

दिल्ली विश्वविद्यालय

# UNIVERSITY OF DELHI

B. A. Honours (Humanities & Social Sciences)

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

**INDEX**

	<u>Page No.</u>
1. Introduction / Concept Note	3-6
1.1 B.Tech. Humanities	
1.2 B.A. Honours (Humanities & Social Sciences)	
1.3 Meta-College Concept	
1.4 Streams	
1.4.1 Art & Design	
1.4.2 Counselling	
1.4.3 Heritage Tourism	
1.4.4 Journalism	
1. Admission Process	
2. Course Structure	7-9
2.1 Alignment with CBCS	
2.2 Types of Courses	
2.3 Number of courses offered	
2.4 Semester-wise placement of courses	
3. Learning Outcome-based Approach	10
4. Graduate Attributes	10-11
5. Qualification Description	11
6. Programme Objectives	11
7. Programme Learning Outcomes	11
8. Teaching Learning Process	11-12
8.1 Theory Courses at CIC	
8.2 Courses in Colleges	
8.3 Semester-long Innovation Projects	
9. Assessment Methods / Evaluation Scheme	12-16
9.1 Pass Percentage & Promotion Rules	
9.2 Re-appearance for Improvement	
9.3 Letter Grades and Grade Points	
9.4 Issue of Transcripts	
9.5 Span Period	
9.6 Attendance	
9.7 Computation of SGPA & CGPA	
10. Course Content (Unit-wise)	17-81

## **1. INTRODUCTION / CONCEPT NOTE**

The Cluster Innovation Centre (CIC) has been designed to seek and derive innovations from industrial clusters, village clusters, slum clusters and educational clusters. It is an endeavour to harness the passion and dedication of bright young minds with some of the major challenges of India and civil society. The hallmark of the CIC is 'out of the box' thinking and action with 'hands on' applications through a transdisciplinary route. The CIC has pioneered the concept of a Meta College as well as a Meta University and runs highly innovative state of art learning and research programmes.

Cluster Innovation Centre aims:

- To provide a platform for the University and its partners to forge mutually beneficial linkages to initiate and assist innovation activities and act as a catalyst and facilitator.
- To create an ecosystem that connects and facilitates various stakeholders on all aspects of the innovation process including training and support
- To promote innovations, channel various incentives that benefit the cluster and act as an incubating body managing the growth of innovation in the ecosystem.

### **1.1. B.Tech. Humanities**

With the launch of innovative schemes by MHRD and National Innovation Council, the University of Delhi felt that innovation programmes be launched which should enhance creative potential of students, have innovative curriculum, are more project oriented and tailored to the need of society and industry. Such programmes should be enabling for students to relate themselves to the real world problems in all spheres and look for innovative solution for the problems. University should work closely with all stakeholders in this endeavour.

B.Tech. Humanities, a four year programme, was therefore conceptualised and designed in 2012 to bridge the gap between academia and society, under Four Year Undergraduate Programme (FYUP). It was an inter-, trans- and multi-disciplinary programme aimed at dissolving the boundaries between humanities, social sciences, sciences and technology. Main focus of the programme was on project-based learning where students would attempt to engage with a social problem and bring out solutions through research, innovation and intervention. Traditional knowledge of problem solving in village, slum and educational clusters would be churned and processed in the centre and then given back to the society in the form of sustainable social innovation products, processes and services.

### **1.2. B.A. Honours (Humanities & Social Sciences)**

With the rollback of FYUP in 2014, 4-year B.Tech. Humanities was converted into 3-year B.A. Honours (Humanities & Social Sciences) programme. With the main concept of 'design your degree' and 'meta-college' The programme fosters interdisciplinary approach to the study of Humanities and Social Sciences, aiming to promote holistic education. Students benefit from the eclectic knowledge reservoir available at CIC from the areas of Computer Sciences, Design Innovati-

on, Environmental Science, Geography, Heritage Tourism, Literature, Mass Communication & Journalism, Natural Sciences, and Psychology. The curriculum is dispensed using a combination of classroom teaching, project-based learning, experimentation, group discussions, presentations, industry interactions and exposure, internships, and fieldwork.

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

### **1.3 Meta-College Concept**

Meta-college concept is one of the unique features exclusive to B.A. Honours programme at Cluster Innovation Centre. Delhi University comprises of more than 70 colleges where wide variety of discipline and professional courses are offered. Students registered for the B.A. programme at CIC can choose any of the constituent colleges of the University to study papers of their choice. This enables them to choose the best among the large pool of resources available at the University of Delhi. Meta-college concept, thus challenges the traditional institutional boundaries and provides students a unique opportunity to derive expertise from variety of resources. Students completing the B.A. Honours (Humanities & Social Sciences) Programme are eligible for any Masters Programmes at University of Delhi and other institutions and universities of India and abroad.

The programme allows:

- Flexible learning system
- Skill-based learning
- Entrepreneurship
- Linking academia with society and industry
- Social intervention

### **1.4 Streams**

#### **Stream I: Art & Design**

This stream creates an opportunity for interdisciplinary learning that recognizes the link between creativity and technology. The disciplinary boundaries of traditional universities have created gaps between those who have an aptitude for designing, painting, visual communication and those with talent for the applications of high-end technology. The entrepreneurial management of the arts has opened another field where Art and Business combines successfully. Given the work environment today and the demand for soft skills in market driven conditions, professional openings are available in art galleries, craftwork, book publishing, exhibition curating, apparel design and many other avenues. Those who have ICT capabilities are at an advantage.

While this stream may lead to jobs related to Museology and art management, those interested in design will get grounding for jobs in the burgeoning fields of Fashion Design, Interior Design, Furniture Design etc. Computer aided design is quite the norm today but traditional courses do not lay sufficient emphasis on this aspect.

### **Stream II: Counselling**

Counselors are employed in government and public schools. There is an acute shortage of trained counselors. Without appropriate preparation, training and practice adequate justice cannot be done to any assignment in this area. Seeing how vulnerable the recipient of counseling is, an important social responsibility lies in creating a cadre of qualified personnel who will attempt to impart holistic guidance, specially to school children and young adults in college.

In this context the stream “counseling” offered in this programme is extremely relevant to the present day society in India. While the programmes of ‘Psychology’ and ‘Applied Psychology’ are offered at the University of Delhi, this programme is different because it offers a holistic knowledge through also offering subjects in Sociology, Literature, Art, Music etc. to establish competencies that are interdisciplinary and innovative. Counseling may take the form of therapy through Arts, or confidence building through Personality Development, or advising on subject choice through an assessment of aptitude etc. The stream “Counseling” is not replicating the Psychology Honours programme but it is setting up the frame for additional explorations.

### **Stream III: Heritage Tourism**

India’s rich heritage of history and culture attracts tourists in large numbers but it is well known that the quality of information and tour services are deficient for the mid level traveler in the country. Domestic tourism is on the rise, and here also the demand is for affordable quality and reliable guidance to historical sites.

“Heritage Tourism” serves several purposes in making a student aware of the historical contexts in which modern society is embedded, in granting capabilities which open careers in a growth sector, and in encouraging self employment in the hospitality industry. The University of Delhi offers a course in History (Hons.) at 21 colleges but the papers are not related to tourism. On the other hand a B.A. Vocational Course in ‘Tourism Management’ does not enter the subject of History in depth. Combining the courses, and adding or modifying the course design through induction of papers in Sociology, Economics, Political Science, Languages and Art would enhance the learner’s capabilities for functioning effectively in the travel industry. Technology is an indispensable aid to the new competence required for simulations, photography, digitization, data analysis as a part of understanding the historical frameworks of modern India.

### **Stream IV: Journalism**

The role of journalism in democracy is crucial. In recognition of the need to evolve a strong socio-political consciousness as well as effective linguistic and communication skills, the student will be guided to choose courses from disciplines such as Political Science, Philosophy, Journalism, Literature, Psychology, Economics, Sociology etc. The objective of the course is to provide the student paradigms of holistic learning, critical sensibility and the art of writing. Students will be encouraged to study courses that sensitize them to issues of social justice and public ethics.

#### **1.5 Admission Process**

No. of Seats	: 44 (Reservation as per University Rules)
Duration of Course	: 3 Years (6 Semesters)
Eligibility Criteria for Admission	: A student currently appearing or passed with minimum aggregate marks at 10+2 level as mentioned below:
• General & EWS Category:	60% in any four subjects (including English / MIL)
• OBC Category:	54% in any four subjects (including English / MIL)
• PwD / CW Category:	57% in any four subjects (including English / MIL)
• SC/ST Category:	Passing marks (including English / MIL)

**Admission** : Through a written MCQ-based Entrance Test only

## 2. COURSE STRUCTURE

### 2.1 Alignment with CBCS

The B.A. Honours (Humanities & Social Sciences) programme offered at the Cluster Innovation Centre was aligned with CBCS structure as given in Table 1

**Table 1: CBCS Course Structure for B.A. Honours (Humanities & Social Sciences) at CIC**

Courses	Credits	
	Theory+Practical	Theory+Tutorial
<b><u>I. Core Courses</u></b> (14 Papers of 6 credits each)	14x4 = 56	14x5 = 70
Core Course Practical/Tutorial (14 Practical/Tutorial*)	14x2 = 28	14x1 = 14
<b><u>II. Elective Courses</u></b> (8 Papers of 6 credits each)		
A.1. Discipline Specific Elective (4 Papers of 6 credits each)	4x4 = 16	4x5 = 20
A.2. Discipline Specific Elective (4 Practical/Tutorial*)	4x2 = 8	4x1 = 4
B.1. Generic Elective/Interdisciplinary (4 Papers of 6 credits each)	4x4 = 16	4x5 = 20
B.2. Generic Elective/Interdisciplinary (4 Practical/Tutorial*)	4x2 = 8	4x1 = 4
<b><u>III. Ability Enhancement Courses</u></b>		
1. Ability Enhancement Compulsory Courses (2 Papers of 4 Credits each)	2x4 = 8	2x4 = 8
2. Ability Enhancement Elective (Skill Based) (2 Papers of 4 credits each)	<u>2x4 = 8</u>	<u>2x4 = 8</u>
<b>Total credits:</b>	<b>148</b>	<b>148</b>
<b>* Wherever there is practical there will be no tutorial and vice-versa</b>		

### 2.2 Types of Courses

B.A. Honours (Humanities and Social Sciences) is aligned with Choice Based Credit System (CBCS) adopted by the University of Delhi. Following types of courses are offered under CBCS:

1. **Core Course (CC):** These courses are to be compulsorily studied by a student both in CIC and the colleges he/she chooses under meta-college concept. In CIC two core courses are offered in Semester I and two in Semester VI. During semesters II, III, IV and V a student chooses two/three core papers in colleges. It must be noted here that since the B.A. Honours (Humanities & Social Sciences) is an interdisciplinary course any two papers (whether Core or GE or DSE) may be considered as core courses.
2. **Elective Course (EC):** An elective course is a course that can be chosen from a pool of courses. It is intended to support the discipline of study by providing an expanded scope, enabling exposure to another discipline/domain and nurturing a student's proficiency and skill. Since students of B.A. Honours (Humanities & Social Sciences) is an interdisciplinary course the papers chosen by students in various colleges may be considered as Electives even if the college is offering them under a different heading. An elective may be of following types:
  1. **Discipline Specific Elective (DSE):** It is an elective course that adds proficiency to the students in the discipline or leads to an interdisciplinary approach to learning. CIC offers 4 papers under this category two each in semesters V and VI.
  2. **Generic Elective (GE):** It is an elective course offered by different academic disciplines at various colleges and CIC that broadens the perspective of a student undergoing the B.A. Honours course.
3. **Ability Enhancement Compulsory Course (AECC):** Two AECC papers are offered at CIC, one in semester I (Art of Communication, equivalent to MIL) and one in semester II (Environmental Science). Students are not allowed to take AECC papers in colleges they choose under meta-college concept.
4. **Skill Enhancement Course (SEC):** A pool of Skill Enhancement Courses are offered at CIC in semester III and IV out of which a student chooses one in III and one in IV semester. Students are not allowed to take SEC papers in colleges they choose under meta-college concept.

### 2.3 Number of Courses Offered

**Table 2: Number of Courses Offered**

S.No.	Course Type	No. of Courses
1	Core Courses (CC)	14
2	Discipline Specific Electives (DSE)	4
3	Generic Electives (GE)	4
4	Skill Enhancement Courses (SEC)	2
5	Ability Enhancement Compulsory Courses (AECC)	2
	<b>Total Number of Courses Offered</b>	<b>26</b>



## 2.4 Semester-wise Placement of Courses

Table 3: Semester-wise Placement of Courses

Year	Sem	Core Course (14)	AECC (2)	SEC (2)	DSE (4)	GE (4)
I	I	C1: Impact of Technology	AECC1: Art of Communication			GE1
		C2: Research Methodology				
	II	C3: Paper chosen in College	AECC2: Environmental Science			GE-2
		C4: Paper chosen in College				
II	III	C5: Paper chosen in College		SEC-1		GE-3
		C6: Paper chosen in College				
		C7: Paper chosen in College				
	IV	C8: Paper chosen in College		SEC-2		GE-4
		C9: Paper chosen in College				
		C10: Paper chosen in College				
III	V	C11: Paper chosen in College			DSE-1	
		C12: Paper chosen in College			DSE-2	
	VI	C13: Digital Humanities			DSE-3	
		C14: Innovation Management			DSE-4	
<p><i>Key: AECC = Ability Enhancement Compulsory Course; SEC = Skill Enhancement Course; DSE = Discipline Specific Elective; GE = Generic Elective</i></p>						

A student is required to complete 148 credits for completion of the B.A. Honours (Humanities & Social Sciences) course. The semester-wise distribution of credits are given in Table 4.

Table 4: Semester-wise Distribution of Credits

Year	Semester	Courses	Credits	Semester	Courses	Credits
<b>Part - I : First Year</b>	I	4	22	II	5	22
<b>Part - II : Second Year</b>	III	5	28	IV	5	28
<b>Part - III : Third Year</b>	V	4	24	VI	4	24

### **3. LEARNING OUTCOME-BASED APPROACH**

In India there has been a disconnect between academia and society, more so in humanities and social sciences disciplines. B.A. Honours (Humanities & Social Sciences) programme is designed in such a way that students will be engaged with society, identifying the problems and working towards their solutions through innovative thinking and intervention approaches. Thereby bridging the gap between academia and society.

The programme has a compulsory project component. These semester-long projects are carried out in groups of 5-6 students under the guidance of a mentor.

This programme offers four streams viz. Counselling, Journalism, Heritage Tourism and Art & Design, to provide direction to students for further education or professional pursuits.

This course is highly flexible and allows students to design their own degree. The meta-college concept allows students to take courses from all constituent colleges (about 80) of the University of Delhi.

### **4. GRADUATE ATTRIBUTES**

On completion of the course students are expected to have acquired the skills of effective communication, critical thinking, social research methods and social outreach. The attributes expected from the graduates of B.A. Honours (Humanities & Social Sciences) are:

- i. A holistic knowledge and understanding of basic concepts in humanities and social sciences and their linkages with sciences, art and technology.
- ii. The capacity to identify, understand and solve the problems of society.
- iii. The ability to collect, analyse, interpret and present the data and bring out the meaning, correlations and interrelationships.
- iv. Team building and leadership skills, communication, creative and critical thinking skills, and innovative problem solving skills.
- v. Capability to mobilise and engage local population in community development and involving agencies through intervention.
- vi. Good citizen qualities including understanding of and respect for diversity and other cultures and communities, along with scientific temper and rational thinking.
- vii. Fair understanding of Counselling/Journalism/Tourism/Design to venture further into these fields or undertake employment.

### **5. QUALIFICATION DESCRIPTION**

Upon successfully completing the course the students will be conferred a degree of B.A. Honours (Humanities and Social Sciences) with major in either of the four streams offered viz. Art & Design, Counselling, Heritage Tourism and Journalism. It is an inter-, multi- and trans-disciplinary degree where students design their own degree and are not confined to the boundaries of one dis-

cipline or college. Meta-college concept allows students to have an experience of learning from a variety of experts from various fields of study.

## **6. PROGRAMME OBJECTIVES**

**PO1** To inculcate the inter- and trans- disciplinary approaches to students for better understanding of the society and the problems it faces.

**PO2** To bring out the holistic solutions to the social problems especially in the clusters of education, industry, slums and villages and implement these solutions through intervention in tandem with public, private and non governmental organisations.

**PO3** To develop the attitude of social entrepreneurship and innovation.

**PO4** The program aims at bridging the gap between the academia, industry and society through practicals, projects and social experimentation.

**PO5** The program expects students to develop the approach of critical thinking and provide them an exposure to research at undergraduate level.

## **7. PROGRAMME LEARNING OUTCOMES**

The completion of B.A. Honours (Humanities & Social Sciences) programme will enable student to:

- i. inculcate inter- and trans-disciplinary approaches to the understanding of humanities and social sciences.
- ii. identify the socio-economic problems and understand the underlying causes and reasons of these socio-economic and other problems especially in village, slum, urban and educational clusters.
- iii. develop the attitude of social entrepreneurship and social innovation to address the social issues in a sustainable way.
- iv. develop the approach of critical thinking and provide them an exposure to research at undergraduate level.
- v. design their future in the fields of counselling, tourism, journalism or art and design depending on the interest of student.

## **8. TEACHING LEARNING PROCESS**

Cluster Innovation Centre involves a number of pedagogy methods most of which are student-centric involving both low tech direct methods and high tech methods. B.A. Honours programme is based on meta-college concept and also involves compulsory semester-long projects the teaching learning process is very diverse, as follows:

### **8.1 Theory Courses at CIC**

The faculty of the Cluster Innovation Centre is exclusively involved in organising lectures and evaluation for semester I and VI students of B.A. Honours (Humanities & Social Sciences). The pedagogy involved includes classroom lectures, debates, discussions, presentations, film screenings, seminars and workshops.

### **8.2 Courses in Colleges**

From semester II to V students go to different colleges to study 3 papers under meta-college concept. Faculty from respective colleges are thus directly and actively involved in teaching students of CIC and involve varied variety of teaching processes.

### **8.3 Semester-long Innovation Projects**

Students also undertake one semester-long project from semester II to V. These projects are carried out under the supervision of a mentor from CIC or external mentor from the relevant field.

## **9. ASSESSMENT METHODS / EVALUATION SCHEME**

The students registered in B.A. Honours (Humanities & Social Sciences) course at CIC study semesters I and VI exclusively at CIC. During these semesters (I and VI) 4 Core, 1 AECC and 2 DSE papers are offered. Students study three papers (Core/GE/DSE) in semesters II, III, IV and V in constituent colleges of the University of Delhi under meta-college concept. Apart from this, students undertake one compulsory semester-long project in each semester at CIC during these four semesters. Further, Environmental Science is offered in Semester II as second AECC paper, and one paper is offered each in Semester III and IV as Skill Enhancement Course (SEC). The evaluation scheme is as follows:

- (f) All papers and semester-long projects offered at Cluster Innovation Centre (Core, Elective, Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC)) are of 100 marks each and 40 marks are for Internal Assessment (IA).
- (g) The breakup of marks for Internal Assessment is decided by the concerned teacher. However 5 marks are given for attendance as per University rules.
- (h) Examination for Semester-long Projects is based on continuous evaluation which includes mid-semester presentation (20 Marks), end-semester presentation (20 Marks) and project report (20 Marks).
- (i) The breakup of marks for Internal Assessment for semester-long projects is: Fieldwork (10 Marks); Group Work (10 Marks); Individual Contribution (10 Marks); Interaction with the Mentor (5 Marks) and Attendance (5 Marks)
- (j) Project presentations (both mid- and end-semester) and Project Reports are assessed by Project Assessment Committee which includes two Internal Examiners and one External Examiner.
- (k) The Internal Assessment as well as the final exam of the papers studied at different colleges under meta-college concept is undertaken as per the concerned college and course rules.

### **9.1 Pass Percentage & Promotion Rules**

As per University rules, the following provisions shall be applicable to students admitted to the B.A. Honours (Humanities & Social Sciences) at the Cluster Innovation Centre:

- (a) A student who appears in an odd semester examinations or who was eligible to appear in the odd semester examinations but remains absent in any or all the papers of the said semester, shall move on to the next even semester irrespective of his/her result in the said examinations.
- (b) A student who has passed 50% of all the papers in 1st and 2nd semester shall be promoted to the second academic year / 3rd semester.
- (c) A student who has passed 50% of all the papers in 3rd and 4th semesters shall be promoted to the third academic year / 5th semester.
- (d) Students who do not fulfill the promotion criteria mentioned above shall be declared fail in the promotion examination of the academic year concerned. However, they shall have the option to retain the marks in the papers in which they want to retain.
- (e) If a student has secured an aggregate of minimum 40% marks taking together all the papers in theory examination (including internal assessment/ project, wherever applicable) and practical exam separately till the end of the third year, i.e., upto the end of the 6th semester, then she/he shall be awarded the degree.
- (f) A student who wants to re-appear for improvement in marks in a paper prescribed for semester I/III/V may do so only in the semester examinations to be held in November/December. A student who wants to re-appear for improvement in a paper prescribed in semester II/IV/VI may do so only in the examinations to be held in May/June.

### **9.2 Re-appearance for Improvement**

- (a) A student may re-appear in any theory paper prescribed for a semester, on foregoing in writing her/his previous performance in the paper/s concerned. This can be done in the immediate subsequent semester examination only (for example , a student reappearing in paper prescribed for semester 1 examination may do so along with subsequent semester 3rd examination and not along with papers for semester 5).
- (b) A candidate who has cleared examinations of third academic year (5th and 6th semesters) may re-appear in any paper of 5th or 6th semester only once, at the immediate subsequent examinations on foregoing in writing her/his previous performance in the paper/s concerned, within the prescribed span period. (Note: The candidate of this category will not be allowed to join any post-graduate courses)
- (c) In the case of re-appearance in paper, the result will be prepared on the basis of candidate's current performance in the examinations.
- (d) In the case of a candidate, who opts to re-appear in any paper/s under the aforesaid provisions, on surrendering her/his earlier performance but fails to reappear in the paper/s concerned, the marks previously secured by the candidate in the paper/s in which she/he has failed to re-appear shall be taken into account while determining her/his result of the examination held currently.
- (e) Re-appearance in practical/internal assessment shall not be allowed.

- (f) Duration of end semester theory examinations of Core and Elective subjects shall be three hours.
- (g) The entire evaluation process for AECC and Skill Enhancement Courses (SEC) shall be undertaken by each college where the AECC and SEC are being taught and the teacher responsible for the conduct of learning of the AECC and SEC shall be responsible for the evaluation.

### 9.3 Letter Grades and Grade Points

A student who becomes eligible for the degree shall be categorized on the basis of the combined result of semester I to semester VI examinations under CBCS on a 10 point grading system with the Letter Grades as given in Table 5.

### 9.4 Issue of Transcripts

Based on the grades earned, a Grade Certificate shall be issued to all the registered students by the University after every semester and a consolidated transcript indicating the performance in all semesters, at the end of the course. The Grade Certificate will display the course details (code, title of the paper, number of credits, grade secured) along with SGPA of each semester and CGPA earned based on overall six semesters.

**Table 5: Grades and Grade Points**

Letter Grade	Grade Point
<b>O</b> (Outstanding)	10
<b>A+</b> (Excellent)	9
<b>A</b> (Very Good)	8
<b>B+</b> (Good)	7
<b>B</b> (Above Average)	6
<b>C</b> (Average)	5
<b>P</b> (Pass)	4
<b>F</b> (Fail)	0
<b>Ab</b> (Absent)	0

- a.** A student obtaining Grade F shall be considered failed and will be required to reappear in the examinations.
- b.** For non- credit courses, ‘satisfactory’ or ‘unsatisfactory’ shall be indicated instead of the Letter Grade and this will not be counted for the computation of SGPA/CGPA.

- c. A student who obtains a grade F or Ab in any paper shall have to repeat the paper.
- d. For non-credit courses, 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- e. A student who has to reappear in any paper of Semester I/ III/ V may do so only in the subsequent semester examination for Semester I/ III/ V respectively. Similarly if a student has to reappear in any paper of Semester II/ IV/ VI may do so only in the subsequent semester examination for Semester II/ IV/ VI respectively.
- f. A student who reappears in any paper shall carry forward the marks of the internal assessment originally awarded to him/her.
- g. If a student has an ER in an open elective, and the same open elective is not being offered in the subsequent year, he/she will have to change the elective. In that case, the student will have to give the internal assessment for the new elective.
- h. Minimum total credit in six semesters is 148. A student passing a paper will earn the total credit assigned to that paper. Total credit credit score will not exceed 160 credits.

### 9.5 Span Period

For all the students obtaining admission under the B.A. Honours (Humanities & Social Sciences) under CBCS starting 2015-16, the span period to complete the course will be 6 years from the year of admission in the first semester, irrespective of the different courses provided the student has completed all requirements to become eligible for appearing in the University Examinations as per rules.

### 9.6 Attendance

Averaged percentage of attendance to appear in the end semester examination shall be as per University Rules for Undergraduate Degree Examinations at the time.

**9.7 Computation of SGPA & CGPA:** The following procedure shall be used to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits and the grade points scored in all the courses of a semester, to the sum of the number of credits of all the courses taken by a student, i.e.

$$SGPA(S_j) = \frac{\sum C_j \times G_j}{\sum C_j}$$

where  $S_i$  is the  $i^{\text{th}}$  Semester,  $C_j$  is the number of credits of the  $j^{\text{th}}$  course in that semester and  $G_j$  is the grade point scored by the student in the  $j^{\text{th}}$  course.

**ii.** The CGPA is also calculated in the same manner taking into account all the courses taken by a student over all the semesters of a programme, i.e.

$$CGPA = \frac{\sum C_i \times SGPA(S_i)}{\sum C_i}$$

where  $SPGA(S_i)$  is the SGPA of the  $i^{\text{th}}$  semester and  $C_i$  is the total number of credits in that semester.

**iii.** The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

iv. CGPA shall be converted into percentage of marks if required, by multiplying CGPA with 10.



**10. COURSE CONTENT (UNIT-WISE)**

<b>Semester I</b>							
<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>			<b>Marks</b>		
		<b>L</b>	<b>T</b>	<b>Total</b>	<b>IA</b>	<b>EA</b>	<b>Total</b>
912103 (Core1)	Impact of Technology: Philosophical Implications	5	4	6	40	60	100
912106 (Core2)	Research Methodology	5	4	6	40	60	100
912101 (GE1)	Introduction to Humanities & Social Sciences	5	4	6	40	60	100
912102 (AECC)	Art of Communication	4	-	4	40	60	100
<b>GRAND TOTAL - SEM I</b>		<b>Credits</b>		<b>22</b>	<b>Marks</b>		<b>400</b>
<i>L = Lecture; T = Tutorial; IA = Internal Assessment;  EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)</i>							

## **Impact of Technology: Philosophical Implications**

**Sem I | Core | 6 Credits | 912103**

### **Course Objectives**

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

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

### **Learning Outcomes**

Upon completion of this course a student will:

- understand the fundamental questions, concepts and developments within the philosophy of technology
- trace the chronological development of technology and its impacts on man and society
- have a critical understanding of the way that technology works to shape human experience and well-being
- analyse the philosophical, ethical and social implications of science & technology

### **UNIT I: Technology - Meaning & Concept**

Defining Technology; Characteristics of Technology; Concepts in Technology; Technological Process - Invention, Innovation and Diffusion; Technological Development and Progress; Role of Social Factors in Technological Development; The Cultural Character of Technology; Limits of Science & Technology. Capitalist, Marxist & Gandhian Approaches to Technology.

### **UNIT II: History of Science & Technology**

Science and Technology before Scientists - the Stone Ages. Emergence of Ancient Civilizations and Birth of Intellectual Concepts & Ideas. Medieval Science and Technology - China, India, Arab, Europe. Birth of Modern Science: Renaissance, Scientific Revolution, Enlightenment, Industrial Revolution. Advances in Modern Science and Technology; the Post Industrial Society; the Information Age. Science & Technology in India - Ancient India's contribution to Science and Technology. Great Indian Scientists. Current Technological Development in India

### **UNIT III: Technology and Society**

Man-Technology Relationship; Theories of Social Change; Technology and Social Change; Technological Determinism; Sociotechnical Systems and Technocracy; Technology, Gender &

Feminism; Machines and the Transformation of Work; Technology and Inequality; Technology & Human Well-being; Technology, Power, Politics and War; Technology and Ideology; Technology and Environmental Change; Existential Threats. Science, Technology and Religion.

#### **UNIT IV: Philosophical and Ethical Implications of Technology**

Philosophy of Technology - Humanities & Analytical Philosophies of Technology; Ethical & Social Aspects of Technology. Methods and Approaches of Ethics of Technology; Technoethics; Unintended Consequences of Technology; Ethical Implications of Space Technology; Information Technology; Nanotechnology; Biotechnology; Bioinformatics, Robotics and Artificial Intelligence. Future Technologies: Technology for Sustainable Energy and Ecology; Technology and the Future of Humanity. Alternative and Responsible Technology.

#### **Suggested Readings**

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

#### **Additional Readings:**

- Alex Woolf. *The Impact of Technology in Art*. Heinman, 2015.
- D. M. Bose et al. *A Concise History of Science in India*. INSA, New Delhi, 1971
- David Boersema. *Philosophy of Science*. Pearson Prentice Hall, 2008.
- Deepak Kumar. *Science and the Raj*. Oxford, New Delhi, 1995.
- Eric Brynjolfsson & Andrew McAfee. *The Second Machine Age*. W. W. Norton & Co. 2014.

- Hess, Davis J. *Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts*. Columbia University Press, New York, 1995.
- Hubert Dreyfus. *On the Internet*. Routledge, 2009.
- Ian McNeil. *An Encyclopedia of the History of Technology*. Routledge, 1990
- Julian Savulescu & Nick Bostrom. *Human Enhancement*. Oxford University Press, 2009.
- Nick Bostrom. *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press, 2014.
- R.V.G. Menon. *An Introduction to History and Philosophy of Science*. Pearson, 2009.
- Ruth Oldenziel. *Making Technology Masculine*. Amsterdam University Press, 1999
- Ruth Schwartz Cowan. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. Basic Books, 1983
- *Science, Technology and Gender: An International Report*. UNESCO Publishing, 2007
- Sorell, Tom. *Scientism: Philosophy and the Infatuation with Science*. Routledge, 1991
- Uma Parmeswaran. *C. V. Raman: A Biography*. Penguin, New Delhi, 2011
- W. Heisenberg. *Physics and Philosophy: The Revolution in Modern Science*. London, 1959

### **Teaching Learning Process**

Classroom teaching, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Philosophy of technology, human well-being, future of humanity

---

**Research Methodology**  
**Sem I | Core | 6 Credits | 912106**

**Course Objectives**

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

**Course Learning Outcomes**

Upon completion of this course students will be able to

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

**Unit I: Introduction to Research Methodology**

- Meaning, significance and goals of research
- Types of Research
- Research Methods and Methodology
- Review of Literature
- Problems Encountered by Researchers
- Research ethics

**Unit II: Introduction to Statistics**

- Meaning and significance
- Types of statistics – descriptive vs inferential
- Levels of Measurement
- Tabulation and graphical representation
- Measures of Central Tendency & Dispersion
- Score transformation (z score & T scores), Normal Distribution,

**Unit III: Research Problem and Hypothesis**

- Definition and statement of a research problem

- Difference between research objectives, research question and research hypothesis
- Hypothesis Testing – definition, types and formulation
- Testing of Hypothesis – dependent and independent means

#### **Unit IV: Data Collection: Types, Sources and Techniques**

- Qualitative vs quantitative data
- Primary vs secondary sources of data
- Tools of data collection: Experiments, Standardized Tests (reliability, validity and norms), Interviews, Observation and Questionnaires.
- Sampling: concept and types

#### **Unit V: Analysis and Interpretation of Data**

- Quantitative analysis: correlation, t-test, one-way ANOVA & chi-square
- Qualitative analysis: thematic and narrative analysis
- Report Writing

#### **References**

##### **English**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Kaul, Lokesh. *Methodology of Educational Research*. New Delhi: Vikas Publishing House, 1986.
- Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: Wiley and Eastern Ltd. 2008.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners* (Third Edition). Sage Publications, 2011.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New

Delhi: Concept Publication, 2002.

- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

### **Hindi**

- Sharma, Vinayamohan. *Shodh Pravidhi*, Mayur Paperbacks, Delhi, 2006
- Sinha, Savitri. *Anusandhan ka Swaroop.*, Aatmaram & Sons, Delhi, 1954
- Sinha, Savitri and Vijyendra Snatak. *Anusandhan ki Prakriya*. National Publishing House, New Delhi, 1969

### **Teaching Learning Process**

Classroom teaching and field survey

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Research methods, hypothesis, fieldwork, data

---

## **Introduction to Humanities & Social Science Research**

**Sem I | GE | 6 Credits | 912101**

### **Course Objectives**

Students will be:

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

### **Learning Outcomes**

Upon completion of this course a student will:

- Understand the concept and scope of merging and evolving disciplines.
- Be equipped with adequate knowledge to integrate various disciplines and apply them to solve individual & social issues.
- Be able to frame a comparative context through which they can critically assess the ideas, forces, movements and values that have created the modern world.

### **Unit I: Concepts, Approaches, Scope & Recent Research Trends**

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

### **Unit II: Understanding Humanities as a discipline**

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

### **Unit III: Understanding Social Sciences as a discipline**

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

### **Unit IV: Emerging in Humanities & Social Sciences (Any Two)**

- Peace & Conflict Studies –concept, inter-disciplinarity of peace and conflict studies, theories of conflict and causes of conflict.
- Cultural Studies – understanding culture, inter-disciplinarity of cultural studies, basic



paradigms, learning basic strategies for connecting culture knowledge to everyday life, e.g., high culture, cross-culture, popular culture, etc.

- Religion, culture & society – construction of religion, basic tenets of religion studies, psychology & religion, society & religion, culture & religion, gender, sex & religion, religion & secularism.
- Development Studies – concepts & core elements, inter-disciplinarity of development studies, approaches to development studies.

### **Unit V: Human Rights**

- Concept of Human Rights
- United Nations and Human Rights
- Rights of Women and Children
- Rights of Dalit, Tribes and Minorities
- Rights of Old, Disabled, Unorganised Labour and Displaced Persons
- Human Rights and Mental Health

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

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

### **Teaching Learning Process**

Classroom teaching, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Humanities, Social Sciences, interdisciplinarity, transdisciplinarity

**Art of Communication**  
**Sem I | AECC | 4 Credits | 912102**

**Course Objectives**

- To explore the meaning and dynamics of communication as a process
- To introduce fundamental communication skills
- To understand the relevance of communication in different settings
- To delve into the potential influences on process of communication

**Course Learning Outcomes**

Upon completion of this course the students

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

**Unit I: Introduction to communication**

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

**Unit II: Kinds of communication**

- Verbal
- Non verbal
  - Eye contact
  - Facial expressions
  - Body language
  - Touch
  - Interpersonal distance

**Unit III: Communication pattern**

- Extrapersonal
- Interpersonal
- Intrapersonal

- Formal vs informal
- Mass Communication
- Direction
  - Upward
  - Downward
  - Crosswise
- Patterns and networks

#### **Unit IV: Communication skills**

- Reading
  - Reports
  - Articles
  - Narratives
  - Argumentative texts
- Writing
  - Report
  - Business letters
  - Resume
  - Summary of longer texts
  - Narratives & argumentative pieces
- Speaking
  - Public speaking & presentations
  - Fluency of speech
  - Persuasion
  - Introspection
- Listening
  - Instructions
  - Comprehension of heard material
  - Listening skills
  - Response in interviews and discussions

#### **Unit V: Effective communication**

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

**Unit VI: Influences on communication: Implications**

- Language
- Culture
- Conditioning paradigms
- Personality

**Unit VII: Communication and Technology**

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

**Unit VIII: Pedagogical Strategies and Application**

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

**References**

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

**Teaching Learning Process**

Classroom teaching, discussions and debates

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

Communication, language, body language, gestures

---

<b>Semester II</b>							
<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>			<b>Marks</b>		
		<b>L</b>	<b>T</b>	<b>Total</b>	<b>IA</b>	<b>EA</b>	<b>Total</b>
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
912201 (GE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
912107 (AECC)	Environmental Science	4	0	4	40	60	100
<b>GRAND TOTAL - SEM II</b>		<b>Credits</b>		<b>22</b>	<b>Marks</b>		<b>400*</b>
<i>L = Lecture; T = Tutorial; IA = Internal Assessment;  EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)  * it may vary depending on the course taken by a student</i>							

**Semester-long Innovation Project**  
**Sem II |GE | 6 Credits | 912201**

**Course Objectives**

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

**Course Learning Outcomes**

Upon completion of this course the students

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

**Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

**References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

**Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory

component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

**Assessment Methods**

Internal Assessment: 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

Mid-Semester Presentation: 20 Marks

End-Semester Presentation: 20 Marks

Project Report: 20 Marks

Total: 100 Marks

**Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

---



**Environmental Science**  
**Sem II | AECC | 4 Credits | 912107**

**Course Objectives**

- To create awareness about environmental issues
- To understand the fundamental concepts of environmental management

**Course Learning Outcomes**

Upon completion of this course the students

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

**Unit I:**

- Relationship between environment and public health
- Sustainable development: policy and practices

**Unit II:**

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

**Unit III:**

- Environmental pollution & public health
- Mitigation strategies
- Policy

**Unit IV:**

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

**Unit V:**

- Social and Cultural parameters
- Environmental Risk & Impact Assessment.

**References**

1. Fundamental Concepts in Environmental Studies, D.D. Mishra, (S Chand & Co Ltd.), 2014.
2. Environmental Management for Sustainable Development, Chris Barrow, (Routledge Environmental Management Series), 2nd Ed., 2006.

3. Essentials of Environmental Management, Paul Hyde and Paul Reeve, (IOSH Services Ltd. UK.), 2004.
4. Environmental Impact Assessment Methodologies, Y. Anjaneyulu, Valli Manicka, (CRC Press), 2011.
5. Fundamentals of Ecological Modelling, S.E. Jorgensen and G. Bendorrichio (Elsevier), 3rd Ed., 2001.
6. Introduction to Environmental Economics, Nick Hanley, Jason F. Shogren and Ben White, (Oxford University Press), 2001.

**Teaching Learning Process**

Classroom teaching and fieldwork

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

environment, sustainable development, ecology, ecosystem, pollution

---

<b>Semester III</b>							
<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>			<b>Marks</b>		
		<b>L</b>	<b>T</b>	<b>Total</b>	<b>IA</b>	<b>EA</b>	<b>Total</b>
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
912301 (GE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
912302 (SEC)	Introduction to Documentary – Technologies & Techniques	4	0	4	40	60	100
912303 (SEC)	Appreciating Literary Works						
912304 (SEC)	Computer Applications in Human- ities & Social Science Research						
912305 (SEC)	An Introduction to GIS & GPS						
<b>GRAND TOTAL - SEM III</b>		<b>Credits</b>		<b>28</b>	<b>Marks</b>		<b>500*</b>
<i>L = Lecture; T = Tutorial; IA = Internal Assessment;  EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)  * it may vary depending on the course taken by a student</i>							

## **Semester-long Innovation Project**

**Sem III |GE | 6 Credits | 912301**

### **Course Objectives**

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

### **Course Learning Outcomes**

Upon completion of this course the students

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

### **Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

### **References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

### **Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory

component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

**Assessment Methods**

Internal Assessment: 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

Mid-Semester Presentation: 20 Marks

End-Semester Presentation: 20 Marks

Project Report: 20 Marks

Total: 100 Marks

**Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

---

**Introduction to Documentary: Technologies & Techniques**  
**Sem III | SEC | 4 Credits | 912302**

**Course Objectives**

- To introduce the sphere of documentary as an art
- To problematise the “reality” “actuality” paradigm in documentary filmmaking
- To debate the evolving definition and scope of Documentary and how the form has changed over the years

**Course Learning Outcomes**

Upon completion of this course the students will learn about:

- various technologies used to produce a documentary
- various genres of documentary.

**Unit I: Documentary**

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

**Unit II: Technologies**

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

**Unit III: Styles**

- a. Kino-pravada, Direct Cinema, Cinema Verite, Self-reflexive, Docudrama, mockumentary
- b. Brief history

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

*Man with the Movie Camera* (1929) by Dziga Vertov

*Triumph of the Will* (1936) by Leni Riefenstahl

*Night and Fog* (1956) by Alain Resnais

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

**Unit IV: Contemporary Documentary Filmmakers and their work**

- a. Michael Moore
- b. Anand Patwardhan
- c. Mike Pandey
- d. James Marsh
- e. Nishta Jain
- f. Samina Mishra

g. Amar Kanwar

### **Suggested Readings and Films**

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

### **Films**

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

### **Teaching Learning Process**

Lectures, documentary screening, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Documentary films, forms, technologies, styles, filmmakers

---

**Appreciating Literary Works**  
**Sem III | SEC | 4 Credits | 912303**

**Course Objectives**

- To develop critical ability in students regarding literary works
- To introduce the historical and cultural context of literary works
- To inculcate writing and speaking abilities about literature
- To help understand the meaning of literary works

**Course Learning Outcomes**

Upon completion of this course the students will learn about:

- Proficiency of skills for critical appreciation of prose, poetry, essays and dramas.
- Greater understanding of the historical and cultural context of literary works.
- Skills of responding to literature through both writing and speaking.
- The skill of appreciating literary works within a universal framework of human feeling and experience.

**Unit I: Introduction to Literary Appreciation**

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

**Unit II: Understanding Prose**

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

**Unit III: Understanding Poetry**

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

**Unit IV: Understanding Essays**

- Types of essays
- Analysing essays

**Unit V: Understanding Dramas**

- Language in drama



- Elements of drama
- Types of drama

### **References**

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

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

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

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

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

### **Teaching Learning Process**

Lectures, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Prose, poetry, drama, essays, literary appreciation

---

**Computer Applications in Humanities & Social Science Research**  
**Sem III | SEC | 4 Credits | 912304**

**Course Objectives**

- Learn basic data analysis with software package like SPSS
- Handle survey data, data entry, defining variables, manipulation & transformation of data
- Students will be imparted the skill of data analysis and interpretation

**Course Learning Outcomes**

Upon completion of this course the students:

- will be able to understand the importance of computer software in humanities and social sciences research.
- will be able to handle the basic data analysis with software package like SPSS and STATA.
- will be able to generation, manipulation and transformation of data using computer tools.

**Unit I: Introduction**

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

**Unit II: Data analysis with SPSS**

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

**Unit III: Descriptive Analysis**

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

### **Unit IV: Inferential Statistics**

- T-test
- One-way ANOVA
- Non-parametric tests
- Correlation and Regression
- Multivariate Analysis (Factor and Cluster Analysis)

### **Unit V: Project**

### **References**

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

### **Teaching Learning Process**

Lectures and Lab

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

SPSS, Data Entry, Data Analysis, Data Output

---

**An Introduction to GIS & GPS**  
**Sem III | SEC | 4 Credits | 912403**

**Course Objectives**

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

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

**Course Learning Outcomes**

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

**Unit I: Introduction to GIS**

Definition and scope of GIS; Components and elements of GIS; Development of GIS technology; Recent trends and applications of GIS

**Unit II: GIS Data Structures**

Geographical data; Spatial and attribute data; vector and raster data; data input devices; storage and manipulation of GIS databases; Database Management System (DBMS)

**Unit III: Spatial Data Analysis**

Digitization of maps and imageries; Spatial overlay operations; network and proximity analysis; 3D models; Digital Elevation Models (DEM)

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

Introduction to GPS; Fundamentals of GPS; GPS aided Geo-augmented Navigation (GAGAN); GPS measurements and data processing.

**References**

**Required Textbook**

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

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

**Supplemental Readings**

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

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

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

**Teaching Learning Process**

Lectures, Lab and Fieldwork

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

GIS, GPS, Map making, Database Management

---

<b>Semester IV</b>							
<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>			<b>Marks</b>		
		<b>L</b>	<b>T</b>	<b>Total</b>	<b>IA</b>	<b>EA</b>	<b>Total</b>
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
912401 (GE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
912403 (SEC)	Documentary Filmmaking	4	0	4	40	60	100
912402 (SEC)	Legal Literacy						
912404 (SEC)	Film Appreciation						
912405 (SEC)	Translation						
<b>GRAND TOTAL - SEM IV</b>		<b>Credits</b>		<b>28</b>	<b>Marks</b>		<b>500*</b>

*L = Lecture; T = Tutorial; IA = Internal Assessment;  
EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)  
\* it may vary depending on the course taken by a student*

**Semester-long Innovation Project**  
**Sem IV |GE | 6 Credits | 912401**

**Course Objectives**

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

**Course Learning Outcomes**

Upon completion of this course the students

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

**Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

**References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

**Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory

component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

**Assessment Methods**

Internal Assessment: 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

Mid-Semester Presentation: 20 Marks

End-Semester Presentation: 20 Marks

Project Report: 20 Marks

Total: 100 Marks

**Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

---



**Legal Literacy**  
**Sem IV | SEC | 4 Credits | 912402**

**Course Objectives**

- To acquaint students with the structure and manner of functioning of the legal system in India
- To introduce students with the institutions of justice and legal system
- To encourage students for social innovation, social entrepreneurship and social intervention

**Course Learning Outcomes**

After this course it is expected that the student should;

- become aware of the institutions that comprise the legal system – the courts, police, jails and the system of criminal justice administration.
  - have a brief knowledge of the Constitution and laws of India, an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India, public interest litigation.
  - have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of people.
- 

**Unit I: Outline of the Legal system in India**

- Basics of Legal system
- System of courts/tribunals and their jurisdiction in India – criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Manila courts and tribunals, High Courts and Supreme Court
- Alternate Disputes Mechanisms such as *lok adalats*
- Non-formal mechanisms.

**Unit II: Brief understanding of the laws applicable in India**

- Constitution – fundamental rights and fundamental duties
- Constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- Environment Laws
- Consumer Rights
- Cyber Law

- Intellectual Property Rights

### **Unit III: Laws relating to criminal jurisdiction**

- Provision relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws
- Important offences under the Indian Penal Code
- Juvenile Justice Act
- Prevention of atrocities on Scheduled Castes and Scheduled Tribes; National Commission on SC/ST
- Laws related to women (Dowry, Violence, Property, sexual abuse etc.)
- Principles of Natural Justice
- Fair comment under Contempt laws
- Personal laws in India: Pluralism and Democracy.

***Suggested project/practical:** Preparation of a Case History of a litigant or a person being counseled either in a court or a legal aid centre set up by the Legal Services Authority in Delhi or an NGO or a Lok Adalat, through in depth interview of the subject.*

### **Unit IV: Functioning of the legal system**

- Access to courts and enforcement of rights
- Critical Understanding of the Functioning of the Legal System
- Legal Services Authorities Act and right to legal aid
- ADR systems
- What to do if you are arrested; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination
- Filing a public interest litigation
- How can you challenge administrative orders that violate rights, judicial and administrative remedies

### **Unit V: Human Rights**

- Emerging trends

- Role of legal aid agencies, Human Rights Commissions, NGOs and civil liberties groups.

***Suggested project/practical:*** Preparation of an FIR or writing a complaint addressed to the appropriate authority using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right.

### **References**

Asha Bajpai, Child Rights in India: Law, Policy and Practice, New Delhi, OUP, 2003.

B.L. Wadhera, Public Interest Litigation - A Handbook, Delhi Universal, 2003.

Flavia Agans, Law and Gender Equality, Delhi, OUP, 1997.

Indian Social Institute, Legal Literacy Series booklets, Available in Hindi also

Jaya Sagade, *Law of Maintenance: An Empirical Study*, Pune, ILS Law College, 1996

Kamala Sankaran and Ujjwal Kumar Singh, Towards Legal Literacy, Delhi, OUP, 2008

Multiple Action Research Group, Our Laws, Vols 1-10. Available in Hindi also.

Nomiat Agarwal, Women and Law in India, Delhi, New Century, 2002.

P.C. Rao and William Sheffiled, Alternate Dispute Redressal: What it is and How it Works, Delhi, Universal Law Books, 2002.

Parmanand Singh, 'Access to Justice and the Indian Supreme Court'; 10&11 Delhi Law Review, p. 156, 1981-82

S.K. Agarwal, Public Interest Litigation in India, KM Munshi memorial Lecture, Delhi, Indian Law Institute, 1985.

### **Teaching Learning Process**

Lectures, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Legal literacy, law, justice system, criminal jurisdiction

**Documentary Film Making**  
**Sem IV | SEC | 4 Credits | 912403**

**Course Objectives**

- To explore the practice of documentary filmmaking
- To teach about the screen-craft
- To teach various stages of production in documentary filmmaking.

**Course Learning Outcomes**

Upon completion of this course the students:

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

**Unit I: Conceiving and developing an idea**

**Unit II: Research**

**Unit III: Developing a crew**

**Unit IV: Screen-craft**

**Unit V: Language and nomenclature of shots**

**Unit VI: Visual Grammar- jump cut, cut-in, cut-away, 180 degree rule, continuity**

**Unit VII: Shooting Script- Screenplay elements and forms**

**Unit VIII: Storytelling and structuring**

**Unit IX: Shooting and editing**

**Suggested Readings and Films**

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

## **Films**

1. *Nanook of the North* (1922) by Robert J. Flaherty
2. *Man with the Movie Camera* (1929) by Dziga Vertov
3. *Triumph of the Will* (1936) by Leni Riefenstahl
4. *Night and Fog* (1956) by Alain Resnais
5. *The Times of Harvey Milk* (1984) by Robert Epstein
6. *The Thin Blue Line* (1988) by Errol Morris
5. *Talking Heads (Muslim Women)* by Fathima Nizamuddin
6. *The War You Don't See* (2010) by Alan Lowery and John Pilger
7. Documentaries by Michael Moore
7. Documentaries by Anand Patwardhan

## **Teaching Learning Process**

Lectures, Lab and Fieldwork

## **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

## **Keywords**

Film making, documentary, story telling, shooting, production

---

**Film Appreciation**  
**Sem IV | SEC | 4 Credits | 912404**

**Unit 1: Form**

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

**Unit 2: Cinema as a Narrative**

Linear vs non-linear storytelling  
Film Genres

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

Bollywood  
Hindi Parallel Cinema  
Regional Cinema movements

**Unit 4: International Cinema**

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

**Suggested Readings**

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

**Teaching Learning Process**

Lectures, Lab and Fieldwork

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

Film making, documentary, story telling, shooting, production

---

<b>Semester V</b>							
<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>			<b>Marks</b>		
		<b>L</b>	<b>T</b>	<b>Total</b>	<b>IA</b>	<b>EA</b>	<b>Total</b>
Core	Paper chosen in College	-	-	6	25	75	100*
Core	Paper chosen in College	-	-	6	25	75	100*
DSE	Paper chosen in College	-	-	6	25	75	100*
912501 (DSE)	Semester-long Innovation Project (Paper in project mode at CIC)	6	0	6	40	60	100
<b>GRAND TOTAL - SEM V</b>		<b>Credits</b>		<b>24</b>	<b>Marks</b>		<b>400*</b>

*L = Lecture; T = Tutorial; IA = Internal Assessment;  
EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)  
\* it may vary depending on the course taken by a student*



## **Semester-long Innovation Project**

**Sem V |DSE | 6 Credits | 912501**

### **Course Objectives**

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

### **Course Learning Outcomes**

Upon completion of this course the students

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

### **Content Description**

Semester-long projects are practical based and involve field survey for data collection, data analysis and interpretation. Students work in groups of 5 to 6 members and identify a problem in society. Through fieldwork they collect data to understand the problem and then work towards creating a sustainable solution of the issue. For implementation of the solution relevant authorities (govt. or non-government) are roped in. Problem solving through community involvement is one of the main focus of these projects. The group is supervised by a mentor from CIC or External Mentor from academia, administration, industry or any field relevant to the project objectives.

### **References**

- Bell, Judith. *Doing your research project: A Guide for First-time Researchers in Education, Health and Social Sciences*. (Fourth Edition). England: Open University Press, 2005.
- Guthrie, G. *Basic Research Methods: An Entry to Social Science Research*. Sage Publications, 2010.
- Mukherjee, Neela. *Participatory Learning and Action with 100 Field Methods*. New Delhi: Concept Publication, 2002.
- Thomas, G. *How to do your Research Project*. Los Angeles: Sage Publication, 2009.
- Wolcott, H. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA, 1995.

### **Teaching Learning Process**

Semester-long projects are carried out in groups of 5-6 students, working under a mentor. Mentor supervises the project which involves some classroom lectures also. Fieldwork is a compulsory

component followed by data analysis and interpretation. Most of the projects are expected to be interventionist in nature.

**Assessment Methods**

Internal Assessment: 40 Marks (this includes Fieldwork, Group Work, Individual Contribution, Interaction with the Mentor and Attendance)

Mid-Semester Presentation: 20 Marks

End-Semester Presentation: 20 Marks

Project Report: 20 Marks

Total: 100 Marks

**Keywords**

Fieldwork, data analysis, intervention, research, problem solving, innovation

---

<b>Semester VI</b>							
<b>Paper Code</b>	<b>Paper Title</b>	<b>Credits</b>			<b>Marks</b>		
		<b>L</b>	<b>T</b>	<b>Total</b>	<b>IA</b>	<b>EA</b>	<b>Total</b>
912601 (Core)	Introduction to Digital Humanities	5	4	6	40	60	100
912602 (Core)	Innovation Management	5	4	6	40	60	100
912605 (DSE)	Theoretical Debates in Humanities & Social Sciences	5	4	6	40	60	100
912604 (DSE)	Art & Design	6	0	6	40	60	100
	Counseling						
	Heritage Tourism						
	Journalism						
<b>GRAND TOTAL - SEM VI</b>		<b>Credits</b>		<b>24</b>	<b>Marks</b>		<b>500</b>
<i>L = Lecture; T = Tutorial; IA = Internal Assessment;  EA = External Assessment (End-semester exam for papers and Mid- and End-Sem Presentations and Project Proposal in case of projects)</i>							

**Introduction to Digital Humanities**  
**Sem VI | Core | 6 Credits | 912601**

**Course Objectives**

- To provide students with an overview of digital humanities, including its history and applications.
- To introduce students to the theory and practice of digital humanities through critical learning and use of various standards, applications, and tools.
- Imparting technical skills and competencies for understanding and creating basic humanities resources.
- To prepare students to undertake more advanced courses in the field of digital and exact humanities.

**Course Learning Outcomes**

Upon completion of this course the students:

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

**Unit I – Introduction to Digital Humanities**

Defining digital humanities

Nature, Concept and Scope

Need and importance

Disciplines and the constituents

**Unit II – Theories and Debates in Digital Humanities**

History of technology and the arts & humanities

Theories and debates in digital humanities

Challenges and the future of DH

### **Unit III – Digital Data and Information**

Collections and Digital Editions

Big Data and Metadata

Digital Libraries and Archives

Cyber-infrastructure

Digital Footprint

Techniques for extracting and analyzing digital data

### **Unit IV – Tools and Methodologies**

Digital Exhibits

Digital Mapping

Text Analysis and Information Visualization & Conceptualization

Network Analysis

Geospatial digital humanities (Geographical Information System)

3D-Modelling, Animation and publishing tools

### **Unit V – Project**

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

Sample projects:

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

### **References**

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

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

Franco Moretti. 2005. *Graphs, Maps, Trees*.

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

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

### **Teaching Learning Process**

Classroom teaching, presentations, debates, discussions, hands-on, practical

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Digital humanities, new media, digital history, GIS, 3D modelling, network analysis

---

**Innovation Management**  
**Sem VI | Core | 6 Credits | 912602**

**Course Objectives**

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

**Course Learning Outcomes**

Upon completion of this course the students:

- are expected to understand the nature of innovation and entrepreneurship
- will be able understand the concepts of social innovation and social engineering

**Unit I:**

Understanding Innovation, organizational and individual innovation, Models of innovation,

**Unit II:**

Creativity and innovation process, product innovation and profitability, flexibility and innovation,

**Unit III:**

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

**Unit IV:**

Management of technology innovation, innovation management in business organization,

**Unit V:**

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

## **Unit VI:**

Case studies of innovation: causes, impacts and strategies (technologies, sectors and products)

*Note: The syllabus of this paper is same as approved syllabus of B.Tech. (Information Technology & Mathematical Innovation). Additional reading list has been provided as per the requirement of B.A. Honours (Humanities & Social Sciences).*

## **References**

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

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

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

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

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

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

## **Teaching Learning Process**

Classroom teaching, debates, discussions

## **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

## **Keywords**

Social Innovation, Entrepreneurship, Social Engineering, Creativity

---



**Theoretical Debates in Humanities & Social Sciences**  
**Sem VI | DSE | 6 Credits | 912605**

**Course Objectives**

- To introduce students to major theoretical debates
- To contextualise the debates in their historical timeline and society
- To emphasise on the relevance of plurality of theoretical debates in Humanities and Social Sciences
- To understand usefulness of theories in finding solutions to the existing subject of social enquiries and problems.

**Course Learning Outcomes**

Upon completion of this course the students:

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

**Unit I:**

Key historical events- Imperialism, Cold War and Globalisation

**Unit II:**

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

**Unit III:**

Nationalism

Marxism

Gandhism

**Unit IV:**

Representation and Subaltern discourses- Edward Said and Gayatri Spivak

Gender discourses

**Unit V:**

Semiotics— Ferdinand de Saussure and Roland Barthes

Ideology and Hegemony- Antonio Gramsci

Aesthetic Theories

### **References**

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

### **Teaching Learning Process**

Classroom teaching, debates, discussions

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Humanities, social sciences, theories, debates

---

**Art & Design**  
**Sem VI | DSE | 6 Credits | 912604**

**Course Objectives**

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

**Course Learning Outcomes**

Upon completion of this course the students:

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

**Unit 1: Understanding Art (Compulsory)**

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

**Unit 2: Indian and Western Art (Compulsory)**

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

**Unit 3: Folk Art - Choose any two out of the following (at least one week workshop/ practical training on each one would be organised)**

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

**Unit 4: Modern Applied Art- Choose any two out of the following (atleast one week workshop/practical training on each one would be organised)**

- Cartooning
- Photography
- Design Softwares
- Display Design
- Design and packaging
- Set designing
- Event design
- Campaign planning

**Unit 5: Practical Training/Workshop/Product Design/Field visits**

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

**Note:**

- *The syllabus is divided into two parts one is Compulsory and other is Optional.*
- *Each student is required to submit a production portfolio at the end of the semester.*

**References**

- Barret, D. and Gray, B. 1963. *Painting of India*. The World Publishing Co., Ohio.
- Brown, Percy. 1981. *Indian Paintings under the Mughals*. Cosmo Publications, New Delhi.
- G K Parthasarathy. 2006. *Computer Aided Communication*. Authors Press.
- Kramrisch, Stella. 1983. *Survey of Painting in the Deccan*. Oriental Books, New Delhi.
- Ray, Niharanjan. 1974. *An Approach to Indian Art*, Publication Bureau, Panjab University, Chandigarh.
- Read, Herbert. 1972. *Meaning of Art*. Faber and Faber, London.
- Saraswati, S.K. 1975. *A Survey of Indian Sculpture*. Munshiram Manoharlal Publishers, New Delhi.
- Sarkar, N.N. 1998. *Designing Print Communication*. Sagar Publishers, New Delhi.
- Sarkar, N.N. 2001. *Art and Production*. Sagar Publishers, New Delhi.

**Teaching Learning Process**

Lectures and Lab

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

Art, aesthetics, computer design, applied art

---

## **Counseling**

**Sem VI | DSE | 6 Credits | 912604**

### **Course Objectives**

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

### **Course Learning Outcomes**

Upon completion of this course the students:

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

#### **Unit I: Understanding Human Behaviour**

- Motivation, Emotions and Behaviour
- Personality Development
- Normalcy: concept biological basis of behaviour, psychological explanations and diathesis stress model; classification
- Positive mental health
- Culture and behaviour

#### **Unit II: Understanding Counselling as a Process**

- What is counselling? Who are counsellors and helpers? Definition and meaning of counselling and its uniqueness from therapy. Who needs counselling and When should it be given?
- Scope of counselling: different emerging contexts in which counselling can be extended- developmental, trauma and chronic illness, HIV/AIDS, survivors of natural calamities,

human disasters, relationship counselling, education counselling, gender and third gender counselling (there will be brief introduction to these areas, with detailed study on any three).

- What does an individual bring to counselling as a counsellor? Potential requisites for being a counsellor- active listening, ability to encourage the client in opening up, probing skills, appreciation for the client, ability to empathize, issues of transference and counter transference.
- Historical context of counselling
- What should not happen in the counselling setting? Ethical issues of practice and concern in counselling.
- Culture and counselling.

### **Unit III: Techniques of counselling**

- Psychodynamic Approach
- Cognitive-Behavioural Approach
- Person-Centered Approach

**Unit IV: Counselling Process:** initiation of counselling, stages of counselling (beginnings and endings), terminating counselling, reflections and discussions.

### **PROJECT BASED UNITS**

Based on the interest and expertise of the facilitator, students have to opt for any two units from the following units for detailed study. They would also be required to develop their projects, conduct their internship in any of the two units in float. This shall be considered for both practical

and theoretical evaluation. Students would be required to prepare a project based on their field experiences and later do a presentation of it in the classroom. The project report would also be considered for evaluation.

**Unit V: Counselling during Conflicts**

**Unit VI: Counselling of Youth, Gender and Violence**

**Unit VII: Counselling with survivors of human disaster and natural calamities**

**Unit VIII: Counselling in Relationships (marital issues, family conflicts, parent child relationships)**

**Unit IX: Developmental and Educational counselling**

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

*Note: Unit I, II, III, IV and X shall be compulsory for all students. 1-2 units will be done in addition*

*as per the requirement of the course/students.*

**References**

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

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

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

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

Hough, Margaret. 2014. *Counselling skills and theory*. 4<sup>th</sup> Edition. Hodder Education, London.

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

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



Sue, Derald Wing and David Sue. 2012. *Counselling the culturally diverse: Theory and Practice*. 6<sup>th</sup> Edition. Wiley.

**Teaching Learning Process**

Lectures, discussions, internships, projects/practicals

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

Counselling, mental health, psychology

---

**Heritage Tourism**  
**Sem VI | DSE | 6 Credits | 912604**

**Course Objectives**

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

**Course Learning Outcomes**

Upon completion of this course the students:

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

**Unit I: Introduction**

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

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

## **Unit II: Tourism Products of India – Heritage, Culture and Performing Arts**

- Tourism Product Diversity – Nature, Culture & Art
- World Heritage Sites
- Pilgrimage
- Art and Architecture
- Tribal Art and Culture
- Performing Arts – Dance, Music and Theatre
- Natural Heritage

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

## **Unit III: Management, Marketing and Entrepreneurship in Heritage Tourism**

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

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

## **Unit IV: Heritage Tourism Product Designing**

- Concept of Tourism Product
- Life Cycle of a Tourism Product

- Carrying Capacity
- Need for New and Innovative Tourism Products
- Problems of Tourism Product Designing
- Technology and Tourism (with emphasis on Heritage Tourism)

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

### **Unit V: Fieldwork/Project**

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

### **References (English)**

- Agrawala, Vasudev Sharan. 1964. *The Heritage of Indian Art*. Publication Division, Ministry of Information & Broadcasting,
- Banerjee, Utpal K. 2006. *Indian Performing Arts: A Mosaic*. Harman Publishing House, New Delhi
- Basham, A.L. 1971. *The Wonder That was India*. Sidgwick & Jackson.
- Chopra, Suhita. 1991. *Tourism Development in India*, Ashish Publishing House, New Delhi.
- Erdman, Joan L. (ed.) 1992. *Arts Patronage in India: Methods, Motives and Markets*, New Delhi.
- Harle, J.C. 1986. *The Art and Architecture of the Indian Sub-continent*, Penguin, (Reprint, London, 1990).
- Howell, David W. 1989. *Passport: An Introduction to the Travel and Tourism*, Ohio.
- IGNOU Material for Tourism Studies (TS-1, TS-3, TS-6)

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

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

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

### **(Hindi)**

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

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

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

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

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

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

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

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

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

### **Teaching Learning Process**

Lectures, discussions, internships, projects/practicals

### **Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

### **Keywords**

Tourism, heritage, travel, culture

**Journalism**  
**Sem VI | SSP | 6 Credits | 912604**

**Course Objectives**

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

**Course Learning Outcomes**

Upon completion of this course the students:

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

**NOTE**

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

**Unit I:**

Choice of one topic from three of the following:

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

**Unit II:**

Choice of one topic from three of the following:

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

**Unit III:**

Choice of one topic from three of the following:-

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

**Unit IV:**

Choice to be made from three of the following:-

1. Print
  - a. History of Media- Pre and Post- Independence Journalism in India, News organisations, current trends, growth of media in India.
  - b. Newspaper and Magazine Layout and design- Components of layout, layout planning
  - c. Print Production- Production process
2. Broadcast and New Media
  - a. Radio Journalism- Origin and development of Radio in India, AIR, Commercial Broadcast Services, Script writing, Community Radio
  - b. T.V. Journalism- Origin and development of Television in India, Doordarshan, Commercial Channels, Script writing
  - c. New Media Journalism- Online Journalism, Features, Multimedia & Convergence, Laws and ethics
3. Advertising, PR
  - a. Advertising- Integrated Marketing Communication, Account Planning, Creative strategy, media planning

- b. Public Relations- Definitions, Tools and Techniques, Role of Public Relations, PR Campaign
- c. Media Management- Functions & Principles, Behavior & Leadership, Media Organisations - structures and functions

### **Unit V:**

#### **Practical Training/Workshops/Field Design**

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

### **References**

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



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

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

**Teaching Learning Process**

Lectures, lab, internships, fieldwork

**Assessment Methods**

Internal Assessment: 40 Marks

Written Exam: 60 Marks

Total: 100 Marks

**Keywords**

Media, reporting, writing, mass communication, journalism

---

*Disclaimer: There might be typing or spelling mistakes. In case of any confusion/conflict final decision lies with the Cluster Innovation Centre, University of Delhi.*