mahavir Jain Buddhism: its emergence and prominent Teachings of the Gautam Budha.

**UNIT-II****15 Hours**

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

**UNIT-IV****15 Hours**

Vardhan Dynasty and Southern Dynasties (Sangam Age, Cholas, Pallava and Rashtrakutas).

**Transaction Mode:**

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

**Suggested Readings:**

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

<b>Course Title: Micro Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1101</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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**

**15 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, Indifference Curve. Law of Demand, Elasticity of Demand.

**Skill Enhancement Content:** Demand estimation and forecasting in Consumer Behaviour.

#### **UNIT-II**

**15 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. Concept of Cost and Revenue.

**Skill Enhancement Content:** Estimation Cobb-Douglas and CES Production Function.

#### **UNIT-II**

**15 Hours**

**The Market Structure:** Market forms – Perfect and Imperfect markets and their features. Price and output determination and Firm's equilibrium under

Perfect Competition, Monopoly, Monopolistic competition and Oligopoly Market.

**Skill Enhancement Content:** Case Studies of Monopolistic and Oligopoly market.

#### **UNIT-IV**

**15 Hours**

**Theory of Distribution:** Marginal productivity theory of distribution, Rent: Ricardian theory, Scarcity rent and Quasi Rent. Interest: Classical and the Keynesian theory of Interest.

**Skill Enhancement Content:** Product Exhaustion Theorem (Euler's Theorem)

#### **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.

<b>Course Title: Indian Traditional Religions and Sacraments</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1102</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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** **15 Hours**

#### ਵੈਦਿਕ ਮਤ

ਵੈਦਿਕਧਰਮਦੀਜਾਣ-ਪਛਾਣ

ਵੈਦਿਕਦੇਵਤੇ :- ਵਰੁਣਅਗਨੀ, ਇੰਦਰ

ਬਲੀਅਤੇਯੱਗ

**Unit - I** **15 Hours**

#### ਜੈਨ ਮਤ

ਭਗਵਾਨਮਹਾਂਵੀਰ :- ਜੀਵਨਤੇਬਿਰਤਾਂਤ

ਸਿੱਖਿਆਵਾਂ :- ਤਿੰਨਰਤਨ

ਪੰਜਮਹਾਂਵਰਤ :- ਅਹਿੰਸਾ, ਸੱਚ, ਅਸਤੇਯ, ਅਪਰਿਗ੍ਰਹਅਤੇਬ੍ਰਹਮਚਰਯ

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

#### ਬੁੱਧ ਮਤ

ਭਗਵਾਨਬੁੱਧ:- ਜੀਵਨਅਤੇਸਿੱਖਿਆਵਾਂ

ਚਾਰਅਰੀਯਾਸਤ:- ਦੁੱਖ, ਦੁੱਖਾਂਦਾਕਾਰਨ, ਦੁੱਖਦੀਨਵਿਰਤੀਅਤੇਦੁੱਖਨਵਿਰਤੀਦਾਮਾਰਗ

ਅਸਟਾਂਗਮਾਰਗ

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

## ਧਾਰਮਿਕ ਸੰਸਕਾਰ

ਜਨਮ ਸੰਸਕਾਰ (ਜੈਨ ਧਰਮ, ਬੁੱਧ ਧਰਮ ਅਤੇ ਹਿੰਦੂ ਧਰਮ)

ਮਿਤਕ ਸੰਸਕਾਰ (ਹਿੰਦੂ ਧਰਮ)

ਧਰਮ ਪਰਿਵੇਸ਼ ਸੰਸਕਾਰ (ਜੈਨ ਧਰਮ ਅਤੇ ਬੁੱਧ ਧਰਮ)

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

### ਸਹਾਇਕ ਪੁਸਤਕਾਂ:

- ਪ੍ਰੀਤਮ ਸਿੰਘ **ਗੁਰਮਤਿ ਵਿਚਾਰਧਾਰਾ, SGPC, ਸ੍ਰੀ ਅੰਮ੍ਰਿਤਸਰ ਸਾਹਿਬ**
- ਡਾ. ਗੰਡਾ ਸਿੰਘ, ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ, **ਸਿੱਖ ਇਤਿਹਾਸ**, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਐਮ. ਐਲ ਜੋਸ਼ੀ **ਵਿਸ਼ਵ ਧਰਮ ਸੰਗ੍ਰਹਿ:-**, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ
- *Dr. Ganda Singh **Punjab Past and Present** (Special Issue),*
- ਪ੍ਰਧਾਨਉਪਨਿਸ਼ਦ: ਰਾਮਦਾਸਨਿਰੰਕਾਰੀ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- *Jainism :- Gurbachan Singh Talib*

<b>Course Title: Basic Concepts of Political Theory</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1103</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After completion of this 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** **15 Hours**

Political Science: Meaning, definitions, characteristics and scope.

Political Theory & Political Science Traditional and Modern Interpretation Political Theory & Political Science traditional & modern Relationship between Political Science Economics, History, Psychology and Sociology

#### **UNIT-II** **15 Hours**

The State: Meaning, Elements and Difference among State, Society and Government.

Sovereignty: Meaning, definition, characteristics, types and attributes.

#### **UNIT-III** **15 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** **15 Hours**

Justice: Meaning and its various dimensions.

Rights & Duties: Meaning, types & Relationship between Rights & Duties.

**TransactionMode:**

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

**SuggestedReadings:**

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

<b>Course Title: Introduction to Sociology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1104</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

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

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

### **Course Content**

#### **UNIT-I 15 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: 15 Hours**

##### **Basic Sociological Concepts**

Social Structure and Organization Dynamics of social organization Social Groups and Associations Primary and Secondary groups Reference groups Communities and associations.

#### **UNIT-III: 15 Hours**

##### **Socialization and Social Dynamics**

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: 15 Hours**

##### **Cultural Perspectives**

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 Drishtikontesidhant. (Punjabi). Patiala: Punjabi University Press.*
- *Judge, Paramjit Singh. 2012. Foundation of Classical Sociological Theory: Functionalism. Conflict and Action. New Delhi: Pearson*

<b>Course Title: Introduction of Social Work</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1105</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After completion of this course, the learner 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**

**15 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**

**15 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 approaching Social Work Practice. Field work and fieldwork supervision in social work education

#### **UNIT**

**15 Hours**

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

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

#### **UNIT-IV**

**15 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 Neo liberalism;

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 Straight forward 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.*

<b>Course Title: General Psychology-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1106</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

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

- To understand the nature of the discipline “Psychology” to the students.
- Students will be able to learn different types of approaches.
- They will be able to understand how biology plays an important role in determining human behavior.
- To understand the nature of learning and memory, factors affecting learning and memory.
- To understand the classical classification of personality types.

**Course Content****Unit – I****13 Hours**

Psychology: Definition, goals and scope; Approaches of Psychology: Psychodynamic, Behavioral and Humanistic.

**Unit – II****14 Hours**

Biological basis of behavior: Neuron: Structure and function, Action potential and synapse. Endocrine system.

**Unit – III****16 Hours**

Learning: Meaning and nature of learning; Conditioning: Classical and Instrumental. Personality: Nature, definition and determinants, Type and trait approach of personality.

**Unit – IV****17 Hours**

Memory: Nature and stages; Types of memory: Sensory, Short-Term and Long-Term Memory. Forgetting: Nature and Causes.

**Transactional Mode**

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

**Recommended Books:**

- Baron, R. A. (2006). *Psychology* (5th Ed.). New Delhi: Pearson Education.
- Ciccarelli, S. K., White, J. N., & Misra, G. (2017). *Psychology*. Delhi: Pearson.
- Coon, D., & Mitterer, G. E. (2010). *Introduction to Psychology: Gateway to mind and behaviour* (12<sup>th</sup> Ed.). New Delhi: Cengage.
- Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.

- Morgan, T. C., & A. R. King (1981). *Introduction to psychology* (6th ed.). Sinagore City: McGraw-Hill.
- Baron, R. A., & Byrne, D. (1998). *Social psychology* (8th Ed.). New Delhi: Prentice-Hall.
- त्रिपाठी, ला० ब० एवं अन्य (2001). *आधुनिक प्रायोगिक मनोविज्ञान*. आगरा:हरप्रसाद भार्गव.
- सिंह, अरुण कुमार (2006). *उच्चतर सामान्य मनोविज्ञान*. वाराणसी : मोतीलाल बनारसी दास.

<b>Course Title: History of Prose in English Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1107</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. 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** **10 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

#### **UNIT-I** **10 Hours**

The Poetic Palette (Orient Blackswan, 2013) The following poems from this anthology are prescribed:

The Tyger: William Blake

The Charge of the Light Brigade: Lord Tennyson

#### **UNIT-III** **5 Hours**

Texts Prescribed for Grammar Oxford Practice Grammar by John Eastwood  
(Exercises 01to 15)

#### **UNIT-IV** **5 Hours**

Writing skills

Applications: Official Email

Report writing for media

#### **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.*
- *Blake, William. Songs of Innocence and Experience. Dover Publications, 1992.*
- *Eastwood, John. Oxford Practice Grammar. OUP, 2004.*

<b>Course Title: Punjabi Sahit Da Itihaas-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1108</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30****Learning Outcomes:** ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

- 1500 ਈ. ਤੋਂ ਪਹਿਲਾਂ ਦੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- ਸੂਫੀ ਅਤੇ ਗੁਰਮਤਿ ਕਾਵਿਧਰਾਵਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
- ਕਿਸਾ ਅਤੇ ਬੀਰ ਕਾਵਿ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- ਮੱਧਕਾਲੀ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਨਗੇ।

**Course Content****ਭਾਗ-ੳ****08 Hours****ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (983ਈ.-1520ਈ.)**

ਪੰਜਾਬ ਅਤੇ ਪੰਜਾਬੀ ;ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ  
ਪੰਜਾਬੀ ਸਾਹਿਤ: ਪੂਰਵ ਨਾਨਕ ਕਾਲ  
ਪੂਰਵ ਨਾਨਕ ਕਾਲ ਦੀਆਂ ਮੁਖ ਕਾਵਿਧਰਾਵਾ ਅਤੇ ਮੂਲ ਪ੍ਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਅ****07 Hours****ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (1521ਈ.-1700ਈ.)**

ਗੁਰੂ ਨਾਨਕ ਕਾਲ ਅਤੇ ਪ੍ਰਮੁੱਖ ਕਾਵਿ ਧਰਾਵਾਂ  
ਗੁਰਮਤਿ ਕਾਵਿਧਾਰਾ : ਪ੍ਰਮੁੱਖ ਬਾਣੀਕਾਰ ਅਤੇ ਕਾਵਿ ਰੂਪ  
ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਸਾਹਿਤਕ ਵਿਸ਼ੇਸ਼ਤਾ  
ਸੂਫੀ ਕਾਵਿਧਾਰਾ ਅਤੇ ਪ੍ਰਮੁੱਖ ਸੂਫੀ ਕਵੀ

**ਭਾਗ-ੲ****07 Hours****ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (1521ਈ.-1700ਈ.)**

ਕਿੱਸਾ ਕਾਵਿਧਾਰਾ : ਪ੍ਰਮੁੱਖ ਕਿੱਸਾਕਾਰ  
ਬੀਰ ਕਾਵਿਧਾਰਾ: ਪ੍ਰਮੁੱਖ ਪ੍ਰਮੁੱਖ ਕਵੀ  
ਗੁਰੂ ਨਾਨਕ ਕਾਲ: ਵਾਰਤਕ ਅਤੇ ਬਿਰਤਾਂਤਕ ਰੂਪ

**ਭਾਗ-ਸ****08 Hours****ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (1701ਈ.-1850ਈ.)**

ਕਿੱਸਾ ਕਾਵਿਧਾਰਾ, ਸੂਫੀ ਕਾਵਿਧਾਰਾ  
ਬੀਰ ਕਾਵਿਧਾਰਾ  
ਵਾਰਤਕ

**Transaction Mode:**

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

**ਪੁਸਤਕ ਸੂਚੀ:**

- ਡਾ. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਡਾ. ਗੋਬਿੰਦ ਲਾਂਬਾ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।

- ਡਾ. ਜੀਤ ਸਿੰਘ ਸੀਤਲ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਆਲੋਚਨਾਤਮਕ ਇਤਿਹਾਸ, ਪੈਪਸੂ ਬੁੱਕ ਡਿਪੋ, ਪਟਿਆਲਾ, ਮਿਤੀਗੀਣ।
- ਪ੍ਰੋ. ਪ੍ਰੀਤਮ ਸਿੰਘ(ਸੰਪਾ.) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਇਤਿਹਾਸਕਾਰੀ, ਕੇਂਦਰੀ ਪੰਜਾਬੀ ਲੇਖਕ ਸਭਾ, ਪੰਜਾਬ।
- ਰਘਬੀਰ ਸਿੰਘ, (ਸੰਪਾ.) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਪਛਾਣ, ਸਾਹਿਤ ਅਕਾਦਮੀ ਦਿੱਲੀ, 1998
- ਪ੍ਰੋ. ਦੇਵਿੰਦਰ ਸਿੰਘ, ਆਦਿ ਕਾਲੀਨ (1000 ਤੋਂ 1469) ਪੰਜਾਬੀ ਸਾਹਿਤ, ਅਲਕਾ ਸਾਹਿਤ ਸਦਨ, ਅੰਮ੍ਰਿਤਸਰ, 1989
- ਨਰਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਇਤਿਹਾਸਕਾਰੀ ਛ ਇਕ ਦ੍ਰਿਸ਼ਟੀ, ਸਤਵੰਤ ਬੁੱਕ ਏਜੰਸੀ, ਦਿੱਲੀ, 2002
- ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਸਰੋਤਮੂਲਕ ਇਤਿਹਾਸ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1998-2001
- ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ ਵੱਲੋਂ ਪ੍ਰਕਾਸ਼ਿਤ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ ਦੇ ਇਤਿਹਾਸਾਂ ਦੀਆਂ ਸਾਰੀਆਂ ਜਿਲਦਾਂ
- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਤੋਂ 1700 ਈ ਤੱਕ) ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ 1981
- ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1701-1800 ਈ.) ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, ਤੀਜੀ ਵਾਰ 1984
- ਜਗਬੀਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ ਆਦਿ ਕਾਲ ਭਗਤੀ ਕਾਲ, ਗੁਰੂ ਨਾਨਕ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 1995

<b>Course Title: Hindi Sahitya Manjri</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1109</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. हिंदीसाहित्यपरभारतीयनवजागरणकेप्रभावएवंआधुनिकचेतनाकेविकासकीप्रक्रियाकाज्ञानहोगा।
2. छायावादीएवंप्रगतिशीलकाव्यचेतनासेछात्रोंकापरिचयहोगा।
3. आधुनिकहिंदीकहानीसेछात्रपरिचितहोंगे।
4. हिंदीसाहित्यकेऐतिहासिकविकासक्रमएवंसाहित्येतिहासकेस्वरूपकापरिचयप्राप्तहोगा।

**Course Content****भाग(क)****10 hours**

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

**भाग (ख)****05 hours**

उपन्यासनिर्मला : प्रेमचंद,राजकमलप्रकाशनदिल्ली

**भाग (ग)****10 hours**

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

**भाग (घ)****05 hours**

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.
- भारतेंदुहरिश्चन्द्र, भारतेंदुसमग्र:हिंदीप्रचारकसंस्थान, पिशाचमोचनल्हुरावीर, वाराणसी,1997.
- प्रसादजयशंकर, प्रसादग्रन्थावली, प्रथमखंड, लोकभारतीप्रकाशन, इलाहाबाद, उत्तरप्रदेश,2008.
- गुप्तमैथिलीशरण,मैथिलीशरणगुप्तरचनावली,वाणीप्रकाशन, दरियागंज, नईदिल्ली,2009
- नवलनन्दकिशोर,निरालारचनावली, राजकमलप्रकाशन,दरियागंज, नईदिल्ली,2021.

<b>Course Title: Matrices and Coordinate Geometry</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1110</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

### Course Content

#### UNIT-I

**08 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

**07 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 row transformations, 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****08 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****07 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.

**TransactionMode**

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, Eteam Teaching, Flipped Teaching, Quiz, Opentalk, Case analysis.

**SuggestedReadings**

*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, JohnWiley & Sons.*

*T.M.Apostal,(1974),Vol.I,JohnWiley&SonsInc.*

*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,PearsonEducation.*

*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:TextBookonCoordinateGeometry, Pothishala Pvt. Ltd., Allahabad. 2000.*

*Suggested digital platform: NPTEL/SWAYAM/MOOCs*

*Suggested digital platform: NPTEL/SWAYAM/MOOCs*

<b>Course Title: Fundamentals of Vocal Music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1111</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. Understand the basic terminologies of Indian music.
2. Know about the practical composition according to the notation system.
3. Studies about the theoretical aspects of Ragas.
4. Know the importance of Taal and Laya in instrumental music.

### **Course Content**

#### **UNIT-I**

**4 hours**

Historical development of music in the following periods:

- a) Vedic period    b) Natya Shastra Period

Definition and explanation of the following musical term: Sangeet, Naad, Swara, Saptak, Taal and Laya.

#### **UNIT-II**

**3 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 Bhatkhande

#### **UNIT-III**

**5 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****3 hours**

Importance of Sahayak Naad.

Methods of formation of 72 Thaats of Dakhani Music system of Pandit VyakantMukhi.

Detailed Description and notation of prescribed Ragas:

- a) Vrindavani Sarang                      b)Asawari

**TransactionMode**

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

**SuggestedReadings**

- *Rag Parichaya Part II and III* by H.C. Srivastava.
- *SangeetKaumudiPart-II(Punjabi)* by V.S.Nigam.
- *Sitar Marg,Part-II*byS.Bandopadhya.
- *Sangeet Sar, Part-I*byMrs.VeenaMankaran.
- *Sangeet anjali, PartI&IV*byPt.OnkarNathThakur.
- *SangeetManjushaby*Dr.IndraniChakravarti.
- *SangeetShastraVigyan*bySh.PannaLalMadan.
- *SangeetKalakaItihas*bySh.PannaLalMadaN.



<b>Course Title: Study of Ragas and Talas</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1112</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Understand the basic Knowledge of Indian music.
2. Know about the practical composition according to the notation system.
3. Studies about the theoretical aspects of Ragas.
4. Know the importance of Taal and Laya in instrumental music.

### **Course Content**

#### **UNIT- I**

**8 Hours**

Ability to play four Alankars in Bilawal Raga.

Ability to play national anthem on Harmonium.

#### **Unit-II**

**7 Hours**

Ability to demonstrate prescribed Taals on hands in Ekgun and Dugun  
Layakaries: Keharwa and Teental. Ability to play Teen Taal on Tabla.

#### **TransactionMode:**

Lecture, Problem Solving, blended learning, Discussion & Demonstration

#### **Suggested Readings:**

- Paul, Neelam (Dr) Saras Raag Darshika, Abhishek Publication Chandigarh.
- Thakur, Onkar Nath, Sangeetanjali, Sangeet KaryalayayaHathras.
- Bhatkhande, Vishnu Narayan, Kramik Pustak Malika Sangeet KaryalayayHathras.
- Pataki, J.D. Aprachalit Raags (Part I to II), Anubhav Publication Allahabad.
- Jha Ramashraya, Abhinav Geetanjali, Sangeet KaryalayayHathras.
- Kapila, Surinder, Sangeet Ratnavali, Punjabi University Patiala.
- Sharma, Ganesh Parshad, Raag Praveen, Kanishka Publication Delhi.

<b>Course Title: Basics of Shabad Kirtan</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1113</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

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

1. Learning about the Introduction of Gurmat Sangeet.
2. Learn about the contribution of Shri Guru Nanak Dev in the field of Gurmat Sangeet.
3. Basic Introduction of basic ragas and Gurmat Sangeet.
4. Learn about Musical Instruments as accompaniment with Shabad kirtan.

### **Course Content**

#### **UNIT-I**

**5 hours**

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

Technical Terminology of Gurmat Sangeet–Rahaao, Ank, Ghar, Jati.

#### **UNIT-II**

**4 hours**

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

#### **UNIT-III**

**3 hours**

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

#### **UNIT-IV**

**3 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

**TransactionMode:** Lecture, Problem Solving, blended learning, Discussion  
& Demonstration

**SuggestedReadings**

- Singh, G. (). AdiGranth Rag Kosh by Gurnam Pvitar Parmanik Parkashan, Patiala.
- Gurmat Sangeet by Dharam Parchar Committee, Central Yatim khana, Sri Amritsar sahib.
- Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.
- GurmatSangeet da SangeetVigyan by Dr. Varinder Kaur, AmarjitSahitParkashan, Patiala.
- Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.
- Gur ShabadSangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana.
- GurmatSangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 2012
- Sangeet Roop, by Dr. Devinder Kaur, Sangeet Anjali Publication, Patiala.

<b>Course Title: Basics of Ragas and Kirtan</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1114</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15****Learning Outcomes:**

1. To understand the fundamental concepts of Indian classical music, including swara (notes), saptak (scale), and Taal (rhythm).
2. To explore the structure and components of a raga, such as arohana (ascending), avarohana (descending), vadi, samvadi, and pakad.
3. To identify and differentiate between major ragas (e.g., Yaman, Bhairav, Bhupali) based on their tonal patterns and emotional essence (rasa).
4. To understand the spiritual and devotional context of Kirtan, especially its role in Bhakti and Sikh traditions.

**Unit 1****7 Hours**

Shabad Kirtan Performance in the prescribed Raagas: Aasa - one Shabad Composition.

Ramkali- one Shabad Composition. Dhanasri – one Shabad Composition. Bilawal-one Shabad Composition.

**Unit II****8 Hours**

Ability to demostate the following taals by hand in Ekgun and Dugun layakaries.

Ability to play TeenTaal on Tabla.

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

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

**Suggested Readings**

- *Adi Granth Rag Kosh by Gurnam Singh, Pvitar Parmanik Parkashan, Patiala. Singh, G*
- *Gurmat Sangeet by Dharam Parchar Committee, Centeral Yatim khana, Sri Amritsar sahib.*
- *Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.*
- *Gurmat Sangeet da Sangeet Vigyan by Dr.Varinder Kaur, Amarjit SahitParkashan, 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*
- *Sangeet Roop, by Dr.Devinder Kaur, Sangeet Anjali Publication, Patiala.*
- *Sri Guru Granth Sahib Raag Ratnaka rby Dr. GurnamSingh, SGPC, Amritsar.*
- *Sri Guru Granth Sahib Raag Ratnavli by Prof. TaraSingh, Punjabi University, Patiala.*
- *Tabla Vaadan by Dr.jag mohan Sharma, Punjabi University, Patiala, 1996.*

<b>Course Title: History and Principles of Physical Education</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1115</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. 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**

**05 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**

**04 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**

**03 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**

**03 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*

<b>Course Title: Proficiency of Athletics and Games</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1116</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

**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

W

Games –

Hockey

Badminton

Football

<b>Course Title: Computer Application (Skill Enhancement)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT117</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. 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**

**7 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**

**7 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**

**7 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**

**9 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.

BA(BAT24)

#### **Transaction Mode:**

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

**Suggested Readings:**

1. • *Fundamentals of Computers by Reema Thareja, Second Edition, Oxford University Press, India.*
2. • *Fundamentals of Information Technology Including Lab Work by Vinod Babu Bandari, Pearson Publishers.*

<b>Course Title: Computer Application-Lab</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1118</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

### **Course Content**

1. Creating and Formatting a Document
2. Working with Tables and Auto Format
3. Enhancing Documents with Visual Elements- symbols, shapes, and WordArt.
4. Adding Page Borders and Shading
5. Creating a Simple Presentation
6. Working with Multimedia Elements- clip art, pictures, audio, and video
7. Applying Custom Animation
8. Creating and Managing Slides
9. Working with Worksheets
10. Formatting Cells
11. Using Simple Formulas and References
12. Inserting and Modifying Rows/Columns

<b>Course Title: Leadership and Team Dynamics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1119</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours:30**

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

1. Understand the history of leadership and current leadership theories.
2. Explain how leadership models are put into practice personally, locally, and globally.
3. Discuss the knowledge of developing leadership abilities.
4. Describe the concept of Strategic Leadership and ethical leadership.
5. Explain the composition, formation, and development of teams.

### **Course Content**

#### **Unit-I 07 Hours**

Leadership: Meaning, definitions, Skills and Roles of a leader, analysis of leadership theory; Leadership traits and ethics: Personality traits and leadership, Leadership attitudes, ethical leadership, Leadership behavior and motivation, contingency leadership. Understanding the inspiration, dilemmas, and issues in becoming a leader.

#### **Unit – II 08 Hours**

Leadership theories and styles, charismatic and transformational leadership, team leadership, organizational Leadership, strategic leadership, Leadership for creating high-performance culture, Leadership development through self-awareness and self-discipline, Development through education, experience and mentoring, Succession, Evaluation of leadership development efforts, leadership communication.

#### **Unit –III 07 Hours**

Strategic leadership, ethical leadership, the leader as social architect-creating vision and strategic direction, shaping culture and values, designing and leading a learning organization, leading change, spiritual foundations of personal effectiveness, the habits of highly effective people.

#### **Unit –IV 08 Hours**

Team composition, formation, and development-Team Performance and Motivation-Team Conflict and Leadership-Team Decision Making, Discovering the interpersonal orientation through FIRO-B, Experiential learning methodologies-T- group sensitivity

training, encounter groups, appreciative enquiry, Discovering facets of interpersonal trust through Johari window, communication skills, Negotiation skills and strategies for team building, , team morale, conflict resolution in teams, competitive vs collaborative behavior, developing collaboration.

**Transaction Mode**

Flipped teaching, Demonstration, Case Analysis, Visualization, Group discussion, Active participation, Mentor-mentee

**Suggested Readings**

- *Richard L.Hughes (2018), Leadership, McGraw-Hill. ed. 8*
- *Bass, B.M. (1973) Leadership, Psychology and Organizational Behaviour, Greenwood Pub Group.*
- *Northouse, P.G.(2018) Leadership - Theory and Practice, Sage Publications.*
- *Purohit, S. & Nayak, S. (2003) Enhancing Personal Effectiveness: Training Instruments for Students, Teachers and Parents, Tata McGraw-Hill.*
- *Tannenbaum, R., Weschler, I.R. and Hansen, J. (2015) Leadership and Organization: A Behavioral Science Approach, McGraw-Hill*

<b>Course Title: CONSTITUTIONAL LAW -I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Course Code: BAT1120</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours 30**

### **Course Learning Outcomes:**

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

1. Analyze the conceptual knowledge about the formation of Indian Constitution and the citizenship laws read with Citizenship Act, 1955.
2. Evaluate the wider scope of Fundamental Rights and its limitations.
3. Assess the judiciary, its organs and how they protect the fundamental rights of citizens.
4. Develop the foundation of Socio, Political and Economic policies and legislations.

### Course Content

#### **UNIT I 11 Hours**

Nature and Salient features of Constitution, Preamble Union and its Territory

(Art 1-4)

Citizenship (Art 5-11)

State (Art. 12)

#### **UNIT II 12 Hours**

Fundamental Rights – To Whom Available, Article 13, Right to Equality (Art. 14-18)

Right to Freedom (Art. 19-20)

#### **UNIT III 12 Hours**

Right to Freedom (Art. 21-22), Right against Exploitation (Art. 23 and 24) Freedom

of Religion (Art. 25-28), Cultural and Educational Rights (Art. 29 and 30), Writ

Jurisdiction of Higher Courts including Judicial Activism in India. (Art. 32 and 226)

#### **UNIT IV 10 Hours**

Directive Principles of State Policy (Art. 36-51)

Fundamental Duties (Art. 51A)

### **Suggested Readings:**

- *Shukla V.N. (2013) "Constitution of India", Eastern Book Company, 12th Edition.*

- *Kumar Narinder (2010) "Constitution law of India", Allahabad Law Agency Law publishers, Faridabad, 9th Edition.*
- *Bhasin Singharas Tinder, Bharat Dasin Siddhasan Kakanin, The Audit Publications Bureau, National Institutes of Education.*
- *SasinghjadUspinder, Bharat da sinsidhasankakanin, Madan Publication House, Pustala*

### **Web Sources**

- <https://ijrar.org/papers/IJRAR2001856.pdf>
- <https://data-flair.training/blogs/fundamentalrights-and-duties-in-indian-constitution/>
- <https://blog.ipleaders.in/directive-principles-state-policy/>
- <https://legalaffairs.gov.in/sites/default/files/chapter%207.pdf>
- <https://testbook.com/ias-preparation/important-articles-inconstitution-india>

<b>Course Title: Introduction to Food Processing, Food Safety &amp; Standards (Value Added Course)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1121</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

### **Course Outcomes:**

After completion of the course, the students will be able to:

1. Learn the several practices involved in the value addition of foods.
2. Prepare different processed products of fruits and vegetables.
3. Learn about the safety of foods and the terminology of food storage.
4. Know about different standards and guidelines, and specifications for the preparation of different processed products as per FSSAI.

### **Course Contents**

#### **UNIT-I Theory**

**08 Hours**

Introduction to Food Processing and Value Addition

Food and its importance; scope of food processing; value addition concept; food processing techniques.

#### **UNIT-II**

**07 Hours**

#### **Processing of Fruits and Vegetables**

Methods of processing: drying, canning, freezing, pickling, brining, syruring; processed products: fruit beverages, jam, jelly, and ketchup; Packaging and storage.

#### **UNIT-III**

**07 Hours**

#### **Food Preservation and Safety**

Food hazards and contamination; food safety concept; personal hygiene and sanitation in food handling; methods and principles of food preservation;

#### **UNIT-IV**

**08 Hours**

#### **Standards, Guidelines and Quality Assurance**

FSSAI: objectives and functions; food quality; Good Manufacturing Practices (GMP), Good Hygiene Practices (GHP); Labelling regulations and nutritional information

<b>Course Title: Environment Education (Value Added)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: VAC0001</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

**Course Learning Outcomes:** After completing all the UNITS, students will learn:

1. Grasp the concept of Environmental Science, its components, types of natural resources, their distribution, and usage, with a focus on India.
2. Discuss the factors impacting biodiversity loss and ecosystem degradation in India and the world.
3. An overview of Contemporary Environmental Issues i.e National and Global efforts to address climate change adaptation and mitigation.
4. To understand environmental laws for monitoring pollution.

### **Course Content**

#### **UNIT I**

**6 Hours**

The man-environment interaction: Humans as hunter-gatherers; Mastery of fire; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment, Indic Knowledge and Culture of sustainability; Middle Ages and Renaissance; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Global environmental change. Environmental Ethics and emergence of environmentalism: Anthropocentric and eco-centric perspectives (Major thinkers); The Club of Rome- Limits to Growth; UN Conference on Human Environment 1972; World Commission on Environment and Development and Rio Summit. Natural resources: Definition and Classification. Microbes as a resource; Status and challenges. Environmental impact of over-exploitation, issues and challenges; Water scarcity and Conflicts over water. Mineral resources and their exploitation; Environmental problems due to extraction of minerals and use; Soil as a resource and its degradation. Energy resources: Sources and their classification. Implications of energy use on the environment. Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs.

#### **UNIT-II**

**6 Hours**

Biodiversity as a natural resource; Levels and types. Biodiversity in India and the world; Biodiversity hotspots; Species and ecosystem threat categories. Major ecosystem types in India, their services, classification, significance and characteristics of forests, wetlands, grasslands, agriculture, coastal and marine; Threats to biodiversity and ecosystems: Land use and land cover change; Commercial exploitation of species; Invasive species; Fire, disasters and climate change. Major conservation policies: in-situ and ex-situ approaches; National and International Instruments for biodiversity conservation; the role of traditional knowledge, community-based conservation; Gender and conservation. Environmental issues and scales: micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena. Pollution: Types of Pollution- air, noise, water, soil, thermal, radioactive; municipal solid waste, hazardous waste; transboundary air pollution; acid

rain; smog. Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Biodiversity loss: past and current trends, impact. Global change: Ozone layer depletion; Natural Disasters – Natural and Man-made (Anthropogenic).

### **UNIT-III**

**8 Hours**

Definition of pollution; Point and non-point sources. Air pollution: sources, Impacts, Primary and Secondary pollutants; Criteria pollutants- carbon monoxide, lead, nitrogen oxides, ground-level ozone, particulate matter and sulphur dioxide; Other important air pollutants- Volatile Organic compounds (VOCs), Peroxyacetyl Nitrate (PAN), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); Indoor air pollution; National Ambient Air Quality Standards. Water pollution: Sources; River, lake and marine pollution, groundwater pollution, impacts; Water quality parameters and standards. Soil pollution: sources and pollutants. Solid and hazardous waste, its impacts. Noise pollution: Definition, UNIT of measurement, sources, noise standards; adverse impacts. Thermal and Radioactive pollution: Sources and impacts. Climate change: natural variations in climate due to greenhouse gas emission- past, present & future. Structure of atmosphere. Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events; Importance of 1.5 °C and 2.0 °C limits to global warming; Climate change projections for the Indian sub-continent. Impacts, vulnerability and adaptation to climate change: Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests, natural ecosystems, animal species, agriculture, health, urban infrastructure; the concept of vulnerability and its assessment; Adaptation vs. resilience; Climate-resilient development; Indigenous knowledge for adaptation to climate change. Mitigation of climate change: Synergies between adaptation and mitigation measures; Green House Gas (GHG) reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; National and international policy instruments for mitigation, decarbonizing pathways and net zero targets for the future; Energy efficiency measures; Carbon capture and storage, National climate action plan and Intended Nationally Determined Contributions (INDCs); Climate justice.

### **UNIT-IV**

**10 Hours**

Introduction to environmental laws and regulation: Article 48A, Article 51A (g) and other environmental rights; Introduction to environmental legislations on the forest, wildlife and pollution control. Environmental management system: ISO 14001 Concept of Circular Economy, Life cycle analysis; Cost-benefit analysis Environmental audit and impact assessment; Environmental risk assessment Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability; Ecolabeling /Ecomark scheme. Bilateral and multilateral agreements on international co-operation of instruments; conventions and protocols; binding and nonbinding measures; Conference of the Parties (COP) Major International Environmental Agreements:- Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing; Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali

Amendment; Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention, Minamata Convention, United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules; Ramsar sites; Biosphere reserves; Protected Areas; Ecologically Sensitive Areas; Coastal Regulation Zone; Production and consumption of Ozone Depleting substances, Green Tribunal; Some landmark Supreme Court judgements Major International organizations and initiatives: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

### **Suggested Readings: -**

- Chahal, M. K. (2024). Environmental Science and Hazards Management (Ecology and Risk Management), ISBN:978-93-6440-586-7.
- Baskar, S. and Baskar, R. (2009). Natural Disasters (Earth's Processes & Geological Hazards), ISBN: 978-81-7806-168-9.
- Tiefenbacher, J (ed.) (2022), Environmental Management - Pollution, Habitat, Ecology, and Sustainability, Intech Open, London. 10.5772/
- KanchiKohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.
- Bhagwat, Shonil (Editor) (2018) Conservation and Development in India: Reimagining Wilderness, Earthscan Conservation and Development, Routledge.
- Manahan, S.E. (2022). Environmental Chemistry (11th ed.). CRC Press. <https://doi.org/10.1201/9781003096238>.
- William P.Cunningham and Mary A. (2015) Cunningham Environmental Science: A Global Concern, Publisher (Mc-Graw Hill, USA)
- Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>
- Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.
- Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes.

<b>Course Title:</b> ਪੰਜਾਬੀ ਕਵਿਤਾ ਤੇ ਵਤਰਤਕ (Ability Enhancement Course)	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1122</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30****Learning outcomes:** ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਸਵੈ-ਜੀਵਨੀ ਨੂੰ ਸਮਝਣ ਦੇ ਕਾਬਿਲ ਹੋਣਗੇ।
4. ਮੱਧਕਾਲੀ ਵਾਰਤਕ ਦੇ ਰੂਪਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

**Course Content****ਭਾਗ- ੳ08 hours**

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

**ਭਾਗ-ਅ07 hours**

ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ : ਭਾਸ਼ਾ ਦਾ ਟਕਸਾਲੀ ਰੂਪ, ਭਾਸ਼ਾ ਅਤੇ ਉਪਭਾਸ਼ਾ ਵਿਚ ਅੰਤਰ, ਪੰਜਾਬੀ ਉਪਭਾਸ਼ਾਵਾਂ ਦੇ ਪਛਾਣ ਚਿੰਨ੍ਹ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ

**ਭਾਗ-ੲ 07 hours**

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

**ਭਾਗ-ਸ****08 hours**

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

**ਪੁਸਤਕਸੂਚੀ**

- ਰਾਜਿੰਦਰਪਾਲ ਬਰਾੜ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ ਦਿਲੀ।
  - ਬੁਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਰੋਤ ਤੇ ਸਰੂਪ, ਵਾਰਿਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
  - ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾਂ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ
  - ਜਸਵਿੰਦਰ ਸਿੰਘ, ਨਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਪਛਾਣ ਚਿੰਨ੍ਹ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ
  - ਅਮਰਜੀਤ ਸਿੰਘ ਕਾਂਗ ਅਤੇ ਜਵੰਤ ਮਾਨ, ਵਾਰਤਕੀ ਮੱਧਕਾਲੀ ਅਤੇ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ . ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
  - ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ- ਵਿਗਿਆਨ, ਪਬਲੀਕੇਸ਼ਨ ਮਦਾਨ, ਪਟਿਆਲਾ।
- ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਦੇ ਰੂਪ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

Course Title: आधुनिक भारतीय भाषा हिन्दी (Ability Enhancement Course)	L	T	P	Cr.
Course Code: BAT1123	2	0	0	2

**Total Hours: 30**

**Course Learning Outcome** छात्रों में हिन्दी भाषा की मूलभूत संरचना (व्याकरण, वाक्यरचना, शब्द ज्ञान) का विकास करना।

शुद्ध और प्रभावशाली हिन्दी बोलने, पढ़ने, लिखने तथा समझने की क्षमता को बढ़ाना।

विभिन्न साहित्यिक आंदोलनों, प्रवृत्तियों और लेखकों की विशेषताओं को समझना।

साहित्य रचनाओं के माध्यम से सामाजिक, सांस्कृतिक एवं नैतिक मूल्यों को समझना।

आधुनिक हिन्दी साहित्य की प्रमुख विधाओं (कविता, कहानी, निबंध, उपन्यास, नाटक आदि) का परिचय देना।

#### Course Content

इकाई-1: हिन्दी भाषा और साहित्य

08 Hours

(क) आधुनिक भारतीय भाषाओं का उद्भव और विकास

(ख) हिन्दी भाषा का परिचय एवं विकास

इकाई-2: भक्तिकालीन हिन्दी कविता

08 Hours

कबीर : कबीर ग्रंथावली, संपा. श्यामसुंदरदास, काशीनागरी प्रचारिणी सभा, उन्नीसवां संस्करण सं. वि.

पृ. दोहा 27, पृ. 29 दोहा 20, पृ. 30 दोहा 3. पू. 30 दोहा 4. पृ. 35 दोहा 8, पृ. 39 दोहा 9.

इकाई-3: रीतिकालीन हिन्दी कविता

07 Hours

बिहारी : बिहारी रत्नाकर संपा. जगन्नाथदासरत्नाकर बी.ए., प्रकाशन संस्थान नई दिल्ली, सं. 2006

इकाई-4 : आधुनिक हिन्दी कविता

07 Hours

मैथिली शरणगुप्त जयद्रथवध (प्रथम परिच्छेद) जयशंकर प्रसाद, हिमाद्रितुंगश्रृंगसे

**सहायक ग्रंथ :**

हिंदीसाहित्यकाइतिहासरामचंद्रशुक्ल

हिंदीसाहित्यकीभूमिकाहजारीप्रसादद्विवेदी

हिंदीसाहित्यकाअतीत -विश्वनाथप्रसादमिश्र

हिंदीसाहित्यकाइतिहाससंपा. डॉ. नगेंद्र

हिंदीसाहित्यऔरसंवेदनाकाविकास - रामस्वरूपचतुर्वेदी

हिंदीसाहित्य: उद्भवऔरविकासहजारीप्रसादद्विवेदी

हिंदीसाहित्यकाबृहत्इतिहास (17 खण्ड) नागरीप्रचारिणीसभा

हिंदीसाहित्यकाआदिकालहजारीप्रसादद्विवेदी

हिंदीकागद्यसाहित्यरामचंद्रतिवारी

हिंदीनिबंधकेआधारस्तंभ-हरिमोहन

प्रगतिवाद - शिवकुमारमिश्

छठवाँदशक - विजयदेवनारायणसाही

हिंदीनवगीत :उद्भवऔरविकासराजेंद्रगौतम -

हिंदीगजलकीविकास-यात्रा - ज्ञानप्रकाशविवेक

समकालीनहिंदीकविताविश्वनाथप्रसादतिवारी -

<b>Course Title: English (Ability Enhancement Course)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT1124</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. 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**

**10 hours**

George Orwell: Animal Farm

##### **UNIT-II**

**08 hours**

The Poetic Palette (Orient Blackswan, 2013) The following poems from this anthology are prescribed:

The Villain: W.H. Davis

Magic of Love: Helen Farries

**UNIT-III**

**05 hours**

Texts prescribed for grammar oxford practice grammar by john eastwood (Exercises 15 to 25)

**UNIT-IV**

**07hours**

Writing skills

Tenses

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

**SUGGESTED READINGS**

Davies, W.H. *Selected Poems*. Penguin Classics, 2015.

Eastwood, John. *Oxford Practice Grammar*. OUP, 2004.

Orwell, G. (1946). *Animal farm: a fairy story*. The New American Library.

<b>Course Title: Political History of Medieval India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>	<b>Total</b>
<b>Course Code: BAT2150</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	

**Hours: 60**

**Learning Outcomes:** After 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**

**15 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**

**15 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**

**15 Hours**

Foundation of Mughal rule: Babur and the First Battle of Panipat, causes and consequences, Achievements of Humayun. Humayun's relation with Sher Shah Suri. Sher Shah Suri, his administration and other reforms.

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

#### **UNIT-IV**

**15 Hours**

Aurangzeb: His Religious policy, Deccan Policy and its impact on Mughal History, decline of Mughal Empire:( Causes and Consequences)

#### **Transaction Mode**

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

**Suggested Readings:**

- Chandra, S. (2007). *A History of Medieval India*. Oxford University Press.
- Sen, S. N. (2013). *A Textbook of Medieval Indian History*. Ratna Sagar.
- Habib, I. (2003). *Medieval India: From Sultanate to the Mughals (1526-1748)*. Aligarh Book Society.
- Sarkar, J. (1984). *History of Aurangzeb*. Orient Longman
- Richards, J. F. (1993). *The Mughal Empire*. Cambridge University Press.

**Reference Books:**

- 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.)*

<b>Course Title: Macro Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2151</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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**

**15 Hours**

#### **National Income and Classical theory of income and Employment:**

Basic concepts of National Income accounting, the measurement of the National Income- Income Method, Value Added Method and Expenditure Method. The circular flow of income. Basic Classical Macro economics; Say's Law of Market, The Classical Theory of Income and employment determination.

**Skill Enhancement Content:** Calculation of national income in India (CSO Method).

#### **UNIT-II**

**15 Hours**

#### **Keynesian theory and Investment:**

Effective Demand, factor determining, Consumption Function: (Bandwagon effect, permanent income hypothesis). Investment Function: Concepts of NPV and IRR; Determinants of Investment – Marginal Efficiency of Capital and Rate of Interest; Marginal Efficiency of Investment and Level of Investment. Investment Multiplier.

#### **Skill Enhancement Content:**

Case Studies: Application of Keynesian Theory in India.

#### **UNIT-III**

**15 Hours**

#### **Inflation and Business Cycle:**

Inflation: Demand Pull vs. Cost Push inflation; Concepts of inflationary gap and stagflation. Business Cycles: Meaning and phases.

**Skill Enhancement Content:** Estimation of inflation in India.

#### **UNIT-IV**

**15 Hours**

#### **Macroeconomic Policies:**

Monetary Policy: objectives, Instruments: Open Market Operations, Statutory Liquidity Ratio, Bank rate, variable reserve ratio, repo rate; Fiscal Policy – objectives, Instruments and limitations. Budgetary Deficit and Deficit Financing

**Skill Enhancement Content:** Techniques of formulation, inflation targeted, monetary policy in India

**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.*
- *Shapiro, Edward. (2015). Macroeconomic analysis, (5th edition), New Delhi, Galgotia publication Pvt. Ltd.*
- *Dornbusch, R.; Fisher, S. and Startz, R. (2015). Macroeconomics, (11th edition), New Delhi, Tata McGraw hill education India Pvt. Ltd.*

<b>Course Title: Sikh Thoughts and Main Principles</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2152</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After 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.



<b>Course Title: Modern Principles of Political Theory</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2153</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After completion of this 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 in social

life.

## **Course Content**

### **Unit I**

**13 hours**

1. Modern Political System: Meaning, Characteristics And Functions of Political System (David Easton & Almond)
2. Political Culture: Meaning, Concept, Characteristics and Types.
3. Political Socialization: Meaning, Characteristics & Agencies.

### **Unit II**

**16 hours**

4. Democracy: Meaning, Features, & Types.
5. Theories of Democracy: Liberal and Elitist

### **Unit III**

**14 hours**

6. Citizenship: Meaning, Nature, Characteristics and Types.
7. Rights and Responsibilities in a Democracy and Citizenship

### **Unit IV**

**17 hours**

8. State: Concept, Features and Functions.
9. Socialist and Liberal Perspective: Main Characteristics and Functions
10. 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.*

<b>Course Title: Fundamentals of Sociology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2154</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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**

**15 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**

**15 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**

**15 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. Religion in Society Definition and Functions of Religion Role of Religion in Social Dynamics

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

**15 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.*
- *Bechelor of Arts (BA24)*
- 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.*

<b>Course Title: Community Organizations and Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2155</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. 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**

**14 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 Organizational India.

#### **UNIT-II**

**15 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**

**14 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**

**16 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.*
- *Behar 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.*

<b>Course Title: Human Growth and Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2156</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

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. Analyze the psychosocial changes among adults.

## **Course Content**

### **Unit-I**

**15 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**

**15 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**

**15 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**

**15 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:ALifeSpan Approach (5<sup>th</sup>Ed.New Delhi) Tata McGraw-HillPublishingCo.Ltd.*
- George Kaluger(1884):*Human Development theSpanofLife.Times MirrorMosby College Publishing: Toronto*
- L. Joseph Stone & Joseph Church: *Childhoodand Adolescence. SecondEdition. Random House, New York. Manohar Publication.*

<b>Course Title: English Novels and Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2157</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. 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****08 Hours**

History and Origin of Novels in Literature.

**UNIT-II****8 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-II****7 Hours**

Wuthering Heights: Emily Bronte

**UNIT-IV****8 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.

<b>Course Title: Punjabi Sahit da Ithass -II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2158</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30****Learning Outcomes:** ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

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

**ਭਾਗ -ੳ****08 Hours**

ਜਾਗ੍ਰਿਤੀ ਕਾਲ ਦਾ ਸਾਹਿਤ(1851ਈ-1900ਈ) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ:ਸਿਧਾਂਤਕ, ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ, ਪ੍ਰਮੁੱਖ ਸਾਹਿਤਕ ਪ੍ਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਅ****08 Hours**

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ (1901ਈ:-1999ਈ:) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ: ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਗਲਪ: ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ

**ਭਾਗ-ੲ****08 Hours**

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ (1901ਈ:-1999ਈ:) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਨਾਟਕ ਅਤੇ ਇਕਾਂਗੀ: ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ  
ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ: ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ

**ਭਾਗ -ਸ****06 Hours**

ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਸਾਹਿਤ (2000ਈ: ਤੋਂ ਹੁਣ ਤੱਕ)

**Transaction Mode:**

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

**ਪੁਸਤਕ ਸੂਚੀ :**

1. ਇੱਕੀਵੀਂ ਸਦੀ ਦਾ ਪੰਜਾਬੀ ਕਾਵਿ, ਇੱਕੀਵੀਂ ਸਦੀ ਦਾ ਪੰਜਾਬੀ ਗਲਪ
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, (ਆਦਿ ਕਾਲ ਤੋਂ 1700ਈ: ਤੱਕ) ਪਬਲੀਕੇਸ਼ਨਜ਼ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2003
3. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਭਾਗ ਦੂਜਾ) 1700ਈ:-1900ਈ: : ਪਬਲੀਕੇਸ਼ਨਜ਼ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2018
4. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਤੇ ਪਰਮਜੀਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ 2019
5. ਸਿੰਗਲ, ਧਰਮਪਾਲ ਅਤੇ ਅਮਰ ਕੋਮਲ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ, ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ 2015
6. ਜਸਬੀਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਅਤੇ ਭਗਤੀ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ 1981

<b>Course Title:</b> हिंदीव्याकरण	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code:</b> BAT2159	<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. छात्रहिंदीभाषाकीसंरचनासेपरिचितहोंगे।
2. छात्रोंकोक्रियाकीअन्वयशक्तिएवंप्रक्रियाकाज्ञानहोगा।
3. छात्रवाक्यकेप्रकारएवंशक्तिसेपरिचितहोंगेइसकेसाथ-साथअभिव्यक्तिकेमहत्वसेपरिचितहोंगे।
4. छात्रअव्ययकेस्वरूप,पर्यायवाचीशब्द,लोकोक्तिश्रुतिसमभिन्नार्थशब्द, मुहावरेएवंभावाभिव्यक्तिमेंभाषाकीभंगिमाकेमहत्वसेपरिचितहोंगे।

### Course Content

#### भाग(क)

**10 hours**

संज्ञा : परिभाषा, भेद एवं स्वरूप विश्लेषण  
 सर्वनाम : परिभाषा, भेद एवं स्वरूप विश्लेषण  
 लिंग, वचन, शुद्ध-अशुद्ध, अनेककेलिए एकशब्द आदि  
 अपठित गद्यांश-प्रश्नोत्तर

#### भाग (ख)

**08 hours**

कारक एवं काल विवेचन  
 संस्कृत एवं हिंदी में कारक का स्वरूप  
 हिंदी में कारक का विकास  
 पत्रलेखन – निजी, कार्यालयी

**भाग (ग)****06 hours**

वाक्यअर्थ,परिभाषा,प्रकारएवंविश्लेषण  
अपठितपद्यांश-प्रश्नोत्तर

**भाग (घ)****06 hours**

अवयव : अर्थ, प्रकार, विश्लेषण, पर्यायवाची, विपरीतार्थशब्द, श्रुतिसमभिनार्थकशब्द, 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

<b>Course Title: Calculus and Differential Equations</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2160</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. Recognize and determine infinite limits and limits at infinity and interpret with respect to asymptotic behavior.
2. Determine the existence of, estimate numerically and graphically, and find algebraically the limits of functions.
3. Familiarize with various methods of solving differential equations of first and second order and to have qualitative applications
4. Solve various working rule for finding solution of linear differential equations with constant coefficients, homogeneous linear equations or Cauchy-Euler equations, linear differential equations of second order with variable coefficients, initial and boundary value problems etc. and model problems in nature using ordinary differential equations.

**Course Content****UNIT-I****08 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

**08 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

**08 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

**06 Hours**

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

### Suggested Readings:

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

- *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.*

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

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

<b>Course Title: Introduction to Musical terms and Techniques</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2160</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours:15**

**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 right the practical composition according to the notation system.

**Course Content**

**UNIT-I**

**5 Hours**

Historical Development of music in following periods) Ramayan Period b) Mahabharat Period  
Classification of Indian Musical Instruments. Definition of the following in the context of  
Gurmat Sangeet: Raag, Mahla, Rahao, Ank.

**UNIT-II**

**4 Hours**

Biographical sketches and contribution towards Indian Music of the following:

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

**UNIT-III**

**3 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**

**3 Hours**

Importance of Sahayak Naad. 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.*
- *Beachelor of Arts (BA24)*
- *Bhatkhande, Vishnu Narayan, Kramik Pustak Malika Sangeet KaryalyaHathras, 2017*
- *Jha Ramashraya, Abhinav Geetanjali, Sangeet KaryalayaHathras, 2020*
- *Kapila, Surinder, Sangeet Ratnavali, Punjabi University Patiala. 1991*
- *Sharma, Ganesh Parshad, Raag Praveen, Kanishka Publication Delhi, 2020s*
-

<b>Course Title: Study of Raga-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2161</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Understand the basic Knowledge of Indian music.
2. Know about the practical composition according to the notation system.
3. Studies about the theoretical aspects of Ragas.
4. Know the importance of Taal and Laya in instrumental music.

### **UNIT- I**

**7 Hours**

Practical Performance of Raag: Khamaj, Bhopali.

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

### **UNIT- II**

**8 Hours**

Ability to recite. Teentaal, Ektaal, Roopak, Teevrashowing Khali-Tali with hand motion in Ekgun, Dugan, Layikaries.

### **Transaction Mode**

Performance, Lecture, Peer Group Discussion, Self-Learning, YouTube

### **Suggested Readings**

- *Bhatkhande, Vishnu Narayan, Kramik Pustak Malika Sangeet KaryalayayHathras.*
- *Pataki, J.D. Aprachalit Raags (Part I to II), Anubhav Publication Allahabad.*
- *Jha Ramashraya, Abhinav Geetanjali, Sangeet KaryalayayHathras.*
- *Kapila, Surinder, Sangeet Ratnavali, Punjabi University Patiala.*
- *Sharma, Ganesh Parshad, Raag Praveen, Kanishka Publication Delhi.*
- *Abhinav geetanjali Part I to V - Pt. Ram Ashray Jha, Sangeet Karyalya, Hathras*

<b>Course Title: Fundamentals of Shabad Kirtan</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2162</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

**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**

**3 hours**

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

#### **UNIT-II**

**4 hours**

Technical Terminology of Gurmat Sangeet : Dhuni, Shan, Manglacharan, Pauri.

**UNIT-III****5 hours**

Contribution & Development of Gurmat Sangeet in period Guru Angad Dev ji.

**UNIT-IV****3 hours**

Contribution & Development of Gurmat Sangeet in period Guru Amar Das ji.

**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 Yatim khana, 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*



<b>Course Title: Technicalities of Instruments</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2163</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

**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**

**7 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.

**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.*



<b>Course Title: Officiating and Coaching in Physical Education</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2165</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total: 15 Hours**

**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**

**05 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**

**05 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**

**03 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**

**02 Hour**

#### **Layout-**

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. Engle woodcliffs 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.*

<b>Course Title: Listening and Speaking Skills- English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2167</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. 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

### **Course Content**

#### **UNIT-I**

**7 Hours**

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

#### **UNIT-II**

**7 Hours**

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

#### **UNIT-III**

**8 Hours**

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

#### **UNIT-IV**

**8 Hours**

Public Speaking skill: (Preparation, vocal control, time management and handling questions) Intrapersonal and Interpersonal Communication: Group and masscommunication, 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.*

<b>Course Title: Listening and Speaking Skills- English (Lab)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2168</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

### **Course Content**

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

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

### **Personality Development**

Initiation Physical Appearance Audience Purpose

### **Interpersonal Skills • Appropriate**

use of non-verbal skills in face-to-face communication [i.e. Viva –Voce, group – interviews, GDs and seminars.]

### **Presenting in GD Seminars and Conferences.**

- Leadership Quality
- Time Management Achieving the target

<b>Course Title: Sustainable Business Practices</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2169</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 30**

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

1. Analyze the relationship between business, environment, and human development, along with global sustainable business models.
2. Examine key concepts like natural capital, public goods, environmental externalities, and their impact on trade, industry, jobs, and consumption.
3. Develop policies and strategies for sustainable business management, stakeholder engagement, and regulatory compliance.
4. Understand international policies, global development frameworks, and their influence on sustainable business practices.

## **Course Content**

### **UNIT I**

**08 Hours**

Sustainable Business Management, Business, Environmental and Human Development, Rationale and Benefits of Sustainable Business, Global Business Models

### **UNIT II**

**08 Hours**

Sustainable Business Concepts, Natural Capital and Public Goods, Environmental Externalities, Sustainable Business Trends, Trade, Industry, Jobs, Consumption

### **UNIT III**

**07 Hours**

Planning, Policy and Sustainable Governance, Sustainable Business Strategies, Key Sectors, Policy Assessment, Stakeholders Engagement, Policy and Regulatory Tools

### **UNIT IV**

**07 Hours**

International Policies, International Policy Developments, Global Development Framework

### **Transaction Mode**

Group discussion, Experiential learning, Brainstorming, Active participation, Flipped teaching

**Suggested Readings:**

- *John Elkington – Cannibals with Forks: The Triple Bottom Line of 21st Century Business*
- *Andrew Savitz – The Triple Bottom Line: How Today’s Best-Run Companies Are Achieving Economic, Social, and Environmental Success*
- *Edward Barbier – A Global Green New Deal: Rethinking the Economic Recovery*
- *Herman E. Daly – Beyond Growth: The Economics of Sustainable Development*
- *Stefan Schaltegger, Roger Burritt & Holger Petersen – An Introduction to Corporate Environmental Management: Striving for Sustainability*
- *Paul Hawken, Amory Lovins & L. Hunter Lovins – Natural Capitalism: Creating the Next Industrial Revolution*
- *Wayne Visser – The Age of Responsibility: CSR 2.0 and the New DNA of Business*
- *Ashford, N. A. & Hall, R. P. Technology, globalization, and sustainable development transforming the industrial state. (Routledge, 2019).*
- *Jeanrenaud, S., Jeanrenaud, J.-P. & Gosling, J. Sustainable business: a one planet approach. (Wiley & Sons in 2017)*
- *Molthan-Hill, P. The business students guide to sustainable management: Principles and Practice. (Greenleaf, 2014).*

<b>Course Title: CONSTITUTIONAL LAW II</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2170</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 30****Course Learning Outcomes:**

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

1. Interpret the relationship between Union and State Governments.
2. Develop an analytical approach about different judgments of Hon'ble Supreme Court and High Courts.
3. Construct the provisions relating to trade, commerce and Intercourse.
4. Grasp the constitutional principles that underline election law, including issues related to equal protection, free speech, and the role of the states in regulating elections.

**Course Content****UNIT I****08 Hours**

Union executive (Art. 52-78)

State Executive (Art. 153- 167)

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

Union Legislature (Art.79-122) State Legislature (Art. 168-212)

Legislative Relations between Union and States (Art. 245-255)

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

Union Judiciary (Art. 124-151) State Judiciary (Art. 214-237)

Emergency Provisions (Art. 352-360)

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

Election Commission: Constitution, Powers and Functions (Art. 324-329A)

Services under the Union and the States including Public Service Commission (Art. 308-323)

Amendments of the Constitution including the Doctrine of Basic Structure (Art. 368)

## Article 370 and its abrogation

### **Suggested Readings:**

#### **BARE ACT: Constitution of India, 1949**

*Dr. Jain M.P. 6<sup>th</sup> Edition, "Indian Constitutional Law", Lexis Nexis.*

*Shukla V.N. 12<sup>th</sup> Edition "Constitution of India", Eastern Book Company.*

*Kumar Narinder "Constitution law of India "Allahabad Law Agency 9<sup>th</sup> Edition, Faridabad.*

### **Web Sources**

- [https://knowindia.india.gov.in/profile/theunion/legislature.p hp](https://knowindia.india.gov.in/profile/theunion/legislature.php)
- <https://byjus.com/free-ias-prep/the-state-legislature/>
- <https://blog.ipleaders.in/the-administrative-relationshipamong-union-states-and- local-bodies/>
- <https://www.legalservicesindia.com/article/2000/Liability-of-State-In-Contract-And-In-Torts.html#:~:text=Article%20298%20provides%20that%20the,of%20contracts%20for%20any%20purpose.>

<b>Course Title: Landscaping</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2171</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 30**

Course Outcomes:

1. To Explain the importance and principles of landscaping.
2. To Demonstrate knowledge in selection, propagation, and planting schemes.
3. To Demonstrate knowledge in Lawn and Bonsai.
4. Students will gain knowledge in landscape planning and Bio-aesthetic.

### **Unit 1**

**08 Hours**

Importance and scope of landscaping. Principles of landscaping, garden styles and types. Importance, design and establishment of garden features /components viz. hedge, edge, borders, flower beds, bridges, paths, fences, garden walls, gates, carpet bed, arbour, sunken garden, roof garden, terrace garden, rockery and avenue planting.

### **Unit 2**

**06 Hours**

Trees: selection, propagation, planting schemes, canopy management, shrubs and herbaceous perennials: selection, propagation, planting schemes, architecture.

### **Unit 3 08 Hours**

Climber and creepers: importance, selection, propagation, planting, Annuals: selection, propagation, planting scheme. Other garden plants: palms, ferns, grasses and cactisucculents. Pot plants: selection, arrangement, management.

### **Unit 4**

**08 Hours**

Lawn, establishment and maintenance. Bio-aesthetic planning: definition, need, planning. Landscaping of Educational Institutes, Public Places, playgrounds. Bonsai: principles and management.

Suggested Readings:

1 Bose, T.K., Maiti, R.G, Dhua, R.S. and Das, P. 2002. *Floriculture and Landscaping, Vol.1. Naya Udyog Publication, Kolkata. pp 508.*

- 2 Singh, A.K. and Sisodia, A.2017.*Textbook of Floriculture and Land scaping. NIPA. pp446.*
- 3 Singh, R.and Singh, B.K.2020.*Introductory Ornamental Horticultur eand Land scape gardening. Daya Publication. pp 229.*

<b>Course Title: Human Values and Professional Ethics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: VAC0002</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. Understand the essence of Indian ethos, cultural values and ethical principles derived from scriptures, integrating self-exploration with scientific inquiry.
2. Analyze human values, self-awareness and ethical decision-making by distinguishing between perspectives, ideologies and universal moral principles.
3. Evaluate constitutional values, global responsibilities and the role of ethics in citizenship while promoting inclusivity and social welfare.
4. Develop essential life skills, stress management techniques and holistic well-being through mindfulness, self-discipline and personality development.

## **Course Content**

### **UNIT-I Introduction to Indian Ethos**

**7 Hours**

Meaning of ethos and cultural essence of India, Scriptures as the base of the Indian Knowledge System (IKS), Integrating the two methodologies: interiorization process for self-exploration and exterior scientific pursuit for the prosperity of world, The Law of Karma and Nishkama Karma (The Law of action and selfless action), Practical: Five Hours of Yoga practice per week, Ethics through Music and Indian Poetry, Community Engagement

### **UNIT-II Human Values and Ethics**

**8 Hours**

Knowing the Self and the universal values that we stand for. This is self-enquiry & self-discovery, Background conversations and deep listening, recognizing the assumptions that we make, the biases we have and the implications for ethical action. Self-identity: distinguishing and embracing oneself (and others) four profiles (inner potential, social, professional, personality), Distinguish ideology, perspectives beliefs from embodying values. Practical: Self discovery, self enquiry and Mindfulness, Yama & Niyama of Ashthang Yoga

### **UNIT-III Constitutional Values, Global Responsibility**

**7 Hours**

Values embedded in the Preamble of the Indian Constitution, Integration of Human

Rights and duties. Principles and responsibilities: as citizens of India, towards global environment, Loksangraha and VasudhaivaKutumbakam, Conscious Full SpectrumResponse model. Distinguishing judgement from discernment, Practical: Developmentof concentration among students through music, fine arts, mathematics, sports, yogaand mindfulness

#### **UNIT-IVIntegrated Personality and Well-being**

**8 Hours**

The three gunas (qualities of sattva-purity and harmony, rajas —activity and passion, tamas -darkness and chaos), the four antah-karanas (inner instruments) and panchkosha (five sheaths), Stress management, Oneness, non-duality and equanimity, Physical, mental, social and spiritual well-being. Practical: Talks on importance of theAyurvedic concept of well-being and nutrition, sports activities.

#### **Reference Books:**

- Mahadevan, B., Bhat, V.R. and Nagendra, P.R.N. 2022. *Introduction to Indian Knowledge System*. Delhi: PHI.
- *Human Values and Professional Ethics* by R R Gaur, R Sangal, G P Bagaria, ExcelBooks, New Delhi, 2010.
- Kashyap, Subhash C. 2019. *Constitution of India. A handbook for students*. NewDelhi: National Book Trust.
- Dr. Awadesh Pradhan, *MahamanakeVichara*". (B.H.U., Vanarasi 2007)
- Harold Koontz & Heinz Wehrich, *Essentials of Management*, Tata McGraw Hill.
- Lama, D. 2012. *Beyond Religion: Ethics for a Whole World*. India: Harper Collins.
- *Shrimad Bhagavad-Gita (Part of the Mahabharata)*. 1994. Gorakhpur: Gita Press.
- Swami Harshananda. 2000. *The Birds' Eye View of the Vedas*. Bangalore: Ramakrishna Math.
- Blanchard, Kenneth and Peale, Norman Vincent. 1988. *The Power of EthicalManagement*. New York: William Morrow and Company, Inc.
- Gandhi, Mohandas Karamchand. 1971. *Pathway to God* compiled by MS
- Deshpande. Ahmedabad: NavajivanMudranalaya, Navjivan Trust.
- Gardner, H. 2006. *Five Minds for the Future*. Boston: Harvard Business School Press.
- Rodriguez, S. and Juvva, S. 2018. *Embodying Universal Values and Ethical Leadership in Higher Education: Creating Change Agents for Social Transformation*. In B. Chatterjee, A. Banerji and P. Arya (Eds.). *Resolution to Resolve: SustainabilityPractices in Industry and Education*. New Delhi: Bloomsbury [ISBN: 978-938-74-7168-9]

#### **Web Sources:**

- <https://www.holy-bhagavad-gita.org/>.
- <https://iksindia.org/>.

- NPTEL Course: *Exploring Human Values: Visions of Happiness and Perfect Society*.
- <https://ebooks.inflibnet.ac.in/hrmp01/>

<b>Course Title: Punjabi Kahani ate Ikangi</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2172</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

**Learning Outcomes:** ਇਹ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

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

**ਭਾਗ -ੳ****6 Hours**

ਦੇ ਰੰਗ (ਕਹਾਣੀ ਭਾਗ) (ਸੰਪਾ ਹਰਜਿੰਦਰ ਸਿੰਘ ਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮ ਸਿੰਘ ਸਰਗੋਧਰੀਆ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ

**ਭਾਗ-ਅ****8 Hours**

ਸ਼ਬਦ ਬਣਤਰ ਅਤੇ ਸ਼ਬਦ ਰਚਨਾ: ਪਰਿਭਾਸ਼ਾ, ਮੁਢਲੇ ਸੰਕਲਪ, ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ: ਨਾਂਵ, ਪੜਨਾਂਵ, ਕਿਰਿਆ, ਵਿਸ਼ੇਸ਼ਣ, ਸਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਿਕ

**ਭਾਗ-ੲ****8 Hours**

ਇਕਾਂਗੀ ਯਾਤਰਾ (ਇਕਾਂਗੀ ਸੰਗ੍ਰਹਿ), ਸੰਪਾਦਕ ਡਾ ਰਘਬੀਰ ਸਿੰਘ ਤੇ ਡਾ ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

**ਭਾਗ -ਸ****8 Hours**

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

**Transaction Mode:**

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

**ਪੁਸਤਕ ਸੂਚੀ:**

- ਬਲਦੇਵ ਸਿੰਘ ਧਾਲੀਵਾਲ, ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਗੁਰਦਿਆਲ ਸਿੰਘ ਫੁੱਲ, ਪੰਜਾਬੀ ਇਕਾਂਗੀ: ਸਰੂਪ, ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ, ਭਾਗ ਪਹਿਲਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।

<b>Course Title:</b> हिंदीगद्य: उद्भवऔरविकास	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2173</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

Course Learning Outcome: छात्रोंकोयहज्ञानप्राप्तहोकिहिंदीगद्यकाप्रारंभकब, कैसेऔरकिनलेखकोंद्वाराहुआ।

हिंदीगद्यकेविकासमेंधार्मिक, सामाजिक, राजनीतिकऔरसांस्कृतिकआंदोलनोंकीभूमिकाकोस्पष्टकरना।

भारतेन्दुहरिश्चन्द्र, प्रेमचंद, महावीरप्रसादद्विवेदी, अज्ञेय, हरिशंकरपरसाईंआदिलेखकोंकेयोगदानकोसमझना।

समकालीनहिंदीगद्यमेंब्लॉग, वेबसाहित्यऔरडिजिटललेखनकीभूमिकाकोपहचानना।

#### Course Content

इकाई-1: प्रेमचंद (नमककादरोगा), प्रसाद (पुरस्कार), मोहनराकेशO8 Hours

(मलबेकामालिक) मन्नूभंडारी (मैंहारगई)

इकाई-2 :बालकृष्णभट्ट (साहित्यजन-समूहकेहृदयकाविकासहै), O8 Hours

आचार्यरामचंद्रशुक्ल (उत्साह) हजारीप्रसाद

इकाई-3 द्विवेदी (नाखूनक्योंबढ़तेहैं), विद्यानिवासमिश्रO7 Hours

(मेरेरामकामुकुटभीगरहाहै)

इकाई-4: भारतेंदुहरिश्चंद्र (अंधेरनगरी) महादेवीवर्मा (घीसा)O7 Hours

हरिशंकरपरसाईं (भोलारामकाजीव)सहायकग्रंथ :

#### Suggested Books

- हिंदीकागद्यसाहित्यरामचंद्रतिवार
- हिंदीसाहित्यकादूसराइतिहासबच्चनसिंह
- निबंधोंकीदुनियाविजयदेवनारायणसाही; निर्मलाजैन/हरिमोहनशर्मा
- छायावादोत्तरहिंदीगद्यसाहित्यविश्वनाथप्रसादतिवारी
- हिंदीरेखाचित्रहरवंशलालशर्मा
- निबंधोंकीदुनियाशिवपूजनसहाय:निर्मलाजैन/अनिलराय

<b>Course Title: English Language and Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT2174</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. Critically analyse and interpret themes of identity, freedom, perception, social class and family relationships through a literary perspective.
2. Thematically analyse and appreciate themes of nostalgia, nature, contemplation, aging and the impact of war from a literary perspective.
3. Improve grammatical and syntactical proficiency.
5. Expand written communication and expression through drafting letters, applications, essays and reports.

### Course Content

#### **UNIT-I**

**08 hours**

- Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:
- Green Parrots in a Cage
- My Brother, My Brother Norah Burke
- Dusk

#### **UNIT-II**

**08 hours**

The Poetic Palette (Orient Blackswan, 2013). The following poems from this anthology are prescribed:

- Stopping by the Woods on a Snowy Evening: Robert Frost
- I Sit and Look Out: Walt Whitman
- The Old Woman: Arun Kolatkar

#### **UNIT-III**

**07 hours**

Charles Lamb: Dream Children- A Reverie

**UNIT-IV****07hours**

- Essay writing

**TRANSACTIONMODE**-Brain Storming, Quiz, Group Discussion, Open Talk.

**SUGGESTED READINGS:**

- Best, WilfredD. *TheStudent's Companion*. The Pearson Education, 1983.
- Eastwood, John. *Oxford Practice Grammar*.OUP,2004.
- Board Of Editors.*The Poetic Palette*.OrientBlackswan,2013.
- Board Of Editors. *Prose Parables*.OrientBlackswan,2013.
- Lamb, Charles. "Dream children: A reverie." 1823. Quotidiana. Ed. Patrick Madden. 9 Sep 2006. 25 Jul 2025  
<[http://essays.quotidiana.org/lamb/dream\\_children\\_a\\_reverie/](http://essays.quotidiana.org/lamb/dream_children_a_reverie/)>.

### Semester III

<b>Course Title: History of Modern India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3200</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After 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

**15 Hours**

Advent of European, Trading Companies Battle of Plessey and Buxar, causes and Consequences, Administrative and Social reforms of Lord Cornwallis, William Bentinck and Lord Dalhousie.

#### UNIT-II

**15 Hours**

The uprising of 1857: Causes, results and reasons for its failure. Social-Cultural Movements: Brahma Samaj, Satyashodhak Samaj, Arya Samaj, Singh Sabha Movement.

#### UNIT-III

**15 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

**15 Hours**

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

**Transaction Mode:**

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

**Suggested Readings:**

**Text Books:**

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.

**Reference Books:**

- *India After Gandhi: The History of the World's Largest Democracy (2008)* by Ramachandra Guha. Penguin Random House.
- *Freedom Struggle in India (Vol. 1-3) (2018)* by Sumit Sarkar. Oxford University Press.
- *A Concise History of Modern India (2002)* by Barbara Metcalf & Thomas Metcalf. Oxford University Press.
- *The Partition of India: Policies and Perspectives, 1935-1947 (2007)* by H. V. Lloyd. Cambridge University Press.
- *India's Wars: A Military History 1600-2000 (2004)* by John Keay. HarperCollins Publishers India.

<b>Course Title: Indian Economy</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3201</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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**

**15 Hours**

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

#### **UNIT-II**

**15 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. Concept of Skill India, Start-up and Make in India.

#### **UNIT-III**

**15 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****15 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). India 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). Bharti Arth Vivstha, Punjabi University, Patiala.*
- *Singh, C. G. (2023). Bharti Arth Shastar, 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.*

<b>Course Title: Semitic Religion</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3202</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After 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 pragmatic and unsympathetic over taxing of oriental Nature-symbols and vividly imaginative speech.
2. Learn that Semites 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

#### Unit- I

**9 Hours**

##### ਯਹੂਦੀ ਧਰਮ

ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ।

ਪੈਗੰਬਰ ਮੂਸਾ ਸਾਹਿਬ ਦਾ ਜੀਵਨ ਤੇ ਦਰਸ਼ਨ।

ਪੁਰਾਣਾ ਨੇਮ (Old Testament), ਸੰਖੇਪ ਜਾਣਕਾਰੀ।

#### Unit- II

**13 Hours**

##### ਈਸਾਈ ਧਰਮ

ਈਸਾਈ ਧਰਮ ਦਾ ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ

ਹਜ਼ਰਤ ਈਸਾ ਮਸੀਹ ਜੀ ਦਾ ਜੀਵਨ ਤੇ ਦਰਸ਼ਨ

ਨਵਾਂ ਨੇਮ (New Testament), ਸੰਖੇਪ ਜਾਣਕਾਰੀ

#### Unit- III

**11 Hours**

##### ਇਸਲਾਮ ਧਰਮ

ਇਸਲਾਮ ਧਰਮ ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ

ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਅਤੇ ਉਹਨਾਂ ਦਾ ਮਿਸ਼ਨ

ਪਵਿੱਤਰ ਕੁਰਾਨ ਦਾ ਇਸਲਾਮ ਧਰਮ ਵਿਚ ਸਥਾਨ

**Unit- IV****12 Hours****ਪਾਰਸੀ ਧਰਮ**

ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ

ਜਰਤੁਸਤਜੀਦਾਜੀਵਨਤੇਸਿੱਖਿਆਵਾਂ।

ਜੰਦਅਵੇਸਤਾ (ZandAvesta):- ਸੰਖੇਪਜਾਣਕਾਰੀ।

**ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ:** ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨ, ਅਤੇਕੇਸਅਧਿਐਨ।**ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-**

- ਡਾ. ਹਰਬੰਸ ਸਿੰਘ, ਡਾ. ਐਮ. ਐਲ ਜੋਸੀ ਸੰਸਾਰ ਦੇ ਧਰਮ (ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- ਕਰਤਾਰ ਚੰਦ ਭੱਟੀ ਈਸਾਈ ਧਰਮ ਇਕ ਜਾਣ-ਪਛਾਣ (ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- (M. Ali Maulana)The Religion of Islam
- ਡਾ. ਐਮ. ਐਲ ਜੋਸੀ, ਵਿਸ਼ਵ ਧਰਮ ਸੰਗ੍ਰਹਿ :- ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)
- fw. hrbMsisMG, fw. AYm. AYljosI, sMswrddyDrm (pblIkySnibauro, pMjwbIXUnIvrstI, pitAwlw)
- krqwrCMdB~tI, eIsweIDrmiekjwx- pCwx (pblIkySnibauro, pMjwbIXUnIvrstI, pitAwlw)
- fw. AYm. AYljosI, ivSvDrmsMgRih:-pblIkySnibauro, pMjwbIXUnIvrstI, pitAwlw)

<b>Course Title: Development of Indian Constitution</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3203</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After completion of this 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. Historical Background of the Indian Constitution
2. Constituent Assembly Debates- on the Preamble, Fundamental Rights, Role of the State, and Distribution of Powers

#### **Unit II**

**16 hours**

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

#### **Unit III**

**14 hours**

6. State Legislative: Compositions, Power & Position
7. Governor: Election, Powers, Position, and Evolving Role
8. Chief Minister: Appointment, Power and Functions

#### **Unit IV**

**16 hours**

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

### **Transaction Mode**

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

### **SUGGESTED READINGS**

- *Assembly, Constituent. (1949) "Constitution of India." Ministry of Law and Justice, editor. New Delhi, India: Ministry of Law and Justice, India.*
- *Bose, Durgadas,(1955). Commentary on the Constitution of India... Vol. 1. SC Sarkar.*
- *Joshi, Gulabhai Naranji (1975) the Constitution of India. Delhi: Macmillan Company of India, 1975.*
- *Ghosh, Pratap Kumar (1966) The Constitution of India: How it Has Been Framed PrabhatPrakashan.*
- *Assembly, Constituent (1949).Constitution of India." Ministry of Law and Justice, editor. New Delhi, India: Ministry of Law and Justice, India.*
- *Bose, Durgadas (1955). Commentary on the Constitution of India... Vol. 1. SC Sarkar.*
- *Joshi, Gulabhai Naranji (1975) the Constitution of India. Delhi: Macmillan Company of India.*

<b>Course Title: Indian Society</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3204</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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**

**15 Hours**

**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**

**15 Hours**

**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**

**15 Hours**

**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****15 Hours**

**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:**

- *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. Zacharia

<b>Course Title: Social Action Movement and Campaigns</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3205</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. 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**

**15 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**

**15 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**

**15 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**

**15 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

<b>Course Title: Child Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3206</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

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

1. Students will be able to differentiate between growth, development and maturity.
2. Learn about different principles of development.
3. Understand the factors influencing fetal development in uterus and child development after birth.
4. Learn significant theories of development.
5. Explore infant and child development stages and the factors influencing them.

**Course Content****Unit – I:****15 Hours**

Introduction: Concepts of growth, development and maturation. Nature-nurture controversy, Principles of development.

**Unit – II:****15 Hours**

Prenatal development: Genetic Foundation of development: Gene, Chromosome, and its linked abnormalities. Stages of prenatal development.

**Unit – III****15 Hours**

Theories of Development: Freud, Erikson, Piaget and Vygotsky.

**Unit – IV****15 Hours**

Infancy: Physical development. Motor development and language development. Childhood: Physical, Social, Personality, and Moral Development.

**Transactional Mode**

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

**Recommended Books:**

- Hurlock, E. B. (2018). *Developmental psychology: A Life-Span Approach* (5<sup>th</sup>Ed). Chennai: McGraw Hill Education.
- Santrock, J. W. (2017). *Life-span development*. New Delhi: McGraw-Hill Education.

- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2017). *Human development* (9th Ed.). NewDelhi: McGraw Hill.
- Feldman, R. & Babu, N. (2018). *Development Across the Life Span* (8<sup>th</sup> Ed.). New Delhi: Pearson.
- Berk, L. (2017). *Child Development* (9<sup>th</sup> Ed.). New Delhi: Pearson Education India.

<b>Course Title: English Drama and Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3207</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. Understand and compare technical and literary terms related to drama.
2. Chronologically understand trends and movements in English literature.
3. Critically analyse and interpret them formorality, 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 betrayalinselectedtext.

### **Course Content**

#### **UNIT-I**

**10 Hours**

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

Thefollowing terms will have to be studied:

DefinitionandEssence

Dramavs.Novel

DramaandTheatre

Dramaticaction

Structure

Characterization

Dialogue

StageDirections

DramaticConventions

Important terms pertaining to drama and stage:

ComicRelief

Pathos

Aside

Soliloquy

**UNIT-II**

**07 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**

**07 Hours**

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

Lycidas

MacFlecknoe

**UNIT-IV**

**08 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.*

<b>Course Title: Gurmat Kaav</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3208</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30****Learning Outcomes:** ਇਹ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਗੁਰਮਤਿਕਾਵਿਬਾਰੇਜਾਣਕਾਰੀਹਾਸਿਲਕਰਨਗੇ
2. ਗੁਰੂਨਾਨਕਦੇਵਜੀਦੀਬਾਣੀਬਾਰੇਸਮਝਣਗੇ।
3. ਗੁਰੂਗ੍ਰੰਥਸਾਹਿਬਜੀਦੀਸਾਹਿਤਕਮਹੱਤਤਾਬਾਰੇਗਿਆਨਹਾਸਿਲਕਰਨਗੇ।
4. ਨੈਤਿਕਸਿੱਖਿਆਪ੍ਰਾਪਤਕਰਨਗੇ।

**ਭਾਗ-ੳ****07 Hours**

ਗੁਰਮਤਿ ਕਾਵਿ ਅਰਥ ਵਿਚਾਰਧਾਰਾ  
ਗੁਰਮਤਿ ਕਾਵਿ ਗੁਰੂ ਗ੍ਰੰਥ ਜੀ ਦੀ ਸੰਪਾਦਨ

**ਭਾਗ-ਅ****07 Hours**

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
ਆਸਾ ਦੀ ਵਾਰਾ ਸਮਾਜਿਕ ਤੇ ਦਾਰਸ਼ਨਿਕ

**ਭਾਗ-ੲ****08 Hours**

ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
ਸੁਖਮਨੀ ਸਾਹਿਬ ਜੀਵਨ ਅਤੇ ਰਚਨਾ

**ਭਾਗ-ਸ****08 Hours**

ਗੁਰੂ ਰਵਿਦਾਸ ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
ਭਗਤ ਰਵਿਦਾਸ ਬਾਣੀ ਦਾਰਸ਼ਨਿਕ ਪਰਿਪੇਖ, ਦਿੱਲੀ, 1997

**ਪੁਸਤਕਸੂਚੀ:**

- ਹਰਜਿੰਦਰ ਸਿੰਘ ਕੋਹਲੀ ਤੇ ਹਰਨਾਮ ਸਿੰਘ ਮਾਨ, ਗੁਰੂ ਨਾਨਕ ਜੀਵਨ ਸਮਾਂ ਤੇ ਰਚਨਾ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ.
- ਡਾ. ਜਗਬੀਰ ਸਿੰਘ, ਗੁਰਬਾਣੀ ਵਿਸ਼ਵ ਦ੍ਰਿਸ਼ਟੀ ਤੇ ਵਿਚਾਰਧਾਰਾ, ਦਿੱਲੀ ਪਬਲੀਸ਼ਰਜ਼, 1997.
- ਡਾ. ਹਰਚਰਨਕੌਰ (ਸੰਪਾ.) ਮੱਧਕਾਲੀਨ ਪੰਜਾਬੀ ਸਾਹਿਤ ਪੁਨਰ ਵਿਚਾਰ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ. ਦਿੱਲੀ, 1989
- ਬਾਣੀ ਸੰਵੇਦਨ, ਜਸਪਾਲ ਕੌਰ ਕਾਂਗ, ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ।

**TransactionMode:**

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

<b>Course Title: Sahitya Sopan- Hindi Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3209</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:

- छात्‍भल्लिकाव्यएविंभल्लिआन्दोलनकेपररवेशसेपररहचतौनेकेसािं-
- सािंभल्लिकाव्यधाराकेरीहतकाव्यमेंरूपािंंतरणकेकारणोिंसेपररहचतौिंगे।
- छाहिंिंदीसाहित्यकेआधुहनककालकीप्रवृहतयोिंसेपररहचतौिंगेऔरहिंिंदीकिानीकेहवकासकेप्रिम चरणसेपररहचतौिंगे।
- छात्‍आधुहनकीकरण, आधुहनकतावादएविंप्रेमचन्दतिप्रेमचन्दोत्तरकिहनयोिंसेपररहचतौिंगे।
- छात्‍ईकिानीआन्दोलनऔरइसदौरकीकिहनयोिंकीप्रवृहतयोिंसेपररहचतौिंगे।

### CourseContent

#### भाग(क)

**08 Hours**

हिंिंदीसाहित्यकाइहतिास:भल्लिकालएविंरीहतकाल-नामकरण,पररभल्लिहतयाँ,प्रवृहतयाँ  
रीहतसौरभ:(सम्पादक)डॉ.रामसजनपाण्डेय,पिंजाबीहवश्वहवद्यालयद्वाराप्रकाहशत,केवलचारकहव:हबिारी, भूषण,  
रसखान, गुरुगोहबिंदहसिंिजी

#### भाग(ख)

**07 Hours**

हिंिंदीसाहित्यकाइहतिास:आधुहनककालपररभल्लिहतयाँ,प्रवृहतयाँ  
हिंिंदीगद्यकाहवकास:किसाहित्य-ग्यारिवषमकासमय,उसनेकिािंा,मुिंडमाल,ताई

#### भाग(ग)

**06 Hours**

आधुहनकीकरणऔरआधुहनकतावाद:किानीकानयादौरऔरप्रमुखकिहनयाँकफन,(प्रेमचन्द),  
पुरस्कार(जयशिकंरप्रसाद),साइकलकीसवारी(सुदशमन),प्रेग्रीन(अज्ञेय)

#### भाग(घ)

**08 Hours**

नईकिानीकादौरऔरउसकेप्रहतहनहध:सीमाऔरउपलल्लियािं  
सतीमैयाकाचौरा(भैरवप्रसादगुप्त),एकऔरहजन्दगी(मोिनराकेश),वािंगचू(भीष्मसािनी),  
कोिरा(कमलेश्वर)

#### TransactionMode:

व्याख्यान,सिगोष्ठी,ई-िीमहशक्षण,ई-ट्यूिररिंग,सिंवाद,सिकमीसमूिचचाम,मोबाइलहशक्षण, स्व-  
हशक्षा,सियोगात्मकहशक्षाऔरसिकारीहशक्षण।

#### अध्ययनकेलिएसहायकपुस्तकसूची:

- शुक्ल, रामचन्द्र, हिंिंदीसाहित्यकाइहतिास, नागरीप्रचाररणीसभा, काशी, 2010
- पाण्डेय, रामसजन(सम्पादक), रीहतसौरभ, पिंजाबीहवश्वहवद्यालय, पहियाला.
- राय, गोपाल, हिंिंदीकिानीकाइहतिास, राजकमलप्रकाशन, दररयागिंज: नईहदWी2008
- हवमल, गिंगाप्रसाद, आधुहनकता: आधुहनककेसिंदभममें, मकैहमलनकम्पनी, प्रांहलंदररयागिंज
- : नईहदWी, 1978.

- कलशुवरः सडुगुरकलहनडुडु, रलकडुडुललडुडुडुडुडुडुडु, कशुडुडुडुडुडुडुडु, हदुडुडुडुडुडुडु, 2016.

<b>Course Title: Linear Algebra</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3210</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:

Compute with the characteristic polynomial, eigen values, eigen vectors, and eigen spaces, as well as the geometric and the algebraic multiplicities of an eigen value and apply the basic diagonalization result.

Build the concrete structure of modern algebra with the basic concepts of Group, Abelian group, sub group etc. And with their properties.

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.

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**

**07 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**

**07 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 sub groups, Coset decomposition, Cayley's theorem, Cyclic group, generating system of group

**UNIT-III****08 Hours**

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

**UNIT-IV****07 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, UFDs, 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*

<b>Course Title: Biographical Study of Indian music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3211</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

**Course Learning Outcomes:** After successful completion of this course, the student's 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 18to20th century AD.
3. Write the practical composition according to the notation system.
4. Studies about the theoretical aspects of raags.

### **Course Content**

#### **UNIT-I**

**5 Hours**

Indian music of 12<sup>th</sup> 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**

**4 Hours**

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

#### **UNIT-II**

**3 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**

**3 Hours**

Descriptions and notation of following ragas (Khayal) And talas Ragas: Bhairav, Malkauns.Talas: Jhap Taal, Teentaa, Deepchandi, Teevra

Elementary knowledge of the following Ragas: Gun kali, Chandar kauns.

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

**Suggested Reading**

- *Sharma, Yashpal (Dr.) Bhartiya Sangeet Mein Shruti, Kanishka Publishers, New Delhi, 2002.*
- *Strangways, A.H., Features, Principles and Technique of Indian Music, Kanishka Publication Delhi, 2008*
- *Tagore, S.M, Universal History of Music, Sanjay Publication Delhi, 1998*
- *Tagore, S.M, History of Hindu Music, Kanishka Publication Delhi, 2008*
- *Ranade, G.H, Hindustani Music, Popular Prakashan, Delhi, 1971*
- *Garg, Laxami Narayan, Nibandh Sangeet, Sangeet KaryalayayHathras, 1989.*
- *Verma, Rajiv (Dr.) & Parikh, Neelam, Bhartia Sangeet Ka Adhiyatmik Swaroop, Amar Granth Prakashan, 2004.*

<b>Course Title: Study of Laya and Talas</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3212</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Understand the basic Knowledge of Indian music.
2. Know about the practical composition according to the notation system.
3. Studies about the theoretical aspects of Ragas.
4. Know the importance of Taal and Laya in instrumental music.

#### **UNIT-I**

**8 Hours**

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

#### **UNIT-II**

**7 Hours**

Ability to recite bols of Talas Prescribed in the course in Ek Talas & amp; Dugan by hand: Jhap Taal, Teentaal, Deepchandi, Teevra Taal.

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

#### **Suggested Readings:**

- Paul, Neelam (Dr) Saras Raag Darshika, Abhishek Publication Chandigarh.
- Thakur, Onkar Nath, Sangeetanjali, Sangeet KaryalayayaHathras.
- Bhatkhande, Vishnu Narayan, Kramik Pustak Malika Sangeet KaryalayayHathras.
- Pataki, J.D. Aprachalit Raags (Part I to II), Anubhav Publication Allahabad.
- Jha Ramashraya, Abhinav Geetanjali, Sangeet KaryalayayHathras.
- Kapila, Surinder, Sangeet Ratnavali, Punjabi University Patiala.
- Sharma, Ganesh Parshad, Raag Praveen, Kanishka Publication Delhi.

<b>Course Title: Basic Knowledge of Gurmat Sangeet</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3213</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

**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 Sahibji.
3. Introduction of Music forms of Gurmat Sangeet.
4. Basic Introduction of Music Instruments.

### **Course Content**

#### **UNIT-I**

**05 hours**

Technical Terminology: Hasat Vidhi, Theka, Aavartan, Sam, Taali and Khali.

Technical Terminology of Gurmat Sangeet: Kirtan, Kirtania, Pade, Ashatpadi.

#### **UNIT-II**

**04 hours**

Contribution & Development of GurmatSangeet in period Guru Ramdasji and Guru Arjan Dev ji. Classical and Folk singing forms in Gurmat Sangeet.

#### **UNIT-III**

**03 hours**

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

Gujri - one Shabad Composition. Devgandhari - one Shabad Composition. Tukhari - one Shabad Composition.

#### **UNIT-IV**

**03 hours**

Two shabad playing on Instruments based on Ragas Detailed description with notation in Ekgunand 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, Pvitar Parmanik Parkashan, Patiala.*
- *Gurmat Sangeet by Dharam Parchar Committee, Central Yatim khana, 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 ShabadSangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi JawaddiTaksal, Ludhiana.*
- *Gurmat Sangeet 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.*
- *Tabla Vaadan by Dr.jagmohan Sharma, Punjabi University, Patiala, 1996*

<b>Course Title: A Study of Raags and Taals of Gurmat</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3214</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Learn of brief talas of Gurmat Sangeet.
2. Introduction of basic raags of Sri Guru Granth Sahibji.
3. Introduction of Music forms of Gurmat Sangeet.
4. Basic Introduction of Music Instruments.

#### **Unit-I**

**8 Hours:**

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

#### **Unit-II**

**7 Hours**

Four Alankar's son stringed instruments.

Two shabad playing on Instruments based on Ragas.

Ability to demostate the following taals by hand in Ekgun, Dugun layakarries, Solfak and Chartaal.

**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, GurShabad Sangeet Akadm i, JawaddiTaksal, Ludhiana.*
- *Gurmat Sangeet Terminology, by Dr. Gurnam Singh, Punjabi University, Patiala, 20*

<b>Course Title: Sports Training in Physical Education</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3215</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>TotalHours: 15</b>				

**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**

**5 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**

**4 hours**

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

Trainingload: -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**

**3 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**

**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 (50Meter Dash, Shuttle Run, Dodging Run Test) Flexibility training (Sit and Reach, Floor Touch, Bridgetest)

**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*

B.ABB.A

<b>Course Title: Proficiency of Athletics and Games III</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3216</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

**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

10Km Walk

20 Km Walk Games –

Volleyball Boxing

Wrestling

Fencing

Judo

Softball

<b>Course Title: Basics of Journalism</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3217</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. Identify news values and comprehend the news process
2. Organize a news story according to the hard news structure
3. Write different leads, the body text and ending
4. Demonstrate interviewing and newsgathering skills

### **Course Content**

#### **UNIT-I**

**7 Hours**

Journalism - Definition Nature Scope and Significance. Principles of Journalism

#### **UNIT-II**

**8 Hours**

History of Journalism, Major Theories of Journalism, Meaning of theories based on scientific study & analysis

#### **UNIT-III**

**7 Hours**

The inverted pyramid, Freedom of Press: its basic principles and constraints - Responsibilities and Criticism.

#### **UNIT-IV**

**8 Hours**

Journalism as Profession. Relationship between Press and Society - Press and Government. Print Media in India: An overview

#### **• Suggested Reading:**

- *Richard Keeble. The Newspaper's Handbook; Routledge Publication, 2006.*
- *The Golden Age of the Newspaper. George H. Douglas. Greenwood Publishing Group, 1999 - Language Arts & Disciplines - 300 pages.*
- *Media Ethics: Truth, Fairness, and Objectively 2nd Edition (English, Paperback, Paranjay GuhaThakurta), Oxford, 2015.*
- *Bruce D. Itule and Douglas A. Anderson. News writing and reporting for today's media; McGraw Hill Publication, 2000.*
- *M.L. Stein, Susan Paterno& R. Christopher Burnett. News writer's Handbook: An*
- *Introduction to Journalism; Blackwell Publishing, 2006.*

B.ABB.A

- *George Rodmann. Mass Media in a Changing World; Mcgraw Hill*
- *Publication,2007.*

<b>Course Title: Basics of Journalism (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3218</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

### **Course Content**

News Writing Practice- how to write news stories using the 5Ws and 1H (Who, What, When, Where, Why, and How).

News Reporting and Writing- Field reporting, writing news stories, press releases, and features, Mock Press Conferences

Broadcast Journalism (TV)- Anchoring and voice modulation practice, Video news package creation

### **Essential/Recommended Reading:**

Mass Communication in India” Author: Keval J. Kumar

News Reporting and Writing” Authors: Melvin Mencher

Journalism: Principles and Practice” Author: Tony Harcup

### **Suggestive Reading:**

- Keval J. Kumar – Mass Communication in India- A foundational book covering the evolution of mass media, including journalism in the Indian context.
- Rangaswami Parthasarathy – Basic Journalism- Ideal for beginners, this book explains the core concepts, types of news, and reporting methods.
- Bill Kovach & Tom Rosenstiel – The Elements of Journalism- Discusses the core principles journalists must follow, like truth, independence, and accountability.

<b>Course Title: Cross Culture Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3219</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>03</b>

**Total Hours: 30**

**Course Learning Outcomes:** After completing all the units, students will learn:

1. Understand the importance of the influence of national culture on business culture.
2. Learn about value orientations and dimensions.
3. Assess culture and leadership, culture and strategy, cultural change in organizations.
4. Understand cross cultural team management.
5. Learn the aspects of working with international teams and multiple cultures and management of conflicts

### **Course Content**

#### **Unit I**

**08 Hours**

Introduction: Determinants of Culture, Facets of Culture, Levels of Culture, National Cultural Dimensions in the Business Context, The Influence of National Culture on Business Culture. Business Cultures: East and West.

#### **Unit II**

**07 Hours**

Cultural Dimensions and Dilemmas: Value Orientations and Dimensions, Reconciling Cultural Dilemmas, Culture and Styles of Management: Management Tasks and Cultural Values.

#### **Unit III**

**07 Hours**

Culture and Organizations: Culture and Corporate Structures, Culture and Leadership, Culture and Strategy, Cultural Change in Organizations, Culture and Marketing, Cultural Diversity. Culture and Communications: Business Communication across Cultures.

#### **Unit IV**

**08 Hours**

Barriers to Intercultural Communication, Negotiating Internationally. Cross Cultural Team Management: Working with International Teams, Group Processes During International

Encounters, Conflicts and Cultural Difference, Understanding and Dealing with Conflicts, Developing Intercultural Relationships.

**Transaction Mode**

Cooperative learning, Inquiry-based learning, Group discussion, Active participation, Mentee Meter, Quiz, Open talk, Panel Discussions

**Suggested Readings**

- *Marie-Joelle Browaeys, Roger Price: Understanding Cross-Cultural Management, Pearson, 4e, 2019.*
- *David C.Thomas: Cross Cultural Management, Sage Publications, 4e, 2017.*
- *Nigel Holdon, Cross Cultural Management: Knowledge Management Perspective, Pentice Hall, 2012.*
- *Parissa Haghirian: Multinational and Cross-Cultural Management, Routledge, 2012.*
- *Richard Mead: International Management-Cross cultural Dimension, 3/e, Blackwell, 2015.*
- *Jerome Dumetz, Cross-cultural Management Textbook: Lessons from the world*
- *leading experts in cross-cultural management, Create Space Independent Publishing Platform; Student edition (September 5, 2012), Oakland, USA.*

<b>Course Title: CONSUMER PROTECTION LAW&amp; INFORMATION RIGHTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3320</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. Interpret guidelines issued by international organizations for Consumer Protection. Int
2. Implement and Scrutinize the Consumer Protection Act, 2019. Im
3. Evaluate the significance of RTI in International perspective. Ev
4. Identify and evaluate the objects of the RTI Act, 2005. Fig

**Course Content****UNIT – I****10 Hours**

International Coordination, United Nations and the Guidelines for Consumer Protection, Need for Consumer Protection, Concept of Goods and Services Restrictive and Unfair Trade Practice

**UNIT – II****10 Hours**

Consumer Protection Act, 2019: Salient Features, Types of Consumer Rights, Consumer Education, Forums (District commission, state Commission & National Commission), Limitations and Guidelines for filing consumer complaint. E-Commerce and Its significance, Categories of E-Commerce.

**UNIT – III****05 Hours**

Significance of RTI in a Democracy; Good Governance & RTI  
RTI & International Instruments; RTI in other Countries -  
Sweden, USA, New Zealand, United Kingdom, Canada,  
Australia; Historical background- Brief Legislative History of RTI Law in India

**UNIT – IV****05 Hours**

Main objects of the RTI Act, 2005; Salient features of the Act  
Definitions - 'Information' & 'Right to Information',  
Appropriate Government, Central Information Commission,

Central Public Information Officer, Chief Information Commissioner, Competent Authority, Public Authority.

Right to Information –Relation between the individual and state, obligations of public Authorities, Public Information officers, Request for Information

**Bare act**

Universal's Consumer Protection Act, 2019

Right to Information (RTI) Act, 2005 Bare Act - Latest Edition – 2023

**Suggest readings:**

- *Taxmann's Consumer Protection Law & Practice – Edition January 2023 published by Taxmann's Editorial Board*
- *Commentary on THE CONSUMER PROTECTION ACT, 2019 Edition 2023 Published by WHITESMANN PUBLISHING CO; 2023rd edition*
- *Whitesmann's Commentary on The Consumer Protection Act, 2019 by AnoopamModak 2023 Ist edition*
- *Saharay H.K. Consumer Protection Law published by Universal Law Publishing (1 January 2010)*
- *Shukla M N Law: Right to Information Edition 2023published by SWEET & SOFT*

• **Web Sources**

- [https://www.un.org/en/pdfs/un\\_system\\_chart.pdf](https://www.un.org/en/pdfs/un_system_chart.pdf)
- <https://pscnotes.in/right-to-information-act-2005-rti>
- [/:https://egazette.nic.in/WriteReadData/2019/210422.pdf](https://egazette.nic.in/WriteReadData/2019/210422.pdf)
- [https://cutscart.org/pdf/Analysing the Right to Informati](https://cutscart.org/pdf/Analysing_the_Right_to_Informati)

<b>Course Title:</b> ਪੰਜਾਬੀ ਵਾਰਤਕ ਤੇ ਨਾਟਕ	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code:</b> BAT3222	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30****Learning Outcomes :** ਇਹ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

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

**Course Content****ਭਾਗ-ੳ****07 hours**

ਵਾਰਤਕ ਵਿਵੇਕ (ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਵਾਰਤਕ ਸੰਗ੍ਰਹ) ਸੰਪਾਦਕ ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਤੇ ਜਗਤਾਰ ਸਿੰਘ ਜੱਗਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

**ਭਾਗ-ਅ****08 hours**

ਮੂਲਵਿਆਕਰਨ ਇਕਾਈਆਂ ਭਾਸ਼ਾ ਅਤੇ ਵਰਗੀਕਰਨ (ਭਾਵੇਂਸ਼, ਸ਼ਬਦ, ਵਾਕੰਸ਼, ਉਪਵਾਕ ਅਤੇ ਵਾਕ)

**ਭਾਗ-ੲ****08 hours**

ਨਾਟਕ ਝਨਾਦੇ ਪਾਣੀ (ਅਜਮੇਰ ਸਿੰਘ ਔਲਖ)

**ਭਾਗ-ਸ****08 hours**

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪ (ਵਾਰਤਕ) ਨਿਬੰਧ, ਜੀਵਨੀ, ਸਵੈ-ਜੀਵਨੀ, ਰੇਖਾਚਿੱਤਰ, ਖਤ, ਡਾਇਰੀ ਆਦਿ

**ਪੁਸਤਕ ਸੂਚੀ**

- ਜੀਤਸਿੰਘਸ਼ੀਤਲ, ਵਾਰਤਕਤੇਵਾਰਤਕਸ਼ੈਲੀ, ਪੰਜਾਬੀਸਟੇਟਯੂਨੀਵਰਸਿਟੀਟੈਕਸਟਬੁੱਕਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
- ਸਤੀਸ਼ਕੁਮਾਰਵਰਮਾਂ, ਪੰਜਾਬੀਨਾਟਕਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ।
- ਬੂਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਵਿਆਕਰਨ:ਸਿਧਾਂਤਤੇਵਿਹਾਰ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
- ਰਾਜਿੰਦਰਪਾਲਸਿੰਘਬਰਾੜ, ਜਗਤਾਰਸਿੰਘਜੋਗਾ (ਸੰਪਾ.) ਵਾਰਤਕਵਿਵੇਕ (ਸਮਕਾਲੀਪੰਜਾਬੀਵਾਰਤਕਸੰਗ੍ਰਹਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰਸਿੰਘਪੁਆਰਅਤੇਹੋਰ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਨ:ਭਾਗ-1.1. ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ।

<b>Course Title:</b> आधुनिकभारतीयभाषाहिंदीबी.ए./बी.कॉम. (प्रोग्राम)	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3223</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

Course Learning Outcomes:

छात्रोंकोहिंदीभाषाकेव्याकरण, वाक्यविन्यास, शब्दचयनएवंशुद्धलेखनशैलीकीसमझविकसितकरना।

हिंदीसाहित्यकीविभिन्नविधाओं (कविता, कहानी, नाटक, निबंधआदि) सेपरिचितकरानातथाउनमेंनिहितसामाजिक,

सेमेस्टर

अनुवाद, पत्रकारिता, प्रशासन, शिक्षा, विज्ञापन, तथाजनसंपर्कजैसेक्षेत्रोंमेंहिंदीभाषाकेव्यावसायिकप्रयोगकेलिएआवश्यकदक्षताओंकानिर्माण।

हिंदीकोराष्ट्रभाषाकेरूपमेंसमझनाएवंभारतकीविभिन्नभाषाओंऔरसंस्कृतियोंकेप्रतिसम्मानएवंएकताकीभावनाकापोषणकरना।

**इकाई 1:** हिंदीभाषाऔरसाहित्य

08 Hours

(क) आधुनिकभारतीयभाषाओंकासामान्यपरिचय

(ख) हिंदीकाउद्भवसामान्यपरिचय

**इकाई-2 :** भक्तिकालीनकविता

07 Hours

1. कबीरकवीरग्रंथावली; संपा. श्यामसुंदरदास, नागरीप्रचारिणीसभा, काशी; उन्नीसवाँ

संस्करण: सं. 2054 वि

पोथीपढ़िपदिजगमुआ

कस्तूरीकुंडलिबसै

**इकाई-3 :** रीतिकालीनकविता

08 Hours

(क) बिहारी :

बतरसलालचलालकी

याअनुरागीचितकी..

**इकाई-4 :** आधुनिककविता

07 Hours

सुभद्राकुमारीचौहान बालिकाकापरिचय

निरालावरदेवीणावादिनी.

**हायकग्रंथ :**

- हिंदीसाहित्यकाइतिहासरामचंद्रशुक्ल
- कबीरहजारीप्रसादद्विवेदी -
- तुलसीकाव्य.मीमांसाउदयभानुसिंह -
- बिहारीकीवाग्बिभूतिविश्वनाथप्रसादमिश्र
- निरालासाहित्यसाधना- रामविलासशर्मा

<b>Course Title: Prose and Poetry in English Language</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT3224</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

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

1. To analyze *Animal Farm* as a political allegory, students will develop critical and ethical reasoning.
2. To understand theme so greed and irony in Tolstoy and Maupassant, they will explore human desires and moral consequences.
3. To analyze Shakespeare's Sonnets, students will interpret concept, beauty, and poetic legacy.
4. To understand the works of Wordsworth, Yeats, and Tagore, students will appreciate nature, peace, and freedom.

#### Course Content

**UNIT-I** **08 Hours**

**George Orwell:** *Animal Farm*

**UNIT-II** **07hours**

**Leo Tolstoy:** How Much Land Does a Man Need

**Guy De Maupassant:** The Necklace

**UNIT-III** **08 Hours**

**William Shakespeare:** Sonnet 18, 39 and 65.

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

**William Words Worth:** Daffodils

**W. B. Yeats:** The Lake Isle of Innisfree

**Suggested Readings:**

Crick, Bernard. *George Orwell: A Life*. Penguin Books, 1992.

B.ABB.A

Bloom, Harold, editor. *George Orwell's Animal Farm*. Chelsea House, 2007.

Tolstoy, Leo. *The Death of Ivan Ilyich and Other Stories*. Translated by Richard Pevear and Larissa Volokhonsky, Vintage Classics, 2010.

Maupassant, Guy de. *Selected Short Stories*. Translated by Roger Colet, Penguin Classics, 1998.

Shakespeare, William. *The Complete Sonnets and Poems*. Edited by Colin Burrow, Oxford UP, 2002.

Vendler, Helen. *The Art of Shakespeare's Sonnets*. Harvard UP, 1997.

Booth, Stephen. *Shakespeare's Sonnets*. Yale UP, 1977.

Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. W.W. Norton, 2004.

Wordsworth, William. *Lyrical Ballads*. Edited by R.L. Brett and A.R. Jones, Routledge, 1991.

Yeats, W.B. *Selected Poems and Four Plays*. Scribner Poetry, 1996.

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford UP, 1953.

**Semester IV**

<b>Course Title: Early History of Punjab and its Culture</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4250</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60****Learning Outcomes:** After completion of this course, the learner will be able to:

1. Know the various Sources of Punjab history and the
2. Teachings of various Sikh Gurus.
3. Analyse the transformation of Sikhism and the creation of Khalsa Pant
4. Discuss the relationship of Sikh Gurus with Mughals and the achievements of Banda Singh Bahadur.

**Course Content**

<b>UNIT-I</b>	<b>15</b>
<b>Hours</b>	
Sources of Sikh History, Guru Nanak Dev: His Teachings; Development of Sikhism 1539-1606 (from Guru Angad to Guru Arjun Dev Ji)	
<b>UNIT-II</b>	<b>15</b>
<b>Hours</b>	
Transformation of Sikhism from Guru Hargobind to Guru Tegh-Bahadur. Guru Gobind Singh: Creation of the Khalsa and its Significance.	
<b>UNIT-III</b>	<b>15</b>
<b>Hours</b>	
RelationsofSikhGuruswithMughals,1605-1708.Banda Bahadur his achievements, administration and causes of his ultimate failure.	
<b>UNIT-IV</b>	<b>15 Hours</b>
Sikh Struggle against the Mughals during the periods of Abdus Samad Khan, Zakariya Khan, Mir Mannu and Adina Beg.	

**Transaction Mode:**

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

**Suggested Readings:**

- Khushwant Singh(2004) *A History of the Sikhs: Volume 1: Early Phase (1469-1808)*.New Delhi: Oxford University Press.
- Ishtiaq Mughal (2014) *The Punjab Bloodied, Partitioned and Cleansed: Religious Cleansing in Modern South Asia*. New Delhi: Oxford University Press.
- Kim A. Wagner. (2007).*Colonial Punjab: A History of Political Economy (1849-1900)*.New Delhi: Oxford University Press.
- *Sikhism: A Very Short Introduction* (2014) by Eleanor Nesbitt. Oxford University Press.
- Ali, Imran. (2013). *The Making of Punjab: A History from Ancient Times to the Present*. New Delhi: Penguin Random House India.

<b>Course Title: Public Finance and International Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4251</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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**

**15 Hours**

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

**Skill Enhancement Content:** Calculation of GST in India.

#### **UNIT-II**

**15 Hours**

**Public Expenditure & Public Debt:** Public Expenditure: Meaning and Importance. Reasons and effects for the Growth of Public Expenditure.

Public Debt- Sources and its Impact on Economic Growth, Debt Redemption.

**Skill Enhancement Content:** Public Expenditure: Techniques of formulation of fiscal policy in India.

#### **UNIT-III**

**15 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.

#### **UNIT-IV**

**15 Hours**

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

**Skill Enhancement Content:**

B.ABB.A

Practical approach to free trade and protectionism. Practical approach to exchange rate management in India.

**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.

<b>Course Title: Religious Movements</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4252</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours:60**

**Learning Outcomes:** After 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.

### Course Content

#### Unit- I

**15 Hours**

##### ਸੂਫ਼ੀਮਤ

ਸੂਫ਼ੀਮਤ: ਆਰੰਭ ਅਤੇ ਵਿਕਾਸ

ਸੂਫ਼ੀਮਤ: ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਬਾਬਾ ਫ਼ਰੀਦ ਜੀ : ਜੀਵਨ ਤੇ ਸਿੱਖਿਆਵਾਂ

#### Unit- II

**15 Hours**

##### ਭਗਤੀ ਲਹਿਰ

ਲਹਿਰ: ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ

ਭਗਤੀ ਲਹਿਰ ਦੇ ਸਮਾਜਿਕ ਤੇ ਧਾਰਮਿਕ ਪ੍ਰਭਾਵ

ਭਗਤ ਕਬੀਰ ਜੀ, ਭਗਤ ਨਾਮ ਦੇਵ ਜੀ, ਭਗਤ ਰਵਿਦਾਸ ਜੀ: ਸਿੱਖਿਆਵਾਂ

#### Unit- III

**15 Hours**

##### ਪੰਜਾਬੀ ਦੀਆਂ ਧਾਰਮਿਕ ਲਹਿਰਾਂ

ਨਿਰੰਕਾਰੀ ਲਹਿਰ

ਚੀਫ਼ ਖਾਲਸਾ ਦੀਵਾਨ

ਗੁਰਦੁਆਰਾ ਸੁਧਾਰ ਲਹਿਰ

#### Unit- IV

**15 Hours**

##### ਆਧੁਨਿਕ ਭਾਰਤੀ ਧਾਰਮਿਕ ਲਹਿਰਾਂ: ਜਾਣ-ਪਛਾਣ ਤੇ ਯੋਗਦਾਨ

ਰਾਮ ਕ੍ਰਿਸ਼ਨ ਮਿਸ਼ਨ

ਬ੍ਰਹਮੋ ਸਮਾਜ

ਆਰੀਆ ਸਮਾਜ

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

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ:**

- ਪਰਸੁਰਾਮ ਚਤੁਰਵੇਦੀ, ਉੱਤਰੀ ਭਾਰਤ ਦੀ ਸੰਤ ਪਰੰਪਰਾ, (ਹਿੰਦੀ)
- ਗਿ. ਪ੍ਰਤਾਪ ਸਿੰਘ, ਖਾਲਸਾ ਬ੍ਰਦਰਜ਼, ਗੁਰਦੁਆਰਾ ਸੁਧਾਰ ਲਹਿਰ, ਸ੍ਰੀ ਅੰਮ੍ਰਿਤਸਰ ਸਾਹਿਬ।
- ਡਾ. ਤਾਰਨ ਸਿੰਘ, ਬਲਵੀਰ ਕੌਰ, ਸ਼ੇਖ ਫ਼ਰੀਦ ਤੇ ਰਚਨਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

B.ABB.A

- ਡਾ. ਮਨਮੋਹਨ ਸਿੰਘ ਭਗਤੀ ਅੰਦੋਲਨ ਤੇ ਗੁਰੂ ਨਾਨਕ,
- Dr. Ganda Singh, **Punjab Past and Present** (Special Issue),

<b>Course Title: Indian Political System</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4253</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours:60**

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

1. Understand the meaning, concept, and scope of the Indian Political System and its institutional framework.
2. Analyze the Indian Cabinet and Prime Minister, focusing on constitutional provisions, powers, roles, and their evolving dynamics.
3. Examine the Union Council of Ministers in terms of its composition, powers, and functions in the Indian political system.
4. Explore key aspects of the Indian Judiciary, including the Supreme Court, High Court, judicial review, judicial activism, election commission, and the determinants of voting behaviour.

### **Course Content**

#### **Unit I**

**15 Hours**

1. Meaning , Concept and Scope of Indian Political System
2. The Indian Cabinet and Prime Minister: Constitutional Provisions, Powers, Roles, and Changing Dynamics
3. Union Council of Ministers: Composition, Powers And Functions

#### **Unit II**

**14 Hours**

4. Judiciary: Supreme Court, High Court
5. Judicial Review And Judicial Activism

#### **Unit III**

**15 Hours**

6. The Election Commission: Composition, Powers and Role.
7. Electoral Reforms In India

#### **Unit IV**

**16 Hours**

8. Religion, Caste, and Regionalism in Indian Politics: Influence and Impact
9. Language and Politics in India: Role and Significance
10. Voting Behaviour in India: Determinants and Trends

#### **Transaction Mode**

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

### **SUGGESTED READINGS**

- *Assembly, Constituent (1949) "Constitution of India." Ministry of Law and Justice, editor. New Delhi, India: Ministry of Law and Justice, India.*
- *Bose, Durgadas.(1955). ed. Commentary on the Constitution of India... Vol. 1. SC Sarkar.*
- *Joshi, GulabhaiNaranji.(1975.) The Constitution of India. Delhi: Macmillan Company of India.*
- *Ghosh, Pratap Kumar.(1966).The Constitution of India: How it Has Been Framed. PrabhatPrakashan.*
- *Puneeth, P. & V. N. Shukla.(2008) .Constitution of India .*
- *G. Austin.(1966).The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press.*
- *G. Austin.(2000). Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford University Press.*
- *D.D. Basu.(1994).An Introduction to the Constitution of India, New Delhi, Prentice Hall.*
- *C. P. Bhambari.(1997).The Indian State fifty years, New Delhi, Sipra.*
- *P. Bras.(2003).Politics of India since Independence, Cambridge University Press,*
- *P. Brass. (1995).Ethnic Groups and the State, London, Crook Helm.*
- *P. Brass. (1974).Language, Religion and Politics in North India, London, Cambridge University Press.*
- *B.L. Fadia.(1984).State Politics in India, Vol. II, New Delhi, Radint Publisher.*
- *F.R. Frankel. (1978).Indian Political Economy oxford university press.*
- *R. Kothari. (1988).State against Democracy: In Search of Human Governance, Delhi, Ajantha.*
- *R. Kothari. (1970) .Politics in India, New Delhi, Orient Longman.*
- *R. Kothari.(1967).Party System and Election Studies, Bombay, Asia Publishing House.*
- *Iqbal Narain.(1967).State Politics in India, Meerut, Meenakshi Parkashan,*
- *M.V. Pylee.(1977).Constitutional Government in India, Bombay, Asia Publishing House.*

<b>Course Title: Social Change and Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4254</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours:60**

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

Define and explain the concept of social change, including its meaning, features, and significance in society.

Differentiate between various types of social change such as evolution, revolution, progress, and development, and analyze their respective features.

Evaluate the impact of industrialization, modernization, globalization, and westernization on social change processes in India.

### **Course Content**

#### **UNIT I**

**15 Hours**

Social change: Meaning, definition, features, Types of social change: Evolution, Revolution, Progress and Development (concept and feature).

#### **UNIT-II**

**15 Hours**

Theories: Cyclical theories, (Oswald Spengler, Vilfredo Pareto, Pitirim Sorokin)

Process of social change: Features of Industrialization, Modernization, Globalization, Westernization.

#### **UNIT-III**

**15 Hours**

Definition and meaning of development, Economic growth and development. Social development and social indicators, Environment and Development, Sustainable development.

#### **UNIT-IV**

**15 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:**

B.ABB.A

- *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. PenduSamaaj ate Pendu Vikas. Patiala: Publication Bureau Punjabi University.*
- *Srinivas, M.N. 1966. Social change in modern India. Berkley: University of Berkley.*

<b>Course Title: Social Work and Social Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4255</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. 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**

**15 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**

**15 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**

**15 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**

**15 hours**

Social Work in Development

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 Idea 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

<b>Course Title: Statistics for Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4256</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

### **Course Learning Outcomes**

1.The students will learn about statistical data analysis, enabling them to utilise this information in the research process and draw conclusions effectively.

2.Students will learn various methods of calculating correlation, which is essential for conducting correlational studies to determine relationships between variables.

3They will also learn to apply these methods when variables are not continuous.

4 .By learning t-tests and F-tests, students can compare means across different groups. They will also grasp fundamental concepts related to analysing outcomes, such as levels of significance and associated errors.

### **Course Content**

#### **Unit-I**

**15 Hours**

Correlation: Graphing correlation-the scatter diagram. A pattern of Correlation: Linear and Curvilinear; Zero, Positive, and Negative linear correlation. Correlation Coefficient: Assumptions and significance. Multiple and Partial correlation.

#### **Unit-II**

**15 Hours**

Calculation of Correlation Coefficient: Product moment (Pearson's)  $r$ , Rank Difference Method ( $\rho$ ). Prediction: Introduction and calculation.

#### **Unit-III**

**15 Hours**

Further Correlation methods: bi-serial correlation, point bi-serial correlation, phi-coefficient, tetrachoric correlation, and partial and multiple correlation.

#### **Unit-IV**

**15 Hours**

Significance of Differences: Null Hypothesis, Level of Confidence, Type-I and Type-II errors. Significance of difference between two means: Large group and small group; related and independent samples; between two proportions and correlations.

### **Transactional Mode**

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

### **Recommended Books:**

- Forshaw, M. (2007). *Early statistics in Psychology: A BPS guide*. Harper & Row.
- Mangal, S. K. (2002). *Statistics in Psychology and Education*. New Delhi, Pearson.
- Verma, J. P., Ghufraan, M. (2012). *Statistics for Psychology*. New Delhi: Tata McGraw-Hill.
- Garrett, H. E. (2005). *Statistics in Psychology & Education*. New Delhi: Paragon International Publishers.
- Kapil, H. K. (2014). *सांख्यिकी के मूल तत्व*. Sri Vinod Pustak Mandir.

<b>Course Title: Major Dramas in English Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4257</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. Understand key themes such as justice, mercy, prejudice, and the complexities of human relationships
2. Examine Marlowe's treatment of the Faust legend and the conflict between medieval and Renaissance values.
3. Understand themes of the American Dream, disillusionment, and family dynamics.
4. Understand the concepts of absurdism and existentialism in modern drama.

### **Course Content**

**UNIT-I** **07 Hours**

William Shakespeare: *The Merchant of Venice*

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

Christopher Marlowe: Doctor Faustus

**UNIT-III** **08 Hours**

Arthur Miller: Death of a Salesman

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

Samuel Beckett: Waiting for Godot

**Transaction Mode-** Brain Storming, Quiz, Group Discussion, Open Talk.

**Suggested readings:**

- Marlowe, Christopher. *Doctor Faustus*. Manchester University Press, 2001.
- Shakespeare, William. *The Merchant of Venice*. Maple Press, 2013.
- Beckett, Samuel. *Waiting for Godot* (Grove Press edition)
- Miller, Arthur. *Death of a Salesman* (Penguin or Methuen editions)

<b>Course Title: Punjabi Sufi Ate Kissa Kaav</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4258</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours:30**

**Learning Outcomes:** ਇਹ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

1. ਸੁਫੀ ਕਾਵਿ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਬੁੱਲੇ ਸ਼ਾਹ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
3. ਕਿੱਸੇ ਕਾਵਿ ਦੇ ਵਿਕਾਸ ਪੜਾਅ ਬਾਰੇ ਜਾਣਨਗੇ।
4. ਵਾਰਿਸ਼ ਸ਼ਾਹ ਦੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

### Course Content

<b>ਭਾਗ-ੳ</b> ਸੁਫੀਵਾਦ ਸਿਧਾਂਤ ਪੱਖ ਤੇ ਰੂਪਕਾਰ ਸੁਫੀਮੱਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ ਪੰਜਾਬੀ ਸੁਫੀ ਕਾਵਿ ਦੇ ਵਿਕਾਸ ਪੜਾਅ	<b>08 Hours</b>
<b>ਭਾਗ-ਅ</b> ਬੁੱਲੇ ਸ਼ਾਹ : ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਕਲਾਮ ਬੁੱਲੇ ਸ਼ਾਹ ਸੁਫੀ ਅਨੁਭਵ ਅਤੇ ਵਿਚਾਰਧਾਰਾ ਕਲਾਮ ਬੁੱਲੇ ਸ਼ਾਹ ਸੁਫੀ ਅਨੁਭਵ ਅਤੇ ਵਿਚਾਰਧਾਰਾ	<b>07 Hours</b>
<b>ਭਾਗ-ੲ</b> ਕਿੱਸਾ ਕਾਵਿ ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ ਪੰਜਾਬੀ ਕਿੱਸਾ ਕਾਵਿ ਦੇ ਵਿਕਾਸ ਪੜਾਅ	<b>08 Hours</b>
<b>ਭਾਗ-ਸ</b> ਵਾਰਿਸ਼ ਸ਼ਾਹ ਜੀਵਨ ਤੇ ਰਚਨਾ ਹੀਰ ਵਾਰਿਸ਼ ਸਮਾਜ ਸੱਭਿਆਚਾਰਕ ਅਧਿਐਨ	<b>07Hours</b>

### TransactionMode:

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

### ਪੁਸਤਕਸੂਚੀ :

- ਜਗਜੀਤ ਸਿੰਘ ਮੱਧਕਾਲੀ ਪੰਜਾਬੀ ਕਾਵਿ, ਲੋਕ ਗੀਤ ਪ੍ਰਕਾਸ਼ਨ ਮੋਹਾਲੀ ਚੰਡੀਗੜ੍ਹ 2018
- ਡਾ ਸੁਖਦੇਵ ਸਿੰਘ (ਸੰਪਾ) ਭਾਰਤੀ ਸੁਫੀ ਪਰੰਪਰਾ ਤੇ ਸਾਹਿਤ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਅਕਾਦਮੀ, ਲੁਧਿਆਣਾ
- ਡਾ ਜਗਜੀਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸੁਫੀ ਕਾਵਿ ਪ੍ਰਵਚਨ, ਬਲਵੰਤ ਪ੍ਰਕਾਸ਼ਨ ਜਲੰਧਰ
- ਜੀਤ ਸਿੰਘ ਸੀਤਲ, ਬੁੱਲੇ ਸ਼ਾਹ ਜੀਵਨ ਤੇ ਰਚਨਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ।
- ਜੀਤ ਸਿੰਘ ਸੀਤਲ, ਹੀਰ ਵਾਰਿਸ਼, ਨਵਯੁੱਗ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।

<b>Course Title: Hindi Bhasa</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4259</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. छात्माभाषाके स्वरूपसे पररहचतींंगे।
2. छात्माभाषाके अध्ययनक्षेत्, पररवतमनएविमानकरूपसे पररहचतींंगे।
3. छात्बोहलयोिंके स्वरूप, मित्व, आयमभाषाके वगीकरणएविहवदेशीभाषासे शब्दग्रिणकी प्रहियासे पररहचतींंगे।
4. छात्हलहपके स्वरूप, इहतिास, पररवतमनएविदेवनागरीहलहपकी हवशेषतासे पररहचतींंगे।

### CourseContent

**भाग(क)** **08 Hours**

भाषाका अिम, पररभाषा, स्वरूपहवश्लेषण और अहभलक्षण  
हवभाषा: भाषा और हवभाषाका अंतर

**भाग(ख)** **08 Hours**

भाषाके रूप पररवतमनके कारण, हदशाएँ  
भाषाका अध्ययनक्षेत्, भाषा पररवतमन और मानकताका प्रश्न  
हिंिंदीभाषाका मित्वएविप्रकार

**भाग(ग)** **07 Hours**

सिंसारकी भाषाएँ और हिंिंदी  
आधुहनक आयमभाषा और हिंिंदी: वगीकरण और सिंहक्षप्तवणमन  
हिंिंदीकी ग्रामीण बोहलयाँ  
हिंिंदीमें हवदेशीभाषाओंके अज्ञातशब्द

**भाग(घ)** **07 Hours**

हलहपका अिम, स्वरूप, मित्वएविइहतिास  
देवनागरीहलहपका हवकासएविहवशेषताएँ  
हिंिंदीकी प्रमुख उपभाषाओंका पररचय

#### TransactionMode:

व्याख्यान, सिंगोष्ठी, ई-िीमहशक्षण, ई-ट्यूिररिंग, सिंवाद, सिकमीसमूिचचाम, मोबाइलहशक्षण, स्व-हशक्षा, सियोगात्मकहशक्षा और सिकारीहशक्षण।

#### अध्ययनके लिए सहायक पुस्तक सूची:

- वमामधीरेन्द्र: हिंिंदीभाषा और हलहप, हिदुस्तानी एकेडमी, प्रयाग, 1931.
- शमामदेवन्द्रेना: भाषाहवज्ञानकी भूहमका, राधाकृषणप्रकाशन, दररयागिंज, नईहदवी, 2009
- रोिरा, सतीशकुमार, हिंिंदीभाषा और भाषाहवज्ञान, प्रचारकसिंिान, ल्हुरावीर, हपशाचमोशन, वाराणसी, 1976

<b>Course Title: Complex Analysis</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4260</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. 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 f Cauchy- Goursat theor contour integrals and understand the role oem 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 15 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**

**15 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**

**15 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****15 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, Russell W. (2012). Complex Analysis for Mathematics and Engineering (6th ed.). Jones & Bartlett Learning. Narosa, Delhi. Indian Edition.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.

<b>Course Title: Aesthetical Study of Hindustani Music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4261</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

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

1. Study the texts of ancient scholars of Hindustani music.
2. Learns about the life and contribution of the composers of Hindustani music.
3. Get knowledge of Dhrupad & Dhammar styles of singing.
4. Learns to write the practical composition according to the notation system.

### **Course Content**

#### **UNIT-I**

**4 Hours**

Historical development of Indian music during 14<sup>th</sup> to 17<sup>th</sup> century with special reference to Akbar period.

Origin and development of the following gayan shailies: Dhrupad and Dhamar  
Definition of the following: Khatka, kan, Murki, Andolan.

#### **UNIT-II**

**4 Hours**

Contributions and life sketches of following Musicians: Pandit Onkar Nath Thakur, Pandit Krishan Rao Shanakr Pandit, Kesar BaiKerkar. Detailed knowledge of Dhrupad and Dhamar styles of singing.

#### **UNIT-III**

**04 Hours**

Tanpura and Sahayak Naad. Varieties of Taans. Importance of Music in Shri Guru Granth Sahib Ji.

#### **UNIT-IV**

**03 Hours**

Description and notaion of following ragas (Khayal) and Talas: Ragas: Asawari, Bhimplasi. Talas: Chartaal, Dhamartaal. Elementary knowledge of the Following Ragas: Jaunpuri, Dhanasri

**Transection Mode:** Lecturemethod, Demostationmethod, Discussion. method,

Project method, learning by doing method, Assignment method.

**SUGGESTED READINGS**

- Dr. Davinder Kaur:(1januar2017) Sangeet Roop (Part-I)
- Dr. Prem Lata Sharma:(1january2007) Sangeet Manual
- Dr. Yashpal Sharma:(1998) Gayan Kalan
- Dr. Suman Lata: Hindustani Shastrisangeet Sidhantavam Vyavhar

<b>Course Title: Study of Raga-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4262</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Understand the basic Knowledge of Indian music.
2. Know about the practical composition according to the notation system.
3. Studies about the theoretical aspects of Ragas.
4. Know the importance of Taal and Laya in instrumental music.

#### **UNIT-I**

**7 Hours**

One Vilambit Khayalinany of the Ragas prescribed in the course with

#### **Unit-II**

**8 Hours**

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

#### **Transaction Mode**

Group Discussions, Questions, Project Based Learning, Video Based Teaching

#### **Suggested Readings:**

- Paul, Neelam (Dr) Saras Raag Darshika, Abhishek Publication Chandigarh.
- Thakur, Onkar Nath, Sangeetanjali, Sangeet KaryalayayaHathras.
- Bhatkhande, Vishnu Narayan, Kramik Pustak Malika Sangeet KaryalayayHathras.
- Pataki, J.D. Aprachalit Raags (Part I to II), Anubhav Publication Allahabad.
- Jha Ramashraya, Abhinav Geetanjali, Sangeet KaryalayayHathras.
- Kapila, Surinder, Sangeet Ratnavali, Punjabi University Patiala.
- Sharma, Ganesh Parshad, Raag Praveen, Kanishka Publication Delhi.

<b>Course Title: Comparative Study of Gurmat Sangeet with Classical music and Folk Music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4263</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

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

1. Study of music in Sikhism.
2. Knowledge of difference between Gurmat Sangeet and Indian Classical music.
3. Learn Introduction to basic Raags.
4. Play stringed Instruments.

### **Course Content**

**UNIT-I**

**4 Hours**

Technical Terminology of Shruti, Anuvaadi, Vivaadi, Kan, Meend.

Technical Terminology of Gurmat Sangeet: Gayan Shalley, Shabad Reet, Dupade, Vaar. Historical development to Rabab.

**UNIT-II**

**4 Hours**

Difference between Gurmat Sangeet and Classical music.

Difference between Gurmat Sangeet and Folk music of Punjab.

**Unit III**

**4 Hours**

Description of prescribed Raags-Todi, Tilang, Suhi, Sarang. Description and notation of Taals-Pauri and Jhaptaal.

**Unit-IV**

**3 Hours**

Notation of Shabads in prescribed Raags. Notation of prescribed Raags on stringed instruments.

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

**Suggested Readings**

- *Adi Granth Rag Kosh by Gurnam Singh, PvitarParmanikParkashan, Patiala.*
- *Gurmat Sangeet by Dharam Parchar Committee, CentralYatimkhana, 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*
- *Sangeet Roop, by Dr. Devinder Kaur, Sangeetanjali Publication, Patiala.*
- *Sri Guru Granth Sahib Raag Ratnakar by Dr. Gurnam Singh, SGPC, Amritsar.*

<b>Course Name: Practical Approach on String Instrumental Music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4264</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Analyze the origin, development of Indian Musical String instruments.
2. Understanding the knowledge of Indian musical instruments.
3. Gain knowledge of musical instruments as accompaniment with Vocal forms of music.
4. Know about the classification of Indian musical instruments.

### **Course Content**

#### **Unit-I**

**8 Hours**

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**

**7 Hours**

One raga-based Gat on string instrument with Toras.

Ability to demonstrate the following Taals by hand in Ekgun and Duguan of prescribed Taals: Pauri and Jhaptaal.

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

#### **Suggested Readings:**

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

- *Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.*
- *Gurmat Sangeet Prabandh te Pasaar by Dr. Gurnam Singh, Punjabi University, Patiala.*
- *Gur Shabad Sangeet by Principal Sukhwant Singh, Gur Shabad Sangeet Akadmi, Jawaddi Taksal, Ludhiana*

<b>Course Title: Yoga and Recreation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4265</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

**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**

**05 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**

**04 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**

**03 Hours**

Asana – their major classification: (i)Meditative (ii) Relaxative and (iii) Cultural. Psycho–physiological effects of each category of asanas in general – techniquesand benefits of the following Asanas: Bhujanga, Shalabha, Dhanush, Hal. Matsya, Ushtra, Paschimottan, Vakra. Ardhmatsyendra, Chakra, Standing, baka, Mayur, Padma, Sidha, Makar Shava, Vajra and Supta Vajra.

#### **UNIT-IV**

**03 Hours**

Recreation, leadership, why leadership is needed? Types of leadership, qualifications andtraining. 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 CommUNITYRecreation, 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 RecreationEducation, WBS Saundars Co., London, 1956.*
- *Faculty of Arts & Social Sciences (BAT24)*
- *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.*

<b>Course Title: Yoga and Recreation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4266</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

<b>Course Title: Basic of Welding Technology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4267</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. Demonstrate knowledge of the basic principles of welding
2. Identify the different types of welding processes and their applications
3. Describe the basic safety procedures associated with welding
4. Select the appropriate welding equipment and materials for a given application

### **Course Content**

#### **UNIT-I**

**6 Hours**

Introduction and definition of welding and weld ability; safe working practices; elementary first aid; welding equipment, tools, accessories, electrodes and filler rods;

#### **UNIT-II**

**8 Hours**

types of welding joints and its applications; temporary and permanent metal joining methods; classification of welding and allied processes.

#### **UNIT-III**

**8 Hours**

Arc welding: equipment for arc welding, tungsten arc welding (TIG), metal arc welding (MIG), shielded metal arc welding, submerged arc welding and their applications, advantages and limitations.

#### **UNIT-IV 8Hours**

Allied Processes: material joining processes- soldering, brazing, adhesive bonding, Surfacing and thermal spraying.

<b>Course Title: Basic of Welding Lab</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4268</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours:30****Course Content****List Of Practicals:**

- 1) Introduction to welding equipment.
- 2) Introduction to safety devices for welding processes.
- 3) Jigs and fixtures used during welding processes.
- 4) Basic sample preparation for welding.
- 5) Setting up of arc welding machine and accessories, and striking an arc.
- 6) Deposit straight line bead on MS plate in flat position.
- 7) Deposit bead with filler rod on MS sheet 2 mm thick in flat position.
- 8) Use arc welding to make basic welded joints (Lap and Butt joint).

**List Of Recommended Books**

- *Welding Engineering and Technology by Dr. R.S. Parmer, 2nd Edition, Khanna Publishers.*
- *Welding Technology and Design by V. M. Radakrishnan, New age internationals.*
- *Materials and Processes in Manufacturing by E. Paul Degarmo, J.T. Black, Ronald A. Kohser. Eighth Edition, Prentice Hall India.*
- *Elements of Workshop Technology Vol. I and II by S. K. Hajra Choudhury, A&#39;.K.*
- *Hajra Choudhury, Nirjhar Roy, Media Promoters & Publishers Pvt. Ltd.*

<b>Course Title: Fundamentals of Nutrition and Human Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4269</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:

- Prepare the students to understand physiology-based courses.
- Students will get familiar with different methods of cooking.
- Acquaint students with practical knowledge of nutrient rich foods.
- Explain the need and importance of studying human growth and development across life span.

### **Course Content**

#### **UNIT-I**

**8 Hours**

##### **Introduction to Food and Nutrition**

**Nutrition-** Definition and scope of nutrition, Relationship between nutrition and health.

**Food-** Meaning, Classification and function of Food

**Nutrients-**Macronutrients – Carbohydrates, Proteins, and Fats- Functions and sources of macronutrients, Digestion and metabolism of macronutrients, Dietary requirements and imbalances.

Micronutrients – Vitamins and Minerals-Water-soluble and fat-soluble vitamins, Major and trace minerals, Deficiency diseases and toxicity effects.

**Cooking Methods-** Methods, Advantages and Disadvantages Preservation of Nutrients while cooking.

#### **UNIT-II**

**6 Hours**

**Digestion and Absorption of Nutrients-** Anatomy and physiology of the digestive system, Digestive enzymes and nutrient absorption, Factors affecting digestion.

**Nutrition-Related Health Conditions-**Malnutrition and under nutrition, Obesity and lifestyle diseases (diabetes, cardiovascular diseases), eating disorders and mental health links.

#### **UNIT-III**

**8 Hours**

##### **Introduction to Human Development**

Concept, Definition and need to study of Human Development, Domains, Stages and contexts of development, Principles of Growth and Development, Determinants of Development- heredity and environment.

## **Stages of Development**

Prenatal Development and Birth Process, Infancy, Early Childhood (Pre School) years, Middle Childhood.

## **UNIT-IV**

**8 Hours**

**Stages of Development:** Adolescence, Early Adulthood, Middle Adulthood, Late Adulthood

**Special Topics in Human Development:** Gender and sexuality, Developmental disabilities and neurodiversity, Impact of technology on human development, Resilience and coping strategies.

### **Suggested Readings:**

- Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15th Ed.
- Chatterjee, C.C, “Human Physiology” Medical Allied Agency; Vol I,II.
- Keenan, T., Evans, S., & Crowley, K. An introduction to child development, Sage (2016)
- Punita Sethi and Poonam Lakda, “Aahar Vigyan, Suraksha evam Poshan”; Elite Publishing House, New Delhi ;2015
- Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi, 6 th Ed. (2018)

<b>Course Title: Fundamentals of Nutrition and Human Development (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4270</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

### **Course Content**

#### **Basic cooking skills**

Weighing of raw materials

Preparing of different food items before cooking

Preparation of various dishes using different methods of cooking

Boiling /steaming

Roasting

Frying – Deep/shallow

Pressure cooking

Hot air cooking/Baking

Different styles of cutting fruits and vegetables

Salad Decoration/Dressings

Preparation of nutrient rich dishes

Protein rich dish

Carbohydrate rich dish

Fat rich dish

Vitamins rich dish

Minerals

Fibers

<b>Course Title: Indian Agriculture (VAC)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: IKS0009</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. Understand the significance of agriculture and irrigation in ancient Indian texts.
2. Analyze historical accounts of Indian agriculture by Greek historians and travelers.
3. Explore ancient water management systems and advanced agricultural technologies.
4. Assess agricultural productivity in medieval and early modern India through historical reports.

### **Course Content**

#### **UNIT-I**

**7 Hours**

Introduction, the significance of agriculture and irrigation as emphasised in the Ramayana, Mahabharata and other texts.

#### **UNIT-II**

**7 Hours**

Mention of Indian agriculture by the Greek historians and later travellers. Significance of agriculture and irrigation for the kings of Indian tradition.

#### **UNIT-III**

**8 Hours**

Major water-bodies of the ancient times. The Ery system of south India. Excellence of Indian agricultural technologies as observed by more recent European observers.

#### **UNIT-IV**

**8 Hours**

Productivity of Indian agriculture in medieval Thanjavur and eighteenth-century Allahabad, Chengalpattu, etc. Indian attitude towards agriculture, based on Walker and later reports.

#### **Transactional Mode**

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

#### **Suggested Readings:**

- Srivastava, Vinod Chandra. History of Agriculture in India, up to c. 1200 AD. Vol. 5. Concept Publishing Company, 2008.
- Buckley, Robert Burton. The Irrigation Works of India. E. & FN Spon, 1905.
- Sunil Kumar. Agriculture in Ancient India. ShivalikPrakashan.
- Saxena, R. C., S.L. Choudhary, and Y.L. Nene. Textbook on Ancient History of Indian Agriculture. MunshiramManoharlal Publishers.

<b>Course Title: Punjabi Galap-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT4321</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours:30**

**Learning outcomes:**

1. ਇਸਕੋਰਸਨੂੰ ਪੂਰਾਕਰਨਉਪਰੰਤਵਿਦਿਆਰਥੀ:
2. ਕਹਾਣੀ ਅਤੇ ਨਾਵਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਸ਼ਬਦ ਜੋੜ ਦੇਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
4. ਨਾਵਲ ਸਾਹਿਤਕ ਰੂਪ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
5. ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਕਾਵਿ-ਰੂਪ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

**Course Content**

**ਭਾਗ-ੳ**

**8 hours**

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

**ਭਾਗ-ਅ**

**7hours**

**ਵਿਆਕਰਨ**

ਸ਼ਬਦਜੋੜਾਂਦੇਨਿਯਮ

ਗੁਰਮੁਖੀਲਿਪੀਦੀਆਂਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

**ਭਾਗ-ੲ**

**7hours**

ਨਾਵਲ : ਪਵਿੱਤਰਪਾਪੀ( ਨਾਨਕਸਿੰਘ)

**ਭਾਗ-ਸ**

**8 hours**

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

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

**ਪਸਤਕਸੂਚੀ:**

- ਬਲਦੇਵਸਿੰਘਧਾਲੀਵਾਲ, ਪੰਜਾਬੀਕਹਾਣੀਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀਦਿੱਲੀ।
- ਬੁਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਵਿਆਕਰਨ: ਸਿਧਾਂਤਤੇਵਿਹਾਰ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਤੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਰਜਿੰਦਰਪਾਲਸਿੰਘਬਰਾੜਤੇਬਲਦੇਵਸਿੰਘਚੀਮਾ, ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤਰੂਪਾਕਾਰ : ਰੂਪਾਂਤਰਣ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਟੀ. ਆਰ. ਵਿਨੋਦ, ਨਾਵਲਆਲੋਚਨਾਸ਼ਬਦਾਬਲੀਕੋਸ਼, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

<b>Course Title:</b> हिंदीभाषाकाव्यावहारिकव्याकरण	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code:</b> BAT4272	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

Course Learning outcome: विद्यार्थियोंकोहिंदीभाषाकेव्याकरणिकअंगोंजैसेसंज्ञा, सर्वनाम, क्रिया, विशेषण, वाक्य, कालआदिकीगहरीसमझप्रदानकरना।

हिंदीमेंस्पष्ट, शुद्धऔरप्रभावशालीरूपसेबोलने, लिखने, सुननेतथापढ़नेकीक्षमताकाविकासकरना।

व्याकरणकेनियमोंकोदैनिकजीवनकीभाषामेंव्यवहारिकरूपसेलागूकरना।

सहीव्याकरणिकसंरचनाकेमाध्यमसेरचनात्मकलेखन (निबंध, पत्र, संवादआदि) मेंपरिपक्वतालाना।

**इकाई 1: भाषाऔरव्याकरण**

08 Hours

भाषाकीपरिभाषाएवंविशेषताएँ

व्याकरणकीपरिभाषा, महत्त्व, भाषाऔरव्याकरणकाअंतःसंबंध

ध्वनि, वर्णएवंमात्राएँ

**इकाई-2: शब्दपरिचय**

08 Hours

शब्दोंकेभेदतत्सम, तद्भव, देशज, विदेशी (स्रोतकेआधारपर)

शब्दोंकीव्याकरणिककोटियाँ (संज्ञा, सर्वनाम, क्रियाआदि)

(केवलपरिभाषाएवंभेद)

शब्दगतअशुद्धियाँ

**इकाई-3: व्याकरण-व्यवहार**

07 Hours

लिंग, वचन, कारक

संधिऔरसमास

मुहावरेएवंलोकोक्तियों

**इकाई-4: वाक्यपरिचय**

07 Hours

वाक्यकेअंगउद्देश्यऔरविधेय

वाक्यकेभेद (रचनाकेआधारपर)

वाक्यगतअशुद्धियों

**सहायकग्रंथ**

हिंदीभाषाकाइतिहासधीरेंद्रवर्मा

भारतीयपुरालिपिडॉ. राजबलीपाण्डेय (लोकभारतीप्रकाशन)

हिंदीभाषाकाउद्गमऔरविकासउदयनारायणतिवारी

हिंदीभाषाकीपहचानसेप्रतिष्ठातकडॉ. हनुमानप्रसादशुक्ल

लिपिकीकहानीगुणाकरमुले

<b>Course Title: English Literature and Language Skills</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT 4273</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. Critically analyse and interpret the themes of civilization versus savagery, leadership, human nature and social breakdown in the selected text.
2. Understand the socio-political and cultural context of 1950s Britain, including class tensions, gender dynamics, and the decline of the British Empire.
3. Improve grammatical and syntactical skills.
4. Learn to comprehend unseen passages and poems from a critical standpoint.

### **Course Content**

**UNIT-I** **10 hours**

1. William Golding- *Lord of the Flies*

**UNIT-II** **07 hours**

John Osborne: Look Back in Anger

**UNIT-III** **06 hours**

2. Reading Skills
3. Comprehension of Unseen Passage (Poetry and Prose)

**UNIT-IV** **07 hours**

4. Vocabulary:
5. Synonym
6. 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.
- Osborne, John. *Look Back in Anger*. Faber & Faber or Penguin Classics editions are commonly used in academic settings.

<b>Course Title: History of World</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5300</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

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

1. Analyse the Renaissance and reformation of Europe.
2. Discuss the rise of nationalism in Europe.
3. Understand the causes of various revolutions especially French and Russian revolutions occurred in the Europe.
4. Evaluate the causes of Second World War and the formation of UNO.

### **Course Content**

#### **UNIT-I**

**15 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**

**15 Hours**

Congress of Vienna, rise of Nationalism in Europe, Italy and Germany  
Crimean War: Causes and effects.

#### **UNIT-III**

**15 Hours**

Industrial Revolution and its effects.  
The Russian Revolution of 1917-causes and significance.  
Causes and consequences of the First World War, important treaties,  
Rise of Facism and Nazism

#### **UNIT-IV**

**15 Hours**

Causes and Consequences of Second World War, important treaties  
Chinese Revolution of 1949: its causes and effects, UNO and the World Peace

#### **Transaction Mode:**

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

#### **Suggested Readings:**

**Text Books:**

- Palmer, R. (2007). *A History of the Modern World*. McGraw-Hill.
- *A History of Modern World Since 1800* (2020) by Kenneth J. Hagan. Oxford University Press.
- *The Making of the Modern World: A Global History* (Volume 2: Since 1760) (2016) by Kenneth Pomeranz & Linda Colley. W. W. Norton & Company.
- *The Norton Anthology of World History* (Volume 2: Since the 16<sup>th</sup> Century) (2019) edited by Peter Stearns et al. W. W. Norton & Company. (This is an anthology with primary source documents and excerpts)
- *Global Interactions in World History* (2019) by Bentley & Ziegler. Pearson Education Limited.
- *A Concise Global History* (2017) by Melvin P. Leffler. Oxford University Press.

• **Reference Books:**

- Lindemann, A. S. (2013). *A history of modern Europe: From 1815 to the present*. Chichester, West Sussex; Malden, MA : Wiley-Blackwell.
- Hazen, C. D. (1917). *Modern European history*. [New York, H. Holt and Company].
- Palmer, R. (2007). *A history of the modern world*. McGraw-Hill.
- Thompson, W. R. (2013). *The Cambridge history of European thought, 1715-1815*. Cambridge University Press.
- Hobsbawm, E. J. (1995). *The age of extremes: A history of the world, 1914-1991*. Vintage Books.

<b>Course Title: Economic Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5301</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. 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**

**15 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**

**15 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**

**15 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**

**15 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.

## **Suggested Readings**

- 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.

<b>Course Title: Religion and Philosophy of Religion</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5302</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After 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 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**

##### ਪ੍ਰਾਚੀਨ ਧਰਮ

ਪ੍ਰਾਚੀਨ ਮਨੁੱਖ ਅਤੇ ਉਸਦਾ ਧਰਮ :- ਕੁਦਰਤ ਦੀ ਕਰੋਧੀ, ਧਰਮ ਦਾ ਆਰੰਭ  
ਮੁੱਢਲੇ ਧਾਰਮਿਕ ਵਿਸ਼ਵਾਸ :- ਐਨੀਮਿਜ਼ਮ, ਮਾਨਾ, ਟੋਟਮਵਾਦ  
ਧਰਮਿਕ ਪ੍ਰਗਟਾਵੇ :- ਜਾਦੂ, ਮਿੱਥ, ਟੈਬੂ।

#### Unit-II

**11 Hours**

##### ਧਰਮ ਦੀ ਪ੍ਰਕਿਰਤੀ

ਧਰਮ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸਰੂਪ  
ਧਰਮ ਦਰਸ਼ਨ :- ਪਰਿਭਾਸ਼ਾ  
ਧਰਮ ਅਤੇ ਨੈਤਿਕਤਾ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਬੰਧ

#### Unit - III

**11 Hours**

##### ਧਰਮ ਸੰਸਕਾਰ

ਧਰਮ-ਸੰਸਕਾਰ :- ਪਰਿਭਾਸ਼ਾ  
ਜਨਮ ਅਤੇ ਪ੍ਰਵੇਸ਼ ਸੰਸਕਾਰ  
ਮ੍ਰਿਤਕ ਸੰਸਕਾਰ

#### Unit - IV

**12 Hours**

##### ਧਰਮ ਉਦੇਸ਼

ਧਰਮ ਦਾ ਵਿਆਕਤੀਗਤ ਉਦੇਸ਼  
ਪਰਿਵਾਰਗਤ ਉਦੇਸ਼: ਵੱਖ-ਵੱਖ ਧਰਮਾਂ ਅਨੁਸਾਰ

ਧਰਮਦਾਸਮਜਗਤਉਦੇਸ਼:- ਜੀਵਨਵਿਚਧਰਮਦੀਭੂਮਿਕਾ

- ਟ੍ਰਾਜੈਕਸ਼ਨਮੋਡ:ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨਅਤੇਕੇਸਅਧਿਐਨ।
- ਸਹਾਇਕਪੁਸਤਕਾਂ:-
- ਡਾ. ਸਾਤੀਨਾਥਗੁਪਤਾ, ਧਰਮਦੀਉਤਪਤੀਤੇਵਿਕਾਸ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਗੁਰਬਚਨਸਿੰਘਤਾਲਿਬ, ਧਰਮਦਰਸ਼ਨ, ਧਰਮਦੀਉਤਪਤੀਤੇਵਿਕਾਸ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਜੋਧਸਿੰਘ, ਧਰਮਦਾਦਾਰਸ਼ਨਿਕਪੱਖ:- ਡਾ. ਅਨੰਦਸਪੈਂਸਰ, ਡਾ. ਹਰਪਾਲਸਿੰਘਪੰਨੂ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।।
- ਡਾ. ਵਜੀਰਸਿੰਘਧਰਮਅਧਿਐਨ-ਅਕਾਦਮਿਕਪਰਿਪੇਖ: ਧਰਮਦਾਦਾਰਸ਼ਨਿਕਪੱਖ:- ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਜੋਧਸਿੰਘ, ਡਾ. ਆਨੰਦਸਪੈਂਸਰ, ਡਾ. ਹਰਪਾਲਸਿੰਘਪੰਨੂ, ਧਰਮਅਧਿਐਨ-ਅਕਾਦਮਿਕਪਰਿਪੇਖ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਦਰਸ਼ਨਸਿੰਘ, ਧਰਮਅਧਿਐਨਅਤੇਸਿੱਖਅਧਿਐਨ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਗੁਰਬਚਨਸਿੰਘਤਾਲਿਬ, ਧਰਮਦੀਉਤਪੱਤੀਤੇਵਿਕਾਸ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

<b>Course Title: International Relation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5303</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After completion of this 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**

**15 hours**

1. International Relation: Meaning, Nature and Scope
2. Historical Foundations of International Relations
3. National Power: Elements, Kinds and Methods.

#### **Unit II**

**16 hours**

4. Cold War in International Politics.
5. Uni-Polar, Bi-Polar and Multi-Polar System.

#### **Unit III**

**15 hours**

6. UNO: Organs, Objective, Principals and Importance as an international Organization
7. International Organizations: WTO, IMF, World Bank
8. Collective Security as a Instrument to Maintain International Security.

#### **Unit IV**

**14 hours**

9. Globalization Relevance and its Discontents
10. Nature of New Emerging World Order.

## **Transaction Mode**

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

## **SUGGESTED READINGS**

- *Waltz Kenneth & Neal. Man. (2001). The state, and war: A theoretical analysis. Columbia University Press.*
- *Mearsheimer, John J. (2001.) The tragedy of great power politics. WW Norton & Company.*
- *Rosecrance, Richard. (1996). The Clash of Civilizations and the Remaking of World Order. By Samuel P. Huntington. New York: Simon and Schuster.*
- *Waltz, Kenneth N. (2010). Theory of international politics. Waveland Press.*
- *Kissinger, Henry. (1994). Diplomacy. Simon and Schuster.*
- *Slaughter, Anne-Marie. (2009). A new world order. Princeton University Press.*
- *NCERT text book, <http://ncert.nic.in/textbook/pdf/leps101.pdf>*
- *Andre Gunder Frank. (1977). Dependence is Dead, Long Live Dependence and the Class Struggle: An Answer to Critics, World Development.*
- *Barry Buzan and Ole Weaver (2003). Regions and Powers: The Structure of International Security, Cambridge, Cambridge University Press.*
- *Dhirenda Dwivedi. (2005). Collective Security under United Nations, New Delhi: Kanishka.*
- *Francis Fukuyama . (1992). The End of History and the Last Man, New York: Avon, G.K. Cahdha (ed.), WTO and the Indian Economy, New Delhi.*
- *Hedley Bull. (1995). The Anarchial Society: A Study of Order in World Politics, 2nd edn., London : Macmillian.*
- *James Lee Ray & Juliet Kaarbo. (2005). Global Politics, Boston: Houghton Mifflin Company.*
- *John Baylis and Steve Smith. (2001). The Globalization of World Politics: An Introduction to International Relation, Oxford University Press.*
- *Ghai U. R. Indian. (2009). Political System, New Delhi.*
- *Burton, John (1990). Conflict: Resolution and Prevention (London: Macmillan.*

<b>Course Title: Foundation of Social Thought</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5304</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours:60**

**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**

**15 Hours**

Positivism: Comte's Law of three stages, Social Static & Dynamics,  
Evolutionism- Spencer's Evolutionary Approach,

#### **UNIT-II**

**15 Hours**

Emile Durkheim: Division of Labour, Social Fact, Religion, Suicide

#### **UNIT-III**

**15 Hours**

Karl Marx: Dialectical Materialism, Theory of Class Struggle, Alienation,

#### **UNIT-IV**

**15 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: MacMillanIndia.
- Haralambos, M.1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Jammu, P.S. and Bhatnagar, G.S. (eds). 1989. Samaj Vigyanik Sidhant (Samajik Vigyan Pattar No. 26, 27, 28). Punjabi University, Patiala.
- Abraham, Francis. 1982. Modern Sociological Theory. Delhi: Oxford UniversityPress.

- 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.

<b>Course Title: HIV and Family Education</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5305</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. 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** **15 hours**

#### **INTRODUCTION TO PUBLIC HEALTH:**

Definition and Meaning, Changing Concepts of Public Health, Health Care Revolution. History of Public health care system in India.

**Unit II** **15 hours**

BASICS OF HIV/ AIDS: Immune System of the Body, Profile of HIV and AIDS,

Natural History of HIV/AIDS, HIV Infection, and STDs.

**Unit III** **15 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. Policies related to Eradication of HIV/AIDS

**UnitIV**

**15 hours**

Social Work Intervention for The Prevention and Control of HIV/AIDS in Indian

Context. Prevention strategies and its effectiveness,

Targeted Intervention for High-Risk Group.

**TRANSACTIONMODE**-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? AIDS Prevention Studies, University of California, Internet.
- Brown, L., DiClimente; 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 helps the falsely accused'. New York Times (11/8/89) Information Inc. CDC, National AIDS Clearinghouse, Internet.

<b>Course Title: Counselling Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5306</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours:60**

### **Course Learning Outcomes**

1. This course will introduce students to another applied field of psychology, guidance and counselling, one of the most career-focused areas in psychology.
2. Students will comprehend the societal needs and requirements of guidance and counselling programs.
3. They will learn the fundamental steps of these programs and the conditions under which particular programs are conducted.
4. Learning to measure fundamental psychological constructs such as personality, intelligence, aptitude, and interests is essential for planning guidance programs.

### **Course Content**

#### **Unit-I**

**13 Hours**

Guidance: Nature and scope; Areas of guidance, Implementation of the guidance program.

#### **Unit-II**

**16 Hours**

Techniques of guidance: Individual vs. group; problems of guidance; evaluation of guidance services.

#### **Unit-III**

**14 Hours**

Psychological basis of guidance: Intelligence test, aptitude test, Interest test, personality test.

#### **Unit-IV**

**17 Hours**

Counselling: Nature and scope; Areas of counselling, Skills of counsellor, various issues in counselling. Counselling process; special forms of counselling; guidance and counselling for students.

### **Transactional Mode**

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

**Recommended Books:**

- Rai, A.N., & Asthana, M. (2017). *Nirdeshanevamparamarsh: Sampratyaykshetraevamupagam*. New Delhi: Motilal Banarasidas.
- Gladding, S. T. (2018). *Counselling*. Pearson Education.
- Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: Practical (Vol I & II)*. New Delhi: Vikas Publishing House.
- Chauhan, V., & Jain., K. (2004). *Nirdeshan Evam Prammarsh*. Udaipur: Ankur Prakashan

<b>Course Title: British English Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5307</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. 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, marriage, religion and morality in the selected text.
4. Critically analyse and interpret the themes of dystopia and totalitarianism, technology and dehumanization, conformity and rebellion in the selected text.

### **Course Content**

#### **UNIT-I**

*The Waste Land* by T.S. Eliot

**08 Hours**

#### **UNIT-II**

*Nineteen Eighty-Four* by George Orwell

**08 Hours**

#### **UNIT-III**

*Jude the Obscure*—Thomas Hardy

**07 Hours**

#### **UNIT-IV**

*Brave New World*—Aldous Huxley

**07Hours**

#### **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. *Nineteen Eighty-Four*. (Penguin Modern Classics, Harvill Secker, or Everyman's Library edition)
- Huxley, Aldous. *Brave New World*. Vintage Classics, 2000

<b>Course Title: Punjabi Galap-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5308</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours:30**

### Learning outcomes:

1. ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:
2. ਕਹਾਣੀ ਅਤੇ ਨਾਵਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਸ਼ਬਦ ਜੋੜ ਦੇ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।
4. ਨਾਵਲ ਸਾਹਿਤਕ ਰੂਪ ਨੂੰ ਸਮਝਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ।
5. ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਕਾਵਿ-ਰੂਪ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

### Course Content

#### ਭਾਗ-ੳ

**09 hours**

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

#### ਭਾਗ-ਅ

**06hours**

#### ਵਿਆਕਰਨ

ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ  
ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

#### ਭਾਗ-ੲ

**06 hours**

ਨਾਵਲ : ਪਵਿੱਤਰ ਪਾਪੀ( ਨਾਨਕਸਿੰਘ)

#### ਭਾਗ-ਸ

**09 hours**

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

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

#### ਪੁਸਤਕ ਸੂਚੀ:

- ਬਲਦੇਵਸਿੰਘਧਾਲੀਵਾਲ, ਪੰਜਾਬੀਕਹਾਣੀਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀਦਿੱਲੀ।
- ਬੁਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਵਿਆਕਰਨ: ਸਿਧਾਂਤਤੇਵਿਹਾਰ, ਚੇਤਨਾਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਤੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਰਜਿੰਦਰਪਾਲਸਿੰਘਬਰਾੜਤੇਬਲਦੇਵਸਿੰਘਚੀਮਾ, ਆਧੁਨਿਕਪੰਜਾਬੀਸਾਹਿਤਰੂਪਾਕਾਰ : ਰੁਪਾਂਤਰਣ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਟੀ.ਆਰ.ਵਿਨੋਦ, ਨਾਵਲਆਲੋਚਨਾਸ਼ਬਦਾਬਲੀਕੋਸ਼, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

<b>Course Title: Sahitya Sarani - Hindi Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5309</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours:60**

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

1. छात्उत्तरछायावादीचेतनासेअवगतींिंगें।
2. छाह्मिककेस्वरूपस्वरूपऔरकाव्यचेतनासेपररहचतींिंगें।
3. छात्गद्यकाव्यकेस्वरूपसेपररहचतींिंगे।
4. छात्ोिंकोआत्मकिाव्जीवनीकेस्वरूपकाज्ञानिगा।

### भागक

**15 Hours**

उत्तरछायावाद:नवीनप्रवृहतयोिंकासिंिमण  
रामधारीहसिंिहदनकर:कहवऔरचाँद,कहलिंगहवजय

### भागख

**15 Hours**

हमिकीयकाव्यऔरयुगीनसिंवेदना  
नरेशमेिता:मिाप्रिन

### भागग

**15 Hours**

गद्यकाव्य:अिमएविंस्वरूप  
माखनलालचतुवेदी:साहित्यदेवता

### भागघ

**15 Hours**

आत्मकिा:स्वरूपहवश्लेषण  
कमलेश्वर:जलतीुईनदी(1999)  
जीवनी:अिमएविंस्वरूप  
हवश्वनािहत्पाठी:व्योमकेशदरवेश(२०११)

### TransactionMode:

व्याख्यान,सिंगोष्ठी,ई-िीमहशक्षण,ई-ट्यूिररिंग,सिंवाद,सिकमीसमूिचचाम, मोबाइलहशक्षण,स्व-हशक्षा,सियोगात्मकहशक्षाऔरसिकारीहशक्षण।

### अध्ययनकेलिएसहायकपुस्तकसूची:

- नवलनन्दहकशोर:उत्तरछायावादऔररामगोपालशमामरूद्र,प्रकाशनसिंिन,दररयागिंज,नईहदWी,2015
- चतुवेदीमाखनलाल:ग्रन्थावली,वाणीप्रकाशन,दररयागिंज,नईहदWी,2010
- कुमारतरुण:हदनकररचनावली,लोकभारतीप्रकाशन,राजकमलप्रकाशनसमूि,नईहदWी,2018.
- हसिंिकमलेशआत्मकाि:स्वरूपऔरसाहित्य,नेशनलपब्लिहशिंिंगिँउस,दररयागिंज,नई,हदWी,1986
- कमलेश्वर:जलतीुईनदी,राजपालएिडसिंस,कश्मीरीगेि,हदWी2016
- हत्पाठीहवश्वनाि:व्योमकेशदरवेश,राजकमलप्रकाशन,हदWी,20

<b>Course Title: Real Analysis</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5310</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. 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, Raabe'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.

4. Utilize the analytic and technical skills necessarily at practical field and analyse the real analysis for further higher studies.

### **Course Content**

#### **UNIT-I**

**08 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, integrability of continuous and monotonic functions, Fundamental theorem of integral calculus, Mean value theorem so finite integral calculus.

#### **UNIT-II**

**08 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, Raabe's, Logarithmic test, DeMorgan's Test, Alternating series, Leibnitz's theorem.

**UNIT-III**

**07 Hours**

Improper Integrals: Improper integrals and their convergence, Comparison test, Ditchlet's test, Absolute and uniform Weierstrass M- Test, Infinite integral depending on a parameter.

**UNIT-IV**

**07 Hours**

Uniform Convergence: Point wise convergence, Uniform convergence, Test of uniform convergence, Weierstrass M-Test, Abel's and Ditchlet'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 Koga kusha, 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*

<b>Course Title: Historical Development of Hindustani Music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5311</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. 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-Raagvargikaran.
4. Studies about the theoretical aspects raags.

### **Course Content**

#### **UNIT-I**

**3 hours**

Explain the following Upaj, Mukhda, Bol-Alap, Khatka, Meend, Bol-bant, Gamak.

#### **UNIT-II**

**5 hours**

Knowledge of written talas in single and double. Elementary knowledge of Raga-Raag vargikaran

#### **UNIT-III**

**4 hours**

Gharana, its importance & contribution towards khayal gayan. Knowledge of Alap, Taan and its various forms.

#### **UNIT-IV**

**3 hours**

Role of music festivals in the propagation of Hindustani Music.

Role of AIR in the propagation of Indian music.

**Transaction Mode:** Lecture, Demonstration, Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Composition method.

### **Suggested Readings**

- *Subhadra Choudhary, Bharatiya Sangeet me Nibadda: Taal, Geetak, Prabandh, ka Lakshan Lakshyamulak Adhyayan, Radha Publications, Delhi, 2004*
- *Sharma, Yashpal (Dr.) Bhartiya Sangeet Mein Shruti, Kanishka Publishers, New Delhi, 2002.*
- *Strangways, A.H., Features, Principles and Technique of Indian Music, Kanishka Publication Delhi, 2008*
- *Tagore, S.M, Universal History of Music, Sanjay Publication Delhi, 1998*
- *Tagore, S.M, History of Hindu Music, Kanishka Publication Delhi, 2008*
  
- *Mahajan Anupam (1994) Raag In The Hindustani Classical Music, Gyan Publishing House, New Delhi.*
- *Bagchee Sandeep (1998) Nad-Understanding Raag Music, Eeshwar, Mumbai*
- *Jha Ramashraya (2014), Abhinava Geetanjali, Sangeet Kryalaya, Hatras*
- *Roy Ashok (2004) Music Makers: Living: Legends of Hindustani Classical Music, Rupa, New Delhi*
- *Mishra, Kanta Prashad, Voice Culture Gyanavm Parampara, Kanishka Publication Delhi, 2018*
- *Vijay Chandorkar, Bhartiya Sangeet mein Nibadh or Anibadh Gaan Parbandh Shaili ka Vikas, Hindi Madhyam Karyalya Nideshalya, Delhi Vishavvidalya.*

<b>Course Title: Study of Light Music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5312</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Explore the ability as an artist with light music artistic aptitude.
2. Develop the fundamental knowledge about stage performance.
3. Students will be able about how to perform and sing as well as Mian ki Todi on the Stage.
4. Students will learn about Notation System.

### **Course Content**

#### **UNIT-I**

**07 Hours**

One Drut khayal in each of the following Ragas with alap and tanas:  
Bihag,

Mian Ki Todi. Shiranjani.

#### **UNIT-II**

**08 Hours**

Ability to play Teen Taal on tabla. Ability to recite Jhoomra taal, Tilwara taal, Dhamar taal with Showing taali and Khali matra on hand motion in Ekgun, Dugan Layikaries. One folk song of Punjab.

#### **Transaction Mode**

Group Discussions, Questions, Project Based Learning, Video Based Teaching

#### **Suggested Readings:**

- *Dhankar Reeta (Dr.) Haryana or Punjab ki Sangeet Paramnpara, Sanjay Parkashan, Delhi, 2016*
- *Paranjape, Saratchandra Shridhar (Dr.), Bhartiya Sangeet Ka Itihas, ChaukhambaVidhabhawan Varanasi, 2016*
- *Singh, Lalit Kishore (Prof), Dhvani or Sangeet, Bharti Gyanpeeth New Delhi, 2011*
- *Shukla, Shatrughan, Thumri ki utpatti, Vikas or shailiyen, Madhyam Karyalayanideshalya Delhi Uni. Delhi, 1991*
- *Brihaspati, Acharya, Sangeet Chintamani, Sangeet Karyalayaya, Hathras.*

B.ABB.A

<b>Course Title: Theoretical Orientation of Gurmat Sangeet</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5313</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

**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 Sahibji.
3. Learning about the Raag Par bandh of Gurmat Sangeet.
4. Introduction of basic raags of Sri Guru Granth Sahibji.

### **Course Content**

#### **Unit I**

**3 hours**

Technical Terminology: AshrayaRaag, JanakRaag, JanyaRaag, Vakar Sur, Tukda, Tihai, Palta.

Dhrupad Ang DaShabad, Dakhnee Raag Parkar.

#### **Unit II**

**4 hours**

Musical Arrangement of Sri Guru Granth Sahib.

Raag Parbandh of Gurmat Sangeet.

#### **Unit III**

**3 hours**

Description of following Raagas:

Tukhari, Majh, Bihagarha, Jaijavanti

#### **Unit- IV**

**5 Hours**

Kirtan Chaukitraditionin in the Sikh way of life.

One Shabad Reet on any wind instruments.

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

### **Suggested Readings**

- AdiGranth Rag Kosh by Gurnam Singh, PvitarParmanikParkashan, Patiala.

- Gurmat Sangeet by Dharam Parchar Committee, Central Yatim khana, Sri Amritsar sahib.
- Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.
- GurmatSangeet da SangeetVigyan by Dr.Varinder Kaur, Amarjit Sahit Parkashan, Patiala.
- Gurmat Sangeet Parampara by Prof. Manjeet Kaur, Twenty first century publications, Patiala, 2005.
- Gur ShabadSangeet by Principal Sukhwant Singh, Gur Shabad
- SangeetAkadmi, JawaddiTaksal, Ludhiana.
- GurmatSangeetTerminology, 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.

<b>Course Title: Practical approach of Rhythmic Beats</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5314</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. Analyze the origin, development of Indian Musical instruments.
2. Understanding the knowledge of Indian musical instruments.
3. Gain knowledge of musical instruments as accompaniment with Vocal forms of music.
4. Know about the classification of gurmat musical instruments as well as Gurbani Ragas.

## **Course Contents**

### **Unit-I**

**8 Hours**

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 Chaukitradition in in the Sikh way of life.

### **Unit-II**

**7 Hours**

One shabad Reet on string instruments.

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 Yatim khana, 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 Prabandhte 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.

<b>Course Title: Health and Fitness</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5315</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. 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 their results of above tests.

### **Course Content**

#### **UNIT-I**

**08 hours**

**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 format or fitness: Indian a motor fitness test (for elementary and high school boys, girls and college men), Oregon motor fitness Test

#### **UNIT II**

**09 hours**

**Physical (General) Fitness Test: -**

Sergeant Test, Kraus Webber test, Roger's 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.

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

**Suggested Reading**

- Vijaya laksmi, 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, MukerjeeTower,Dr.MukerjeeNagar.

<b>Course Title: Proficiency of Athletics and Games</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5316</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

**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 anyone 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

<b>Course Title: Basic of Internal Combustion Engine</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5317</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. To identify the different parts of an automobile and it's working
- 2.To understand the working of transmission and braking systems
- 3.To comprehend the working of steering and suspension systems
- 4.To learn various types of fuels and injection systems
- 5.To know the cause of automobile emissions, its effects on environment and methods to reduce the emissions

### **Course Content**

#### **UNIT-I**

**7 Hours**

History of IC engines: Nomenclature, Classification & Comparison, SI & CI, 4stroke- 2 stroke, Fuel air cycles, Actual cycles.

#### **UNIT-II**

**7 Hours**

Fuel: Classification of IC Engine fuels, Desirable characteristics of SI & CI engine fuels, Rating of SI & CI engine fuels, Alternative fuels for SI and CI engine (liquid, gaseous, hydrogen, LPG, CNG, Biogas etc.), Air requirement, Analysis of combustion products, HHV and LHV of fuels.

#### **UNIT-III**

**8 Hours**

Testing and performance: Power, Fuel and air measurement methods, performance of SI and CI Engines, Characteristics curve. Variables affecting performance and methods to improve engine performance

#### **UNIT-IV**

**8**

#### **Hours**

Supercharging & Turbo charging: Methods of supercharging, & turbo charging Effects of super charging and turbo charging. Engine Modifications for

supercharging, supercharging of two stroke engines. microprocessor controlled supercharging. Cooling & lubrication of SI & CI Engines.

**List of Recommended Books:**

- *Automotive mechanics, William H Crouse & Donald L Anglin (10th Edition) Tata McGraw Hill Publishing Company Ltd., 2007.*
- *Automotive mechanics: Principles and Practices, Joseph Heitner, D Van Nostrand Company, Inc*
- *Fundamentals of Automobile Engineering, K.K.Ramalingam, Scitech Publications (India) Pvt. Ltd.*
- *Automobile Engineering, R. B. Gupta, Satya Prakashan,(4th Edition) 1984.*

<b>Course Title: Basic of Internal Combustion Engine Lab</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5318</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours:30**

### **Course Content**

#### **List Of Practical's:**

- 1) To study the constructional details & working principles of two-stroke/ four stroke petrol engine.
2. To study the constructional detail & working of two-stroke/ four stroke diesel engine.
3. Analysis of exhaust gases from single cylinder/multi cylinder diesel/petrol engine by Orsat Apparatus.
4. To prepare heat balance sheet on multi-cylinder diesel engine/petrol engine.
5. To find the indicated horse power (IHP) on multi-cylinder petrol engine/diesel engine by Morse Test.

<b>Course Title: Home and Community Resource Planning</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5319</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. Identify and implement the steps of the management process in household activities.
2. Identify key considerations in choosing furniture, including space utilization, functionality, and aesthetics.
3. Identify the steps in decision-making and demonstrate their role in effective home management.
4. Identify different types of income and their significance in household financial planning.
5. Assess strategies for managing household expenses and savings effectively.

### **Course Content**

#### **UNIT-I**

**7 Hours**

**Meaning and definition of Home Management:** Steps on management Process. Elements of Art, Principles of Art, Color.**Furniture and Flower Arrangement:** Basic consideration while selection of furniture, Types, essential equipment used in flower arrangement, Selection of material, application of elements and principles of Art in Flower Arrangement.

#### **UNIT-II**

**8 Hours**

**Resources, Decision making & Family life cycle:** Classification of Resources, Human and Non-Human, Factors affecting the use of Resources. Steps and Role of Decision-Making In-Home Management. Stages of Family Life Cycle.

#### **UNIT-III**

**7 Hours**

**Money Management:** Types of Income, budget, its advantage and limitations, Planning of Budget, Sources of Income, Expenditure and Savings.

#### **UNIT-IV**

**8**

#### **Hours**

**Time and Energy Management:** Time as a Resource, Steps in making Time Plan, Tools in time Management- Peak loads, work curve, and rest periods. Energy as a

Resource, Fatigue- Types, causes and effects of fatigue, Principles of Work Simplification.

**Suggested Readings:**

- Nickell, P., and Dorsey, J, M. (2002). Management in Family Living. New Delhi: CBS Publishers
- Varghese, M. A, Ogale, N. N and Srinivasan, K. (2001). Home Management. New Delhi. New Age International (P) Ltd.
- Moorthy G. (Ed.). (1985). Home Management. N. Delhi.: Arya Publishers, Mullick, P. Text book of Home science. Ludhiana.: Kalyani Publishers.
- Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management Principles and application. N. Delhi.: Roy Houghton Mifflin Company
- Faulkner, R. & Faulkner, S. (1961) Inside Today's Home. Rev. ed. © Holt, Rinehart & Winston, Inc.

<b>Course Title: Home and Community Resource Planning (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5320</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours:30**

### **Course Content**

Cleaning of window pane, refrigerator, food processor, Microwave, Gas burner, cooking range.

Flower Arrangement- Fresh and Dry Arrangement

Table Manner, Table setting, and Napkin Folding.

Craft workshop- Glass Painting, Pot Painting, utility article like bag, magazine holder etc.

To prepare articles using above techniques.

<b>Course Title: Punjabi galap- II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5321</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours:30****Learning Outcomes:**

ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

ਪੰਜਾਬੀ ਨਾਵਲ ਦੀਆਂ ਪ੍ਰਵਿਰਤੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।

ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ ਦੇ ਜੀਵਨ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।

ਪੰਜਾਬੀ ਕਹਾਣੀ ਪ੍ਰਤੀ ਦਿਲਚਸਪੀ ਪੈਦਾ ਹੋਵੇਗੀ।

ਵੱਖ-ਵੱਖ ਕਹਾਣੀਆਂ ਦੇ ਵਿਸ਼ਿਆਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।

**Course Content****ਭਾਗ-ੳ****08 Hours**

ਪੰਜਾਬੀ ਨਾਵਲ : ਆਰੰਭ ਤੇ ਵਿਕਾਸ

ਪੰਜਾਬੀ ਨਾਵਲ : ਪ੍ਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਅ****07 Hours**

ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ : ਜੀਵਨ ਅਤੇ ਰਚਨਾ

ਏਹੁ ਹਮਾਰਾ ਜੀਵਣਾ : ਵਿਸ਼ਾ ਵਸਤੂ

ਏਹੁ ਹਮਾਰਾ ਜੀਵਣਾ : ਪਾਤਰ-ਉਸਾਰੀ

**ਭਾਗ-ੲ****08 Hours**

ਪੰਜਾਬੀ ਕਹਾਣੀ : ਆਰੰਭ ਤੇ ਵਿਕਾਸ

ਪੰਜਾਬੀ ਕਹਾਣੀ : ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਸ****07 Hours**

ਕਥਾ ਲੋਕ (ਕਹਾਣੀ ਸੰਗ੍ਰਹਿ), ਸੰਪਾ. ਸ. ਪ ਸਿੰਘ ਅਤੇ ਜਸਵਿੰਦਰ ਸਿੰਘ,

ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

**ਪੁਸਤਕ ਸੂਚੀ**

- ਬਲਦੇਵਸਿੰਘਧਾਲੀਵਾਲ, ਪੰਜਾਬੀਕਹਾਣੀਦੇਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ
- ਗੁਰਬਖਸ਼ਸਿੰਘਫਰੈਂਕ, ਨਿੱਕੀਕਹਾਣੀਅਤੇਪੰਜਾਬੀਨਿੱਕੀਕਹਾਣੀ, ਪੰਜਾਬੀਰਾਈਟਰਜਕੋਆਪਰੇਟਿਵ, ਸੁਸਾਇਟੀ, ਲੁਧਿਆਣਾ।
- ਗੁਰਪਾਲਸਿੰਘਸੰਧੂ, ਪੰਜਾਬੀਨਾਵਲਦਾਇਤਿਹਾਸ, ਪੰਜਾਬੀਅਕਾਦਮੀ, ਦਿੱਲੀ।
- ਹਰਜਿੰਦਰਸਿੰਘਢਿੱਲੋਂਅਤੇਪ੍ਰੀਤਸਿੰਘਸਰਗੋਧੀਆਂ (ਸੰਪਾਦਕ) ਦੇਰੰਗ, ਗੁਰੂਨਾਨਕਦੇਵਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
- ਪਰਮਿੰਦਰਸਿੰਘ, ਸਾਹਿਤਦੇਰੂਪ, ਲਾਹੌਰਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।

<b>Course Title:</b> आधुनिकहिन्दीकविता	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code:</b> BAT5322	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

Course out comes: After the completion of Course, the students will be able to:

1. धात्रकरवतामेंआधुनिकचेतनासेअवगतहोंगे।
2. छात्रबदलतेपरिवेशपहकाफावितापरप्रभावलक्ष्यसकेंगे।
४. यातहिन्दीकविताकीआधुनिकशैलीएवंभाषासेपरिचितहोंगे।
५. छात्रआधुनिककविताश्रीप्रमुखप्रवृत्तियोंसेपरिचितहोंगे।

#### Unit 1

08 Hours

१८ प्रस्ताद - (कोतीविभावीजागरी, जमशंकरअरुणयहमुच्चुभमयदेशहमारा)

सुमितानंदनपंत (ग्रामश्री, जवाहरलालनेहरूकेप्रत

#### -Unit 2

07 Hours

(1) स० हीरानन्दकटस्मायनअज्ञेय (महदीपअकेला, सॉप)

गजाननमाच्चवमुक्तिबोच्च - (मूलगलती, मुझेपुकारतीहुईपुकार)

(ग) गिरिजाकुमारमापुर- २ छायामतछूना, नमाकवि/

#### Unit 3

08 Hours

1) एमचारीसिंहदिनकर - (आगकीभीख, दिल्ली)

(ii) गोपालसिंहनेपाली'. (मेराधन्नहैस्वाचीनकलम, नौलाखसितारोंनेपूरा)

#### Unit 4

07

#### Hours

(1) रघुवीरसहाय (हत्याकीकातिलोवेनकाअनिश्चयक्षणहै)

कुमार- (कोआदमीनहींहैमुकम्मलक्यानहै।इसनदीकीचारमेंठंडीहवाआतीतोहै)

#### सहायकग्रंथ

- समकालीनहिन्दीकविता- विश्वनाथप्रसादतिवारीपाणीप्राशन, नईदिल्ली
- कविताकाअर्थात - परमानन्दश्रीवास्तव, आचारप्रकाशन, पंचकूला,
- गजल - राहतदनकौरी, वाणीप्रकाशन, नईदिल्ली
- आयुनिका :गंगाप्रसादविमल-मैकलिनपविलेकेशन, नईदिल्ली -

B.ABB.A

- हसबालाकी - मेप्रकारकिताबघरप्रकाशननईदिल्ली-
- मुक्तिबोच्चकीअदिताऔरउनकाजीवन-- , मन्थनप्रकाशन, रोहतक, घीमाणाविवेक
- भूमिकनधूमिलकरकाव्य :बद्यदेवमिश्रलोकभारतीप्रकाशन, इलाहाबाद

<b>Course Title: Translation and English Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5323</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. 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** **09**  
**hours**

The Guide by R.K. Narayan

**UNIT-II** **12**  
**hours**

Selected College Poems (Orient Longman). Edited by Ambika Sengupta-  
The following poems from this book are prescribed:

All the World's Astage

Kubla Khan

Ode to the West Wind

La Belle Dame Sans Merci

Ulysses

My Last Duchess

Say Not the Struggle Naught Availeth

Nightingales.

**UNIT-III**

**05 hours**

1.a) Essay Writing

CurriculumVitaewriting

**UNIT-IV**

**04 hours**

Translation of a running passage comprising atleast 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.

<b>Course Title: Community Engagement and Social Responsibility</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT5324</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

**Total Hours:60**

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

- 1.To inculcate civic responsibility and empathy through direct community involvement.
- 2.To equip students with skills in organizing, conducting, and evaluating grassroots-level outreach programs.
- 3.To provide real-world exposure to local development issues and stakeholder collaboration.
- 4.To enhance reflective and critical thinking through hands-on community practice.

### **Course Content**

#### **Orientation and Planning**

**10 Hours**

Introduction to outreach and field ethics.

Understanding the chosen community (rural/slum/tribal).

Mapping local issues and identifying outreach themes.

Planning group-based or individual field interventions.

#### **Community-Based Field Engagement**

**20 Hours**

Students will actively participate in field-based programs such as:

Health Awareness Drives

Literacy Support and Tuition Programs

Sanitation and Cleanliness Campaigns

Environmental Awareness Drives

Legal and Gender Rights Campaigns

## **Social Surveys and Documentation**

Students must maintain regular contact with community stakeholders and reflect on challenges.

### **Documentation and Report Writing**

**20 Hours**

Field diary: Daily activities, reflections, challenges, feedback from community members.

Photographic and narrative documentation.

Data collection (qualitative and quantitative where applicable).

### **Presentation and Viva Voce**

**10 Hours**

Students will present their field experiences through:

PPTs

Posters or videos

Oral presentations

Panel viva to assess depth of engagement and learning.

### **Suggested Tools & Materials:**

Fieldwork Diary

Survey/Feedback Formats

IEC Materials (Information, Education, Communication)

Basic data collection apps or tools First-aid and safety guideline

**Semester VI**

<b>Course Title: History of Punjab(1799-1858AD)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6350</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

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

1. Examine the concepts like Dhal Khalsa and the formation of military
2. Analyze 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** **15 Hours**

Evolution and Functions of Dal Khalsa, Gurmatta and Rakhi System.  
Misals; Nature, Civil & Military Organization.

**UNIT-II** **15 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** **15 Hours**

Central and Provincial Administration and Military System of Ranjit Singh.  
Anglo-Sikh War and the Annexation of the Punjab.

**UNIT-IV** **15 Hours**

Administration of Punjab 1849-58; Board of Administration and its working;  
Johan Lawrence as Chief Commissioner, Revolt of 1857 in Punjab

**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.

<b>Course Title: Statistics for Economics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6351</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**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** **15 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** **15 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** **15 Hours**

**Regression and Correlation Methods:** Bivariate data: Definition, scatterdiagram, simple correlation, Rank correlation. Simple linear regression. Applications and uses.

**UNIT-IV** **15 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.*
- *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.*

<b>Course Title: The Sikh Scripture, thoughts and Institutions</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6352</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** After 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 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

<b>Unit- I</b>	<b>12 Hours</b>
<b>ਸਿੱਖ ਧਰਮ ਦੇ ਮੁੱਢਲੇ ਸ੍ਰੋਤ</b>	
ਸ੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ: ਸੰਪਾਦਨ ਕਲਾ ਅਤੇ ਵਿਚਾਰਧਾਰਾ	
ਦਸਮ ਗ੍ਰੰਥ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ	
ਵਾਰਾਂ ਭਾਈ ਗੁਰਦਾਸ ਜੀ : ਸਿੱਖ ਪੰਥ ਦਾ ਸਰੂਪ, ਵਿਚਾਰਧਾਰਾ	
<b>Unit- II</b>	<b>11 Hours</b>
<b>ਪ੍ਰਮੁੱਖ ਬਾਣੀਆਂ</b>	
ਜਪੁ: ਵਿਸ਼ਾ-ਵਸਤੂ	
ਸਖਮਨੀ: ਵਿਚਾਰਧਾਰਾ	
ਬਾਰਹ ਮਾਝ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ ਅਤੇ ਮਨੁੱਖੀ ਜੀਵਨ ਦਾ ਉਦੇਸ਼	
<b>Unit- III</b>	<b>12 Hours</b>
<b>ਪ੍ਰਮੁੱਖ ਸਿਧਾਂਤ</b>	
ਅਕਾਲ ਪੁਰਖ	
ਸ੍ਰਿਸ਼ਟੀ ਰਚਨਾ	
ਸ਼ਹਾਦਤ	
<b>Unit- IV</b>	<b>10 Hours</b>
<b>ਸਿੱਖ ਸੰਸਥਾਵਾਂ</b>	
ਗੁਰਿਆਈ ਸੰਸਥਾ	
ਧਰਮਸ਼ਾਲਾ ਅਤੇ ਗੁਰਦੁਆਰਾ	
ਲੰਗਰ/ਪੰਗਤ, ਸੰਗਤ	

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ: ਲੈਕਚਰ, ਸਮੱਸਿਆਹੱਲ, ਮਿਸ਼ਰਤਸਿਖਲਾਈ, ਚਰਚਾਅਤੇਪ੍ਰਦਰਸ਼ਨਅਤੇਕੋਸਅਧਿਐਨ।  
ਸਹਾਇਕ ਪੁਸਤਕਾਂ:

- ਡਾ. ਵਜੀਰਸਿੰਘ, ਸ੍ਰੀਗੁਰੂਰੂਥਸਾਹਿਬਵਿਲੱਖਣਤੱਤ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਰਤਨਸਿੰਘਜੱਗੀ, ਆਸਾਦੀਵਾਰਦਾਟੀਕਾ, ਸੰਪਾਦਕਆਰਸੀਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
- ਡਾ. ਜੋਗਿੰਦਰਸਿੰਘ।
- ਪ੍ਰੀਤਸਿੰਘਸੁਖਮਨੀਸਾਹਿਬਦਾਦਾਰਸ਼ਨਿਕਆਧਾਰ, ਗੁਰਮਤਿਵਿਚਾਰਧਾਰਾ, **SGPC**, ਸ੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ।
- ਬਾਰਹਮਾਹਾਸਟੀਕ, **SGPC**, ਸ੍ਰੀਅੰਮ੍ਰਿਤਸਰਸਾਹਿਬ।
- ਡਾ. ਦਲੀਪਸਿੰਘਦੀਪ, ਜਪੁਜੀਇਕਤੁਲਨਾਤਮਕਅਧਿਐਨ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਡਾ. ਰਤਨਸਿੰਘਜੱਗੀ, ਆਸਾਦੀਵਾਰਦਾਟੀਕਾਸੰਪਾਦਨ :ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- fw. mihMdrkOrig~l, sRIgurUgRMQswihbjldIsMpwdnklw, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- fw. rqnisMGj~gl, AwSwdlvwrDwtIkwsMpwdk:- ArSI pbilSrj, id~II[
- pRIqmisMG, gurmigivcwrDwrw:-SGPC, sRI AMimRqsr swihb[

<b>Course Title: Comparative Governance &amp; Politics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6353</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

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

1. Define and analyze the meaning, concept, characteristics, significance, and scope of Comparative Governance & Politics.
2. Differentiate between traditional and modern approaches in Comparative Politics.
3. Compare the structures and functions of the British Parliament and American Congress, focusing on key institutions like the House of Lords, House of Commons, Senate, and the Executive.
4. Examine the roles of political parties, pressure groups, and the judicial systems in the UK and USA, highlighting their impact on governance and democracy.

### **Course Content**

#### **Unit I**

**14 hours**

1. Comparative Governance & Politics: Meaning, Concept, Characteristics, Significance, and Scope
2. Approaches: Traditional and Modern

#### **Unit II**

**13 hours**

3. British Parliament: House of Lords, House of Commons and Executive-Prime Minister  
American Congress- Senate, House of Representative and Executive - The President.

#### **Unit III**

**16 hours**

4. Political Parties U.K. and U.S.A.
5. Pressure Groups – U.K. and U.S.A.

#### **Unit IV**

**17 hours**

6. Judicial system and judicial review in United States of America
7. Judicial system and rule of law in U.K.

### **Transaction Mode**

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

### **SUGGESTED READINGS**

- *Jean Blondel (1969). An Introduction to Comparative Government, Praeger.*
- *G. Almond and B. Powell (1966). Comparative Politics: A Development Approach, Little Brown.*
- *Robert Ward & Roy Macrides. (1972). Modern Political Systems, Prentice Hall.*
- *D. J. Weller (1970).The Government of Politics of Communist China, Hutchinson.*
- *Peter Bormhead (1974).Britains Developing Constitution, St. Martin's Press.*
- *John P. Mackintosh (1971).The Government and Politics of Britain, Hutchinson.*
- *P.J. Madgwick.(1971).Introduction to British Politics, Hutchinson.*
- *A.H. Birch.(1980).The British System of Government, Allen & Unwin.*
- *Lucian Pye.(1970).The Spirit of Chinese Politics, Cambridge.*
- *Richard Rose.(1966).Studies in British Politics, Macmillan.*
- *Shanti Swarup.(1966).A Study of the Chinese Communist Movement (only Introduction), Clarendon.*
- *Robert Wesson.(1978).Communism and Communist Systems, Prentice-Hall.*
- *Richard H. Solomon.(1971).Mao's Revolution and the Chinese Political Culture, Oxford University. University.*

<b>Course Title: Indian Sociological Thinkers</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6354</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

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

1. **Diverse Perspectives:** Understand diverse sociological perspectives of IndianscholarslikeG.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.
2. **CriticalAnalysis:** Criticallyevaluatethestrengthsandweaknesses of Indian sociological theories, demonstrating the ability to assess their relevance in contemporary Indian society.
3. **Application Skills:** Apply sociological concepts to analyze real-world social issues, enhancing analytical and problem-solving abilities with in the context of Indian society.
4. **Interdisciplinary Understanding:** Develop an interdisciplinary perspective byrecognizing the interconnectedness of sociological theories with other disciplines, fostering a holistic understanding of social phenomena in India.

### **Course Content**

**UNIT I** **15 Hours**  
G.S. Ghurye-Caste and Race; P.N. Prabhu-Varna, Ashrama, Purushartha

**UNIT II** **15 Hours**  
D.P. Mukherjee - Tradition and Modernity; Radhakamal Mukherjee  
Personality, Society, Values, Social Ecology

**UNIT III** **15 Hours**  
M.N. Srinivas-Social Change; Verrier Elwin-Tribes in India

**UNITIV** **15 Hours**  
Irawati Karve - Gender and Kinship; Leela Dube - Caste and  
Gender; Dr. B.R. Ambedkar

**Suggested Readings:**

- Ahmed, Imtiaz. "Fora Sociology of India." *Contributions to Indian Sociology* 6:172-8, 1972.
- Ambedkar, B.R. *The Untouchables: WhowereTheyandWhy They Became Untouchables*. Amrit Book Company, Delhi, 1948.
- Beteille, Andre. "SociologyandEthnosociology." *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&KeganPaulLtd, 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. *CasteandClassinIndia*. 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 o fIndian 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. *Nhdl*. Berkeley: California University Press, 1970.

<b>Course Title: Case Work and Counselling: Working with Marginalized Community</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6355</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. 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 individual 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**

**15 hours**

#### **Foundations of Case Work and Counseling**

Introduction to case work and counseling: Definitions, historical development, and goals.

Theoretical frameworks: Psychodynamic, cognitive-behavioral, humanistic, and strengths-based approaches.

Ethical considerations and professional boundaries in case work and counseling.

Building rapport and establishing a therapeutic relationship.

#### **UNIT-II**

**15 hours**

#### **Case Work and Counseling Skills**

Assessment and goal setting: Identifying client needs and developing intervention plans.

Active listening, empathy, and communication skills. Crisis intervention and suicide prevention.

Techniques for empowerment, self-esteem building, and resilience.

**UNIT-III**

**15 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 casework and counseling.

Trauma-informed care and approaches to address historical trauma.

**UNIT-IV 15hours**

**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.
- Glicklen, 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.

<b>Course Title: Personality</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6356</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** Understand the nature and determinants of personality from various theoretical perspectives.

1. Analyse and compare classic and contemporary theories of personality.
2. Gain proficiency in methods of personality assessment.
3. Apply personality theories to understand individual differences in diverse contexts such as gender, culture, and relationships.

### **Course Content**

#### **Unit-I**

**14 Hours**

Personality: Nature and determinants, Perspectives of personality, Assessment of personality.

#### **Unit-II**

**16 Hours**

Psychodynamic and psychosocial approaches: Freud and Erikson; Neo-Analytic: Jung and Adler. Application to individual difference: Male-Female Differences, Culture and Ethnic Differences, Love and hate.

#### **Unit-III**

**13 Hours**

Biological aspect of personality: Genetic and personality evolutionary approach to personality; Physiological approaches to personality; Behavioristic and social learning approaches: Skinner, Bandura and Mischel.

#### **Unit -VI**

**17 Hours**

Trait and Skill Aspects of Personality: Allport, Cattell and Eysenck's theories, BIG-FIVE Model; Humanistic and phenomenological approaches: Rogers and Kelly.

### **Transactional Mode**

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

### **Recommended Books:**

1. Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
2. Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge: Cambridge University Press.
3. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
4. Pervin, L. A. (2002) *Science of Personality* (2<sup>nd</sup> Ed.). USA: Oxford University Press.
5. Friedman, H. S. & Schustack, M. W. (2009) *Personality: Classic Theories and Modern Research*, 2nd edition. Pearson Education.
6. Calvin S. Hall C. S., Lindzey G. & Campbell J. B. (2007) *Theories of Personality* (4<sup>th</sup> Ed) Wiley.
7. Singh, A. K. (2015). *उच्चतर सामान्य मनोविज्ञान*. Varanasi: Motilal Banarasi Das.

<b>Course Title: World Literature in English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6357</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. 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 independence and identity, betrayal and consequences, freedom and confinement 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 identity and belonging, political and social turmoil, family and relationships in the selected text.

### **Course Content**

**UNIT-II** **08 Hours**  
D.H. Lawrence– *Sons and Lovers*

**UNIT-II** **08 Hours**  
Rohinton Mistry– *Such a Long Journey*

**UNIT-III** **07 Hours**  
Joseph Conrad– *Heart of Darkness*

**UNIT-IV** **07 Hours**  
Henry James– *The Portrait of a Lady*

• **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*. Finger print Publishing, 2018.
- Mistry, Rohinton. *Such a Long Journey*. Faber and Faber, 2006.
- James, Henry. *The Portrait of a Lady*. Penguin Classics, 2011

<b>Course Title: Punjabi Bhasha ate Gurmakhi Lippi</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6358</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

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

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਾਕ ਵਿਉਂਤ ਤੇ ਜਾਣੂ ਹੋਣਗੇ।
3. ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ ਸੂਝਬੂਝ ਵਿਚ ਵਾਧਾ ਹੋਵੇਗਾ।
4. ਗੁਰਮੁਖੀ ਲਿਪੀ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸੰਬੰਧ ਬਾਰੇ ਸਮਝ ਵਿਕਸਤ ਕਰਨਗੇ।

### Course Content

#### ਭਾਗ- ਓ

8 Hours

ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਨਿਕਾਸ ਅਤੇ ਇਤਿਹਾਸ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਪ੍ਰਮੁੱਖ ਲੱਛਣ

#### ਭਾਗ-ਅ

7 Hours

ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਸ਼ਬਦ ਬਣਤਰ ਤੇ ਸ਼ਬਦ ਰਚਨਾ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਵਾਕ ਵਿਉਂਤ

#### ਭਾਗ-ੲ

7 Hours

ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਇਤਿਹਾਸ

ਗੁਰਮੁਖੀ ਆਰਥੋਗ੍ਰਾਫੀ

#### ਭਾਗ-ਸ

08 Hours

ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ

ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਲਿਖਣ ਲਈ ਸਾਰਥਕਤਾ।

#### ਪੁਸਤਕਸੂਚੀ:

- ਬਲਦੇਵਸਿੰਘਚੀਮਾ, ਪੰਜਾਬੀਵਾਕਪ੍ਰਬੰਧਬਣਤਰਅਤੇਕਾਰਜ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੀ. ਬੀ. ਸਿੰਘ, ਗੁਰਮੁਖੀਲਿਪੀਦਾਜਨਮਤੇਵਿਕਾਸ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਬੁਟਾਸਿੰਘਬਰਾੜ, ਪੰਜਾਬੀਭਾਸ਼ਾ : ਸਰੋਤਤੇਸਰੂਪ, ਵਾਰਿਸਸ਼ਾਹਫਾਉਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
- ਦੁਨੀਚੰਦ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਕਾਸ, ਪੰਜਾਬਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
- ਦੁਨੀਚੰਦ, ਪੰਜਾਬੀਭਾਸ਼ਾਦਾਵਿਆਕਰਣ, ਪੰਜਾਬਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।

<b>Course Title: Sahitya Roop-Hindi</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6359</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. छात्ोिंकोनािककेअमस्वरूपएविंहवकासिमकाज्ञानिगा।
2. छात्ोिंकोएकािंकीकेस्वरूपहवकासिमकाज्ञानिगा।
3. साहित्यरूपकेअंतगमतउपनयासकेस्वरूपएविंभारतीयतापहशचमीहवकासपरम्पराकाज्ञानिगा।
4. छात्किहनयोिंकेहवकासिमसेअवगतितेएहवहवधकिानीआंदोलनोिंसेपररहचतीिंगे।

### Course Content

#### भाग(क)

**08 Hours**

नािक-अम, स्वरूप, हवश्लेषण, हवकासकीभारतीयएविंपारसीपरम्परा  
भीष्मसािनी: िानूश, राजकमलप्रकाशन, दररयागिंज, नईहदWी

#### भाग(ख)

**08 Hours**

एकािंकी: अम, प्रकार, स्वरूप, हवश्लेषणहवकासकाएहताहसकिम  
रीढ़कीिEी: जगदीशचन्द्रमािुर, राजकमलप्रकाशन, हदWी

#### भाग(ग)

**07 Hours**

उपन्यास-स्वरूप, अम, हवश्लेषण,  
आख्यानएविंआख्याहयकाकाहवकासताउपन्यासकाभारतीयसिंदभम।हवकासकीपहश्चमीपरम्परा  
रोमािंससेउपन्यासतककीयात्ा  
रणेन्द्र: गायबितादेश, पेब्लिनप्रकाशन, नईहदWी

#### भाग(घ)

**07 Hours**

किानी: स्वरूप, अम, हवश्लेषण, हवकासिम, आदशमवादीकिानीसेआदशोन्मुखकिानीतककीयात्ा, आधुह  
नकताएविंनईकिानीकादौर, किानीकेहवहवधआन्दोलन  
कृष्णासोबती: हसक्काबदलगाया, राजकमलप्रकाशन, नईहदWी

#### Transaction Mode:

व्याख्यान, सिंगोष्ठी, ई-िीमहशक्षण, ई-ट्यूिरिंग, सिंवाद, सिकमीसमूिचाम, मोबाइलहशक्षण, स्व-हशक्षा,  
सियोगात्मकहशक्षाऔरसिकारीहशक्षण

#### अध्ययनकेहलएसियायकपुस्तकसूची:

- ओझादशरि, हििंदिनािक: उद्भवऔरहवकास, राजपालएडसिंस, कश्मीरीगेि, हदWी, 2009
- शमामजगत्रािप्रसाद, हििंदिगद्यशैलीकाहवकास, नागरीप्रचाररणीसभा, काशी, 1969.
- शमामजगत्रािप्रसाद, किानीकारचनाहवधान, हििंदिप्रचारकसिंिन, हपशाचमोचनलुरावीर, वाराणसी, उत्तरप्रदेश1961.
- हमश्रराजेन्द्र, किानी, आन्दोलनऔरप्रवृहतयाँ, तक्षहशलाप्रकाशन, दररयागिंज, नईहदWी, 2009
- फार्मर, इ. एम्., उपन्यासकाहशल्य, हबिरहििंदिग्रन्थअकादमी, पिना, 1973.
- ह्वािआयन, उपन्यासकाउदय, िररयाणाहििंदिग्रन्थअकादमी, पिंचकूला, 1978

<b>Course Title: Mathematical Statics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6360</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. 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, (chisquare) 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 deviation of two normal populations.

#### **Transaction Mode**

Video Based Teaching, Collaborative teaching, Group Discussion, ted talks, Eteam Teaching, Flipped Teaching, Quiz, Opentalk, Case analysis.

#### **Suggested Readings**

- Medhi, J.(2000). Statistical Methods: An introductory Text, NewAge 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.

<b>Course Title: Classification of Indian Music</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6361</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

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

1. Studies about the gharana of Hindustani music.
2. learns about the musical forms of Hindustani music
- 3.learns to write the practical compositions according to the nation system.
4. understand the writing notation s of Vilambit Khayals & Drutkhayal in the Indian Music.

### **Course Content**

#### **UNIT-I**

**3Hours**

One Drut khayal with alaps and tanas in each of the following: Bhairvi, Ramkali, Miyan Malhar.

#### **UNIT-II**

**5 Hours**

Ability to play the following Taals on tabla. Ada chautaal, Jattaal, Tilwara. One Tarana with properstyle, in any of the Ragas prescribed in the Syllabus. Tuning of Tanpura. Gazal /Suffiana Qalamin prescribed Ragas with Proper Gayaki.

#### **Unit-III**

**3 Hours**

Origin and development of following Percussion Instruments:

Tabla, Mridang

#### **Unit-IV**

**4 Hours**

Origin and development of following Ghan sInstruments:

Khartaal, Manjeera

**SUGGESTED READINGS**

- Dr. Mrieunjaya Sharma and Dr. Ram Narayan:(2007) Sangeet manual; H.G PublicationsDelhi
- Dr.YashpalSharma (1998),Gayan Kalan; Punjabi University Patiala.
- Dr. Suman Lata( 2007) Hindustani ShastriSangeetAvamVyavhar; Karnal Publications.
- Dr.Davinder Kaur(1910),Sangeet Anjali Publications Patiala
- Shankar Lal Mishra & AlkaKatyal: SangeetShasterVivechan, Punjabi UniversityPatiala.

<b>Course Title: Study of Raga-III</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6362</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. The students will be able to depth study of Raags.
2. They will be able to ability to analyse Raag chalan and develop an interest in the critical study of Raags.
3. The students will be able to develop basic skills of playing instruments like Tanpura & Harmonium
4. Students will be able to understand Comparative study of Raags.

**Course Content****UNIT-I****8 Hours**

One Drut khayal with alaps& tanas in each of the following:  
Bhairvi, Ramkali, Miyan Malhar.

**UNIT-II****7 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 Qalamin prescribed Ragas with Proper Gayaki.

**Transaction Mode:**

Performance, Lecture, Peer Group Discussion, Self-Learning, YouTube

### **Suggested Readings**

- *Bhatkhande, Vishnu Narayan, Kramik Pustak Malika Sangeet KaryalayayHathras.*
- *Pataki, J.D. Aprachalit Raags (Part I to II), Anubhav Publication Allahabad.*
- *Jha Ramashraya, Abhinav Geetanjali, Sangeet KaryalayayHathras.*
- *Kapila, Surinder, Sangeet Ratnavali, Punjabi University Patiala.*
- *Sharma, Ganesh Parshad, Raag Praveen, Kanishka Publication Delhi.*
- *Abhinav geetanjali Part I to V - Pt. Ram Ashray Jha, Sangeet Karyalya, Hathras*

<b>Course Title: Historical Perspectives of Gurmat Sangeet</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6363</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

**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 Sahibji.
4. Procedure command overstringed instruments.

### **Course Content**

**UnitI** **3 hours**

Contribution & Development of Gurmat Sangeet in period Guru Tegbahadar ji and Guru Gobind Singhji.

**UnitII** **5 hours**

Contribution of Rababi tradition in Gurmat Sangeet.

Theoretical knowledge of playing techniques of Rabab and Dilruba.

**UnitIII** **3 hours**

Historical Development of Gurmat Sangeet during

Guru Har gobind sahib, Guru Har Raiji, Guru Har krishanji.

**UnitIV**

**4 hours**

Historical development of Music Instrument in Gurmat Sangeet.

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

**Suggested Readings**

- *Adi Granth Rag Kosh by Gurnam Singh, PuitarParmanikParkashan, Patiala.*
- *Gurmat Sangeet by Dharam Parchar Committee, CenteralYatimkhana, 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 PrabandhtePasaar 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.*

B.ABB.A

<b>Course Title: Practical approach to Ragas and Talas</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6364</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Total Hours: 15**

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

1. The students will be able to perform DrutKhayals proficiently the Raags of Hindustani classical music according to their syllabus.
2. The students will be able to perform proficiently the Raags of Hindustani classical music in various talas according to their syllabus.
3. Preserve, promote and propagate performing arts, particularly Hindustani Vocal Music.
4. The students will be able to develop basic skills of playing instruments like Tanpura & Harmonium

### **Course Content**

#### **Unit-I**

**8 Hours**

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**

**7 Hours**

Two shabad Reet on string instruments.

Ability to demonstrate the following Taals by hand in Ekgunand 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 PrabandhtePasaar by Dr. Gurnam Singh, PunjabiUniversity, Patiala.
- Gurmat Sangeet by Dharam Parchar Committee, CentralYatimkhana, Sri Amritsarsahib.
- Gurmat Sangeet Darpan by Prof. Kartar Singh, SGPC, Amritsar.SriGuru Granth Sahib Raag Ratnavli by Prof. Tara Singh, PunjabiUniversity, Patiala.
- TablaVaadan by Dr. jagmohan Sharma, Punjabi University, Patiala, 1996.

<b>Course Title: Sports and Events</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6363</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

**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**

**8 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, Principal Aspects of Personal Management

#### **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 (2<sup>nd</sup> revised and updated ed.); New Delhi; Khel Sahitya Kendra, (2016)
- P. Cherilladurai. 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, McGrawHill, 1961.
- Sandhu, K. Sports Dynamics: Psychology, Sociology and Management Sivia, G.S. Sports Management in Universities.

<b>Course Title: Project</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6366</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Total Hours: 15**

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

1. Develop effective project management skills, including project planning, scheduling, resource allocation, and risk assessment, to successfully execute Project Meet initiatives.

2. Analyze and apply advanced tools and techniques for project monitoring and control, ensuring that Project Meet stays on track, within scope, and on budget.

3. Demonstrate leadership and team work abilities by collaborating with diverse stakeholders, managing conflicts, and fostering a positive project environment during Project Meet execution.

4. 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.

<b>Course Title: Basic of Air Conditioning and Refrigeration</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6367</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. Describe the concept of refrigeration and its unit.
2. Describe different methods of refrigeration.
3. Explain air refrigeration cycle and its application in air craft.
4. CO5 Explain vapour absorption refrigeration system

### **Course Content**

#### **UNIT-I**

**8 Hours**

INTRODUCTION: Its meaning and application, unit of refrigeration; Various methods of refrigeration.

REFRIGERANTS: Definition, classification & properties of few important refrigerants

#### **UNIT-II**

**8 Hours**

Refrigeration Cycles: Refrigeration, carnot cycle of refrigeration (ideal cycle).  
Concept of house hold refrigerator working on vapour compression cycle,

#### **UNIT-III**

**7 Hours**

INTRODUCTION: Its meaning and general application. Psychrometry: Definition, Composition of air, Gas and Vapour mixture, Dry and Wet bulb temperature, Wet bulb depression, Dew point, Dew point depression, Saturated air, Specific humidity, Degree of saturation, Relative humidity, Absolute humidity, Humid specific volume and humid specific heat, Enthalpy of moist air

#### **UNIT-IV**

**7 Hours**

ROOM AIR CONDITIONING: Brief idea of room air conditioning, Window types packaged air conditioner. Central air conditioning system, Round the year air conditioning

**Suggested Readings:**

- *Refrigeration & Air Conditioning, Sadhu Singh, Khanna Publishing House 2.*
- *Refrigeration and Air Conditioning: A Sarao*
- *Refrigeration and Air Conditioning: RS Khurmi*

<b>Course Title: Basic of Air Conditioning and Refrigeration Lab</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6368</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

### **Course Content**

#### **List Of Practicals**

Study on refrigeration Test Rig.

To study function and working of different parts of an Air Conditioning equipment.

Study on Heat Exchanger.

Study on compression system.

Visit report on Ice Plant.

<b>Course Title: Community Nutrition and Public Health Hygiene</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6369</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. Provide information regarding nutritional assessment.
2. Impart nutrition education among rural and needy people.
3. Acquaint knowledge regarding food security and government and international program running in the field of community nutrition.
4. Understand Public Health and Nutrition Concepts

### **Course Content**

#### **UNIT-1**

**8 Hours**

**Introduction to Community Nutrition:** Define Community, concept of Community nutrition, Public Health nutrition, goals of Nutrition Programme, Dietary Guidelines, Nutritional surveillance and Nutritional Assessment.

**Nutritional Problem in India:** Magnitude of nutritional problems in India, Protein energy malnutrition, anaemia, vitamin A deficiency, Iodine deficiency disorder, over nutrition and chronic degenerative diseases. Strategies for the control of malnutrition.

#### **UNIT-2**

**8 Hours**

**Hygiene** – Definition; Personal, Community, Medical and Culinary hygiene; WASH (Water, Sanitation and Hygiene) programme.

**Rural Community Health:** Village health sanitation & Nutritional committee (Roles & Responsibilities);

**Community& Personal Hygiene:** Environmental Sanitation and Sanitation in Public places, Public Awareness

#### **UNIT- 3**

**7 Hours**

**Health Hazards:** Definition, factors influencing health

**Diseases:** Common food borne and water borne diseases, mode of transmission, causative agents, symptoms and control, Sexually Transmitted infections.

**Health Education:** Definition, objectives, principles and methods of health education, ill effects of smoking, alcoholism and drug abuse, Population Control and Family Welfare.

#### **UNIT-4**

**7 Hours**

**Community Nutrition Programmes:** Introduction to National Nutrition programmes and policies, Integrated Child Development Services (ICDS), National Rural Development Programme (NRDP), National Rural Employment Programme (NREP).

**International Community Nutrition Programmes:** Food and Agriculture Organization (FOA), World Health Organization (WHO), United Nations Children's Fund (UNICEF).

#### **Suggested Readings:**

- *Bamji, M.S., K. Krishnaswamy & G.N.V. Brahmam (2009) Textbook of Human Nutrition(3rd edition) Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi*
- *Bendich, A and Deckelbaum,RJ, 1997. Preventive Nutrition.The Comprehensive guide for health professional.*
- *Bagchi,K. 1990. Guidelines for the management of nutrition programmes- a manual for nutrition officers.WHO EMRO Technical Publication no. 15, WHO,Geneva*
- *Srilakshmi, B., (2010)Food Science, (5th Edition) New Age International Ltd., New Delhi*

<b>Course Title: Community Nutrition and Public Health Hygiene (Practical)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6370</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

### **Course Content**

Nutritional Assessment Methods: Anthropometric Measurements (Height, weight, BMI, Dietary Surveys & Recall Methods (24-hour recall, food frequency questionnaire)

Meal planning for vulnerable groups (pregnant women, children, elderly).

Developing IEC (Information, Education, and Communication) materials

Conducting cooking demonstrations for healthy eating.

Conducting a commUNITY nutrition survey. Writing reports and presenting findings

<b>Course Title: Bharatavarsha—A Land of Rare Natural Endowments</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: IKS0001</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:

Understand the concept and meaning of the Bharatavarsha

Discuss the role and impact of civilizations of India.

Describe the distinctive features of Indian vegetation, animal and mineral wealth.

Trace the influence and significance of geographical features on Indian culture.

### **Course Content**

#### **UNIT-I**

**8 Hours**

Ancient India- Bharat Varsha: People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers.

#### **UNIT-II**

**8 Hours**

The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley; Our coastal plains; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate.

#### **UNIT-III**

**7 Hours**

Abundant rains, sunshine and warmth, vegetation, animals and mineral wealth. Most populous country in the world. India's prosperity held the world in thrall.

#### **UNIT-IV**

**7 Hours**

Splendid geographical isolation of India and the uniqueness of Indian culture. Characteristics of Indian culture, Significance of Geography on Indian Culture

#### **Transactional Mode:**

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

**Suggested Readings:**

- *BaladevUpadhyaya, SamskrtaŚāstromkaItihās, Chowkhambha, Varanasi, 2010.*
- *D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.*
- *Chakravarti, Ranabir: Merchants, Merchandise & Merchantmen, in: Prakash, Om (ed.): The Trading World of the Indian Ocean, 1500-1800 (History of Science, Philosophy and Culture, 362 in Indian Civilization, ed. by D.P. Chattopadhyaya, vol. III, 7), Pearson, Delhi, 2012, pp. 53-116.*
- *Chaudhuri, Kirti N.: Trade and Civilisation in the Indian Ocean, CUP, Cambridge, 1985.*
- *Malekandathil, Pius: Maritime India: Trade, Religion and Polity in the Indian Ocean, Primus Books, Delhi, 2010.*
- *McPherson, Kenneth: The early Maritime Trade of the Indian Ocean, in: ib.: The Indian Ocean: A History of People and The Sea, OUP, 1993, pp. 16-75.*
- *Christie, J.W., 1995, State formation In early Maritime Southeast Asia, BTLV*
- *Christie, J.W., 1999, The Banigrama in the Indian Ocean and the Java sea during the early*
- *Asian trade boom, Communarute'smaritimes de l'oceanindien, Brepols*
- *De Casparis, J.G., 1983, India and Maritime Southeast Asia: A lasting Relationship, Third Sri Lanka Endowment Fund Lecture.*
- *Hall, K.R., 1985, Maritime Trade and State development in early Southeast Asia, Honolulu. Walters, O.W., 1967, Early Indonesian Commerce, Ithaca.*

<b>Course Title:</b> ਪੰਜਾਬੀ ਰੇਖਾ ਚਿੱਤਰ ਤੇ ਸਾਹਿਤ ਦੇ ਰੂਪ	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6371</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

**Learning outcomes:** ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀ:

ਰੇਖਾ ਚਿੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।  
 ਵਿਆਕਰਨਕ ਸ਼ੈਲੀਆਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ।  
 ਸਾਹਿਤ ਅਤੇ ਹੋਰ ਰੂਪਾਂ ਬਾਰੇ ਸਮਝਣ ਦੇ ਸਮਰਥ ਹੋਣਗੇ।  
 ਆਧੁਨਿਕ ਸਾਹਿਤ ਦੇ ਦ੍ਰਿਸ਼ ਰੂਪਾਂ ਨੂੰ ਸੁਝ ਬੁਝ ਨਾਲ ਸਮਝਣਗੇ।

**Course Content**

**ਭਾਗ-ੳ.** **08 hours**  
 ਹੁਸੀਨ ਚਿਹਰੇ (ਬਲਵੰਤ ਗਾਰਗੀ)

**ਭਾਗ-ਅ** **07 hours**  
 ਵਿਆਕਰਨ :  
 (ੳ) ਵਿਆਕਰਨ ਸ਼ੈਲੀਆਂ :ਲਿੰਗ ਅਤੇ ਵਚਨ  
 (ਅ) ਨਾਂਵ ਵਾਕੰਸ਼ ਅਤੇ ਕਿਰਿਆ ਵਾਕੰਸ਼ :ਪਰਿਭਾਸ਼ਾ, ਬਣਤਰ ਤੇ ਪ੍ਰਕਾਰ

**ਭਾਗ-ੲ** **08 hours**  
 ਸਾਹਿਤ ਅਤੇ ਹੋਰ ਅਨੁਸ਼ਾਸਨ :ਸਾਹਿਤ ਅਤੇ ਸਮਾਜ, ਸਾਹਿਤ ਅਤੇ ਸ਼ਖਸੀਅਤ, ਸਾਹਿਤ ਅਤੇ ਸਭਿਆਚਾਰ  
 ਭਾਗ-ਸ.

ਆਧੁਨਿਕ ਸਾਹਿਤ ਰੂਪ (ਦ੍ਰਿਸ਼ ਰੂਪ): ਨਾਟਕ ਅਤੇ ਇਕਾਂਗੀ **07 hours**

**ਪੁਸਤਕ ਸੂਚੀ**

- ਪਰਮਿੰਦਰ ਸਿੰਘ, ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਸਾਹਿਤ ਦੇ ਰੂਪ, ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
- ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਰੋਤ ਤੇ ਸਰੂਪ, ਵਾਰਿਸ਼ਾਹਫਾਊਡੇਂਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ
- ਸੁਖਵਿੰਦਰਸਿੰਘਸੰਘਾਂ, ਪੰਜਾਬੀਭਾਸ਼ਾਵਿਗਿਆਨ, ਪੰਜਾਬੀਭਾਸ਼ਾਅਕਾਦਮੀ, ਜਲੰਧਰ
- ਰਤਨਸਿੰਘਜੱਗੀ, ਸਾਹਿਤਦੇਰੂਪ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਅਬਨਾਸ਼ਕੌਰ, ਪੰਜਾਬੀਰੇਖਾਚਿੱਤਰ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- ਸ. ਪ. ਸਿੰਘਅਤੇਜਸਵਿੰਦਰਸਿੰਘ, ਕਥਾਲੋਕ, ਪਬਲੀਕੇਸ਼ਨਬਿਊਰੋ, ਪੰਜਾਬੀਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

<b>Course Title:</b> हिन्दीनिर्वाच	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6372</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

Course out Come

- छात्रनिबंधकेस्वरूपसेपरिचितहोंगे।
- छात्रोंमेंवस्तुविश्लेषणकीक्षमताविकसितहोगी।
- छात्रनिबंधकेविविधप्रकारोंसेअवगतहोंगे।
- छात्रोंमेंसृजनात्मकअमताकाविकासहोगा।

Unit 1

08 Hours

( I ) निका: परिभाषा, अर्थएवंस्वरूप-विकास।

(11) निबन्ध :वीर्यन्त्याएवंउसकाआचचार!

Unit 2

08 Hours

I ) विषयप्रधाननिर्वाचच :इतिहासकाअवलोकन, औरवर्तमानपरिप्रेक्षम

(11) हिन्दीकेप्रमुखविषय-प्रधाननिबच्चाकार

Unit 3

07 Hours

विषयीप्रधानमाललितव्यक्तिक) निषेच्ाःइतिहास, वर्तमानऔरभविष्य

1हिन्दीकेप्रमुखललितनिबचकार (कहजारीप्रसादद्विवेदी, कुबेरनाथराम, विद्यानिवासमिश्र, विवेकीराम, कन्हैयालालमिश्र 'प्रभाकर')

Unit 4 07 Hours

हिन्दीकेमहत्वपूर्णनिबंचा :

विषयप्रधान :श्रद्धाऔरभक्ति (रामचन्द्रशुक्काकलाकारऔरसौंदर्य (रामविलासशर्मा)

सहजसाचानाहजारीप्रसादद्विवेदी), कविताकेनयेप्रतिमान (नामवरसिंह), लघुमानवकेबहानेनईकवितापरएकबहस (विजयदेवनारायणसाही)

सहायकपुस्तकें

- हिन्दीनिकलकरविकास :ओंकारनाथशर्मा
- निर्वाच: सिद्धान्तऔरप्रयोग: डॉ०हरिहरनाथद्विवेदी
- विचारऔरविवेचन :डॉ०नगेन्द्र, २०१नईदिल्ली-
- शास्त्रीयसमीक्षाकेसिद्धान्त: डॉ०गोविन्दतिगुणायतभारतीसाहित्यमंदिर, फव्वारा, दिल्ली
- हिन्दीमेंनिबंध- साहित्य :जनार्दनस्वरूपअग्रवाल, साहित्यभवन, लिमिटेड, प्रयाग
- हिन्दीगद्यसाहित्य :रामचन्द्रतिवारी, विश्वाविद्यालयप्रकाशन, चौक, वाराणसी

<b>Course Title: Literature, Review and Story Writing in English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: BAT6373</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours: 30**

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

1. Critically analyse and interpret the theme of caste discrimination, identity and self-worth, and social activism and change in the selected text.
2. Critically analyse and interpret the themes of parental concern, choices and consequences, nature, and identity in the selected poetic pieces.
3. Analytically evaluate literary works, and construct persuasive letters addressing pertinent issues.
4. Craft compelling narratives from unstructured outlines, with Compelling characterization and plot lines.

### **Course Content**

#### **Unit-1**

**09 hours**

Untouchable by Mulk Raj Anand

#### **Unit-2**

**10 hours**

Selected College Poems (Orient Longman). Edited by Ambika Sengupta-  
The following poems from this book are prescribed:

A Prayer for My Daughter

The Kingfisher

Night of the Scorpion

Punishment in Kindergarten.

**Unit-3**

**06 hours**

(a)Book Review

(b)Letter to Editor

**Unit-4**

**05 hours**

Development of a story from a given outline of 3-4 lines (Guided Composition)

**ReferenceBooks:**

- Anand, MulkRaj. *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 EffectiveLetters*.OxfordUniversityPress,2016.
- Rosen, Leonard J. *Successful Writing at Work: Concise Third Edition*. Cengage Learning, 2015.