

UNIVERSITY OF DELHI
B.A. (Hons.) Humanities & Social Sciences

(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

Semester –I

DSCs:-

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and references may be seen at
			L	T	P		
Humanities & Social Sciences: Concepts and Scope	DSC-1	4	3	1	0	NIL	Annexure – I
Technology and Society	DSC-2	4	3	1	0	NIL	Annexure -II
Quantitative and Qualitative Social Inquiry	DSC-3	4	3	1	0	NIL	Annexure -III

GEs:-

Course Title	Nature of the Course	Total Credits	Components		Eligibility Criteria/ Prerequisite	Contents of the course and references may be seen at
			L	T / P		
Fundamentals of Cognition and Emotions	GE01A	4	4	0	NIL	Annexure – IV
Fundamentals of Tourism	GE01B	4	4	0	NIL	Annexure –V
Communication: Concepts and Processes	GE01C	4	4	0	NIL	Annexure –VI

Course Structure: Alignment with NEP

The B.A. (Honors) Humanities & Social Sciences program offered at the Cluster Innovation Centre has been aligned with the NEP framework as given in Table 2.

Table 2: NEP Course Structure for B.A. (Honors) Humanities & Social Sciences at CIC

Sem ester	Core (DSC) (4 Credits)	Elective (DSE) (4 Credits)	Generic Elective (GE) (4 Credits)	Ability Enhanceme nt Course (AEC) (2 Credits)	Skill Enhancemen t Course (SEC) (2 Credits)	Internship/ Apprentices hip/ Project	Value Addition Course (VAC) (2 Credits)	Total Credit s
I	DSC-1	-	GE-1a GE-1b GE-1c	AEC-1	SEC - 1	-	VAC - 1	22
	DSC-2							
	DSC-3							
II	DSC-4	-	GE-2a GE-2b GE-2c	AEC-2	SEC - 2		VAC - 2	22
	DSC-5							
	DSC-6							
III	DSC-7	DSE-1	-	AEC-3	SEC - 3		VAC - 3	22
	DSC-8							
	DSC-9							
IV	DSC-10	DSE-2		AEC-4	SEC - 4		VAC - 4	22
	DSC-11							
	DSC-12							
V	DSC-13	DSE-3	GE-3a GE-3b GE-3c		SEC - 5			22
	DSC-14							
	DSC-15							
VI	DSC-16	DSE-4	GE-4a GE-4b GE-4c		SEC - 6			22
	DSC-17							
	DSC-18							
VII	DSC-19	DSE-5	-	-	-	Dissertation/ Internships/ Entrepreneur ships/ Academic Project (6)	-	22
		DSE-6						
		DSE-7						
VIII	DSC-20	DSE-8	-	-	-	Dissertation/ Internships/ Entrepreneur ships/ Academic Project (6)	-	22
		DSE-9						
		DSE-10						
TOTAL CREDITS								176

Credit Distribution

A student is required to complete 176 credits for completion of the B.A. (Honors) Humanities & Social Sciences course. The semester-wise distribution of credits are given in Table 4.

Table 4: Semester-wise Distribution of Credits

Year	Semester	Courses	Credits	Semester	Courses	Credits
Part – I : First Year	I	7	22	II	7	22
Part – II : Second Year	III	7	22	IV	7	22
Part – III : Third Year	V	6	22	VI	6	22
Part – IV : Fourth Year	VII	5	22	VIII	5	22

Table 5: Prerequisites of the Courses

S. No.	Course Title	Course Code	No. of Credits	Components of the Course			Prerequisites of the Course
				Lecture	Tutorial	Practical	
1	Humanities & Social Sciences: Concepts and Scope	DSC01	4	3	1	-	NIL
2	Technology and Society	DSC02	4	3	1	-	NIL
3	Quantitative and Qualitative Social Inquiry	DSC03	4	3	1	-	NIL
4	Fundamentals of Cognition and Emotions	GE01A	4	4	-	-	NIL
5	Fundamentals of Tourism	GE01B	4	4	-	-	NIL
6	Communication: Concepts and Processes	GE01C	4	4	-	-	NIL
7	To be offered at CIC from the University pool	AEC01	2	2	-	-	NIL
8	To be chosen from the University pool	SEC01	2	2	-	-	NIL
9	To be chosen from the University pool	VAC01	2	2	-	-	NIL

Humanities & Social Sciences: Concept and Scope**Sem I | DSC01 | 4 Credits****Course Objectives**

Students will be:

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

Unit I: Concepts and Scope

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

Cultural Studies – Language and cultural studies

Meaning formation and meaning creation

Culture and identity; multiculturalism.

Unit III: Understanding Religion

Religion , culture & society – construction of religion

Religion as an institution

Religion & Secularism

Unit IV: Human Rights

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 marginalized population)

Weekly Plan

Week 1: Understanding Humanities & Social Sciences

Week 2: Approaches to studying Humanities & Social Sciences

Week 3: Emergence & growth of Humanities and Social-sciences; Multidisciplinarity, interdisciplinarity & transdisciplinarity – scope & impediment

Week 4: Knowledge creation- Subjectivity versus objectivity

Week 5: Cultural Studies – Language and Cultural Studies

Week 6: Meaning formation and meaning creation

Week 7: Culture and identity, multiculturalism

Week 8: Construction of religion

Week 9: Religion as an institution, religion & secularism

Week 10: Concept of Human Rights; universalism vs relativism

Week 11: Universal Declaration of Human Rights 1948

Week 12: Constitution of India (Part III-IV); Protection of Human Rights Act 1993

Week 13: Rights of Vulnerable Groups (children, women, elderly, PwD, other marginalized population)

Week 14: Rights of Vulnerable Groups (children, women, elderly, PwD, other marginalized population)

Week 15: Revision and Internal Assessment

Suggested Readings

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

Technology and Society
Sem I | DSC02 | 4 Credits

Course Objectives

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

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

UNIT I: Introduction

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 Society

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

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: Alternative and Responsible Technologies

Technology and the Future of Humanity

Technology for Sustainable Energy and Ecology

Technology Policies

Laws and Regulations

Weekly Teaching Plan

Week 1: Meaning and Concept of Technology

Week 2: History of Technology

Week 3: Technological Process and Progress

Week 4: Approaches and Limits

- Week 5: Technology and Social Change**
- Week 6: Gender, Technology and Inequality**
- Week 7: Technology and Human Wellbeing**
- Week 8: Philosophy of Technology**
- Week 9: Technoethics and Current Issues**
- Week 10: Emerging Issues**
- Week 11: Technology & Human Future**
- Week 12: Sustainable Energy and Ecology**
- Week 13: Technology Policies**
- Week 14: Laws and Regulations**
- Week 15: Revision and Internal Assessment**

Suggested Readings

- Albert Borgmann. *Technology and the Character of Contemporary Life*. University of Chicago Press, 1984
- Andrew Feenberg. *Questioning Technology*. Routledge, 1999
- Bryan Bunch. *The History of Science and Technology*. Houghton Mifflin Company, 2004
- James Smith. *Science and Technology for Development: Development Matters*. Zed Books, 2009.
- Don Ihde. *Ironic Technics*. Automatic Press, 2008
- Jacques Ellul. *The Technological Society*. Vintage Books, 1954
- Neil Postman. *Technopoly: The Surrender of Culture to Technology*. Vintage Books, 1993
- Nick Bostrom & Milan M. Cirkovic. *Global Catastrophic Risks*. Oxford University Press, 2008
- Noah Yuval Harari. *Homo Deus: A Brief History of Tomorrow*. Vintage, 2016
- R.V.G. Menon. *Technology and Society*. Pearson, 2011
- Rocci Luppigini. *Technoethics and the Evolving Knowledge Society*. Information Science Reference, 2010
- Rohan Dsouza. *Environment, Technology and Development*. Orient Blackswan, 2012.
- Sven Ove Hansson. *The Ethics of Technology: Methods and Approaches*. Rowman & Littlefield International, 2017.
- Val Dusek. *Philosophy of Technology: An Introduction*. Blackwell Publishing, 2006

Qualitative and Quantitative Social Inquiry
Sem I | DSC03 | 4 Credits

Course Objectives

The paper is designed to introduce students to the fundamentals of social science inquiry which will help them in planning projects that will bring effective changes in the real world.

Unit I: Examining issues in Humanities & Social Sciences

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

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

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

Unit IV: Presenting findings

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

Suggested 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-Mathematicians*, 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*

Weekly Teaching Plan

Week 1: Identifying areas to examine; sources of idea generation

Week 2: Arriving at an idea; social examination and ethical concerns

Week 3: Drafting of research project/proposal

Week 4: Descriptive and inferential statistics

Week 5: Types of Data; Quantitative and qualitative statistical variables

Week 6: Graphical presentation of data

Week 7: Identification of appropriate sample in social inquiry

Week 8: Understanding the need of a proper questionnaire to collect primary data

Week 9: Constructing a questionnaire

Week 10: Analyzing the responses of a questionnaire graphically

Week 11: Discussing quantitative and qualitative findings

Week 12: Report writing

Week 13: Communicating findings

Week 14: Communicating findings

Week 15: Revision and Internal Assessment

Fundamentals of Cognition and Emotions**Sem I | GE01A | 4 Credits**

Learning Objective: The paper is aimed at giving students a basic understanding of human behavior and factors determining individual differences through an interdisciplinary perspective.

Unit I: What is Human Behavior?

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

Unit II: Learning and Behavior

- Theories of Learning
- Culture, Learning and Behavior

Unit IV: Language and Thinking

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

Unit V: Emotions and Behavior

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

Weekly Teaching Plan

- Week 1: What is human behavior?
- Week 2: Genes, evolution and human behavior
- Week 3: Measuring human behavior
- Week 4: Complexities of defining human behavior
- Week 5: What is learning?
- Week 6: Behavioral theories of learning
- Week 7: Cognitive and observation theories of learning
- Week 8: Culture, learning and behavior
- Week 9: Functions, Properties and Production of Language
- Week 10: Why do we think? Problem Solving & Decision Making
- Week 11: Definition and characteristics of emotions
- Week 12: Theories of emotions
- Week 13: Assessing emotions
- Week 14: Culture and emotions

Week 15: Revision and Internal Assessment

Suggested Readings

Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.

Cacioppo (2013). Discovering Psychology: The Science Of Mind, 1st Edition. USA: Cengage Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and Behaviour. New Delhi: Tata McGraw-Hill.

Kalat, J. W. (2011). Introduction to Psychology (9th Ed). USA: Cengage Learning

Fundamentals of Tourism**Sem I | GE01B | 4 Credits****Course Objectives**

1. To acquaint students with the basics of tourism industry.
2. Encourage students to find innovative ways for the promotion of sustainable tourism.

Course Learning Outcomes

Upon completion of this course students:

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

Unit I: Understanding Tourism

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

Unit II: Tourism Resources and Products

A's of Tourism; Characteristics and Types of Tourism Products; Natural and Cultural Tourism Products; Tourism Resources and Products of India,

Unit III: Tourism Impacts

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

Unit III: Towards Sustainable Tourism Practices

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

Suggested Readings:

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

Weekly Teaching Plan

- Week 1: Definition and Concept of Tourism
- Week 2: History of Tourism
- Week 3: Forms and Types of Tourism
- Week 4: Tourism Purposes and Motivations
- Week 5: A's of Tourism
- Week 6: Tourism Products
- Week 7: Tourism Resources and Products of India
- Week 8: Economic Impacts of Tourism
- Week 9: Socio-cultural and Political Impacts
- Week 10: Environmental Impacts
- Week 11: Principles and Dimensions of Sustainable Tourism
- Week 12: Tourism Planning and Policies
- Week 13: New Tourism Policy of India
- Week 14: Sustainable Entrepreneurship in Tourism
- Week 15: Revision and Internal Assessment

Suggested Readings:

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

Communication: Concepts and Processes

Sem I | GE01C | 4 Credits

Course Objectives

1. To locate the relation between thought, language and communication.
2. To explore the construction and deconstruction of meaning in the process of communication.

Unit-I Thought and Language

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

Human thought process and the construction of meaning
Deconstruction of meaning
Basic argumentation and its implications

Unit III Elements and Process of Communication

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

Unit IV Forms of Communication

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

Weekly Plan

Week 1: Thought and cognitive process of language
Week 2: Universal Grammar and basic structure of communication
Week 3: Language as a system of signs
Week 4: Human thought process and the construction of meaning
Week 5: Human thought process and the construction of meaning
Week 6: Deconstruction of meaning
Week 7: Basic argumentation and its implications
Week 8: Basic argumentation and its implications
Week 9: Source, Message, Sender, Receiver, Context, Environment
Week 10: Noise - Linguistic, Geographical, Psychological, Cultural, Ideological
Week 11: Verbal and Non-verbal communication
Week 12: Intrapersonal communication and Interpersonal communication
Week 13: Group communication and Mass Communication
Week 14: Group communication and Mass Communication

Suggested Reading

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

B.A. (Honours) Humanities & Social Sciences

COURSE OFFERED BY CLUSTER INNOVATION CENTRE

Category II

DISCIPLINE SPECIFIC CORE COURSE - 4 (DSC-04): To be offered in Colleges of UoD

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
To be offered in Colleges of UoD (DSC-04)	4	As per the course structure of the respective disciplines				

DISCIPLINE SPECIFIC CORE COURSE - 5 (DSC-05): To be offered in Colleges of UoD

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
To be offered in Colleges of UoD (DSC-05)	4	As per the course structure of the respective disciplines				

DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-06): To be offered in Colleges of UoD

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
To be offered in Colleges of UoD (DSC-06)	4	As per the course structure of the respective disciplines				

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-02A): To be offered in Colleges of UoD

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
To be offered in Colleges of UoD (DSC-02A)	4	As per the course structure of the respective disciplines					Faculty of concerned Dept.

GENERIC ELECTIVES (GE-02B): To be offered in Colleges of UoD

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
To be offered in Colleges of UoD (DSC-02B)	4	As per the course structure of the respective disciplines					Faculty of concerned Dept.

GENERIC ELECTIVES (GE-02C): To be offered in Colleges of UoD

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the Course
		Lecture	Tutorial	Practical/ Practice			
To be offered in Colleges of UoD (DSC-02B)	4	As per the course structure of the respective disciplines					Faculty of concerned Dept.

B.A. Honors (Humanities & Social Sciences)

B.A. Honours (Humanities & Social Sciences) is being run under the meta-college concept. In the 3rd semester the DSCs, VACs, SECs, AECs, will be chosen by the students in the constituent colleges/centres/departments of the University of Delhi. However, the students will be choosing the 3rd semester DSEs at CIC only. The list of the DSEs is the following:

DISCIPLINE SPECIFIC ELECTIVE (DSE-01A): Socially Engaging with the Human World

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Socially Engaging with the Human World (DSE-01A)	4	0	0	4	Class XII Pass	Nil

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.

Suggestive Themes:

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

Practical component (if any) - 100 %

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-01B): Gender Issues and Challenges in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Gender Issues and Challenges in India (DSE-01B)	4	0	0	4	Class XII Pass	Nil

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.

Suggestive Themes:

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

Practical component (if any) - 100 %

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-01C): Engaging with Emerging Human Rights Challenges

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Engaging with Emerging Human Rights Challenges (DSE-01C)	4	0	0	4	Class XII Pass	Nil

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.

Suggestive Themes:

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

Practical component (if any) - 100 %

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-01D): Social Challenges and Sensitizations
Concerning Marginalised Communities**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical / Practice		
Social Challenges and Sensitizations Concerning Marginalised Communities (DSE-01D)	4	0	0	4	Class XII Pass	Nil

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.

Suggestive 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 (if any) - 100 %

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-01E): Preservation and Promotion of Linguistic Plurality and Cultural Diversity in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical / Practice		
Preservation and Promotion of Linguistic Plurality and Cultural Diversity in India (DSE-01E)	4	0	0	4	Class XII Pass	Nil

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 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.

Suggestive Themes:

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

Practical component (if any) - 100

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-01F): Exploration and Promotion of
Heritage of India**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course	Departm ent offering the Course
		Lectur e	Tutori al	Practical/ Practice			
Exploration and Promotion of Heritage of India (DSE-01F)	4	0	0	4	Class XII Pass	Nil	CIC

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 in-tangible 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.

Suggestive 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 (if any) - 100 %

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