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B.A. (Hons.) Humanities and Social Sciences

SEMESTER-V & VI

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

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER – V
B.A. (Honours) Humanities & Social Sciences

CLUSTER INNOVATION CENTRE

COURSES OFFERED BY CLUSTER INNOVATION CENTRE

Category II

(UG Courses for Undergraduate Programme of study with Humanities & Social Sciences discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC ELECTIVE (DSE-03A): Climate Change and Environmental Degradation

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		
Climate Change and Environmental Degradation (DSE-03A)	4	1	0	3	Class XII Pass	**Student must have studied Qualitative and Quantitative Social Inquiry (DSC-03)**

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

Learning Outcomes

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

OUTLINE OF DSE-03A
Environmental degradation which is a consequence of centuries of unsustainable practices has further been exacerbated by climate change in more recent times. The combined effect of climate change and environmental degradation affects all types of development initiatives that various countries have taken up. This project will thus involve encouraging students to understand the factors responsible for climate change, its relationship with environmental degradation, ways to mitigate the negative consequences of climate change and environmental degradation and also initiate discussions on sustainable efforts through workshops, awareness programs and hands-on learning.

Theoretical Component (01 credit)   15 hours
Overview of carbon emission, interaction between air pollutants in the atmosphere, introduction to atmospheric science and climatic phenomenon, introduction to water budget systems in the atmosphere, biosphere and lithosphere, climate change and impact to the various communities of plants and animals such as habit shift, drought, migration etc.

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

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

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like:

- Identifying relevant fields/cases/ecosystems/industries, learning to analyse them objectively in its environmental, social and economic context.
- Conducting interviews with experts especially environmentalists
- Conducting observations and group discussions with stakeholders
- Designing public awareness campaigns with regard to impact of human activity on environment and ways to mitigate it
- Participating in and conducting workshops, etc.
- Engagement with interactive tools, visualisations, and data sets related to climate change and environmental research
- Analysing geospatial data related to environmental changes over time, such as deforestation or sea level rise
- Critically analyse reports, policy briefs, and data on global environmental issues and climate change
- or any other practical deemed fit by the teacher in the context of Climate Change and Environmental Degradation

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-03B): Sustainable Energy and Natural Resources

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		
Sustainable Energy and Natural Resources (DSE-03B)	4	1	0	3	Class XII Pass	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-03)

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

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

OUTLINE OF DSE-03B

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

Theoretical Component (01 credit)   **15 hours**

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

Indicative Themes:
- Renewable and non-renewable resources
- Renewable energy
- Affordable and clean energy

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

Depending on the theme chosen by the group of students the practical component of this paper may entail learning through practical exercises like:

- Identifying relevant fields/cases/policies, learning to analyse them objectively in its environmental, social and economic context
- Conducting interviews with experts
- Group discussions with stakeholders
- Introduction to open-source platforms like Open Energy Dashboard for monitoring and analysing energy consumption and renewable energy generation data
- Creating infographics, presentations, and visual materials to communicate climate change concepts and data effectively. Design interactive presentations and visual storytelling to convey complex environmental topics related to energy and resources
- Designing public awareness campaigns with regard to the concept of sustainability, energy, wealth generation and development
- Engaging with relevant Sustainable Development Goals (SDGs) and conducting related workshops
- Access energy consumption, production, and renewable energy statistics globally for critical analysis and comparison
- or any other practical deemed fit by the teacher in the context of Sustainable Energy and Natural Resources.

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

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		
Sustainable Agriculture and Food Systems (DSE-03C)	4	1	0	3	Class XII Pass	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-03)

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

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

OUTLINE OF DSE-03C
With a rapidly increasing human population, spurt in urbanization, varying food needs, growing wealth, environment degradation affecting food production, knowledge and discussion about sustainable agriculture and sustainable food systems have become imperative. This course will encourage students to examine the principles and practices of sustainable agriculture and food systems. Principles of agroecology, sustainable livestock management, challenges of sustainable and equitable food systems and policy and regulation related to sustainable agriculture and food systems will also be studied under this course. The course will help students lead campaigns towards making the public more aware about sustainable agriculture and food practices.

Theoretical Component (01 credit)   **15 hours**
Overview of ecosystem, interaction between biotic and abiotic environment components, energy and nutrient cycles, ecosystem services and biodiversity functioning.

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

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

Depending on the theme chosen by the group of students the practical component of this paper may entail learning through practical exercises like:

- Identifying relevant fields/cases/policies, learning to analyse them objectively in the environmental, social and economic context focusing on sustainable agriculture initiatives such as organic farming, agroecology, permaculture, etc.
- Conducting interviews with experts, group discussions with stakeholders, designing public awareness campaigns with regard to the concept of sustainable agriculture and food systems in the larger context of economic development and wellbeing.
- Organise field visits to local sustainable farms or arrange practising innovative sustainable techniques. Students observe agricultural practices such as crop rotation, integrated pest management, use of cover crops, and conservation tillage.
- Engaging with farmers to understand challenges and benefits associated with sustainable agriculture.
- Students can create a food system map that identifies key stakeholders such as farmers, distributors, retailers, consumers and food pathways such as production areas, transportation routes.
- Assessing food system dynamics, including production, distribution, consumption, and waste management.
- Critically evaluating sustainability criteria such as biodiversity conservation, soil health, water use efficiency, and carbon footprint in relevant fields or industry.
- Engaging with relevant Sustainable Development Goals (SDGs) and conducting related workshops, etc.
- or any other practical deemed fit by the teacher.

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DISCIPLINE SPECIFIC ELECTIVE (DSE-03D): Circular Economy

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		
Circular Economy (DSE-03D)	4	1	0	3	Class XII Pass	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-03)

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

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

OUTLINE OF DSE-03D
The course engages with concepts such as circular economy, the importance of resource efficiency, the role of business models, the principles of the circular economy, and the challenges and opportunities of implementing circular economy practices. Students will learn about waste management, recycling, and reusing to gain an understanding of the importance of resource efficiency, including the efficient use of energy, water, and materials. The course will explore the role of business models in the circular economy, including product-as-a-service, sharing economy, and closed-loop supply chains. Students will be introduced to the policy and regulatory frameworks, the importance of stakeholder engagement, and the role of innovation and technology.

Theoretical Component (01 credit)   **15 hours**
Concept of circular economy, ethical production and consumption, waste management & recycling and sustainable product design

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

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

Practical component (if any) - 75 %   **90 hours**
Depending on the theme chosen by the group of students the practical component of this paper may entail learning through practical exercises like:

- Identifying relevant fields/cases/policies, learning to analyse them objectively in its environmental, social and economic context, interviews with experts, group discussions with stakeholders, designing public awareness campaigns with regard to waste management and recycling, ethical production and consumption
- Working on Sustainable Product Designs
- Working with Open-source platform like OpenLCA for conducting life cycle assessments of products or processes to analyse environmental impacts across different life stages (raw material extraction, production, use, disposal)
- Engaging with relevant Sustainable Development Goals (SDGs) and conducting related workshops, etc.,
- or any other practical deemed fit by the teacher in the context of the evolving field of Circular Economy.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-03E): Social Justice and Equity

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 Justice and Equity (DSE-03E)	4	1	0	3	Class XII Pass	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-03)

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

Learning Outcomes

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

OUTLINE OF DSE-03E

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

Theoretical Component (01 credit)   **15 hours**
Environmental Justice, Intersectionality, Environmental Racism, Just Transition, Eco-feminism and Participatory Democracy.

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

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

Depending on the theme chosen by the group of students the practical component of this paper may entail learning through practical exercises like:

- Identifying relevant fields/cases/policies, learning to analyse them objectively in the context of historically disadvantaged groups and its intersectionality with environmental concerns
- Learning the use of tools like ArcGIS for spatial analysis of environmental inequalities and mapping of marginalised communities affected by environmental hazards
- Learning to use community mapping platforms like Google My Maps for collaborative mapping of environmental justice issues
- Conducting interviews and discussions with stakeholders
- Designing public awareness campaigns with regard to the importance of social justice and equity using social media campaign platforms like Twitter, Instagram, or Change.org, for raising awareness, mobilising support, and advocating for environmental justice causes
- Engaging with relevant Sustainable Development Goals (SDGs) and conducting related workshops, etc.

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

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		
Sustainable Cities and Communities (DSE-03F)	4	1	0	3	Class XII Pass	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-03)

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

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

OUTLINE OF DSE-03F
The course engages with concepts of sustainable urban planning, community engagement, green infrastructure, and urban resilience. Students will also examine the role of community engagement in sustainable urban development, including the importance of stakeholder involvement in decision-making processes. Students will learn about the benefits of green infrastructure, urban resilience etc. Students will be encouraged to analyze case studies of sustainable cities and communities, and explore best practices and innovative solutions for creating sustainable urban environments.

Theoretical Component (01 credit)   **15 hours**
Urban sprawl and urbanisation in developing countries, inbound and outbound migration, satellite cities & urbanisation and urban ecology.

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

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

Depending on the theme chosen by the group of students the practical component of this paper may entail learning through practical exercises like:

- Identifying relevant fields/cases/policies, learning to analyse them objectively in the environmental, social and economic context
- Conducting interviews with experts and policymakers, observations, group discussions with stakeholders, designing public awareness campaigns with regard to the concept of urbanisation, migration, sustainable cities and communities
- Using GIS tools and climate data, students can map vulnerable areas to climate risks such as flooding, heatwaves, or sea-level rise
- Developing sustainability action plans covering areas such as energy efficiency, green infrastructure, waste management, and community engagement based on their field visits and expert interaction and propose strategies to promote sustainable transportation options and reduce reliance on single-occupancy vehicles.
- Analysing data on transportation patterns, accessibility, and emissions.
- Engaging with relevant Sustainable Development Goals (SDGs) and conducting related workshops, etc., or any other practical deemed fit by the teacher in the context of Sustainable Cities and Communities.

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

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

SYLLABUS 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
- Zelliot 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.**

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. (2021) *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, Virgina (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

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

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

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

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:
   a. Counselling and Youth, Gender & Diversity
   b. Counselling with survivors of trauma
   c. Counselling in relationship issues
   d. 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 Mosiac.* 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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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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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	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-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 the social innovation process.

OUTLINE OF DSE-04A

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

Theoretical Component (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**

Depending on the theme chosen by the group of students the practical component of this
paper may entail learning through practical exercises like:
● Identifying relevant fields/cases, social startups, indigenous social innovation
   practices, etc.
● Students may explore, document, and analyse indigenous systems and innovative
   practices of India, focusing on their cultural, environmental, and socio-economic
   significance and change. Students may analyse case studies of successful social
   enterprises. They can examine their business models, strategies for impact
   measurement, and scalability challenges.
● Using Design Thinking Process as a tool for problem-solving and innovation
● Introduction to ideation tools like Lean Canvas
● Introduction to collaboration tools like Trello or Slack

**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	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-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-04B

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

Theoretical Component (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**

Depending on the theme chosen by the group of students the practical component of this paper may entail learning through practical exercises like:

- Identifying relevant fields/cases, public policies, sustainable practices, etc.
- Analysing case studies of countries or regions that have experienced significant economic growth due to technological advancements
- Analysing ethical dilemmas posed by new technologies, considering factors like privacy, equity, autonomy, and societal impact
- Studying and conceptualising products that promote sustainability
- Developing an IP strategy for a new technology or product that the students have conceptualised.

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	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-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**
Depending on the theme chosen by the group of students the practical component may include:

- Simulating a startup scenario where students develop a social business idea from concept to execution.
- Collaborating on tasks such as market research, product development, financial planning, and marketing strategy.
- Engaging with case studies involving ethical dilemmas faced by entrepreneurs, discuss potential consequences, and propose ethical solutions or guidelines for responsible entrepreneurship.
- Organising networking events where students interact with important stakeholders, pitch their startup ideas, seek feedback, and explore potential collaborations or partnerships.

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

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	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-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**

Depending on the theme chosen by the group of students the practical component may include:

- Identifying and navigating authentic sources for economic data.
- Analysing economic data like inflation rate, GDP growth, unemployment and external factors like global economic trends, political events.
- Designing monetary policy actions such as setting interest rates, open market operations and presenting it with rationale, followed by a discussion on the implications for economic stability and growth.
- Proposing innovative features in economic governance leveraging technologies such as AI, blockchain, or mobile banking and articulate their social implications.

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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	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-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-04E
This course provides an in-depth study of the policy tools and strategies designed by the governments and other organisations to address environmental issues. It will also examine the theoretical foundations and practical applications of environmental policies. The course is geared towards raising awareness about the implications of environmental policies on other aspects of a society like, livelihoods, economic inequality and gender disparity. The course will critically examine the environmental policies and governance in India in light of Climate Change, Sustainability and Environmental Justice.

Theoretical Component (01 credit):   **15 hours**
Environmental ethics, ecological economics, environmental governance, environmental justice, sustainable development, risk assessment and management.

Indicative Themes:
- Natural resource management
- Climate Change ACTS
- Environmental justice
- Biodiversity conservation

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

Depending on the theme chosen by the group of students the practical component may include:

- Assessing climate vulnerabilities like extreme weather events, sea-level rise, conduct risk assessments, and propose adaptation measures like infrastructure upgrades, community resilience programmes.
- Developing a management plan considering ecological sustainability, economic viability, and social equity; analysing trade-offs, negotiating agreements, and proposing strategies for resource conservation and equitable distribution.
- Designing mitigation strategies— renewable energy projects, carbon footprint reduction initiatives, etc.
- Conducting an Environmental Impact Assessment of development projects and assess its social and environmental impacts, and aspects of environmental justice.
- Hands-on habitat restoration project in a local natural area. Students conduct site assessments, identify native species, and implement restoration techniques such as invasive species removal, native plantings, and habitat enhancements. They monitor ecological indicators and biodiversity changes over time, documenting progress and challenges faced.
- Using GIS, students will simulate disaster vulnerability and conduct scenario analysis using climate models, land use models and impact model.

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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	Student must have studied Qualitative and Quantitative Social Inquiry (DSC-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**

Depending on the theme chosen by the group of students the practical component may include:

- Students may identify case studies/policies focusing on social issues like poverty, healthcare, disability, gender, etc. They analyse the case studies through the lens of assigned concepts. They identify social justice implications, evaluate existing policies or interventions, and propose alternative approaches to address underlying social inequalities or injustices. The activities will emphasise on evidence-based analysis and policy recommendations.

- Students may organise workshops where they analyse cases highlighting biases against vulnerable groups, assess diversity gaps, and propose policy recommendations for promoting equality and inclusivity in recruitment, workplace, and decision-making processes. They create action plans with measurable goals and strategies for monitoring progress.

- Students can collaborate with local organisations or communities affected by social issues, organise workshops, focus groups, or participatory forums to gather community perspectives on proposed policy solutions and assess community needs and priorities. Students reflect on the effectiveness of their advocacy strategies, document community feedback, and revise policy recommendations accordingly.

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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**	**Student must have studied Qualitative and Quantitative Social Inquiry (DSC-03)**

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.

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