## SEMESTER – III

## DSE-01A : Discipline Specific Elective - 1
## Socially Engaging with the Human World

### B.A. (Hons.) Humanities & Social Sciences - Semester I
### Cluster Innovation Centre, University of Delhi

| Credit Distribution, Eligibility and Pre-requisites of the Course | | | | | | |
|---|---|---|---|---|---|---|
| Course Title & Code | Credits | Credit Distribution | | | Eligibility Criteria | Pre-requisite |
| | | L | T | P | | |
| Socially Engaging with the Human World (UPC: 3123102001) | 4 | 1 | 0 | 3 | Class XII Pass | Nil |
| *L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code* | | | | | | |

### Learning Objectives
- To make students understand the complexity and contours of a social problem.
- To make students learn to identify a social problem.
- To design strategies and solutions using a multi-pronged trans-disciplinary approach towards social interventions.

### Learning Outcomes
- Students will learn the complexity of a social problem.
- Students will learn to identify a social problem.
- Students will be able to design strategies to address the identified social problem using innovative means.

### Outline of DSE-01A

It has become imperative for us as a society to engage with issues arising out of social formations and their interaction with social institutions. This approach is useful from an individual's as well as society's perspective, specially keeping in view its implications for public policy, governance and larger social wellbeing. This paper will be offered entirely in the practical mode. This is an intervention-based module and therefore the students will be guided to identify a problem arising out of any social, cultural, economic, political issue which has larger implications for human society in general and Indian demography in particular. After identifying the problem, the students will be mentored to design a feasible strategy to address the identified problem by suggesting and practicing innovative means and tools such as organising seminars and workshops, awareness campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. The students

will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

**Theoretical Component (15 Hours)**
- What is social formation?
- Identity politics - issues and challenges
- Social institutions
- Public Policy in India - social and economic policies

**Indicative Themes**
- Understanding social formations
- Politics of identity
- Social institutions: issues and challenges
- Public policy and the social group
- Social and economic policies

**Practical component (90 Hours)**
- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

**Readings**

1. Marx, Karl (1859/1970). *A Contribution to the Critique of Political Economy*. Progress Publishers.
2. Hall, Stuart & du Gay, Paul (eds.) (1996). *Questions of Cultural Identity*. Sage.
3. Giddens, Anthony (1984). *The Constitution of Society*. Polity Press.
4. Jayal, Niraja Gopal (1999). *Democracy and the State: Welfare, Secularism and Development in Contemporary India*. Oxford University Press.
5. Dreze, Jean & Sen, Amartya (2013). *An Uncertain Glory: India and Its Contradictions*. Penguin.

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**Gender Issues and Challenges in India**

**B.A. (Hons.) Humanities & Social Sciences - Semester I**
**Cluster Innovation Centre, University of Delhi**

| Credit Distribution, Eligibility and Pre-requisites of the Course | | | | | | |
|---|---|---|---|---|---|---|
| Course Title & Code | Credits | Credit Distribution | | | Eligibility Criteria | Pre-requisite |
| | | L | T | P | | |
| Gender Issues and Challenges in India (UPC: 3123102002) | 4 | 1 | 0 | 3 | Class XII Pass | Nil |
| *L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code* | | | | | | |

**Learning Objectives**
- To introduce students to the concept and issues of Gender and Gender Studies.
- To make students learn the issues around Gender and Gender Normativity.
- To make students learn to identify a social problem arising out of Gender issues.
- To train students to design strategies and solutions using a trans-disciplinary approach towards gender issues.

**Learning Outcomes**
- Students will learn the concepts and issues around Gender and Gender Studies.
- The student will critically analyze Gender Normativity.
- Students will be able to design strategies and solutions towards gender issues.

**Outline of DSE-01B**

As society it has become imperative for us to study the issues arising out of complexity of gender. To understand the complexity of gender the students not only need to engage with the recent debates related to gender but they are also required to practically examine the normative practices associated with the gender role. So, this paper will be offered entirely in the practical mode. It is an intervention-based module and therefore the students will be guided to identify a problem arising out of the complexity of gender and its larger implications for the individual and society. After identifying the problem, the students will be mentored to design a feasible strategy to address the identified problem by suggesting and practicing innovative means and tools such as challenging stereotypes, organising seminars and workshops, sensitisation campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

**Theoretical Component (15 Hours)**
- What is gender?
- Difference between gender and sex

- Gender normativity
- Gender and economy
- Gender identity
- Gender rights movements

**Indicative Themes**
- Normative gender roles
- Challenges of transgender communities
- Gender rights movements in India
- Gender as a discourse
- Sexual abuse and sexual harassment
- Gender and economics
- Gender Identity

**Practical component (90 Hours)**
- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

**Readings**

1. Butler, Judith (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
2. Oakley, Ann (1972). *Sex, Gender and Society*. Temple Smith.
3. Connell, R.W. (2005). *Masculinities* (2nd ed.). University of California Press.
4. Benería, Lourdes, Berik, Günseli, & Floro, Maria S. (2015). *Gender, Development and Globalization: Economics as if All People Mattered*. Routledge.
5. Kumar, Radha (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990*. Kali for Women.

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**DSE-01C : Discipline Specific Elective - 1**
**Engaging with Emerging Human Rights Challenges**

**B.A. (Hons.) Humanities & Social Sciences - Semester I**
**Cluster Innovation Centre, University of Delhi**

| Credit Distribution, Eligibility and Pre-requisites of the Course | | | | | | |
|---|---|---|---|---|---|---|
| Course Title & Code | Credits | Credit Distribution | | | Eligibility Criteria | Pre-requisite |
| | | L | T | P | | |
| Engaging with Emerging Human Rights Challenges (UPC: 3123102003) | 4 | 1 | 0 | 3 | Class XII Pass | Nil |
| *L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code* | | | | | | |

**Learning Objectives**
- To make students learn the concepts and paradigms of Human Rights and Rights-based movements.
- To mentor students in identifying causes and concerns of Rights-based movements.
- To mentor students towards ideating and proposing solutions by involving key stakeholders in the process concerning the issue at hand.

**Learning Outcomes**
- The students will learn the concepts and paradigms of Human Rights and Rights-based movements.
- Students will learn identifying causes and concerns of Rights-based movements.
- Students will be equipped to ideate and propose solutions by involving key stakeholders in the process concerning the issue at hand.

**Outline of DSE-01C**

'Engaging with Emerging Human Rights Challenges' is an intervention-based paper. In this paper the students will be guided to identify a problem arising out of Human Rights issues such as social conflicts, human-nature conflicts, politics of rights-based movements, and movements of identity. After identifying the problem, the students will be mentored to design a feasible strategy to address the identified problem by suggesting and practicing innovative means and tools like challenging stereotypes, organising seminars and workshops, sensitisation campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. This paper will be offered entirely in the practical mode. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

**Theoretical Component (15 Hours)**
- Human Rights - concept and scope
- United Nations Human Rights Charter Act 1948

- Protection of Human Rights Act 1993
- Human Rights movements
- Debates on the Human Rights issues

**Indicative Themes**
- Paradigms of human rights based movements
- Public policy and human rights
- The stateless people and the human rights issues

**Practical component (90 Hours)**
- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

**Readings**

1. Donnelly, Jack (2013). *Universal Human Rights in Theory and Practice*. Cornell University Press.
2. United Nations (1948). *The Universal Declaration of Human Rights*. UN General Assembly.
3. Government of India (1993). *The Protection of Human Rights Act, 1993*. Ministry of Law and Justice.
4. Ishay, Micheline (2008). *The History of Human Rights: From Ancient Times to the Globalization Era*. University of California Press.
5. Freeman, Michael (2017). *Human Rights: An Interdisciplinary Approach*. Polity Press.

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**B.A. (Hons.) Humanities & Social Sciences - Semester I**
**Cluster Innovation Centre, University of Delhi**

| Credit Distribution, Eligibility and Pre-requisites of the Course | | | | | | |
|---|---|---|---|---|---|---|
| Course Title & Code | Credits | Credit Distribution | | | Eligibility Criteria | Pre-requisite |
| | | L | T | P | | |
| Social Challenges and Sensitizations Concerning Marginalized Communities (UPC: 3123102004) | 4 | 1 | 0 | 3 | Class XII Pass | Nil |
| *L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code* | | | | | | |

**Learning Objectives**
- To learn from the marginalized communities.
- To sensitize students about issues related to marginalized groups.
- To enable students to conceive and devise strategies and solutions using a trans-disciplinary approach towards issues of the marginalized.

**Learning Outcomes**
- The students will learn through the traditions and socio-cultural practices of the marginalized communities.
- The students will be sensitized about issues of marginalized groups. 3. The students will ideate and devise strategies and interventions using innovative approaches.

**Outline of DSE-01D**

To achieve the goal of social inclusion it is imperative for us to study the experiences of discrimination as well as the unequal power relationships of the society. This paper will introduce the students to not only the issues related to marginalised communities but they will also develop empathetic attitude towards such communities. It is an intervention-based module and therefore the students will be guided to identify a problem concerning marginalised communities such as the Scheduled Castes, Scheduled Tribes, Women, Persons with Disabilities, Gender-minorities, and the other subaltern groups. After identifying the problem, the students will be sensitised to understand the communication and other cultural barriers in order to establish a meaningful dialogue with the marginalised communities aimed at achieving a socially inclusive society. This paper will be offered entirely in the practical mode and the students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

**Theoretical Component (15 Hours)**
- Defining marginalised communities
- Intersectionality of marginalised communities - caste, class, disability etc.
- Constitutional provisions for SC/ST and persons with disability

- Rights of Persons with Disabilities Act 2016

## Indicative Themes
- Issues and challenges of scheduled castes and scheduled tribes
- Issues and challenges of persons with disabilities
- Issues and challenges of religious minorities and the other subaltern groups
- Public policy and the marginalised groups

## Practical component (90 Hours)
- Questionnaire designing
- Field survey techniques
- Data analysis and visualization
- Spreadsheets, SPSS
- Designing and conducting workshops, intervention programs and awareness modules

## Readings

1. Fraser, Nancy (2009). *Scales of Justice: Reimagining Political Space in a Globalizing World*. Columbia University Press.
2. Crenshaw, Kimberlé (1991). "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review*, 43(6).
3. Galanter, Marc (1984). *Competing Equalities: Law and the Backward Classes in India*. Oxford University Press.
4. Government of India (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Social Justice and Empowerment.
5. Shah, Ghanshyam, Mander, Harsh, Thorat, Sukhdeo, Deshpande, Satish, & Baviskar, Amita (2006). *Untouchability in Rural India*. Sage Publications.

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**DSE-01E : Discipline Specific Elective - 1**
**Preservation and Promotion of Linguistic Plurality and Cultural Diversity in India**

**B.A. (Hons.) Humanities & Social Sciences - Semester I**
**Cluster Innovation Centre, University of Delhi**

| Credit Distribution, Eligibility and Pre-requisites of the Course | | | | | | |
|---|---|---|---|---|---|---|
| Course Title & Code | Credits | Credit Distribution | | | Eligibility Criteria | Pre-requisite |
| | | L | T | P | | |
| Preservation and Promotion of Linguistic Plurality and Cultural Diversity in India (UPC: 3123102005) | 4 | 1 | 0 | 3 | Class XII Pass | Nil |
| *L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code* | | | | | | |

**Learning Objectives**
- To engage students with various cultural and linguistic traditions of India.
- To make students learn to appreciate the cultural and linguistic diversity of our country.
- To make students conceptualize strategies to preserve the lesser-known cultural, linguistic and traditional practices of India.

**Learning Outcomes**
- The students will engage with various cultural and linguistic traditions of India.
- The students will learn to appreciate the cultural and linguistic diversity of our country.
- The students will learn to conceptualize strategies to preserve the lesser-known cultural, linguistic and traditional practices of India.

**Outline of DSE-01E**

India is a country of diverse traditions with a myriad of languages. The aim of this paper is to make students able to appreciate this rich cultural heritage and linguistic heterogeneity of India. Through this paper students will also learn about the various tools, techniques and practices to preserve the lesser-known cultures, languages and traditions of our country. This paper will be offered entirely in the practical mode. This is an intervention-based module and therefore the students will be guided to find solutions to preserve various cultural and linguistic traditions of India in order to achieve a culturally heterogeneous and linguistically plural society. The students will be mentored to design a feasible strategy to engage with the identified tradition by suggesting and practicing innovative means and tools such as organising workshops, seminars and talks, awareness campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

**Theoretical Component (15 Hours)**
- Understanding linguistic and cultural diversity of India

- Unity in Diversity
- Tangible and intangible heritage
- Festivals of India
- Art and crafts landscape of India

**Indicative Themes**
- Exploration and promotion of cultural festivals of India
- Preservation and practice of linguistic diversity of India
- Promotion of arts and crafts

**Practical component (90 Hours)**
- Participant observation
- Mapping as a tool
- documentaries/filmmaking, theatre interventions and interventions through translations, creative writing
- Creating digital repositories

**Readings**

1. Singh, K.S. (1992). *People of India: An Introduction*. Anthropological Survey of India.
2. Pandey, Govind Chandra (2005). *India: Unity in Diversity*. IGNCA Publications.
3. Smith, Laurajane (2006). *Uses of Heritage*. Routledge.
4. Madan, T.N. (2004). *India's Religions: Perspectives from Sociology and History*. Oxford University Press.
5. Chattopadhyay, K.K. (1980). *Indian Art: A History of Indian Art from Earliest Times up to the Third Century A.D.* Rupa.

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**B.A. (Hons.) Humanities & Social Sciences - Semester I
Cluster Innovation Centre, University of Delhi**

| Credit Distribution, Eligibility and Pre-requisites of the Course | | | | | | |
|---|---|---|---|---|---|---|
| Course Title & Code | Credits | Credit Distribution | | | Eligibility Criteria | Pre-requisite |
| | | L | T | P | | |
| Exploration and Promotion of Heritage of India (UPC: 3123102006) | 4 | 1 | 0 | 3 | Class XII Pass | Nil |
| *L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code* | | | | | | |

## Learning Objectives
- To enable students explore the tangible and in-tangible Heritage of the Nation.
- To make students appreciate the rich heritage of India and its potential for our national growth.
- To mentor students-led intervention to restore, preserve and promote Heritage of India.

## Learning Outcomes
- Students will explore the tangible and in-tangible Heritage of India.
- Students will be able to gauge the possible role of our National Heritage in contributing towards our development and economy.
- The students will lead interventions to restore, preserve and promote Heritage of India.

## Outline of DSE-01F

Through this paper the students will be able to appreciate the vast contours of our geographical, spiritual, religious, architectural, aesthetical, musical, culinary, handicraft, and folk traditions. This is an intervention-based module and therefore the students will be guided to explore the tangible and in-tangible heritage of India. They will work towards promotion of our rich heritage by designing and conducting events like Heritage Walks, Nature Walks, Curating Exhibitions, organising workshops, seminars and talks, awareness campaigns, dialogue with communities, publishing research and newspaper articles, producing mass media programmes such as blogs, vlogs, documentaries/filmmaking, theatre interventions and interventions through translations, creative writing and other creative mediums. This paper will be offered entirely in the practical mode. The students will be encouraged to involve various stakeholders, the concerting agencies and other communities pursuing similar goals.

## Theoretical Component (15 Hours)
- Geographical diversity in India - natural, cultural, religious
- Tangible and intangible heritage
- Key elements of architectural styles - shape, structure, details and ornamentation
- Heritage tourism in India
- Text and language as heritage

**Indicative Themes**

- Promotion and preservation of lesser-known monuments
- Appreciating and promoting culinary traditions of India
- Exploration and awareness of folk arts and traditions
- Exploration and promotion of music and dance traditions of India
- Exploring biodiversity of India

**Practical component (90 Hours)**

- Designing heritage walks
- Techniques for analyzing architectural styles
- Designing and conducting Heritage Walks
- Building 3D models and virtual museums

**Readings**

1. Singh, Rana P.B. (2013). *Heritage Tourism: A Geographic Perspective*.
2. Jain, Jyotindra (1999). *India's Popular Culture: Iconic Spaces and Fluid Images*.
3. Tillotson, G.H.R. (1998). *Paradigms of Indian Architecture: Space and Time in Representation and Design*.
4. Timothy, Dallen J., & Nyaupane, Gyan P. (2009). *Cultural Heritage and Tourism in the Developing World: A Regional Perspective*.
5. Pollock, Sheldon (2006). *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*.

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