

# **GURU KASHI UNIVERSITY**



**Bachelor of Arts**

**Session: 2023-24**

**Department of Arts**

## **GRADUATE OUTCOMES OF THE PROGRAMME**

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

## **PROGRAM LEARNING OUTCOMES**

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

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

### Programme Structure of BA

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

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

<b>Semester-III</b>									
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>			
BAT319	Language and Essays- English	Core	3	1	0	4			
BAT320	Sociology of Health	Skill Based	2	0	0	2			
BAT321	Listening and Speaking Skills- English	Technical Skill	3	0	0	3			
BAT322	Reasoning Ability	Ability Enhancement	1	0	0	1			
BAT399	MOOC	XXX	2	0	0	2			
<b>Compulsory (Any one of the following)</b>									
BAT323	Punjabi Kahani	Generic Elective	3	1	0	4			
BAT324	Punjab History and Culture -III								
<b>Discipline Elective (Any one of the following)</b>									
BAT325	Drama and Literature- English	Discipline Elective-V	3	0	0	3			
BAT326	Punjabi Ikangi								
BAT327	Sahitya Sopan- Hindi Literature								
<b>Discipline Elective (Any two of the following)</b>									
BAT328	Semitic Religion	Group	3	0	0	3+3			
BAT329	Indian Economy								
BAT330	Development of Indian Constitution								
BAT331	History of Modern India								
BAT332	Indian Society								
BAT333	Linear Algebra								
BAT334	Social Action movements and campaigns								
BAT335	Psychology of Individual Differences								
BAT336	Sports Training in Physical Education*						2	0	2
BAT337	Introduction to Indian Music*								
<b>Open Elective Course</b>									
	XXX	IDC	2	0	0	2			
<b>Total</b>			<b>24</b>	<b>2</b>	<b>2</b>	<b>27</b>			
<b>Open Elective Course</b>									
BAT338	Introduction of Economics	Open Elective	2	0	0	2			
BAT339	Statistics Methods: An Economic Applications								
<b>total</b>			<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>			
<b>*Their LTP may be read as Lectures (2), Practical (2).</b>									

<b>Semester-IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BAT419	Literature and Language Skills-English	Core	3	1	0	4
BAT420	Reading & Writing Skills-English	Technical Skill	3	1	0	4
<b>Compulsory (Any one of the following)</b>						
BAT421	Punjabi Naval	Generic Elective	3	0	0	3
BAT422	Punjab History and Culture-IV					
<b>Discipline Elective (Any one of the following)</b>						
BAT423	Literary Masterpieces: From Elizabethan to Romantic Period- English	Discipline Elective-VII	3	0	0	3
BAT424	Punjabi Kavita					
BAT425	Hindi Bhasha					
<b>Discipline Elective (Any two of the following)</b>						
BAT426	Religious Movements: Medieval and Modern	Group	3	0	0	3+3
BAT427	Public Finance and International Economics					
BAT428	Indian Political System					
BAT429	History of Punjab (1469- 1707AD)					
BAT430	Social Change and Development					
BAT431	Complex Analysis					
BAT432	Social work and Social Development					
BAT433	Statistics in Psychology					
BAT434	Sports Medicine*					
BAT435	Introduction of Punjabi Music*					
<b>Value Added Course (for other departments also)</b>						
BAT436	Introduction to Human Rights & Duties	Value Added Course	2	0	0	2
<b>Total</b>			<b>19</b>	<b>2</b>	<b>0</b>	<b>22</b>
<b>*Their LTP may be read as Lectures (2), Practical (2).</b>						

<b>Semester-V</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BAT519	Literature and Translation-English	Core	3	1	0	4
BAT520	Fundamentals of web design	Skill Based	1	0	2	3
BAT521	Script Writing	Technical Skill	3	0	0	3
BAT599	MOOC	XXXX	-	-	-	2
<b>Compulsory (Any one of the following)</b>						
BAT522	Lokdhara Ate Sabhyachar	Generic Elective	3	1	0	4
BAT523	Punjab History and culture-V					
<b>Discipline Elective (Any one of the following)</b>						
BAT524	British Literature- English	Discipline Elective	3	0	0	3
BAT525	Punjabi Vartak					
BAT526	Sahitya Sarani - Hindi Literature					
<b>Discipline Elective (Any two of the following)</b>						
BAT527	The Sikh Scripture, Thoughts and Institutions	Group	3	0	0	3+3
BAT528	Development Economics					
BAT529	International Politics					
BAT530	History of World					
BAT531	Foundation of Social Thought					
BAT532	Real Analysis					
BAT533	Research Method in Social work					
BAT534	Counselling Psychology					
BAT535	Test, Measurement and Evaluation in Physical Education*					
BAT536	Music Theory for Singers*					
<b>Total</b>			<b>18</b>	<b>2</b>	<b>4</b>	<b>25</b>
<b>* Their LTP may be read as Lectures (2), Practical (2).</b>						

<b>Semester-VI</b>										
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>				
BAT602	Literature, Review and Story Writing-English	Core	3	1	0	4				
BAT603	Fundamentals of Performing Arts.	Skill Based	2	0	0	2				
BAT604	Archives and Museums	Technical Skill	3	0	0	3				
BAT605	Ethics, Values, and Social Stability	Compulsory Foundation	2	0	0	2				
<b>Compulsory (Any one of the following)</b>										
BAT606	Punjabi Safarnama Ate Vyakaran	Generic Elective	3	1	0	4				
BAT607	History and Culture of Punjab-VI									
<b>Discipline Elective-XI (Any one of the following)</b>										
BAT608	World Literature-English	Discipline Elective	3	0	0	3				
BAT609	Punjabi Viharak Samikhya ( Kavita Ate Vartak)									
BAT610	Hindi-साहित्य- रूप									
<b>Discipline Elective-XII (Any two of the following)</b>										
BAT611	Religion and Philosophy of Religion	Discipline Elective Group	3	0	0	3+3				
BAT612	Statistics									
BAT613	Comparative Politics									
BAT614	History of Punjab(1799-1858AD)									
BAT615	Sociology of Globalisation									
BAT616	Mathematical Statistics									
BAT617	Case work and counselling: Working with marginalized Community									
BAT618	Clinical Psychology									
BAT619	Fundamental of Research in Physical Education*						2	0	2	
BAT620	Vocal Performance and Audition Preparation*									
<b>Total</b>			<b>21</b>	<b>2</b>	<b>0</b>	<b>24</b>				
<b>*Their LTP may be read as Lectures(2), Practical(2)</b>										



## **Evaluation Criteria for Theory Courses**

***NOTE: Best Two C1 & C2 will be included***

A. Continuous Assessment: [25Marks]

i. C1(10Marks)

ii. C2 (10Marks)

iii. C3(5Marks)

For each CA conduct surprise test, quiz, termpaper, assignments, etc.

B. Attendance(5marks)

C. MidSemesterTest-1:(30Marks)

End-TermExam:(40Marks)

**Semester-I**

**Course Title: Prose, Poetry and Language-  
English**

**Course Code:BAT120**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</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. Synthesise four basic skills of language –reading, writing, listening and speaking.
2. Communicate and converse in English in real life situations.
3. Internalize the grammar and appropriate vocabulary of English language.
4. Inculcate writing skill to apply at diverse levels of composition.

**Course Content****UNIT-I****14 hours**

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

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

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

- The Villain : W.H. Davies
- The Tyger: William Blake
- What Do Animals Dream: Yahia Lababidi
- Magic Of Love: Helen Farries
- The Charge of the Light Brigade: Lord Tennyson

**UNIT-III****17 hours**

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

**UNIT-IV**

**14 hours**

Writing skills

Email

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

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

**SUGGESTED READINGS**

- *Best, Wilfred D. The Student's Companion, The Pearson Education, 1983.*
- *Eastwood, John. Oxford Practice Grammar, OUP, 2004.*

**Course Title: Basics of English****Language****Course Code: BAT121**

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

**Total Hours: 30**

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

1. Synthesise four basic skills of language –reading, writing, listening and speaking.
2. Communicate and converse in English in real life situations.
3. Explore the benefits and barriers of Effective Reading.
4. Differentiate between Formal and Informal Writing.

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

Basic Parts of Speech - Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, Interjection.

**UNIT-II****7 hours**

Listening Skills- Purpose of Listening, Listening to Conversation (Formal and Informal), Benefits of Effective Listening, Academic Listening (Listening to Lectures), Note Taking Tips.

**UNIT-III****9 hours**

Speaking Skills- Importance of Spoken English, Status of Spoken English in India, International Phonetic Alphabet (IPA) Symbols, spelling and Pronunciation.

Reading Skills- Purpose, Process, Methodologies, Levels of Reading, Reading Comprehension, And Academic Reading Tips.

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

Writing Skills- Elements of Effective Writing (What is Writing), The Sentence, Phrases and Clauses, Types of Sentences, Main Forms of Written Communication, Paragraph Writing (Linkage and Cohesion), Letter Writing (formal and informal), Essay Writing, Notices.

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

**SUGGESTED READINGS**

- *Monippally, Matthukutty, M. Business Communication Strategies. Tata McGraw-Hill Publishing Company Ltd., 2001.*
- *Adair, John. Effective Communication. Pan Macmillan Ltd.,2003.*
- *Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.*

**Course Title: Society and Media****Course Code:BAT122**

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

**Total Hours: 45**

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

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

### Course Content

#### UNIT-I

**15 hours**

##### Introduction to Sociology of Media

Defining media sociology: Concepts, theories, and perspectives.

Historical development of media and its societal impact.

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

Ethical considerations in media production and consumption.

#### UNIT-II

**10 hours**

##### Media and Culture

Media and cultural studies: Representation, stereotypes, and diversity.

Media and identity formation: Gender, race, and social class.

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

Globalization and cultural imperialism in media.

#### UNIT-III

**10 hours**

Unit III: Media and Power

Media ownership and concentration of media power.

Media regulation and censorship: State control and media freedom.

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

Alternative and independent media: Resistance and counter-narratives.

**UNIT-IV**

**10 hours**

**Media and Social Issues**

Media effects theories: Agenda-setting, cultivation, and framing.

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

Media literacy and critical analysis of media content.

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

**Suggestive Readings**

Croteau, D., & Hoynes, W. (2019). *Media/Society: Technology, Industries, Content, and Users*. Sage Publications.

McQuail, D. (2018). *McQuail's Mass Communication Theory*. Sage Publications.

Couldry, N. (2012). *Media, Society, World: Social Theory and Digital Media Practice*. Polity Press.

Livingstone, S., & Lunt, P. (2014). *Media Regulation: Governance and the Interests of Citizens and Consumers*. Sage Publications.

Curran, J., & Seaton, J. (2017). *Power without Responsibility: Press, Broadcasting, and the Internet in Britain*. Routledge.

**Course Title: Computer Fundamentals**

**Course Code: BAT123**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Total Hours: 20**

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

1. Learn about basics of computers.
2. Learn about basics of Hardware Components.
3. Learn about basics of Operating and Application System Software.
4. Practice handful exercises on Documentation, Spreadsheet, and Presentation.

### **Course Content**

#### **UNIT-I**

**6 hours**

**Basics of Computers:** Definition of a computer; Characteristics and Applications of computers; Block Diagram of a Digital Computer; Classification of Computers based on size and working; Central Processing Unit; I/O Devices.

Primary, Auxiliary and Cache Memory; Memory Devices; Software, Hardware, Firmware and Peopleware; Definition and Types of Operating system; MS-DOS; MS Windows; Desktop, Computer, Documents, Pictures, Music, Videos, Recycle Bin, Task Bar, Control Panel.

#### **UNIT-II**

**3 hours**

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



**UNIT-III**

**3 hours**

**MS-PowerPoint:** Features of PowerPoint; Creating a Blank Presentation; Creating a Presentation using a Template; Inserting and Deleting Slides in a Presentation; Adding Clip Art/Pictures; Inserting Other Objects, Audio, Video; Resizing and Scaling of an Object, Slide Translation; Custom Animation.

**UNIT-IV**

**3 hours**

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

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title:** ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੌਧਕਾਲੀਨ ਇਤਿਹਾਸ**Course Code:** BAT124

L	T	P	Cr.
3	0	0	3

**Total Hours: 45****Learning Outcomes:** After completion of this course, the learner will be able to:

1. ਵਿਵਿਧ ਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਇਤਿਹਾਸਕਾਰੀ ਨਾਲ ਜੋੜਨਾ।
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਇਤਿਹਾਸ ਨਾਲ ਜੁੜੇ ਅਵਿਮ ਪੱਖਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਚਿੱਠਾ
3. ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਸਵਿਆਚਾਰਕ ਅਤੇ ਰਾਜਸੀ ਪਵਰਪੇਖ ਪਰਤੀ ਜਾਗਰ ਕਤਾ ਪੈਂਦਾ ਕਰਨਾ।
4. ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਧਰਮਿਕ ਅਤੇ ਪਰਵਿਰਤੀਆਂ ਬਾਰੇ ਆਲੋਚਨਾਤਮਕ ਸ ਝ ਪੈਂਦਾ ਕਰਨਾ।
5. ਇਸ ਕਾਲ ਵਿੱਚ ਸਾਹਿਤ ਵਿੱਚ ਸਾਂਝੇ ਲੱਛਣ, ਝੁਕਾਅ ਅਤੇ ਸਮੱਚੇ ਯੋਗਿਅਨ ਬਾਰੇ ਚਿਰਪਰ ਜਾਣਕਾਰੀ ਚਿੱਠਾ

**Course Content****ਿੰਗ-ੳ****10 hours**

ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਇਤਿਹਾਸ  
 ਵਿੱਚ ਕਾਲ ਵਿੱਚ ਪਰਿ ਮੁਗਲ  
 ਕਾਲ (983-1520)

ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਇਤਿਹਾਸ ਵਿੱਚ ਆਵਿ-ਵਝੁੰ ਵਿ

**10 hours****ਭਾਗ-ਅ**

ਨਾਥ ਜੋਗੀਆਂ ਵਿੱਚ ਸਾਹਿਤ  
 ਸਫੀ ਮੱਤ ਅਤੇ ਬਾਬਾ ਫਰੀਦ

**ਭਾਗ- ਏ****10 hours**

ਿੰਗਤੀ ਸਾਹਿਤ  
 ਵਿੱਚ ਰਸਮੀ ਸਾਹਿਤ

**ਭਾਗ-ਸ****10 hours**

ਲੋਕ - ਸਾਹਿਤ  
 ਵਿੱਚ ਰਤਕ ਸਾਹਿਤ  
 ਵਕੱਸਾ- ਕਾਵਿ ਤੇ ਵਿੱਚ ਫੱਟਕਲ ਰਚਨਾ ਵਿੱਚ

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

**ਸਿਥਿਕਪੁਸਤਕਸੂਚੀ**

ਵਕਰਪਾਲ ਵਸੁੰਘ ਕਸੇਲ, ਪੁੰਜਾਬੀ ਸਾਹਿਤ ਿੀ ਉਤਪੱਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਿੈਰ ਬੁਕਸ਼ਾਪ, ਲੁਵਧਆਣਾ, 2004

**Course Title: Punjab History and Culture-I****Course Code: BAT125**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. Interpret of the historical sources of ancient India. As well as develop understand the glory of age of Harrappan Civilization.
2. Analysis the various concepts regarding Political and Social customs of Vedic age and later Vedic age.
3. Gather knowledge how to rise of Jainism and Buddhism religion and culture in ancient India.
4. Gather knowledge about the Alexander's Invasions and its impact.

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

Physical features of the Punjab & their impact on history. Sources of the Ancient History of Punjab. Harappan Civilization: important places, script, town planning.

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

Rig Vedic Civilization: original home of the Aryans; their social, political economic and religious life.

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

Later Vedic Civilization: Political, Social and Religious life. Teachings and impact of Jainism.

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

Buddhism  
Alexander's Invasions and its impact.

**Transaction Mode**

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

**Suggested Readings**

- *Majumdar, R.C, The Vedic Age, Munshi Ram Manohar, 2010*
- *Thapar, Romila, The Penguin History of Early India; From the Origin to A.D. 1300, Penguin, London, 2002.*
- *Thapar, Romil, Asoka and the decline of the Mauryas, Oxford, Dehli, 2012.*
- *Goyal, S.R, A History of Indian Buddhism, Chicago, 1974.*
- *Singh, Upinder, A History of Ancient and Early Medieval India, 2008*

**Course Title: Prose and Literature-  
English**

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

**Course Code: BAT126**

**Total Hours: 45**

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

1. Construct four basic skills of language –reading, writing, speaking and listening.
2. Explain English literature and its various genres.
3. Demonstrate the knowledge of Prose and the literary terms pertaining to it.
4. Grasp the individual sounds/symbols of English language and Phonemic Transcription.

### **Course Content**

#### **UNIT-I**

**11 hours**

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

#### **UNIT-II**

**13 hours**

1. Prose
2. The Types of Prose
  - (i) Narrative
  - (ii) Epic
  - (iii) Dramatic
  - (iv) Informative
  - (v) Contemplative
  - (vi) Satire
  - (vii) Allegory
  - (viii) Parable
  - (ix) Oxymoron
  - (x) Biography and Autobiography
  - (xi) Irony
  - (xii) Fable

- (xiii) Lyric
- (xiv) Paradox

**UNIT-III**

**11 hours**

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

**UNIT-IV**

**10 hours**

Khushwant Singh: *A Train to Pakistan*

**Prescribed Text**

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

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

**SUGGESTED READINGS:**

- *Abrams, M.H. A Glossary of Literary Terms, Cengage Learning India, 2015.*
- *Twentieth Century Reader's Guide to Literacy Terms, OUP, 1997.*
- *Singh, Khushwant. A Train to Pakistan, Penguin Classics, 2023.*

**Course Title:** ਆਧੁਨਕ ਪੰਜਾਬੀ ਕਵਿਤਾ

**Course Code:** BAT127

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. ਕਵਿਤਾ ਿੇ ਤੱਤਾਂ ਕਲਾ, ਕਲਪਨਾ, ਕਲਾ ਵਿਸ਼ਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
2. ਆਧੁਨਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿਾਸਲ ਕਰਨਗੇ
3. ਕਵਿਤਾ ਨੂੰ ਸਮਝਣ ਅਤੇ ਕਵਿਤਾ ਰਚਨਾ ਵਿਚ ਰੁਚੀ ਪੈਿਾ ਿੇਿੇਗੀ।
4. ਆਧੁਨਕ ਪੰਜਾਬੀ ਕਵੀਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।

### Course Content

#### ਭਾਗ-ੳ

ਪੰਜਾਬੀ ਕਵਿਤਾ ਿਾ ਇਵਤਿਾਸ ਅਤੇ

ਪਰਵਿਰਤੀਆਂ ਮੱਧਕਾਲੀ ਅਤੇ ਆਧੁਨਕ

ਕਵਿਤਾ ਿਾ ਅੰਤਰ ਭਾਗ - ਅ

.ਲਾਲਾ ਵਕਰਪਾ ਸਾਗਰ : ਪੰਜਾਬ ਅਤੇ ਪੰਜਾਬੀਅਤ ਿਾ ਕਵਿ

.ਲਾਲਾ ਧਨੀ ਰਾਮ 'ਚਾਵਤਰਕ' ਪੰਜਾਬੀਅਤ ਿਾ ਆਸਕ

.ਵਸਿ ਕੁਮਾਰ ਬਟਾਲੀ : ਜੇਬਨ ਰੱੁਤ ਿਾ ਆਸਕ

.ਰਵਿੰ ਿਰ ਰਿ : ਤਲਖ ਿਕੀਕਤਾ ਿਾ ਪਰਿਾਿ

#### ਭਾਗ- ਲ਼

.ਪਰੇਫੈਸਰ ਪ ਰਨ ਵਸੁੰਘ : ਆਪ ਮੁਿਾਰਾ ਿਰਿਾ ਿਵਰਆ

.ਬਾਬ ਫੀਰੋਜ਼ੀਨ ਸ਼ਰਫ :ਜਨ-ਸਾਧਾਰਨ ਪ੍ਰਿੁਚ ਿਾ ਨਗਮਾ

.ਵਗਆਨੀ ਗੁਰਮੁਖ ਵਸੁੰਘ 'ਮੁਸਾਵਫਰ' ਮਾਨਿਿਾਿੀ ਵਿਚਾਰਾਂ ਿਾ ਵਸਖਰ

.ਪਰੇ. ਮੇਿਨ ਵਸੁੰਘ : ਸੈ ਤੋਂ ਵਿਸਿ ਸਾਂਝਾਂ ਿਾ ਸਫਰ

.ਸਾਧ ਵਸੁੰਘ 'ਿਮਿਰਿ ਗ਼ਜ਼ਲ ਰੀ-ਸਾਇਰ

ਅੰ ਵਮਰਤਾ ਪਰੀਤਮ ਪੀੜਤ ਨਾਰੀ ਿੀ

#### ਆਜ਼ ਭਾਗ-ਸ

ਸੁੰਤੇਖ ਵਸੁੰਘ ਧੀਰ : 'ਕਲਾ ਸਮਾਜ ਲਈ ਿਾ ਧਾਰਨੀ

.ਪਰੇਫੈਸਰ ਿੀਿਾਨ ਵਸੁੰਘ - ਸੈ ਪਵਿਚਾਣ ਿੀ ਸੁਰ

.ਗੁਲਿੰਤ : ਮਨੋ ਼ਖੀ ਲੋੜਾਂ ਪਰਤੀ ਸੁਚੇਤ ਆਜ਼



ਮੇਂਿਣ ਵਸੁੰਘ 'ਮੀਸਾ ਿੀ ਕਵਿਤਾ : ਬੈਵਧਕਤਾ ਿਾ ਘੁੰਸ  
.ਸੁਖਪਾਲਿਰ ਵਸੁੰਘ - 'ਿਸਰਤ ਸ਼ਕਤੀ ਿੀ ਿੋਂਿ ਿਾ ਪਰਗਟਾ

**Transaction Mode:** Lecture, Problem Solving, blended learning, Discussion.

**ਪੁਸਤਕਸੂਚੀ :**

ਆਧੁਵਨਕ ਪੁੰਜਾਬੀ ਕਵਿਤਾ ਵਸਧਾਂਤ ਤੇ ਵਿਿਾਰ ਸੁੰਪਾਿਕ ਡਾ ਜਸਵਿੰਿਰ ਕੋਰ

**Course Title:** साहित्यमंजरी**Course Code:** BAT128

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. ह िंदी साह त्य पर भारतीय नवजागरण के प्रभाव एवं आधुहनक चेतना के हवकास की प्रहिया का ज्ञान ोगा।
2. छायावादी एवं प्रगहतशील काव्य चेतना से छात्ोिं का पररचय ोगा।
3. आधुहनक ह िंदी क ानी से छात् पररहचत ोिंगे।
4. ह िंदी साह त्य के ऐहत ाहसक हवकास िम एवं साह त्येत ास के स्वरूप का पररचय प्राप्त ोगा।

## Course Content

### भाग(क)

**12 hours**

1. दीहपका;(काव्यसिंग्र)-सिं. ेमराज हनममम, पिंजाबी हवश्वहवद्यालय प्रकाशन, पहियाला
2. भारतेंदु ररश्चन्द्र :यमुना शोभा, भारत, हवयोहगनी नारी
3. मैहिलीशरण गुप्त :साके त,दोनोिं ओर प्रेम पलता ै,यशोधरा
4. जयशंकर प्रसाद :आंसू से,प्रेम पहिक से,आशा
5. सूयमकािंत हत्याठी हनराला :जू ी की कली, हभक्षुक, हवधवा

### भाग (ख)

**11 hours**

1. उपन्यास हनममला : प्रेमचिंद,राजकमल प्रकाशन हदल्ली

### भाग (ग)

**10 hours**

1. सजीव क ाहनयाँ: सम्पादक,डॉ. लक्ष्मीचन्द्र खुराना, पब्लिके शन ब्यूरो, पिंजाब हवश्वहवद्यालय, चण्डीगढ़,के वल प्रिम पािंच क ाहनयािं –शतरिं ज के ब्लखलाडी, ममता, अहशहक्षत का हृदय, मौत के मुिं में, सभ्य-असभ्य

**भाग (घ)****12 hours**

1. ह िंदी साह त्य का इहत ास :काल हवभाजन एविं नामकरण, आहदकालीन पररब्लथिहतयाँ

**Transaction Mode**

व्याख्यान, सिंगोष्ठी, ई-िीमहशक्षण, ई-ट्यूिरिंग, सिंवाद, स कमी समू चचाम, मोबाइल हशक्षण, स्व-हशक्षा, स योगात्मक हशक्षा और स कारी हशक्षण।

**अध्ययनके हिएसायकपुस्तकसूची**

- नगेन्द्र,डॉ.(सिं)ह िंदी साह त्य का  
वैज्ञाहनक इहत ास, मयूर पेपर बैक्स,  
नोएडा, 24वाँ सिंस्करण.1997
- चतुवेदी,रामस्वरूप:ह िंदी साह त्य और सिंवेदना का हवकास,  
लोकभारती प्रकाशन, इला ाबाद1998.
- रायगोपाल, ह िंदी क ानी का हवकास,राजकमल प्रकाशन,हदल्ली. 2012.
- भारतेंदु ररश्चन्द्र, भारतेंदु समग्र:ह िंदी प्रचारक सिंथान,  
हपशाचमोचन ल्हुरावीर, वाराणसी,1997.
- प्रसाद जय शिंकर, प्रसाद ग्रन्थावली, प्रिम खिंड, लोकभारती प्रकाशन, इला  
ाबाद, उत्तरप्रदेश,2008.
- गुप्त मैहिलीशरण,मैहिलीशरण गुप्त रचनावली,वाणी प्रकाशन, दररयागिंज,  
नई हदल्ली,2009
- नवल नन्दहकशोर,हनराला रचनावली, राजकमल प्रकाशन,दररयागिंज, नई  
हदल्ली,2021.

**Course Title: Indian Religion****Course Code: BAT129**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

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

### Course Content

#### Unit –I

12 hours

1. ਿੈਵਿਕ ਧਰਮ ਿੀ ਜਾਣ-ਪਛਾਣ
2. ਿੈਵਿਕ ਿੇਿ ਤੇ :- ਿਰੁਣ ਅਗਨੀ, ਉਂਿਰ
3. ਬਲੀ ਅਤੇ ਯੱਗ

#### Unit – II

11 hours

4. ਿਗਿਾਨ ਮਿਾਂਿੀਰ :- ਜੀਿਨ ਤੇ ਵਬਰਤਾਂਤ
5. ਵਸੱਵਖਿਆਂ :- ਵਤੂੰ ਨ ਰਤਨ
6. ਪੂੰਜ ਮਿਾਂਿਰਤ :- ਅਵਿੰਸਾ, ਸੱਚ, ਅਸਤੇਯ, ਅਪਵਰਗਰਿਅਤੇਬਰਿਮਚਰਯ

#### Unit – III

10 hours

7. ਿਗਿਾਨ ਬੁਧ:- ਜੀਿਨ ਅਤੇ ਵਸੱਵਖਿਆਂ
8. ਚਾਰ ਅਰੀਯਾ ਸਤ:- ਿੁਖ, ਿੁਖਾਂ ਿਾ ਕਾਰਨ, ਿੁਖ ਿੀ ਨਵਿਰਤੀ ਅਤੇ ਿੁਖ ਨਵਿਰਤੀ ਿਾ ਮਾਰਗ

9. ਅਸਟਾਂਗ ਮਾਰਗ

**Unit –IV**

**12 hours**

10. ਜਨਮ ਸੁੰਸਕਾਰ (ਜੈਨ ਧਰਮ, ਬੁਧ ਧਰਮ ਅਤੇ ਵਿੰ ਧਰਮ)

11. ਧਰਮ ਪਵਰਿਸ਼ ਸੁੰਸਕਾਰ (ਜੈਨ ਧਰਮ ਅਤੇ ਬੱੁਧ ਧਰਮ)

12. ਵਮਰਤਕ ਸੁੰਸਕਾਰ (ਵਿੰ ਧਰਮ)

**ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੇਡ:** ਲੈਕਚਰ, ਸਮੱ ਵਸਅਿੱਲ, ਵਮਸਰਤਵਸਖਲਾਈ, ਚਰਚਾਅਤੇਪਰਿਰਸ਼ਨ, ਅਤੇਕੇਸਅਵਧਐਨ।

- *ਗੁਰਮਹਤ ਹਿਚਾਰਧਾਰਾ, ਪਰੀਤਮ ਵਸੁੰਘ, SGPC, ਸਰੀ ਅੰ ਵਮਰਤਸਰ ਸਾਵਿਬ*
- *ਹਸੱਖ ਇਹਤਿਸ, ਡਾ. ਗੁੰਡਾ ਵਸੁੰਘ, ਵਪੁੰਰਤੇਜਾ ਵਸੁੰਘ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ*
- *ਹਿਸ਼ਿ ਧਰਮ ਸੰਗਰਹਿ:- ਡਾ. ਐਮ. ਐਲ ਜੇਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਵਬਉਰੇ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ ਪਵਟਆਲਾ*
- *Punjab Past and Present (Special Issue), Dr. Ganda Singh*

**Course Title: Microeconomics****Course Code: BAT130**

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

**Total Hours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**12 hours**

**Subject matter of Economics and theory of consumer behavior:** Nature and scope of Economics; Basic Economic Concepts: Wants, Scarcity, Competing Ends and Choice, opportunity cost, marginal changes and efficiency. Utility Analysis: Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility. Law of Demand; Movement and shifts in Demand curve. Indifference Curve Analysis: Properties, Consumer Equilibrium, Price, Income and Substitution Effects, Inferior and Giffen Goods. Elasticity of Demand: Price, Income and Cross elasticity; Degrees of Elasticity; Methods of Measuring Price Elasticity of Demand: point, arc and outlay methods.

#### **UNIT-II**

**11 hours**

**Theory of Production:** Concept of Production. Production Function: Linear and Non-Linear Homogeneous Production Function. Scale of Production: Returns to Scale, Law of Variable Proportions, Isoquants, marginal rate of technical substitution, Iso-cost line and firm's equilibrium. Cost structure- Economic costs, short and long run costs, Cost Curves, Relation between Average and Marginal Cost Curves in Short and Long Run.

**UNIT-III****10 hours**

**The Market Structure:** Market structure: Market forms – Perfect and imperfect markets and their features. Perfect competition-Price and output determination. Short run and long run equilibrium of the firm. Price and output determination and Firm's equilibrium under monopoly and duopoly. Price and output determination under monopolistic competition. Introduction to oligopoly and concept of Price Rigidity.

**UNIT-IV****12 hours**

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

**Transaction Mode**

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

**Suggested Readings**

- Singh, J S, Chopra, P N & Grewal, P S (Punjabi Medium). *Price Theory and Distribution, Latest edition*).
- Stonier, A W & Hague, D C. *A Text Book of Economic Theory (Fourth Edition)*).
- Samuelson, P A (2019). (trans. Piar Singh): *Arth-ShastarPrarmbhikVishleshan, Punjabi University, Patiala*.
- Koutsoyiannis, A. (2020), *Modern Microeconomics, Macmillan*.
- Lipsey, R G & Chrystal, K A (2004). *Economics, 10th Edition, Oxford University Press, New Delhi*.
- Salvatore, D (2020). *Micro Economics: Theory & Applications, Oxford University Press, New York*.
- Robinson, J (Trans.) (2011). *ApuranPrtiyogita Di Arthiki, Punjabi University, Patiala*.
- Manmohan Singh, H K (2011). (Trans. Om ParkashVashisht). *MangSidhant Ate MishratArth-VivsthaVichArthikGanana, Punjabi University, Patiala*.
- Ray, N C (2020). *An Introduction to Microeconomics, The Macmillan Company of India Ltd, New Delhi*

**Course Title: Political Theory****Course Code: BAT131**

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

**Total Hours: 45****Course Learning Outcomes**

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

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

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

1. Political Theory: Meaning, definitions, characteristics and scope.
2. Relationship between political theory and political science
3. Relationship between Political Science Economics, History, Psychology and Sociology.

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

4. The State: Meaning, Elements and Difference among State, Society and Government.
5. Liberty: Meaning, types and its safeguards.
6. Equality: Meaning, types & relationship between liberty and equality.

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

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

**Unit IV****09 hours**

9. Power and Authority: Meaning, types & difference between both.
10. Sovereignty: Meaning, definition, characteristics, types and attributes.

**Transaction Mode**

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



### **SUGGESTED READINGS**

- *Lefort, Claude, and David Macey. (1988). Democracy and Political Theory, Vol. 225. Cambridge: Polity Press.*
  - *Cohen, Jean L., and Andrew Arato. (1994). Civil Society and Political Theory. MIT press.*
  - *Carnoy, Martin. (2014). The State and political theory. Princeton university press.*
  - *Held, David. (1991). Political Theory today. Stanford University Press.*
  - *Brown, Chris. (2002). Sovereignty, rights and justice: international Political Theory today. Cambridge: Polity.*
  - *D. Easton. (1972.) The Political System, Scientific Book Agency, Calcutta.*
  - *D. Easton. (1965). A System Analysis of Political life, John, Willey.*
  - *Karl W. Deutsch. (1952). The Nerves of Government, The Free, Press, New York.*
  - *Oran R. Young. (1967). Systems of Political Science, Prentice Hall.*
  - *B.L. Fadia. (1984). State Politics in India, Vol. II, New Delhi, Radint Publisher.*
- Laxmikant, M. (2013) Indian Polity, Mcgraw Hill Education, New Delhi*

**Course Title: History of Ancient India****Course Code: BAT132**

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

**Total Hours: 45**

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

1. Gather knowledge about the society, culture, religion and political history as well as trade and urbanization of ancient civilization, like Harappan civilization, Vedic and later-Vedic Period of India
2. Gather knowledge how to rise of Jainism and Buddhism religion in ancient India.
3. Analysis about the religion and messages from Ashoke, the great Maurya Emperor and his achievements. As well as how to rise & Growth of the Gupta's Empire in ancient India.
4. Enhance the knowledge to raise regional Kingdoms in different parts of India after downfall of the Maurya Empire.

### **Course Content**

**UNIT-I****12 hours**

The Indus Civilization: Origin; Extent, 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 period; Development in the later Vedic period.

**UNIT-II****11 hours**

Jainism: Causes responsible for the rise of new religions; Life and teachings of the Mahavir Swami.

Buddhism: Life and Teaching of the Gautam Budha.

**UNIT-III****10 hours**

The Mauryan Empire: Establishments and Achievements Ashoka's Dhamma, Administration under the Mauryas and their decline.

The Gupta Empire: Social, Economic, Culture and Scientific developments under Guptas

**UNIT-IV****12 hours**

HarshaVardhan and Southern Dynasties (Cholas, PallavsandRashtrakutas).

Maps: (a) Important Historical places: Taxila, Indraprastha, Kurukshetra, Kannauj, Patliputra, Ujjain, Bodhgaya, Varanasi, Sopara, Ajanta, Ellora, Sanchi, Tanjore, Kanchi, Lothal, Nalanda, Hastinapur, Kalibangan, Harappa and Kalinga.

(b) Extent of the Mauryan Empire (c) Gupta Empire under Samundragupta.

**Transaction Mode**

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

**Suggested Readings**

- Basham, A.L. *Wonder That Was India*, Calcutta: Rupa, 1992.
- Goyal, S.R., *A History of Indian Buddhism*, Meerut: KasumanjliPrakashan, 1987. Habib, Irfan,
- VivekanandJhaMauryan India, Delhi: Tulika Books, 2004.
- Jha, D.N., *Ancient Indian an Historical Outline*, Delhi: Manohar (2<sup>nd</sup> 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.
- Sastri, K.A. Nilakanta, *A History of South India*, 2<sup>nd</sup> ed., OxfordUniversity Press, 1958.
- Sastri, K.A. Nilakanta, *History of South India, from pre-historic times to the fall of vijaynagar*, (4<sup>th</sup> ed.), Delhi: Oxford Unversity Press, 1995.
- Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: MotilalBanarasidas, 1991.
- Sharma, R.S. *India's Ancient Past*, Delhi: Oxford University Press, 2005.
- Sharma, R.S. *Looking for the Aryan*, Hyderabad: Orient Longman, 1995.
- Tharpar, Romila *Early from the Origin to A.D. 1300*, Penguin, 2002.
- Altekar, A.S. *State and Government in Ancient India*, Delhi: MotilalBanarsidas, 1965.
- Bryant, Edwin, *Origin of Vedic Culture*, Delhi: Oxford UniversityPress,2001.
- Charkrabarti, Uma, *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press, 1987.
- Chattopadhaya, B.D. *Studying Early India*, Delhi: Permanent Black, 2003.
- Goyal, S.R. *History of Imperial Guptas*, Meerut; Kusumanjali, 1967.
- Jha, D.N. (ed.), *Society and Ideology in India*, Delhi: Sterling Publisher, 1985.
- Levin-Bongard, G.M., *Mauryan India*, Delhi: MunshiramManoharlal, 1966.

- *Maity, S.K., The Imperial Gupta and their times, Delhi; MotilalBanarsidas, 1975.*
- *Ratnagar, Shereen, Enquiries into the Political Organization of Harappan Society, Pune: Ravish, 1991.*
- *Thapar, Romila, Asoka and the decline of the Mauryas, Delhi: Oxford University Press, 1997.*

**Course Title: Introduction to Sociology****Course Code: BAT133**

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

**Total Hours: 45**

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

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****12 hours**

**Sociology:** Origin, Definition, nature and scope of sociology, Definition, nature & scope, Relationship between sociology and other social sciences (Anthropology, Psychology, Economics, History and Political Science).

**UNIT-II****11 hours**

**Basic Concepts:** Social structure, society, social organization, social group (Primary & Secondary), Reference group, Community & Association.

**UNIT-III****12 hours**

**Norms and values,** status and role, Socialization: Meaning, Process and Agencies, Theories- GH Mead, S Freud, CH Cooley.

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

**Culture:** Meaning characteristics, material and non-material culture, Culture lag, Culture and Civilization.

### **Transaction Mode**

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

### **Suggested Readings**

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

**Course Title: Matrices and Coordinate  
Geometry**

**Course Code: BAT134**

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

**Total Hours:45**

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

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

### **Course Content**

#### **UNIT-I**

**12 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**

**11 hours**

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

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

### **UNIT-III**

**11 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**

**11 hours**

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

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

### **Transaction Mode**

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

### **Suggested Readings**

- *Hari Kishan, (2008), A Textbook of Matrices, Atlantic Publishers.*
- *Fuzhen Zhang, (1999), Matrix Theory- Basic Results and Techniques, Springer.*
- *Shanti Narayan, P.K. Mittal, (2010), A Textbook of Matrices, S Chand & Company.*
- *R.G. Bartle & D.R. Sherbert, (1999), Introduction to Real Analysis, John Wiley & Sons.*
- *T.M. Apostol, (1974), Vol. I, John Wiley & Sons Inc.*
- *Ajit Kumar and S. Kumaresan, (2019), A Basic Course in Real Analysis, CRC Press.*
- *S. Balachandra Rao & C. K. Shantha, (1992), Differential Calculus, New Age Publication.*



- *H. Anton, I. Birens and S. Davis, (2007), Calculus, John Wiley and Sons, Inc.*
- *G.B. Thomas and R.L. Finney, (2010), Calculus, Pearson Education.*
- *P.K. Jain and Khalil Ahmad: A Text Book of Analytical Geometry of two Dimensions, Wiley Eastern Ltd. 1994.*
- *Gorakh Prasad and H. C. Gupta: Text Book on Coordinate Geometry, Pothishala Pvt. Ltd., Allahabad. 2000.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

**Course Title: Introduction to Social Work****Course Code: BAT135**

L	T	P	Cr.
3	0	0	3

**Total Hours:45**

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

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

### **Course Content**

**UNIT-I****12 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****12 hours****Methods of Social Work Practice: Basic Introduction**

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

### **UNIT-III**

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

**11 hours**

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

### **UNIT-IV**

**10 hours**

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

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

### **SUGGESTED READINGS**

Text Book:

1. Dubois, Bendra; Miley, K.K. Social Work: An Empowering Profession, Allyn & Bacon: Boston 1992.
2. Friedlander, W.A. (1964). Concepts and Methods of Social Work. New Delhi, Prentice – Hall
3. Desai, Murli, 2002, Ideologies and Social Work Rawat Publications: Jaipur
4. Jacob KK: Social Work Education in India, Himanshu Publication, New Delhi.

#### **Reference Book/Reading List:**

1. Roy, S. (Ed.). (2020). Social Work Education: Indigenous Perspectives. Sage Publications Pvt. Limited
2. Dash, B. M., Kumar, M., Singh, D. P., & Shukla, S. (Eds.). (2020). Indian Social Work. Taylor & Francis Group.
3. Dash, B. M., Kumar, & Shukla, S. (Eds.). (2020). Social Work in India: Indigenous Approaches and Models. Concept Publishing.
4. Desai, M., Singh, R. R., & Bhatt, S. (Eds.). (2020). Journeys in Social Work

5. Payne, M. (2020). Modern social work theory. Bloomsbury Publishing.
6. Moffatt, K. (2019). Postmodern social work: Reflective practice and education. Columbia University Press
7. Thomson, N. (2016). Anti-discriminatory practice: Equality, diversity and social justice. London: MacMillan Press
8. Theis, T., & Tomkin, J. (2015). Sustainability: a comprehensive foundation.
9. Elliott, N. (2014). Social Work Skills and Knowledge: A Practice Handbook. Taylor & Francis
10. Sachdev, S. (2012). A textbook of Social Work. Laxmi Publications 11. Maclean, S. (2012). Theory and Practice: A Straightforward Guide for Social Work
11. Brammer, A. (2009). Social work law. Pearson education 13. Wilson, K. (2008). Social work: An introduction to contemporary practice. Pearson education.

**Course Title: Conceptual Understanding of Psychology**

**Course Code: BAT136**

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

**Total Hours: 45**

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

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

**Unit-I****12 Hours**

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

Approaches: behaviourist, cognitive, humanistic.

**Unit-II****12 Hours**

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

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

**Unit-III****11Hours**

Attention: meaning, definition and types of Attention.

Interest: Meaning, definition, characteristics and types.

**Unit-IV****10 Hours**

Motivation: Concept, principles, Types of Motives; Classification of motives. Factors influencing motivation. Techniques of getting motivated.

**Transactional Mode**

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

**Suggested Readings**

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

**Course Title: Introduction to Physical Education**

**Course Code: BAT137**

L	T	P	Cr
3	0	0	3

**Total Hours: 45**

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

1. 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**

**12 hours**

##### **Introduction to physical Education –**

Introduction: Meaning, definition, aims and objectives and scope of Physical Education. In the modern age.

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

Meaning and various term general content used in physical education (Physical culture, Physical training, Drill, sports and game, gymnastic, athletic, formal activity, Rhythmic activity, yoga, hiking, picnic, camping, corrective activity).

#### **UNIT-II**

**11 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.

History of Physical Education in Ancient Greece with special reference to the evolution of Olympics games. History of Physical Education in the Roman Empire with special emphasis on circus, gladiatorial contests and the downfall of Olympics.

#### **UNIT-III**

**10 hours**

##### **Introduction to major Games –**

Modern Olympic Games – A comparison with ancient Olympics (IOC) & Asian Games. S.A.F. Games. & Afro Asian game. Indian National game. Role of the following: their function and objectives of AICS (All India Council of Sports, C.A.B. Physical Education {Central Advisory Board in Physical Education} Sports Awards in India, N.F.C. {National Fitness Corps}, N.P.E. Drive (National Physical Education Efficiency Drive), Indian Olympic Association.

**UNIT-IV****12hours**

Development and achievements by various bodies –  
Development and Achievement of the following organizations Movement (S.N.I.P.E.S (Society for National Institute of Physical Education and Sports), S.A.I. (Sports Authority of India), LNUPE, NSNIS, IOA (Indian Olympic Association). Scouts and Guides, Youth Services, Punjab contribution to Sports in India, Physical Education as compulsory course in schools. National and International Sports Federations.

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title: Introduction of Vocal Music****Course Code: BAT138**

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

**Total Hours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**12 hours**

Historical development of music in the following periods:

- a) Vedic period    b) Natyashastra period

Definition and explanation of the following musical term:

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

#### **UNIT-II**

**10 hours**

Importance of Taal and Laya in instrument music.

Biographical sketch and contribution towards Indian music of the following:

- a) Tansen b) Pandit Vishnu Narayan Bhatknde

#### **UNIT-III**

**12 hours**

Biographical Sketches and Contribution of the following:

- a) Pt. Jasraj            b) Ustad Amir Khan

Elementary Knowledge of the following Ragas

- a) Darbari            b) Bhairav



**UNIT-IV**

**11 hours**

Importance of SahayakNad.

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

Detailed Description and notation of prescribed Ragas:

- a) VrindavaniSarang                      b) Asawari

**Transaction Mode**

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

**Suggested Readings**

- *Dr. Davinder Kaur:(1 January 2017) SangeetRoop (Part-I)*
- *Dr. Premlata Sharma:(1 January 2014) Sangeet Manual*
- *Dr. Yaspal Sharma:(1998) Gayan Kalan*
- *Dr. Suman Lata:(1997) Hindustani Shastri sangeet Sidhantavam Vyavhar*

**Semester-II**

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

**Course Code: BAT220**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</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. Have a concept of the various genres of English literature
2. Internalize the grammar and appropriate vocabulary of English language.
3. Draft letters, applications, essays and reports.
4. Use the literary devices in writing.

**Course Content****UNIT-I****16 hours**

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

**UNIT-II****17 hours**

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

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

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

**UNIT-IV**

**11 hours**

- 4 Writing skills  
Report Writing  
Applications: Commercial  
Essays

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

**SUGGESTED READINGS:**

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

**Course Title: Universal Values and Life Skills**

**Course Code: BAT221**

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

**Total Hours 20**

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

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

### **Course Content**

#### **UNIT-I**

**05 hours**

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

Understanding Value, Values and their significance in life, Identifying personal values, Ethics and Morality, Discussing ethical dilemmas and moral decision-making, Exploring the concept of moral relativism vs. moral absolutism, Examining cultural differences and their impact on values, Promoting tolerance and cultural empathy, Applying universal values in the workplace

#### **UNIT-II**

**05 hours**

##### **Effective Communication**

Communication Fundamentals, Importance of effective communication, Verbal and non-verbal communication skills, Active Listening, developing active listening skills, Practicing empathetic communication, Conflict Resolution, Strategies for resolving conflicts peacefully, Communication in the Digital Age

#### **UNIT-III**

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

**05 hours**

Introduction to Critical Thinking, Understanding critical thinking and its importance, Identifying common fallacies, Problem-Solving Techniques, Learning systematic

problem-solving approaches, Real-life problem-solving scenarios, Decision-Making, Creativity and Innovation

**UNIT-IV**

**05 hours**

**Personal Development and Well-being**

Self-Awareness and Emotional Intelligence, Assessing and improving self-awareness, developing emotional intelligence, Time Management and Goal Setting, Effective time management strategies, Stress Management and Resilience, Building Healthy Relationships

**Suggestive Readings:**

- *The Road Less Traveled" by M. Scott Peck*
- *"The Art of Communicating" by Thich Nhat Hanh*
- *"Thinking, Fast and Slow" by Daniel Kahneman*
- *"Emotional Intelligence" by Daniel Goleman*
- *"Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink*

**Course Title: Functional English**  
**Course Code: BAT222**

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

**Total Hours: 45**

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

1. Identify and apply the principles of grammar, including parts of speech, punctuation, spelling, and the use of articles.
2. Understand the functions of modal auxiliaries.
3. Develop the ability to comprehend and critically analyze written texts.
4. Effectively construct and analyze Sentences.

**Unit I** - Introduction to Functional English

**10 hours**

- Importance of effective communication in daily life
- Basic greetings and introductions
- Nouns, pronouns, verbs, adjectives, adverbs, and conjunctions
- Building sentences with different parts of speech
- Practice exercises

**Unit II** - Fundamentals of Functional English

**10 hours**

- Parts of Speech
- Punctuation and Spelling
- Subject-verb agreement
- Sentence types (declarative, interrogative, imperative, exclamatory)
- Basic punctuation rules (periods, commas, question marks)

**Unit III** - Reading Skills

**15 hours**

- Reading short texts, articles, and simple stories
- Identifying main ideas and supporting details
- Reading comprehension exercises

**Unit IV** - Writing Skills

**15 hours**

- Writing personal emails and short messages
- Paragraph structure and organization
- Basic writing mechanics (spelling, grammar, punctuation)
- Paragraph Writing

**Suggested Readings:**

- *Biber, D., & Conrad, S. (2009). Register, genre, and style. Cambridge University Press.*
- *Strunk Jr., W., & White, E. B. (2000). The Elements of Style. Pearson.*
- *Huddleston, R., & Pullum, G. K. (2002). The Cambridge Grammar of the English Language. Cambridge University Press.*
- *Swan, M. (2005). Practical English Usage. Oxford University Press.*
- *Anderson, N. J. (2005). L2 learning strategies. In E. Hinkel (Ed.), Handbook of Research in Second Language Teaching and Learning (pp. 757-771). Routledge.*

**Course Title: Environment Education****Course Code: BAT223**

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

**Total Hours: 30****Course Learning Outcomes: After completion of this course, the learner will be able:**

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

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

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

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

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

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

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



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

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

**Suggested Readings:**

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

**Course Title: Punjabi Vartak Vivek Ate****Vyakaran****Course Code: BAT224**

L	T	P	Cr.
3	1	0	4

**Total Hours: 60**

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

- ਆਧੁਵਨਕ ਵਿਵਗਆਨਕ ਿਾਰਤਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਿਾਨ ਕਰਨਾ।
- ਪੂੰਜਾਬੀ ਿਾਸ਼ਾ ਿੀ ਵਿਆਕਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਿਾਨ ਕਰਨਾ।
- ਪੂੰਜਾਬੀ ਿੀ ਸ਼ਬਿਾਬਲੀ ਵਿਚ ਿਾਧਾ ਕਰਨਾ।
- ਪੂੰਜਾਬੀ ਿਾਸ਼ਾ ਿੇ ਵਗਆਨ ਵਿਚ ਿਾਧਾ ਕਰਨਾ।

**ਭਾਗ-ੳ****14 hours**

ਆਧੁਵਨਕ ਪੂੰਜਾਬੀ ਿਾਰਤਕ ਿਾ ਇਵਤਿਾਸ ਅਤੇ ਪਰਵਿਰਤੀਆਂ

**ਭਾਗ-ਅ****14 hours**

ਿਾਰਤਕ ਵਿਿੇਕਜਗਤਾਰ .ਰਾਵਜੂੰ ਿਰਪਾਲ ਵਸੁੰਘ ਬਰਾੜ ਅਤੇ , ਵਸੁੰਘ ਜੱਗਸੁੰਪਾਕਿ

**ਭਾਗ-ੲ****15 hours**

ਨੇ ਵਟਸ ਲੇਖਣ ਅਤੇ ਸਮਾਚਾਰ ਲੇਖਣ;ਪੈਰਹਾ

ਰਚਨਾ ਸ਼ਬਿਸਰੇਣੀਆਂ- ,ਪੂੰਜਾਬੀ ਿਾਸ਼ਾ

ਿੀ ਿਾਕ ਬਣਤਰ

**ਭਾਗ-ਸ****17 hours**

ਵਨਿੱਜੀ ਵਚੱਠੀ ਪੱਤਰ, ਿਫਤਰੀ ਪੱਤਰ ; ਇਸਵਤਿਾਰ ਲੇਖਣ ਅਤੇ ਸੱਿਾ ਪੱਤਰ

ਲੇਖਣ (300-250) ਸੁੰਖੇਪ ਵਨਬੁੰਧ ਰਚਨ .ਸ਼ਬਿਾਂ ਵਿਚ

**Transaction Mode:**

Discussion Lecture, Problem Solving, blended learning

**ਪੁਸਤਕ ਸੂਚੀ :**

- ਿਾਰਤਕ ਵਿਿੇਕਜਗਤਾਰ ਵਸੁੰਘ ਜੱਗਾ .ਰਾਵਜੂੰ ਿਰਪਾਲ ਵਸੁੰਘ ਬਰਾੜ ਅਤੇ ਡਾ , ਵਸੁੰਘ
- ਬ ਟਾ ਵਸੁੰਘ ਬਰਾੜ,ਪੂੰਜਾਬੀ ਿਾਸ਼ਾ ਸਰੇਤ ਅਤੇ ਸਰਪ, ਿਾਵਰਸ ਸਾਿਫਾਊਡੇਸਨ, ਯੂੰਵਮਰਤਸਰ, 2004

**Course Title: Punjab History and Culture-  
II**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Course Code: BAT225**

**Total Hours: 60**

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

1. Study the Punjab can boast of a glorious past and the study of the history of Ancient Punjab is a subject in itself
2. The study of Ancient Punjab History is important to those who want to understand the true nature of the past and also to those who seek to understand the nature of obstacles that impede Punjab's progress as a nation.
3. Develop understanding the Administration and politics of the ruler in Ancient Punjab.
4. Study about the Bhakti Movement in Punjab.

**Course Content**

**UNIT-I**

**16 hours**

1. Punjab under Mauryas.
2. The Punjab under the Gupta Emperors.

**UNIT-II**

**17hours**

3. Punjab under the Vardhan Emperors.
4. The Punjab from 7<sup>th</sup> Century to 1000 AD (A survey of Political and Socio-cultural history of Punjab).

**UNIT-III**

**16 hours**

5. The Punjab under Turke-Afghan Sultans.
6. The Punjab under the Great Mughals.

**UNIT-IV**

**11 hours**

7. Development of Art and Architecture up to 1000 AD.
8. Salient features of the Bhakti movement.

**Transaction Mode**

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

**Suggested Readings**

- *Majumdar, R.C, The Vedic Age, Munshi Ram Manohar,2010*
- *Thapar, Romila, The Penguin History of Early India; From the Origin to A.D. 1300, Penguin, London, 2002.*
- *Thapar, Romil, Asoka and the decline of the Mauryas, Oxford, Dehli, 2012.*

- *Goyal, S.R, A History of Indian Buddhism, Chicago, 1974.*
- *5. Singh, Upinder, A History of Ancient and Early Medieval India*

**Course Title: Novels and Literature-  
English**

**Course Code: BAT226**

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

**Total Hours: 45**

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

1. Describe the literary terms related to Prose.
2. Write and appreciate different types of Prose.
3. Analyze, interpret and critically evaluate a piece of literature.
4. Form an idea about the various stages in the development of English language.

### **Course Content**

**UNIT-I** **11 hours**  
**Prescribed Texts:**

History and Origin of Novels in Literature.

**UNIT-II** **13 hours**

**Terms pertaining to Prose:**

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

**UNIT-III**

**11 hours**

Wuthering Heights: Emily Bronte

**UNIT-IV**

**10 hours**

*Emma* - Jane Austen

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

**SUGGESTED READINGS:**

- *Abrams, M.H. A Glossary of Literary Terms, Cengage Learning India, 2015.*
- *Twentieth Century Reader's Guide to Literacy Terms, OUP, 1997.*
- *Brontë, Emily, Wuthering Heights. Penguin Books, 2003.*
- *Austen, Jane. Emma. Penguin Books, 2008.*

**Course Title: Punjabi Natak ate Bharti  
kav Shaster**  
**Course Code: BAT227**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. ਪੰਜਾਬੀ ਨਾਟਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
2. ਸਾਵਿਤ ਿੇ ਇਵਤਿਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
3. ਿਾਰਤੀ ਕਵਿ ਸ਼ਾਸਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
4. ਪੰਜਾਬੀ ਅਲੰਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।

### Course Content

**ਭਾਗ-ੳ** **10 hours**

1. ਨਾਟਕ ਅਰਥ, ਪਰਰਭਾਸ਼ਾ ਤੇ ਸੰਕਲਪ

**ਭਾਗ-ਅ** **8 hours**

2. ਕੈਮਲੂ ਪਸ ਦੀਆਂ ਮੱਛੀਆਂ ਨਾਟਕ, (ਡਾ. ਆਤਮਜੀਤ ਰਸੰਘ, ਲੋਕ ਗੀਤ ਪਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।

**ਭਾਗ-ੲ** **12 hours**

3. ਪੰਜਾਬੀ ਸਾਰਿਤ ਦਾ ਇਰਤਿਸ 1500) ਤੋਂ (1700

**ਭਾਗ-ਸ** **15 hours**

4. ਭਾਰਤੀ ਕਾਰਿਸ਼ਾਸਤਰ ਨਾਲ ਸਬੰਧਤ ਪੰਜ ਸੰਕਲਪ ਔਰਚਤਯ, ਿਕਰੋਕਤੀ, ਸਾਧਾਰਨੀ ਕਰਨ, ਰਸ, ਅਲੰਕਾਰ।

### Transaction Mode:

Lecture, Problem Solving, blended learning, Discussion

### ਪੁਸਤਕਸੂਚੀ :

- ਜਗਬੀਰ ਰਸੰਘ ਪੰਜਾਬੀ ਸਾਰਿਤ ਦਾ ਇਰਤਿਸ ( ਆਰਦ ਕਾਲ ਤੇ ਭਗਤੀ ਕਾਲ ) ਗੁਰੂ ਨਾਨਕ ਦੇਂ ਯੂਨੀਰਿਰਸਟੀ।
- ਪਰਰਮੰਦਰ ਰਸੰਘ, ਰਕਰਪਾਲ ਰਸੰਘ ਕਸੇਲ ਅਤੇ ਗੋਰਬੰਦ ਰਸੰਘ ਲਾਂਬਾ, ਪੰਜਾਬੀ ਸਾਰਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਰਿਕਾਸ, ਲਾਿੰਰ ਬੁੱਕਸ਼ਾਪ ਲੁਰਧਆਣਾ।
- ਸੰਤ ਰਸੰਘ ਸੇਖੋਂ, ਸਮੀਰਖਆ ਪਰਣਾਲੀਆਂ, ਪੰਜਾਬ ਸਟੇਟ ਟੈਕਸਟਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ
- ਕੈਮਲੂ ਪਸਦੀਆਂ ਮੱਛੀਆਂ ਨਾਟਕ, ) ਡਾ. ਆਤਮਜੀਤ ਰਸੰਘ, ਲੋਕਗੀਤ ਪਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।

**Course Title:** हिंदीव्याकरण**Course Code:**BAT228

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

- छात् ह िंदी भाषा की सिंरचना से पररहचत ो िंगे।
- छात्ो िं को हिया कीअन्वय शब्लि एविं प्रहिया का ज्ञान ोगा।
- छात् वाक्य के प्रकार एविं शब्लि से पररहचत ो िंगे इस के सा ि-सा ि अहभव्यब्लि के म त्व से पररहचत ो िंगे।
- छात् अव्यय के स्वरूप, पयामयवाची शब्द,लोकोब्लि श्रुहतसमहभन्ना िम शब्द, मु ावरे एविं भावाहभव्यब्लि में भाषा की भिंहगमा के म त्व से पररहचत ो िंगे।

**Course Content****भाग(क)****15 hours**

- सिंज्ञा : पररभाषा,भेद एविं स्वरूप हवश्लेषण
- सवमनाम : पररभाषा,भेद एविं स्वरूप हवश्लेषण
- हलिंग, वचन, शुद्ध-अशुद्ध, अनेक के हलए एक शब्दआहद
- अपहठत गद्या िंश-प्रश्नोत्तर

**भाग (ख)****10 hours**

- कारक एविं काल हववेचन
- सिंस्कृ त एविं ह िंदी में कारक का स्वरूप
- ह िंदी में कारक का हवकास
- पत् लेखन –हनजी, कायामलयी

**भाग (ग)****10 hours**

- वाक्य अिम, पररभाषा,प्रकार एविं हवश्लेषण
- अपहठत पद्या िंश-प्रश्नोत्तर

**भाग (घ)****10 hours**

- अवयय : अिम, प्रकार, हवश्लेषण, पयामयवाची, हवपरीता िमशब्द, श्रुहतसमहभन्ना िमकशब्द, मु ावरे, लोकोब्लिआहद,हनबिंध लेखन.

**Transaction Mode**

व्याख्यान, सिंगोष्ठी, ई िंीमहशक्षण, ई-ट्यू िररिंग, सिंवाद, स कमी समू चचाम, मोबाइल हशक्षण, स्व-हशक्षा, स योगात्मक हशक्षा और स कारी हशक्षण।

**अध्ययनके हिएसायकपुस्तकसूची**

- अग्रवाल हमनाक्षी : ह िंदी व्याकरण, आक्सफोडम प्रेस, इंहडया, 2009.
- स ाय चतुभुमज : पद हवज्ञान, कु मार प्रकाशन, आगरा, 2004.
- हत्पाठी रामदेव : ह िंदी भाषानुशासन, हब ार ह िंदी ग्रन्थ अकादमी, पिना, 1986.
- हशवना ि : ह िंदी कारको िं का हवकास, नागरी प्रचाररणी सभा, काशी, 1978.
- स ाय चतुभुमज : ह िंदी का वाक्य हवज्ञान, भाग एक, भाग दो, वाणी प्रकाशन : नई हदल्ली2019, 2022



**Course Title: Sikh Religion****Course Code: BAT229**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

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

### Course Content

#### Unit- I

**09 hours**

1. ਵਸੱਖ ਧਰਮ ਿੱਾ ਆਰੁੰ ਿੱ : ਸਮਕਾਲੀਨ ਪਰਸਵਥਤੀਆਂ
2. ਗੁਰ ਨਾਨਕ ਿੱੇ ਿੱ : ਜੀਨਿ ਅਤੇ ਵਸੱਖਿਆਂ
3. ਗੁਰ ਆੰਗਿ ਿੱੇ ਿੱ ਿੱਾ ਯੋਗਿਨ : ਵਸੱਖ ਧਰਮ ਿੱੇ ਪਰਚਾਰ ਅਤੇ ਪਸਾਰ ਵਿੱਚ ਯੋਗਿਨ

#### Unit- II

**12 hours**

4. ਗੁਰ ਅਮਰ ਿੱਾਸ : ਸਮਾਜ ਸੁਧਾਰ ਿੱੇ ਕਾਰਜ
5. ਗੁਰ ਰਾਮਿਸ : ਆੰ ਵਮਰਤਸਰ ਿੱੇ ਸਰੋਰਿ ਿੱੀ ਖੁਿੱਾਈ ਤੇ ਮਸੁੰ ਿੱ ਪਬੁੰਧ
6. ਗੁਰ ਅਰਜਨ ਿੱੇ ਿੱੇ ਿੱ : ਸ਼ਿਾਿਤ ਿੱੇ ਕਾਰਨ ਅਤੇ ਸਮਕਾਲੀ ਪਰਸਵਥਤੀਆਂ

#### Unit- III

**11 hours**

7. ਗੁਰ ਿੱਰਗਵਬੁੰ ਿੱੇ ਸਾਵਿਬ: ਮੀਰੀ-ਪੀਰੀ ਿੱਾ ਵਸਧਾਤ ਤੇ ਅਕਾਲ ਤਖ਼ਤ ਿੱੀ ਸਥਾਪਨਾ
8. ਗੁਰ ਤੇਗ ਬਿਾਰਿ : ਵਿਸ਼ਿ ਧਰਮ ਵਚੁੰਤਨ ਅਤੇ ਵਸੱਖ ਸ਼ਿਾਿਤ
9. ਗੁਰ ਗਵਬੁੰ ਿੱੇ ਵਸੁੰਘ : ਖਾਲਸੇ ਿੱੀ ਸਾਜਣਾ

#### Unit- IV

**13 hours**

10. ਬਾਬਾ ਬੁੰ ਿੱਾ ਵਸੁੰਘ ਬਿਾਰਿ: ਜੀਨਿ, ਵਜੱਤਾਂ ਤੇ ਸ਼ਿਾਿਤ
11. ਵਸੱਖ ਵਮਸਲਾਂ: ਇਵਤਿਾਸਕ ਜਾਣ-ਪਛਾਣ, ਗੁਰਮਤਾ ਤੇ ਸਰਬੱਤ ਖਾਲਸਾ
12. ਮਿਾਰਾਜਾ ਰਣਜੀਤ ਵਸੁੰਘ : ਜੀਨਿ ਤੇ ਪਰਾਪਤੀਆਂ

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ:ਲੈਕਚਰ, ਸਮੱਵਸਥਿਅਿਲ, ਵਮਸ਼ਰਤਵਸਖਲਾਈ, ਚਰਚਾਅਤੇਪਰਿਰਸ਼ਨ, ਅਤੇਕੇਸਅਵਧਐਨ।

### ਸਿਾਇਕ ਪੁਸਤਕਾਂ

- ਹਸੱਖ ਇਹਤਿਾਸ, ਡਾ. ਗੁੰਡਾ ਵਸੁੰਘ, ਵਪੁੰਰਤੇਜਾ ਵਸੁੰਘ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ
- ਹਸੱਖ ਹਿਚਾਰਧਾਰਾ, ਪਰੋ. ਪਰੀਤਮ ਵਸੁੰਘ, ਸ਼ਰੋਮਣੀ ਗੁਰਿਅਾਰਾ ਪਬੁੰਧਕ ਕਮੇਟੀ, ਅੰਵਮਰਤਸਰ।
- ਬਾਬਾ ਬੰਦਾ ਹਸੰਘ, ਡਾ. ਗੁੰਡਾ ਵਸੁੰਘ ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ
- ਹਸੱਖ ਹਮਸਲਾਂ ਤੇ ਸਰਦਾਰ ਘਰਾਣੇ, ਸੇਿਣ ਵਸੁੰਘ ਸੀਤਲ
- ਮਿਾਰਾਜਾ ਰਣਜੀਤ ਹਸੰਘ, ਬਾਬਾ ਪਰੇਮ ਵਸੁੰਘ ਿੇਤੀ

**Course Title: Macroeconomics**

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

**Course Code: BAT230****Total Hours: 45**

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

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

**Course Content****UNIT-I****9 hours**

**National Income and Classical System:** Basic concepts of National Income accounting. The circular flow. Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost. The measurement of National Income-Value Added Method and Expenditure Method. The problem of double counting. Basic Classical Macroeconomics; Say's Law of Market, The Classical Theory of Income and Employment determination.

**UNIT-II****13 hours**

**Keynesian System and Investment analysis:** Keynesian Theory: Effective Demand, Aggregate Demand and Aggregate Supply Function. Consumption Function: Factors influencing consumption function. Theory of Investment: Autonomous and induced investment. Investment Multiplier its relevance in emerging economies. Investment function: Concepts of Marginal productivity of capital, marginal efficiency of capital (MEC) and marginal efficiency of investment (MEI).

**UNIT-III****11 hours**

**Inflation and Business Cycle:** Definitions of Inflation, causes and effects of Inflation, Types of Inflation- Demand pull vs. Cost push inflation;

concept of stagflation; Concept of inflationary gap. Relationship between inflation and unemployment- The Philips curve-short and long run. Business Cycles- Meaning, types of the business cycle, features of the business cycle, phases of business cycle.

#### **UNIT-IV**

**12 hours**

**Macroeconomic Policies:** Objectives of Macroeconomic Policies. Monetary Policy - Meaning, Instruments: Open Market Operations, Statutory Liquidity Ratio, Bank rate, variable reserve ratio, repo rate; Application in recession and inflation; Advantages and Limitations. Fiscal Policy - Meaning, Instruments: Government Budget Deficit and Deficit Financing-Indian illustration. Deficit financing, Application in recession and inflation; Advantages and Limitations.

#### **Transaction Mode**

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

#### **Suggested Readings**

- *Durnbar, T F and Dougal, M C (2020). Macro Economics, McGraw Hill, New York.*
- *Sharma, O P. (Latest Edition). Macro Economics (Punjabi Medium), Punjabi University, Patiala.*
- *Vaish, M C. (2010). Macro Economic Theory, Vikas Publishing House Pvt. Ltd.*
- *Harvey, J and Johnson, M. Introduction to Macro Economics, Mc Millan, London.*
- *Ackley, G (1985). Macro Economic Theory, Macmillan, New York.*
- *Baird, C W (1977). Elements of Macro Economics, West Publishing Company.*
- *Mujamdar, D.N. & Madam T.N. 1956. An Introduction to Social Anthropology. Bombay: Asian Publishing House.*
- *Schaefer, Richard T. 1999. Sociology. New Delhi: Tata Mc Graw-Hill.*
- *Srinivas, M.N. 1995. Social change in Modern India. New Delhi: Orient Longman.*
- *Srivastava, A.R.N. 2005. Essentials of Cultural Anthropology, New Delhi: Prentice Hall of India.*

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

B.A. (BAT23)

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

**Total Hours: 45**

### **Course Learning Outcomes**

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

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

### **Course Content**

#### **Unit I**

**13 hours**

1. Modern Political System: Meaning, characteristics and Scope with special reference David Easton and Almond
2. Universal Declaration of Human Rights.
3. Political Socialization: Meaning, characteristics & agencies.

#### **Unit II**

**12 hours**

4. Democracy: Meaning, features, & types.
5. Citizenship: Meaning, Nature, Characteristics and Types. How to get or lost the citizenship.
6. Political Culture: Meaning, Characteristics and Types.

#### **Unit III**

**10 hours**

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

#### **Unit IV**

**10 hours**

9. Liberal Perspective: Main Characteristics and Functions
10. Social Change: Meaning and its Various Dimensions and Theories.

### **Transaction Mode**

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

### **SUGGESTED READINGS**

- Robert A. Dahl (1972). *Modern Political Analysis*, Prentice Hall, New Delhi.
- Davies & Lewis (1972). *Models of Political Systems*, Vikas, New Delhi.
- Stephen L. Wasby (1972). *Political Science: The Discipline and its Dimensions*, Scientific Book Agency.
- B.L. Fadia (1984). *State Politics in India, Vol. II*, New Delhi, Radint

*Publisher.*

- *Laxmikant, M (2013). Indian Polity, Mchraw Hill Education, New Delhi.*
- *R. Kothari (1988). State against Democracy: In Search of Human Governance, Delhi, Ajantha.*
- *R. Kothari (1970). Politics in India, New Delhi, Orient Longman.*
- *Nirja G., P. B. Mehta (2010). The Oxford Companies to Politics in India, Oxford University Press.*
- *M.V. Pylee (1977). Constitutional Government in India, Bombay, Asia Publishing House.*
- *M.V. Pylee (1998). An Introduction to the Constitution of India, New Delhi, Vikas*
- *Baker, Donald G. (1971). "Political Socialization: Parameters & Predispositions.*
- *Meyer, David S, and Deana A. Rohlinger (2012). "Big books and social movements: A myth of ideas and social change." Social problems.*
- *Lefort, Claude, and David Macey (1988). Democracy and political theory. Vol. 225. Cambridge: Polity Press.*
- *Cohen, Jean L., and Andrew Arato (1994). Civil society and political theory. MIT press.*
- *Carnoy, Martin (2014). The state and political theory. Princeton university press.*

**Course Title: History of Medieval  
India**  
**Course Code: BAT232**

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

**Total Hours: 45**

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

- 1 Achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India.
- 2 Evaluate the foundation, expansion and consolidation of the Delhi Sultanate had established and ruled under dynastic i.e. Ilbari Turkey's, Khaljis, Tughlaqs.
- 3 Analysis the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in India and had ruled upto 1707.
- 4 Acquire knowledge downfall of the Mughal Empire.

### **Course Content**

#### **UNIT-I**

**09 hours**

Political and Social conditions of India up to 1000 A.D.

Invasion of Mahmud Ghazni and Muhammad Ghori, causes and their impact.

#### **UNIT-II**

**12 hours**

Consolidation of the Slave Dynasties with special reference to Qutb u- Din Aibak to Balban.

Khalji and Tughlaq Dynasties.

#### **UNIT-III**

**11 hours**

First battle of Panipat: Establishment of Mughal rule.

The Akbar: Mughal Administration and their Policies.

#### **UNIT-IV**

**13 hours**

Aurangzeb and his Deccan Polices.

Maps: (a) Important places in South India: Amaravati, Kalyani, Kanchipuram, thanjaur, Nagapottinam, GangaikondaCholapuram,

Vengal, Kalinga, Vangaderam, Badami, Patapi, Vangai, Manyakheta, and Ellora. (b) South dynasties (c) Mughal Empire.

### Transaction Mode

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

### Suggested Readings

- Athar Ali, *Mughal Nability*
- Smith, V.A. *Akbar the great Mughal*
- Percival Spear, *Oxford History of India.*
- Misra BB, *The Central Administration of the East India Company*
- Sarkar, J.N., *Fall of the Mughal Empire*
- Muzzafar Alam *The crisis of empire in Mughal North India Comp, Delhi, 1986*
- Mann, M.S. *History of Ancient India (Raj Publishers, Jalandhar)*
- Arora, A.C., *History of Ancient India (Pardeep publications, Jalandhar)*
- Subharwal, S.P, *History of Ancient India (K. Duggal& Co.)*
- Basham, A.L., *Wonder That Was India, Calcutta: Rupa, 1992.*
- Goyal, S.R., *A History of Indian Buddhism, Meerut: KasumanjliPrakashan, 1987.*
- Habib, Irfan, VivekanandJha, *Mauryan India, Delhi: Tulika Books, 2004.*
- Jha, D.N. *Ancient Indian an Historical Outline, Delhi: Manohar (2<sup>nd</sup> Rev. ed.), 2005.*
- Ray Chaudhary, H.C. (re. ed.) by B.N. Mukherjee, *Political History of Ancient India, Calcutta: Oxford University Press, 1996.*
- Sastri, K.A. Nilakanta, *A History of South India, 2<sup>nd</sup> ed., Oxford University Press, 1958.*
- Sastri, K.A. Nilakanta, *History of South India, from pre-historic times to the fall of vijaynagar, (4<sup>th</sup> ed.), Delhi: Oxford University Press, 1995.*
- Ratnagar, Shereen, *Enquiries into the Political Organization of Harappan Society, Pune: Ravish, 1991.*
- Thapar, Romila, *Asoka and the decline of the Mauryas, Delhi: Oxford University Press, 1997.*



**Course Title: Fundamentals of Sociology**

**Course Code: BAT233**

B.A. (BAT23)			
L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. 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**

**12 hours**

**Social Interaction and Social Processes:** Concepts of social interaction and social processes, Types of social processes: Integrative and Disintegrative (Cooperation, Accommodation, Assimilation, Competition and Conflict).

**UNIT-II**

**11hours**

**Social Groups:** Definition, characteristics, Types: (Primary and secondary, in group and out-group).

**UNIT-III**

**12hours**

**Social Institution:** Marriage (Definition and functions, changing patterns), Family: (Definition and functions, changing patterns), Emerging Crisis in Social Relationships, Religion (Definition and functions).

**UNIT-IV**

**10hours**

**Social Control:** Meaning and agencies of social control, Social Deviance: Meaning, factors.

**Transaction Mode**

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

### **Suggested Readings**

- Rao, Shankar C.N. 2005. *Sociology Part-I. Jalandhar: New Academic Publishing House.*
- Giddens, Anthony. 2001. *Sociology. London: Polity.*
- Haralambos, M. 1980. *Sociology: Themes and Perspective. London: Oxford University Press*
- Davis, Kingsley. 1978. *Human Society. London: Mac Millan Company.*
- Jayaram, N. 1988. *Introductory Sociology. Madras: Macmillan India.*
- Johnson, Harry, M. 1980. *A Systematic introduction. Delhi: Allied Publishers.*
- Mair, Lucy. 1972. *An Introduction to Social Anthropology. London: Oxford Clarendon Press.*
- Mujamdar, D.N. & Madam T.N. 1956. *An Introduction to Social Anthropology. Bombay: Asian Publishing House.*
- Schaefer, Richard T. 1999. *Sociology. New Delhi: Tata Mc Graw-Hill.*
- Srinivas, M.N. 1995. *Social change in Modern India. New Delhi: Orient Longman.*
- Srivastava, A.R.N. 2005. *Essentials of Cultural Anthropology, New Delhi: Prentice Hall of India.*

**Course Title: Calculus and  
Differential Equations  
Course Code: BAT234**

B.A. (BAT23)

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

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

#### **UNIT-I**

**10 hours**

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

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

#### **UNIT-II**

**12 hours**

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

**UNIT-III****11 hours**

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

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

**UNIT-IV****12 hours**

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

**Suggested Readings**

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

- *Thomas W Hungerford, (1990), Abstract Algebra – An Introduction, Saunders College Publishing.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

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

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

**Course Title: Community Organizations and Development**  
**Course Code: BAT235**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

**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 Organization in 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; CommunityDevelopmentProgramme-Gram Panchayat Development Plan (GPDP).

**UNIT-IV**

**Community Organizer:** Role of the Community Organizer within Different Models (Enabler, Educator, Advocate, Guide, Broker, Networking and Therapist); Skills and Attributes of a CommunityOrganizationPractitioner–ProblemAnalysis, Resource Mobilization, Communicator, ConflictResolution, Organizing Meetings, Writing and Documenting, Networking, Training.

**SUGGESTED READINGS**

- Lal (2017), *India Social: How social media is Leading the change and Changing the Country*, HachetteIndia.
- Beher A & Samuel J (2006) *Social Watchin 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 & IBGPub. Co. Pvt ; Ltd.
- Cox Fred (1987), *Community organization*, Michigan: F.E. Peacock Publishers.

- Rao, MSA (1979) *Social Movements in India, New Delhi: Vol. 1 and 2, Manohar Publication.*

**Course Title: Human Growth and Development**

L	T	P	C
3	0	0	3

**Course Code: BAT236**

**Total Hours: 45**

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

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

**Unit-I**

**12 hours**

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

**Unit-II**

**12 hours**

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

**Unit-III**

**11 hours**

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

**Unit-IV**

**10 hours**

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





### **Transactional Mode**

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

### **Suggested Readings**

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

**Course Title: Officiating and Coaching in Physical Education**

**Course Code: BAT237**

L	T	P	Cr
3	0	0	3

**TotalHours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**11 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**

**11 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**

#### **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**

**12 hours**

#### **Lay out -**

Track and Field,

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

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

History and Marking of all Ground of outdoor & indoor.

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

#### **Suggested Readings**

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

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

L	T	P	Cr.
2	0	1	3

**Course Code: BAT220**

**Total Hours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**12 hours**

Historical Development of music in following periods

- a) Ramayan Period                      b) Mahabharat Period

Classification of Indian Musical Instruments.

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

#### **UNIT-II**

**10 hours**

Biographical sketches and contribution towards Indian Music of the following:

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

One Shabad in Nirdharit Raags

#### **UNIT-III**

**11 hours**

Biographical Sketches and Contribution of the Following:

- b) Pt. Jasraj b) Ustad Amir Khan

Elementary Knowledge of the following Ragas

- a) Darbari                      b) Bhairav

#### **UNIT-IV**

**12 hours**

Importance of SahayakNad.

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

Detailed Description and notation of prescribed Ragas:

a) Vrindavani Sarang

b) Asawari

**Transaction Mode**

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

**Suggested Readings**

- *Dr. Davinder Kaur:(1 january 2017 Sangeet Roop (Part-I)*
- *Dr. Premlata Sharma: (1 january2007) Sangeet Manual*
- *Dr. Yaspal Sharma:(1998) Gayan Kalan*
- *Dr. Suman Lata:(1998) Hindustani Shastri sangeet Sidhantavam Vyavhar*

**Semester-III**

**Course Title: Language and Essays-  
English**

**Course Code: BAT319**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</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. Have a concept of the various genres of English literature
2. Internalize the grammar and appropriate vocabulary of English language.
3. Draft letters, applications, essays and reports.
4. Use the literary devices in writing.

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

5 Prose Parables (Orient Blackswan, 2013)-The following stories from the above volume are prescribed:

- The Face on the wall: E.V. Lucas
- Green Parrots in a Cage
- The Doll's House
- My Brother, My Brother: Norah Burke
- Dusk

**UNIT-I:****17 hours**

6 The Poetic Palette (Orient Blackswan, 2013)

The following poems from this anthology are prescribed:

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

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

7 Texts Prescribed for GrammarOxford Practice Grammar by John Eastwood (Exercises 01 to 25)

**UNIT-IV**

8 Writing skills

Report Writing

Applications: Commercial

Essays

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

**SUGGESTED READINGS:**

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



**Course Title: Sociology of Health****Course Code:BAT320**

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

**Total Hours: 20**

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

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

### **Course Content**

#### **UNIT-I**

**12 hours**

Introduction to medical sociology, Sociological theories in healthcare, Historical development of medical sociology, Social Determinants of Health, Health disparities and inequalities, Socio- economic status and health.

#### **UNIT-II**

**12 hours**

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

#### **UNIT-III**

**12 hours**

Socialization and Practices in Healthcare, Socialization into healthcare professions, medical ethics and doctor-patient relationship, Alternative and complementary medicine, Healthcare Policy and Advocacy, Impact of healthcare policies on society, Patient advocacy and healthcare reform, Ethical issues in healthcare

#### **UNIT-IV**

**09 hours**

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

#### **Suggestive Readings:**

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

**Course Title: Listening and Speaking****Skills- English****Course Code: BAT321**

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

**Total Hours: 45**

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

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

**Course Content****UNIT-I****11 hours**

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

**UNIT-II****12 hours**

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

**UNIT-III****12 hours**

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

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

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

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

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

**SUGGESTED READINGS:**

- *Carnegie, Dale. The Quick and Easy Way to Effective Speaking Pocket Books, 1977.*
- *Adair, John. Effective Communication. Pan Macmillan Ltd.,2003.*
- *Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.*

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

**Course Title: Reasoning Ability**

**Course Code: BAT322**

B.A. (BAT23)

1	0	0	1
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**Total Hours: 15**

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

1. Understand the basic concepts of quantitative ability
2. Understand the basic concepts of logical reasoning Skills
3. Acquire satisfactory competency in use of reasoning
4. Solve campus placements aptitude papers covering Quantitative Ability, Logical Reasoning Ability
5. Reasoning Ability
6. Compete in various competitive exams like CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc.

**UNIT - I**

**4 hours**

Analogy, Blood Relation, Directional Sense, Number and Letter Series

**UNIT II**

**3 hours**

Coding – Decoding, Calendars and Clocks

**UNIT III**

**4 hours**

Venn Diagrams, Seating Arrangement

**UNIT IV**

**4 hours**

Syllogism, Mathematical Operations.

**Suggested Readings**

- *A Modern Approach To Verbal & Non Verbal Reasoning By R S Agarwal*
- *Analytical and Logical reasoning By Sijwali B S*
- *Quantitative aptitude for Competitive examination By R S Agarwal*
- *Analytical and Logical reasoning for CAT and other management entrance test By Sijwali B S*

**Course Title: Punjabi Kahani****Course Code: BAT323**

L	T	P	Cr.
3	1	0	4

**Total Hours: 60**

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

1. ਪੰਜਾਬੀ ਕਿਆਈ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
2. ਪੰਜਾਬੀ ਹਿਆਕਰਨ ਦੇ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣ ਕਾਰੀ ਦੇਣਾ।
3. ਪੰਜਾਬੀ ਧੁਨੀ ਹਿਉਂਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਦਾਨ ਕਰਨਾ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਜਾਣਕਾਰੀ।

**ਭਾਗ-ੳ** **15 hours**

ਕਿਆਈ ਦਾ ਇਹਤਿਾਸ ਅਤੇ ਹਪਿਰਤੀਆਂ

**ਭਾਗ-ਅ** **17 hours**

ਕਥਾ ਸੰਸਾਰ ਸੰਪਾਦਕ: ਜਸਹਿੰਦਰ ਹਸੰਘ, ਗੁਰਮੁਖ ਹਸੰਘ, ਪਬਲੀਕੇਸ਼ਨ ਹਬਊਰੇ ਪੰਜਾਬੀ ਯੂਨੀਰਿਹਸਟ੍ਰੀ, ਪਹਟਆਲਾ।

**ਭਾਗ-ੲ** **15 hours**

ਭਾਸ਼ਾ ਦਾ ਨਾਮਕਰਨ, ਹਪਛੇਕੜ ਅਤੇ ਹਨਕਾਸ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਹਿਕਾਸ ( ਮੱਧਕਾਲ ਅਤੇ ਆਧੁਹਨਕ ਯੁਗ)

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਾਰਥਕਤਾ, ਇਹਤਿਾਸ ਅਤੇ ਸਾਹਿਤਕ ਹਿਰਾਸਤ।

**ਭਾਗ- ਸ** **13 hours**

ਪੰਜਾਬੀ ਧੁਨੀ ਹਿਉਂਤ

ਗੁਰਮੁਖੀ ਹਲਪੀ ਦੀ ਬਣਤਰ

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

**ਪੁਸਤਕ ਸੂਚੀ:**

- ਕਥਾ ਸੰਸਾਰ, ਜਸਹਿੰਦਰ ਹਸੰਘ, ਗੁਰਮੁਖ ਹਸੰਘ ( ਸੰਪਾਦਕ), ਪਬਲੀਕੇਸ਼ਨ ਹਬਊਰੇ ਪੰਜਾਬੀ ਯੂਨੀਰਿਹਸਟ੍ਰੀ,
- ਭਾਸ਼ਾ ਦਾ ਹਿਆਕਰਨ ( ਭਾਗ ਦੂਜਾ), ਜੇਹਗੰਦਰ ਹਸੰਘ ਪੁਆਰ, ਬਲਦੇਹਿੰ ਹਸੰਘ ਚੀਮਾ, ਸੁਖਹਿੰਦਰ ਹਸੰਘ ਸੰਘਾ ਅਤੇ ਿੇਦ ਅਗਨੀਿੇਤਰੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੱਧਕਾਲੀਨ ਇਹਤਿਾਸ, ਰਤਨ ਹਸੰਘ ਜੱਗੀ ( ਸੰਪਾਦਕ) ਪਬਲੀਕੇਸ਼ਨ ਹਬਊਰੇ ਪੰਜਾਬ

**Course Title: Punjab History and Culture-III**

**Course Code: BAT324**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</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. Enhance the knowledge of the learner about the History of Punjab.
2. Evaluate the various concepts in the Guru Period.
3. Provide information regarding Political, Social & Religious issues of during period.
4. Provide information the development of Sikhism.

**Course Content**

**UNIT-I**

**18hours**

1. Political, Social and Religious. Condition of the Punjab; Late 15<sup>th</sup> and Early 16<sup>th</sup> Century.

**UNIT-II**

**17hours**

2. Guru Nanak Dev's teachings and impact on society.
3. Development of Sikhism under Guru Angad, Guru Amar Das and Guru Ram Das.

**UNIT-III**

**13hours**

4. Guru Arjan: Compilation of AdiGranth, Language, Script, Arrangement of Material, Contents and Significance.
5. Martyrdom of Guru Arjan: Causes and Impact
- 6.

**UNIT-IV**

**12hours**

7. Guru Hargobind: Organizational changes and their Impact.
8. Development of Sikhism: Guru Har Rai Ji and Guru Harkrishan Ji.

**Transaction Mode**

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

**Suggested Readings**

- Banerjee, InduBhushan, *Evaluation of the Khalsa, Vol. I & II (English & Punjabi)*
- J.S. Grewal, *New Cabridge History of India; The Sikhs of the Punjab*
- Joginder Singh &, *Punjab da Itihas (Punjabi)*
- Prithipal Singh Kapoor
- Bhagat Singh, *Pujab da Itihas (Punjabi), PP. 34-506*
- Arora, A.C., *Punjab d Itihas (Punjabi & Hindi)*
- Gurcharan Singh &, *History of the Punjab (Punjabi & Hindi)*

- *Gandhi S.S.*
- *Khushwant Singh, History of the Sikhs, Vol. I*
- *Arora, A.C., Atlas of the Punjab History (English, Punjabi & Hindi),*
  - *PP 2-26*
- *Verma, D.K., Guru Gobind Singh on Canvas of History (English).*

**Course Title: Drama and Literature-  
English**

**Course Code: BAT325**

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

**Total Hours: 45**

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

1. Understand the terms related to English Drama.
2. Have a concept of the trends and movements in English literature.
3. Identify, analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts.
4. Develop critical thinking to analyse Literature.

### **Course Content**

#### **UNIT-I**

**12 hours**

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

The following terms will have to be studied:

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

#### **UNIT-II**

**12 hours**

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

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

- Restoration Comedy

**UNIT-III**

**11 hours**

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

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

**UNIT-IV**

**10 hours**

William Shakespeare: King Lear

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

**SUGGESTED READINGS:**

- *Abrams, M.H. A Glossary of Literacy Terms, Cengage Learning India, 2015.*
- *Twentieth Century Reader's Guide to Literacy Terms, OUP, 1997.*
- *Important Texts of Chaucer to the Eighteenth Century. Orient Black Swan, 2003.*



**Course Title: Punjabi Ekangi**

**Course Code: BAT326**

B.A. (BAT23)

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. ਆਧੁਨਿਕ ਪੁੰਜਾਬੀ ਇਕਾਂਗੀ ਿੇ ਬਾਰੇ ਜਾਣ ਕਾਰੀ ਪਦਾਨ ਕਰਨਾ।
2. ਵਨਬੁੰਧ ਰਚਨਾ ਤੇ ਪੈਰ੍ ਰਚਨਾ ਬਾਰੇ ਜਾਣ ਕਾਰੀ ਪਦਾਨ ਕਰਨਾ।
3. ਪੁੰਜਾਬੀ ਿਾਸ਼ਾ ਿੀ ਵਿਆਕਰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ
4. ਵਨਿੱਜੀ ਵਚੱਠੀ ਪੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।

**ਭਾਗ -ੳ**

**15 hours**

ਇਕਾਈ ਯਾਤਰਾ, ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਿਰਮਾ ਅਤੇ ਡਾ. ਰਘਬੀਰ ਵਸੁੰਘ ( ਸੁੰਪਾਕਿ ) ;ਪਬਲੀਕੇਸ਼ਨ ਵਬਦੂਰੇ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ।

**ਭਾਗ-ਅ**

**12 hours**

ਵਨਬੁੰਧ ਰਚਨਾ ਤੇ ਪੈਰਾਂ ਰਚਨਾ ਤੇ ਵਨਿੱਜੀ ਵਚੱਠੀ ਪੱਤਰ

**ਭਾਗ -ੲ**

**12 hours**

ਿਾਸ਼ਾ : ਪਵਰਿਸ਼ਾ ਅਤੇ ਵਿਸੇਸ਼ਤਾਿਾਂ, ਮਾਤ ਿਾਸ਼ਾ ਿਾ ਮਿੱਤਿ

**ਭਾਗ -ਸ**

**8 hours**

ਪੁੰਜਾਬੀ ਿੀਆਂ ਉਪਿਸ਼ਾਿਾਂ ( ਮਾਝੀ, ਮਲਿਈ, ਿੁਆਬੀ ਅਤੇ ਪੁਆਧੀ)

**ਪੁਸਤਕ ਸੂਚੀ:**

- ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਿਰਮਾ ਅਤੇ ਡਾ. ਰਘਬੀਰ ਵਸੁੰਘ (ਸੁੰਪਾਕਿ), ਇਕਾਈ ਯਾਤਰਾ, ਪਬਲੀਕੇਸ਼ਨ ਵਬਦੂਰੇ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ ਪਵਟਆਲਾ।
- ਜੇਵਗੁੰਰਿ ਵਸੁੰਘ ਪੁਆਰ, ਬਲਿਿ ਵਸੁੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਰਿ ਵਸੁੰਘ ਸੁੰਘਾ ਅਤੇ ਿੇਿ ਅਗਨੀਿੇਤਰੀ, ਪੁੰਜਾਬੀ ਿਾਸ਼ਾ ਿਾ ਵਿਆਕਰਨ (ਿਾਗ ਪਵਿਲਾ), ਪੁੰਜਾਬੀ ਿਾਸ਼ਾ ਅਕਾਿਮੀ, ਜਲੁੰਧਰ |
- ਪੁੰਜਾਬੀ ਿਾਸ਼ਾ ਿੀ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪਰੇਮ ਪ੍ਕਾਸ ਮੈਿਾਨ ਪਬਲੀਕੇਸ਼ਨ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ ਪਵਟਆਲਾ

**Course Title:** हिंदीसाहित्यसोपान

**Course Code:**BAT327

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. छात् भल्लि काव्य एविं भल्लि आन्दोलन के पररवेश से पररहचत ोने के साि-साि भल्लि काव्य धारा के रीहत काव्य में रूपािंतरण के कारणोिं से पररहचत ोिंगे।
2. छात् ह िंदी साह त्य के आधुहनक काल की प्रवृहतयोिं से पररहचत ोिंगे और ह िंदी क ानी के हवकास के प्रिम चरण से पररहचत ोिंगे।
3. छात् आधुहनकीकरण, आधुहनकतावाद एविं प्रेमचन्द तिा प्रेमचन्दोत्तर क ाहनयोिं से पररहचत ोिंगे।
4. छात् नई क ानी आन्दोलन और इस दौर की क ाहनयोिं की प्रवृहतयोिं से पररहचत ोिंगे।

### Course Content

#### भाग(क)

**12 hours**

1. ह िंदी साह त्य का इहत ास : भल्लिकाल एविं रीहतकाल-नामकरण, पररब्लथिहतयाँ, प्रवृहतयाँ
2. रीहत सौरभ : (सम्पादक) डॉ. रामसजन पाण्डेय, पिंजाबी हवश्वहवद्यालय द्वारा प्रकाहशत, के वल चार कहव : हब ारी, भूषण, रसखान, गुरु गोहबिंद हसिं जी

#### भाग (ख)

**11 hours**

1. ह िंदी साह त्य का इहत ास :आधुहनक काल पररब्लथिहतयाँ, प्रवृहतयाँ
2. ह िंदी गद्य का हवकास : किा साह त्य-ग्यार वषका समय, उसने क ा िा, मुिंडमाल, ताई

#### भाग (ग)

**10 hours**

1. आधुहनकीकरण और आधुहनकतावाद : क ानी का नया दौर और प्रमुख क ाहनयाँ कफन, (प्रेमचन्द), पुरस्कार (जयशिंकरप्रसाद), साइकल की सवारी (सुदशमन), प्रेग्रीन (अज्ञेय)

#### भाग (घ)

**12 hours**

1. नई क ानी का दौर और उसके प्रहतहनहध : सीमा और उपलब्लियािं
2. सतीमैया का चौरा (भैरवप्रसाद गुप्त ), एक और हजन्दगी (मो न राके श), वािंंगचू (भीष्म सा नी), को रा (कमलेश्वर)

#### Transaction Mode

व्याख्यान, सिंगोष्ठी, ई-िीमहशक्षण, ई-ट्यूरिंरिंग, सिंवाद, स कमीसमू चचाम, मोबाइलहशक्षण, स्व-हशक्षा, स योगात्मक हशक्षा और स कारी हशक्षण।

### अध्ययनके लिएसायकपुस्तकसूची

- शुक्ल, रामचन्द्र, हिंदी साहित्य का इतिहास, नागरी प्रचाररणी सभा, काशी, 2010
- पाण्डेय, रामसजन(सम्पादक), रीहतसौरभ, पिजाबी हवश्वहवद्यालय, पहियाला.
- राय, गोपाल, हिंदी कानी का इतिहास, राजकमल प्रकाशन, दररयागिंज: नई हदल्ली2008
- हवमल, गिंगाप्रसाद, आधुहनकता:आधुहनक के सिंदभममें, मैकहमलनकम्पनी, प्रांहलंदररयागिंज : नई हदल्ली, 1978.
- कमलेश्वर :समग्रकानहनायाँ, राजपालएि डसिंस, कश्मीरीगेि, हदल्ली, 2016.

**Course Title: Semitic Religion****Course Code: BAT328**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

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

### Course Content

#### Unit- I

09 hours

1. ਮੱਠੁਢਲੀ ਜਾਣ-ਪਛਾਣ।
2. ਪਰ੍ਰੁੱਬਰ ਮਸਾ ਸਾਵਿਬ ਿਾ ਜੀਿਨ।
3. ਪੁਰਾਣਾ ਨੇ ਮ (Old Testament), ਸੁੱਖੇਪ ਜਾਣਕਾਰੀ।

#### Unit- II

13 hours

4. ਈਸਾਈ ਧਰਮ ਿਾ ਆਰੁੱਿ ਅਤੇ ਵਿਕਾਸ
5. ਿਜਰਤ ਈਸਾ ਮਸੀਿ ਜੀ ਿਾ ਜੀਿਨ
6. ਨਿਾਂ ਨੇ ਮ (New Testament), ਸੁੱਖੇਪ ਜਾਣਕਾਰੀ

#### Unit- III

11 hours

7. ਇਸਲਾਮ ਧਰਮ ਆਰੁੱਿ ਅਤੇ ਵਿਕਾਸ
8. ਿਜਰਤ ਮੁੰਮਿ ਸਾਵਿਬ ਅਤੇ ਉਨਾਂ ਿਾ ਵਮਸ਼ਨ
9. ਪਵਿੱਤਰ ਕੁਰਾਨ ਿਾ ਇਸਲਾਮ ਧਰਮ ਵਿਚ ਸਥਾਨ

#### Unit- IV

12 hours

10. ਆਰੁੱਿ ਅਤੇ ਵਿਕਾਸ
11. ਜਰਤੁਸਤ ਜੀ ਿਾ ਜੀਿਨ ਤੇ ਵਸੱਵਖਿਆਂ।
12. ਜੁੰ ਿ ਐਸ਼ਤਾ (Zand Avesta):- ਸੁੱਖੇਪ ਜਾਣਕਾਰੀ।

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ:ਲੈਕਚਰ, ਸਮੱਵਸਅਿੱਲ, ਵਮਸ਼ਰਤਵਸਖਲਾਈ, ਚਰਚਾਅਤੇਪਰਿਰਸ਼ਨ, ਅਤੇਕੇਸਅਵਧਐਨ।

ਸਿਾਇਕ ਪੁਸਤਕਾਂ:-

- ਸੁੰਸਾਰ ਿੇ ਧਰਮ (ਡਾ. ਿਰਬੁੰਸ ਵਸੁੰਘ, ਡਾ. ਐਮ. ਐਲ ਜੋਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਵਬਉਰੋ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ)
- ਈਸਾਈ ਧਰਮ ਇਕ ਜਾਣ-ਪਛਾਣ (ਕਰਤਾਰ ਚੁੰ ਿ ਿੱਟੀ ਪਬਲੀਕੇਸ਼ਨ ਵਬਉਰੋ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ)
- *The Religion of Islam (M. Ali Maulana)*
- ਵਿਸ਼ਿ ਧਰਮ ਸੁੰਗਰਵਿ :- ਡਾ. ਐਮ. ਐਲ ਜੋਸੀ, ਪਬਲੀਕੇਸ਼ਨ ਵਬਉਰੋ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ)

**Course Title: Indian Economy****Course Code: BAT329**

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

**Total Hours: 45**

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

1. Grow new ideas in the Indian economic structure by analyzing the various potential areas of 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. Analyse Planning Programmes of the Indian Economy.

### **Course Content**

**UNIT-I****9 hours**

**Indian Economy and Agriculture Sector:** Structure of the Indian Economy India: developing economy – features. National Income of India – estimates, trends, growth, structure and limitations. Agriculture: Nature and importance: Trends and factors determining in agricultural production and productivity; green revolution; Problems and prospects. Land Reforms. Agricultural marketing and Agricultural Price policy in agriculture. Agriculture and WTO.

**UNIT-II****12 hours**

**Industry Sector:** Industry: Industrial development and policies since independence; Industrial Policy of 1991; Industrial licensing policy – MRTP Act, FERA and FEMA. Growth and problems of small-scale industries; Role of public sector enterprises in India's industrialization – recent policy towards public sector. Recent Government policies; Skill India, Start-up and Make in India.

**UNIT-III****11 hours**

**External Sector:** Role of foreign trade: Trends in exports and imports; Composition and direction of India's foreign trade. Balance of payments

crisis and the new economic reforms –Export promotion measures and the new trade policies. Foreign capital – FDI, aid; Multinational corporations (MNCs) and their impact on Indian Economy. SWADESHI and its relevance.

#### **UNIT-IV**

**13 hours**

**Indian Economic Problems:** Broad demographic features – Population size and growth rates, sex composition; rural urban migration, occupational distribution; Problem of overpopulation; Population policy in India. Current Challenges of Poverty in India: definition and estimate, poverty line, poverty alleviation programs after 1991. Inequality: income and regional inequality – causes and corrective measures adopted in India. Unemployment in India: measuring Unemployment, magnitude – causes & consequences – major employment programmes after 1991– structure & emerging trends in employment. Environmental challenges in India: Land, water and air.

#### **Transaction Mode**

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

#### **Suggested Readings**

- Dhar, P K (2019). *Indian Economy*, Kalyani Publishers, Ludhiana.
- Aggarwal, A N. *Indian Economy*, Wiley Eastern Ltd.
- Datt, R & Sundram, K P M. *Indian Economy*, S. Chand & Co. (Latest Edition).
- Soni, R N. *Leading Issues in Agriculture Economics*, Sohan Lal Nagin Chand & Sons.
- Ghosh, A (Trans. Avtar Narinder Singh): *Bhartiy Arth Vivstha*, Punjabi University, Patiala.
- Singh, C G. *Bharti Arth Shastar*, Punjabi University, Patiala.
- Misra, S K & Puri, V K (English & Hindi Medium). *Indian Economy*, Himalya Publishing House, Mumbai (Latest Edition).
- Tandon, B B & Tandon, K K (2020). *Indian Economy*, Tata McGraw Hills Pub. Co., New Delhi.

**Course Title: Development of Indian****Constitution****Course Code: BAT330**

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

**Total Hours: 45**

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

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

**Course Content****Unit I****14 hours**

1. Government of India Act 1773-1919: Main features with special emphasis on Dyarchy.
2. Government of India Act, 1935-1947: Main provisions and Autonomy of State and Centre
3. Constitutional Assembly and Antrim Government

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

4. Preamble and its importance
5. Basic Features of India's Constitution
6. Centre-State relations

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

7. Human Rights: National Human Rights Commission and Punjab Human Rights Commission
8. Constitutional Provisions Regarding SC, ST, OBC and Minorities.

**Unit IV****8 hours**

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

**Transaction Mode**

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

**SUGGESTED READINGS**

- *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, GulabbhaiNaranji(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, GulabbhaiNaranji(1975)The Constitution of India. Delhi: Macmillan Company of India.*

**Course Title: History of Modern India**

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

**Course Code: BAT331****Total Hours: 45**

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

- Evaluate how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India.
- Aware about in which situation the Indian Nationalism had raised among the Indian people for freedom.
- Acquire knowledge about the freedom struggle and partition of India and aftermath.
- Discuss the agitation against the British rule in India

### **Course Content**

#### **UNIT-I**

**09 hours**

Cause of the downfall of Mughal Empire.

Battles of Plassy and Buxer. Administrative and Social reforms of Cornwallis, Bentinck and Dalhousie.

#### **UNIT-II**

**13 hours**

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

Social-Culture Movements, Brahmo Samaj, Arya Samaj, Singh Sabha Movement.

#### **UNIT-III**

**11 hours**

British Economic Policy in India-Agriculture, Rural indebtedness.

Foundation of Indian National Congress: Phases of Moderate Politics; Rise of Extremism.

#### **UNIT-IV**

**12 hours**

Emergence of Gandhi: Satyagraha Campaigns.

**Maps:** a) British India in 1805 A.D. b) British India in 1818 A.D.

c) Important Centres of the Revolt of 1857.

**Suggested Readings:**

- *Roberts, P.E., History of British India, PP. 129-190, 200-232, 300-309, 359-396, 582-657.*
- *Ishwari Prasad and, A History of Modern India, PP. 64-165, 206-274, 402-479.*
- *Subedar, S.K.*
- *Speer, P., History of Modern India.*
- *Smith, V.A., The Oxford History of India, PP. 465-590, 654-672, 705-739, 790-838.*
- *Bisheswar Prasad, Bondage and Freedom*
- *Majumdar, R.C. and, British Paramountcy and Indian Renaissance, PP. 1-92,*
- *Others (eds) 406-432, 467-554, 603 (Bhartiya Vidya Bhawan Publications)*
- *Majumdar R.C. and Struggle for Freedom, PP. 17-34, 454-526, 634-679, 721-782*
- *Others (eds.)*
- *Majumdar R.C. and, An Advanced History of India*
- *Others (eds.)*
- *Thompson and Garret, Rise and Fulfilment of British Rule in India*
- *Sikri, S.L., Constitutional History of India (English, Punjabi & Hindi*

**Course Title: Indian Society**

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

**Course Code: BAT332****Total Hours: 45**

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

1. Comprehend the forms of social stratification and its positioning in society.
2. Familiarize with the theories of social stratification of Karl Marx and Kingsley Davis.
3. Elucidate the concepts of caste and class.
4. Develop an understanding on social institutions like marriage, family, kinship system.

### **Course Content**

**UNIT-I****12 hours**

**Social Stratification:** Bases and forms, Theories of Social Stratification: (Karl Marx, Davis), Marriage and Family in India: Functions, Types and Changing patterns.

**UNIT-II****11 hours**

**Class and Caste in India:** Definition, features, bases, changing patterns and its difference, Gender: Meaning, Definition, and Social Construction of Gender, Gender Inequality, Features of Social Organization in India: Tribal, Rural and Urban, Changes in Organizations

**UNIT-III****12 hours**

**Rural Sociology:** Origin, Nature and scope, Land Reforms, Green Revolution, Using Social Impact, Assessment (SIA) in strengthening Rural Community

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

**Crisis in Rural Society: Rural Indebtedness:** Meaning, Causes and Consequences, Farmers' suicides: Meaning, Causes and Consequences,

Village Panchayats, Panchayati Raj before and after 73rd Constitutional Amendment,

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

### Suggested Readings

- Giddens, Anthony (2001) *Sociology*, London: Polity.
- Haralambos, M (1980) *Sociology: Themes and Perspective*, London: Oxford University Press.
- Jayaram, N (1988) *Introductory Sociology*, Madras: Macmillan India.
- Johnson, Harry, M. (1980) *A Systematic introduction*, Delhi: Allied Publishers.
- Beteille, Andre.1996. *Caste, Class and Power*. New Delhi: Oxford University Press.
- Jammu, P. S. 1974. *Changing Social Structure in Rural Punjab*. New Delhi: Sterling Publishers.
- Doshi, S. L.1999. *Rural Sociology*. New Delhi: Rawat Publications.
- Davis, Kingsley (1978) *Human Society*, London: Mac Millan Company.
- Mair, Lucy (1972). *An Introduction to Social Anthropology*, London: Oxford Clarendon Press.
- Mujamdar, D.N. &MadamT.N. (1956) *An Introduction to Social Anthropology*, Bombay: Asian Publishing House.
- 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.
- Jammu, P. S.2007. *Jaat Parnali Ate Punjabi Samaj*. Jalandhar: Punjab Academy of Social Sciences, Language and Culture.
- Marriott, Mckim.1969. *Village India: Studies in Little Community*. (ed.) Chicago: University of Chicago Press.
- Punit, A. E.1978. *Social Systems in Rural India*. New Delhi: Sterling Publication.
- Sharma, K. L.1997. *Rural Society in India*. Jaipur: Rawat Publication.
- Ghosh, Pratap Kumar (1966). *The Constitution of India: How it Has Been Framed*. PrabhatPrakashan.
- 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.Brass.(2003). *Politics of India since Independence*, Cambridge University Press.
- P. Brass.(1995). *Ethnic Groups and the State*, London, Croom 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, RadintPublisher.*
- *F.R. Frankel(1978)Indian Political Economy the Gradual Revolution, Oxford, 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.*

**Course Title: Linear Algebra****Course Code: BAT333**

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

**Total Hours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**10 hours**

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

#### **UNIT-II**

**12 hours**

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

Order of an element of a group, Group homomorphism, Isomorphism on groups, theorems on subgroups, Coset decomposition, Cayley's theorem, Cyclic group, generating system of group.

**UNIT-III****12 hours**

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

**UNIT-IV****12 hours**

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

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

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

**Suggested Readings**

- Friedberg, Stephen H., Insel, Arnold J., & Spence, Lawrence E. (2003). *Linear Algebra (4th ed.)*. Prentice-Hall of India Pvt. Ltd. New Delhi.
- Hadley, G, (2002), *Linear Algebra*, Narosa Publishing House, New Delhi.
- Hoffman and Kunze, (1972), *Linear Algebra*, Prentice Hall of India, New Delhi.
- H. Helson, (1994), *Linear Algebra*, Hindustan Book Agency, New Delhi.
- Dutta, K. B. (2004), *Matrix and Linear Algebra*, Prentice Hall of India.
- S. Lang, (1987), *Linear Algebra*, Springer.
- Suggested digital platform: NPTEL/SWAYAM/MOOCs.
- J. B. Fraleigh, (2003), *A first course in Abstract Algebra*, Addison-Wiley.
- I. N. Herstein, (2006), *Topics in Algebra*, John Wiley & Sons.
- Thomas W Hungerford, (1990), *Abstract Algebra—An Introduction*, Saunders College Publishing.



- *Joseph A Gallian, (2016), Contemporary Abstract Algebra, Brooks/Cole Cengage Learning.*
- *V. K. Khanna and S. K. Bhambri, (2014), A course in Abstract Algebra, Vikas Publishing House Pvt (Ltd).*
- *Robert J.T Bell, (1923), An Elementary Treatise on Coordinate Geometry of three dimensions, Macmillan India Ltd.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*
- *P.R. Vittal, (2013), Analytical Geometry, 2d & 3D, Pearson.*
- *S.L. Loney, (2018), The Elements of Coordinate Geometry, McMillan and Company, London.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

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

L	T	P	Cr.
3	1	0	3

**Total Hours: 45**

**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**

**14 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**

**14 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**

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

Needs assessment and problem analysis.

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

Building coalitions and partnerships.

Advocacy in policy-making and legislative processes.

Impact assessment and sustainability of social action initiatives.

### **SUGGESTED READINGS**

- McCarthy, J. D., & Zald, M. N. (1977). *Resource Mobilization and Social Movements: A Partial Theory*. *American Journal of Sociology*, 82(6), 1212-1241.
- Klandermans, B., & Staggenborg, S. (Eds.). (2002). *Methods of Social Movement Research*. University of Minnesota Press.
- Goodwin, J., Jasper, J. M., & Polletta, F. (Eds.). (2001). *Passionate Politics: Emotions and Social Movements*. University of Chicago Press.
- Smith, J., & Lipsky, M. (Eds.). (1993). *Nonprofits for Hire: The Welfare State in the Age of Contracting*. Harvard University Press.
- Ross, M. H. (2015). *The Role of Advocacy and Outreach in the Nonprofit Sector: Leveraging Public Policy for Organizational Success*. Routledge.

**Course Title: Psychology of Individual Differences****Course Code: BAT335**

L	T	P	Credits
2	0	2	3

**Total Hours: 45**

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

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

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

**Unit-I****8 hours**

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

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

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

**Unit-III****7 hours**

Thinking and Reasoning: Concept, Process, Categories and prototypes Schemas and scripts, imagery and cognitive maps.

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

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

**Unit-IV****7 hours**

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

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

**Transactional Mode**

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

**Suggested Readings**

- *Dr. Ankita Singh (2022): Life Span Development Psychology; Aavishkar Publishers, Distributors, Jaipur.*
- *Dr. Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.*

- *Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.*
- *Harze&Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.*
- *Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.*

**PRACTICAL**

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

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

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

**Course Code: BAT336****Total Hours: 45**

**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**

**11hours**

##### **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**

**11hours**

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

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

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

Conditioning: - Meaning, definition, and importance.

#### **UNIT-III**

**11hours**

##### **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**

### **Technical preparation: -**

Fundamental and method for the development of technique.

Tactical preparation: - concept, methods of Tactical training.

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

Practical Work:

Endurance Training(12 Min Run Walk Test)

Strength Training (Standing Broad Jump, sergeant Jump)

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

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

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

### **Suggested Readings**

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



**Course Title: Introduction to Indian Music**

**Course Code: BAT337**

B.A. (BAT23)

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

**Total Hours: 45**

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

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

**Course Content**

**UNIT-I**

**10 hours**

Brief life sketches of and contribution of great musician.

- a) Ustad Bismillah Khan    b) Dalip Chander Bedi    c) Pro. Tara Singh

**UNIT-II**

**14 hours**

Knowledge of BhatkhandeThaatpadhati.

Different jaties of raags of the present raags system of north Indian music, to write the notation of the present raags; Bageshwari, Bhopali

**UNIT- III**

**12 hours**

Various developments in brief in the history of north India music during the modern period 18 to 20<sup>th</sup> century AD.

Knowledge of the flowing non detail raags; a) deskar b) Bilawal (only aroh ,avroh and pakad)

**UNIT-IV**

**09 hours**

Knowledge of Dhrupad

Definition and types of Khyal

Brief description of Tanpura

**Transaction Mode**

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

**Suggested Readings**

- *Dr. Davinder Kaur: SangeetRoop(1 January 2017), sangeetanjali publication Patiala*
- *Dr. Mrieunjayasharma, Dr Ram Narayan : Sangeet manual(1 January 2014) H.G Publication delhi*
- *Dr. YaspalSharma: Gayan Kalan(1998), Punjabi university Patiala*
- *Dr. SumanLata: Hindustani ShastrisangeetSidhantavamVyavhar, karnal publications*

**Semester-IV****Course Title: Literature and Language****Skills- English****Course Code: BAT419**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</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. Interpret literary texts and use them in enhancing their reading and writing skills.
2. Use a variety of reading strategies to foster comprehension.
3. Analyze texts with reference to ambiguity, complexity and aesthetic value of literary pieces.
4. Employ appropriate writing skills for academic writing including note making, report and précis.

**Course Content****UNIT-I** **14 hours**

1. William Golding Lord of the Flies

**UNIT-II** **17 hours**

2. Texts Prescribed for Grammar  
Oxford Practice Grammar by John Eastwood (Exercises 104 to 136)

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

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

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

4. Vocabulary:

Synonyms  
Proverb

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

**SUGGESTED READINGS:**

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

- *Eastwood, John. Oxford Practice Grammar, OUP, 2004.*
- *Dickens, Charles. Great Expectations, Hertfordshire: Wordsworth Classics,. 1992.*

**Course Title: Reading and Writing****Skills**

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

**Course Code: BAT420****Total Hours: 45**

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

1. Comprehend the concept of Reading and Writing in English.
2. Explore the benefits and barriers of Effective Reading.
3. Acquaint with different types of Reading and Writing.
4. Differentiate between Formal and Informal Writing.

### **Course Content**

**UNIT-I****12 hours**

Reading Types-silent/loud, extensive and intensive  
Reading Skills- Purpose, Process, Methodologies

**UNIT-II****11 hours**

Levels of Reading  
Reading Comprehension  
Defects in reading and their remedial measures

**UNIT-III****10 hours**

Elements of Effective Writing (What is writing?)  
The Sentence, Phrases and Clauses  
Types of Sentences

**UNIT-IV****12 hours**

Main Forms of Written Communication  
Paragraph Writing (Linkage and Cohesion)  
Letter Writing(formal and informal)  
Essay writing

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

**SUGGESTED READINGS:**

- *Monippally, Matthukutty, M. Business Communication Strategies. Tata McGraw-Hill Publishing Company Ltd., 2001.*
- *Adair, John. Effective Communication. Pan Macmillan Ltd.,2003.*
- *Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.*

**Course Title: Punjabi Naval****Course Code: BAT421**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45****Learning Outcomes:** After completion of this course, the learner will be able

1. ਪੰਜਾਬੀ ਨਾਇਲ ਅਤੇ ਨਾਇਲੈਟ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
2. ਗੁਰਮੁਖੀ ਵਲਪੀ ਤੇ ਵਿਆਕਰਨ ਵਿੱਚੋਂ ਤੱਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
3. ਸਚਨਾ ਤਕਨਾਲੋਜੀ ਬਾਰੇ ਜਾਣ ਕਰਿਉਣਾ।
4. ਪੰਜਾਬੀ ਿਾਸ਼ਾ ਵਿੱਚੋਂ ਸੁਰ ਪਬੰਧ ਬਾਰੇ ਵਗਆਨ ਪਰਿਾਨ ਕਰਨਾ।

**Course Content****ਭਾਗੳ-****10 hours**

1. ਿਲੀਪ ਕੌਰ ਵਟਿਾਣਾ :ਇਿਮਾਰਾ ਜੀਿਣਾ  
(ਨਾਇਲ)

**15hours****ਭਾਗਆ-**

1. ਪੈਰਗਾ ਪੜਹ ਕੇ ਪਰਸ਼ਨਾ ਿੇ ਉੱਤਰ ਿੇਣੇ।
2. ਸਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੰਧਤ ਤਕਨੀਕੀ ਸ਼ਬਿਾਲੀ।

**ਭਾਗਏ-**

ਕੁੰਵਪਉਟਰ, ਟ੍ਰਿੰਟਰਨ ਿੱਟ, ਸਚਨਾ ਤਕਨਾਲੋਜੀ ਨਾਲ ਸਬੰਧਤ ਮੱਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਮਿੱਤਤਾ ਬਾਰੇ ਲੇਖ ਵਲਖਣਾ।

**10 hours**

1.

**ਭਾਗਸ-**

1. ਪੰਜਾਬੀ ਿਾਸ਼ਾ ਿਾ ਸੁਰ ਪਬੰਧ।
2. ਪੰਜਾਬੀ ਿਾਸ਼ਾ ਿੀ ਉਪ ਿਾਕ ਜੁਗਤ।

**10 hours****ਪੁਸਤਕ ਸੂਚੀ :-**

- ਿਲੀਪ ਕੌਰ ਵਟਿਾਣਾ, ਇਿਮਾਰਾ ਜੀਿਣਾ, ਗੀਤ ਪਰਕਾਸ਼ਨ, ਚੁੰਡੀਗੜਹ।
- ਜੇਵਗੁੰਰਿ ਵਸੁੰਘ ਪੁਆਰ, ਬਲਿਿ ਵਸੁੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਰਿ ਵਸੁੰਘ ਸੁੰਘਾ ਅਤੇ ਿੇਿ ਅਗਨੀਿਤਰੀ, ਪੰਜਾਬੀ ਿਾਸ਼ਾ ਿਾ ਵਿਆਕਰਨ (ਿਾਗ -ਿ ਜਾ) ਪੰਜਾਬੀ ਿਾਸ਼ਾ ਅਕਾਿਮੀ, ਜਲੰਧਰ।

**Course Title: Punjab History and Culture- IV**

**Course Code: BAT422**

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

**Total Hours: 45**

**Unit-I**

**10 hours**

1. Martyrdom of Guru Teg Bahadur Ji: Causes and Impact.
2. Guru Gobind Singh's Relations with the Hill Rajas and Mughals.

**Unit-II**

**10 hours**

3. Creation of the Khalsa or the Khalsa in Action.
4. Emergence of Dissenting Sikh Sects: Udasis, Minas Ramraias Dhirmalias.

**Unit-III**

**10 hours**

5. Banda Bahadur and his achievements and its failure.
6. Political struggle of the Sikhs against Zakariaya Khan, Yahiya Khan, Mir Mannu.

**Unit-IV**

**10 hours**

7. Origin and Development of Dal Khalsa, Rakhi system and Gurmata.
8. Sikh-Afgan struggle (1762-65); Causes of Sikh success against the Mughals and Afghans.

**Transaction Mode**

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

**SUGGESTED READINGS**

1. Sukhdial Singh, *Punjab Da Ithas 1469-1708*, Punjabi University, Patiala, 2000.
2. Arora A.C., *History of Punjab*, Sugamya Pustakalaya, 1860.
3. Khushwant Singh, *History of the Sikhs*, Vol-I, Oxford, India, 1963.
4. Grewal, J.S., *Guru Nanak to Maharaja Ranjit Singh*, Manohar, 2007

5. Singh Sulakhan, *Heterodoxy in the Sikh Tradition*, Guru Nanak Dev University, Amritsar, 1999



**Course Title: Literary Masterpieces:  
From Elizabethan to Romantic Period-  
English**

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

**Course Code: BAT423**

**Total Hours: 45**

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

1. Develop critical thinking and imagination through English Prose and poetry.
2. Grasp the process of communicating and interpreting human experiences through literary representation.
3. Have an awareness of class, race and gender as social constructs of Elizabethan and Romantic Periods of English literature.
4. Create a concept of feminism as a social movement and a critical tool for interpreting texts.

### **Course Content**

#### **UNIT-I**

**11 hours**

William Shakespeare: The Merchant of Venice

#### **UNIT-II**

**11 hours**

Wordsworth: Preface to the Lyrical Ballads

#### **UNIT-III**

**11 hours**

Christopher Marlowe: Doctor Faustus

#### **UNIT-IV**

**12 hours**

Mary Wollstonecraft: Vindication of the Rights of Women

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

#### **SUGGESTED READINGS:**

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

L	T	P	Cr.
3	0	0	3

**Course Title:** ਪੰਜਾਬੀ ਕਹਿਤਾ

**Course Code:** BAT424

**Total Hours:** 45

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

- 1 ਆਧੁਨਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਿਚਿਤ ਕਰਨਾ।
- 2 ਪੰਜਾਬੀ ਸਾਹਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
- 3 ਪੰਜਾਬੀ ਕਾਵਿ ਸ਼ਾਸਤਰ ਨਾਲ ਸਬੰਧਤ ਸੁੰਕਲਪਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
- 4 ਪੇ.ਮੇਨਿਨ ਵਸ਼ੂਘ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।

**ਭਾਗ-ੳ** **10 hours**

ਆਧੁਨਕ ਪੰਜਾਬੀ ਕਹਿਤਾ ਦਾ ਇਹਤਿਸ ਅਤੇ ਪਰਹਿਰਤੀਆਂ

**ਭਾਗ-ਅ** **10 hours**

ਸਾਿੇ ਪੱਤਰ , ਪ੍ ਮੇਨਿਨ ਹਸੰਘ

**ਭਾਗ-ੲ** **15 hours**

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਹਤਿਸ (800-1500 ਈ.ਤੱਕ)

**ਭਾਗ-ੳ** **10 hours**

ਭਾਰਤੀ ਕਾਹਿ ਸ਼ਾਸਤਰ ਨਾਲ ਪੰਜ ਸਕੰਲਪ- ਅਹਭਧਾ , ਲਕਸ਼ਣਾ , ਹਿਅੰਜਨਾ, ਰੂਪਕ , ਉਪਮਾ

**Transaction Mode**

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

**ਪੁਸਤਕ ਸੂਚੀ:**

ਮੇਨਿਨ ਹਸੰਘ, ਸਾਿੇ ਪੱਤਰ

**Course Title: ह िंदी भाषा****Course Code: BAT425**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. छात् भाषा के स्वरूप से पररहचत ोिंगे।
2. छात् भाषा के अध्ययन क्षेत्, पररवतमन एविं मानक रूप से पररहचत ोिंगे।
3. छात् बोहलयोिं के स्वरूप, म त्व, आम्म भाषा के वगीकरण एविं हवदेशी भाषा से शब्द ग्र ण की प्रहिया से पररहचत ोिंगे।
4. छात् हलहप के स्वरूप, इहत ास, पररवतमन एविं देवनागरी हलहप की हवशेषता से पररहचत ोिंगे।

**Course Content****भाग(क)****12 hours**

1. भाषा का अिम,पररभाषा,स्वरूप हवश्लेषण और अहभलक्षण
2. हवभाषा:भाषाऔर हवभाषा काअंतर

**भाग (ख)****11 hours**

1. भाषा के रूपपररवतमन के कारण, हदशाएँ
2. भाषा का अध्ययन क्षेत्, भाषा पररवतमन और मानकता का प्रश्न
3. ह िंदी भाषा का म त्व एविं प्रकार

**भाग (ग)****10 hours**

1. सिंसार की भाषाएँ और ह िंदी
2. आधुहनक आम्मभाषा और ह िंदी : वगीकरण और सिंक्षप्त वणमन
3. ह िंदी की ग्रामीण बोहलयाँ
4. ह िंदी में हवदेशी भाषाओं के अज्ञात शब्द

**भाग (घ)****12 hours**

1. हलहप का अिम, स्वरूप, म त्व एविं इहत ास
2. देवनागरी हलहप का हवकास एविं हवशेषताएँ
3. ह िंदी की प्रमुख उप भाषाओं का पररचय

**Transaction Mode**

व्याख्यान, सिंगोष्ठी, ई-िीमहशक्षण, ई-ट्यूरिरिंग, सिंवाद, स कमी समू चचाम, मोबाइल हशक्षण, स्व-हशक्षा, स योगात्मक हशक्षा और स कारी हशक्षण।

### अध्ययन के लिए सायक पुस्तक सूची

- वमाम धीरेन्द्र :ह िंदी भाषाऔर हलहप,ह दुस्तानी एके डमी, प्रयाग, 1931.
- शमाम देवेन्द्रनाऱि :भाषा हवज्ञान की भूहमका, राधाकृ षण प्रकाशन, दररयागिंज, नई हदल्ली, 2009.
- रो रा,सतीश कु मार,ह िंदी भाषाऔरभाषा हवज्ञान, प्रचारक सिंधिन, ल्हरावीर, हपशाचमोशन, वाराणसी, 1976.

**Course Title: Religious Movements:  
Medieval and Modern  
Course Code: BAT426**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

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

### Course Content

#### Unit- I

12 hours

ਲਵਿਰ: ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ

ਿਗਤੀ ਲਵਿਰ ਿੇ ਪਰਿਾਿ

ਿਗਤ ਕਬੀਰ ਜੀ, ਿਗਤ ਨਾਮਿਿ ਜੀ, ਿਗਤ ਰਵਿਿਾਸ ਜੀ: ਜੀਿਨ ਿੇਰਿਾ

#### Unit- II

10 hours

ਸ ਫੀਮਤ: ਆਰੂੰ

ਿਅਤੇਵਿਕਾਸ ਸ ਫੀਮਤ:

ਵਿਸ਼ੇਸ਼ਤਾਿਾਂ

ਬਾਬਾ ਫਰੀਿ ਜੀ : ਜੀਿਨ ਤੇ ਵਸੋਂਵਖਆਿਾਂ

#### Unit- III

11 hours

ਸੁੰਤ ਵਨਰੂੰ ਕਾਰੀ ਵਮਸ਼ਨ

ਚੀਫ ਖਾਲਸਾ

ਿੀਿਾਨ

ਸ਼ਰੋਮਣੀ ਗੁਰਿਆਰਾ ਖੜੂੰ ਧਕ ਕਮੇਟੀ

#### Unit- IV

12 hours

1. ਰਾਮ ਵਕਰਸ਼ਨ ਵਮਸ਼ਨ

2. ਬਰਿਮੇ ਸਮਾਜ

3. ਆਰੀਆ ਸਮਾਜ

ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੋਡ: ਲੈਕਚਰ, ਸਮੱ ਵਸਅਿੱ ਲ, ਵਮਸ਼ਰਤਵਸਖਲਾਈ, ਚਰਚਾਅਤੇਪਰਿਰਸ਼ਨਅਤੇਕੇਸਅਵਧਐਨ।

ਸਿਾਇਕ ਪੁਸਤਕਾਂ:

- ਉੱਤਰੀ ਿਾਰਤ ਿੀ ਸੂੰਤ ਪਰੂੰਪਰਾ, ਪਰਸ਼ੁਰਾਮ ਚਤੁਰਿਿੀ (ਵਿੰ ਿੀ)
- ਗੁਰਿਅਾਰਾ ਸੁਧਾਰ ਲਵਿਰ, ਵਗ. ਪਰਤਾਪ ਵਸੂੰਘ, ਖਾਲਸਾ ਬਰਿਰਜ, ਸਰੀ ਅੰ ਵਮਰਤਸਰ ਸਾਵਿਬ।
- ਸੇਖ ਫਰੀਿ ਤੇ ਰਚਨਾ, ਡਾ. ਤਾਰਨ ਵਸੂੰਘ, ਬਲਿੀਰ ਕੈਰ, ਪੁੰਜਾਬੀ ਯ ਨੀਿਰਵਸਟੀ, ਪਵਟਆਲਾ।
- ਿਗਤੀ ਅੰਿੇਲਨ ਤੇ ਗੁਰ ਨਾਨਕ, ਡਾ. ਮਨਮੋਿਨ ਵਸੂੰਘ
- *Punjab Past and Present (Special Issue)*, Dr. Ganda Singh

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

**Course Code: BAT427**

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

**Total Hours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**12 hours**

**Introduction to Public Finance and Taxes:** Public Finance: Nature and Scope; Public, Private and Merit Goods. Social Goods and Market Failure; Principle of Maximum Social Advantage. Tax: Meaning and Classification of Taxes; Structure of Public Budget. Allocation of Tax Burden-Benefit and Ability to Pay Theories; Incidence and Shifting of Tax Burden, Dead Weight Loss. Major Taxes in India; Goods and Services Tax (GST) in India: Concept and Structure

#### **UNIT-II**

**10 hours**

**Public Expenditure & Public Debt:** Public Expenditure: Meaning and Importance, Wagner's Hypothesis. Classification of Public Expenditure, Reasons for the Growth of Public Expenditure, Trends in India's Public Expenditure. Public Debt-Sources and its Impact on Economic Growth, Debt Redemption, Fiscal Federalism in India.

#### **UNIT-III**

**11 hours**

**Introduction and International Trade Theories:** International Economics: Meaning, Scope and Importance; Need for Separate Theory of International Trade. Pure Theory of International Trade: Absolute Cost Advantage Theory, Comparative Cost Advantage Theory, Opportunity Cost

Theory, Heckscher-Ohlin Theory, Leontiff Paradox. Concepts of Terms of Trade; Doctrine of Reciprocal Demand, Offer Curves; Singer-Prebisch Thesis.

**UNIT-IV**

**10 hours**

**Foreign Exchange and Balance of Payment:** Meaning of Foreign Exchange; Exchange Rate; Exchange Rate System: Fixed vs. Floating Exchange Rate Policy; Exchange Rate Determination: Purchasing Power Parity Theory Demand and Supply Theory. Balance of Payments: Concept and Components, Disequilibrium in Balance of Payments, Balance of Payments Adjustment. Free Trade and Protection: Arguments for and against; Methods of Protection. GATT & WTO: Functions and Agreements; IMF: Objectives, Functions and Achievements; World Bank Objectives, Functions and Performance.

**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 Homeswoodllinios, Indian Edition.*
- *Soderston, B O (1990). International Economics, Macmillan Press Ltd.*



**Course Title: Indian Political System****Course Code: BAT428**

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

**Total Hours: 45****Course Learning Outcomes**

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

1. Discuss the role of Caste, Religion and Regionalism in Indian Politics
2. Compare and contrast the powers, function of election commission and voting behaviour.
3. Categorize the various regional and national political parties.
4. Identify the functioning of various organs of Indian government such as legislature, Executive and Judiciary.

**Course Content**

- |  |                 |
|--|-----------------|
| <b>Unit III</b>  | <b>13 hours</b> |
| 1. Indian Cabinet: Constitutional Provision, Powers and types of Ministers.  |                 |
| 2. Prime Minister: Appointment, Powers, Position and Changing Role.  |                 |
| 3. Judicial Aspects: Composition, Powers and Jurisdiction of Supreme Court and High Court.                               |                 |
| <b>Unit II</b>   | <b>12 hours</b> |
| 4. Nature of Party System in India: A critical evaluation.   |                 |
| 5. National Political Parties (Indian National Congress and BJP): their Organization, Ideology and electoral performance |                 |
| 6. Pressure Groups in Indian Politics and their Role.  |                 |
| <b>Unit III</b>  | <b>11 hours</b> |
| 7. The Election Commission: Composition, Powers and Role.  |                 |
| 8. Electoral Reforms in India  |                 |
| <b>Unit IV</b>   | <b>9 hours</b>  |
| 9. Role of Religion, Caste and Regionalism in Indian Politics.   |                 |
| 10. Determinants of voting behavior in India.  |                 |

**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, GulabbhaiNaranji.(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.

**Course Title: History of Punjab  
(1469-1707AD)**

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

**Course Code: BAT429**

**Total Hours: 45**

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

- 1 Evaluate the various Source of Punjab history and various concepts in the Gurus Period.
- 2 Provide information regarding Political, Social & Religious issues of during period.
- 3 Discuss the relationship of Sikh Gurus with Mughals.
- 4 Provide information about Sikh Struggle with Mughals and Afghans.

### **Course Content**

#### **UNIT-I**

**12 hours**

Main Sources of Punjab History.

Guru Nanak Dev: His Teachings; Evaluation of Sikhism 1539-1606 (from Guru Angad to Guru Arjun Dev Ji)

#### **UNIT-II**

**11 hours**

Transformation of Sikhism from Guru Hargobind to Guru Tegh-Bahadur.

Guru Gobind Singh: Creation of the Khalsa and its Significance.

#### **UNIT-III**

**11 hours**

Relations of Sikh Gurus with Mughals, 1605-1708.

Banda Bahadur and establishment of Independent rule of the Sikhs; causes of his ultimate failure.

#### **UNIT-IV**

**11 hours**

Sikh Struggle against the Mughals during the periods of AbdusSamad Khan, Zakariya Khan, Mir Mannu and Adina Beg.

#### **Maps:**

- a) Battle of Guru Gobind Singh.
- b) Military exploits of Banda Bahadur.
- c) Important places connected with the Sikh Gurus in the Punjab.

#### **Transaction Mode**

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

**Suggested Readings**

- *Banerjee, InduBhushan, Evaluation of the Khalsa, Vol. I & II (English & Punjabi)*
- *J.S. Grewal, New Cambridge History of India; The Sikhs of the Punjab*
- *Joginder Singh &, Punjab da Itihas (Punjabi)*
- *Prithipal Singh Kapoor*
- *Bhagat Singh, Punjab da Itihas (Punjabi), PP. 34-506*
- *Arora, A.C., Punjab d Itihas (Punjabi & Hindi)*
- *Gurcharan Singh &, History of the Punjab (Punjabi & Hindi)*
- *Gandhi S.S.*
- *Khushwant Singh, History of the Sikhs, Vol. I*
- *Arora, A.C., Atlas of the Punjab History (English, Punjabi & Hindi),*
- *PP 2-26*
- *Verma, D.K., Guru Gobind Singh on Canvas of History (English).*

**Course Title: Social Change and Development**

**Course Code: BAT430**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Develop skills to understand the causes and development of social change
2. Familiarize with the theoretical perspectives of social stratification.
3. Explain social discrimination on the basis of power and gender in Indian society.
4. Analyze the changing patterns in caste system and development policies in India.
5. Analyze the dynamics of rural, peasant and agrarian life.
6. Elucidate the socio- political structure and development programs in rural society.

**Course Content**

**UNIT-I**

**12 hours**

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

**UNIT-II**

**11 hours**

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

**UNIT-III**

**12 hours**

**Definition and meaning of development,** Economic growth and development.

Social development and social indicators, Environment and Development, Sustainable development.

## **UNIT-IV**

**Development programmes in India:** Five-year plans, Community Development Programme (CDP), Panchayati Raj and its impact on women empowerment.

### **Transaction Mode**

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

### **Suggested Readings**

- *Desai, A.R. 1985. India's path of development: A Marxist approach. Bombay: Popular Prakashan.*
- *Dube, S C. 1998. Modernization and development. Vistaar Publisher: New Delhi.*
- *Giddens, A. 1990. The consequences of modernity. Cambridge: Polity press*
- *Moor, W. and Robert, C. 1967. Social change. New Delhi: Prentice Hall.*
- *Sharma, S L. 1986 Development: Socio-cultural development. Rawat Publications, Jaipur.*
- *Singh Sukhdev. 1997. PenduSamaaj ate Pendu Vikas. Patiala: Publication Bureau Punjabi University.*
- *Srinivas, M.N. 1966. Social change in modern India. Berkley: University of Berkley.*

**Course Title: Complex Analysis**

**Course Code: BAT431**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Acquire the basic ideas of analysis for complex functions in complex variables with visualization through relevant practical situations.
2. Understand the significance of differentiability of complex functions leading to the understanding of Cauchy-Riemann equations.
3. Evaluate the contour integrals and understand the role of Cauchy-Goursat theorem and the Cauchy integral formula.
4. Expand some simple functions as their Taylor and Laurent series, classify the nature of singularities, find residues and apply Cauchy Residue theorem to evaluate integrals.

### **Course Content**

#### **UNIT-I**

**12 hours**

**Analytic Functions and Cauchy-Riemann Equations:** Functions of complex variable, Mappings; Mappings by the exponential function, Limits, Theorems on limits, Limits involving the point at infinity, Continuity, Derivatives, Differentiation formulae, Cauchy-Riemann equations, Sufficient conditions for differentiability; Analytic functions and their examples.

#### **UNIT-II**

**12 hours**

**Elementary Functions and Integrals :**Exponential function, Logarithmic function, Branches and derivatives of logarithms, Trigonometric function, Derivatives of functions, Definite integrals of functions, Contours, Contour integrals and its examples, Upper bounds for moduli of contour integrals,

#### **UNIT-III**

**12 hours**

**Cauchy's Theorems and Fundamental Theorem of Algebra**  
:Antiderivatives, Proof of antiderivative theorem, Cauchy-Goursat

theorem, Cauchy integral formula; An extension of Cauchy integral formula, Consequences of Cauchy integral formula, Liouville's theorem and the fundamental theorem of algebra.

#### **UNIT-IV**

**11 hours**

**Series and Residues:** Convergence of sequences and series, Taylor series and its examples; Laurent series and its examples, Absolute and uniform convergence of power series, Uniqueness of series representations of power series, Isolated singular points, Residues, Cauchy's residue theorem, residue at infinity; Types of isolated singular points, Residues at poles and its examples.

#### **Transaction Mode**

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

#### **Suggested Readings**

- *Brown, James Ward, & Churchill, Ruel V. (2014). Complex Variables and Applications (9th ed.). McGraw-Hill Education. New York.*
- *Bak, Joseph & Newman, Donald J. (2010). Complex analysis (3rd ed.). Undergraduate Texts in Mathematics, Springer. New York.*
- *Zills, Dennis G., & Shanahan, Patrick D. (2003). A First Course in Complex Analysis with Applications. Jones & Bartlett Publishers, Inc.*
- *Mathews, John H., & Howell, Rusell W. (2012). Complex Analysis for Mathematics and Engineering (6th ed.). Jones & Bartlett Learning. Narosa, Delhi. Indian Edition.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*



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

B.A. (BAT23)

L	T	P	Cr.
3	1	0	4

**Course Title: BAT432**

**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**

**14 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**

**14 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**

**Social Work in Development**

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

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

Needs assessment and asset-based community development.

Project planning, implementation, and monitoring.

Evaluating the impact of social work interventions in development initiatives.

**Suggested Readings:**

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

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

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

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

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

**Course Title: Statistics in Psychology****Course Code: 433****Learning Outcomes**

L	T	P	Credits
2	0	2	3

**Total hours 45**

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

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

**Unit-I****10 hours**

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

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

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

**Unit-II****12 hours**

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

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

**Unit-III****12 hours**

Statistics: Meaning, Need and Application in psychology.

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

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

**Unit-IV****11 hours**

Methods of Psychology: Observation, Experimental Method, Survey. Case Study: Characteristics, Components of a case study design, types of case study design, steps to conduct case study, strengths and weaknesses

**Practical**

Construction of Tool.

**Transactional Mode**

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

### **Suggested Readings**

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

**Course Title: Sports Medicine****Course Code: BAT434**

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

**Total Hours: 45**

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

1. Demonstrate a breadth of knowledge across the spectrum of the exercise sciences and a deeper understanding in the areas of physiology, motor behaviour and biomechanics.
2. Apply the scientific method in order to understand, evaluate, and/or solve problems in the exercise sciences
3. Use the central components of a liberal education, including critical thinking, information literacy, oral and written communication,
4. Quantitative reasoning skills in analysing problems in the exercise sciences

### **Course Content**

**UNIT-I****12 hours****Sports Medicine**

Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.

Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.

Need and Importance of the study of sports injuries in the field of Physical Education.

Prevention of injuries in sports – Common sports injuries – Diagnosis.

First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

**UNIT-II****10 hours****Basic Rehabilitation**

Basic Rehabilitation, Strapping/tapping, definition, principles precautions contraindications.

Proprioceptive neuro muscular facilitation: Definition hold, relax, repeated contractions.

Show reversal technique exercises. Isotonic, Isokinetic, Isometric.

Stretching: Definition, types of stretching, advantages, dangers of stretching, manual muscle grading.

**UNIT-III****09hours****Upper Extremity Injuries and Exercise**

Upper limb and thorax injuries: Shoulder- sprain, strain, dislocation, and strapping. Elbow- sprain, strain, strapping. Wrist and Fingers- sprain strain, strapping. Thorax, Rib fracture.

Breathing exercises, relaxation techniques, freeh and exercise, stretching and strengthening exercise for shoulder, elbow, wristand hand.

Supporting and aiding techniques and equipment for upper limb and thorax injuries.

**UNIT-IV****14 hours****Lower Extremity Injuries and Exercise**

Lower limb and abdomen injuries: Hip- adductor strain, dislocation, strapping. Knee- sprain, strain, strain, strapping. Ankle- sprain, train, strapping. Abdomen- Abdominal wall, contusion, abdominal muscle strain. Free exercises–Stretching and strengthening.

Exercise for Hip, knee, ankleandFoot. Supporting and aiding techniques and equipment for lower limb and abdomen injures.

Practical lab:

Practical and visit to physiotherapy centretoobserve treatment procedure of sports injuries; data collection of sports injury incidences, visit to TV centre etc. should be planned internally.

**Transaction Mode**

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

**Suggested Readings**

- *Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson LithoLtd.*
- *James, A. Gould &George J. Davies. (1985). Physical Therapy. Toronto: C.V. Mosby Company.*
- *Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.*
- *Pande.(1998).Sports Medicine. New Delhi: Khel ShityaKendra*
- *The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.*
- *Practical: Anthropometric Measurements,*

**Course Title: Introduction of  
Punjabi Music**  
**Course Code: BAT435**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Total Hours: 45**

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

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

### **Course Content**

#### **UNIT-I**

**12 hours**

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

Contributions and life sketches of following Musicians:

- a) Bade Gulam Ali Khan b) Pt. Bhim Sain Joshi

#### **UNIT-II**

**14 hours**

Detailed knowledge of Dhrupad & Dhammar styles of singing.

Varities of Tans.

Description & notations of the following ragas & talas:

- a) Malkauns b) Bhageshwari c) Bhairavi

#### **UNIT-III**

**08 hours**

Taalas: Char Taal, Tilwara

Importance of Laya & Taals in music.

Definitions of music.

#### **UNIT-IV**

**11 hours**

Historical development of Indian music 1<sup>st</sup> to 17<sup>th</sup> century.

- a) Matang Muni b) Sharang Dev

Origin & development of the Thumrigayanshailee.

**Transaction Mode**

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

**Suggested Readings**

- *Dr. Davinder Kaur: (1 januar 2017) Sangeet Roop ( Part-I)*
- *Dr. Premlata Sharma: (1 january 2007) Sangeet Manual*
- *Dr. Yaspal Sharma: (1998) Gayan Kalan*
- *Dr. Suman Lata: Hindustani Shastrisangeet Sidhantavam Vyavhar*



**Semester-V**

**Course Title: Literature and  
Translation-English**  
**Course Code: BAT519**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</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. Interpret critically English Literary texts.
2. Read and comprehend texts written in English.
3. Formulate appropriate Curriculum vitae.
4. Apply skills of interpretation and analysis of texts.

**Course Content**

**UNIT-I** **16 hours**  
The Guide by R.K. Narayan

**UNIT-II** **17 hours**

Selected College Poems (Orient Longman). Edited by Ambika Sengupta -  
The following poems from this book are prescribed:

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

**UNIT-III** **14 hours**  
1. a) Essay Writing  
b) Curriculum Vitae writing

**UNIT-IV** **13 hours**  
2. Translation of a running passage comprising at least ten sentences  
from Punjabi/Hindi  
into English.

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

**SUGGESTED READINGS:**

- *Narayan, R K. The Guide, Penguin Book , 2005.*
- *Singh, Vandana R. The Written Word. Oxford University Press, 2000.*

**Course Title: Fundamentals of Web****Designing****Course Code: BAT520**

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

**Total Hours: 30**

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

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

Design the page with an attractive background color, text color and background image. Design the page with an attractive color combination, with suitable headings and horizontal rules. Write an HTML document with an example of Ordered List and Unordered List.

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

Develop a complete web page using Frames and Frameset. Write an HTML code for designing the subscription form of mail account in the e-mail website with appropriate fields. Write an example of Style Sheet. Design a webpage with colors in bgcolor, text and link, try out different sizes.

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

Write a HTML code for specifying the heading BS or cities in the HTML document. Write a HTML Code for Nested list. Write HTML code to develop a web page having background in blue and title "Welcome to my home page" in red other color.

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

Create an HTML document of giving details of your name, age, telephone no, address and enrolment no, aligned in proper order. Design a web page that provides links to five different web pages or to entirely different websites.

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

**SUGGESTED READINGS:**

- Digital Photography-A hands on Introduction, Phillip Krejcarek, Delmer Publishers
- Digital for photographers, Adrian Davies and Phill Fennessy, Focal Press

**Course Title: Script Writing**

**Course Code: BAT521**

B.A. (BAT23)

L	T	P	Cr.
3	0	0	3

**Total Hours: 30**

1. ਰਚਨਾਤਮਕ ਲਿਖਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਨਿਬੰਧ ਰਚਨਾ ਤੇ ਪੈਰਾ ਰਚਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
3. ਪੰਜਾਬੀ ਮਾਸਮੀਡੀਆ ਦੀ ਸਮਕਾਲੀ ਸਥਿਤੀ ਅਤੇ ਇਸਦੇ ਖੇਤਰ ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਸਮਝਣਗੇ।
4. ਰੁਜ਼ਗਾਰ ਦੇ ਪੱਖੋਂ ਸਿਰਜਨਾਤਮਕ ਲਿਖਤਾਂ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।

### **Course Content**

#### **UNIT-I**

**8 hours**

- ਸਾਹਿਤ ਸਿਰਜਣਾ ਦੇ ਬੁਨਿਆਦੀ ਨੁਕਤੇ:
- ਸਾਹਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਸਰੂਪ ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
- ਸਾਹਿਤ ਅਤੇ ਸਮਾਜ ਪਰਸਪਰ ਅੰਤਰ-ਸਬੰਧ
- ਸਾਹਿਤ ਅਤੇ ਹੋਰ ਅਨੁਸ਼ਾਸਨ: ਮਨੋਵਿਗਿਆਨ, ਦਰਸ਼ਨ ਸ਼ਾਸਤਰ ਅਤੇ ਸਮਾਜ ਸ਼ਾਸਤਰ

#### **UNIT-II**

**8 hours**

- ਕਵਿਤਾ: ਪਰਿਭਾਸ਼ਾ, ਰੂਪ ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
- ਕਾਵਿ ਭਾਸ਼ਾ, ਕਾਵਿ ਬਿੰਬ ਅਤੇ ਪ੍ਰਤੀਕ, ਛੰਦ, ਬਹਿਰ
- ਗੀਤ, ਗਜ਼ਲ ਅਤੇ ਖੁਲੀ ਕਵਿਤਾ ਦੀ ਸਿਰਜਣਾ ਕਰਨਾ

#### **UNIT-III**

**8 hours**

- ਨਿੱਕੀ ਕਹਾਣੀ: ਪਰਿਭਾਸ਼ਾ, ਸਰੂਪ ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
- ਕਥਾਨਕ, ਪਾਤਰ ਚਿਤਰਣ, ਵਾਰਤਾਲਾਪ ਅਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ
- ਨਿੱਕੀ ਕਹਾਣੀ ਲੇਖਣ

#### **UNIT-IV**

**6 hours**

- ਨਿਬੰਧ: ਪਰਿਭਾਸ਼ਾ, ਸਰੂਪ ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
- ਵਿਸ਼ੇਦੀ ਚੋਣ ਅਤੇ ਲੋੜੀਂਦੀ ਸਮੱਗਰੀ
- ਨਿਬੰਧ ਲੇਖਣ

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

**SUGGESTED READINGS:**

- ਡਾ. ਬਲਬੀਰ ਸਿੰਘ ਦਿਲ, ਪੰਜਾਬੀ ਨਿਬੰਧ: ਸਰੂਪ, ਸਿਧਾਂਤ ਅਤੇ ਵਿਕਾਸ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- ਜੋਗਿੰਦਰ ਸਿੰਘ, ਪਿੰਗਲ ਅਤੇ ਆਰੂਜ਼, ਪੰਜਾਬੀ ਸਾਹਿਤ ਅਕਾਦਮੀ, ਲੁਧਿਆਣਾ।
- ਗੁਰਮੇਲ ਸਿੱਧੂ, ਖੁਲੀ ਕਵਿਤਾ ਦੇ ਮਾਪਦੰਢ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

**Course Title: Punjabi lokdhara ate  
Sabhyachar  
Course Code: BAT522**

L	T	P	Cr.
3	1	0	4

**Total Hours: 60**

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

1. ਇੱ ਵਿਵਿਯਾਰਥੀਆਂ ਨੂੰ ਇੱ ਸਮਝਣ ਵਿੱਚ ਮਿੱ ਕਰੇਗਾ ਵਕ ਵਕਿੰ ਪੁੰਜਾਬੀ ਸਮਾਜ ਆਪਣੇ ਸੱਵਿਆਚਾਰਕ ਮੁੱਿਾਿਰੇ ਰਾਿੀਂ ਆਪਣੀ ਪਰਤੀਵਨਧਤਾ ਕਰਿਾ ਿੈ।
- 2 ਇੱ ਉਨਾਂ ਨੂੰ ਇੱ ਸਮਝਣ ਵਿੱਚ ਮਿੱ ਕਰੇਗਾ ਵਕ ਲੋਕਧਾਰਾ ਸੱਵਿਆਚਾਰਕ ਰਚਨਾਿਾਂ ਅਤੇ ਿਾਈਚਾਰਕ ਿਾਿਪ ਰਤ ਵਿਿਿਾਰ ਨੂੰ ਸੁੰਚਾਰ ਕਰਨ ਵਿੱਚ ਵਕਿੰ ਿ ਵਮਕਾ ਵਨਿਾਉਿੀ ਿੈ।
- 3ਵਿਵਿਯਾਰਥੀ ਲੋਕਧਾਰਾ ਿੀ ਧਾਰਨਾ ਅਤੇ ਇਸ ਿੇ ਨਾਲ ਇਸ ਿੇ ਸਬੁੰਧ ਨੂੰ ਸਮਝਣਗੇ
- 4.ਉ ਪੁੰਜਾਬ ਿੇ ਲੋਕ ਸਾਵਿਤ, ਰੀਤੀ-ਵਰਿਾਜਾਂ ਅਤੇ ਰੀਤੀ-ਵਰਿਾਜਾਂ ਿੀ ਵਿਵੁੰਨਤਾ ਨੂੰ ਪਰਖ ਸਕਣਗੇ।

### Course Content

**ਭਾਗ-ੳ** **15 hours**

ਲੋਕਧਾਰਾ : ਪਵਰਿਾਸ਼ਾ ਤੇ ਤੱਤ ਲੋਕ ਧਾਰਾ ਿੀਆਂ ਮੱੁਖ ਿੂੰਨਗੀਆਂ

**ਭਾਗ -ਅ** **15 hours**

ਪੁੰਜਾਬੀ ਲੋਕਧਾਰਾ ਿੀ ਿ ਵਮਕਾ)ਪੁੰਜਾਬੀ ਲੋਕਧਾਰਾ ਬਾਰੇ ਵਨਬੁੰਧਾਂ ਿਾ ਸੁੰਗਰਵਿ ਸੁੰਪਾਿਕ ਡਾ ਿਵਪੁੰਿਰ ਵਸੁੰਘ ਖਵਿਰਾ,ਡਾ ਸੁਰਜੀਤਵਸੁੰਘ, ਪਬਲੀਕੇਸ਼ਨਵਬਉਰੇਪੁੰਜਾਬੀਯ ਨੀਿਰਵਸਟੀ, ਪਵਟਆਲਾ|2009

**ਭਾਗ-ੲ** **15 hours**

ਜਨਮ ਨਾਲ ਸੁੰਬੁੰਧਤ ਰਸਮ ਵਰਿਾਜ  
ਵਿਅਿਾ ਨਾਲ ਸੁੰਬੁੰਧਤ ਵਰਿਾਜ

**ਭਾਗ-ਸ** **15 hours**

ਵਲੱ ਪੀਨਾਲਜਾਣ-ਪਛਾਣ  
ਵਲੱ ਪੀ ਅਤੇ ਿਾਸ਼ਾ ਿਾ ਅੰਤਰ  
ਗੁਰਮੁਖੀ ਵਲੱ ਪੀ ਿੀ ਪੁੰਜਾਬੀ ਲਈ ਅਨੁਕ ਲਤਾ

### Transaction Mode:

Lecture, Problem Solving, blended learning, Discussion

### ਸਿਾਇਕ ਪੁਸਤਕ

- ਪੁੰਜਾਬੀ ਖਵਿਰਾ ,ਡਾ ਸੁਰਜੀਤ ਵਸੁੰਘ, ਪਬਲੀਕੇਸ਼ਨ ਵਬਉਰੇ ਪੁੰਜਾਬੀ ਯ ਨੀਿਰਵਸਟੀ ,ਪਵਟਆਲਾ ।
- 2009ਲੋਕਧਾਰਾ ਿੀ ਿ ਵਮਕਾ (ਪੁੰਜਾਬੀ ਲੋਕਧਾਰਾ ਬਾਰੇ ਵਨਬੁੰਧਾਂ ਿਾ ਸੁੰਗਰਵਿ)ਸੁੰਪਾਿਕ ਡਾ ਿਵਪੁੰਿਰ ਵਸੁੰਘ

**Course Title: Punjab History and Culture**

**Course Code: BAT523**

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

**Total Hours: 45**

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

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

1. Know the role of social movement in History of Punjab.
2. Enhance the Knowledge of learn about the background of Punjab Society.
3. Understand the administrative and economic development in this period.
4. Expand the information great writers and artists related with Sikh history.

**Unit-I**

**15 hours**

1. Social life with special reference to position of women, fairs, festivals, folk music, dance and games in the Punjab.
2. The early British Administration (1849-53).

**Unit-II**

**10 hours**

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

**Unit-III**

**10 hours**

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

**Unit-IV**

**10 hours**

7. Circumstance leading to the partition of the Punjab, 1947.
8. Great writers and Artists of the Punjab; Bhai Vir Singh, Dhani Ram Chatrik, Amrita Shergill

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

**SUGGESTED READINGS:**

1. Agnew, Vijay, *Elite Women in Indian Politics*, Bansal Press, Jaipur, 2001.
2. Altekar A.S. ,*The Position of Women in Hindu Civilization*, Kasturi Lal Publishers, Jalandhar, 2005.
3. Basu, D.D., *Shorter Indian Constitution Chakravarti Uma*, Ram Lal Publications, New Delhi, 2001.

4. Kumkum Roy "*Breaking out of Invisibility: Re-Writing the History of Women in Ancient India*" in Kleinberg S. Jay, *Retrieving Women's History: Changing Perceptions of the Role of Women in Politics and Society*, VidyaPrakashan, Jaipur, 1993.



**Course Title: British Literature-English****Course Code: BAT523**

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

**Total Hours: 45**

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

1. Critically analyze and evaluate British literature.
2. Show familiarity with major literary works by British writers of 19<sup>th</sup> century.
3. Exercise their ability to think clearly and cogently.
4. Construct an argument in writing, state facts clearly and cogently and recognise and use the formats of different forms of writing like letters and essays.

### Course Content

**UNIT-I** **11 hours**

The Waste Land by T.S. Eliot

**UNIT-II** **12 hours**

Animal Farm by George Orwell

**UNIT-III** **11 hours**

Jude the Obscure – Thomas Hardy

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

Aldous Huxley- Brave New World

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

### **SUGGESTED READINGS:**

- *Abrams, M.H. A Glossary of Literacy Terms, Cengage Learning India, 2015.*
- *Eliot, T S. The Waste Land. Benediction Press, 2011.*
- *Hardy, Thomas. Jude the Obscure. Penguin Books, 2003.*
- *Orwell, George. Animal Farm. Penguin India, 1995.*
- *Huxley, Aldous. Brave New World. Vintage Classics, 2004.*

**Course Title: Punjabi Sahit Ate****SahitSidhant****Course Code: BAT524**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. ਰੇਖਾ ਵਚੱਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
2. ਸ਼ਾਵਿਤ ਿੇ ਇਵਤਿਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਿੇਣਾ।
3. ਪੁੰਜਾਬੀ ਸਾਵਿਤ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।
4. ਪੁੰਜਾਬੀ ਅਲੰਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪਰਾਪਤ ਕਰਨਗੇ।

### Course Content

#### ਭਾਗਓ-

10 hours

1. ਰੇਖ ਵਚੱਤਰ ਅਰਥ ਪਵਰਿਸ਼ਾ ਅਤੇ ਸੁੰਕਲਪ।

#### ਿਾਰਾਅ-

15 hours

1. ਿੁਸੀਨ ਵਚਿਰੇ (ਰੇਖਾ ਵਚੱਤਰ) ਬਲਿੰਤ ਗਾਰਗੀ।

#### ਿਾਰਾਇ-

10 hours

1. ਪੁੰਜਾਬੀ ਸਾਵਿਤ ਿਾ ਇਵਤਿਾਸ (1947 ਤੋਂ 2000 ਤੱਕ)

#### ਿਾਰਾਸ-

10 hours

1. ਸਾਵਿਤ ਪਵਰਿਸ਼ਾ ਅਤੇ ਤੱਤ, ਸਾਵਿਤ ਪਰਵਕਰਤੀ ਅਤੇ ਪਰਯੋਜਨ, ਸਾਵਿਤ ਤੇ ਸਮਾਜ, ਸਾਵਿਤ ਤੇ ਸ਼ਖਸੀਅਤ, ਸਾਵਿਤ ਤੇ ਮਨੋ ਵਿਵਗਆਨ ।

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

ਪੁਸਤਕ ਸਚੀ :

- ਜਗਬੀਰ ਵਸੁੰਘ ਪੁੰਜਾਬੀ ਸਾਵਿਤ ਿਾ ਇਵਤਿਾਸਗੁਰ ਨਾਨਕ (ਆਵਿ ਕਾਲ ਤੇ ਿਗਤੀ ਕਾਲ) ਿੇਿਿ  
ਯ ਨੀਰਿਵਸਟੀ, ਯੂਵਮਰਤਸਰ।
- ਪਰਵਸੁੰਿਰ ਵਸੁੰਘ, ਵਕਰਪਾਲ ਵਸੁੰਘ ਕਸੇਲ ਅਤੇ ਗੋਵਬੁੰਿ ਵਸੁੰਘ ਲਾਂਬਾ, ਪੁੰਜਾਬੀ ਸਾਵਿਤ ਿੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਿੇਰ ਬੱੁਕ ਸਾਪ ਲੁਵਧਆਣਾ।
- ਸੁੰਤ ਵਸੁੰਘ ਸੇਖੇ, ਸਮੀਵਖਆ ਪਰਣਾਲੀਆਂ, ਪੁੰਜਾਬ ਸਟੇਟ ਟੇਕਸਟ ਬੁਕ ਬੋਰਡ, ਚੁੰਡੀਗੜਹ।

**Course Title: हिंदी साहित्य सरणी**

**Course Code: BAT525**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. छात् उत्तर छायावादी चेतना से अवगत ोिंंगें।
2. छात् हमिक के स्वरूप और काव्य चेतना से पररहचत ोिंंगें।
3. छात् गद्य काव्य के स्वरूप से पररहचत ोिंंगे।
4. छात्ोिं को आत्म किा व्जीवनी के स्वरूप का ज्ञान ोगा।

### Course Content

#### भाग क

**12 hours**

1. उत्तर छायावाद :नवीन प्रवृहतयोिं का सिंिमण
2. रामधारी हसिं हदनकर :कहव और चाँद, कहलिंग हवजय

#### भाग ख

**11 hours**

1. हमिकीय काव्य और युगीन सिंवेदना
2. नरेश मे ता :म ाप्रथान

#### भाग ग

**10 hours**

1. गद्यकाव्य :अिमएविंस्वरूप
2. माखनलाल चतुवेदी :साह त्य देवता

#### भाग घ

**12 hours**

1. आत्मकिा : स्वरूप हवश्लेषण
2. कमलेश्वर :जलती ुई नदी (1999)
3. जीवनी : अिमएविं स्वरूप
4. हवश्वनाि हत्पाठी :व्योमके श दरवेश (२०११)

### Transaction Mode

व्याख्यान, सिंगोष्ठी, ई-िीमहशक्षण, ई-ट्यूिररिंग, सिंवाद, स कमीसमू चचाम, मोबाइलहशक्षण, स्व-हशक्षा, स योगात्मकहशक्षाऔरस कारीहशक्षण।

### अध्ययनके हिएसियाकपुस्तकसूची

- नवलनन्द हकशोर :उत्तरछायावाद और रामगोपाल शमाम रूद्र,प्रकाशन सिंथान,दररयागिंज,नई हदल्ली, 2015
- चतुवेदी माखन लाल :ग्रन्थावली,वाणी प्रकाशन, दररयागिंज,नई हदल्ली, 2010
- कु मार तरुण :हदनकर रचनावली,लोकभारती प्रकाशन,राजकमल प्रकाशन समू ,नई हदल्ली, 2018.
- हसिं कमलेश आत्मकाि :स्वरूप और साह त्य, नेशनल पब्लिहशिंंग ाँउस,दररयागिंज,नई हदल्ली,1986
- कमलेश्वर :जलती ुई नदी, राजपाल एि ड सिंस,कश्मीरी गेि,हदल्ली, 2016

- हत्पाठी हवश्वनाः: व्योमके श दरवेश, राजकमल प्रकाशन, हदल्ली, 2012
- मे ता नरे श :म ाप्रथान, लोकभारती प्रकाशन, राजकमल प्रकाशन समू, नई हदल्ली, 2014

**Course Title: The Sikh Scripture,  
Thoughts and Institutions**  
**Course Code: BAT526**

B.A. (BAT23)

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. Learn that the sikh scripture opens with Onkar, its Mul Mantar and fundamental prayer about One Supreme Being (God).
2. Understand that Sikhism emphasizes simran (meditation on the words of the Guru Granth Sahib), that can be expressed musically through kirtan or internally through Nam Japo (repeat God's name) as a means to feel God's presence.
3. Understand that Sikhism teaches followers to transform the "Five Theives" (lust, rage, greed, attachment and ego).
4. Know that in Sikhism secular life is considered to be intertwined with the spiritual life.

### Course Content

#### Unit- I

12 hours

1. ਸਰੀ ਗੁਰ ਰਸ਼ਸਾਵਿਬ: ਸੁੰਪਾਨਿ ਅਤੇ ਵਿਚਾਰਧਾਰਾ
2. ਿਸਮ ਗੁੰਰਖ ਮੱਦੁਲੀ ਜਾਣ-ਪਛਾਣ
3. ਿਾਰਾਂ ਿਾਈ ਗੁਰਿਸ ਜੀ : ਵਸੱਖ ਪੁੰਥ ਿਾ ਸਰ ਪ, ਵਿਚਾਰਧਾਰਾ

#### Unit- II

11hours

4. ਜਪੁ: ਵਿਸ਼ਾ-ਿਸਤ
5. ਸੁਖਮਨੀ: ਵਿਚਾਰਧਾਰਾ
6. ਬਾਰਿ ਮਾਝ: ਪਰਵਕਰਤੀ ਵਚਤਰਨ ਅਤੇ ਮਨੋ ਼ੁਖੀ ਜੀਨਿ ਿਾ ਉਸ

#### Unit- III

12 hours

7. ਅਕਾਲ ਪੁਰਖ
8. ਵਸ਼ਰਸ਼ਟੀ ਰਚਨਾ
9. ਸ਼ਿਾਿਤ

#### Unit- IV

10 hours

10. ਲੁੰ ਗਰ/ਪੁੰਗਤ, ਸੁੰਗਤ
11. ਧਰਮਸ਼ਾਲ ਅਤੇ ਗੁਰਿਆਰਾ
12. ਗੁਵਰਆਈ ਸੁੰਸਥਾ

**ਟ੍ਰਾਂਜੈਕਸ਼ਨਮੇਡ:** ਲੈਕਚਰ, ਸਮੱਵਸਥਿਅੱਲ, ਵਮਸ਼ਰਤਵਸਖਲਾਈ, ਚਰਚਾਅਤੇਪਰਿਰਸ਼ਨ, ਅਤੇਕੇਸਅਵਧਐਨ।

**ਸਿਥਾਇਕ ਪੁਸਤਕਾਂ:**

- ਸਰੀ ਗੁਰ ਗਲਸਾਵਿਬ ਵਿਲੱ ਖਣ ਤੱਤ, ਡਾ. ਿਜੀਰ ਵਸੁੰਘ, ਪੁੰਜਾਬੀ ਯ ਨੀਰਿਵਸਟੀ, ਪਵਟਆਲਾ।
- ਆਸਾ ਿੀ ਿਾਰ ਿਾ ਟੀਕਾ, ਸੁੰਪਾਕਿ ਡਾ. ਰਤਨ ਵਸੁੰਘ ਜੱਗੀ, ਆਰਸੀ ਪਬਵਲਸਰਜ, ਵਿੱਲੀ।
- ਸੁਖਮਨੀ ਸਾਵਿਬ ਿਾ ਿਾਰਸਵਨਕ ਆਧਾਰ, ਡਾ. ਜੋਵਗੁੰ ਿਰ ਵਸੁੰਘ।
- ਗੁਰਮਵਤ ਵਿਚਾਰਧਾਰਾ, ਪਰੀਤਮ ਵਸੁੰਘ, SGPC, ਸਰੀ ਯੁੰਵਮਰਤਸਰ ਸਾਵਿਬ।
- ਬਾਰਿਮਾਿਾ ਸਟੀਕ, SGPC, ਸਰੀ ਯੁੰਵਮਰਤਸਰ ਸਾਵਿਬ।

**Course Title: Development Economics**

**Course Code: BAT527**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Demonstrate the understanding of the basic concept of growth and development.
2. Elaborate the major growth theories.
3. Analyze the basic theories of development
4. Illustrate the sources and strategies of Capital Formation and price Mechanism

### **Course Content**

#### **UNIT-I**

**5 hours**

Economic Development: Meaning and measurement, Economic and Non-Economic Factors, Nature and characteristics of an Underdeveloped Economy, Determinants of Economic Development, Nurkse Theory of Disguised Unemployment, Lewis Theory of Unlimited Supply of Labor

#### **UNIT-II**

**10 hours**

Classical, Marxian and Schumpeter's Model. Neoclassical Model of growth. Poverty and Development: Amritya Sen's View

#### **UNIT-III**

**10 hours**

Strategies of Economic Development: Balanced Vs Unbalanced Growth, Theory of Big-Push, Rostow Theory of Stages of Growth, Libenstein Critical Minimum Efforts Thesis

#### **UNIT-IV**

**10 hours**

Capital Formation: Meaning and sources. Theory of Planning in Developing Countries: Need, Objectives, Strategies and Problems of Planning, Price Mechanism and Planning. Choice of Technique.

#### **Transaction Mode**

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

## **Suggested Readings**

- *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.*
- *G.M. Meier and James E. Ranch (Ed.): Leading Issues in Economic Development.*
- *Nurkse: Problems of Capital Formation in Underdeveloped Economies (Oxford).*
- *Michael Todaro: Economics Development in the Third World (almost entire book).*
- *Essentials of Development Economics, 3rd Edition. 2020*
- *A Radical Rethinking of the Way to Fight Global Poverty, Abhijit V. Banerjee, Esther Duflo, 2012.*



**Course Title: International Politics**

**Course Code: BAT528**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Explain the historical events that took place at the international level
2. Discuss the Role of United Nations Organization in contemporary international system.
3. Categorize International Relations Approaches.
4. Identify the key international actors which shaped the international political system.

### **Course Content**

#### **Unit I**

**14 hours**

1. International Politics: Meaning, Nature and Scope of International Politics.
2. Relationship Between Develop and Developing Countries.
3. National Power: Elements, Kinds and Methods.

#### **Unit II**

**11 hours**

4. UNO: Organs, Objective, Principals and Importance as a international Organization
5. International Organisations: WTO, IMF, World Bank and UNICEF
6. Collective Security as a Instrument to Maintain International Security

#### **Unit III**

**10 hours**

7. Cold War in International Politics.
8. Uni-Polar, Bi-Polar and Multi-Polar System.

#### **Unit IV**

**10 hours**

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

### **Transaction Mode**

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

### **SUGGESTED READINGS**

- *Waltz 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.*
- *NCRT 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.*
- *4. 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.*
- *5. 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: Resolotion and Prevention (London: Macmillan.*

**Course Title: History of World**

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

**Course Code: BAT529****Total Hours: 45**

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

1. Provide information of Renaissance and reformation of Europe.
2. Provide information regarding background of Political revolutions.
3. Develop understanding the causes & effects of Social reforms.
4. Trace the Chinese Revolution.

### **Course Content**

**UNIT-I****12 hours**

Rise of Modern Age: Renaissance and Reformation.  
 French Revolution of 1789: its causes and effects,  
 Napoleon; His reforms, causes of his downfall.

**UNIT-II****11 hours**

Congress of Vienna  
 Nationalism  
 Crimean War: Causes and effects.

**UNIT-III****12 hours**

Industrial Revolution and its effects.  
 The Russian Revolution of 1917-causes and significance.  
 Causes of the First World War and Second World War.

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

Chinese Revolution of 1949: its causes and effects.

**Maps:**a)Vienna Congress. b) Unification of Italy c) Europe in 1945.

**Transaction Mode**

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

**Suggested Readings**

- 1. Hazen, C.D. : *Modern Europe upto 1945 (English)*, PP. 39-261, 301-390, 448-591, 639-708.
- Ketelbey, C.D.M., *A History of Modern Times (English)*, PP. 227-342, 385-408,
- Carr, E.H., *International Relations between the Two World Wars, 1919-1939*.
- 4. Ergang, Robert, *Europe in our Times*, PP. 3-24, 87-194, 227-288, 313-349, 465-498.
- Fay, S.B.: *The Origins of the World War*.

**Course Title: Foundation of Social Thought**

**Course Code: BAT530**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Comprehend the process of socialization, its agencies and major theories.
2. Familiarize with the theories of social evolution.
3. Elucidate the concept, nature and dimensions of personality
4. Define the perspectives of Emile Durkheim and Mahatma Gandhi.

### **Course Content**

#### **UNIT-I**

**12 hours**

**Positivism:** Comte's Law of three stages, Social Static & Dynamics, Evolutionism- Spencer's Evolutionary Approach, Conflict: Marx's concept of Dialectical Historical Materialism, Class & Class Conflict, Coser's Approach to Social Conflict, Personality: Meaning, Nature, Biological, Social and Cultural Factors in Personality Development

#### **UNIT-II**

**11 hours**

**Emile Durkheim:** Social Facts, Sociology of Religion, Division of Labor, Organic and Mechanical Solidarity, Types of Suicide, Karl Marx: Dialectical Materialism, Theory of Class Struggle, Alienation, Max Weber: Ideal Type, Verstehen, Bureaucracy.

#### **UNIT-III**

**12 hours**

**Radhakamal Mukherjee:** Personality, Society, Values; Civilization, D. P. Mukerji: Tradition and Modernity; Middle Class.

#### **UNIT-IV**

**10 hours**

**Mahatma Gandhi:** Non-violence; Satyagraha, Swaraj, Sarvodaya, B. R. Ambedkar: Social Reconstruction; Caste and Its Critique.

### **Transaction Mode**

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

### **Suggested Readings**

- *Abraham, F and Morgan J.H. 1985. Sociological Thought. Delhi: MacMillan India.*
- *Haralambos, M.1998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.*
- *Jammu, P.S. and Bhatnagar, G.S. (eds). 1989. SamajVigyanikSidhant (SamajikVigyanPattar No. 26, 27, 28). Punjabi University, Patiala.*
- *Abraham, Francis. 1982. Modern Sociological Theory. Delhi: Oxford University Press.*
- *Aron, R. 1965. Main Currents in Sociological Thought, Vol- (1 & 2) London: Penguin Books.*
- *Gandhi, M.K. 1946. Hind Swaraj or Indian Home Rule.Ahmedabad: Navajivan.*
- *Timasheff, N.S. and Theodorson, G. 1976. Sociology Theory, New York: Random House.*
- *Mann, Michael(ed) 1994. Macmillan Student Encyclopedia of Sociology. London: Macmillan Press.*
- *Zeitlin, I.M. 1969. Ideology and the Development of Sociological Theory. New Delhi: Prentice Hal*

**Course Title: Real Analysis**

**Course Code: BAT531**

B.A. (BAT23)

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

**Total Hours:45**

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

1. Recognize bounded, convergent, divergent, Cauchy and monotonic sequences and to calculate their limit superior, limit inferior, and the limit of a bounded sequence.
2. Apply the ratio, root, alternating series and limit comparison tests for convergence and absolute convergence, comparison test, Cauchy's root Test, ratio Test, Rabbe's of an infinite series of real numbers.
3. Equipped with the knowledge of improper integrals, and their convergences, convergence and uniform convergence of sequences and series of functions for further applications in therelevant fields.
4. Utilize the analytic and technical skills necessarily at practical field and analyse the real analysis for further higher studies.

### **Course Content**

#### **UNIT-I**

**12 hours**

Continuity and Differentiability of functions: Continuity of functions, Uniform continuity, Differentiability, Taylor's theorem with various forms of remainders. Integration: Riemann integral-definition and properties, inerrability of continuous and monotonic functions, Fundamental theorem of integral calculus, Mean value theorems of integral calculus.

#### **UNIT-II**

**12 hours**

Sequence and Series: Sequences, theorems on limit of sequences, Cauchy's convergence criterion, infinite series, series of non-negative terms, Absolute convergence, tests for convergence, comparison test, Cauchy's root Test, ratio Test, Rabbe's, Logarithmic test, De Morgan's Test, Alternating series, Leibnitz's theorem.

**UNIT-III****11 hours**

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

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

Uniform Convergence: Point wise convergence, Uniform convergence, Test of uniform convergence, Weierstrass M-Test, Abel's and Dritchlet's test, Convergence and uniform convergence of sequences and series of functions.

**Transaction Mode**

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

**Suggested Readings**

- *Walter Rudin, (1976), Principle of Mathematical Analysis (3rd edition) McGraw-Hill Kogakusha, International Student Edition.*
- *Bartle, Robert G., & Sherbert, Donald R. (2015). Introduction to Real Analysis (4th ed.). Wiley India Edition. New Delhi.*
- *T. M. Apostol, (1985), Mathematical Analysis, Narosa Publishing House, New Delhi.*
- *S. C. Malik and Savita Arora, (2012), Mathematical Analysis, New Age International Pvt. (Ltd).*
- *Bilodeau, Gerald G., Thie, Paul R., & Keough, G. E. (2010). An Introduction to Analysis (2nd ed.). Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Denlinger, Charles G. (2011). Elements of Real Analysis. Jones and Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs*



**Course Title: Counselling Psychology****Course Code: BAT532**

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

**Learning Outcomes**

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

- assess the techniques of counselling
- outline various strategies to manage various mental disorders
- justify the purpose of individual and group counselling
- critically analyse the various approaches of assessment in counselling

**Unit-I****8 hours**

Counselling: meaning, definition and Types, Process of Counselling; Theoretical Approaches to Counselling; Ethics in Counselling; Characteristics of a Counsellor, Counselling:

**Unit-II****7 hours**

Therapeutic counselling: Behavioural Therapy and Cognitive Behaviour Therapy Approaches to Counselling, Drama and Art Therapy in Counselling, Other Therapies (Person Centred Counselling, Solution Focused Counselling)

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

Individual and Group Counselling: Need and Techniques. Counselling and Guidance for Career Planning and Decision Making. Multicultural Counselling and Guidance: Role of Counsellors in Preventing Illness and Promoting Positive Health

**Unit-IV****8 hours**

Approaches to Assessment in Counselling: Interview, Case History, Testing Psychodynamic Approach and Cognitive Approaches.

Assessment in Counselling: Introduction, Need, Determinants and Differences between Testing and Assessment, Assessment Complexities, The Ambience and Climate Needed for Assessment and Counselling,

**Transactional Mode**

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

**Suggested Readings**

<https://www.counsellingsydney.com.au/about-counselling/therapeutic-approaches/>

<https://www.mometrix.com/academy/life-stages-in-client-assessment/>

<https://www.skillsyouneed.com/learn/counselling-approaches.html>

<https://americanaddictioncenters.org/therapy-treatment/group-individual>



**Course Title: Test, Measurement and Evaluation in Physical**

L	T	P	C
			r
3	0	0	3

**Course Code: BAT533****Total Hours: 45**

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

1. Understand the need & importance of test, measurement and evaluation in physical education
2. Acquire the knowledge about administration of different motor fitness and physical fitness tests
3. Gain knowledge of anthropometric measurements.
4. Skill in interpretation of the results of above tests.

**Course Content****UNIT-I****12 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 for motor fitness: Indiana motor fitness test (for elementary and high school boys, girls and college men), Oregon motor fitness Test

**UNIT II****10 hours****Physical (General) Fitness Test: -**

Sergeant Test, Kraus Webber test, Rogers strength test.

Motor fitness test: - J.C. R. test,

AAPHER's youth fitness test. Cardio-vascular test: - Harvard step test, 12 minute walk and Run test.

**UNIT-III****10 hours****Motor ability test: -**

Newton test, Barrow test, Cozantest.

Motor Educability test: - Metheny Johnson test. Iowa brace test.

Sports skill test: - Basketball (Harrison Basketball battery). Badminton (/Lockhart and McPherson Badminton test).

**UNIT-IV**

**13 hours**

Hockey (Schmithals-French Achievement test).

Soccer (Warner test of soccer skills).

Volleyball (Helmen Volley ball test).

Lawn Tennis (Sherman united consecutive Rally test).

Basketball: Johnson basketball test. Mc-Donald volley soccer test. Tennis: Dyer tennis test.

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

**Suggested Readings**

- *Vijayalaksmi, M.(2006).Evaluation in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar*
- *MadhuriT .W. (2006).Measurement and Evaluation in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar*
- *Mishra, S.C. (2005). Test and Measurement in Physical Education. Sports Publication, G-6, 23/23B EMCA House, Ansari Road, Darya Ganj*
- *McCloy, C.H.(2004) . Test and Measurement in Physical Education. Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar*

**Course Title: Music Theory for Singers****Course Code: BAT534**

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

**Total Hours: 45**

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

1. Learns about the music in the Vedic period, the Ramayana and the Mahabharat.
2. Studies the works on Indian music by medieval.
3. Elementary knowledge of Raga-Raag vargikaran.
4. Studies about the theoretical aspects raags.

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

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

Knowledge of written talas in single and double.

Elementary knowledge of Raga-Raag vargikaran

**UNIT-II****06 hours**

Gharana, its importance & contribution towards khayal gayan.

Knowledge of Alap, Taan and its various forms

**UNIT-III****18 hours**

Detailed study of taanpura and sahayaknaad

Detailed knowledge of dhrupad and dhamar styles of singing.

Description of raags and taals prescribed in the course

- a) Kedar    b) Bhimplasi    c) Bihag

**UNIT-IV****13 hours**

Detailed description and notation of the prescribed Ragas (Khayal) and Talas given below:

Ragas: Bilawal, Kalyan

Talas: Dadra, Kehrwa, Teental

Elementary knowledge of the following pages:

AlhaiyaBilawal, Shudh kaliaan

**Transaction Mode**

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

**Suggested Readings**

- *Dr. Davinder Kaur:(1 january 2017) Sangeet Roop (Part-I)*
- *Dr. Premlata Sharma: (1 january Sangeet Manual*
- *Dr. Yaspal Sharma:(1998) Gayan Kalan*
- *Dr. Suman Lata: Hindustani ShastrisangeetSidhantavamVyavhar*

**Semester-VI**

**Course Title: Literature, Review and  
Story Writing-English**

**Course Code: BAT602**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

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

1. Enhance their knowledge of Indian culture through Indian novels in English.
2. Apply the grammar and appropriate vocabulary of English language in accordance with communication.
3. Synthesize the writing skills to write letter to Editor and report writing.
4. Present a critical appreciation of poems.

**Unit-1****17 hours**

Untouchable by Mulk Raj Anand

**Unit-2****16 hours**

1. Selected College Poems (Orient Longman). Edited by Ambika Sengupta-  
The following poems from this book are prescribed:

- (a) A Prayer for My Daughter
- (b) The Kingfisher
- (c) The Road not Taken
- (d) Journey of the Magi
- (e) The Unknown Citizen
- (f) Night of the Scorpion
- (g) Punishment in Kindergarten.

**Unit-3****14 hours**

3. a) Book Review  
b) Letter to Editor

**Unit-4****13 hours**

- (a) Development of a story from a given outline of 3-4 lines (Guided Composition)

**Reference Books:**

*Anand, Mukraj, Untouchable, Penguin Book, 2010.*

*Singh, Vandana R. The Written Word. Oxford University Press, 2000.*



**Course Title: Fundamentals of  
Performing Art**  
**Course Code: BAT603**

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

**Total Hours: 30**

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

1. The objective here is to introduce learner with any one of the form of arts in detailed manner, like various dance forms or theatre related information or music basics.
2. To introduce dance form to learner and make them understand the interplay of human emotions.
3. The idea here is to make learner understand the three forms of arts in more detailed version and provide them the tool of choosing specialization for themselves amongst the three.

### **Course Content**

**UNIT-I** **12hours**

Introduction: Music, Dance forms, Theatre

**UNIT-II** **13 hours**

Specifics of dance form and Stage Craft and Design

**UNIT-III** **11 hours**

Indian Theatre: Introduction to Indian Theatre, History of Indian Theatre

**UNIT-IV** **9 hours**

Folk Theatre, Forms of Punjab folk Dance, Music.

**Transaction Mode:** Group Discussions, Questions, Project Based Learning, Video Based Teaching

### **Suggested Readings:**

- *Mullick, Lata Prem, 2010 Garment Construction Skills, Kalyani Publishers, New Delhi*
- *Carr Harold & Latham Barbara, 2008, The Technology of Clothing Manufacture, Oxford*

**Course Title: Archives and Museums**

**Course Code: BAT604**

B.A. (BAT23)

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

**Total Hours - 45**

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

1. This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past.
2. This course introduces learners Museums and archives are among the most important such repositories and this course explains their significance and how they work.
3. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.
4. Visit to Archives and Museum are an integral part of the course.

### **Course Content**

#### **Unit-I**

**10 hours**

Definition and history of development (with special reference to India)

#### **Unit-II**

Types of archives and museums

**10 hours**

#### **Unit-III**

Museum Presentation and Exhibition

**15 hours**

#### **Unit-IV**

Museums, Archives and Society

**10 hours**

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

### **SUGGESTED READINGS**

- Sengupta, S. Experiencing History through Archives. Delhi: Munshiram Manoharlal, 2004.
- Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004
- Houdhary, R.D. Museums of India and their maladies, Calcutta, 1988
- Nair, S.M. Bio-Deterioration of Museum Materials, 2011.

**Course Title: Ethics, Values, and Social Stability**

L	T	P	Cr.
2	0	0	2

**Course Code: BAT605**

**Total Hours: 30**

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

- 1 ਨੈਤਿਕਤਾ ਦਾ ਗਿਆਨ ਪੈਦਾ ਕਰਨਾ
- 2 ਭਾਰਤੀ ਪਰੰਪਰਾ ਅਤੇ ਗਿਆਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ
- 3 ਨੈਤਿਕਤਾ ਨੂੰ ਵਿਹਾਰਕਤਾ ਵਿਚ ਲਾਗੂ ਕਰਨਾ।
- 4 ਜੀਵਨ ਵਿਚ ਸੰਜਮ, ਸਾਦਗੀ ਅਤੇ ਚੰਗੇ ਜੀਵਨ ਬਾਰੇ ਗਿਆਨ ਦੇਣਾ

**ਭਾਗ-ੳ**

1. ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ
2. ਨੈਤਿਕਤਾ ਦਾ ਸੰਕਲਪ
3. ਭਾਰਤੀ ਪਰੰਪਰਾ ਤੇ ਨੈਤਿਕਤਾ

**ਭਾਗ-ਅ**

4. ਧਰਮ ਅਤੇ ਨੈਤਿਕਤਾ
5. ਸਮਾਜ ਅਤੇ ਨੈਤਿਕਤਾ

**ਭਾਗ-ੲ**

6. ਸਾਹਿਤ ਅਤੇ ਨੈਤਿਕਤਾ
7. ਸੰਜਮ ਅਤੇ ਸਾਦਗੀ

**ਭਾਗ-ਸ**

8. ਨਿਮਰਤਾ ਅਤੇ ਸ਼ਾਂਤ ਸੁਬਾਓ
9. ਸ਼ਵੈਮਾਨ ਅਤੇ ਜੀਵਨ ਮਨੋਰਥ
10. ਸਰਬ-ਸਾਂਝੀਵਾਲਤਾ

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ:**

1. ਨੈਤਿਕਤਾ ਅਤੇ ਸਾਹਿਤਕ ਪ੍ਰਵਚਨ, ਪ੍ਰੋ. ਹਰਬੰਸ ਸਿੰਘ ਲਿੱਟ (ਡਾ.)
2. ਧਰਮ ਅਤੇ ਸਮਾਜਿਕ ਅਧਿਐਨ, ਜਸਬੀਰ ਸਿੰਘ ਭੱਲਾ
3. ਧਰਮ ਦਰਸ਼ਨ, ਮਨਜੀਤ ਸਿੰਘ
4. ਕਦਰਾਂ-ਕੀਮਤਾਂ ਯਾ ਸਿੱਖਿਆ, ਪਰਮਜੀਤ ਕੌਰ ਸੰਧੂ
5. ਮਾਰਗ ਮੋਤੀ, ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਸਟੱਡੀਸਰਕਲ

**Course Title: Punjabi Safarnama Ate****Vyakaran****Course Code: BAT606**

L	T	P	Cr.
3	1	0	4

**Total Hours: 60**

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

1. ਪੰਜਾਬੀ ਸਾਫ਼ਰਨਾਮਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿਖਾਵੇ
2. ਸਾਫ਼ਰਨਾਮਾ ਸਹਿਤ ਜਾਣਕਾਰੀ ਦਿਖਾਵੇ
3. ਅਨੁਵਾਦ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰੇ
4. ਪੰਜਾਬੀ ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰੇ

**Course Content****ਭਾਗ-ੳ****10 Hours**

1 ਸਾਫ਼ਰਨਾਮਾ ਦਾ ਇਤਿਹਾਸ।

**ਭਾਗ-ਅ****15 hours**

2 ਸਾਫ਼ਰਨਾਮਾ ਮੇਰਾਸਸੀ ਸਾਫ਼ਰਨਾਮਾ

**ਭਾਗ-ੲ****10 hours**

3 ਅੰਗਰੇਜ਼ੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ।

4 ਹਿੰਦੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ।

5 ਪੰਜਾਬੀ ਦੇ ਇੱਕ ਪੈਰੇ ਦੀ ਸ਼ਬਦ ਜੋੜ ਸੁਧਾਈ, ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਵਾਕ ਸੁੱਧੀਕਰਨ।

6 ਅੰਗਰੇਜ਼ੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ।

7 ਹਿੰਦੀ ਪੈਰੇ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ।

**ਭਾਗ-ਸ****10 hours**

8 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਹਲੰਗ ਅਤੇ ਚਿੰਨ ਪਰਬੰਧ

9 ਪੰਜਾਬੀ ਸ਼ਬਦ ਜੋੜ

**Transaction Mode:** Lecture, Problem Solving, blended learning, Discussion**ਪੁਸਤਕਸੂਚੀ:**

- Merarussisafarnama, Balrajsahni,

- ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ (ਭਾਗ-ਤੀਜਾ), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।

**Course Title: History and Culture of Punjab-VI**

**Course Code: BAT607**

L	T	P	Cr.
3	1	0	4

**Total Hours: 60**

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

- 1 Develop understanding the various concept of RanjitSingh period.
- 2 Exmine the Political System and Customs of Punjab Societies.
- 3 Evaluate the various concepts, functions and working system in this period.
- 4 Try to find out the development of Punjabi language.

**Unit-I**

**15 hours**

1. Rise of Sikh Misals: Their nature and Administration.
2. Principal sources for the study of Maharaja Ranjit Singh's reign.

**Unit-II**

**15 hours**

3. Political condition of the Punjab in late 18<sup>th</sup> Century.
4. Maharaja Ranjit Singh's rise to power with special reference to his relations with Misals.

**Unit-III**

**15 hours**

5. Ranjit Singh: His Civil and Military Administration.
6. Relation with the British (1805-1839 AD).

**Unit-IV**

**15 hours**

7. Society and economy of the Punjab under Ranjit Singh.
8. Development of Punjabi Language and Literature classical writing and famous legends of the Punjab.

**Transaction Mode**

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

**Suggested Readings**

- *SukhdialSingh, Punjab Da Ithas 1469-1708, Punjabi University, Patiala, 2000.*
- *Arora A.C, History of Punjab, Sugamya Pustakalaya, 1860.*
- *KhushwantSing, History of the Sikhs, Vol-I, Oxford, India, 1963.*
- *Grewal, J.S., Guru Nanak to Maharaja Ranjit Singh, Manohar, 2007*
- *Singh Sulakhan, Heterodoxy in the Sikh Tradition, Guru Nanak Dev University, Amritsar, 1999*

**Course Title: World Literature-English****Course Code: BAT608**

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

**Total Hours: 45**

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

1. Explain the major English literary terms and some of the major literary works of the period.
2. Have a concept of division of the periods of English literature.
3. Apply theoretical approach to critical reading of selected works.
4. Outline the plot and sketch the characters of the literary masterpieces.

### Course Contents

**Unit-1** **15 hours**

D.H. Lawrence – Sons and Lovers

**Unit-2** **10 hours**

Rohinton Mistry- Such a Long Journey

**Unit-3** **10 hours**

Joseph Conrad- Heart of Darkness

**Unit-4** **10 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*, Fingerprint Publishing, 2018.
- Mistry, Rohinton. *Such a Long Journey*, Faber and Faber, 2006.
- James, Henry. *The Portrait of a Lady*, Penguin Classics, 2011.

**Course Title: Punjabi ViharakSamikhya**  
(Kavita Ate Vartak)

L	T	P	Cr.
3	0	0	3

**Course Code: BAT609**

**Total Hours: 45**

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

1. ਸਾਵਿਤ ਸਮੀਖਿਆ ਿੀ ਵਿਧੀ ਅਤੇ ਵਿਿਾਵਰਕ ਪਖ ਨੂੰ ਸਮਝ ਸਕਣਿ ਯੋਗ ਿੋਣਗੇ।
2. ਵਕਸੇ ਿੀ ਕਵਿਤਾ ਿਾ ਗਵਿਨ ਅਵਧਐਨ ਅਤੇ ਵਿਿਾਵਰਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨ ਿੋ ਯੋਗ ਿੋਣਗੇ।
3. ਵਕਸੇ ਿੀ ਿਾਰਤਕ ਿਾ ਗਵਿਨ ਅਵਧਐਨ ਅਤੇ ਵਿਿਾਵਰਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨ ਿੋ ਯੋਗ ਿੋਣਗੇ।
4. ਵਕਸੇ ਿੀ ਨਾਟ ਰਚਨਾ ਿਾ ਗਵਿਨ ਅਵਧਐਨ ਅਤੇ ਵਿਿਾਵਰਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨ ਿੋ ਯੋਗ ਿੋਣਗੇ।

**ਭਾਗ-ੳ**

**10 hours**

ਵਿਿਾਰਕ ਸਮੀਖਿਆ ਬਾਰੇ ਜਾਣਕਾਰੀ

**ਭਾਗ-ਅ**

**10 hours**

ਵਿਿਾਰਕ ਸਮੀਖਿਆ: ਵਿਸ਼ਾਪੱਖ, ਰ ਪੱਖ, ਸ਼ੈਲੀਰਸ, ਅਲੰ ਕਾਰ, ਧੁਨੀ, ਸੁੰਰਚਨਾ, ਥੀਮ, ਪੈਟਰਨ,

**ਭਾਗ-ੲ**

**10 hours**

ਵਿਿਾਵਰਕ ਸਮੀਖਿਆ: ਕਵਿਤਾ

**ਭਾਗ-ਸ**

ਵਿਿਾਵਰਕ ਸਮੀਖਿਆ : ਿਾਰਤਕ

**15 hours**

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

**ਸਿਾਇਕਪੁਸਤਕਸੂਚੀ**

- ਸਵਤੰ ਿਰਵਸੁੰਘ, ਵਿਿਾਵਰਕਸਮੀਖਿਆ, ਗੁਰ ਨਾਨਕਿਿਯ ਨੀਿਰਵਸਟੀ, ਯੁੰਵਮਰਤਸਰ

**Course Title :** साहित्य- रूप**Course Code :** BAT610

L	T	P	Credits
3	0	0	3

**Total Hours: 45**

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

1. छात्रों को नाटक के अर्थ स्वरूप एवं हवकास क्रम का ज्ञान िोगा ।
2. छात्रों को एकांकी के स्वरूप हवकास क्रम का ज्ञान िोगा ।
3. साहित्य रूप के अंतगथत उपनयास के स्वरूप एवं भारतीय तर्ा पहिचमी हवकास परम्परा का ज्ञान िोगा ।
4. छात्र किाहनयों के हवकास क्रम से अवगत िोते िुए हवहवध किानी आंदोलनों से पररहचत िोंगे ।

### Course Content

**भाग)क(****12 hours**

1. नाटक- अर्थ,स्वरूप,हवश्लेषण,हवकास की भारतीय एवं पारसी परम्परा
2. भीष्म सािनी : िानिू ,राजकमल प्रकािन,दररयागंज, नई हदल्ली

**भाग )ख(****11 hours**

1. एकांकी : अर्थ, प्रकार,स्वरूप,हवश्लेषण हवकास का ऐहतिहसक क्रम
2. रीढ़ की िड्डी : जगदीि चन्द्र मारुर,राजकमल प्रकािन,हदल्ली

**भाग )ग(****10 hours**

1. उपन्यास-स्वरूप, अर्थ,हवश्लेषण, आख्यान एवं आख्याहयका का हवकास तर्ा उपन्यास का भारतीय संदभथा हवकास की पहिमी परम्परा :रोमांस से उपन्यास तक की यात्रा
2. रणेन्द्र :गायब िोता देि,पैहववन प्रकािन,नई हदल्ली

**भाग )घ(****12 hours**

1. किानी : स्वरूप, अर्थ,हवश्लेषण,हवकासक्रम,आदिथवादी किानी से आदिोन्दुख किानी तक की यात्रा,आधुहनकता एवं नई किानी का दौर,किानी के हवहवध आन्दोलन
2. कृ ष्णा सोबती : हसक्का बदल गया,राजकमल प्रकािन,नई हदल्ली



## Transaction Mode

व्याख्यान, सिंगोष्ठी, ई-िीमहशक्षण, ई-ट्यूिररिंग, सिंवाद, स कमीसमू चचाम, मोबाइलहशक्षण, स्व-हशक्षा, स योगात्मकहशक्षाऔरस कारीहशक्षण

अध्ययन के हलए स ायक पुस्तक सूची:

- ओझा दिरर्,हिंदी नाटक :उद्भव और हवकास,राजपाल एंड संस,कश्मीरी गेट,हदल्ली, 2009
- िमाथ जगन्दार् प्रसाद,हिंदी गद्य िैली का हवकास,नागरी प्रचाररणी सभा, कािी, 1969.
- िमाथजगन्दार् प्रसाद,किानी का रचना हवधान,हिंदीप्रचारक संस्ान,हपिच मोचन लिरावीर,वाराणसी,उत्तर प्रदेि 1961.
- हमश्र राजेन्द्र, किानी,आन्दोलन और प्रवृहतयाँ,तक्षहिला प्रकािन,दररयागंज,नई हदल्ली, 2009
- फास्टथर, इ. एम्., उपन्दास का हिल्प,हबिर हिंदी ग्रन्द् अकादमी,पटना, 1973.
- हाट आयन,उपन्दास का उदय, िररयाणा हिंदी ग्रन्द् अकादमी,पंचकू ला, 1978.

**Course Title: Religion and Philosophy  
of Religion**

L	T	P	Cr.
3	0	0	3

**Course Code: BAT611**

**Total Hours: 45**

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

1. Understand that the philosophy of religion is the philosophical examination of the central themes and concepts involved in religious traditions.
2. Learn that it is an ancient discipline, being found in the earliest known manuscripts concerning philosophy, and relates to many other branches of philosophy, including metaphysics, epistemology, and ethics.
3. Know that the philosophy of religion differs from religious philosophy in that it seeks to discuss questions regarding the nature of religion as a whole.
4. Understand the philosophy of the religion.

### COURSE CONTENT

#### Unit- I

11hours

1.

1. ਪਰਚੀਨ ਮਨੋ ਭੁਖ ਅਤੇ ਉਸ ਿ ਾ ਧਰਮ :- ਕੁ ਿਰਤ ਿ ਿ ਕਰੇਪੀ, ਧਰਮ ਿ ਾ ਆਰੁੰ ਿ
2. ਮੱ ਼ੁਢਲੇ ਧਾਰਵਮਕ ਵਿਸ਼ਾ ਿ ਾਸ:- ਐਨੀਵਮਜ਼ਮ, ਮਾਨਾ, ਟੇਟਮਿ ਿ
3. ਧਰਵਮਕ ਪਰਗਟਾ ਿ ਿ:- ਜਾ ਿ , ਵਮੱ ਥ, ਟੈਬ।

#### Unit – II

11 hours

4. ਧਰਮ ਿ ਿ ਪਵਰਿਸ਼ਾ ਅਤੇ ਸਰਪ
5. ਧਰਮ ਿਰਸ਼ਨ:- ਪਵਰਿਸ਼ਾ ਸਮਾਕਤਾ ਅਤੇ ਅੰ ਼ੁਤਰ
6. ਧਰਮ ਅਤੇ ਨਵਤਕਤਾ : ਪਵਰਿਸ਼ਾ ਅਤੇ ਸੁੰ ਼ੁੰ ਧ

#### Unit – III

11hours

7. ਧਰਮ-ਸੁੰ ਸਕਾਰ :- ਪਵਰਿਸ਼ਾ
8. ਜਨਮ ਅਤੇ ਪਰਿਸ਼ ਸੁੰ ਸਕਾਰ
9. ਵਮਰਤਕ ਸੁੰ ਸਕਾਰ

#### Unit – IV

12 hours

10. ਧਰਮ ਿ ਾ ਵਿਆਕਤੀਗਤ ਉਸ਼
11. ਪਵਰਿਚ ਗਤਉਸ਼: ਿ ਿੱ ਖ-ਿ ਿੱ ਖ ਧਰਮਾਂ ਅਨੁਸਾਰ
12. ਧਰਮ ਿ ਾ ਸਮਜਗਤ ਉਸ਼:- ਜੀ ਿ ਨ ਵਿਚ ਧਰਮ ਿ ਿ ਿ ਵਮਕਾ

ਟ੍ਰਾਂਜੈਕਸ਼ਨ ਮੋਡ: ਲੈਕਚਰ, ਸਮੱਵਸਆ ਿੱਲ, ਵਮਸ਼ਰਤ ਵਸਖਲਾਈ, ਚਰਚਾ ਅਤੇ ਪਰਿਰਸ਼ਨ ਅਤੇ ਕੇਸ ਅਵਧਐਨ।

ਸਿਾਇਕ ਪੁਸਤਕਾਂ:-

- ਧਰਮ ਿਰਸ਼ਨ, ਡਾ. ਸਾਤੀਨਾਥ ਗੁਪਤਾ
- ਧਰਮ ਿੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਡਾ. ਗੁਰਬਚਨ ਵਸੁੰਘ ਤਾਵਲਬ।
- ਧਰਮ ਅਵਧਐਨ ਅਕਾਿਵਮਕ ਪਵਰਪੇਖ: ਡਾ. ਜੇਧ ਵਸੁੰਘ, ਡਾ. ਅਨੁੰ ਿਸ ਪੱਸਰ, ਡਾ. ਿਰਪਾਲ ਵਸੁੰਘ ਪੁੰਨ।
- ਧਰਮ ਿਾ ਿਾਰਸ਼ਵਨਕ ਪੱਖ:- ਡਾ. ਿਜੀਰ ਵਸੁੰਘ, ਪੁੰਜਾਬੀ ਯ ਨੀਿਰਵਸਟੀ, ਪਵਟਆਲਾ।

**Course Title: Statistics**

**Course Code: BAT612**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Evaluate the relationship between different variables by using correlation and regression method.
2. Calculate the average value by using mean, median, mode.
3. Measure the Mean Deviation, Quartile Deviation, and Standard Deviation.
4. Develop the computational skill of Estimating the time series and trend analysis.

### **Course Content**

#### **UNIT-I**

**12 hours**

**Introduction to Statistics and scope:** Introduction: Definition and scope of Statistics concepts of statistical population and sample. Scales of measurement - nominal, ordinal, interval and ratio. Variables and attributes, Diagrammatical Representation of Data, Summarization of Data: Frequency Distribution and Graphical Presentation.

#### **UNIT-II**

**11 hours**

**Central Tendency:** Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, moments, measures of Skewness and kurtosis.

#### **UNIT-III**

**12 hours**

**Bivariate Data Analysis: Regression and Correlation Methods:**

Bivariate data: Definition, scatter diagram, simple correlation, rank correlation. Trivariate Data: Partial and Multiple Correlation Coefficients. Fitting of Simple linear and quadratic regression lines using principle of least squares.

#### **UNIT-IV**

**Theory of Attributes: Association of Attributes:** Theory of attributes and consistency of data, independence and association of attributes. Measures of association and contingency for 2 x 2 and r x s contingency tables.

#### **Transaction Mode**

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

#### **Suggested Readings**

- *Sanchati, D.C. and Kapoor, V.K. (1993). Business Mathematics, New Delhi, Sultan Chand & Sons.*
- *Gupta, S.C. (2011). Fundamentals of Statistics, Bombay, Himalaya Publishing House.*
- *Aggarwal, D R (2005). Quantitative Methods, Vrinda Publications, New Delhi.*
- *Pillai, R. S. & Bagavathi, N (2010). Statistics Theory and Practice, Seventh Revised Edition, S. Chand & Company Ltd., New Delhi.*

**Course Title: Comparative Politics**

**Course Code: BAT613**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Discuss the role of different political parties and pressure groups of U.S.A. and U.K.
2. Compare the structure and functions of Judicial System as well as national and international level.
3. Identify the domestic politics across the countries.
4. Categorize the political institutions and processes in a systematic and more meaningful way.

### **Course Content**

#### **Unit I**

**14 hours**

1. Comparative Politics: Meaning, Significance, Evolution, Nature and Content.
2. Comparative Method: Totalitarian, Communist and Dictatorship.
3. Main features of U.K. and U.S.A. Political System

#### **Unit II**

**13 hours**

4. British Parliament-House of Lords, House of Commons
5. American Congress- Senate, House of Representative.
6. Executive in America-The President.

#### **Unit III**

**8 hours**

7. Political Parties U.K. and U.S.A.
8. Pressure Groups – U.K. and U.S.A.

#### **Unit IV**

**10 hours**

9. Judicial system and judicial review in United States of America
10. Judicial system and rule of law in U.K.

### **Transaction Mode**

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

### **SUGGESTED READINGS**

- *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.*

**Course Title: History of Punjab (1799-1858 AD)**

**Course Code: BAT614**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. Examine the various concepts of Ranjit's period.
2. Enhance the knowledge of the learner about the establishment of Ranjit Singh's Kingdom and Conquests.
3. Provide information regarding political, economic, social and religious issues of this time.
4. Enhance the knowledge about British rule in Punjab.

### **Course Content**

#### **UNIT-I**

**10 hours**

Evolution and Functions of Dal Khalsa, Gurmatta and Rakhi System.  
Misals; Nature, Civil & Military Organisation.

#### **UNIT-II**

**10 hours**

The establishment of Ranjit Singh's Kingdom: Conquests of Lahore, Multan, Kashmir and Peshawar.

Relations between Ranjit Singh and the British (1800-1839)

#### **UNIT-III**

**10 hours**

Central and Provincial Administration and Military System of Ranjit Singh.

Anglo-Sikh War and the Annexation of the Punjab.

#### **UNIT-IV**

**15 hours**

Administration of Punjab 1849-58; Board of Administration and its working; Johan Lawrence as Chief Commissioner.

#### **Maps:**

- a) Kingdom of Ranjit Singh (1839 A.D.)
- b) Battles of first Anglo Sikh War
- c) Battle of Second Anglo-Sikh War.



**Transaction Mode**

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

**Suggested Readings**

- *Sinha, N.K.* : *Ranjit Singh (English & Punjabi)*
- *Hasrat, B.J.* : *Life and Times of Ranjit Singh (English)*
- *Khushwant Singh* : *History of the Sikhs, Vol.-II*
- *Khushwant Singh* : *Ranjit Singh-Maharaja of the Punjab*
- *Fauja Singh* : *Some Aspects of State and Society under Ranjit Singh*
- *Chhabra, G.S.* : *Advanced History of the Punjab, Vol-II*
- *Cunningham, J.D.* : *History of the Sikhs*
- *Kirpal Singh* : *Partition of the Punjab (English & Punjabi)*
- *Ganda Singh (ed.)* : *Punjab (Bhai Jodh Singh Abhinandan Granth)*
- *Arora, A.C.* : *Punjab Da Itihas (Punjabi)*
- *Narang, K.S. & Gupta,:* *History of the Punjab (English, Punjabi & Hindi)*
- *H.R.*
- *Gurcharan Singh and* : *Punjab Da Itihas (Punjabi)*
- *Gandhi, S.S.*
- *Arora, A.C.* : *Atlas of Punjab History (English, Punjabi & Hindi)*
- *Arora, A.C. (ed.)* : *Punjab Dian LokLehran (Punjabi).*

**Course Title: Sociology of Globalisation**

**Course Code: BAT615**

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

**Total Hours: 45**

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

1. To explore the historical roots of the concept of globalization.
2. To examine the multiple and contested meanings of the term.
3. To assess the impact of globalization on both the global South and the global North.
4. To connect the global and local phenomena.
5. Scrutinize diverse responses to the processes of globalization ranging from environmental and social movements, civil society initiatives to populist reactions.

### **Course Content**

#### **UNIT-I**

**12 hours**

Meaning, understanding various intellectual positions – globalists, skeptics, Internationalists.

Political economy and historical roots, from development to globalization.

Dimensions of globalization – economic, political and cultural.

#### **UNIT-II**

**12 hours**

Anthony Giddens: Globalization and modernity, Globalization and social change and Globalization and Risk society.

Arjun Appadurai: Global cultural Flows, Mediated Identities, Globalization and politics of fear. Manuel Castells: The Network Society, Global Communication Networks, Urbanization and Global Cities and Identity and Culture in the Globalized World.

#### **UNIT-III**

**11 hours**

Labour in a global economy - New International division of labour, labour in knowledge

economy

Transnational Migration – transnational communities and families, issues of race and ethnicity.

Globalization, gender and sexualities

**UNIT-IV**

**10 hours**

Internationalization of Education

Challenges and Opportunities for Indian Education

Brain Drain and Brain Gain Challenges and Opportunities for Indian Education

Role of Education in Global Workforce

**Suggested Readings**

- Adams, B. N., & Sydie, R. A. (2001a). *Sociological Theory*. Pine Forge Press.
- Albrow, M., & King, E. (1990a). *Globalization, Knowledge and Society: Readings from International Sociology*. SAGE.
- Anderton, R., Brenton, P., & Whalley, J. (2004a). *Globalisation and the Labour Market: Trade, Technology and Less Skilled Workers in Europe and the United States*. Routledge.
- Boudreaux, D. J. (2008). *Globalization*.
- Das, D. (2003a). *The Economic Dimensions of Globalization*. Springer.
- Adams, B. N., & Sydie, R. A. (2001a). *Sociological Theory*. Pine Forge Press.
- Ritzer, G. (2015a). *Introduction to Sociology*. SAGE Publications.
- Ritzer, G., & Stepnisky, J. (2020a). *Classical Sociological Theory*. SAGE Publications.
- Turner, B. S. (1999). *Classical Sociology*. SAGE.

**Course Title: Mathematical Statistics**

**Course Code: BAT616**

B.A. (BAT23)

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

**Total Hours: 45**

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

1. 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**

**11 hours**

Theory of estimation: Estimation and estimate – consistent and biased. Maximum

likelihood estimation. Applications to binomial, Poisson and normal populations. Confidence interval. Interval estimation for parameters of normal population. Confidence intervals for mean and standard deviation of a normal population.

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

Statistical hypothesis: Simple and composite hypotheses. Tests of hypothesis - large sample tests of means and proportion.  $t$ -student, (chi square) and  $F$  distributions (without derivation) and testing of hypothesis based on them.

Test on mean and standard deviation of normal population. Comparison of means and standard deviations of two normal populations

**Transaction Mode**

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

**Suggested Readings**

- *Medhi, J. (2000). Statistical Methods: An introductory Text, New Age International (P) Ltd.*
- *Gupta, S.C. and Kapoor, V. K.(2007). Fundamentals of Mathematical Statistics, S. Chand & Co.*
- *Cochran, W.G. (1977). Sampling Techniques, third edition, John Wiley & Sons.*
- *Feller, W.(2005). An Introduction to Probability Theory and Its Applications, Vol. I, Wiley.*
- *Uspensky, J.V.(2005). Introduction to Mathematical Probability,(McGraw Hill.*
- *Suggested digital platform: NPTEL/SWAYAM/MOOCs.*

**Course Title: Case work and counselling:  
Working with marginalized community**

L	T	P	Cr.
3	1	0	3

**Course Code:BAT617**

**Total Hours: 45**

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

1. Understand the principles and approaches of case work and counseling within the context of social work practice.
2. Apply case work and counseling skills effectively when working with individuals and groups from marginalized communities.
3. Analyze the unique challenges and strengths of marginalized populations in the context of social work interventions.
4. Develop culturally sensitive and ethical practices in case work and counseling with marginalized communities.

### **Course Content**

#### **UNIT-I**

**12 hours**

##### **Foundations of Case Work and Counseling**

Introduction to case work and counseling: Definitions, historical development, and goals.

Theoretical frameworks: Psycho dynamic, cognitive-behavioral, humanistic, and strengths-based approaches.

Ethical considerations and professional boundaries in case work and counseling.

Building rapport and establishing a therapeutic relationship.

#### **UNIT-II**

**12 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**

B.A. (BAT23)  
**11 hours**

#### **Marginalized Communities and Social Work**

Understanding marginalization: Race, ethnicity, gender, sexual orientation, disability, and socio-economic factors.

Intersectionality and its impact on clients from marginalized communities.

Cultural competence and sensitivity in case work and counseling.

Trauma-informed care and approaches to address historical trauma.

### **UNIT IV**

**10 hours**

#### **Cultural Competence and Ethical Practice**

Cultural humility and anti-oppressive practice.

Ethical dilemmas in case work and counseling with marginalized populations.

Advocacy and social justice within the counseling process.

Supervision and self-care for social work practitioners.

#### **Suggested Readings:**

Davis, M., & Harrington, J. (2009). *The Social Work Interview*. Columbia University Press.

Corey, G., Corey, M. S., & Callanan, P. (2018). *Issues and Ethics in the Helping Professions*. Cengage Learning.

Sue, D. W., & Sue, D. (2015). *Counseling the Culturally Diverse: Theory and Practice*. Wiley.

Glicken, M. D. (2015). *Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession*. Sage Publications.

Van Wormer, K., & Davis, D. R. (2018). *Addiction Treatment: A Strengths Perspective*. Cengage Learning.

Miller, W. R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*. Guilford Press.

**Course Title: Clinical Psychology****Course Code: BAT618**

L	T	P	Credits
2	0	2	3

**Learning Outcomes**

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

1. assess the concept of normality and abnormality
2. outline various strategies to manage borderline personality disorders
3. critically analyse causes and types of substance abuse
4. demonstrate an understanding about the ethical issues in assessment

**Unit-I****8 hours**

Introduction to Psychopathology the concept of normality and abnormality; Psychological Models of psychopathology: Psychoanalysis, Psychodynamic, Behavioural, Cognitive-behavioural. Causes of psychopathology biological psycho-social and socio-cultural. Classification System: DSM (Recent Version)

Stress: Causes; GAS Model. Psychosomatic Disorders: Ulcers, Hypertension, Asthma; their Etiology and treatment.

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

Borderline Personality Disorder Anxiety-Based Disorders; Conversion Disorders, types and symptoms, Dissociative Disorders; their symptoms and Etiology. Schizophrenia Types, Symptoms and Etiology; Mood Disorders type, symptoms and Etiology.

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

Substance abuse: causes and types, alcohol, opium, psychotherapy Amphetamines.

Psychotherapies: Psychodynamic, Behavioural, Cognitive-behavioural, Humanistic, Mindfulness, Yoga.

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

Assessment techniques in clinical psychology; Meaning, Purpose and Types the Referrals, Instruments, Ethical issues in assessment.

**Transactional Mode**

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

**Suggested Readings**

[https://en.wikipedia.org/wiki/Clinical\\_psychology](https://en.wikipedia.org/wiki/Clinical_psychology)

<https://www.verywellmind.com/what-is-clinical-psychology-2795000>

<https://www.greatcollegedeals.net/lists/5-clinical-psychology-theories/>

[https://www.zeepeedia.com/read.php?the\\_concept\\_of\\_psychological\\_assessment\\_in\\_clinical\\_psychology\\_&b=84&c=15](https://www.zeepeedia.com/read.php?the_concept_of_psychological_assessment_in_clinical_psychology_&b=84&c=15)



**Course Title: Fundamental of Research in Physical Education**

**Course Code: BAT619**

B.A. (BAT23)

L	T	P	C r
3	0	0	3

**Total Hours: 45**

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

1. Apply the knowledge of phyedu that may be relevant and appropriate to physical education and sports sciences leading to solution of complex sports related issues and problems.
2. Ability to Identify, define the actual requirements, formulate, research literature, and analyze complex physical education and sports sciences related problems to reaching substantiated conclusions.
3. Ability to design, implement, and evaluate process or program to meet desired needs in the field of physical education and sport sciences.
4. Recognition of the need for and an ability to engage in continuing professional development.

### **Course Content**

#### **UNIT-I**

**12 hours**

##### **Introduction to Research**

Definition of Research.

Need and importance of Research in Physical Education and Sports.

Scope of Research in Physical Education & Sports.

#### **UNIT-II**

**10 hours**

##### **Survey of Related Literature**

Need for surveying related literature.

Literature Sources, Library Reading.

Research Proposal, Meaning and Significance of Research Proposal.

#### **UNIT-III**

**10 hours**

##### **Basics of Research Problems**

Classification of Research.

Research Problem, Meaning of the term, Location and Criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

#### **UNIT-IV**

**13 hours**

##### **Research proposal**

Preparation of project.

Research Report: A group project is to be undertaken by a small batch of learner under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the learner, staff and other stakeholders etc.

Submit the report to the institution.

##### **Transaction Mode**

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

##### **Suggested Readings**

- *Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.* Bompal, T. O. & Haff, G. G. (2009).
- *Periodization: theory and methodology of training, 5<sup>th</sup> ed. Champaign, IL: Human Kinetics. Brown, L. E., & Ferrigno, V. A. (2005).*
- *Training for speed, agility and quickness, 2<sup>nd</sup> ed. Champaign, IL: Human Kinetics. Brown, L.E. & Miller, J., (2005).*
- *How the training work. In: Training Speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A. & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics. Carl, E. K., & Daniel, D. A. (1969).*
- *Modern principles of athletes training. St. Louis: St. Louis's Mosby Company. Clark, H. H., & Clark, D. H. (1975).*

**Course Name: Vocal Performance and  
Audition Preparation  
Course Code: BAT620**

B.A. (BAT23)

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>

**Total Hours:45**

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

1. Studies about the gharans 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. Knowledge of writing notations of VilambitKhayals&Drutkhayal in the prescribed

### **Course Content**

#### **UNIT-I**

**08 hours**

Topic of essays:

a) Kanthsadhana b) Loksangeet of Punjab c) Role of Akashwani&Doordarshan towards the popularization of Indian classical music.

Special features of time theory of Indian ragas.

#### **UNIT-II**

**10 hours**

History of Indian music from 18<sup>th</sup> century to present period.

General history of Indian musici.e. from Bharata to Sharangdeva.

Explain the following Gayanshailes

a) Tappa, Tarana, Dhamar, b) Bhajan &shabad

#### **UNIT-III**

**14 hours**

Knowledge of writing notations of VilambitKhayals&Drut khayal in the prescribed raags:

a) Durga, b) Vrindavani\_sarang c) Madhuwanti

Development & importance of Indian notations system of music, its merits & demerits.

Different Gayan shaillies of Gurmat sangeet.

**UNIT-IV**

Define the following musical terms in the context of Gurmatsangeet;

a) Kirtaniya b) Dhuni C) Paudi d) Bandana E) Chowki

Elementary Knowledge of the following Ragas:

a) Multani, b) Marva c) Poorvi

**Transaction Mode**

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

**Suggested Readings**

- *Dr. Mrieunjaya Sharma and Dr. Ram Narayan:(2007) Sangeet manual; H.G Publications Delhi*
- *Dr. Yaspal Sharma (1998), Gayan Kalan; Punjabi University Patiala.*
- *Dr. SumanLata (2007) Hindustani Shastri Sangeet Avam Vyavyar; Karnal Publications.*
- *Dr. DavinderKaur (1910), Sangeetanjali Publications Patiala*
- *Shankar Lal Mishra &AlkaKatyal: SangeetShasterVivechan, Punjabi University Patiala.*