

**COURSE STRUCTURE**  
**B.A. Honours (Humanities & Social Sciences)**  
**Cluster Innovation Centre, University of Delhi, Delhi – 110007**

**Semester I**

<b>Paper Title</b>		<b>Paper Code</b>	<b>Credits</b>
Introduction to Humanities & Social Sciences	Core	912101	6
Impact of Technology: Philosophical Implications	Core	912103	6
Research Methodology	Core	912106	6
Art of Communication	AECC	912102	4
			22

**Semester II**

<b>Paper Title</b>		<b>Paper Code</b>	<b>Credits</b>
To be chosen by students in College	Core/GE/DSE	-	6
To be chosen by students in College	Core/GE/DSE	-	6
To be chosen by students in College	Core/GE/DSE	-	6
Paper in project mode at CIC	Main_OP	912201	6
Environmental Studies	AECC	912107	4
			28

**Semester III**

<b>Paper Title</b>		<b>Paper Code</b>	<b>Credits</b>
To be chosen by students in College	Core/GE/DSE	-	6
To be chosen by students in College	Core/GE/DSE	-	6
To be chosen by students in College	Core/GE/DSE	-	6
Paper in project mode at CIC	Main_OP	912301	6
Introduction to Documentary – Technologies & Techniques	SEC	912302	

Appreciating Literary Works	SEC	912303	4
Computer Applications in Humanities & Social Science Research	SEC	912304	
An Introduction to GIS & GPS	SEC	912305	
			28

#### Semester IV

Paper Title		Paper Code	Credits
To be chosen by students in College	Core/GE/ DSE	-	6
To be chosen by students in College	Core/GE/ DSE	-	6
To be chosen by students in College	Core/GE/ DSE	-	6
Paper in project mode at CIC	Main_OP	912401	6
Documentary Filmmaking	SEC	912402	4
Legal Literacy	SEC	912403	
Film Appreciation	SEC	912404	
Translation	SEC	912405	
			28

#### Semester V

Paper Title		Paper Code	Credits
To be chosen by students	Core/GE/ DSE	-	6
To be chosen by students	Core/GE/ DSE	-	6
To be chosen by students	Core/GE/ DSE	-	6
Paper in project mode at CIC	Main_OP	912501	6
			24

#### Semester VI

<b>Paper Title</b>		<b>Paper Code</b>	<b>Credits</b>
Introduction to Digital Humanities	Core	912601	6
Innovation Management	Core	912602	6
Theoretical Debates in Humanities & Social Sciences	Core	912605	6
Art & Design	DSE	912604	6
Counseling			
Historical Tourism in India			
Journalism			
			24

*Note: 1. Semester I and VI to be studied at CIC*

*2. For semesters II to V students will have to opt Core/Elective/DSE courses from different colleges under meta-college concept.*

*3. All Projects and SECs will be offered at CIC*

*4. Passing criteria are the same as University of Delhi*

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

**Sem I | Core | 6 Credits | 912101**

**Learning 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:** 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: Project**

**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.

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

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

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

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

### **1. Technology: Meaning, Concept and Development**

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

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

### **2. Development of Science & Technology in History:**

Stone Age; Bronze Age; Emergence of Ancient Civilizations Birth of Intellectual Concepts & Ideas; Second Phase (Near East, Greek World; China); Science in Middle Ages

**Birth of Modern Science:** Renaissance; Enlightenment; Industrial Revolution; Advances in Modern Science in 20<sup>th</sup> century

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

### **2. Technology and human well-being**

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

### **3. Philosophical, ethical and social implications of contemporary and emerging technologies**

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

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

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

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

**Biotechnology:** Human Cloning; Social Implications of Biotechnology

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

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

**Suggested Readings**

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

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

**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.

**Learning Outcomes**

- After studying this course students will be able to analyse their observations for presentation and publication.
- Students will be able to develop skills required for a good research and project work.
- It will help in developing critical thinking and innovative ideas.

*(Note: Each Unit will be taught through related practicals)*

**Unit I: Introduction**

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

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

**Unit II: Research Problem and Hypothesis**

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

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

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

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

- Types of data – Primary and Secondary; Qualitative and Quantitative



- Sources of Data
  - Qualitative Data (Literature, Texts, Archival Records, Documents, Volumes, Archaeological Remains etc.)
  - Quantitative Data (Observations, Interviews, Questionnaires, Narratives etc.)

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

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

- Sampling Design & Sample Size
- Types of Sampling
- Types of Data Collection: Survey; Experimental; Observation; Interview; Questionnaire methods.

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

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

- Quantitative Analysis (Statistical Analysis, Graphical Analysis)
  - Tabulation and graphical representation
  - Central tendency; dispersion; correlation; regression
  - Testing of hypothesis
- Qualitative Analysis
  - Discourse Analysis
  - Content Analysis
  - Narrative Analysis
- Computer Application for Research
  - Word Processing
  - Presentation tool
  - Use of internet and e-resources
  - Use of Excel and SPSS

#### **Unit VI: Field Techniques**

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

- Role, value and ethics of field-work

- Defining the Field and identifying the Case Study (Rural/Urban/Human/Cluster etc.)
- Field Techniques and Tools – Selection, Merits and Demerits

### **Unit VII: Research Report Writing**

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

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

### **Suggested Readings**

#### **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

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

**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

**LEARNING OUTCOMES:**

- Carving effective communicators
- Skill based learning and facilitation
- Enhanced understanding of expression as an art of communication
- Developing customized pedagogy for communication
- Implementing technological advancements in daily communications

**1. Introduction to communication**

**Suggested practicals/exercises**

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

**2. Kinds of communication**

**Suggested practicals/exercises**

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

### **3. Communication pattern**

#### **Suggested practicals/exercises**

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

### **4. Communication skills**

#### **Suggested practicals/exercises**

- 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

### **5. Effective communication**

### **Suggested practicals/exercises**

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

## **6. Influences on communication: Implications**

### **Suggested practicals/exercises**

- Language
- Culture
- Conditioning paradigms• Personality

## **7. Communication and technology**

### **Suggested practicals/exercises**

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

## **8. Pedagogical strategies and application**

### **Suggested practicals/exercises**

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

## **Suggested Readings**

- 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.
- Mcquial, 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.

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

Relationship between environment and public health - Sustainable development: policy and practices - Biodiversity: Hotspots, Threats, Conservation - Ecosystem: Structure, Function, Energy flow, cycles - Environmental pollution & public health - Mitigation strategies - Policy - Collection and processing of environmental data - IT in ecosystem & environment management - 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. Bendorrchio (Elsevier), 3rd Ed., 2001.
6. Introduction to Environmental Economics, Nick Hanley, Jason F. Shogren and Ben White, (Oxford University Press), 2001.

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

**Course Description:**

This paper will introduce the sphere of Documentary as an art and will problematise the “reality” “actuality” paradigm in documentary filmmaking. It will debate the evolving definition and scope of Documentary and how the form has changed over the years. Complete in itself this paper may act as a precursor to the advanced paper on the subject. At the end of the paper the students will learn about various technologies used to produce a documentary and various genres of documentary.

**1. Documentary**

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

**2. Technologies**

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

**3. 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

**4. 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

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

**Learning Objectives: upon completion of this course, a student is expected to have –**

- 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.

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

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

**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.

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

**Course Description:** Geographic Information System (GIS) deals with the analysis and management of geographic data.

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

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

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

**Course requirements:** No prior knowledge of GIS is required to take this course. However, since the course requires dealing with the advanced computer technology, there are a few basic prerequisites:

- Competence with the Windows / iOS operating systems, including the storing, copying and management of multiple data types and managing multiple windows and applications.
- Familiarity with data entry, sorting, editing and filtering using MS Excel.
- A strong motivation to learn, explore and have fun with computer applications is essential.

**Software/Equipment:** ArcGIS 10.4 and Extensions; GPS device

### **Syllabus**

#### 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.

**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.

**Documentary Film Making**  
**Sem IV | SEC I | 4 Credits | 912402**

**Course Description:**

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

1. Conceiving and developing an idea
2. Research
3. Developing a crew
4. Screen-craft
5. Language and nomenclature of shots
6. Visual Grammar- jump cut, cut-in, cut-away, 180 degree rule, continuity
7. Shooting Script- Screenplay elements and forms
8. Storytelling and structuring
9. 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. Documentaries by Michael Moore
7. Documentaries by Anand Patwardhan



**Legal Literacy**  
**Sem IV | SEC II | 4 Credits | 912603**

**COURSE OBJECTIVE**

*The proposed course aims to acquaint students with the structure and manner of functioning of the legal system in India.*

**LEARNING OUTCOME**

*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.*
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**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**

- Eemerging 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.*

### **Suggested Readings**

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 Agens, *Law and Gender Equality*, Delhi, OUP, 1997.

Indian Social Insitute, *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.

S.P. Sathe, *Towards Gender Justice*, Bombay, SNDT Women's University, 1993.

V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Lucknow, eastern Book Co, 2001

**Film Appreciation**  
**Sem IV | SEC III | 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

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

**Course Description**

This course is designed to introduce students with the new and emerging field of academic inquiry – digital humanities – which merges together the information technology and humanities. In digital humanities the modern digital technologies are utilised as tools and techniques to understand humanities disciplines. Computational methodologies are used to further humanities research and teaching.

The interdisciplinary nature of digital humanities comes alive through projects which are, therefore, its indispensable aspects. These projects reflect an intersection of academic disciplines and attempt to answer humanities based questions by integrating a variety of multimedia formats in a dynamic environment. This course, hence, is a hands-on introduction to the burgeoning field of digital humanities and attempts to answer the questions like: What is “digital humanities”? What are its methodologies and how are its tools created and utilized? How digital methodologies are used in literary humanities and cultural studies? How can humanities scholars use computational and digital methods to address a research challenge?

**Objectives**

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

**Syllabus**

**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

### **Suggested Readings**

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.

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

**Course Introduction**

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.

**Topics and Applications**

Understanding Innovation, organizational and individual innovation, Models of innovation, Creativity and innovation process, product innovation and profitability, flexibility and innovation, 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, management of technology innovation, innovation management in business organization, innovation and community development, innovation around the world (examples of different countries, policies, practices and issues), future innovation and management issues.

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).*

**Suggesting Readings**

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

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

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

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

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

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



## **Theoretical Debates in Humanities & Social Sciences**

**Sem VI | Core | 6 Credits | 912605**

### **Course Description**

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

### **Syllabus**

- 1 Key historical events- American Revolution, French Revolution, Imperialism, Russian Revolution, Cold War and Globalisation
2. Humanism- Jean-Jacques Rousseau, Carl Roger and M N Roy
3. Nationalism
4. Marxism
5. Gandhism
6. Representation and Subaltern discourses- Edward Said and Gayatri Spivak
6. Gender discourses
7. Semiotics— Ferdinand de Saussure and Roland Barthes
9. Ideology and Hegemony- Antonio Gramsci
10. Aesthetic Theories

### **Suggested Readings**

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

18. Culture and Imperialism by Edward Said
19. Reflections on Exile by Edward Said
20. Course in General Linguistics by Ferdinand De Saussure
21. Mythologies by Roland Barthes
22. Elements of Semiology by Roland Barthes

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

### **Introduction**

Art, Craft and Design are three inter-dependent disciplines. They are fundamental to human existence, predating written language. They play a major role in human evolution and development. Each involves a different way of thinking:

- Art springs from ideas, feelings, and visual qualities
- Craft involves the right use of tools and materials
- Design emphasises on planning, problem-solving, aesthetics and presentation.

The above three elements unite in the basic human drive to carve and shape the world for functional purposes and to express and communicate ideas. The contribution of the visual and plastic arts enriches the living of the otherwise mundane life.

Art, Craft and Design provide unique and holistic education, through the use of heart, head and hand, enabling a person to shape his or her world with discernment, as also, to understand and respect the work of others. The benefit of education in Art, Craft and Design for the student at a developmental stage extends far beyond the idea of mere a competence in the subject itself. Art, Craft and Design education help develop personal qualities, particularly those of initiative, perseverance, sensibility and self-reliance.

To this end, the understanding of art, design and aesthetics not only helps the student to understand and widen their knowledge about art and design and use it for vocational purposes but also enhances their personality formation.

### **Objective**

- 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.

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

**Suggested Readings:**

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

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

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

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

Ray, 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.

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

**Preamble of the Course:**

With the rapid influx of cultural transmissions, there seems to be a tremendous scope for counsellors and mental health practitioners to address the unfamiliar and familiar psychosocial concerns of the society. With this as the backdrop, the present course aims in sensitizing students towards a deeper understanding of human facets, examine their genesis along with visioning a possibility for its healing.

Through this paper, students shall learn to appreciate their cultural nuances in the making of individual psyche with the help of varied creative mediums (like theatre, music, films, literary texts).

The students shall also be facilitated to sharpen their competencies in some of the requisite skills for counselling setting.

**Objective of the Course:**

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

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

**Outline of the Course:**

In brief, the course shall contain a blend of theory and practicum where much of the learning for the student will be guided through their hands on experiences. Classes shall also conducted through workshop mode, insight learning, and text analyses (of different mediums)

***Unit I - Understanding Counselling as a Process***

- What is counselling? Who are counsellors and helpers? Definition and meaning of counselling and its uniqueness from therapy. Who needs counselling and When should be it given?
- Scope of counselling: different emerging contexts in which counselling can be extended- Developmental, trauma and chronic illness, HIV/AIDS, survivors of natural calamities, human disasters, relationship counselling, education counselling, gender and third gender counselling( there will be brief introduction to these areas, with detailed study on any three).
- What does an individual brings to counselling as a counsellor? Potential requisites for being a counsellor- active listening, ability to encourage the client in opening up, probing skills, appreciation for the client, ability to empathise, issues of transference and counter transference.

- What should not happen in the counselling setting? Ethical issues of practice and concern in counselling.
- Culture and counselling.

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

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

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

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

***(b) Understanding of Normalcy-***

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

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

### ***Project Based Units***

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

#### **Unit IV - Counselling of Trauma and Chronic Illnesses**

#### **Unit V - Counselling of Gender and Violence**

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

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

#### **Unit VIII - Educational counselling**

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

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

### **Suggested Readings**

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

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

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

Feltham, Colin and Windy Dryden. 2006. *Brief Counselling: A practical integrative approach*. 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.

**Historical Tourism in India**  
**Sem VI | SSP | 6 Credits | 912604**

**COURSE OBJECTIVES:**

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

**LEARNING OUTCOMES:**

- *Appreciation of the relevance and role of history in tourism, particularly in India.*
  - *Awareness of rich cultural and heritage wealth of India.*
  - *Learning for the preservation of culture and performing arts through tourism.*
  - *Familiarising students with the establishment of enterprise and enable them to become successful Tourism entrepreneurs.*
  - *Facilitate students to design new tourism products to tap our unused tourism capacity.*
- 

**1. Introduction**

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

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

**2. Tourism Products of India – Heritage, Culture and Performing Arts**

- Tourism Product Diversity – Nature, Culture & Art
- World Heritage Sites
- Pilgrimage
- Art and Architecture

- Tribal Art and Culture
- Performing Arts – Dance, Music and Theatre

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

### **3. Management, Marketing and Entrepreneurship in Historical Tourism**

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

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

### **4. Historical Tourism Product Designing**

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

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

## 5. Fieldwork/Projects

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

### Suggested Readings:

#### (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.

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

**INTRODUCTION**

Journalism relates to information, education, mass communication, visualization, expression. It is powerful and thus should be thrived to attain righteousness, justice, truth for the larger interest of the nation and society at large.

**OBJECTIVE**

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

**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 1**

Choice of one topic from three of the following:

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

**Unit 2**

Choice of one topic from three of the following:

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

**Unit 3**

Choice of one topic from three of the following:-

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

#### **Unit 4**

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 5

### Practical Training/Workshops/Field Design

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

### Suggested Readings

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