

COURSE STRUCTURE & SYLLABI OF
B.A. (HONOURS) HUMANITIES & SOCIAL SCIENCES
(Based on Undergraduate Curriculum Framework 2022)

CLUSTER INNOVATION CENTRE
UNIVERSITY OF DELHI



SEMESTER I

Course	Paper No	Paper Title & Unique Paper Code
Discipline Specific Core	DSC-01	Humanities and Social Sciences: Concepts & Scope (UPC: 3122101101)
	DSC-02	Technology and Society (UPC: 3122101102)
	DSC-03	Qualitative and Quantitative Social Inquiry (UPC: 3122101103)
Generic Elective	GE-01 A/B/C	GE-01A: Communication: Concepts and Processes (UPC: 3124101101) GE-01B: Fundamentals of Cognition and Emotions (UPC: 3124101102) GE-01C: Fundamentals of Tourism (UPC: 3124101103)
Skill Enhancement Course	SEC-01	To be chosen from the pool offered at CIC
Value Addition Course	VAC-01	
Ability Enhancement Compulsory Course	AEC-01	

DSC-01 : Discipline Specific Core - 1
Humanities & Social Sciences: Concepts & Scope

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Humanities and Social Sciences: Concepts & Scope (UPC: 3122101101)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- Students will be exposed to fundamental and methodological issues in Humanities & Social Sciences.
- Students will be introduced to the expanse of the field of Humanities and Social Sciences.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to appreciate the concepts of multidisciplinary, interdisciplinary and transdisciplinarily approaches.
- Students will develop critical thinking with respect to identifying interlinkages between various disciplines of social sciences and humanities.
- Students will be able to apply a variety of disciplines to find a solution to social problems.

SYLLABUS

Unit I: Concepts and Scope (12 Hours)

- Understanding Humanities & Social Sciences
- Approaches to studying Humanities & Social Sciences
- Emergence & growth of Humanities and Social-sciences
- Multidisciplinarity, interdisciplinarity & transdisciplinarity – scope & impediments
- Knowledge creation- Subjectivity versus Objectivity

Unit II: Humanities & Social Sciences, perspectives of Cultural Studies (12 Hours)

- Cultural Studies – Language and cultural studies
- Meaning formation and meaning creation

- Culture and identity; multiculturalism

Unit III: Understanding Religion (9 Hours)

- Religion, culture & society – construction of religion
- Religion as an institution
- Religion & Secularism

Unit IV: Human Rights (12 Hours)

- Concept of Human Rights; universalism vs relativism
- Universal Declaration of Human Rights 1948; Constitution of India (Part III-IV); Protection of Human Rights Act 1993
- Rights of Vulnerable Groups (children, women, elderly, PwD, other marginalised population)

Practical component - NIL

Readings

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.
7. Alvin Gouldner (1970). The Coming Crises of Western Sociology. Heinemann Educational Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSC-02 : Discipline Specific Core - 2
Technology and Society**

**B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technology and Society (UPC: 3122101102)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To analyze the fundamental questions, concepts and development of technology.
- To explore the way technology works to shape human experience and wellbeing.
- To acquire the critical understanding of ethical and social implications of science and technology.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will be acquainted with the basic knowledge of the development of technology over time.
- Students will acquire the knowledge of technology society relationship.
- Students will be skilled to comment on the practical ethics in various aspects of technology- society interaction.

SYLLABUS

Unit I: Concept and History of Technology (12 Hours)

- Meaning, Concept and Nature of Technology
- History of Science & Technology
- Technological Process - Invention, Innovation and Diffusion
- Technological Development and Progress
- Approaches to Technology
- Limits of Science & Technology

Unit II: Technology and Social Change (12 Hours)

- Human-Technology Relationship
- Technology and Social Change
- Gender, Science and Technology
- Technology and Inequality
- Technology & Human Well-being
- Technology and Environmental Change

Unit III: Philosophical and Ethical Implications of Technology (12 Hours)

- Philosophy of Technology - Humanities & Analytical Philosophies of Technology
- Technoethics: History and Development
- Current Issues: Cybercrimes, Privacy, Citizen Journalism
- Emerging Issues: Artificial Intelligence, Bioinformatics, Genetic Engineering, Nanotechnology,
- Virtual Worlds and Metaverse

Unit IV: Alternate and Responsible Technologies (9 Hours)

- Technology and the Future of Humanity
- Technology for Sustainable Energy and Ecology
- Technology Policies
- Laws and Regulations

Practical component - NIL

Readings

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

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSC-03 : Discipline Specific Core - 3
Qualitative and Quantitative Social Inquiry

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Qualitative and Quantitative Social Inquiry (UPC: 3122101103)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the fundamentals of social science inquiry.
- To acquaint students with knowledge on undergraduate research.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to examine issues for research in Humanities & Social Sciences.
- Students will acquire basic skills required for conducting research.
- Students will acquire skills for scientific communication.

SYLLABUS

Unit I: Examining issues in Humanities & Social Sciences (9 Hours)

Identifying areas to examine; sources of idea generation; arriving at an idea; social examination and ethical concerns; drafting of research project/proposal.

Unit II: Using Data in Social Inquiry (9 Hours)

Descriptive and inferential statistics; Quantitative and qualitative statistical variables; Introduction to spreadsheet; Graphical presentation of data through frequency curve, histogram, bar graphs and pie chart.

Unit III: Collecting and Analyzing Data (12 Hours)

Identification of appropriate sample in social inquiry; Understanding the need of a proper questionnaire to collect primary data; Constructing a questionnaire; Analysing the responses of a questionnaire graphically.

Unit IV: Presenting Findings (12 Hours)

Discussing quantitative and qualitative findings; Report writing; Communicating findings - poster presentation, academic writing, seminar presentation, popular writing.

Practical component - NIL

Essential/Recommended/Suggestive Readings

1. *Statistics for the Social Science*, R. Mark Sirkin, Sage Publishing, 2005.
2. *Applied Statistics for Social and Management Science*, Abdul Qauder Miah, Springer, 2016.
3. *Statistics Without Tears: An Introduction for Non-Mathematicain*, Derek Rowntree, Penguin Mathematics, 2018.
4. Few, Stephen (2012). *Show Me the Numbers. Designing Tables and Graphs to Enlighten* (Second Edition). Analytics Press.
5. Kieran Healey (2018). *Data Visualization: A Practical Introduction*
6. Gary King, Robert Keohane and Sidney Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*.

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GE-01A : Generic Elective - 1
Communication: Concepts and Processes

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Communication: Concepts and Processes (UPC: 3124101101)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the relation between thought, language and communication.
- To encourage students to identify the construction and deconstruction of meaning in the process of communication.
- To motivate students to recognize the importance of different elements of a communication process.
- To let students discover and employ different forms of communication.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to identify and appreciate the nature of the relationship between thought, language and communication.
- The students will be able to critically engage with the construction and deconstruction of meaning in the process of communication.
- The students will be able to apply different forms of communication in their everyday personal and professional context.

SYLLABUS

Unit I: Thought and Language (12 Hours)

- Thought and cognitive process of language
- Universal Grammar and basic structure of communication
- Language as a system of signs

Unit II: Interpretation, Language and Communication (9 Hours)

- Human thought process and the construction of meaning
- Deconstruction of meaning

- Basic argumentation and its implications

Unit III Elements and Process of Communication (9 Hours)

- Source, Message, Sender, Receiver, Context, Environment
- Noise - Linguistic, Geographical, Psychological, Cultural, Ideological

Unit IV Forms of Communication (12 Hours)

- Verbal and Non-verbal communication
- Intrapersonal communication
- Group communication
- Mass Communication

Practical component - NIL

Readings

1. Vakyapadiya by K A Subramania Iyer
2. Syntactic Structures by Noam Chomsky
3. General Linguistics by Ferdinand de Saussure
4. Levi Straus, Tristes Tropiques
5. The death of the Author- Ronald Barth
6. Of Grammatology by Jacques Derrida
7. Media and Communication by Paddy Scannel
8. Communication of Innovations: A Journey with Ev Rogers Edited by Arvind Singhal and James W Dearing
9. Nonverbal Communication: An Applied Approach by Jonathan M Bowman
10. Communication in Everyday Life: The Basic Course Edition With Public Speaking

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GE-01B : Generic Elective - 1
Fundamentals of Cognition and Emotions

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Fundamentals of Cognition and Emotions (UPC: 3124101102)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- The course is aimed at giving students a basic understanding of human behaviour and factors determining individual differences.
- The course will introduce students to the impact of culture on human behaviour.
- The course is aimed at strengthening critical executive function skills in students.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will develop insight on how behaviour functions and what influences behaviour.
- Students will develop more effective problem solving behaviour and decision making skills.
- Students will be able to negotiate the complexities of emotional development.

SYLLABUS

Unit I: What is Human Behaviour? (12 Hours)

- Defining Human Behaviour; Behaviour and Cognition, Behaviour and Affect and Behaviour and Action
- Genes, Evolution and Behaviour
- Measuring Human Behaviour
- Complexities of defining Human Behaviour
- Consciousness and Conscious Experience

Unit II: Learning and Behaviour (12 Hours)

- Theories of Learning
- Culture, Learning and Behaviour

Unit III: Language and Thinking (9 Hours)

- Functions, Properties and Production of Language
- Why do we think? Problem Solving & Decision Making

Unit IV: Emotions and Behaviour (12 Hours)

- Characteristics of emotions - biology, cognition, affect & action
- Theories of Emotions
- Assessing emotions
- Culture and emotions

Practical component - NIL

Readings

1. Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
2. Cacioppo (2013). Discovering Psychology: The Science Of Mind, 1st Edition. USA: Cengage Learning.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and Behaviour. New Delhi: Tata McGraw-Hill.
5. Kalat, J. W. (2011). Introduction to Psychology (9th Ed). USA: Cengage Learning

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**GE-01C : Generic Elective - 1
Fundamentals of Tourism**

**B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Fundamentals of Tourism (UPC: 3124101103)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint students with the basics of tourism industry.
- To expose students to the wealth of natural and cultural tourism resources of India.
- To encourage students to find innovative ways for the designing and promotion of sustainable tourism.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to appreciate the relevance and role of tourism.
- Students will gain awareness of the rich natural and cultural wealth of India.
- Students will be skilled to design new tourism products to tap the untapped tourism capacity of the country.

SYLLABUS

Unit I: Understanding Tourism (4 Weeks)

- Definitions and Concept of Tourism
- History and Development
- Forms and Types of Tourism
- Tourism Purposes and Motivations

Unit II: Tourism Resources and Products (3 Weeks)

- Tourism Product – Definition and Concept
- Characteristics and Types of Tourism Products
- Natural and Cultural Tourism Products
- Tourism Resources and Products of India

Unit III: Tourism Impacts (3 Weeks)

- Economic Impacts
- Socio-cultural and Political Impacts
- Environmental Impacts

Unit IV: Towards Sustainable Tourism Practices (4 Weeks)

- Principles and Dimensions of Sustainable Tourism
- Tourism Planning and Policies
- New Tourism Policy of India
- Sustainable Entrepreneurship in Tourism

Practical component - NIL

Readings

1. Michael Luck, Peter Robinson, and Stephen L. J. Smith (2013). Tourism, CABI Publishing
2. Howell, David W. (1989). Passport: An Introduction to the Travel and Tourism, Ohio.
3. WTO (2011). Handbook on Tourism Product Development
4. Chopra, Suhita. (1991). Tourism Development in India, Ashish Publishing House, New Delhi.
5. Ministry of Tourism, Govt. of India. India Tourism Statistics. 2014
6. IGNOU Material for Tourism Studies (TS-1, TS-3, TS-6)
7. Ratten, V. et.al. (2020), Tourism Innovation: Technology, Sustainability and Creativity, Routledge
8. Eric Zeulow (2015). A History of Modern Tourism. Red Globe Press

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER – II

Course	Paper No	Paper Details
Discipline Specific Core	DSC-04	Students will opt for these courses in a constituent College of University of Delhi under meta-college concept
	DSC-05	
	DSC-06	
Generic Elective	GE-02	
Skill Enhancement Course	SEC-02	
Value Addition Course	VAC-02	
Ability Enhancement Compulsory Course	AEC-02	

SEMESTER – III**STRUCTURE**

Course	Paper No	Title of the Course
Discipline Specific Core	DSC-07	Students will opt for these courses in a constituent Colleges of University of Delhi under meta-college concept
	DSC-08	
	DSC-09	
Discipline Specific Elective	DSE-01A	Socially Engaging with the Human World (UPC: 3123102001)
	DSE-01B	Gender Issues and Challenges in India (UPC: 3123102002)
	DSE-01C	Engaging with Emerging Human Rights Challenges (UPC: 3123102003)
	DSE-01D	Social Challenges and Sensitizations concerning Marginalized Communities (UPC: 3123102004)
	DSE-01E	Preservation and Promotion of Linguistic Plurality and Cultural Diversity in India (UPC: 3123102005)
	DSE-01F	Exploration and Promotion of Heritage of India (UPC: 3123102006)
Skill Enhancement Course	SEC - 03	To be chosen from the pool offered at CIC
Value Addition Course	VAC - 03	
Ability Enhancement Compulsory Course	AEC - 03	

**DSE-01A : Discipline Specific Elective - 1
Socially Engaging with the Human World**

**B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Socially Engaging with the Human World (UPC: 3123102001)	4	1	0	3	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To make students understand the complexity and contours of a social problem.
- To make students learn to identify a social problem.
- To design strategies and solutions using a multi-pronged trans-disciplinary approach towards social interventions.

Learning Outcomes

- Students will learn the complexity of a social problem.
- Students will learn to identify a social problem.
- Students will be able to design strategies to address the identified social problem using innovative means.

Outline of DSE-01A

It has become imperative for us as a society to engage with issues arising out of social formations and their interaction with social institutions. This approach is useful from an individual's as well as society's perspective, specially keeping in view its implications for public policy, governance and larger social wellbeing. This paper will be offered entirely in the practical mode. This is an intervention-based module and therefore the students will be guided to identify a problem arising out of any social, cultural, economic, political issue which has larger implications for human society in general and Indian demography in particular. After identifying the problem, the students will be mentored to design a feasible strategy to address the identified problem by suggesting and practicing innovative means and tools such as organising seminars and workshops, awareness campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

Theoretical Component (15 Hours)

- What is social formation?
- Identity politics - issues and challenges

- Social institutions
- Public Policy in India - social and economic policies

Indicative Themes

- Understanding social formations
- Politics of identity
- Social institutions: issues and challenges
- Public policy and the social group
- Social and economic policies

Practical component (90 Hours)

- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

Readings

1. Marx, Karl (1859/1970). *A Contribution to the Critique of Political Economy*. Progress Publishers.
2. Hall, Stuart & du Gay, Paul (eds.) (1996). *Questions of Cultural Identity*. Sage.
3. Giddens, Anthony (1984). *The Constitution of Society*. Polity Press.
4. Jayal, Niraja Gopal (1999). *Democracy and the State: Welfare, Secularism and Development in Contemporary India*. Oxford University Press.
5. Dreze, Jean & Sen, Amartya (2013). *An Uncertain Glory: India and Its Contradictions*. Penguin.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE-01B : Discipline Specific Elective - 1
Gender Issues and Challenges in India

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Gender Issues and Challenges in India (UPC: 3123102002)	4	1	0	3	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To introduce students to the concept and issues of Gender and Gender Studies.
- To make students learn the issues around Gender and Gender Normativity.
- To make students learn to identify a social problem arising out of Gender issues.
- To train students to design strategies and solutions using a trans-disciplinary approach towards gender issues.

Learning Outcomes

- Students will learn the concepts and issues around Gender and Gender Studies.
- The student will critically analyze Gender Normativity.
- Students will be able to design strategies and solutions towards gender issues.

Outline of DSE-01B

As society it has become imperative for us to study the issues arising out of complexity of gender. To understand the complexity of gender the students not only need to engage with the recent debates related to gender but they are also required to practically examine the normative practices associated with the gender role. So, this paper will be offered entirely in the practical mode. It is an intervention-based module and therefore the students will be guided to identify a problem arising out of the complexity of gender and its larger implications for the individual and society. After identifying the problem, the students will be mentored to design a feasible strategy to address the identified problem by suggesting and practicing innovative means and tools such as challenging stereotypes, organising seminars and workshops, sensitisation campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

Theoretical Component (15 Hours)

- What is gender?
- Difference between gender and sex

- Gender normativity
- Gender and economy
- Gender identity
- Gender rights movements

Indicative Themes

- Normative gender roles
- Challenges of transgender communities
- Gender rights movements in India
- Gender as a discourse
- Sexual abuse and sexual harassment
- Gender and economics
- Gender Identity

Practical component (90 Hours)

- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

Readings

1. Butler, Judith (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
2. Oakley, Ann (1972). *Sex, Gender and Society*. Temple Smith.
3. Connell, R.W. (2005). *Masculinities* (2nd ed.). University of California Press.
4. Benería, Lourdes, Berik, Günseli, & Floro, Maria S. (2015). *Gender, Development and Globalization: Economics as if All People Mattered*. Routledge.
5. Kumar, Radha (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990*. Kali for Women.

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DSE-01C : Discipline Specific Elective - 1
Engaging with Emerging Human Rights Challenges

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Engaging with Emerging Human Rights Challenges (UPC: 3123102003)	4	1	0	3	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To make students learn the concepts and paradigms of Human Rights and Rights-based movements.
- To mentor students in identifying causes and concerns of Rights-based movements.
- To mentor students towards ideating and proposing solutions by involving key stakeholders in the process concerning the issue at hand.

Learning Outcomes

- The students will learn the concepts and paradigms of Human Rights and Rights-based movements.
- Students will learn identifying causes and concerns of Rights-based movements.
- Students will be equipped to ideate and propose solutions by involving key stakeholders in the process concerning the issue at hand.

Outline of DSE-01C

‘Engaging with Emerging Human Rights Challenges’ is an intervention-based paper. In this paper the students will be guided to identify a problem arising out of Human Rights issues such as social conflicts, human-nature conflicts, politics of rights-based movements, and movements of identity. After identifying the problem, the students will be mentored to design a feasible strategy to address the identified problem by suggesting and practicing innovative means and tools like challenging stereotypes, organising seminars and workshops, sensitisation campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. This paper will be offered entirely in the practical mode. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

Theoretical Component (15 Hours)

- Human Rights - concept and scope
- United Nations Human Rights Charter Act 1948

- Protection of Human Rights Act 1993
- Human Rights movements
- Debates on the Human Rights issues

Indicative Themes

- Paradigms of human rights based movements
- Public policy and human rights
- The stateless people and the human rights issues

Practical component (90 Hours)

- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

Readings

1. Donnelly, Jack (2013). *Universal Human Rights in Theory and Practice*. Cornell University Press.
2. United Nations (1948). *The Universal Declaration of Human Rights*. UN General Assembly.
3. Government of India (1993). *The Protection of Human Rights Act, 1993*. Ministry of Law and Justice.
4. Ishay, Micheline (2008). *The History of Human Rights: From Ancient Times to the Globalization Era*. University of California Press.
5. Freeman, Michael (2017). *Human Rights: An Interdisciplinary Approach*. Polity Press.

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DSE-01D : Discipline Specific Elective - 1
Social Challenges and Sensitizations Concerning Marginalized Communities

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Social Challenges and Sensitizations Concerning Marginalized Communities (UPC: 3123102004)	4	1	0	3	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To learn from the marginalized communities.
- To sensitize students about issues related to marginalized groups.
- To enable students to conceive and devise strategies and solutions using a trans-disciplinary approach towards issues of the marginalized.

Learning Outcomes

- The students will learn through the traditions and socio-cultural practices of the marginalized communities.
- The students will be sensitized about issues of marginalized groups. 3. The students will ideate and devise strategies and interventions using innovative approaches.

Outline of DSE-01D

To achieve the goal of social inclusion it is imperative for us to study the experiences of discrimination as well as the unequal power relationships of the society. This paper will introduce the students to not only the issues related to marginalised communities but they will also develop empathetic attitude towards such communities. It is an intervention-based module and therefore the students will be guided to identify a problem concerning marginalised communities such as the Scheduled Castes, Scheduled Tribes, Women, Persons with Disabilities, Gender-minorities, and the other subaltern groups. After identifying the problem, the students will be sensitised to understand the communication and other cultural barriers in order to establish a meaningful dialogue with the marginalised communities aimed at achieving a socially inclusive society. This paper will be offered entirely in the practical mode and the students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

Theoretical Component (15 Hours)

- Defining marginalised communities
- Intersectionality of marginalised communities - caste, class, disability etc.
- Constitutional provisions for SC/ST and persons with disability

- Rights of Persons with Disabilities Act 2016

Indicative Themes

- Issues and challenges of scheduled castes and scheduled tribes
- Issues and challenges of persons with disabilities
- Issues and challenges of religious minorities and the other subaltern groups
- Public policy and the marginalised groups

Practical component (90 Hours)

- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

Readings

1. Fraser, Nancy (2009). *Scales of Justice: Reimagining Political Space in a Globalizing World*. Columbia University Press.
2. Crenshaw, Kimberlé (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review*, 43(6).
3. Galanter, Marc (1984). *Competing Equalities: Law and the Backward Classes in India*. Oxford University Press.
4. Government of India (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Social Justice and Empowerment.
5. Shah, Ghanshyam, Mander, Harsh, Thorat, Sukhdeo, Deshpande, Satish, & Baviskar, Amita (2006). *Untouchability in Rural India*. Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE-01E : Discipline Specific Elective - 1
Preservation and Promotion of Linguistic Plurality and Cultural Diversity in India

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Preservation and Promotion of Linguistic Plurality and Cultural Diversity in India (UPC: 3123102005)	4	1	0	3	Class XII Pass	Nil
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

- To engage students with various cultural and linguistic traditions of India.
- To make students learn to appreciate the cultural and linguistic diversity of our country.
- To make students conceptualize strategies to preserve the lesser-known cultural, linguistic and traditional practices of India.

Learning Outcomes

- The students will engage with various cultural and linguistic traditions of India.
- The students will learn to appreciate the cultural and linguistic diversity of our country.
- The students will learn to conceptualize strategies to preserve the lesser-known cultural, linguistic and traditional practices of India.

Outline of DSE-01E

India is a country of diverse traditions with a myriad of languages. The aim of this paper is to make students able to appreciate this rich cultural heritage and linguistic heterogeneity of India. Through this paper students will also learn about the various tools, techniques and practices to preserve the lesser-known cultures, languages and traditions of our country. This paper will be offered entirely in the practical mode. This is an intervention-based module and therefore the students will be guided to find solutions to preserve various cultural and linguistic traditions of India in order to achieve a culturally heterogeneous and linguistically plural society. The students will be mentored to design a feasible strategy to engage with the identified tradition by suggesting and practicing innovative means and tools such as organising workshops, seminars and talks, awareness campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

Theoretical Component (15 Hours)

- Understanding linguistic and cultural diversity of India

- Unity in Diversity
- Tangible and intangible heritage
- Festivals of India
- Art and crafts landscape of India

Indicative Themes

- Exploration and promotion of cultural festivals of India
- Preservation and practice of linguistic diversity of India
- Promotion of arts and crafts

Practical component (90 Hours)

- Participant observation
- Mapping as a tool
- documentaries/filmmaking, theatre interventions and interventions through translations, creative writing
- Creating digital repositories

Readings

1. Singh, K.S. (1992). *People of India: An Introduction*. Anthropological Survey of India.
2. Pandey, Govind Chandra (2005). *India: Unity in Diversity*. IGNCA Publications.
3. Smith, Laurajane (2006). *Uses of Heritage*. Routledge.
4. Madan, T.N. (2004). *India's Religions: Perspectives from Sociology and History*. Oxford University Press.
5. Chattopadhyay, K.K. (1980). *Indian Art: A History of Indian Art from Earliest Times up to the Third Century A.D.* Rupa.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE-01F : Discipline Specific Elective - 1
Exploration and Promotion of Heritage of India

B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Exploration and Promotion of Heritage of India (UPC: 3123102006)	4	1	0	3	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To enable students explore the tangible and in-tangible Heritage of the Nation.
- To make students appreciate the rich heritage of India and its potential for our national growth.
- To mentor students-led intervention to restore, preserve and promote Heritage of India.

Learning Outcomes

- Students will explore the tangible and in-tangible Heritage of India.
- Students will be able to gauge the possible role of our National Heritage in contributing towards our development and economy.
- The students will lead interventions to restore, preserve and promote Heritage of India.

Outline of DSE-01F

Through this paper the students will be able to appreciate the vast contours of our geographical, spiritual, religious, architectural, aesthetical, musical, culinary, handicraft, and folk traditions. This is an intervention-based module and therefore the students will be guided to explore the tangible and intangible heritage of India. They will work towards promotion of our rich heritage by designing and conducting events like Heritage Walks, Nature Walks, Curating Exhibitions, organising workshops, seminars and talks, awareness campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. This paper will be offered entirely in the practical mode. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

Theoretical Component (15 Hours)

- Geographical diversity in India - natural, cultural, religious
- Tangible and intangible heritage
- Key elements of architectural styles - shape, structure, details and ornamentation
- Heritage tourism in India
- Text and language as heritage

Indicative Themes

- Promotion and preservation of lesser-known monuments
- Appreciating and promoting culinary traditions of India
- Exploration and awareness of folk arts and traditions
- Exploration and promotion of music and dance traditions of India
- Exploring biodiversity of India

Practical component (90 Hours)

- Designing heritage walks
- Techniques for analyzing architectural styles
- Designing and conducting Heritage Walks
- Building 3D models and virtual museums

Readings

1. Singh, Rana P.B. (2013). *Heritage Tourism: A Geographic Perspective*.
2. Jain, Jyotindra (1999). *India's Popular Culture: Iconic Spaces and Fluid Images*.
3. Tillotson, G.H.R. (1998). *Paradigms of Indian Architecture: Space and Time in Representation and Design*.
4. Timothy, Dallen J., & Nyaupane, Gyan P. (2009). *Cultural Heritage and Tourism in the Developing World: A Regional Perspective*.
5. Pollock, Sheldon (2006). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER – IV**COURSE STRUCTURE**

Course	Paper No	Title of the Course
Discipline Specific Core	DSC-07	Introduction to Digital Humanities (UPC: 3122102401)
	DSC-08	Indian Philosophical Thinkers (UPC: 3122102402)
	DSC-09	Cultural Studies: Theories and Applications (UPC: 3122102403)
Discipline Specific Elective	DSE-02A	Technology and Human Interaction (UPC: 3123102007)
	DSE-02B	Constructively Engaging with Social Media (UPC: 3123102008)
	DSE-02C	Technology, Safety and Security (UPC: 3123102009)
	DSE-02D	Technoliteracy: Challenges and Opportunities (UPC: 3123102010)
	DSE-02E	Technology and Education (UPC: 3123102011)
	DSE-02F	Technology and Health (UPC: 3123102012)
Skill Enhancement Course	SEC-04	To be chosen from the pool offered at CIC
Value Addition Course	VAC-04	
Ability Enhancement Compulsory Course	AEC-04	

DSC-10 : Discipline Specific Core - 10
Introduction to Digital Humanities

B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Introduction to Digital Humanities (UPC: 3122102401)	4	3	0	1	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the theory and practice of digital humanities through critical learning and use of various digital tools and applications.
- Imparting technical skills and competencies for understanding and creating basic digital humanities resources.

Learning Outcomes

Upon completion of this course, students -

- 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 fields of digital humanities and other related courses.

SYLLABUS

Unit I: Introduction to Digital Humanities (12 hours)

Defining Digital Humanities

Humanities Computing to Digital Humanities

The Elements of Digital Humanities

Text and Document

Object and Artefact

Image, Sound and Space

Unit II: Digital Data, Tools and Methods (12 hours)

Digital Data and Information

Acquiring, Cleaning and Clearing Data

Shapes of Data – Structured, Unstructured and Semi-structured Data

Understanding File Types – Plain Text; CSV; JSON; HTML; XML; Binary Files

Digital Data Creation

Digitising Text with OCR

Digitising Text with Crowdsourcing

Digitising Objects

Digitising Audio/Visual Information

Tools for Extracting and Analysing Digital Data

Text-based Tools
Data-based Tools
Image and Sound-based Tools
Data Visualization and Storytelling
Geospatial Digital Humanities

Unit III: Meta Issues in Digital Humanities (12 hours)

Education, Collaboration, Publication and Preservation
Gender and Other Divides
Digital Humanities Theory
Copyright and Open Access

Unit IV: Debates in Digital Humanities (9 hours)

Methods
Practices
Disciplines

Practical component (30 Hours)

Students will be trained in any three of the following tools used in digital humanities.

Text-based Tools: Voyant Tools
Geospatial Tools: QGIS
Networking Tools: Gephi
Blogging: WordPress/Blogger/Google Sites
Audio/Video Tools: Audacity, VideoPad
Data Visualization Tools: Canva
Object Digitizing Tools: 3DF Zephyr
Reference Management Tools: Mendeley/Zotero/Endnote

Readings

1. Gardiner, Eileen and Musto, Ronald G. 2015. The Digital Humanities. Cambridge University Press
2. Gold, M. K. and Klein, L. F. 2016. Debates in the Digital Humanities. University of Minnesota Press.
3. Burdick, Annie et.al., 2012. Digital Humanities, Cambridge: The MIT Press.
4. Susan Schreibman, Ray Siemens, John Unsworth. 2004. A Companion to Digital Humanities. Blackwell Publishing Ltd.
5. Susan Schreibman, Ray Siemens, John Unsworth. 2016. A New Companion to Digital Humanities. Wiley Blackwell.
6. Eve, Martin Paul. 2014. Open Access and the Humanities: Contexts, Controversies and the Future. Cambridge University Press.
7. Dykes, Brent. 2020. Effective Data Storytelling: How to Drive Change with Data, Narrative and Visuals. Wiley.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Discipline Specific Core (DSC-11)
Indian Philosophical Thinkers

B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Indian Philosophical Thinkers (UPC: 3122102402)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- to develop critical thinking, by introducing a wide range of philosophical debates.
- to equip the students to engage with Indian philosophical debates.

Learning Outcomes

Upon completion of this course –

- students will have an understanding and evaluation of philosophies from Indian perspective.
- students will be skilled at mapping philosophical diversity within the Indian traditions of philosophy.

SYLLABUS

Unit I: Ancient and Medieval Thinkers (9 Hours)

Bhishm: Rajdharma

Kautilya: Inter-state Relations

Kabir: Symbols of Resistance

Unit II: Swami Vivekananda (9 Hours)

Concept of Non-Dualism in the light of Modernity

Vivekananda's idea of Education

Unit III: M K Gandhi (9 Hours)

Gandhi's critique of Modernity

Gandhi on Religious Conversion and Swadeshi

Unit IV: Vinayak Damodar Savarkar (9 Hours)

Hindutva

Cultural Nationalism

Unit V: Dr. B.R. Ambedkar (9 Hours)

The debate between Ambedkar and Gandhi on Caste

Ambedkar's idea of Feminism

Practical component - NIL

Readings

1. Kautilya. Kautilya's Arthashastra. (Translated by Shamasastri, R.). Mysore Publishing & Printing House, 1967.
2. Pandey, Priyanka. 2019. Rajadharma in Mahabharata: With Special reference to Santi-Parva. D.K. Printworld.
3. Vivekananda, S. 1989. The Complete works of Swami Vivekananda by Swami Vivekananda (Volume 5). Advaita Ashrama: Kolkata.
4. Vivekananda, S. 2001. Jnana Yoga. Vedanta Press.
5. Gandhi, M. 2009. Hind Swaraj. Rajpal& Sons.
6. Gandhi, M. 2011. My Experiments with Truth. Maple Press.
7. Ambedkar, B.R. 2021. Annihilation of Caste. Maple Press.
8. Sampath, V. 2022. Savarkar: A contested Legacy from A Forgotten Past: The complete 2-Volume Biography of Savarkar. Penguin Random House India.
9. Roy, H. & Singh, M.P. 2020. Indian Political Thought: Themes and Thinkers. 2nd Eds. Pearson Education.
10. Bahuguna, R.P. 'Symbols of Resistance' in Bismoy Pati et. al. (ed) *Negotiating India's Past*. Tulika Books. 2003. p. 235.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSC-12 : Discipline Specific Core - 12
Cultural Studies: Theories and Applications

B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Cultural Studies: Theories and Applications (UPC: 3122102403)	4	3	1	0	Class XII Pass	Nil

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To make students critically analyse the role of Cultural Studies in understanding human evolution and processes of Knowledge Production.
- To expose students to various facets of Cultural Studies.
- To equip students to apply the concepts and discourses of Cultural Studies in the context of Humanities and Social Sciences.

Learning Outcomes

Upon completion of this course, students –

- will be able to critically analyse the role of Cultural Studies in understanding human evolution and processes of Knowledge Production.
- will be able to apply the concepts and discourses of Cultural Studies in the context of Humanities and Social Sciences.

SYLLABUS

Unit 1: Key concepts in Cultural Studies (9 hours)

Power
Representation
Materialism
Non-reductionism

Unit 2: Historical Development of Cultural Studies (12 hours)

Early beginnings: Richard Hoggart
Culture is Ordinary: Raymond Williams
Encoding and Decoding: Stuart Hall
Media, Culture and Society

Unit 3: Strands in Cultural Studies (12 hours)

Cultural Hegemony
Structuralism/Post-Structuralism
Psychoanalysis and Subjectivity
Everyday Life and Popular Culture
Subversion

Unit 4: Identity and Cultural Studies (12 hours)

Social Identities

Gender and Identity

Hybrid Identity

Politics of Identity

Practical component - NIL

Readings

1. Barker, C. 2003. Cultural Studies: Theory and Practice. Sage Publications
2. Williams, R. 2017. Culture and Society. Vintage Publishing.
3. Fiske, J. 2011. Understanding Popular Culture. Routledge.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-02A : Discipline Specific Elective - 2
Technology and Human Interaction**

**B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technology and Human Interaction (UPC: 3123102007)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

The learning objectives of this course are as follows:

- To make the student learn the intersection between technological development and social progress.
- To equip students with appropriate tools and techniques to solve social problems through technological interventions.

Learning Outcomes

Upon completion of this course,

- students will be skilled at drawing connections between technological development and social progress.
- students will be skilled at using suitable tools to solve social problems through technological interventions.

Outline of DSE-02A

The ubiquity of technical tools around us has forced humanity to think about the implications of this ever-evolving interaction. The sheer scale and speed of technological development in the last century is unprecedented and therefore, it has become more important than ever before to study and analyse human-technology interface. This is an intervention-based module and therefore the students will be guided to bring out technological solutions to social problems. Students will explore the possibilities of using traditional skills and techniques as well as modern technology for helping the problem-solving process especially in slums and rural areas. The scope of this paper would also include engaging with issues arising out of the application of Artificial Intelligence for social good. Students will be encouraged to involve various stakeholders, the concerning agencies and other communities pursuing similar goals.

Theoretical Component (15 hours)

- Overview of technology and human interaction
- Actor-Network Theory
- Technology and social change
- Techno-ethics
- Affordances and Constraints

Indicative Themes

- Impact of technology on various aspects of human interactions
- Ethical implications of technology

- Digital well-being
- Human-Centred Design

Practical component (90 hours)

Depending on the theme chosen by the group of students the practical component of this paper may entail learning through practical exercises like identifying relevant fields/cases, learning to analyse them objectively in the sociological context, interviews with experts and end users of technology, observations, group discussions with stakeholders, designing public awareness campaigns with regard to human interaction with technology, conducting digital literacy campaigns, participating in and conducting workshops, etc., or any other practical deemed fit by the teacher in the context of Technology and Human Interaction. Fieldwork is a practical component integral to this paper. Other compulsory practical components include:

- Basics of Computers
- Internet and website designing
- Virtual Worlds (like SecondLife or MineCraft)
- Designing an interview schedule
- Administering Surveys
- Conducting interviews
- Ingesting, processing and analysing data

Readings

1. Latour, B. (2005). *Reassembling the Social: An Introduction to Actor–Network-Theory*. Oxford University Press.
2. Ihde, D. (1990). *Technology and the Lifeworld: From Garden to Earth*. Indiana University Press.
3. Feenberg, A. (2017). *Technosystem: The Social Life of Reason*. Harvard University Press.
4. Verbeek, P.-P. (2011). *Moralizing Technology: Understanding and Designing the Morality of Things*. University of Chicago Press.
5. Hutchby, I. (2001). “Technologies, Texts and Affordances.” *Sociology*, 35(2), 441–456.
6. Winston, B. (1998). *Media Technology and Society: A History from the Telegraph to the Internet*. Routledge.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-02B : Discipline Specific Elective - 2
Technology and Human Interaction**

**B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Constructively Engaging with Social Media (UPC: 3123102008)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

The learning objectives of this course are as follows:

- To engage students with various dimensions, debates and discourses related to social media.
- To analyse the impact of social media on society, culture and individuals.
- To make students learn effective social media strategies for education, innovations and entrepreneurship.

Learning Outcomes

Upon completion of this course,

- students will be able to engage with the various dimensions, debates and discourses related to social media.
- students will be able to analyse and assess various impacts of social media.
- students will be skilled in using social media strategies in the areas of education, innovations and entrepreneurship.

Outline of DSE-02B

The advent of social media has revolutionised human communication and relations in unimaginable ways. It has surmounted the geographical distance and national boundaries connecting millions across the globe. However, this has also presented new challenges from the point of view of an individual, culture and society. This is an intervention-based module and therefore students will be mentored to constructively use social media towards their individual growth as well as for public good. By understanding the unique character of various social media platforms and their potential, students will be encouraged to use these tools for social good. Students will work towards developing awareness campaigns exploiting strengths of social media, content creation and utilising social media potential for social innovations and entrepreneurship.

Theoretical Component (15 hours)

- History and evolution of social media
- Network Theory
- Technological Determinism
- Mediated Communication
- Surveillance Capitalism

Indicative Themes

- Social media and awareness campaigns

- Social media as an alternative to mainstream media
- Using social media for crowdsourcing
- Using social media for start-ups

Practical component (90 hours)

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like identifying relevant social media platforms/cases/strategies/fields, learning to analyse them objectively and critically in a sociological context, interviews with experts and end users of technology, observations, group discussions with stakeholders, designing social media strategies in the areas of education, innovations and entrepreneurship, awareness campaigns with regard to social media platforms use and abuse, participating in and conducting workshops, etc., or any other practical deemed fit by the teacher in the context of Constructively engaging with Social Media. Fieldwork is a practical component integral to this paper. Other compulsory practical components include:

- Social Media Site Management: Making and managing profiles on Facebook, Instagram, X, LinkedIn, Pinterest etc.
- Making and uploading videos on YouTube
- Safe Social Media Practices

Readings

1. Castells, M. (2010). *The Rise of the Network Society*. Wiley-Blackwell.
2. McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. McGraw-Hill.
3. Boyd, D., & Ellison, N. (2007). "Social Network Sites: Definition, History, and Scholarship." *Journal of Computer-Mediated Communication*, 13(1).
4. Barabási, A.-L. (2003). *Linked: How Everything Is Connected to Everything Else*. Plume.
5. Zuboff, S. (2019). *The Age of Surveillance Capitalism*. PublicAffairs.
6. Postman, N. (1993). *Technopoly: The Surrender of Culture to Technology*. Vintage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE-02C : Discipline Specific Elective - 2
Technology, Safety and Security

B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technology, Safety and Security (UPC: 3123102009)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- To make students understand the various issues and challenges related to security and safety of the digital data.
- To guide students for a comprehensive assessment of safety and security measures related to technology.
- To enable students to bring out effective strategies of safety and security in the digital space.

Learning Outcomes

Upon completion of this course,

- students will be alert to different types of risks and vulnerabilities in the digital space.
- students will be able to analyse the ethical and social implications of data security and safety.
- students will be able to develop effective strategies for safety and security in the digital space.

Outline of DSE-02C

While technology has provided us with excellent tools to monitor and secure our public spaces, it has also presented us with issues of privacy and cyber-crimes like phishing. This is an intervention-based paper aimed at understanding digital security and safety challenges. Once the students understand these issues they will attempt to bring out effective strategies and communicate the same to society through workshops, seminars and talks, awareness campaigns, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, and other creative mediums. The students will be encouraged to involve various stakeholders, the concerning agencies and other communities pursuing similar goals.

Theoretical Component (15 hours)

- Digital literacy
- Legal literacy relevant to privacy and individual rights
- Understanding the digital world
- Strengths and challenges of digital communication
- Digital ethics

Indicative Themes

- Digital literacy campaigns
- Cyber frauds
- Cyber crimes

Practical component (90 hours)

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like identifying relevant issues pertaining to technology, safety and security, responsible use of digital platforms and related cases/strategies/fields, interviews/interactions with experts and end users of technology, observations, group discussions with stakeholders, designing public awareness campaigns on educating the people on the safety and security dimensions of using the digital platforms in everyday life, participating in and conducting workshops, etc., or any other practical deemed fit by the teacher. Fieldwork is a practical component integral to this paper. Students will be provided with the practical knowledge in the following areas:

- Computer Security (antivirus installation and updation)
- Cloud Security (how to protect your data)
- Browser Security
- ATM and UPI Security
- Social Media Security

Readings

1. Belshaw, D. (2014). *The Essential Elements of Digital Literacies*.
2. Livingstone, S. (2004). "Media Literacy and the Challenge of New Information and Communication Technologies." *The Communication Review*, 7(1).
3. Floridi, L. (2013). *The Ethics of Information*. Oxford University Press.
4. Solove, D. J. (2011). *Understanding Privacy*. Stanford University Press.
5. Rheingold, H. (2012). *Net Smart: How to Thrive Online*. MIT Press.
6. boyd, D. (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-02D : Discipline Specific Elective - 2
Technoliteracy: Challenges and Opportunities**

**B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technoliteracy: Challenges and Opportunities (UPC: 3123102010)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

The learning objectives of this course are as follows:

- To make students understand the various issues and challenges related to digital literacy in the context of diverse demography.
- To sensitize and train students on digital literacy.

Learning Outcomes

Upon completion of this course,

- students will be able to analyse the various issues and challenges related to digital literacy.
- students will be able to develop training programs/modules on digital literacy.
- students will be able to assess the effectiveness of digital literacy training programs.

OUTLINE OF DSE-02D

Technology has greatly enhanced the quality of life. The advent of World Wide Web, at the fag end of the last century itself has revolutionised how societies interact and transact. In this context, developing countries have a challenge to not just innovate and adopt new technologies but also take their citizenry along so that they are enabled to use it for their own good. This is an intervention-based module and therefore the students will be guided to identify areas and communities where techno-literacy is lacking. They will also be trained and sensitised to be able to carry out such training and sensitisation workshops/ talks/ discussions/ plays etc. in the concerned communities. Students will be encouraged to involve various stakeholders, the concerning agencies and other communities pursuing similar goals.

Theoretical Component (15 Hours)

- The concept and context of technoliteracy, its relevance and need
- Technological determinism
- Digital divide
- Challenges and barriers in technoliteracy

Indicative Themes

- Digital literacy
- Digital divide
- Opportunities, challenges and barriers in technoliteracy

Practical component (90 Hours)

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like identifying relevant issues pertaining to technoliteracy, responsible use of digital platforms and related cases/strategies/fields, interviews/interactions with experts and end users of technology, group discussions with stakeholders, designing digital literacy campaigns for enhancing people's everyday experience in the context of use of digital platforms in their professional and personal lives, or any other practical deemed fit by the teacher. Fieldwork is a practical component integral to this paper. Students will be provided practical knowledge of the essential cloud services and other cloud storage platforms, including:

- DigiLocker (cloud storage to store important documents)
- BHIM (for cashless transactions)
- UMANG (platform to access all government departments and their services)
- MyGov (platform to offer suggestions to central ministries and associated organizations)
- Onedrive/GoogleDrive/Dropbox/iCloud

Readings

1. Bawden, D. (2001). "Information and Digital Literacies: A Review of Concepts." *Journal of Documentation*, 57(2).
2. Warschauer, M. (2003). *Technology and Social Inclusion: Rethinking the Digital Divide*. MIT Press.
3. Jenkins, H. (2009). *Confronting the Challenges of Participatory Culture*. MIT Press.
4. Buckingham, D. (2015). *Defining Digital Literacy*. Nordic Journal of Digital Literacy.
5. Mossberger, K., Tolbert, C. J., & Stansbury, M. (2003). *Virtual Inequality: Beyond the Digital Divide*. Georgetown University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-02E : Discipline Specific Elective - 2
Technology and Education**

**B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technology and Education (UPC: 3123102011)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- To make students understand the use of technology in the teaching-learning process.
- To equip students with effective technological tools and skills that will meet the varied educational needs of a diverse population.

Learning Outcomes

Upon completion of this course,

- students will have knowledge about the role and importance of technology in the teaching-learning process.
- students will be skilled in using technology to meet the challenges in education.

Outline of DSE-02E

Like all aspects of human institutions the education system has also been transformed by technology from time to time. However, with the advancement of the world wide web and artificial intelligence there is a fundamental question on the need of human agency as a mediator in the process of education. Therefore, it has become important on one hand to harness the potential of technology for imparting education on the other hand it has become equally important to assess and reinvent the role of human agency in this process. This is an intervention-based module and therefore the students will be guided to explore the role and importance of technology in the teaching-learning process, especially in India. The students will be equipped with a specific set of tools and skills to create applications and platforms to help people and institutions engaged with imparting education. They will work towards improving educational accessibility in underprivileged communities and areas.

Theoretical Component (15 Hours)

- Use of technology in teaching-learning process
- Potential of technology to bridge the gap between illiteracy and education in India
- Issues and challenges in use of technology in education

Indicative Themes

- Access to education through digital media
- Developing educational tools using technology
- issues and challenges in use of technology in education

Practical component (90 Hours)

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like identifying relevant issues pertaining to technology, and education, creative use of digital platforms in pedagogy as well as related cases/strategies/issues relating to scaling the access to education in countries of Global South, interviews/interactions with experts, observations, group discussions with stakeholders especially the mentors and students, participating in and conducting workshops, etc., or any other practical deemed fit by the teacher. Fieldwork is a practical component integral to this paper. Other compulsory practical components include the following:

- MS Office (Word, Excel and Powerpoint)
- Statistical Package for Social Sciences (SPSS)
- Reference Management Tools: Mendeley/Zotero/Endnote
- Google Classroom/Zoom/Google Meet/Google Drive
- Learning Management Systems (LMS) and Massive Open Online Courses (MOOCs)

Readings

1. Selwyn, N. (2011). *Education and Technology: Key Issues and Debates*. Bloomsbury.
2. Mishra, P., & Koehler, M. J. (2006). "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge." *Teachers College Record*.
3. Kozma, R. B. (2003). "Technology and Classroom Practices." *Journal of Research on Technology in Education*.
4. Trucano, M. (2005). *Knowledge Maps: ICT in Education*. World Bank.
5. UNESCO. (2018). *ICT in Education in Asia: A Comparative Analysis of ICT Integration and E-Readiness in Schools*.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-02F : Discipline Specific Elective - 2
Technology and Health**

**B.A. (Hons.) Humanities & Social Sciences - Semester IV
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technology and Health (UPC: 3123102012)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- To make students aware about the role of technology in the assessment, diagnosis and treatment in healthcare.
- To encourage students to use technology for health promotion in society.

Learning Outcomes

Upon completion of this course,

- students will be able to design innovative strategies that will educate the public on the role of technology in assessment, diagnosis and treatment in healthcare.
- students will be skilled in using technology for health promotion in society.

Outline of DSE-02F

Modern lifestyle has presented humanity with a myriad health issues which has put immense pressure on the conventional methods of diagnosis and treatment of diseases and/ disorders. With the advent and tremendous progress in technology, delivery of healthcare services has not only become faster, easier and cost-effective, but it has also made prevention and awareness programmes more accessible. Today, we have access to innovative tools and devices that make it easy to assess health, do quicker diagnosis and receive faster treatments. This paper is thus designed to introduce students to study and evaluate the intersection of technology and health in being able to provide and promote better healthcare facilities.

Theoretical Component (15 Hours)

- Health and well-being
- Technology and health
- Social medicine and community health in light of technology
- Technology and mental health

Indicative Themes

- Technology and health and well-being
- Technological advances in healthcare facilities
- Issues of ethics in use of technology in healthcare services
- Social Medicine and Community Health

Practical component (90 Hours)

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like identifying relevant issues pertaining to technology and health,

responsible use of technology for meeting the challenges in the health sector and related cases/strategies/fields, interviews/interactions with experts, group discussions with stakeholders, designing public awareness campaigns on educating the people on the health and wellbeing dimensions of technology, participating in and conducting workshops, etc., or any other practical deemed fit by the teacher. Fieldwork is a practical component integral to this paper. Other compulsory practical components include:

- ICT in Healthcare (for health education and patient engagement - use of mobile apps, websites and online communities to educate patients about their health and to track their health information)
- GIS Mapping (to map the spread of diseases, track patient data and plan public health campaigns)
- Health Apps - ABHA, Aarogya Setu, e-Sanjeevani

Readings

1. Lupton, D. (2015). *Digital Health: Critical and Cross-Disciplinary Perspectives*. Routledge.
2. Topol, E. (2015). *The Patient Will See You Now*. Basic Books.
3. Adler, N., & Stewart, J. (2010). "Health Disparities Across the Lifespan." *Annual Review of Public Health*.
4. WHO. (2021). *Digital Health Strategy*.
5. Norman, C. D., & Skinner, H. A. (2006). "eHealth Literacy." *Journal of Medical Internet Research*.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch University of Delhi, from time to time.

SEMESTER – V**STRUCTURE**

Course	Paper No	Title of the Course
Discipline Specific Core	DSC-13	Students will opt for these courses in a constituent Colleges of University of Delhi under meta-college concept
	DSC-14	
	DSC-15	
Discipline Specific Elective	DSE-03A	Climate Change and Environmental Degradation (UPC: 3123100013)
	DSE-03B	Sustainable Energy and Natural Resources (UPC: 3123100014)
	DSE-03C	Sustainable Agriculture and Food Systems (UPC: 3123100015)
	DSE-03D	Circular Economy (UPC: 3123100016)
	DSE-03E	Social Justice and Equity (UPC: 3123100017)
	DSE-03F	Sustainable Cities and Communities (UPC: 3123100018)
Skill Enhancement Course	SEC-05	To be chosen from the pool offered
Value Addition Course	VAC-05	
Ability Enhancement Compulsory Course	AEC-05	

**DSE-03A : Discipline Specific Elective - 3
Climate Change and Environmental Degradation**

**B.A. (Hons.) Humanities & Social Sciences - Semester V
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Climate Change and Environmental Degradation (UPC: 3123100013)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-02
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

- To enable students to understand and address the risks from climate change and environment degradation.
- To enable students to assess the natural hazards, vulnerabilities and risks associated with climate change.
- To help students determine the public perception on climate change and environment degradation.

Learning Outcomes

- Students will develop adequate knowledge of the complexity and relationship between climate change and environment degradation.
- Students will be able to do quantitative and qualitative assessment of climate change using spatial data.
- Students will be able to design strategies to counter and change public perception on climate change and environment degradation.

Outline of DSE-03A

Environmental degradation which is a consequence of centuries of unsustainable practices has further been exacerbated by climate change in more recent times. The combined effect of climate change and environmental degradation affects all types of development initiatives that various countries have taken up. This project will thus involve encouraging students to understand the factors responsible for climate change, its relationship with environmental degradation, ways to mitigate the negative consequences of climate change and environmental degradation and also initiate discussions on sustainable efforts through workshops, awareness programs and hands-on learning.

Theoretical Component (15 Hours)

Overview of carbon emission, interaction between air pollutants in the atmosphere, introduction to atmospheric science and climatic phenomenon, introduction to water budget systems in the atmosphere, biosphere and lithosphere, climate change and impact to the various communities of plants and animals such as habit shift, drought, migration etc.

Indicative Themes

- Impact of Human Activity on Environment
- Preserving Ecosystems
- Mitigation and Adaptation

Practical component (90 hours)

- Mapping using GIS software
- Open Source Database from Earthexplorer.
- Open source database from IPCC (Intergovernmental Panel on Climate change e.g., Bioclim, Worldclim
- Spatial database creation, manipulation, analysis and visualisation.
- Vector and Raster database.
- Analysis of Land use Land cover analysis through Landsat series,, Sentinel database
- Analysis of Topography database through SRTM and Aster database.

Readings

1. IPCC. (2021). *Climate Change 2021: The Physical Science Basis*. Cambridge University Press.
2. Jacobson, M. Z. (2012). *Air Pollution and Global Warming*. Cambridge University Press.
3. Archer, D. (2011). *Global Warming: Understanding the Forecast*. Wiley.
4. McMichael, A. J. (2013). *Climate Change and the Health of Nations*. Oxford University Press.
5. Steffen, W. et al. (2015). "Planetary Boundaries." *Science*, 347(6223).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-03B : Discipline Specific Elective - 3
Sustainable Energy and Natural Resources**

**B.A. (Hons.) Humanities & Social Sciences - Semester V
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Sustainable Energy and Natural Resources (UPC: 3123100013)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-02

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To address the environmental consequences associated with the exploitation of natural resources.
- To address the different environmental impacts caused by fossil fuels and thermal power plants.
- To make students aware about different ways of energy efficiency use.

Learning Outcomes

- Students will gain a comprehensive understanding of sustainable energy and natural resources.
- Students will be equipped with the knowledge and tools to make informed decisions about sustainable development in their personal and professional lives.

Outline of DSE-03B

The course will engage with some of the issues around the impact of energy use on climate change, the concept of renewable energy, energy efficiency, natural resource management, sustainable development, and policy and regulation. Students will learn about different renewable energy technologies, including solar, wind, hydroelectric, geothermal, and bioenergy. The course will also explore the importance of energy efficiency in buildings, appliances, and transportation. The concept of sustainable development will be discussed, with a focus on balancing economic development and environmental protection. The course will also cover policy and regulation related to energy and natural resources, as well as the socioeconomic impacts of sustainable development.

Theoretical Component (15 Hours)

Introduction to sustainable energy, natural resources and its depletion and different forms of impact caused by anthropogenic activities on natural resources.

Indicative Themes

- Renewable and non-renewable resources
- Renewable energy
- Affordable and clean energy

Practical component (90 Hours)

- Mapping using GIS software
- Open Source Database from Earthexplorer.
- Open source database from IPCC (Intergovernmental Panel on Climate change e.g., Bioclim, Worldclim).
- Generation of Forest cover through NDVI (Normalized Difference on Vegetation Index),
- Vector and Raster database.
- Analysis of Land use Land cover analysis through Landsat series, Sentinel database.
- Analysis of Topography database through SRTM and Aster database.

Readings

1. Boyle, G. (2012). *Renewable Energy: Power for a Sustainable Future*. Oxford University Press.
2. Smil, V. (2017). *Energy and Civilization*. MIT Press.
3. Sachs, J. D. (2015). *The Age of Sustainable Development*. Columbia University Press.
4. Stern, N. (2007). *The Economics of Climate Change*. Cambridge University Press.
5. UNEP. (2020). *Global Resources Outlook*.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-03C : Discipline Specific Elective - 3
Sustainable Agriculture and Food Systems**

**B.A. (Hons.) Humanities & Social Sciences - Semester V
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Sustainable Agriculture and Food Systems (UPC: 3123100014)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-02

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To introduce students to the elements of sustainable agriculture.
- To enable students to explore the economic, social and environmental dimension of sustainable agriculture and food systems.
- To explore the factors affecting ecological balance and sustainable agriculture systems.

Learning Outcomes

- Students will be able to appreciate and foreground the sustainable agricultural practices in the larger public sphere.
- Students will gain a holistic understanding entailing the economic, social and environmental dimensions of sustainable agriculture and food systems.
- Students will be equipped to make informed decisions about their food choices.

Outline of DSE-03C

With a rapidly increasing human population, spurt in urbanization, varying food needs, growing wealth, environment degradation affecting food production, knowledge and discussion about sustainable agriculture and sustainable food systems have become imperative. This course will encourage students to examine the principles and practices of sustainable agriculture and food systems. Principles of agroecology, sustainable livestock management, challenges of sustainable and equitable food systems and policy and regulation related to sustainable agriculture and food systems will also be studied under this course. The course will help students lead campaigns towards making the public more aware about sustainable agriculture and food practices.

Theoretical Component (15 Hours)

Overview of ecosystem, interaction between biotic and abiotic environment components, energy and nutrient cycles, ecosystem services and biodiversity functioning.

Indicative Themes

- Environmentally sustainable, socially just, and economically viable agricultural practices
- Access to healthy and sustainable food for all

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits

Readings

1. Odum, E. P., & Barrett, G. W. (2004). *Fundamentals of Ecology*. Brooks Cole.
2. Millennium Ecosystem Assessment. (2005). *Ecosystems and Human Well-being*. Island Press.
3. Cardinale, B. J. et al. (2012). “Biodiversity Loss and Its Impact on Humanity.” *Nature*.
4. Chapin, F. S. et al. (2011). *Principles of Terrestrial Ecosystem Ecology*. Springer.
5. Primack, R. (2020). *Essentials of Conservation Biology*. Sinauer.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE-03D : Discipline Specific Elective - 3
Circular Economy

B.A. (Hons.) Humanities & Social Sciences - Semester V
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Circular Economy (UPC: 3123100015)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-02

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To gain a comprehensive understanding of circular economy.
- To understand the importance and practices of reducing waste, waste management, recycling, and reusing.
- To appreciate ethical production and consumption.

Learning Outcomes

- Students will be equipped with the knowledge and tools to make informed decisions about implementing circular economy practices in their personal and professional lives.
- Students will be able to practise ethical production and consumption in their personal and professional lives.

Outline of DSE-03D

The course engages with concepts such as circular economy, the importance of resource efficiency, the role of business models, the principles of the circular economy, and the challenges and opportunities of implementing circular economy practices. Students will learn about waste management, recycling, and reusing to gain an understanding of the importance of resource efficiency, including the efficient use of energy, water, and materials. The course will explore the role of business models in the circular economy, including product-as-a-service, sharing economy, and closed-loop supply chains. Students will be introduced to the policy and regulatory frameworks, the importance of stakeholder engagement, and the role of innovation and technology.

Theoretical Component (15 Hours)

Concept of circular economy, ethical production and consumption, waste management & recycling and sustainable product design

Indicative Themes

- Environmentally sustainable, socially just, and economically viable production and consumption practices.
- Learning from best practices of waste management, recycling towards efficient use of energy, water and other natural resources.
- Critically analysing the relevant policies and regulation mechanisms.
- Sustainable material and product design.

- Consumer awareness and behaviour change.
- Product life cycle analysis.

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits

Readings

1. Ellen MacArthur Foundation. (2013). *Towards the Circular Economy*.
2. Geissdoerfer, M. et al. (2017). “The Concept of the Circular Economy.” *Journal of Cleaner Production*.
3. Braungart, M., & McDonough, W. (2009). *Cradle to Cradle*. Vintage.
4. Bocken, N. M. P. et al. (2016). “Product Design and Business Model Strategies for a Circular Economy.” *Journal of Industrial and Production Engineering*.
5. Korhonen, J. et al. (2018). “Circular Economy: The Concept and Its Limitations.” *Ecological Economics*.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE-03E : Discipline Specific Elective - 3
Social Justice and Equity

B.A. (Hons.) Humanities & Social Sciences - Semester V
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Social Justice and Equity (UPC: 3123100016)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-02

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To introduce students to the key concepts of social justice and equity.
- To examine the intersectionality of social identities.
- To develop strategies for promoting social justice and equity.

Learning Outcomes

- Students will be able to develop a comprehensive understanding of the principles and practices of social justice and equity.
- Students will be able to identify the role of representation and inclusion in social justice and equity.
- Students will be able to apply critical thinking skills to do case studies from different contexts.

Outline of DSE-03E

This course orients students to the history and theories of social justice including distributive justice and the principles of fairness, equality, and human rights, intersectionality of social identities, importance of representation and inclusion, and the challenges and opportunities of creating a more just and equitable society. Students will learn about the role of media, arts and culture in shaping social norms and values including the role of activism and social movements, and the need for policy and institutional change. Students will also gain an understanding of the socioeconomic and environmental impacts of social justice and equity, including the importance of addressing issues of poverty, inequality, and environmental degradation.

Theoretical Component (15 Hours)

Environmental Justice, Intersectionality, Environmental Racism, Just Transition, Eco-feminism and Participatory Democracy.

Indicative Themes

- Intersection of environmental sustainability and social justice
- Access to basic resources
- Education and awareness: engaging communities in collective action towards a sustainable future
- Gender and Environment

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits

Readings

1. Schlosberg, D. (2007). *Defining Environmental Justice*. Oxford University Press.
2. Shiva, V. (2016). *Staying Alive: Women, Ecology, and Development*. North Atlantic Books.
3. Pulido, L. (2017). “Geographies of Race and Ethnicity.” *Progress in Human Geography*.
4. Fraser, N. (2009). *Scales of Justice*. Columbia University Press.
5. Temper, L., & Martinez-Alier, J. (2013). “The Global Environmental Justice Movement.” *Journal of Political Ecology*.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-03F : Discipline Specific Elective - 3
Sustainable Cities and Communities**

**B.A. (Hons.) Humanities & Social Sciences - Semester V
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Sustainable Cities and Communities (UPC: 3123100017)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-02
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

- To enable students to have a comprehensive understanding of key concepts of sustainable cities.
- To introduce students to the principles and best practices of sustainable cities.
- To examine the role of community in realisation and promotion of sustainable urban development.

Learning Outcomes

- Students will learn about the challenges and opportunities of creating sustainable cities and communities.
- Students will gain an understanding of the principles of sustainable urban planning.
- Students will be able to develop effective strategies in exploring and catalysing the role of community in sustainable urban development.

Outline of DSE-03F

The course engages with concepts of sustainable urban planning, community engagement, green infrastructure, and urban resilience. Students will also examine the role of community engagement in sustainable urban development, including the importance of stakeholder involvement in decision-making processes. Students will learn about the benefits of green infrastructure, urban resilience etc. Students will be encouraged to analyze case studies of sustainable cities and communities, and explore best practices and innovative solutions for creating sustainable urban environments.

Theoretical Component (15 Hours)

Urban sprawl and urbanisation in developing countries, inbound and outbound migration, satellite cities & urbanisation and urban ecology.

Indicative Themes

- Sustainable urban development that prioritises livability, accessibility, and environmental sustainability
- Urban Dualism

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques

- Field visits

Readings

1. UN-Habitat. (2020). *World Cities Report*.
2. Sassen, S. (2001). *The Global City*. Princeton University Press.
3. McDonald, R. I. (2015). *Conservation for Cities*. Island Press.
4. Montgomery, C. (2013). *Happy City*. Farrar, Straus and Giroux.
5. Seto, K. C. et al. (2012). "Global Forecasts of Urban Expansion." *PNAS*.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER – VI**COURSE STRUCTURE**

Course	Paper No	Course Details
Discipline Specific Core	DSC-16	Social Movements in India (UPC: 3122103601)
	DSC-17	Philosophical Debates: Modern and Post-modern (UPC: 3122103602)
	DSC-18	Human-Digital Interaction (UPC: 3122103603)
Generic Elective	GE-04A	Intervention Beyond Mental Illness (UPC: 3124100007)
	GE-04B	Heritage Tourism (UPC: 3124100008)
	GE-04C	Media Studies: Mapping the Field (UPC: 3124100009)
Discipline Specific Elective	DSE-04A	Innovation and Social Change (UPC: 3123100019)
	DSE-04B	Technology and Innovation Policies (UPC: 3123100020)
	DSE-04C	Social Innovation and Entrepreneurship (UPC: 3123100021)
	DSE-04D	Economic Policies and Governance (UPC: 3123100022)
	DSE-04E	Environmental Policies and Governance (UPC: 3123100023)
	DSE-04F	Social Policies and Governance (UPC: 3123100024)
	DSE-04G	Methodological Designs in Humanities & Social Sciences (UPC: 3123100025)

DSC-16 : Discipline Specific Core - 16
Social Movements in India

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Social Movements in India (UPC: 3122103601)	4	3	1	0	Class XII Pass	NIL

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- Examine the historical, political, and socio-cultural factors that have shaped social movements in India.
- Develop an awareness of the ethical and moral dimensions of social movements and their implications for social justice and equality.
- Explore the diversity of social movements in India, including their goals, strategies, and impact on society.

Learning Outcomes

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

- Identify and analyse different types of social movements in India.
- Assess the impact of social movements on policy changes, social norms, and institutional transformations in India.
- Engage in interdisciplinary thinking by drawing on insights from sociology, political science, history, and other relevant disciplines.

SYLLABUS

Unit I: Conceptualising Social Movements (12 Hours)

- Concept of Social Movements
- Elements of Social Movements
- Social Movements and Social Change
- Methods of classification of Social Movements

Unit II: Social Movements in Ancient and Medieval India (12 Hours)

- Socio-religious Movements: Buddhism and Jainism (Equality and Social Justice, Compassion and Ethical Conduct, Non-violence, Asteya, Aparigraha)
- Bhakti Movement: Rejection of Social Hierarchies, Inclusivity and Syncretism, Social Reforms

Unit III: Social Movements in Modern India (12 Hours)

- Brahma Samaj: Emancipation of Women
- Arya Samaj: Emphasis on Education
- Satya Shodhak Samaj: Social Equality
- Prarthana Samaj: Emphasis on Bhakti and Karma Yoga
- Ezhava Movement: Political Engagement and Representation

Unit IV: Contemporary Social Movements (09 Hours)

- Tribal Movements and Nation Building
- Environment Movements: Chipko, Bishnoi, Silent Valley, Appiko
- Disability Rights Movement
- Gender Minority Groups Rights Movements

Readings

1. Shah, Ghanshyam, Social movements in India: A Review of the Literature, Sage, 1997
2. Dhanagare D.N., Peasant Movements in India 1920-1950, Oxford University Press, 1983
3. Zelliott Eleanor, From Untouchable to Dalit: Essays on the Ambedkar Movement, Manohar , 1995
4. Crossely, Nick., Making Sense of Social Movements., Open University Press, 2002
5. Ray, Raka and Katzenstein, Mary Fainsod. Social Movements in India: Poverty, Power, and Politics. Oxford University Press, 2005.
6. Rao, M. Raghavendra. Social Reform Movements in India: A Historical Perspective. Rawat Publications, 2002.
7. Roy, Himanshu and Tuteja, K. L. (Eds.). Social Movements in Modern India: A Reader. Oxford University Press, 2018.
8. Pathak, R. D., & Mishra, M. (Eds.). (2011). Indigenous Environmental Movements and Activism: Theory and Practice. Rawat Publications.
9. Singh, Nandita. (2019). "Adivasi Movements and Environmental Politics in India." In
10. N. Singh & T. H. Teh (Eds.), Environment, Development, and Politics in India: A Reader. Cambridge University Press.
11. Lorenzen, David N. (2006). Bhakti Religion in North India: Community Identity and Political Action. State University of New York Press.
12. Dr Nagendra. 2009. Bhartiya Sahitya Ka Smekitik Itihas, Delhi University

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSC-17 : Discipline Specific Core - 17
Philosophical Debates: Modern and Post-Modern

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Philosophical Debates: Modern and Post-Modern (UPC: 3122103602)	4	3	1	0	Class XII Pass	NIL
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

The learning objectives of this course are as follows -

- The course will focus on the intersections of power, ideology, and representation in various social and historical contexts.
- The course will introduce students to debates with regard to the marginalised groups.
- The students will develop analytical thinking for academic and research writing amongst the students.

Learning Outcomes

Upon completion of this course, students -

- will be able to engage in constructive and informed discussions on issues related to power, ideology and representation.
- will become more aware of the ethical and political implications of critical theory and its application to real-world situations.
- will develop analytical thinking for academic and research writing.

SYLLABUS

Unit I: Socialist Philosophy (12 Hours)

- Historical Materialism, Alienation
- Ideology and Hegemony, Organic Intellectuals

Unit II: Gender Debates (9 Hours)

- Feminist Critique of Patriarchy
- Performativity, Gender, Subversion

Unit III: Critical Theory (12 Hours)

- Power and Authorship, Discourse, Intertextuality
- Cultural Capital, Social Reproduction

Unit IV: Postcolonial Turn (12 Hours)

- Ethical Representation in the context of Subaltern: Epistemic Violence, Subalternity, Representation
- Orientalism, Colonialism, Essentialism, Othering, Hegemony, Stereotyping

Readings

1. Lohia, R. (1960) *Marx, Gandhi and Socialism*. Hyderabad, India: Navhindi.
2. Said, E.W. (2021) *Orientalism*. London, UK: Penguin.
3. Spivak, G.C. *et al.* (2020) *Can the subaltern speak?* London: Afterall Books.
4. Butler, J. (2015) *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.
5. Foucault, M. (2012) "What is an Author?" London: The Open University.
6. Bourdieu, P. (1993) *The field of cultural production*. New York: Columbia University Press.
7. Woolf, Virginia (2022) *Room of one's own*. S.I.: Indo European Publishing Co.
8. Gramsci, A., Hoare, Q. and Nowell-Smith, G. (2014) *Selections from the prison notebooks of Antonio Gramsci*. New York, NY: International Publishers.
9. Russell, Bertrand (2020) *History of western philosophy*. S.I.: Routledge.
10. Beauvoir, S.de *et al.* (2015) *The second sex*. London: Vintage Books.
11. Bhasin, K. (2009) *Understanding gender*. New Delhi: Women Unlimited.
12. Held, D. (2010) *Introduction to critical theory: Horkheimer to Habermas*. Cambridge: Polity Press.
13. Said, E.W. (2014) *Culture and Imperialism*. London: Vintage Digital.
14. Gutting, G. *Foucault: A very short introduction* (2005). Oxford: Oxford University Press

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSC-18 : Discipline Specific Core - 18
Human-Digital Interaction

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Human-Digital Interaction (UPC: 3122103603)	4	3	1	0	Class XII Pass	NIL

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

This course is designed to help students to:

- Acquire a critical understanding of human-technology interface.
- Examine the impact of human-technology interface on individuals and society.

Learning Outcomes

- Students will be able to develop research skills and methods for studying and evaluating human-digital interaction..
- Students will be able to apply the knowledge and skills gained to improve human-digital interaction experiences.
- Students will be able to explore the legal and ethical issues associated with human-technology interaction.

SYLLABUS

Unit I: Conceptualising Human-Digital Interaction (9 Hours)

Overview of human-digital interaction

Theoretical Foundations - Information Processing Theory, Activity Theory, Social Presence

Key Concepts - user experience, interface design, accessibility

Unit II: Emerging Trends (12 Hours)

Debates and Discussions on the following:

Virtual and Augmented Reality

Natural Language Processing

Artificial Intelligence

Internet of Things

Unit III: Socio-Cultural Impact (12 Hours)

Impacts on Relationships, Communication, Identity, Social Norms
Computer-mediated Habitats and Virtual Communities
Culture in Virtual Spaces
Art and Creativity in Cyberspace

Unit IV: Ethics and Human-Digital Interaction (12 Hours)

Algorithmic Bias
Responsible Design
Accessibility Concerns
Laws and Regulations

Readings

1. Julie A. Jacko, 2012. *The Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies and Emerging Applications*. Taylor & Francis
2. Rogers, Y., Sharp, H., & Preece, J. (2019). *Interaction Design: Beyond Human-Computer Interaction* (5th ed.). Wiley.
3. Norman, D. A. (2013). *The Design of Everyday Things* (Revised and Expanded Edition). Basic Books.
4. Milgram, P., & Kishino, F. (1994). "A taxonomy of mixed reality visual displays." *IEICE Transactions on Information and Systems*, E77-D(12), 1321–1329.
5. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
6. Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.
7. Rheingold, H. (2000). *The Virtual Community: Homesteading on the Electronic Frontier* (Revised Edition). MIT Press.
8. O’Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown Publishing Group.
9. Floridi, L. (2013). *The Ethics of Information*. Oxford University Press.
10. Cipolla-Ficarra, F., Ficarra, M.V., et al. 2017. *Technology-Enhanced Human Interaction in Modern Society*. IGI London

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GE-04A : Generic Elective - 4
Intervention Beyond Mental Illness

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Intervention Beyond Mental Illness (UPC: 3124100007)	4	3	1	0	Class XII Pass	Students must have studied at least 3-4 papers/courses in Psychology or Applied Psychology

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To provide students with a comprehensive understanding of intervention beyond the concept of mental illness.
- To introduce students to the theory and practice of counselling and psychotherapy.
- To train students on basic skills of effective counselling that will meet the demands of the multi-faceted challenges of a counselling set-up.

Learning Outcomes

Upon completion of this course the students:

- Will gain a comprehensive understanding of the need for holistic intervention in the well-being of individuals.
- Will be able to integrate theory and practice to understand and deal with the diverse challenges of the counselling process.
- Will demonstrate technical skills and competencies to deal with a myriad of problems that get presented in a counselling set up.

SYLLABUS

Unit I: Basic Issues in Counselling (9 Hours)

Defining counselling; counsellor as a person; anxieties of young counsellors; ethical issues of practice and concern in counselling; current issues and challenges in counselling.

Unit II: Theories & Techniques in Counselling (12 Hours)

Psychoanalytic Therapy; Person Centred Therapy; Cognitive-Behaviour Therapy; Postmodern Approaches in Counselling.

Unit III: Process of Counselling (12 Hours)

Counselling skills; stages of counselling; process of counselling; barriers in the therapeutic process; evaluating effectiveness of intervention.

Unit IV: Integration and Application (12 Hours)

Using clinical case studies, discussions will be centred around integrating various therapeutic techniques in the areas of crises, adjustment difficulties, relationship breakdown, educational needs, behavioural problems, developmental needs, lifestyle issues, mental illness etc. Students will be required to develop an intervention plan for each case discussed.

Practical component – (30 Hours)

Students will be required to do fieldwork as part of the practical component. In their fieldwork students will be expected to collaborate with organisations/institutions and work on projects centred around the following areas:

- a. Counselling and Youth, Gender & Diversity
- b. Counselling with survivors of trauma
- c. Counselling in relationship issues
- d. Counselling and education

Readings

1. Corey, G. 2013. Theory and Practice of Counselling & Psychotherapy. 9th Edition. Cengage Learning.
2. Feltham, C and Dryden, W. 2006. Brief Counselling: A Practical Integrative Approach. 2nd Edition. Open University Press, England.
3. Gladding, S. T. and Batra, P. 2018. Counselling: A Comprehensive Profession. 8th Edition. Pearson Education.
4. Hough, M. 2021. Counselling Skills and Theory. 5th Edition. Hodder Education, London.
5. Nelson-Jones, R. 2015. Basic Counselling Skills: A Helper's Manual. 4th Edition. SAGE Publications Ltd.
6. Sue, D. W. and Sue, D. 2015. Counselling the Culturally Diverse: Theory and Practice. 7th Edition. Wiley.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GE-04B : Generic Elective - 4
Heritage Tourism

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Heritage Tourism (UPC: 3124100008)	4	3	1	0	Class XII Pass	Students must have studied at least 3-4 papers/courses in Tourism or Allied Disciplines

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint students with the significance of heritage tourism in India.
- To encourage students to find innovative ways for the promotion of tourism with special reference to Heritage Tourism.
- To enable the students for sustainable contributions to the tourism industry in India.

Learning Outcomes

Upon completion of this course, students:

- Will be able to appreciate the role of tourism in the preservation of our rich cultural heritage.
- Will be skilled in designing tourism products that will tap the unused and less explored tourism potential of the country.
- Will be skilled in designing innovative strategies that will bridge the gap between the preservation, protection and promotion of our rich cultural heritage.

SYLLABUS

Unit I: Heritage Tourism Products (12 Hours)

Concept of Heritage Tourism Product

Life Cycle of a Tourism Product

Carrying Capacity of Heritage Destinations

Need for New and Innovative Tourism Products

Challenges in Heritage Tourism Product Designing

Unit II: Heritage Destinations in India (12 Hours)

Natural Heritage Sites

Cultural Heritage Sites

Intangible Cultural Heritage - Art, Dance, Music

Unit III: Heritage Interpretation and Communication (9 Hours)

Heritage Site Interpretation Methods

Visitor Engagement and Education

Marketing and Promotion of Heritage Sites

Unit IV: Practising Tourism (12 Hours)

Heritage Walks - Concept and Types

Importance of Heritage Walks

Designing and conducting different types of Heritage Walks

References (English)

1. Agrawala, Vasudev Sharan. 1964. *The Heritage of Indian Art*. Publication Division, Ministry of Information & Broadcasting,
2. Banerjee, Utpal K. 2006. *Indian Performing Arts: A Mosaic*. Harman Publishing House, New Delhi
3. Basham, A.L. 1971. *The Wonder That was India*. Sidgwick & Jackson.
4. Harle, J.C. 1986. *The Art and Architecture of the Indian Sub-continent*, Penguin, (Reprint, London, 1990).
5. Kotler, Philip. 2002. *Marketing for Hospitality & Tourism*. PHI, New Delhi.
6. Liddle, Swapna. 2011. *Delhi: 14 Historic Walks*. Westland
7. Jafa, Navina. 2012. *Performing Heritage: Art of Exhibit Walks*. Sage India
8. Jethwani, S. 2019. *Salaam Delhi: Rediscovering 200 monuments in 25 Heritage Walks*.
9. Notion Press

(Hindi)

1. Agrawala, Vasudev Sharan. 1965. *Bhartiya Kala*, Khand-1, Rajkamal Prakashan, Delhi.
2. Basham, A.L. 1993. *Adhbhut Bharat*, (tr. by Venkateshchandra Pandey), Shiva Lal Agarwala & Co., Agra.
3. Goyal, Ashish. 2010. *Aitahasik Paryatan*. ALP Books, Delhi.
4. Goyal, Ashish. 2010. *Bharat Mein Paryatan Vikas*. ALP Books, Delhi.
5. Singh, Surjit. 2012. *Bhartiya Sanskriti Avam Aitahasik Paryatan*. (Indian Culture and Heritage Tourism) Rawat Publication, Delhi.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GE-04C : Generic Elective - 4
Media Studies: Mapping the Field

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Media Studies: Mapping the Field (UPC: 3124100009)	4	3	1	0	Class XII Pass	Students must have studied at least 3-4 papers/courses in Media, Journalism or Allied Disciplines
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

The Learning Objectives of this course are as follows:

- To learn and appreciate the power of storytelling and its role in daily life
- To develop independence and confidence in methods of information exploration and consumption

Learning Outcomes

Upon completion of this course the students:

- will be trained in content production, technologies and contexts
- will be able to evaluate impact of the media on social values, culture and behaviour

Unit I: Storytelling Renaissance (10 Hours)

Narratives: Roles and Challenges
 Envisioning the form in digital age: Understanding the Transition Representations: Anthropology of stories
 Deconstructing the audience

Unit II: The Geography of Media Landscape (10 Hours)

Global and Local: Forms and Practices
 Vernacular Media: Mapping the issues and landscape

Unit III: Understanding the Vehicles (12 Hours)

Mass Mediation
 Newspapers/ Radio/TV/Film/Photo/Theatre/Media
 Convergence Art for Policy Change: Script, Play and Production

Unit IV: Theses on Impact (13 Hours)

The New Information Age: Our Robot
 Storyteller War, Conflict, Culture and Society
 The New Misinformation Age
 Media as Socio-Technological System: Pathway to SDGs

Readings

1. Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations*. Orlando: Harcourt Brace, 1969.
2. Selected Photographs of Lewis Hine: <https://www.loc.gov/collections/national-child-labor-committee/about-this-collection/>
3. Lawrence Grossberg. "Wandering Audiences, Nomadic Critics." In Duke University Press. 1988.
4. Janice Radway. "Reception Study: Ethnography and the Problems of
5. Dispersed Audiences and Nomadic Subjects." In Duke University Press. 1988.
6. Carolyn Marvin, "Dazzling the Multitude: Original Media Spectacles." In Oxford University Press. 1990
7. Gilbert B. Rodman, "The Net Effect: The Public's Fear and the Public Sphere." In Columbia University Press. 2003
8. Laikwan Pang, "Copying Kill Bill." In Duke University Press. 2005.
9. Kipling, Rudyard. "The Man Who Would Be King.", Project Gutenberg. 2005.
10. Hall, Stuart, et al. "The Social Production of News." In *Media Studies: A Reader*. 2nd. ed. Edited by Paul Marris, and Sue Thornham. New York City: NYU Press. 1999.
11. McLuhan, Marshall. *Understanding Media: The Extensions of Man*. Cambridge: MIT Press, 1999.
12. Orwell, George. "Nineteen Eighty-Four". Project Gutenberg of Australia. 2001.
13. Selected articles of Geoffrey Hinton: <https://www.technologyreview.com/2023/05/03/1072589/video-geoffrey-hinton-google-ai-risk-ethics/>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-04A : Discipline Specific Elective - 4
Innovation and Social Change**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Innovation and Social Change (UPC: 3123100019)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- Understand the role of innovation in driving social change
- Learn to identify and assess opportunities for social innovation
- Develop skills in designing, implementing, and evaluating social innovation initiatives in the Indian context

Learning Outcomes

Upon completion of this course, students will -

- develop an understanding of the role of innovation in driving social change
- will be able to critically evaluate social innovation initiatives and approaches in the Indian context.
- will be able to design, implement and evaluate social innovation initiatives.
- will be able to work collaboratively with diverse stakeholders in the social innovation process.

Outline of DSE-04A

This course will provide students a critical understanding of the potential for innovation to drive social change as well as the practical skills and knowledge needed to design, implement and evaluate social innovation initiatives by factoring in the challenges like traditions and belief systems in societies. It will introduce students to the relevance of Design Thinking approach and human-centred design in this context. Besides learning from the latest case studies students will also be exposed to the indigenous knowledge and innovation practices of India.

Theoretical Component (15 Hours)

Understanding Social Problem; Traditions, Beliefs and Challenges in the context of innovation; Design Thinking Approach and human-centred design; Indigenous systems and Innovative Practices of India; Collaboration and collective action for social change; Innovation, Ethics and Social Responsibility; Case Studies of successful social innovations.

Suggestive Themes

- Promoting Social Entrepreneurship
- Use of Education and Public Awareness in promoting innovative solutions
- Using traditions and beliefs for social innovation
- Learning from Indigenous systems and Innovative Practices
- Exploring art forms for social innovation

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

Readings

1. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
2. Chambers, R. (2014). *Rural Development: Putting the Last First*. Routledge.
3. Brown, T. (2009). *Change by Design: How Design Thinking Creates New Alternatives for Business and Society*. Harper Business.
4. IDEO.org. (2015). *The Field Guide to Human-Centered Design*. IDEO.
5. Gadgil, M., & Guha, R. (1992). *This Fissured Land: An Ecological History of India*. Oxford University Press.
6. Elkington, J., & Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*. Harvard Business Press.
7. Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.
8. Kania, J., & Kramer, M. (2011). “Collective Impact.” *Stanford Social Innovation Review*, 9(1), 36–41.
9. Freeman, R. E., Harrison, J. S., & Wicks, A. C. (2007). *Managing for Stakeholders: Survival, Reputation, and Success*. Yale University Press.
10. Floridi, L. (2013). *The Ethics of Information*. Oxford University Press.
11. Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). *The Open Book of Social Innovation*. NESTA/The Young Foundation.
12. Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (Updated Edition). Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-04B : Discipline Specific Elective - 4
Technology and Innovation Policies**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technology and Innovation Policies (UPC: 3123100020)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- To critically evaluate the current innovation and technology policies
- To assess the role of government and public policy in driving technological innovation
- To examine the technology and innovation policies in the context of sustainability

Learning Outcomes

Upon completion of this course, students will-

- Evaluate of the state of technology and innovation policies in India in comparison the leading economies of the world
- Learn the importance of effective policy interventions in the area of innovation and technology
- Evaluate the impact of intellectual property rights and patent law on innovation outcomes

Outline of DSE-04B

The course will introduce students to policies in the gamut of Technology and Innovation. It will stress on the role of government in fostering innovation by focusing on the function of public policy on innovation and technological development especially in the India context. The course will examine the relationship between innovation and technology policy and issues such as intellectual property rights, etc. It will engage with the ethical and social implications of technological change. Students will develop an understanding of how different policy approaches can impact technological development, innovation outcomes and society as a whole.

Theoretical Component (15 Hours)

Technology and Knowledge Diffusion; Triple Helix Model; Technology Transfer; Capacity Building; Knowledge Society; Open Innovation; Technology Governance.

Indicative Themes

- Technology and economic development
- Intellectual property and innovation
- Technology and Society
- Innovation and sustainability

- Digital transformation and future of work

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

Readings

1. Etzkowitz, H., & Leydesdorff, L. (2000). “The Dynamics of Innovation: From National Systems and ‘Mode 2’ to a Triple Helix of University–Industry–Government Relations.” *Research Policy*, 29(2), 109–123.
2. Chesbrough, H. W. (2003). *Open Innovation: The New Imperative for Creating and Profiting from Technology*. Harvard Business Press.
3. Lundvall, B.-Å. (1992). *National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning*. Pinter.
4. Nonaka, I., & Takeuchi, H. (1995). *The Knowledge-Creating Company*. Oxford University Press.
5. Bozeman, B. (2000). “Technology Transfer and Public Policy: A Review of Research and Theory.” *Research Policy*, 29(4–5), 627–655.
6. World Bank. (2007). *Building Knowledge Economies: Advanced Strategies for Development*. World Bank.
7. Stiglitz, J. E. (1999). “Knowledge as a Global Public Good.” In *Global Public Goods* (Kaul et al., eds.), Oxford University Press.

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**DSE-04C : Discipline Specific Elective - 4
Social Innovation and Entrepreneurship**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Social Innovation and Entrepreneurship (UPC: 3123100021)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows-

- To develop an entrepreneurial mindset amongst students
- To ensure that students learn and build skills in collaboration and partnership building.
- To encourage students to learn strategies for scaling social impact and managing growth for social ventures.

Learning Outcomes

On completion of this course, students will be able to -

- identify and seize opportunities for social innovation and entrepreneurship.
- apply the tools and frameworks such as design thinking and human-centred design.
- apply the knowledge and skills to develop social innovation projects including a business plan, pitch and prototype.

Outline of DSE-04C

This course is geared towards exposing students to entrepreneurial practices in various social sectors in order to encourage them to become entrepreneurs. The course will focus on foregrounding Startups designed towards addressing social problems and advocating larger public goods.

Theoretical Component (15 Hours)

Understanding Social Innovation and Entrepreneurship; Towards Entrepreneurial mindset, team building and leadership for startups; Product development and Innovation; Business Planning and Strategy for Startups; Entrepreneurial Ethics; Entrepreneurial Ecosystem and networks; Exit strategies and managing risks.

Indicative Themes

- Ideating and designing a Startup
- Incubating Startups for Social Entrepreneurship

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

Readings

1. Dees, J. G. (1998). "The Meaning of Social Entrepreneurship." *Kauffman Center for Entrepreneurial Leadership*.
2. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
3. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown.
4. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation*. Wiley.
5. Neck, H. M., Greene, P. G., & Brush, C. G. (2021). *Teaching Entrepreneurship: A Practice-Based Approach*. Edward Elgar.
6. Cohen, B. (2006). "Sustainable Valley Entrepreneurial Ecosystems." *Business Strategy and the Environment*, 15(1), 1–14.
7. Shepherd, D. A., & Patzelt, H. (2018). *Entrepreneurial Cognition: Exploring the Mindset of Entrepreneurs*. Palgrave Macmillan.

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**DSE-04D : Discipline Specific Elective - 4
Economic Policies and Governance**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Economic Policies and Governance (UPC: 3123100022)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

- To provide students with a comprehensive understanding of the various economic policies
- To have a comprehensive historic view of economic policies in India.
- To situate national economic policies in the context of global financial institutions and politics.

Learning Outcomes

- Students will be able to analyse and evaluate the effectiveness of various economic policies.
- Students will develop a nuanced understanding of the complexities and challenges of economic policy making.

OUTLINE OF DSE-04D

Being aware of economic policies enables us to understand people, markets, businesses, and financial institutions and therefore better respond to opportunities and threats that impact our daily lives. This course is designed to encourage students to understand the implications of economic policies and their impact on economic and social growth, development and distribution. The course will also help students identify policy measures, which will address the sustainable utilisation of resources. This course will also equip students to critically analyse society through the frame of political economy.

Theoretical Component (15 Hours)

Development economics, political economy, mixed economy, macroeconomics, institutional economics

Indicative Themes

- Monetary policies
- Digital banking
- Agricultural and rural development
- Human Development
- International Trade
- Tourism Policies

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

Readings

1. Todaro, M. P., & Smith, S. C. (2020). *Economic Development* (13th ed.). Pearson.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
3. Acemoglu, D., & Robinson, J. A. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown.
4. North, D. C. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge University Press.
5. Rodrik, D. (2007). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press.
6. Keynes, J. M. (1936). *The General Theory of Employment, Interest, and Money*. Harcourt.
7. Krugman, P., & Obstfeld, M. (2018). *International Economics: Theory and Policy* (11th ed.). Pearson.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSE-04E : Discipline Specific Elective - 4
Environmental Policies and Governance**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi**

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Environmental Policies and Governance (UPC: 3123100023)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- Students will be introduced to the key actors and institutions involved in environmental governance.
- To make students analyse the policy-making process and factors that shape environmental policy decisions.
- To encourage students to evaluate the impact of environmental policies and regulations on the environment and society.

Learning Outcomes

Upon completion of this course, students will -

- have developed the skills required for policy analysis and evaluation in the context of environment and climate change.
- be able to critically analyse the role of non-state actors in environmental governance and natural resource management.
- be able to use policy advocacy as a tool to address environmental issues.

OUTLINE OF DSE-04E

This course provides an in-depth study of the policy tools and strategies designed by the governments and other organisations to address environmental issues. It will also examine the theoretical foundations and practical applications of environmental policies. The course is geared towards raising awareness about the implications of environmental policies on other aspects of a society like, livelihoods, economic inequality and gender disparity. The course will critically examine the environmental policies and governance in India in light of Climate Change, Sustainability and Environmental Justice.

Theoretical Component (15 Hours)

Environmental ethics, ecological economics, environmental governance, environmental justice, sustainable development, risk assessment and management.

Indicative Themes

- Natural resource management
- Climate Change ACTS
- Environmental justice
- Biodiversity conservation

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

Readings

1. Costanza, R., et al. (1997). “The Value of the World’s Ecosystem Services and Natural Capital.” *Nature*, 387, 253–260.
2. Daly, H. E., & Farley, J. (2011). *Ecological Economics: Principles and Applications* (2nd ed.). Island Press.
3. Dryzek, J. S. (2013). *The Politics of the Earth: Environmental Discourses* (3rd ed.). Oxford University Press.
4. Schlosberg, D. (2007). *Defining Environmental Justice: Theories, Movements, and Nature*. Oxford University Press.
5. WCED (World Commission on Environment and Development). (1987). *Our Common Future*. Oxford University Press.
6. Renn, O. (2008). *Risk Governance: Coping with Uncertainty in a Complex World*. Earthscan.
7. Naess, A. (1973). “The Shallow and the Deep, Long-Range Ecology Movement.” *Inquiry*, 16(1–4), 95–100.

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DSE-04F : Discipline Specific Elective - 4
Social Policies and Governance

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Social Policies and Governance (UPC: 3123100024)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- To equip students with the knowledge and skills to analyse, evaluate, and contribute to the development of effective and equitable social policies in diverse contexts.
- To enable students to make connections between social policies and other institutions of society.

Learning Outcomes

Upon completion of this course, students will -

- be skilled to contribute to the development of effective social policies.
- be able to appreciate the complex socio-economic-cultural framework within which policies are framed.
- develop a deeper understanding of the complex challenges and dilemmas involved in social policy making and implementation, and the different perspectives and values that inform policy choices.

OUTLINE OF DSE-04F

Social policies reflect the intent and actionable plan of governments to address social issues and challenges, such as poverty, inequality, education, healthcare, housing, employment, and social welfare. These policies are aimed at improving the quality of life of citizens, promoting social justice and equity, and ensuring that everyone has access to basic necessities and services. This course will provide a comprehensive overview of social policies, including their history, design, implementation, and evaluation. It critically examines the political, economic, and social factors that shape the development and implementation of social policies, as well as their impact on different social groups and the broader society.

Theoretical Component (15 hours)

Social justice, welfare state, social exclusion, social capital, participatory democracy, empowerment, public goods, human rights

Indicative Themes

- Gender & diversity policies
- Cultural policies
- Public policies for the vulnerable groups (children, women, indigenous groups, etc.)
- Social welfare policies
- Education policies
- Public Health Policies

Practical component (90 Hours)

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

Readings

1. Rawls, J. (1971). *A Theory of Justice*. Harvard University Press.
2. Sen, A. (2009). *The Idea of Justice*. Harvard University Press.
3. Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.
4. Marshall, T. H. (1950). *Citizenship and Social Class*. Cambridge University Press.
5. Fraser, N. (1997). *Justice Interruptus: Critical Reflections on the “Postsocialist” Condition*. Routledge.
6. Nussbaum, M. C. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press.
7. Ostrom, E. (1990). *Governing the Commons*. Cambridge University Press.

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DSE-04G : Discipline Specific Elective - 4
Methodological Designs for Humanities & Social Sciences

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Methodological Designs for Humanities & Social Sciences (UPC: 3123100025)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code

Learning Objectives

The learning objectives of this course are as follows:

- To develop an understanding of the key concepts of research in Humanities and Social Sciences.
- To train students to select and apply appropriate research methods for a given research question.

Learning Outcomes

On completion of this course, students will be able to-

- understand and articulate the role of research methodology in informing and advancing knowledge in Humanities and Social Sciences research.
- select and apply appropriate research methods to answer research questions in Humanities and Social research.

SYLLABUS OF DSE-04G

Unit 1: Concepts and Issues in Humanities and Social Sciences Research (9 Hours)

Defining research; theory and theory construction; philosophical paradigms of research; ethical implications; reviewing literature; issues and challenges in humanities and social sciences research

Unit 2: Quantitative Research Design (12 Hours)

Survey Design (developing a questionnaire, collecting data on an appropriate sample, analysing different statistical methods (using SPSS));

Correlational Design (using an appropriate data collection tool, collect data and analyse using appropriate statistics and interpret the findings (using SPSS))

Unit 3: Qualitative Research Design (12 Hours)

Case Study (approach this design using appropriate sampling technique, interview/ observation to collect data (primary and secondary) and analyse the data using thematic analysis/ narrative analysis/ IPA etc.)

Use of content analysis, textual analysis, discourse analysis and critical discourse analysis for qualitative research design.

Unit 4: Mixed Research Design (12 Hours)

Approach this topic by using both quantitative and qualitative data to answer a research question, integrate and analyse the mixed data.

Suggested Readings:

1. Creswell, J. W. and Creswell, J. D. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 5th Ed. SAGE Publications.
2. Flick, U. 2017. An Introduction to Qualitative Research. 5th Ed. SAGE Publications Private Limited.
3. Neuman, L. 2014. Social Research Methods: Pearson New International Edition: Qualitative and Quantitative Approaches. 7th Ed. Pearson India Education.
4. Wertz, F. J., Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., McSpadden, E. 2011. Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry. 1st Ed. Guilford Press.
5. Yin, R. K. 2015. Qualitative Research from Start to Finish. 2nd Ed. Guilford Press.
6. Yin, R. K. 2017. Case Study Research and Applications. 6th Ed. SAGE Publications Private Limited.

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**COURSE STRUCTURE
SEMESTER VII & VIII**

**B.A. (Honours) Humanities & Social Sciences
Cluster Innovation Centre, University of Delhi**

B.A. (Honours) Humanities & Social Sciences at Cluster Innovation Centre follows the meta-college concept, under which students choose courses/papers from the constituent colleges of University of Delhi along with the approved courses at Cluster Innovation Centre. Under the National Education Policy (2020) students of 7th and 8th semesters will undertake the courses/papers as follows:

Course	Course Details
Discipline Specific Cores (DSC 19, 20, 21, 22, 23, 24)	Students will opt for these courses in constituent colleges/ centres/ departments of University of Delhi under meta-college concept.
Generic Electives (GE)	
Discipline Specific Elective (DSE)	
Academic Project/Dissertation	Students will undertake Academic Projects / Dissertations at the Cluster Innovation Centre OR the constituent colleges/ centres/ departments of University of Delhi under meta-college concept

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.
