

दिल्ली विश्वविद्यालय

# UNIVERSITY OF DELHI

B. A. Honours (Humanities & Social Sciences)

Cluster Innovation Centre

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

Semester I							
Paper Code	Paper Title	Credits			Marks		
		L	T	Total	IA	EA	Total
912103 (Core1)	Impact of Technology: Philo- sophical Implications	5	4	6	40	60	100
912106 (Core2)	Research Methodology	5	4	6	40	60	100
912101 (GE1)	Introduction to Humanities & Social Sciences	5	4	6	40	60	100
912102 (AECC)	Art of Communication	4	-	4	40	60	100
GRAND TOTAL - SEM I		Credits		22	Marks		400
L = Lecture; T = Tutorial; IA = Internal Assessment; EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)							

**Impact of Technology: Philosophical Implications**  
**Sem I | Core | 6 Credits | 912103**

**Course Objectives**

This course is designed to help students to acquire a critical understanding of:

- Fundamental questions, concepts and developments within the philosophy of technology
- Chronological development of technology
- The way that technology works to shape human experience and well-being
- The ethical and social implications of science & technology

**Learning Outcomes**

Upon completion of this course a student will:

- Understand the fundamental questions, concepts and developments within the philosophy of technology.
- Trace the chronological development of technology and its impacts on man and society.
- Have a critical understanding of the way that technology works to shape human experience and well-being.
- Analyse the philosophical, ethical and social implications of science and technology.

**UNIT I: Technology - Meaning & Concept**

Defining Technology; Characteristics of Technology; Concepts in Technology; Technological Process - Invention, Innovation and Diffusion; Technological Development and Progress; Role of Social Factors in Technological Development; The Cultural Character of Technology; Limits of Science & Technology. Capitalist, Marxist & Gandhian Approaches to Technology.

**UNIT II: History of Science & Technology**

Science and Technology before Scientists - the Stone Ages. Emergence of Ancient Civilizations and Birth of Intellectual Concepts & Ideas. Medieval Science and Technology - China, India, Arab, Europe. Birth of Modern Science: Renaissance, Scientific Revolution, Enlightenment, Industrial Revolution. Advances in Modern Science and Technology; the Post Industrial Society; the Information Age. Science & Technology in India - Ancient India's contribution to Science and Technology. Great Indian Scientists. Current Technological Development in India

**UNIT III: Technology and Society**

Man-Technology Relationship; Theories of Social Change; Technology and Social Change; Technological Determinism; Sociotechnical Systems and Technocracy; Technology, Gender & Feminism; Machines and the Transformation of Work; Technology and Inequality; Technology

& Human Well-being; Technology, Power, Politics and War; Technology and Ideology; Technology and Environmental Change; Existential Threats. Science, Technology and Religion.

#### **UNIT IV: Philosophical and Ethical Implications of Technology**

Philosophy of Technology - Humanities & Analytical Philosophies of Technology; Ethical & Social Aspects of Technology. Methods and Approaches of Ethics of Technology; Technoethics; Unintended Consequences of Technology; Ethical Implications of Space Technology; Information Technology; Nanotechnology; Biotechnology; Bioinformatics, Robotics and Artificial Intelligence. Future Technologies: Technology for Sustainable Energy and Ecology; Technology and the Future of Humanity. Alternative and Responsible Technology.

#### **Suggested Readings**

- Albert Borgmann. *Technology and the Character of Contemporary Life*. University of Chicago Press, 1984
- Andrew Feenberg. *Questioning Technology*. Routledge, 1999
- Bryan Bunch. *The History of Science and Technology*. Houghton Mifflin Company, 2004
- James Smith. *Science and Technology for Development: Development Matters*. Zed Books, 2009.
- Don Ihde. *Ironic Technics*. Automatic Press, 2008
- Jacques Ellul. *The Technological Society*. Vintage Books, 1904
- Neil Postman. *Technopoly: The Surrender of Culture to Technology*. Vintage Books, 1993
- Nick Bostrom & Milan M. Cirkovic. *Global Catastrophic Risks*. Oxford University Press, 2008
- Noah Yuval Harari. *Homo Deus: A Brief History of Tomorrow*. Vintage, 2016
- R.V.G. Menon. *Technology and Society*. Pearson, 2011
- Rocci Luppigini. *Technoethics and the Evolving Knowledge Society*. Information Science Reference, 2010
- Rohan Dsouza. *Environment, Technology and Development*. Orient Blackswan, 2012.
- Sven Ove Hansson. *The Ethics of Technology: Methods and Approaches*. Rowman & Littlefield International, 2017.
- Val Dusek. *Philosophy of Technology: An Introduction*. Blackwell Publishing, 2006

#### **Additional Readings:**

- Alex Woolf. *The Impact of Technology in Art*. Heinman, 2015.
- D. M. Bose et al. *A Concise History of Science in India*. INSA, New Delhi, 1971
- David Boersema. *Philosophy of Science*. Pearson Prentice Hall, 2008.
- Deepak Kumar. *Science and the Raj*. Oxford, New Delhi, 1995.
- Eric Brynjolfsson & Andrew McAfee. *The Second Machine Age*. W. W. Norton & Co. 2014.

- Hess, Davis J. *Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts*. Columbia University Press, New York, 1995.
- Hubert Dreyfus. *On the Internet*. Routledge, 2009.
- Ian McNeil. *An Encyclopedia of the History of Technology*. Routledge, 1990
- Julian Savulescu & Nick Bostrom. *Human Enhancement*. Oxford University Press, 2009.
- Nick Bostrom. *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press, 2014.
- R.V.G. Menon. *An Introduction to History and Philosophy of Science*. Pearson, 2009.
- Ruth Oldenziel. *Making Technology Masculine*. Amsterdam University Press, 1999
- Ruth Schwartz Cowan. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. Basic Books, 1983
- *Science, Technology and Gender: An International Report*. UNESCO Publishing, 2007
- Sorell, Tom. *Scientism: Philosophy and the Infatuation with Science*. Routledge, 1991
- Uma Parmeswaran. *C. V. Raman: A Biography*. Penguin, New Delhi, 2011
- W. Heisenberg. *Physics and Philosophy: The Revolution in Modern Science*. London, 1959

### **Teaching Learning Process**

Classroom teaching, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Philosophy of technology, human well-being, future of humanity

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**Research Methodology**  
**Sem I | Core | 6 Credits | 912106**

**Course Objectives**

- to make students understand the significance of research
- to introduce the students to the meaning and objectives of research
- to acquaint students with different tools and methods of data collection and analysis.

**Course Learning Outcomes**

Upon completion of this course students will be able to

- analyse their observations for presentation and publication.
- develop skills required for a good research and project work.
- develop critical thinking and innovative ideas.

**Unit I: Introduction to Research Methodology**

- Meaning, significance and goals of research
- Types of Research
- Research Methods and Methodology
- Review of Literature
- Problems Encountered by Researchers
- Research ethics

**Unit II: Introduction to Statistics**

- Meaning and significance
- Types of statistics – descriptive vs inferential
- Levels of Measurement
- Tabulation and graphical representation
- Measures of Central Tendency & Dispersion
- Score transformation (z score & T scores), Normal Distribution

**Unit III: Research Problem and Hypothesis**

- Definition and statement of a research problem
- Difference between research objectives, research question and research hypothesis
- Hypothesis Testing – definition, types and formulation
- Testing of Hypothesis – dependent and independent means

**Unit IV: Data Collection: Types, Sources and Techniques**

- Qualitative vs quantitative data
- Primary vs secondary sources of data
- Tools of data collection: Experiments, Standardized Tests (reliability, validity and norms), Interviews, Observation and Questionnaires.
- Sampling: concept and types

**Unit V: Analysis and Interpretation of Data**

- Quantitative analysis: correlation, t-test, one-way ANOVA & chi-square
- Qualitative analysis: thematic and narrative analysis
- Report Writing

## **References**

### **English**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Kaul, Lokesh. *Methodology of Educational Research*. New Delhi: Vikas Publishing House, 1986.
- Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: Wiley and Eastern Ltd. 2008.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners* (Third Edition). Sage Publications, 2011.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

### **Hindi**

- Sharma, Vinayamohan. *Shodh Pravidhi*, Mayur Paperbacks, Delhi, 2006
- Sinha, Savitri. *Anusandhan ka Swaroop*, Aatmaram & Sons, Delhi, 1954
- Sinha, Savitri and Vijyendra Snatak. *Anusandhan ki Prakriya*. National Publishing House, New Delhi, 1969

## **Teaching Learning Process**

Classroom teaching and field survey

## **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

## **Keywords**

Research methods, hypothesis, fieldwork, data

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## **Introduction to Humanities & Social Science Research**

**Sem I | GE | 6 Credits | 912101**

### **Course Objectives**

Students will be:

- Exposed to fundamental and methodological issues in Humanities & Social Sciences.
- Introduced to the expanse of the field of Humanities and Social Sciences.
- Able to develop critical thinking with respect to identifying interlinkages between various disciplines of social sciences and humanities.
- Encouraged to use a variety of disciplines to find a solution to social problems.

### **Learning Outcomes**

Upon completion of this course a student will:

- Understand the concept and scope of merging and evolving disciplines.
- Be equipped with adequate knowledge to integrate various disciplines and apply them to solve individual & social issues.
- Be able to frame a comparative context through which they can critically assess the ideas, forces, movements and values that have created the modern world.

### **Unit I: Concepts, Approaches, Scope & Recent Research Trends**

- Concepts and scope
- Multi-disciplinarity, inter-disciplinarity & trans-disciplinarity – scope & impediments
- Approaches to studying Humanities & Social Sciences
- Recent Research trends in Humanities & Social Sciences

### **Unit II: Understanding Humanities as a discipline**

- Emergence & growth of Humanities as a discipline
- Exploring basic themes of Humanities
- Constituent disciplines
- Humanities as a way of life

### **Unit III: Understanding Social Sciences as a discipline**

- History & development of Social Sciences as a discipline
- Constituent disciplines
- Social Sciences in contemporary world

### **Unit IV: Emerging in Humanities & Social Sciences (Any Two)**

- Peace & Conflict Studies –concept, inter-disciplinarity of peace and conflict studies, theories of conflict and causes of conflict.
- Cultural Studies – understanding culture, inter-disciplinarity of cultural studies, basic paradigms, learning basic strategies for connecting culture knowledge to everyday life, e.g., high culture, cross-culture, popular culture, etc.
- Religion, culture & society – construction of religion, basic tenets of religion studies, psychology & religion, society & religion, culture & religion, gender, sex & religion, religion & secularism.



- Development Studies – concepts & core elements, inter-disciplinarity of development studies, approaches to development studies.

### **Unit V: Human Rights**

- Concept of Human Rights
- United Nations and Human Rights
- Rights of Women and Children
- Rights of Dalit, Tribes and Minorities
- Rights of Old, Disabled, Unorganised Labour and Displaced Persons
- Human Rights and Mental Health

**References:** Because of the nature of the paper, readings will include articles, excerpts, documentary/film screenings, and other sources to be given as per needs for Unit IV.

1. Allen F. Repko, William H. Newel & Rick Szostak (2012). Case Studies in Interdisciplinary Research. Sage Publications.
2. Allen F. Repko (2008). Interdisciplinary Research: Process and Theory.
3. Dennis J. Sporre (2011). Perceiving the Arts: An Introduction to the Humanities, 10th Edition.
4. Frank J. Zulke & Jacqueline P. Kirley (2002). Through the Eyes of Social Sciences (6th ed). Waveland Press
5. Hunt, E. F. & Colander, D. C. (2016). Social science: An introduction to the study of society (14th ed.). Boston: Pearson/Allyn and Bacon.
6. Richard Paul Janaro & Thelma C. Altshuler (2011). The Art of Being Human: Humanities as a Technique for Living Person. Pearson Publication.

### **Teaching Learning Process**

Classroom teaching, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Humanities, Social Sciences, interdisciplinarity, transdisciplinarity

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**Art of Communication**  
**Sem I | AECC | 4 Credits | 912102**

**Course Objectives**

- To explore the meaning and dynamics of communication as a process
- To introduce fundamental communication skills
- To understand the relevance of communication in different settings
- To delve into the potential influences on process of communication

**Course Learning Outcomes**

Upon completion of this course the students

- Will be able to communicate effectively
- Will have skill based learning and facilitation
- Will have an enhanced understanding of expression as an art of communication
- Will be able to develop customized pedagogy for communication
- Will be skilled in implementing technological advancements in daily communications

**Unit I: Introduction to communication**

- Meaning
- Theories of communication
- Functions
- Process
- Barriers
- Developmental communication

**Unit II: Kinds of communication**

- Verbal
- Non verbal
  - Eye contact
  - Facial expressions
  - Body language
  - Touch
  - Interpersonal distance

**Unit III: Communication pattern**

- Extrapersonal
- Interpersonal
- Intrapersonal
- Formal vs informal
- Mass Communication
- Direction

- Upward
  - Downward
  - Crosswise
- Patterns and networks

#### **Unit IV: Communication skills**

- Reading
  - Reports
  - Articles
  - Narratives
  - Argumentative texts
- Writing
  - Report
  - Business letters
  - Resume
  - Summary of longer texts
  - Narratives & argumentative pieces
- Speaking
  - Public speaking & presentations
  - Fluency of speech
  - Persuasion
  - Introspection
- Listening
  - Instructions
  - Comprehension of heard material
  - Listening skills
  - Response in interviews and discussions

#### **Unit V: Effective communication**

- Importance & benefits
- 7 C's of effective communication
- Effective communication at workplace
- Impediments to effective communication

#### **Unit VI: Influences on communication: Implications**

- Language
- Culture
- Conditioning paradigms
- Personality

#### **Unit VII: Communication and Technology**

- Application of technology
- Costs and benefits

- Advancements in technology
- Communication across different media
- Recent means of Communication (Email, Facebook, Twitter, etc)

### **Unit VIII: Pedagogical Strategies and Application**

- Focussed group discussions
- Role play
- Art of persuasion
- Sales and marketing
- Negotiation and bargaining
- Conflict management

### **References**

- Perkins, P.S (2008). *Art and science of communication: Tool for effective communication in workplace*, John Wiley & sons, Inc.. Hoboken, New Jersey.
- Farewell, J.P (2012). *Persuasion and power: The art of strategic communication*, Georgetown university press.
- Bialek, W (2010). *Conducting the art of communication*, OUP USA, Spi edition.
- Kumar, K.G (2010). *Mass communication in India*. Jaico publishing house.
- Aggarwal, V.B., Gupta, V.S (2001). *Handbook for journalism and mass communication*, concept publishing company.
- Mcquail, D (2010). *Mcquail's mass communication theory*. SAGE Publications Ltd; Sixth Edition.
- Kaul, A (2000). *Effective business communication*, Phi learning pvt ltd.
  - Prakash, S., Aggarwal, M.K (2010). *Effective office communication noting and drafting in English and Hindi*, Pustak Mahal.

### **Teaching Learning Process**

Classroom teaching, discussions and debates

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Communication, language, body language, gestures

Semester II							
Paper Code	Paper Title	Credits			Marks		
		L	T	Total	IA	EA	Total
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
912201 (GE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
912107 (AECC)	Environmental Science	4	0	4	40	60	100
GRAND TOTAL - SEM II		Credits		22	Marks		400*
<i>L = Lecture; T = Tutorial; IA = Internal Assessment; EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)</i>							
<i>* it may vary depending on the course taken by a student</i>							

**Semester-long Innovation Project**  
**Sem II |GE | 6 Credits | 912201**

**Course Objectives**

- To foster linkages between academia and society
- To evolve solutions for real-life problems in urban as well as rural/semi-rural areas
- To encourage students for social innovation, social entrepreneurship and social intervention

**Course Learning Outcomes**

Upon completion of this course the students

- Students will be able to identify the problems in rural, urban, slum, industrial and educational clusters and bring out the solutions
- Students will get a hands-on experience to collect, analyse and present the data.
- Students will be able to solve the problems through innovation, intervention and entrepreneurship.

**Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

**References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

**Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

### **Assessment Methods**

***Internal Assessment:*** 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

***Mid-Semester Presentation:*** 20 Marks

***End-Semester Presentation:*** 20 Marks

***Project Report:*** 20 Marks

Total: 100 Marks

### **Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

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**Environmental Science**  
**Sem II | AECC | 4 Credits | 912107**

**Course Objectives**

- Create awareness about environmental issues
- Understand the fundamental concepts of environmental management

**Course Learning Outcomes**

Upon completion of this course the students

- will be able to understand the interdisciplinary nature of environmental issues
- will be able to understand the complex environmental phenomenon
- will be able to address the environmental issues from a problem-oriented, interdisciplinary perspective

**Unit I:**

- Relationship between environment and public health
- Sustainable development: policy and practices

**Unit II:**

- Biodiversity: Hotspots, Threats, Conservation
- Ecosystem: Structure, Function, Energy flow, cycles

**Unit III:**

- Environmental pollution & public health
- Mitigation strategies
- Policy

**Unit IV:**

- Collection and processing of environmental data
- IT in ecosystem & environment management

**Unit V:**

- Social and Cultural parameters
- Environmental Risk & Impact Assessment.

**References**

1. Fundamental Concepts in Environmental Studies, D.D. Mishra, (S Chand & Co Ltd.), 2014.
2. Environmental Management for Sustainable Development, Chris Barrow, (Routledge Environmental Management Series), 2nd Ed., 2006.
3. Essentials of Environmental Management, Paul Hyde and Paul Reeve, (IOSH Services Ltd. UK.), 2004.
4. Environmental Impact Assessment Methodologies, Y. Anjaneyulu, Valli Manicka, (CRC Press), 2011.



5. Fundamentals of Ecological Modelling, S.E. Jorgensen and G. Bendorrichio (Elsevier), 3rd Ed., 2001.
6. Introduction to Environmental Economics, Nick Hanley, Jason F. Shogren and Ben White, (Oxford University Press), 2001.

**Teaching Learning Process**

Classroom teaching and fieldwork

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

environment, sustainable development, ecology, ecosystem, pollution

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Semester III							
Paper Code	Paper Title	Credits			Marks		
		L	T	Total	IA	EA	Total
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
912301 (GE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
912302 (SEC)	Introduction to Documentary – Technologies & Techniques	4	0	4	40	60	100
912303 (SEC)	Appreciating Literary Works						
912304 (SEC)	Computer Applications in Humanities & Social Science Research						
912305 (SEC)	An Introduction to GIS & GPS						
GRAND TOTAL - SEM III		Credits		28	Marks		500*
L = Lecture; T = Tutorial; IA = Internal Assessment; EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects) * it may vary depending on the course taken by a student							

**Semester-long Innovation Project**  
**Sem III |GE | 6 Credits | 912301**

**Course Objectives**

- To foster linkages between academia and society
- To evolve solutions for real-life problems in urban as well as rural/semi-rural areas
- To encourage students for social innovation, social entrepreneurship and social intervention

**Course Learning Outcomes**

Upon completion of this course the students

- Students will be able to identify the problems in rural, urban, slum, industrial and educational clusters and bring out the solutions
- Students will get a hands-on experience to collect, analyse and present the data.
- Students will be able to solve the problems through innovation, intervention and entrepreneurship.

**Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

**References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

**Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

### **Assessment Methods**

***Internal Assessment:*** 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

***Mid-Semester Presentation:*** 20 Marks

***End-Semester Presentation:*** 20 Marks

***Project Report:*** 20 Marks

Total: 100 Marks

### **Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

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**Introduction to Documentary: Technologies & Techniques**  
**Sem III | SEC | 4 Credits | 912302**

**Course Objectives**

- To introduce the sphere of documentary as an art
- To problematise the “reality” “actuality” paradigm in documentary filmmaking
- To debate the evolving definition and scope of Documentary and how the form has changed over the years

**Course Learning Outcomes**

Upon completion of this course the students will learn about:

- various technologies used to produce a documentary
- various genres of documentary

**Unit I: Documentary**

- a. Introducing the form
- b. Representation, problematising- truth, reality, objectivity, evidence paradigm
- c. Evolving definitions

**Unit II: Technologies**

- a. Photos
- b. Film
- c. Video

**Unit III: Styles**

- a. Kino-pravada, Direct Cinema, Cinema Verite, Self-reflexive, Docudrama, mockumentary
- b. Brief history

*Nanook of the North* (1922) by Robert J. Flaherty

*Man with the Movie Camera* (1929) by Dziga Vertov

*Triumph of the Will* (1936) by Leni Riefenstahl

*Night and Fog* (1956) by Alain Resnais

*Chronicle of a Summer* (1961) by Jean Rouch and Edgar Morin

**Unit IV: Contemporary Documentary Filmmakers and their work**

- a. Michael Moore
- b. Anand Patwardhan
- c. Mike Pandey
- d. James Marsh
- e. Nishta Jain
- f. Samina Mishra
- g. Amar Kanwar

### **Suggested Readings and Films**

1. Introduction to Documentary by Bill Nichols, Indiana University Press
2. A Fly in the Curry by Anjali Monteiro and K.P.Jayasankar, Sage Publication
3. Directing The Documentary by Michael Rabiger by Focal Press

### **Films**

1. *Nanook of the North* (1922) by Robert J. Flaherty
2. *Man with the Movie Camera* (1929) by Dziga Vertov
3. *Triumph of the Will* (1936) by Leni Riefenstahl
4. *Night and Fog* (1956) by Alain Resnais
5. The Times of Harvey Milk (1984) by Robert Epstein
6. *The Thin Blue Line* (1988) by Errol Morris
7. Tale of Night Fairies (2002) by Shohini Ghosh
5. *Talking Heads (Muslim Women)* by Fathima Nizaruddin
6. Documentaries by Michael Moore
7. Documentaries by Anand Patwardhan

### **Teaching Learning Process**

Lectures, documentary screening, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Documentary films, forms, technologies, styles, filmmakers

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**Appreciating Literary Works**  
**Sem III | SEC | 4 Credits | 912303**

**Course Objectives**

- To develop critical ability in students regarding literary works
- To introduce the historical and cultural context of literary works
- To inculcate writing and speaking abilities about literature
- To help understand the meaning of literary works

**Course Learning Outcomes**

Upon completion of this course the students will learn about:

- Proficiency of skills for critical appreciation of prose, poetry, essays and dramas.
- Greater understanding of the historical and cultural context of literary works.
- Skills of responding to literature through both writing and speaking.
- The skill of appreciating literary works within a universal framework of human feeling and experience.

**Unit I: Introduction to Literary Appreciation**

- Literature & literary appreciation – concept, need and scope
- Different kinds of literary genres
- Approaches to appreciating Literature

**Unit II: Understanding Prose**

- Elements of prose (fiction and non-fiction)
- Prose analysis

**Unit III: Understanding Poetry**

- Language in poetry
- Elements of poetry
- Analysis of poetry

**Unit IV: Understanding Essays**

- Types of essays
- Analysing essays

**Unit V: Understanding Dramas**

- Language in drama

- Elements of drama
- Types of drama

### **References**

Abcarian, Richard and Klotz, Mark. (2000). *Literature: Reading and writing the human experience* (Shorter 7th ed.). USA: Bedford/St. Martin.

De Guzman Rosales, R. (2012). *Literary criticism reconsidered*. Malabon: Jimczyvulle Publications.

Tomeldan, Yolanda V. (1986). *Prism: An introduction to literature*. Manila: National Bookstore

Stanton ,Robert.1965. *An Introduction to Fiction*. New York. Holt, Rinehart and Winston,Inc.

Little, Graham. 1970. *Approach to Literature*. Sydney, Science Press.

### **Teaching Learning Process**

Lectures, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Prose, poetry, drama, essays, literary appreciation

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**Computer Applications in Humanities & Social Science Research**  
**Sem III | SEC | 4 Credits | 912304**

**Course Objectives**

- Learn basic data analysis with software package like SPSS
- Handle survey data, data entry, defining variables, manipulation & transformation of data
- Students will be imparted the skill of data analysis and interpretation

**Course Learning Outcomes**

Upon completion of this course the students:

- will be able to understand the importance of computer software in humanities and social sciences research.
- will be able to handle the basic data analysis with software package like SPSS and STATA.
- will be able to generation, manipulation and transformation of data using computer tools.

**Unit I: Introduction**

- Use of computers in Humanities and Social Sciences
- Software packages for data analysis (SPSS, Minitab, STATA, Matlab)

**Unit II: Data analysis with SPSS**

- General aspects, and critical issues of data analysis in SPSS
- Functions, menus and commands
- SPSS file management
- Defining variables
- Manual input of data
- Automated input of data and file import

**Unit III: Descriptive Analysis**

- Frequencies
- Measures of central tendency
- Data Visualisation (Tables and Charts)

#### **Unit IV: Inferential Statistics**

- T-test
- One-way ANOVA
- Non-parametric tests
- Correlation and Regression
- Multivariate Analysis (Factor and Cluster Analysis)

#### **Unit V: Project**

#### **References**

1. Jeremy J. Foster (). Data Analysis Using SPSS for Windows – Version 6: A Beginner's Guide . Sage Publications.
2. Robert H. Carver (2013). Doing Data Analysis with SPSS Version 18.0.

#### **Teaching Learning Process**

Lectures and Lab

#### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

#### **Keywords**

SPSS, Data Entry, Data Analysis, Data Output

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**An Introduction to GIS & GPS**  
**Sem III | SEC | 4 Credits | 912403**

**Course Objectives**

This course is specially designed for the students of humanities and social sciences. The basic objectives of this course for students are:

- To understand the basics of GIS concepts and theories
- To gain a hands-on experience with a variety of GIS applications, especially in humanities and social sciences
- Describe how GIS practitioners use GIS as a tool for analysis and the display of quantitative data to solve problems.

**Course Learning Outcomes**

This course is divided into two components: Lectures and Labs. In the lectures the conceptual elements of GIS is discussed. Through the lab component the students get the first-hand experience of data input, data manipulation, data storage, data visualization and spatial analytic and modeling techniques.

**Unit I: Introduction to GIS**

Definition and scope of GIS; Components and elements of GIS; Development of GIS technology; Recent trends and applications of GIS

**Unit II: GIS Data Structures**

Geographical data; Spatial and attribute data; vector and raster data; data input devices; storage and manipulation of GIS databases; Database Management System (DBMS)

**Unit III: Spatial Data Analysis**

Digitization of maps and imageries; Spatial overlay operations; network and proximity analysis; 3D models; Digital Elevation Models (DEM)

**Unit IV: Global Positioning System (GPS)**

Introduction to GPS; Fundamentals of GPS; GPS aided Geo-augmented Navigation (GA-GAN); GPS measurements and data processing.

## **References**

### **Required Textbook**

Heywood, Ian; Cornelius, Sarah; Carver, Steve. 2011. An introduction to Geographical Information Systems (4<sup>th</sup> Edition). Pearson Education Limited.

Rao, G. S. 2010. Global Navigation Satellite Systems, McGraw-Hill Publications, New Delhi.

### **Supplemental Readings**

Concepts and techniques of Geographic Information System. 2<sup>nd</sup> Edition. Prentice Hall series in GIS (2007). By C.P. Lo and Yeung Albert K.W.

GIS Tutorial: Getting to know ArcGIS Desktop. 2<sup>nd</sup> Edition. Esri Press 2010.

B. Hoffman-Wellenhof, H. Lietenegger and J. Collins. 2001. GPS – Theory and Practice. Springer-Wien, New York.

### **Teaching Learning Process**

Lectures, Lab and Fieldwork

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

GIS, GPS, Map making, Database Management

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Semester IV							
Paper Code	Paper Title	Credits			Marks		
		L	T	Total	IA	EA	Total
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
912401 (GE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
912403 (SEC)	Documentary Filmmaking	4	0	4	40	60	100
912402 (SEC)	Legal Literacy						
912404 (SEC)	Film Appreciation						
912405 (SEC)	Translation						
GRAND TOTAL - SEM IV		Credits		28	Marks		500*
L = Lecture; T = Tutorial; IA = Internal Assessment; EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects) * it may vary depending on the course taken by a student							

**Semester-long Innovation Project**  
**Sem IV |GE | 6 Credits | 912401**

**Course Objectives**

- To foster linkages between academia and society
- To evolve solutions for real-life problems in urban as well as rural/semi-rural areas
- To encourage students for social innovation, social entrepreneurship and social intervention

**Course Learning Outcomes**

Upon completion of this course the students

- Students will be able to identify the problems in rural, urban, slum, industrial and educational clusters and bring out the solutions
- Students will get a hands-on experience to collect, analyse and present the data.
- Students will be able to solve the problems through innovation, intervention and entrepreneurship.

**Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

**References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

**Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

### **Assessment Methods**

***Internal Assessment:*** 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

***Mid-Semester Presentation:*** 20 Marks

***End-Semester Presentation:*** 20 Marks

***Project Report:*** 20 Marks

Total: 100 Marks

### **Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

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**Legal Literacy**  
**Sem IV | SEC | 4 Credits | 912402**

**Course Objectives**

- To acquaint students with the structure and manner of functioning of the legal system in India
- To introduce students with the institutions of justice and legal system
- To encourage students for social innovation, social entrepreneurship and social intervention

**Course Learning Outcomes**

After this course it is expected that the student should;

- become aware of the institutions that comprise the legal system – the courts, police, jails and the system of criminal justice administration.
  - have a brief knowledge of the Constitution and laws of India, an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India, public interest litigation.
  - have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of people.
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**Unit I: Outline of the Legal system in India**

- Basics of Legal system
- System of courts/tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Manila courts and tribunals, High Courts and Supreme Court
- Alternate Disputes Mechanisms such as *lok adalats*
- Non-formal mechanisms.

**Unit II: Brief understanding of the laws applicable in India**

- Constitution – fundamental rights and fundamental duties
- Constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- Environment Laws
- Consumer Rights
- Cyber Law
- Intellectual Property Rights

**Unit III: Laws relating to criminal jurisdiction**

- Provision relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws
- Important offences under the Indian Penal Code
- Juvenile Justice Act



- Prevention of atrocities on Scheduled Castes and Scheduled Tribes; National Commission on SC/ST
- Laws related to women (Dowry, Violence, Property, sexual abuse etc.)
- Principles of Natural Justice
- Fair comment under Contempt laws
- Personal laws in India: Pluralism and Democracy.

***Suggested project/practical:*** Preparation of a Case History of a litigant or a person being counseled either in a court or a legal aid centre set up by the Legal Services Authority in Delhi or an NGO or a Lok Adalat, through in depth interview of the subject.

#### **Unit IV: Functioning of the legal system**

- Access to courts and enforcement of rights
- Critical Understanding of the Functioning of the Legal System
- Legal Services Authorities Act and right to legal aid
- ADR systems
- What to do if you are arrested; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination
- Filing a public interest litigation
- How can you challenge administrative orders that violate rights, judicial and administrative remedies

#### **Unit V: Human Rights**

- Emerging trends
- Role of legal aid agencies, Human Rights Commissions, NGOs and civil liberties groups.

***Suggested project/practical:*** Preparation of an FIR or writing a complaint addressed to the appropriate authority using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right.

#### **References**

- Asha Bajpai, Child Rights in India: Law, Policy and Practice, New Delhi, OUP, 2003.
- B.L. Wadhera, Public Interest Litigation - A Handbook, Delhi Universal, 2003.
- Flavia Agnes, Law and Gender Equality, Delhi, OUP, 1997.
- Indian Social Institute, Legal Literacy Series booklets, Available in Hindi also
- Jaya Sagade, *Law of Maintenance: An Empirical Study*, Pune, ILS Law College, 1996
- Kamala Sankaran and Ujjwal Kumar Singh, Towards Legal Literacy, Delhi, OUP, 2008
- Multiple Action Research Group, Our Laws, Vols 1-10. Available in Hindi also.
- Nomi Agarwal, Women and Law in India, Delhi, New Century, 2002.

- P.C. Rao and William Sheffiled, Alternate Dispute Redressal: What it is and How it Works, Delhi, Universal Law Books, 2002.
- Parmanand Singh, 'Access to Justice and the Indian Supreme Court; 10&11 Delhi Law Review, p.156, 1981-82
- S.K. Agarwal, Public Interest Litigation in India, KM Munshi memorial Lecture, Delhi, Indian Law Institute, 1985.

### **Teaching Learning Process**

Lectures, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Legal literacy, law, justice system, criminal jurisdiction

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**Documentary Film Making**  
**Sem IV | SEC | 4 Credits | 912403**

**Course Objectives**

- To explore the practice of documentary filmmaking
- To teach about the screen-craft
- To teach various stages of production in documentary filmmaking.

**Course Learning Outcomes**

Upon completion of this course the students:

- will be skilled to handle the equipment used for documentary film production.
- will learn about the screen-craft and various stages of production in documentary filmmaking.
- will make a documentary film on a socially relevant issue.

**Unit I: Conceiving and developing an idea**

**Unit II: Research**

**Unit III: Developing a crew**

**Unit IV: Screen-craft**

**Unit V: Language and nomenclature of shots**

**Unit VI: Visual Grammar- jump cut, cut-in, cut-away, 180 degree rule, continuity**

**Unit VII: Shooting Script- Screenplay elements and forms**

**Unit VIII: Storytelling and structuring**

**Unit IX: Shooting and editing**

**Suggested Readings and Films**

1. Introduction to Documentary by Bill Nichols, Indiana University Press
2. A Fly in the Curry by Anjali Monteiro and K.P.Jayasankar, Sage Publication
3. Directing The Documentary by Michael Rabiger by Focal Press

## **Films**

1. *Nanook of the North* (1922) by Robert J. Flaherty
2. *Man with the Movie Camera* (1929) by Dziga Vertov
3. *Triumph of the Will* (1936) by Leni Riefenstahl
4. *Night and Fog* (1956) by Alain Resnais
5. *The Times of Harvey Milk* (1984) by Robert Epstein
6. *The Thin Blue Line* (1988) by Errol Morris
5. *Talking Heads (Muslim Women)* by Fathima Nizamuddin
6. *The War You Don't See* (2010) by Alan Lowery and John Pilger
7. Documentaries by Michael Moore
7. Documentaries by Anand Patwardhan

## **Teaching Learning Process**

Lectures, Lab and Fieldwork

## **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

## **Keywords**

Film making, documentary, story telling, shooting, production

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**Film Appreciation**  
**Sem IV | SEC | 4 Credits | 912404**

**Unit 1: Form**

Elements of a film  
Language and grammar of visuals  
Diegetic and non-diegetic sounds

**Unit 2: Cinema as a Narrative**

Linear vs non-linear storytelling  
Film Genres

**Unit 3: Indian Cinema- noted directors and styles**

Bollywood  
Hindi Parallel Cinema  
Regional Cinema movements

**Unit 4: International Cinema**

Soviet Cinema  
German Expressionism  
Italian Neorealism  
French New Wave  
British Cinema  
Japanese Cinema  
Iranian Cinema  
Korean Cinema

**Suggested Readings**

1. Deep Focus: Reflections on Cinema by Satyajit Ray
2. The Sage Handbook of Film Studies by edited by James Donald and Michael Renov, 2008
3. Film As Film: Understanding And Judging Movies by Vitor F. Perkins, Penguin 1972
4. Art of Watching Films by Joseph M. Boggs, Dennis W. Petrie, 2005

**Teaching Learning Process**

Lectures, Lab and Fieldwork

**Assessment Methods**

Internal Assessment: 40 Marks  
Written Exam: 60 Marks  
Total: 100 Marks

**Keywords**

Film making, documentary, story telling, shooting, production

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Semester V							
Paper Code	Paper Title	Credits			Marks		
		L	T	Total	IA	EA	Total
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
DSE	Paper chosen in College	-	-	6	25	75	100*
912501 (DSE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
GRAND TOTAL - SEM V		Credits		24	Marks		400*
<i>L = Lecture; T = Tutorial; IA = Internal Assessment; EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)</i>							
<i>* it may vary depending on the course taken by a student</i>							

**Semester-long Innovation Project**  
**Sem V |DSE | 6 Credits | 912501**

**Course Objectives**

- To foster linkages between academia and society
- To evolve solutions for real-life problems in urban as well as rural/semi-rural areas
- To encourage students for social innovation, social entrepreneurship and social intervention

**Course Learning Outcomes**

Upon completion of this course the students

- Students will be able to identify the problems in rural, urban, slum, industrial and educational clusters and bring out the solutions
- Students will get a hands-on experience to collect, analyse and present the data.
- Students will be able to solve the problems through innovation, intervention and entrepreneurship.

**Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

**References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

**Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

### **Assessment Methods**

***Internal Assessment:*** 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

***Mid-Semester Presentation:*** 20 Marks

***End-Semester Presentation:*** 20 Marks

***Project Report:*** 20 Marks

Total: 100 Marks

### **Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

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Semester VI							
Paper Code	Paper Title	Credits			Marks		
		L	T	Total	IA	EA	Total
912601 (Core)	Introduction to Digital Humanities	5	4	6	40	60	100
912602 (Core)	Innovation Management	5	4	6	40	60	100
912605 (DSE)	Theoretical Debates in Humanities & Social Sciences	5	4	6	40	60	100
912604 (DSE)	Art & Design	6	0	6	40	60	100
	Counseling						
	Heritage Tourism						
	Journalism						
GRAND TOTAL - SEM VI		Credits		24	Marks		500
L = Lecture; T = Tutorial; IA = Internal Assessment; EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)							

**Introduction to Digital Humanities**  
**Sem VI | Core | 6 Credits | 912601**

**Course Objectives**

- To provide students with an overview of digital humanities, including its history and applications.
- To introduce students to the theory and practice of digital humanities through critical learning and use of various standards, applications, and tools.
- Imparting technical skills and competencies for understanding and creating basic humanities resources.
- To prepare students to undertake more advanced courses in the field of digital and exact humanities.

**Course Learning Outcomes**

Upon completion of this course the students:

- will get a general overview of digital humanities, including its history and applications.
- will be introduced the theory and practice of digital humanities through critical learning and use of various standards, applications, and tools.
- will gain technical skills and competencies for understanding and creating basic humanities resources using digital tools.
- will be prepared to undertake more advanced courses in the field of digital and exact humanities.

**Unit I – Introduction to Digital Humanities**

Defining digital humanities  
Nature, Concept and Scope  
Need and importance  
Disciplines and the constituents

**Unit II – Theories and Debates in Digital Humanities**

History of technology and the arts & humanities  
Theories and debates in digital humanities  
Challenges and the future of DH

**Unit III – Digital Data and Information**

Collections and Digital Editions  
Big Data and Metadata  
Digital Libraries and Archives  
Cyber-infrastructure  
Digital Footprint  
Techniques for extracting and analyzing digital data

#### **Unit IV – Tools and Methodologies**

Digital Exhibits  
Digital Mapping  
Text Analysis and Information Visualization & Conceptualization  
Network Analysis  
Geospatial digital humanities (Geographical Information System)  
3D-Modelling, Animation and publishing tools

#### **Unit V – Project**

An innovative project which uses the techniques of digital humanities will be undertaken by groups of students independently or in collaboration with other departments / disciplines / industry / organizations.

Sample projects:

- Creating a descriptive web-based database catalogue of Mahatma Gandhi.
- Making an atlas of Tribal languages of North India.
- Digitize classical books and volumes and place them on the web.
- Digitizing oral narratives to make endangered oral literatures accessible.
- 3D Modelling of historical monuments

#### **References**

Anne Burdick et al. 2012. *A Short Guide to the Digital Humanities*.  
Burdick, Annie et.al., 2012. *Digital Humanities*, Cambridge: The MIT Press.  
Franco Moretti. 2005. *Graphs, Maps, Trees*.  
Matthew K Gold. Ed. 2012. *Debates in the Digital Humanities*.  
Susan Schreibman, Ray Siemens, John Unsworth. 2004. *A Companion to Digital Humanities*.  
Oxford: Blackwell.

#### **Teaching Learning Process**

Classroom teaching, presentations, debates, discussions, hands-on, practical

#### **Assessment Methods**

Internal Assessment: 40 Marks  
Written Exam: 60 Marks  
Total: 100 Marks

#### **Keywords**

Digital humanities, new media, digital history, GIS, 3D modelling, network analysis

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**Innovation Management**  
**Sem VI | Core | 6 Credits | 912602**

**Course Objectives**

This paper aims to provide a general introduction to the nature of innovation in the economy, and covers a wide range of associated topics, which must be addressed by management and policy makers. It comprises a set of self-contained, but related topics, which are necessary to understand the nature of innovation and entrepreneurial decisions. A variety of perspectives is examined.

**Course Learning Outcomes**

Upon completion of this course the students:

- are expected to understand the nature of innovation and entrepreneurship
- will be able understand the concepts of social innovation and social engineering

**Unit I:**

Understanding Innovation, organizational and individual innovation, Models of innovation,

**Unit II:**

Creativity and innovation process, product innovation and profitability, flexibility and innovation,

**Unit III:**

Innovation and invention, intuitive tools for innovative thinking, innovation assessment, scientific and social innovation, innovation in different domains, creativity and innovation, organizational innovation and knowledge management, technology innovation and life cycle,

**Unit IV:**

Management of technology innovation, innovation management in business organization,

**Unit V:**

Innovation and community development, innovation around the world (examples of different countries, policies, practices and issues), future innovation and management issues.

**Unit VI:**

Case studies of innovation: causes, impacts and strategies (technologies, sectors and products)

*Note: The syllabus of this paper is same as approved syllabus of B.Tech. (Information Technology & Mathematical Innovation). Additional reading list has been provided as per the requirement of B.A. Honours (Humanities & Social Sciences).*

### **References**

- Afuah, Allan. 2003. *Innovation Management: Strategies, implementation and Profits*. OUP, New York.
- Berman, Bruce and Kevin Rivette. 2006. *Making innovation Pay*. John Wiley & Sons, New Jersey.
- Goldsmith, Stephen, Gigi Georges and Tim Glynn Burke. 2010. *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good*. Jossey-Bass, San Francisco.
- Kelly, Tom and Jonathan Littman. 2011. *The Art of Innovation*. Profile Books Ltd., London.
- Radjou, Navi, Jaideep Prabhu and Simone Ahuja. 2013. *Jugaad Innovation: A Frugal and Flexible Approach to Innovation for the 21<sup>st</sup> Century*. Random House India.
- Saul, Jason. 2011. *Social Innovation, Inc*. Jossey-Bass, San Francisco

### **Teaching Learning Process**

Classroom teaching, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Social Innovation, Entrepreneurship, Social Engineering, Creativity

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**Theoretical Debates in Humanities & Social Sciences**  
**Sem VI | DSE | 6 Credits | 912605**

**Course Objectives**

- To introduce students to major theoretical debates
- To contextualise the debates in their historical timeline and society
- To emphasise on the relevance of plurality of theoretical debates in Humanities and Social Sciences
- To understand usefulness of theories in finding solutions to the existing subject of social enquiries and problems.

**Course Learning Outcomes**

Upon completion of this course the students:

- will be able to contextualise major theoretical debates in their historical timeline and society.
- will be able to understand the relevance of plurality of theoretical debates in Humanities and Social Sciences
- will be able to judge the usefulness of theories in finding solutions to the existing subject of social enquiries and problems

**Unit I:**

Key historical events- Imperialism, Cold War and Globalisation

**Unit II:**

Humanism- Jean-Jacques Rousseau, Carl Roger and M N Roy

**Unit III:**

Nationalism

Marxism

Gandhism

**Unit IV:**

Representation and Subaltern discourses- Edward Said and Gayatri Spivak

Gender discourses

**Unit V:**

Semiotics— Ferdinand de Saussure and Roland Barthes

Ideology and Hegemony- Antonio Gramsci

Aesthetic Theories

**References**

1. Aesthetic Theory by Theodor W. Adorno by Bloomsbury Academics, 1997
2. Antonio Gramsci: Selections from the Prison Notebooks
3. M.N.Roy: Radical Humanist: Selected Writings by M.N.Roy

4. Imagined Communities: Reflections on The Origin and Spread of Nationalism by Benedict Anderson published by Verso
5. Nationalism by Rabindranath Tagore published by Prabhat Books in 2008
6. Beyond Belief: India and the Politics of Postcolonial Nationalism (Politics, History and Culture) by Srirupa Roy published by Duke University Press in 2007
7. The Second Sex by Simone de Beauvoir
8. Gender Trouble by Judith Butler published by Routledge Classics published in 2016
9. A Room of One's Own by Virginia Woolf
10. Hind Swaraj by Mahatma Gandhi
11. My Experiments with Truth by Mahatma Gandhi
12. The Origin of Family, Private Property and the State by Friedrich Engels
13. Communist Manifesto by Karl Marx
14. Karl Marx: A Reader edited by Jon Elster
15. Orientalism by Edward Said
16. Nationalism and the Imagination by Gayatri Spivak
17. Who Sings the Nation-State? Language, Politics, Belonging by Judith Butler and Gayatri Spivak
18. Culture and Imperialism by Edward Said
19. Reflections on Exile by Edward Said
20. Course in General Linguistics by Ferdinand De Saussure
21. Mythologies by Roland Barthes
22. Elements of Semiology by Roland Barthes

### **Teaching Learning Process**

Classroom teaching, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Humanities, social sciences, theories, debates

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**Art & Design**  
**Sem VI | DSE | 6 Credits | 912604**

**Course Objectives**

- This is more practical and industry genial to cater to the needs of society and nation.
- The course is a stream specific paper of Art and Design stream for the students of B.A. Honours (Humanities and Social Sciences) at Cluster Innovation Centre that helps the student fill in the gaps of his knowledge about the subject.

**Course Learning Outcomes**

Upon completion of this course the students:

- will gain practical and industry genial knowledge to cater to the needs of society and nation
- will be able to appreciate various forms of art
- will be skilled to bring out socially relevant and sustainable design solutions
- will gain competence in computer aided design tools

**Unit 1: Understanding Art (Compulsory)**

- Basics of Art and Design
- Understanding Aesthetics
- Concept of Idea & Idea generation
- Definition of key terms and concepts
- Design elements and principles
- Colour-concept, schemes and usage
- Layout- Print and Electronic media
- Visualisation- Concept and Process
- Art appreciation

**Unit 2: Indian and Western Art (Compulsory)**

- Introduction of schools of Indian Art and Painting: Classical and Modern
- Introduction to various Western movements in Art: Classical and Modern
- Comparative Study of Indian & Western Modern Art

**Unit 3: Folk Art - Choose any two out of the following (at least one week workshop/ practical training on each one would be organised)**

- Painting
- Printing
- Weaving
- Sculpturing
- Clay modelling
- Art metal work
- Calligraphy
- Pottery-ceramics
- Puppetry



**Unit 4: Modern Applied Art- Choose any two out of the following (atleast one week work-shop/practical training on each one would be organised)**

- Cartooning
- Photography
- Design Softwares
- Display Design
- Design and packaging
- Set designing
- Event design
- Campaign planning

**Unit 5: Practical Training/Workshop/Product Design/Field visits**

- Production Portfolio
- Visits to exhibitions/Fairs/Fests/Malls/other fields related to the subject
- Organisation of an exhibition/product design to give hands-on experience

***Note:***

- *The syllabus is divided into two parts one is Compulsory and other is Optional.*
- *Each student is required to submit a production portfolio at the end of the semester.*

**References**

- Barret, D. and Gray, B. 1963. *Painting of India*. The World Publishing Co., Ohio.
- Brown, Percy. 1981. *Indian Paintings under the Mughals*. Cosmo Publications, New Delhi.
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- Kramrisch, Stella. 1983. *Survey of Painting in the Deccan*. Oriental Books, New Delhi.
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**Teaching Learning Process**

Lectures and Lab

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

Art, aesthetics, computer design, applied art

**Counseling**  
**Sem VI | DSE | 6 Credits | 912604**

**Course Objectives**

- To develop an insight into counselling as a process and one's own position as a counsellor.
- To have a critical understanding of the theoretical paradigms based on which counselling as a process needs to be initiated.
- To gain clarity in the purpose, scope and techniques of counselling as a process, and how it needs to be culturally tailored so as to meet the context specific demands.

**Course Learning Outcomes**

Upon completion of this course the students:

- will be able to develop an insight into counselling as a process and one's own position as a counsellor.
- Will gain a critical understanding of the theoretical paradigms based on which counselling as a process needs to be initiated.
- will gain clarity in the purpose, scope and techniques of counselling as a process, and how it needs to be culturally tailored so as to meet the context specific demands.

**Unit I: Understanding Human Behaviour**

- Motivation, Emotions and Behaviour
- Personality Development
- Normalcy: concept biological basis of behaviour, psychological explanations and diathesis stress model; classification
- Positive mental health
- Culture and behavior

**Unit II: Understanding Counselling as a Process**

- What is counselling? Who are counsellors and helpers? Definition and meaning of counselling and its uniqueness from therapy. Who needs counselling and When should it be given?
- Scope of counselling: different emerging contexts in which counselling can be extended- developmental, trauma and chronic illness, HIV/AIDS, survivors of natural calamities, human disasters, relationship counselling, education counselling, gender and third gender counselling (there will be brief introduction to these areas, with detailed study on any three).
- What does an individual bring to counselling as a counsellor? Potential requisites for being a counsellor- active listening, ability to encourage the client in opening up, probing skills, appreciation for the client, ability to empathize, issues of transference and counter transference.
- Historical context of counselling
- What should not happen in the counselling setting? Ethical issues of practice and concern in counselling.
- Culture and counselling.

**Unit III: Techniques of counselling**

- Psychodynamic Approach
- Cognitive-Behavioural Approach
- Pearson-Centered Approach

**Unit IV: Counselling Process**

Initiation of counselling, stages of counselling (beginnings and endings), terminating counselling, reflections and discussions.

**PROJECT BASED UNITS**

Based on the interest and expertise of the facilitator, students have to opt for any two units from the following units for detailed study. They would also be required to develop their projects, conduct their internship in any of the two units in float. This shall be considered for both practical and theoretical evaluation. Students would be required to prepare a project based on their field experiences and later do a presentation of it in the classroom. The project report would also be considered for evaluation.

**Unit V: Counselling during Conflicts**

**Unit VI: Counselling of Youth, Gender and Violence**

**Unit VII: Counselling with survivors of human disaster and natural calamities**

**Unit VIII: Counselling in Relationships (marital issues, family conflicts, parent child relationships)**

**Unit IX: Developmental and Educational counselling**

**Unit X: Report writing based on field training/ internship. Highlight the challenges of one's exposure of the field and how to make sense of the learning.**

*Note: Unit I, II, III, IV and X shall be compulsory for all students. 1-2 units will be done in addition as per the requirement of the course/students.*

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### **Teaching Learning Process**

Lectures, discussions, internships, projects/practicals

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Counselling, mental health, psychology

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**Heritage Tourism**  
**Sem VI | DSE | 6 Credits | 912604**

**Course Objectives**

- To acquaint students with the significance of heritage tourism in India.
- To create awareness about heritage of our past.
- To encourage students find innovative ways for the promotion of tourism with special reference to Heritage Tourism.
- To enable the students for sustainable contribution to the tourism industry in India.

**Course Learning Outcomes**

Upon completion of this course the students:

- Will be able to appreciate the relevance and role of history in tourism, particularly in Indian context
  - Will gain awareness of rich cultural and heritage wealth of India.
  - Will understand the role of tourism in the preservation of culture and performing arts through tourism.
  - Will be familiarised with the establishment of enterprise and enable them to become successful Tourism entrepreneurs.
  - Will be skilled to design new tourism products to tap the unused tourism capacity of the country.
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**Unit I: Introduction**

- Tourism: Definition, Meaning and Concept
- Tourism as an Industry – World Scenario
- Tourism Types with special emphasis on Heritage Tourism
- History & Development of Tourism in India – Trends & Profiling of Tourists
- Importance of Heritage Tourism in India

***Suggested projects/practical:*** students will be given an assignment to collect data regarding the purpose of visit by foreign tourists).

**Unit II: Tourism Products of India – Heritage, Culture and Performing Arts**

- Tourism Product Diversity – Nature, Culture & Art
- World Heritage Sites
- Pilgrimage
- Art and Architecture
- Tribal Art and Culture
- Performing Arts – Dance, Music and Theatre
- Natural Heritage

***Suggested projects/practical:*** Make a detailed study of at least one historical site / any other heritage tourism product like dance, music, culture, festivals etc. in order to promote heritage tourism products.

### **Unit III: Management, Marketing and Entrepreneurship in Heritage Tourism**

- Tourism Organizations – International, National & Regional
- Indian Tourism Policies – 1982, 1992 & 2015 (Draft Tourist Policy)
- Management Issues in Heritage Tourism
- Tour Operators & Travel Agencies
- Hotels & Other Accommodation
- Public Relations
- Guiding and Escorting
- Tourism Marketing (Process, Promotion, Publicity etc.)

***Suggested projects/practical:*** Guide a group of foreign tourists visiting Delhi OR study a tour operator / travel agency / the working of a tourism organisation.

### **Unit IV: Heritage Tourism Product Designing**

- Concept of Tourism Product
- Life Cycle of a Tourism Product
- Carrying Capacity
- Need for New and Innovative Tourism Products
- Problems of Tourism Product Designing
- Technology and Tourism (with emphasis on Heritage Tourism)

***Suggested projects/practical:*** Designing a heritage tourism product keeping in view the available products and carrying capacity.

### **Unit V: Fieldwork/Project**

- Heritage walks (with emphasis on planning a heritage walk to historical sites in Delhi). Visit to some important monuments in Delhi.
- A short project to be submitted (on any heritage/historical site in India; e.g. A case study of DU and adjoining areas in the context of Heritage Tourism).
- Writing for Heritage Tourism – writing newspaper articles, scripts and travelogues. Designing pamphlets, hoardings and brochures.
- Make a repository of data through data collection using questionnaire and survey method.

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### **Teaching Learning Process**

Lectures, discussions, internships, projects/practicals

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Tourism, heritage, travel, culture

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**Journalism**  
**Sem VI | SSP | 6 Credits | 912604**

**Course Objectives**

- It aims towards the practical application of the learning in previous semesters.
- It also aims towards fulfilling the gaps in the trajectory of the students at Cluster Innovation Centre in this stream

**Course Learning Outcomes**

Upon completion of this course the students:

- will be able to understand the media laws and ethics
- will be able to write news reports for various media like print, radio and television
- will be skilled in handling computer tools used in media, viz. PageMaker, Corel Draw, Photoshop, QuarkExpress etc.

**Unit I**

Choice of one topic from three of the following:

1. Media Laws and Ethics- Press Freedom and Laws, Acts & Laws, Media Councils and Committees, Code and Ethics
2. Development Communication- Concept of Development, Indicators of Development, Development Issues, Theories of Development, Media and Development
3. Environment Communication- Media and environment, media and ecology, media and environmental disaster, Communicating environmental social issues

**Unit II**

Choice of one topic from three of the following:

1. Reporting and Editing- Introduction, Types of Reporting, Qualities and Responsibilities of reporters, Reporting Staff, Beats, Set ups and functions of reporting rooms
2. Writing for media- Essentials of good writing, Art of phrasing, translation, creativity in writing, types of writing
3. Film Appreciation

**Unit III**

Choice of one topic from three of the following:-

1. Global Media Scenario- Historical perspectives of communication, struggle of balance of information flow, contemporary trends in global media world, Impact of global media scenario on India
2. Current Affairs- National and International
3. Application of Computers in Media- PageMaker, Corel Draw, Photoshop, QuarkExpress



## **Unit IV**

Choice to be made from three of the following:-

1. Print
  - a. History of Media- Pre and Post- Independence Journalism in India, News organisations, current trends, growth of media in India.
  - b. Newspaper and Magazine Layout and design- Components of layout, layout planning
  - c. Print Production- Production process
2. Broadcast and New Media
  - a. Radio Journalism- Origin and development of Radio in India, AIR, Commercial Broadcast Services, Script writing, Community Radio
  - b. T.V. Journalism- Origin and development of Television in India, Doordarshan, Commercial Channels, Script writing
  - c. New Media Journalism- Online Journalism, Features, Multimedia & Convergence, Laws and ethics
3. Advertising, PR
  - a. Advertising- Integrated Marketing Communication, Account Planning, Creative strategy, media planning
  - b. Public Relations- Definitions, Tools and Techniques, Role of Public Relations, PR Campaign
  - c. Media Management- Functions & Principles, Behavior & Leadership, Media Organisations - structures and functions

## **Unit V Practical Training/Workshops/Field Design**

- Student is required to do minimum 15-day internship at a media house of repute and submit a report on that in consultation with the internal and external mentor
- Workshops and Field visits to be organized as per requirements.

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### **Teaching Learning Process**

Lectures, lab, internships, fieldwork

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Media, reporting, writing, mass communication, journalism

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