

## (CBCS) (C.I.C) - B.A. HONOURS (HUMANITIES & SOCIAL SCIENCES)

### Introduction

Content: Based on the meta-college concept, B.A. Honours (Humanities & Social Sciences) is a 3-year Under-Graduate Degree programme started in the year 2012, at Cluster Innovation Centre, University of Delhi. The programme fosters interdisciplinary approach to the study of Humanities and Social Sciences, aiming to promote holistic education. Students benefit from the eclectic knowledge reservoir available at CIC from the areas of Computer Sciences, Design Innovation, Environmental Science, Geography, Historical Tourism, Literature, Mass Communication & Journalism, Natural Sciences, and Psychology. The curriculum is dispensed using a combination of classroom teaching, project-based learning, experimentation, group discussions, presentations, industry interactions and exposure, internships, and fieldwork.

The programme has a unique and innovative course structure which engenders creative out of the box thinking. A student gets opportunity to design his/her own course and use the resource pool available at CIC and in various colleges of the University of Delhi to choose papers that justifies her/his specialization in any one of the four streams being offered namely Art & Design, Counselling, Historical Tourism & Journalism.

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### Learning Outcome based approach to Curriculum Planning

>> Aims of Bachelor's degree programme in (CBCS) (C.I.C) - B.A. HONOURS (HUMANITIES & SOCIAL SCIENCES)

Content: 1 Inculcate the inter- and trans- disciplinary approaches to students for better understanding of the society and the problems it faces.

2 Bring out the holistic solutions to the social problems especially in the clusters of education, industry, slums and villages and implement these solutions through intervention in tandem with public, private and non governmental organisations.

3 The students will be able to develop the attitude of social entrepreneurship and social innovation.

4 The program will help in bridging the gap between the academia, industry and society through practicals, projects and social experimentation.

5 The program will help students to develop the approach of critical thinking and provide them an exposure to research at undergraduate level.

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Graduate Attributes in Subject

>> Communication Skills

Content:

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Graduate Attributes in Subject

>> Critical thinking

Content:

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Graduate Attributes in Subject

>> Problem solving

Content:

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Graduate Attributes in Subject  
>> Research-related skills

Content:

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Graduate Attributes in Subject  
>> Cooperation/Team work

Content:

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Graduate Attributes in Subject  
>> Information/digital literacy

Content:

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Graduate Attributes in Subject  
>> Moral and ethical awareness/reasoning

Content:

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Graduate Attributes in Subject

>> Leadership readiness/qualities

Content:

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Learning Outcome based approach to Curriculum Planning

>> Aims of Bachelor's degree programme in (CBCS) (C.I.C) - B.A.  
HONOURS (HUMANITIES & SOCIAL SCIENCES)

Content: 2 Bring out the holistic solutions to the social problems especially in the clusters of education, industry, slums and villages and implement these solutions through intervention in tandem with public, private and non governmental organisations.

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Programme Learning Outcome in course

Content: On completion of the course students will be expected to have acquired the skills of effective communication, critical thinking, social research methods and social outreach.

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Qualification Description

Content: As per CBCS

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Impact of Technology: Philosophical Implications  
(912103)  
Core Course - (CC) Credit:6

### Course Objective(2-3)

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

- (a) Fundamental questions, concepts and developments within the philosophy of technology
  - (b) Chronological development of technology
  - (c) The way that technology works to shape human experience and well-being
  - (d) The ethical and social implications of science & technology
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### Course Learning Outcomes

Upon completion of this course the students will be able to:

- understand the fundamental questions, concepts and developments within the philosophy of technology
  - trace the chronological development of technology
  - have a critical understanding of the way that technology works to shape human experience and well-being
  - analyse the ethical and social implications of science & technology
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### Unit 1

Technology: Meaning, Concept and Development

Introduction: Definitions of Technology; Concept of technological development; development

of technology

Philosophy and Technology: Relationship between Philosophy & Technology; Technology, Science and God

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### Unit 2

Development of Science & Technology in History:

Stone Age; Bronze Age; Emergence of Ancient Civilizations Birth of Intellectual Concepts &

Ideas; Second Phase (Near East, Greek World; China); Science in Middle Ages

Birth of Modern Science: Renaissance; Enlightenment; Industrial Revolution; Advances in Modern Science in 20th century

History of Science & Technology in India: Ancient India; India's contribution to Science; Great Indian Scientists; Current stage of technological development

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### Unit 3

Technology and human well-being

Impact of Technology: Agriculture, Industry, Economy, Human Well-being, Transport, Military, Culture & environment

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### Unit 4

Philosophical, ethical and social implications of contemporary and emerging technologies

Space Technology: Development and Advances in Space Technology; Philosophical Issues in

Space Technology; Indian Space Technology

Computer Technology: Evolution of Computers ; Role of Computers in Contemporary Life ; Future of Computer Technology; Internet in Everyday Life; Social Networking (Digital Footprints); Ethical and Political Issues in Search Engines

Nanotechnology & its Ethical & Social Implications: Meaning and Scope of Nanotechnology; Role of Nanotechnology in Human Development; Nanoscience and Nanoethics

Genetic Engineering: Human Genome Project; Philosophical and Ethical Issues in Genetic Engineering

Biotechnology: Human Cloning; Social Implications of Biotechnology

Robotics, Human Enhancement & Beyond: Role of Robotics in Human Enhancement; Future of Humanity; Ethics of Robotics

Future Technologies: Technology for Sustainable Energy and Ecology; Technology and the

Future of Humanity; Limits of Science & Technology

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### References

Suggested Readings

1. Boersema, David. Philosophy of Science. Pearson Prentice Hall, 2008.
  2. Bose, D M et al. A Concise History of Science in India. INSA, New Delhi, 1971
  3. Dusek, Val. Philosophy of Technology: An Introduction. Blackwell Publishing, 2006
  4. Heisenberg, W. Physics and Philosophy: The Revolution in Modern Science. London, 1959.
  5. Hess, Davis J. Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts. Columbia University Press, New York, 1995.
  6. Kumar, Deepak. Science and the Raj. Oxford, New Delhi, 1995.
  7. Menon, R V G. An Introduction to History and Philosophy of Science. Pearson, New Delhi, 1912.
  8. Parmeswaran, Uma. C. V. Raman: A Biography. Penguin, New Delhi, 2011
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Innovation Management  
(912602)  
Core Course - (CC) Credit:6

### Course Objective(2-3)

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

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### Course Learning Outcomes

Upon completion of this course the students:

- will understand the nature of innovation and entrepreneurship
  - will be able understand the concepts of social innovation
  - will be skilled to start their own business or enterprise
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### Unit 1

1. Understanding Innovation, organizational and individual innovation, Models of innovation,
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## Unit 2

1. Creativity and innovation process, product innovation and profitability, flexibility and innovation,
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## Unit 3

1. Innovation and invention, intuitive tools for innovative thinking, innovation assessment, scientific and social innovation, innovation in different domains, creativity and innovation, organizational innovation and knowledge management, technology innovation and life cycle,
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## Unit 4

1. management of technology innovation, innovation management in business organization,
- 

## Unit 5

1. innovation and community development, innovation around the world (examples of different countries, policies, practices and issues), future innovation and management issues.
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## Unit 6

1. Case studies of innovation: causes, impacts and strategies (technologies, sectors and products)
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## Practical

N.A.

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## References

### Suggesting Readings

Afuah, Allan. 2003. Innovation Management: Strategies, implementation and Profits. OUP, New York.

Berman, Bruce and Kevin Rivette. 2006. Making innovation Pay. John Wiley & Sons, New Jersey.

Goldsmith, Stephen, Gigi Georges and Tim Glynn Burke. 2010. The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good. Jossey-Bass, San Francisco.

Kelly, Tom and Jonathan Littman. 2011. The Art of Innovation. Profile Books Ltd., London.

Radjou, Navi, Jaideep Prabhu and Simone Ahuja. 2013. Jugaad Innovation: A Frugal and Flexible Approach to Innovation for the 21<sup>st</sup> Century. Random House India.

Saul, Jason. 2011. Social Innovation, Inc. Jossey-Bass, San Francisco

### Additional Resources:

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Lectures, debates and discussions

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Internal Assessment : 40 Marks

Written Exam : 60 Marks

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Innovation

Entrepreneurship

Social Innovation

Social Engineering

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## Course Objective(2-3)

1. Provide students with an overview of digital humanities, including its history and applications.
  2. Introduce students to the theory and practice of digital humanities through critical learning and use of various standards, applications, and tools.
  3. Imparting technical skills and competencies for understanding and creating basic humanities resources.
  4. Prepare students to undertake more advanced courses in the field of digital and exact humanities
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## Course Learning Outcomes

Upon completion of this course the students:

- will have a general overview of digital humanities, including its history and applications.
  - will be introduced the theory and practice of digital humanities through critical learning and use of various standards, applications, and tools.
  - will gain technical skills and competencies for understanding and creating basic humanities resources using digital tools.
  - will be prepared to undertake more advanced courses in the field of digital and exact humanities.
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## Unit 1

Unit I – Introduction to Digital Humanities

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

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## Unit 2

Unit II – Theoretical Debates in Digital Humanities

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

### Unit 3

#### Unit III – Digital Data and Information

Collections and Digital Editions

Big Data and Metadata

Digital Libraries and Archives

Cyber-infrastructure

Digital Footprint

Techniques for extracting and analyzing digital data

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### Unit 4

#### Unit IV – Tools and Methodologies

Digital Exhibits

Digital Mapping

Text Analysis and Information Visualization & Conceptualization

Network Analysis

Geospatial digital humanities (Geographical Information System)

3D-Modelling, Animation and publishing tools

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### Unit 5

#### Unit V – Project

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

Sample projects:

- Creating a descriptive web-based database catalogue of Mahatma Gandhi.
  - Making an atlas of Tribal languages of North India.
  - Digitize classical books and volumes and place them on the web.
  - Digitizing oral narratives to make endangered oral literatures accessible.
  - 3D Modelling of historical monuments
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### Unit 6

N.A.

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### Practical

N.A.

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## References

Anne Burdick et al. 2012. A Short Guide to the Digital Humanities.

Burdick, Annie et.al., 2012. Digital Humanities, Cambridge: The MIT Press.

Franco Moretti. 2005. Graphs, Maps, Trees.

Matthew K Gold. Ed. 2012. Debates in the Digital Humanities.

Susan Schreibman, Ray Siemens, John Unsworth. 2004. A Companion to Digital Humanities. Oxford: Blackwell.

## Additional Resources:

Haraway, Donna J. 2016. A Cyborg Manifesto

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Class teaching

Presentations

Practicals

Hands on

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Internal Assessment: 40 Marks (Written Assignment | Class Test | Presentation | Practical Work | Class Participation)

Written Exam: 60 Marks

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Humanities

Digital

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## Course Objective(2-3)

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.
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## Course Learning Outcomes

- Upon completion of this course the students will:
    - understand the concept and scope of merging and evolving disciplines.
    - be equipped with adequate knowledge to integrate various disciplines and apply them to solve individual & social issues.
    - be able to frame a comparative context through which they can critically assess the ideas, forces, movements and values that have created the modern world
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## Unit 1

Concepts, Approaches, Scope & Recent Research Trends

- Concepts and scope
  - Multi-disciplinarity, inter-disciplinarity & trans-disciplinarity – scope & impediments
  - Approaches to studying Humanities & Social Sciences
  - Recent Research trends in Humanities & Social Sciences
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## Unit 2

## Understanding Humanities as a discipline

- Emergence & growth of Humanities as a discipline
  - Exploring basic themes of Humanities
  - Constituent disciplines
  - Humanities as a way of life
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## Unit 3

### Understanding Social Sciences as a discipline

- History & development of Social Sciences as a discipline
  - Constituent disciplines
  - Social Sciences in contemporary world
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## Unit 4

### Emerging in Humanities & Social Sciences (Any Two)

- Peace & Conflict Studies –concept, inter-disciplinarity of peace and conflict studies, theories of conflict and causes of conflict.
  - Cultural Studies – understanding culture, inter-disciplinarity of cultural studies, basic paradigms, learning basic strategies for connecting culture knowledge to everyday life, e.g., high culture, cross-culture, popular culture, etc.
  - Religion, culture & society – construction of religion, basic tenets of religion studies, psychology & religion, society & religion, culture & religion, gender, sex & religion, religion & secularism.
  - Development Studies – concepts & core elements, inter-disciplinarity of development studies, approaches to development studies.
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## Unit 5

### Project

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## References

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

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

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Humanities

Social Sciences

Interdisciplinarity

Transdisciplinarity

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Research Methodology  
(912106)  
Core Course - (CC) Credit:6

### Course Objective(2-3)

#### Objectives

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

Upon completion of this course the students will be able to:

- analyse their observations for presentation and publication.
  - develop skills required for a good research and project work.
  - develop critical thinking and innovative ideas.
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### Unit 1

Unit I:Introduction

Suggested Practicals/Exercises: (1) Conduct an Interview of your family member/ friend/ neighbour etc. (2) Find the causes of the parking problem in your colony.

- ï Meaning, Objectives and Significance of Research
  - ï Types of Research; Research Methods and Methodology
  - ï Approaches and Perspectives in Research
  - ï Ethics of Research
  - ï Problems Encountered by Researchers
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### Unit 2

## Unit II: Research Problem and Hypothesis

Suggested Practicals/Exercises: (1) Prepare a list of the issues or topics of social significance, environmental concerns etc. (2) Prepare a list of questions raised from one or two of the selected topics and your ideas to address them.

- ï Definition and Statement of a Research Problem
  - ï Selecting the Problem and its Evaluation
  - ï Hypothesis – Definition and Formulation
  - ï Testing of Hypothesis and its Limitations
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## Unit 3

### Unit III: Data Collection: Types and Sources

Suggested Practicals/Exercises: (1) Make a list of the various kinds of sources used for the study of any issue of interest. Classify them according to the nature and form of the source (e.g. literary- archival, census etc.; archaeological, oral, etc.) (2) Tabulate the qualitative and quantitative traits of your classmates (e.g. height, weight etc. and behavioural pattern like level of anger, intelligence etc).

- ï Types of data – Primary and Secondary; Qualitative and Quantitative
  - ï Sources of Data
    - o Qualitative Data (Literature, Texts, Archival Records, Documents, Volumes, Archaeological Remains etc.)
    - o Quantitative Data (Observations, Interviews, Questionnaires, Narratives etc.)
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## Unit 4

### Unit IV: Tools and Techniques of Data Collection

Suggested Practicals/Exercises: (1) Determine the Sample Size of a given population (e.g. classroom, university) and give reasons. (2) Make a sample design for collection of data regarding the academic satisfaction of undergraduate students of Delhi University using some variables.

- ï Sampling Design & Sample Size
- ï Types of Sampling

Types of Data Collection: Survey; Experimental; Observation; Interview; Questionnaire methods.

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## Unit 5

Unit V: Analysis and Interpretation of Data

Suggested Practicals/Exercises: (1) Tabulate the matrimonial data of one major Newspaper using suitable computer applications (e.g. Excel & SPSS). (2) Take an interview of your grandparents/ parents/uncles and analyse the qualitative information.

Quantitative Analysis (Statistical Analysis, Graphical Analysis)

- o Tabulation and graphical representation
- o Central tendency; dispersion; correlation; regression
- o Testing of hypothesis

Qualitative Analysis

- o Discourse Analysis
- o Content Analysis
- o Narrative Analysis

Computer Application for Research

- o Word Processing
  - o Presentation tool
  - o Use of internet and e-resources
  - o Use of Excel and SPSS
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## Unit 6

Unit VI: Field Techniques

Suggested Practicals/Exercises: (1) Students will be divided into groups and each group will be asked to present the experiences of the problems of the locality where they live and also about the issues of newer/other areas on the basis of secondary sources. They will be asked to differentiate between the observation as direct participants and that as outsiders.

- ï Role, value and ethics of field-work
  - ï Defining the Field and identifying the Case Study (Rural/Urban/Human/Cluster etc.)
  - ï Field Techniques and Tools – Selection, Merits and Demerits
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## Practical

### Unit VII: Research Report Writing

Suggested Practicals/Exercises: (1) Write a review of any movie you have watched or of a book you have recently read. (2) Prepare a brief research report on any topic of your interest keeping in view the structure of a research report (introduction, objectives, methodology, conclusion). (3) Make a power point presentation on the report prepared by you.

- ï Types and Structure of Research Reports
  - ï Documentation and the issues of Plagiarism and Copyright
  - ï Presentation of research: Oral and written (abstracts/synopsis)
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## References

### Suggested Readings

#### English

- ï Bell, Judith. Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences. (Fourth Edition). England: Open University Press, 2005.
- ï Guthrie, G. Basic Research Methods: An Entry to Social Science Research. Sage Publications, 2010.
- ï Kaul, Lokesh. Methodology of Educational Research. New Delhi: Vikas Publishing House, 1986.
- ï Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: Wiley and Eastern Ltd. 2008.
- ï Kumar, Ranjit. Research Methodology: A Step-by-Step Guide for Beginners (Third Edition). Sage Publications, 2011.

ï Mukherjee, Neela. Participatory Learning and Action with 100 Field Methods. New Delhi: Concept Publication, 2002.

ï Thomas, G. How to do your Research Project. Los Angeles: Sage Publication, 2009.

ï Wolcott, H. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA, 1995.

Hindi

ï Sharma, Vinayamohan. Shodh Pravidhi, Mayur Paperbacks, Delhi, 2006

ï Sinha, Savitri. Anusandhan ka Swaroop., Aatmaram & Sons, Delhi, 1954

ï Sinha, Savitri and Vijendra Snatak. Anusandhanki Prakriya. National Publishing House, New Delhi, 1969

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Classroom teaching and field survey

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Internal Assessment : 40 Marks

Written Exam : 60 Marks

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research methods

field survey

data collection

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Semester-long Innovation Project (paper in project mode)  
(912201)  
Core Course - (CC) Credit:6

Course Objective(2-3)

1. To foster linkages between academia and society.
  2. To evolve solutions for real-life problems in urban as well as in rural/semi-rural zones.
  3. To encourage students for social innovation, social entrepreneurship and social intervention.
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Course Learning Outcomes

1. Students will be able to identify the problems in rural, urban, slum, industrial and educational clusters and bring out the solutions.
  2. Students will get a hands-on experience to collect, analyse and present the data.
  3. Students will be able to solve the problems through innovation, intervention and entrepreneurship.
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Unit 1

NA

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Unit 2

NA

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Unit 3

NA

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Unit 4

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### Unit 5

NA

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### Unit 6

NA

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### Practical

Semester-long projects are practical based which involves field survey for data collection, data analysis and interpretation.

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### References

Bell, Judith. Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences. (Fourth Edition). England: Open University Press, 2005.

Guthrie, G. Basic Research Methods: An Entry to Social Science Research. Sage Publications, 2010.

Mukherjee, Neela. Participatory Learning and Action with 100 Field Methods. New Delhi: Concept Publication, 2002.

Thomas, G. How to do your Research Project. Los Angeles: Sage Publication, 2009.

Wolcott, H. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA, 1995.

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

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Internal Assessment : 40 Marks

Mid-Semester Presentation : 20 Marks

End-Semester Presentation : 20 Marks

Project Report : 20 Marks

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Fieldwork

Data analysis

Intervention

Research

Problem-solving

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Semester-long Innovation Project (paper in project mode)  
(912401)

Core Course - (CC) Credit:6

### Course Objective(2-3)

1. To foster linkages between academia and society.
  2. To evolve solutions for real-life problems in urban as well as in rural/semi-rural zones.
  3. To encourage students for social innovation, social entrepreneurship and social intervention.
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### Course Learning Outcomes

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

3. Students will be able to solve the problems through innovation, intervention and entrepreneurship.

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### Unit 1

NA

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### Unit 2

NA

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### Unit 3

NA

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### Unit 4

NA

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### Unit 5

NA

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### Unit 6

NA

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### Practical

Semester-long projects are practical based which involves field survey for data collection, data analysis and interpretation.

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### References

Bell, Judith. Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences. (Fourth Edition). England: Open University Press, 2005.

Guthrie, G. Basic Research Methods: An Entry to Social Science Research. Sage Publications, 2010.  
Mukherjee, Neela. Participatory Learning and Action with 100 Field Methods. New Delhi: Concept Publication, 2002.  
Thomas, G. How to do your Research Project. Los Angeles: Sage Publication, 2009.  
Wolcott, H. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA, 1995.

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Internal Assessment : 40 Marks

Mid-Semester Presentation : 20 Marks

End-Semester Presentation : 20 Marks

Project Report : 20 Marks

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Fieldwork

Data analysis

Intervention

Research

Problem-solving

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Semester-long Innovation Project (paper in project mode)

(912301)

Core Course - (CC) Credit:6

## Course Objective(2-3)

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

## Course Learning Outcomes

1. Students will be able to identify the problems in rural, urban, slum, industrial and educational clusters and bring out the solutions.
  2. Students will get a hands-on experience to collect, analyse and present the data.
  3. Students will be able to solve the problems through innovation, intervention and entrepreneurship.
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### Unit 1

NA

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### Unit 2

NA

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### Unit 3

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### Unit 4

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### Unit 5

NA

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## Unit 6

NA

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## Practical

Semester-long projects are practical based which involves field survey for data collection, data analysis and interpretation.

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## References

Bell, Judith. Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences. (Fourth Edition). England: Open University Press, 2005.

Guthrie, G. Basic Research Methods: An Entry to Social Science Research. Sage Publications, 2010.

Mukherjee, Neela. Participatory Learning and Action with 100 Field Methods. New Delhi: Concept Publication, 2002.

Thomas, G. How to do your Research Project. Los Angeles: Sage Publication, 2009.

Wolcott, H. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA, 1995.

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

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Internal Assessment : 40 Marks

Mid-Semester Presentation : 20 Marks

End-Semester Presentation : 20 Marks

Project Report : 20 Marks

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Fieldwork

Data analysis

Intervention

Research

Problem-solving

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Semester-long Innovation Project (paper in project mode)  
(912501)

Core Course - (CC) Credit:6

### Course Objective(2-3)

1. To foster linkages between academia and society.
  2. To evolve solutions for real-life problems in urban as well as in rural/semi-rural zones.
  3. To encourage students for social innovation, social entrepreneurship and social intervention.
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### Course Learning Outcomes

1. Students will be able to identify the problems in rural, urban, slum, industrial and educational clusters and bring out the solutions.
  2. Students will get a hands-on experience to collect, analyse and present the data.
  3. Students will be able to solve the problems through innovation, intervention and entrepreneurship.
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### Unit 1

NA

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## Unit 2

NA

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## Unit 3

NA

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## Unit 4

NA

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## Unit 5

NA

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## Unit 6

NA

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## Practical

Semester-long projects are practical based which involves field survey for data collection, data analysis and interpretation.

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## References

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

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

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Internal Assessment : 40 Marks

Mid-Semester Presentation : 20 Marks

End-Semester Presentation : 20 Marks

Project Report : 20 Marks

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Fieldwork

Data analysis

Intervention

Research

Problem-solving

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Theoretical Debates in Humanities and Social Sciences  
(912605)

Core Course - (CC) Credit:6

Course Objective(2-3)

Course Description

This paper will introduce students to major theoretical debates and contextualise them in their historical timeline and society. It will emphasise on the relevance of plurality of theoretical debates in Humanities and Social Sciences and its usefulness in finding solutions to the existing subject of social enquiries and problems.

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## Course Learning Outcomes

Upon completion of this course the students:

- will be able to contextualise major theoretical debates in their historical timeline and society.
  - will be able to understand the relevance of plurality of theoretical debates in Humanities and Social Sciences
  - will be able to judge the usefulness of theories in finding solutions to the existing subject of social enquiries and problems
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## Unit 1

Key historical events- American Revolution, French Revolution, Imperialism, Russian Revolution, Cold War and Globalisation

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## Unit 2

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

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## Unit 3

Nationalism

Marxism

Gandhism

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## Unit 4

Representation and Subaltern discourses- Edward Said and Gayatri Spivak

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## Unit 5

Gender discourses

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## Unit 6

Semiotics— Ferdinand de Saussure and Roland Barthes

Ideology and Hegemony- Antonio Gramsci

Aesthetic Theories

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## References

### Suggested Readings

1. Aesthetic Theory by Theodor W. Adorno by Bloomsbury Academics, 1997
2. Antonio Gramsci: Selections from the Prison Notebooks
3. M.N.Roy: Radical Humanist: Selected Writings by M.N.Roy
4. Imagined Communities: Reflections on The Origin and Spread of Nationalism by Benedict Anderson published by Verso
5. Nationalism by Rabindranath Tagore published by Prabhat Books in 2008
6. Beyond Belief: India and the Politics of Postcolonial Nationalism (Politics, History and Culture) by Srirupa Roy published by Duke University Press in 2007
7. The Second Sex by Simone de Beauvoir
8. Gender Trouble by Judith Butler published by Routledge Classics published in 2016
9. A Room of One's Own by Virginia Woolf
10. Hind Swaraj by Mahatma Gandhi
11. My Experiments with Truth by Mahatma Gandhi
12. The Origin of Family, Private Property and the State by Friedrich Engels
13. Communist Manifesto by Karl Marx
14. Karl Marx: A Reader edited by Jon Elster
15. Orientalism by Edward Said
16. Nationalism and the Imagination by Gayatri Spivak

17. Who Sings the Nation-State? Language, Politics, Belonging by Judith Butler and Gayatri Spivak
  18. Culture and Imperialism by Edward Said
  19. Reflections on Exile by Edward Said
  20. Course in General Linguistics by Ferdinand De Saussure
  21. Mythologies by Roland Barthes
  22. Elements of Semiology by Roland Barthes
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Lectures, debates and discussions

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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humanities

social sciences

theories

debates

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An Introduction to GIS and GPS  
(912405)  
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

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

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

### Course Learning Outcomes

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

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#### Unit 1

Unit I: Introduction to GIS

Definition and scope of GIS;

Components and elements of GIS;

Development of GIS technology;

Recent trends and applications of GIS

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#### Unit 2

Unit II: GIS Data Structures

Geographical data;

Spatial and attribute data;

vector and raster data;

data input devices;

storage and manipulation of GIS databases;

Database Management System (DBMS)

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#### Unit 3

### Unit III: Spatial Data Analysis

Digitization of maps and imageries;

Spatial overlay operations;

network and proximity analysis;

3D models;

Digital Elevation Models (DEM)

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### Unit 4

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

Introduction to GPS;

Fundamentals of GPS;

GPS aided Geo-augmented Navigation (GAGAN);

GPS measurements and data processing.

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### Unit 5

N.A.

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### Unit 6

N.A.

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### Practical

QGIS practicals

GPS practical

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### References

Required Textbook:

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

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

**Additional Resources:**

**Supplemental Readings:**

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

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

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

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Lecture, Lab and Fieldwork

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Internal Assessment : 40 Marks

Written Exam : 60 Marks

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GIS

GPS

Maps

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Appreciating Literary Works

(912303)

Skill-Enhancement Elective Course - (SEC) Credit:4

Unit 1

Introduction to Literary Appreciation

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

## Unit 2

### Understanding Prose

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

## Unit 3

### Understanding Poetry

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

## Unit 4

### Understanding Essays

- Types of essays
  - Analysing essays
- 

## Unit 5

### Understanding Dramas

- Language in drama
  - Elements of drama
  - Types of drama
- 

## References

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

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

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

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

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

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Computer Applications in Humanities and Social Science Research  
(912304)  
Skill-Enhancement Elective Course - (SEC) Credit:4

### Course Objective(2-3)

Objectives:

1. The primary objective of this course is to learn basic data analysis with software package like SPSS.
  2. Students will learn to handle survey data, data entry, defining variables, manipulation and transformation of data.
  3. Students will be imparted the skill of data analysis and interpretation.
- 

### Course Learning Outcomes

Upon completion of this course the students:

- will be able to understand the importance of computer software in humanities and social sciences research.
- will be able to handle the basic data analysis with software package like SPSS and

STATA.

- will be able to generation, manipulation and transformation of data using computer tools.

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## Unit 1

### Unit I: Introduction

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

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## Unit 2

### Unit II: Data analysis with SPSS

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

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## Unit 3

### Unit III: Descriptive Analysis

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

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## Unit 4

### Unit IV: Inferential Statistics

- T-test
- One-way ANOVA
- Non-parametric tests

- Correlation and Regression
- Multivariate Analysis (Factor and Cluster Analysis)

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## Unit 5

Unit V: Project

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## Unit 6

N.A.

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## Practical

Data entry and analysis using SPSS software

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## References

References:

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

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Lectures and Lab

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Internal Assessment : 40 Marks

Written Exam: 60 Marks

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SPSS

Data analysis

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Documentary Film Making  
(912402)  
Skill-Enhancement Elective Course - (SEC) Credit:4

### Course Objective(2-3)

Course Description:

Students will explore the practice of documentary filmmaking by developing their own ideas for a documentary production. While working on their ideas they will be learning about the screen-craft and various stages of production in documentary filmmaking.

---

### Course Learning Outcomes

Upon completion of this course the students:

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

#### Unit 1

1. Conceiving and developing an idea
- 

#### Unit 2

1. Research

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### Unit 3

1. Developing a crew

---

### Unit 4

Screen-craft

---

### Unit 5

Language and nomenclature of shots

---

### Unit 6

Visual Grammar- jump cut, cut-in, cut-away, 180 degree rule, continuity

Shooting Script- Screenplay elements and forms

Storytelling and structuring

Shooting and editing

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### Practical

Making a short documentary film

Editing

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### References

Suggested Readings and Films

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

Films

1. Nanook of the North (1922) by Robert J. Flaherty
2. Man with the Movie Camera (1929) by Dziga Vertov
3. Triumph of the Will (1936) by Leni Riefenstahl
4. Night and Fog (1956) by Alain Resnais

5. The Times of Harvey Milk (1984) by Robert Epstein
  6. The Thin Blue Line (1988) by Errol Morris
  5. Talking Heads (Muslim Women) by Fathima Nizamuddin
  6. Documentaries by Michael Moore
  7. Documentaries by Anand Patwardhan
- 

Lectures and lab

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Documentary film making

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Film Appreciation  
(912404)  
Skill-Enhancement Elective Course - (SEC) Credit:4

**Course Learning Outcomes**

Upon completion of this course the students:

- will be able understand the language of cinema.
- will be able to appreciate the cinema as a narrative.
- will be skilled to become film critics.

- will be able to appreciate the regional and international cinema (different languages and cultures).

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## Unit 1

### Unit 1: Form

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

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## Unit 2

### Unit 2: Cinema as a Narrative

Linear vs non-linear storytelling  
Film Genres

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## Unit 3

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

Bollywood  
Hindi Parallel Cinema  
Regional Cinema movements

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## Unit 4

### Unit 4: International Cinema

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

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## References

## Suggested Readings

1. Deep Focus: Reflections on Cinema by Satyajit Ray
  2. The Sage Handbook of Film Studies by edited by James Donald and Michael Renov, 2008
  3. Film As Film: Understanding And Judging Movies by Vitor F. Perkins, Penguin 1972
  4. Art of Watching Films by Joseph M. Boggs, Dennis W. Petrie, 2005
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Internal Assessment: 40 Marks

Final Exam: 60 Marks

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Film appreciation

international cinema  
bollywood

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Introduction to Documentary - Technologies and Techniques  
(912302)

Skill-Enhancement Elective Course - (SEC) Credit:4

### Unit 1

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

### Unit 2

Technologies

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

### Unit 3

#### Styles

1. Kino-pravada, Direct Cinema, Cinema Verite, Self-reflexive, Docudrama, mockumentary
2. Brief history

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

Man with the Movie Camera (1929) by Dziga Vertov

Triumph of the Will (1936) by Leni Riefenstahl

Night and Fog (1956) by Alain Resnais

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

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### Unit 4

#### Contemporary Documentary Filmmakers and their work

1. Michael Moore
  2. Anand Patwardhan
  3. Mike Pandey
  4. James Marsh
  5. Nishta Jain
  6. Samina Mishra
  7. Amar Kanwar
- 

### Unit 5

N.A.

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### Unit 6

N.A.

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## Practical

Photography and Videography

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## References

### Suggested Readings and Films

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

### Films

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

Lectures, documentary screening, debates and discussions

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Documentary films

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Legal Literacy  
(912403)  
Skill-Enhancement Elective Course - (SEC) Credit:4

No content added

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Art and Design  
(912604)  
Discipline Specific Elective - (DSE) Credit:6

### Course Objective(2-3)

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

### Course Learning Outcomes

Upon completion of this course the students:

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

Unit 1

## Understanding Art (Compulsory)

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

## Unit 2

### Indian and Western Art (Compulsory)

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

## Unit 3

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

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

## Unit 4

Modern Applied Art- Choose any two out of the following (atleast one week workshop/practical training on each one would be organised)

- Cartooning
- Photography
- Design Softwares
- Display Design
- Design and packaging

- Set designing
  - Event design
  - Campaign planning
- 

## Unit 5

### Practical Training/Workshop/Product Design/Field visits

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

## Practical

- Every student is required to submit a production portfolio at the end of the semester.
- 

## References

(English)

Agrawala, Vasudev Sharan. 1964. The Heritage of Indian Art. Publication Division, Ministry of Information & Broadcasting,

Banerjee, Utpal K. 2006. Indian Performing Arts: A Mosaic. Harman Publishing House, New Delhi

Basham, A.L. 1971. The Wonder That was India. Sidgwick & Jackson.

Chopra, Suhita. 1991. Tourism Development in India, Ashish Publishing House, New Delhi.

Erdman, Joan L. (ed.) 1992. Arts Patronage in India: Methods, Motives and Markets, New Delhi.

Harle, J.C. 1986. The Art and Architecture of the Indian Sub-continent, Penguin, (Reprint, London, 1990).

Howell, David W. 1989. Passport: An Introduction to the Travel and Tourism, Ohio.

IGNOU Material for Tourism Studies (TS-1, TS-3, TS-6)

Kotler, Philip. 2002. Marketing for Hospitality & Tourism. PHI, New Delhi.

Ministry of Tourism, Govt. of India. India Tourism Statistics. 2014

Rogers, H.A. and J.A. Slinn. 1993. Tourism: Management of Facilities. London.

(Hindi)

Agrawala, Vasudev Sharan. 1965. Bhartiya Kala, Khand-1, Rajkamal Prakashan, Delhi.

Basham, A.L. 1993. Adhbhut Bharat, (tr. by Venkateshchandra Pandey), Shiva Lal Agarwala & Co., Agra.

Goyal, Ashish. 2010. Aitahasik Paryatan. ALP Books, Delhi.

Goyal, Ashish. 2010. Bharat Mein Paryatan Vikas. ALP Books, Delhi.

Sagar, Arun. 2007. Bharat ke paryatan Sthal. Raja Pocket Books, Delhi.

Sahay, Shivaswaroop. 2006. Paryatan-Siddhaant Aur Prabandhan Tatha Bharat Mein Paryatan. Motilal Banarsidass Publishers Pvt. Ltd., Delhi.

Singh, Surjit. 2012. Bhartiya Sanskriti Avam Aitahasik Paryatan. (Indian Culture and Heritage Tourism) Rawat Publication, Delhi.

Vyas, Rajesh Kumar. 2008. Paryatan, Udhbhav evam Vikas. Rajasthyan Hindi Granth Academy, Jaipur.

Yadav, M. 2012. Paryatan Evam Vikas, Aavishkar Publishers & Distributors, New Delhi.

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Lectures and lab

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Art

aesthetics

computer design

applied art

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Counseling  
(912604A)  
Discipline Specific Elective - (DSE) Credit:6

### Course Objective(2-3)

Objective of the Course:

To develop an insight into counselling as a process and one's own position as a counsellor. To have a critical understanding of the theoretical paradigms based on which counselling as a process needs to be initiated.

To gain clarity in the purpose, scope and techniques of counselling as a process, and how it needs to be culturally tailored so as to meet the context specific demands.

---

### Course Learning Outcomes

Upon completion of this course the students:

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

### Unit 1

Unit I - Understanding Counselling as a Process

- What is counselling? Who are counsellors and helpers? Definition and meaning of

counselling and its uniqueness from therapy. Who needs counselling and When should be it given?

- Scope of counselling: different emerging contexts in which counselling can be extended- Developmental, trauma and chronic illness, HIV/AIDS, survivors of natural calamities, human disasters, relationship counselling, education counselling, gender and third gender counselling( there will be brief introduction to these areas, with detailed study on any three).
  - What does an individual brings to counselling as a counsellor? Potential requisites for being a counsellor- active listening, ability to encourage the client in opening up, probing skills, appreciation for the client, ability to empathise, issues of transference and counter transference.
  - What should not happen in the counselling setting? Ethical issues of practice and concern in counselling.
  - Culture and counselling.
- 

## Unit 2

Unit II - Understanding Human Psyche: Appreciating the role of emotions in human behaviour

- Interface of human behaviour, emotion and psyche
  - Personality development
  - Insight into Emotions
  - Structure and dynamics of Human Psyche (Freudian, Jungian, Humanistic and Existentialists, Eastern philosophy)
  - Cultural roots to behaviour.
  - Issues and concerns of normalcy. Critically examination of deviancy and it plays a role in human behaviour.
- 

## Unit 3

Unit III – (a) Theoretical schools of thought of counselling (any two)

- Client-Centred approach
- Psychodynamic approach
- Phenomenological approach
- Psychoanalytic approach
- Cognitive therapy
- Group therapy
- Transactional analysis

(b) Understanding of Normalcy-

- Issues and debates on what is being normal.
- Exploring the nomenclature of deviancy from a socio cultural and clinical perspective.
- Psychiatric disorders; their classification( based on bio clinical model) genesis, signs and symptoms,

- Challenges of the clinical disorder and the choice of approaches for counselling; examining the why and how of it.

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## Unit 4

### Project Based Units

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

Unit IV - Counselling of Trauma and Chronic Illnesses

Unit V - Counselling of Gender and Violence

Unit VI - Counselling with survivors of human disaster and natural calamities

Unit VII - Counselling in Relationships ( marital issues, family conflicts, parent child relationships)

Unit VIII - Educational counselling

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

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

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## Practical

### Psychological Tests

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## References

### Suggested Readings

Dalal, Ajit K. and Girishwar Misra. 2012. New Directions in Health Psychology. Sage.

Dalal, Ajit K. 2012. Psychology of Health and Well Being. Sage.

Dalal, Ajit K. 2015. Health Beliefs and coping with Chronic Diseases. Sage.

Feltham, Colin and Windy Dryden. 2006. Brief Counselling: A practical integrative approach. 2nd Edition. Open University Press, England.

Hough, Margaret. 2014. Counselling skills and theory. 4th Edition. Hodder Education, London.

Nelson-Jones, Richard. 2012. Basic counselling skills: A Helper's Manual. 3rd Edition. Sage.

Rogers, Carl R. 2003. Client Centred Therapy: Its Current Practice, Implications and Theory. Constable & Robinson Ltd., London. (First published 1951)

Sue, Derald Wing and David Sue. 2012. Counselling the culturally diverse: Theory and Practice. 6th Edition. Wiley.

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Lectures, Discussions, Internships, Projects/practicals

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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counseling

psychology

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Historical Tourism in India  
(912604B)

Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

COURSE OBJECTIVES:

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

### Course Learning Outcomes

Upon completion of this course the students:

- will be able to appreciate the relevance and role of history in tourism, particularly in India.
  - will gain awareness of rich cultural and heritage wealth of India.
  - will understand the role of tourism in the preservation of culture and performing arts.
  - will be familiarised with the establishment of enterprise and enable them to become successful Tourism entrepreneurs.
  - will be skilled to design new tourism products to tap India's unused tourism capacity.
- 

### Unit 1

Unit I: Introduction

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

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

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### Unit 2

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

- Tourism Product Diversity – Nature, Culture & Art

- World Heritage Sites
- Pilgrimage
- Art and Architecture
- Tribal Art and Culture
- Performing Arts – Dance, Music and Theatre

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

---

### Unit 3

Unit III: Management, Marketing and Entrepreneurship in Historical Tourism

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

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

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### Unit 4

Unit IV: Historical Tourism Product Designing

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

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

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### Unit 5

## Unit V: Fieldwork/Projects

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

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## Unit 6

N.A.

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## Practical

Fieldwork

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## References

Suggested Readings:

Barret, D. and Gray, B. 1963. Painting of India. The World Publishing Co., Ohio.

Brown, Percy. 1981. Indian Paintings under the Mughals. Cosmo Publications, New Delhi.

G K Parthasarathy. 2006. Computer Aided Communication. Authors Press.

Kramrisch, Stella. 1983. Survey of Painting in the Deccan. Oriental Books, New Delhi.

Ray, Niharajan. 1974. An Approach to Indian Art, Publication Bureau, Panjab University, Chandigarh.

Read, Herbert. 1972. Meaning of Art. Faber and Faber, London.

Saraswati, S.K. 1975. A Survey of Indian Sculpture. Munshiram Manoharlal Publishers, New Delhi.

Sarkar, N.N. 1998. Designing Print Communication. Sagar Publishers, New Delhi.

Sarkar, N.N. 2001. Art and Production. Sagar Publishers, New Delhi.

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Lectures and fieldwork

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Tourism

Heritage  
Management

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Journalism  
(912604C)  
Discipline Specific Elective - (DSE) Credit:6

### Course Objective(2-3)

#### OBJECTIVE

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

### Course Learning Outcomes

Upon completion of this course the students:

- will be able to understand the media laws and ethics

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

## Unit 1

### Unit 1

Choice of one topic from three of the following:

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

## Unit 2

### Unit 2

Choice of one topic from three of the following:

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

## Unit 3

## Unit 3

Choice of one topic from three of the following:-

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

## Unit 4

### Unit 4

Choice to be made from three of the following:-

1. Print
    - a. History of Media- Pre and Post- Independence Journalism in India, News organisations, current trends, growth of media in India.
    - b. Newspaper and Magazine Layout and design- Components of layout, layout planning
    - c. Print Production- Production process
  2. Broadcast and New Media
    - a. Radio Journalism- Origin and development of Radio in India, AIR, Commercial Broadcast Services, Script writing, Community Radio
    - b. T.V. Journalism- Origin and development of Television in India, Doordarshan, Commercial Channels, Script writing
    - c. New Media Journalism- Online Journalism, Features, Multimedia & Convergence, Laws and ethics
  3. Advertising, PR
    - a. Advertising- Integrated Marketing Communication, Account Planning, Creative strategy, media planning
    - b. Public Relations- Definitions, Tools and Techniques, Role of Public Relations, PR Campaign
    - c. Media Management- Functions & Principles, Behavior & Leadership, Media Organisations - structures and functions
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## Unit 5

### Unit 5

## Practical Training/Workshops/Field Design

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

## Unit 6

N.A.

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## Practical

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

## References

### Suggested Readings

- Bhatt, S C. 2000. Indian Press Since 1955, Publication Division, Ministry of Information & Broadcasting, Government of India.
- Friend,Cecilia, Jane B. Singer. 2007. Online Journalism Ethics: Traditions and Transitions.
- Hough, George. A. 2006. News Writing , Kanishka, New Delhi.
- Jan R. Hakemulder, Ray Ac De, P. P. Singh. 1998. News Reporting and Editing, Anmol Publications, New Delhi.
- Jefkins, Frank. 2007. Advertising, Tata Mcgraw Hill, New Delhi.
- Kotler, Philip. 2002. Marketing Management, Pearson Prentice Hall.
- McLeish, Robert. 2005. Radio Production , Focal Press.
- Natrajan, J. 1997. History of Indian Journalism, Publications Division-Ministry of Information & Broadcasting, Government of India, 1997
- Parthasarthy, Rangaswami. 1997. Journalism in India, Sterling Publishers, New Delhi.
- Ravindranath, P.K. 2007. Press Laws and Ethics of Journalism, Author Press, New Delhi
- Redmond J, Trager R. 2004. Media Organizations and Management Biztantra, New Delhi.
- Rogers, Everett M. 2000. Communication and Development: Critical Perspective, Sage,

New Delhi

Sarkar, N.N. 1998. Designing Print Communication, Sagar Publishers, New Delhi.

White, Ted. 2007. Broadcast News, Focal Press, New Delhi.

Zachariah, Aruna. 2007. Print Media, Communication and Management: Elements, Dimensions and Images, Kanishka Publishers, Delhi.

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Lectures, Lab and Fieldwork

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Media

Reporting  
Writing

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Art of Communication  
(912102)  
AECC (Electives) - (AECCE) Credit:4

### Course Objective(2-3)

- ï To explore the meaning and dynamics of communication as a process
- ï To introduce fundamental communication skills
- ï To understand the relevance of communication in different settings

- ï To delve into the potential influences on process of communication
- 

## Course Learning Outcomes

Upon completion of this course the students:

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

## Unit 1

Introduction to communication

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

## Unit 2

Kinds of communication

- ï Verbal
- ï Non verbal
  - o Eye contact
  - o Facial expressions
  - o Body language
  - o Touch

o Interpersonal distance

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### Unit 3

Communication pattern

- ï Extrapersonal
  - ï Interpersonal
  - ï Intrapersonal
  - ï Formal vs informal
  - ï Mass Communication
  - ï Direction
    - o Upward
    - o Downward
    - o Crosswise
  - ï Patterns and networks
- 

### Unit 4

Communicationskills

- ï Reading
  - o Reports
  - o Articles
  - o Narratives
  - o Argumentative texts
- ï Writing
  - o Report
  - o Business letters
  - o Resume
  - o Summary of longer texts

- o Narratives & argumentative pieces
    - ï Speaking
  - o Public speaking & presentations
  - o Fluency of speech
  - o Persuasion
  - o Introspection
  - ï Listening
    - o Instructions
    - o Comprehension of heard material
    - o Listening skills
    - o Response in interviews and discussions
- 

## Unit 5

### Effective communication

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

## Unit 6

### Influences on communication: Implications

- ï Language
  - ï Culture
  - ï Conditioning paradigms
  - ï Personality
- 

## Practical

## Communication and technology

- ï Application of technology
- ï Costs and benefits
- ï Advancements in technology
- ï Communication across different media
- ï Recent means of Communication (Email, Facebook, Twitter, etc)

## 8. Pedagogical strategies and application

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

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## References

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

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Internal Assessment: 40 Marks

Written Exam: 60 Marks

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Environmental Science  
(912107)  
AECC (Electives) - (AECCE) Credit:4

Course Objective(2-3)

1. To bring about the awareness about environmental issues
  2. Understand the fundamental concepts of environmental management
- 

Course Learning Outcomes

Upon completion of this course the students:

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

Unit 1

Relationship between environment and public health

Sustainable development: policy and practices

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## Unit 2

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

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## Unit 3

- Environmental pollution & public health - Mitigation strategies - Policy

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## Unit 4

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

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## Unit 5

- Social and Cultural parameters

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## Unit 6

- Environmental Risk & Impact Assessment.

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## References

### References:

1. Fundamental Concepts in Environmental Studies, D.D. Mishra, (S Chand & Co Ltd.), 2014.
2. Environmental Management for Sustainable Development, Chris Barrow, (Routledge Environmental Management Series), 2nd Ed., 2006.
3. Essentials of Environmental Management, Paul Hyde and Paul Reeve, (IOSH Services Ltd. UK.), 2004.
4. Environmental Impact Assessment Methodologies, Y. Anjaneyulu, Valli Manicka, (CRC Press), 2011.
5. Fundamentals of Ecological Modelling, S.E. Jorgensen and G. Bendorrichio (Elsevier), 3rd Ed., 2001.

6. Introduction to Environmental Economics, Nick Hanley, Jason F. Shogren and Ben White, (Oxford University Press), 2001.

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Classroom teaching and field work

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Internal Assessment : 40 Marks

Written Exam : 60 Marks

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Environment

Sustainable development

Ecology

Ecosystem

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