

Cluster Innovation Centre
BA (Hons.) Humanities & Social Sciences
SEMESTER-VI

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SEMESTER – VI
B.A. (Honours) Humanities & Social Sciences

CLUSTER INNOVATION CENTRE

DISCIPLINE SPECIFIC CORE (DSC)-16:
Social Movements 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		
Social Movements in India (DSC-16)	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS OF DSC-16

Unit 1: Conceptualising Social Movements (12 Hours)

Concept of Social Movements

Elements of Social Movements

Social Movements and Social Change

Methods of classification of Social Movements

Unit 2: Social Movements in Ancient and Medieval India (12 Hours)

Socio-religious Movements: Buddhism and Jainism (Equality and Social Justice, Compassion and Ethical Conduct, Non-violence, Asteya, Aparigraha)

Bhakti Movement: Rejection of Social Hierarchies, Inclusivity and Syncretism, Social Reforms

Unit 3: Social Movements in Modern India (12 Hours)

Brahmo Samaj: Emancipation of Women

Arya Samaj: Emphasis on Education

Satya Shodhak Samaj: Social Equality

Prarthana Samaj: Emphasis on Bhakti and Karma Yoga

Ezhava Movement: Political Engagement and Representation

Unit 4: Contemporary Social Movements (09 Hours)

Tribal Movements and Nation Building

Environment Movements: Chipko, Bishnoi, Silent Valley, Appiko

Disability Rights Movement

Gender Minority Groups Rights Movements

Suggested Readings:

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

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

**DISCIPLINE SPECIFIC CORE (DSC-17):
Philosophical Debates: Modern and Post-modern**

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		
Philosophical Debates: Modern and Post-modern (DSC-17)	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The learning objectives of this course are as follows -

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

Learning Outcomes

Upon completion of this course, students -

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

SYLLABUS OF DSC-17

Unit 1: Socialist Philosophy (12 Hours)

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

Unit II: Gender Debates (9 Hours)

- Feminist Critique of Patriarchy
- Performativity, Gender, Subversion

Unit III: Critical Theory (12 Hours)

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

Unit IV: Postcolonial Turn (12 Hours)

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

Essential Readings:

- Lohia, R. (1960) *Marx, Gandhi and Socialism*. Hyderabad, India: Navhindi.
- Said, E.W. (2011) *Orientalism*. London, UK: Penguin.
- Spivak, G.C. *et al.* (2020) *Can the subaltern speak?* London: Afterall Books.
- Butler, J. (2015) *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.
- Foucault, M. (2012) “What is an Author?” London: The Open University.
- Bourdieu, P. (1993) *The field of cultural production*. New York: Columbia University Press.
- Woolf, Virginia (2022) *Room of one's own*. S.l.: Indo European Publishing Co.
- Gramsci, A., Hoare, Q. and Nowell-Smith, G. (2014) *Selections from the prison notebooks of Antonio Gramsci*. New York, NY: International Publishers.

Suggested Readings

- Russell, Bertrand (2020) *History of western philosophy*. S.l.: Routledge.
- Beauvoir, S.de *et al.* (2015) *The second sex*. London: Vintage Books.
- Bhasin, K. (2009) *Understanding gender*. New Delhi: Women Unlimited.
- Held, D. (2010) *Introduction to critical theory: Horkheimer to Habermas*. Cambridge: Polity Press.
- Said, E.W. (2014) *Culture and Imperialism*. London: Vintage Digital.
- Gutting, G. *Foucault: A very short introduction* (2005). Oxford: Oxford University Press

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DISCIPLINE SPECIFIC CORE (DSC-18):
Human-Digital Interaction

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		
Human-Digital Interaction (DSC-18)	4	3	1	0	Class XII Pass	NIL

Course Objectives

This course is designed to help students to:

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

Learning Outcomes

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

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

Overview of human-digital interaction

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

Key Concepts - user experience, interface design, accessibility

UNIT II: Emerging Trends (12 Hours)

Debates and Discussions on the following:

Virtual and Augmented Reality

Natural Language Processing

Artificial Intelligence

Internet of Things

Unit III: Socio-Cultural Impact (12 Hours)

Impacts on Relationships, Communication, Identity, Social Norms

Computer-mediated Habitats and Virtual Communities

Culture in Virtual Spaces

Art and Creativity in Cyberspace

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

Algorithmic Bias

Responsible Design

Accessibility Concerns

Laws and Regulations

Suggested Readings

- Julie A. Jacko, 2012. The Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies and Emerging Applications. Taylor & Francis
- Sharp, H., Preece, J., and Rogers, Y. 2019. Interaction Design: Beyond Human-Computer Interaction. Wiley
- Gellman and Dixon. 2011. Online Privacy: A Reference Book. ABC-CLIO
- Cipolla-Ficarra, F., Ficarra, M.V., et al. 2017. Technology-Enhanced Human Interaction in Modern Society. IGI London

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**GENERIC ELECTIVE (GE-04A):
Intervention Beyond Mental Illness**

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		
Intervention Beyond Mental Illness (GE-04A)	4	3	0	1	Class XII Pass	Student must have studied at least 3-4 papers/ courses in Psychology or Applied Psychology

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

Upon completion of this course the students:

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

SYLLABUS OF GE-04A

Unit 1: Basic Issues in Counselling (9 Hours)

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

Unit 2: Theories & Techniques in Counselling (12 Hours)

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

Unit 3: Process of Counselling (12 Hours)

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

Unit 4: Integration and Application (12 Hours)

Using clinical case studies, discussions will be centred around integrating various therapeutic techniques in the areas of crises, adjustment difficulties, relationship breakdown, educational

needs, behavioural problems, developmental needs, lifestyle issues, mental illness etc. Students will be required to develop an intervention plan for each case discussed.

Practical component (if any) – (30 Hours)

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

- Counselling and Youth, Gender & Diversity
- Counselling with survivors of trauma
- Counselling in relationship issues
- Counselling and education

Suggested Readings:

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

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GENERIC ELECTIVE (GE-04B): Heritage Tourism

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			
Heritage Tourism (GE-04B)	4	3	1	0	Class XII Pass	Student must have studied at least 3-4 papers/ courses in Tourism or Allied Disciplines	Tourism Faculty at CIC

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

Upon completion of this course, students:

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

SYLLABUS OF GE-04B

Unit I: Heritage Tourism Products (12 Hours)

Concept of Heritage Tourism Product

Life Cycle of a Tourism Product

Carrying Capacity of Heritage Destinations

Need for New and Innovative Tourism Products

Challenges in Heritage Tourism Product Designing

Unit II: Heritage Destinations in India (12 Hours)

Natural Heritage Sites

Cultural Heritage Sites

Intangible Cultural Heritage - Art, Dance, Music

Unit III: Heritage Interpretation and Communication (9 Hours)

Heritage Site Interpretation Methods

Visitor Engagement and Education

Marketing and Promotion of Heritage Sites

Digital Technologies and Virtual Heritage Experience

Unit IV: Practising Tourism (12 Hours)

Heritage Walks - Concept and Types

Importance of Heritage Walks

Designing and conducting different types of Heritage Walks

References (English)

- 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.

- Harle, J.C. 1986. *The Art and Architecture of the Indian Sub-continent*, Penguin, (Reprint, London, 1990).
- Kotler, Philip. 2002. *Marketing for Hospitality & Tourism*. PHI, New Delhi.
- Liddle, Swapna. 2011. *Delhi: 14 Historic Walks*. Westland
- Jafa, Navina. 2012. *Performing Heritage: Art of Exhibit Walks*. Sage India
- Jethwani, S. 2019. *Salaam Delhi: Rediscovering 200 monuments in 25 Heritage Walks*. Notion Press

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

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**GENERIC ELECTIVE (GE-04C):
Media Studies: Mapping the Field**

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			
Media Studies: Mapping the Field (GE-04C)	4	3	1	0		Student must have studied at least 3-4 papers/courses in Media and Communication studies or Allied Disciplines	Media & Communication Studies Faculty at CIC

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

Upon completion of this course the students:

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

Unit 1: Storytelling Renaissance (10 Hours)

Narratives: Roles and Challenges

Envisioning the form in digital age: Understanding the Transition

Representations: Anthropology of stories

Deconstructing the audience

Unit 2: The Geography of Media Landscape (10 Hours)

Global and Local: Forms and Practices

Vernacular Media: Mapping the issues and landscape

Unit 3: Understanding the Vehicles (12 Hours)

Mass Mediation

Newspapers/ Radio/TV/Film/Photo/Theatre/Media Convergence

Art for Policy Change: Script, Play and Production

Unit 4: Theses on Impact (13 Hours)

The New Information Age: Our Robot Storyteller

War, Conflict, Culture and Society

The New Misinformation Age

Media as Socio-Technological System: Pathway to SDGs

Suggested Readings:

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

- Selected articles of Geoffrey Hinton:
<https://www.technologyreview.com/2023/05/03/1072589/video-geoffrey-hinton-google-ai-risk-ethics/>

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**DISCIPLINE SPECIFIC ELECTIVE (DSE-04A):
Innovation and Social Change**

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		
Innovation and Social Change (DSE-04A)	4	1	0	3	Class XII Pass	Students must be familiar with concepts (or related concepts) taught in any course under DSE-03

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

Upon completion of this course, students will -

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

OUTLINE OF DSE-04A

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

Theoretical Component (01 credit):

15 hours

Understanding Social Problem; Traditions, Beliefs and Challenges in the context of innovation; Design Thinking Approach and human-centred design; Indigenous systems and Innovative

Practices of India; Collaboration and collective action for social change; Innovation, Ethics and Social Responsibility; Case Studies of successful social innovations.

Suggestive Themes:

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

Practical component (if any) - 75%

90 hours

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-04B):
Technology and Innovation Policies**

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		
Technology and Innovation Policies (DSE-04B)	4	1	0	3	Class XII Pass	Students must be familiar with concepts (or related concepts) taught in any course under DSE-03

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

Upon completion of this course, students will-

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

OUTLINE OF DSE-04E

The course will introduce students to policies in the gamut of Technology and Innovation. It will stress on the role of government in fostering innovation by focusing on the function of

public policy on innovation and technological development especially in the India context. The course will examine the relationship between innovation and technology policy and issues such as intellectual property rights, etc. It will engage with the ethical and social implications of technological change. Students will develop an understanding of how different policy approaches can impact technological development, innovation outcomes and society as a whole.

Theoretical Component (01 credit): **15 hours**
 Technology and Knowledge Diffusion; Triple Helix Model; Technology Transfer; Capacity Building; Knowledge Society; Open Innovation; Technology Governance.

Indicative Themes

- Technology and economic development
- Intellectual property and innovation
- Technology and Society
- Innovation and sustainability
- Digital transformation and future of work

Practical component (if any) - 75% **90 hours**

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-04C):
 Social Innovation and Entrepreneurship**

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 Innovation and Entrepreneurship (DSE-04C)	4	1	0	3	Class XII Pass	Students must be familiar with concepts (or related concepts) taught in any course under DSE-03

Learning Objectives

The learning objectives of this course are as follows-

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

Learning Outcomes

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

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

OUTLINE OF DSE-04C

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

Theoretical Component (01 credit):

15 hours

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

Indicative Themes:

Ideating and designing a Startup

Incubating Startups for Social Entrepreneurship

Practical component (if any) - 75%

90 hours

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DISCIPLINE SPECIFIC ELECTIVE (DSE-04D): Economic Policies and Governance

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		
Economic Policies and Governance (DSE-04D)	4	1	0	3	Class XII Pass	Students must be familiar with concepts (or related concepts) taught in any course under DSE-03

Learning Objectives

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

Learning Outcomes

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

OUTLINE OF DSE-04D

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

Theoretical Component (01 credit)

15 hours

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

Indicative Themes:

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

Practical component (if any) - 75 %

90 hours

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DISCIPLINE SPECIFIC ELECTIVE (DSE-04E): Environmental Policies and Governance

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		
Environmental Policies and Governance (DSE-04E)	4	1	0	3	Class XII Pass	Students must be familiar with concepts (or related concepts) taught in any course under DSE-03

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

Upon completion of this course, students will -

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

OUTLINE OF DSE-04B

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

Theoretical Component (01 credit):

15 hours

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

Suggestive Themes:

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

Practical component (if any) - 75 %

90 hours

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**DISCIPLINE SPECIFIC ELECTIVE (DSE-04F):
Social Policies and Governance**

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 Policies and Governance (DSE-04F)	4	1	0	3	Class XII Pass	Students must be familiar with concepts (or related concepts) taught in any course under DSE-03

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

Upon completion of this course, students will -

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

OUTLINE OF DSE-04F

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

Theoretical Component (01 credit)

15 hours

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

Indicative Themes:

- Gender & diversity policies
- Cultural policies
- Public policies for the vulnerable groups (children, women, indigenous groups, etc.)

- Social welfare policies
- Education policies
- Public Health Policies

Practical component (if any) - 75 %

90 hours

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-04G):
Methodological Designs for Humanities & Social Sciences Research**

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		
Methodological Designs for Humanities & Social Sciences (DSE-04G)	4	3	1	0	Class XII Pass	NA

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS OF DSE-04G

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

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

Unit 2: Quantitative Research Design (12 Hours)

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

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

Unit 3: Qualitative Research Design (12 Hours)

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

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

Unit 4: Mixed Research Design (12 Hours)

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

Suggested Readings:

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

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