

**DSE-04A : Discipline Specific Elective - 4**  
**Innovation and Social Change**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI**  
**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		
Innovation and Social Change (UPC: 3123100019)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

*L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code*

### **Learning Objectives**

The learning objectives of this course are as follows:

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

### **Learning Outcomes**

Upon completion of this course, students will -

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

### **Outline of DSE-04A**

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

### **Theoretical Component (15 Hours)**

Understanding Social Problem; Traditions, Beliefs and Challenges in the context of innovation; Design Thinking Approach and human-centred design; Indigenous systems and Innovative Practices of India; Collaboration and collective action for social change; Innovation, Ethics and Social Responsibility; Case Studies of successful social innovations.

### **Suggestive Themes**

- Promoting Social Entrepreneurship

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

### **Practical component (90 Hours)**

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

### **Readings**

1. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
2. Chambers, R. (2014). *Rural Development: Putting the Last First*. Routledge.
3. Brown, T. (2009). *Change by Design: How Design Thinking Creates New Alternatives for Business and Society*. Harper Business.
4. IDEO.org. (2015). *The Field Guide to Human-Centered Design*. IDEO.
5. Gadgil, M., & Guha, R. (1992). *This Fissured Land: An Ecological History of India*. Oxford University Press.
6. Elkington, J., & Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*. Harvard Business Press.
7. Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.
8. Kania, J., & Kramer, M. (2011). “Collective Impact.” *Stanford Social Innovation Review*, 9(1), 36–41.
9. Freeman, R. E., Harrison, J. S., & Wicks, A. C. (2007). *Managing for Stakeholders: Survival, Reputation, and Success*. Yale University Press.
10. Floridi, L. (2013). *The Ethics of Information*. Oxford University Press.
11. Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). *The Open Book of Social Innovation*. NESTA/The Young Foundation.
12. Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (Updated Edition). Oxford University Press.

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

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**DSE-04B : Discipline Specific Elective - 4**  
**Technology and Innovation Policies**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI**  
**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		
Technology and Innovation Policies (UPC: 3123100020)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

*L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code*

### **Learning Objectives**

The learning objectives of this course are as follows:

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

### **Learning Outcomes**

Upon completion of this course, students will-

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

### **Outline of DSE-04B**

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

### **Theoretical Component (15 Hours)**

Technology and Knowledge Diffusion; Triple Helix Model; Technology Transfer; Capacity Building; Knowledge Society; Open Innovation; Technology Governance.

### **Indicative Themes**

- Technology and economic development
- Intellectual property and innovation
- Technology and Society
- Innovation and sustainability

- Digital transformation and future of work

### **Practical component (90 Hours)**

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

### **Readings**

1. Etzkowitz, H., & Leydesdorff, L. (2000). “The Dynamics of Innovation: From National Systems and ‘Mode 2’ to a Triple Helix of University–Industry–Government Relations.” *Research Policy*, 29(2), 109–123.
2. Chesbrough, H. W. (2003). *Open Innovation: The New Imperative for Creating and Profiting from Technology*. Harvard Business Press.
3. Lundvall, B.-Å. (1992). *National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning*. Pinter.
4. Nonaka, I., & Takeuchi, H. (1995). *The Knowledge-Creating Company*. Oxford University Press.
5. Bozeman, B. (2000). “Technology Transfer and Public Policy: A Review of Research and Theory.” *Research Policy*, 29(4–5), 627–655.
6. World Bank. (2007). *Building Knowledge Economies: Advanced Strategies for Development*. World Bank.
7. Stiglitz, J. E. (1999). “Knowledge as a Global Public Good.” In *Global Public Goods* (Kaul et al., eds.), Oxford University Press.

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**DSE-04C : Discipline Specific Elective - 4**  
**Social Innovation and Entrepreneurship**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI**  
**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 Innovation and Entrepreneurship (UPC: 3123100021)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

*L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code*

### **Learning Objectives**

The learning objectives of this course are as follows-

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

### **Learning Outcomes**

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

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

### **Outline of DSE-04C**

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

### **Theoretical Component (15 Hours)**

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

### **Indicative Themes**

- Ideating and designing a Startup
- Incubating Startups for Social Entrepreneurship

### **Practical component (90 Hours)**

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

## **Readings**

1. Dees, J. G. (1998). "The Meaning of Social Entrepreneurship." *Kauffman Center for Entrepreneurial Leadership*.
2. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press.
3. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown.
4. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation*. Wiley.
5. Neck, H. M., Greene, P. G., & Brush, C. G. (2021). *Teaching Entrepreneurship: A Practice-Based Approach*. Edward Elgar.
6. Cohen, B. (2006). "Sustainable Valley Entrepreneurial Ecosystems." *Business Strategy and the Environment*, 15(1), 1–14.
7. Shepherd, D. A., & Patzelt, H. (2018). *Entrepreneurial Cognition: Exploring the Mindset of Entrepreneurs*. Palgrave Macmillan.

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**DSE-04D : Discipline Specific Elective - 4**  
**Economic Policies and Governance**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI**  
**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		
Economic Policies and Governance (UPC: 3123100022)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

*L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code*

### **Learning Objectives**

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

### **Learning Outcomes**

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

### **OUTLINE OF DSE-04D**

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

### **Theoretical Component (15 Hours)**

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

### **Indicative Themes**

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

### **Practical component (90 Hours)**

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

### **Readings**

1. Todaro, M. P., & Smith, S. C. (2020). *Economic Development* (13th ed.). Pearson.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
3. Acemoglu, D., & Robinson, J. A. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown.
4. North, D. C. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge University Press.
5. Rodrik, D. (2007). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press.
6. Keynes, J. M. (1936). *The General Theory of Employment, Interest, and Money*. Harcourt.
7. Krugman, P., & Obstfeld, M. (2018). *International Economics: Theory and Policy* (11th ed.). Pearson.

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**DSE-04E : Discipline Specific Elective - 4**  
**Environmental Policies and Governance**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI**  
**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		
Environmental Policies and Governance (UPC: 3123100023)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

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### **Learning Objectives**

The learning objectives of this course are as follows:

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

### **Learning Outcomes**

Upon completion of this course, students will -

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

### **OUTLINE OF DSE-04E**

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

### **Theoretical Component (15 Hours)**

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

### **Indicative Themes**

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

## **Practical component (90 Hours)**

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

## **Readings**

1. Costanza, R., et al. (1997). "The Value of the World's Ecosystem Services and Natural Capital." *Nature*, 387, 253–260.
2. Daly, H. E., & Farley, J. (2011). *Ecological Economics: Principles and Applications* (2nd ed.). Island Press.
3. Dryzek, J. S. (2013). *The Politics of the Earth: Environmental Discourses* (3rd ed.). Oxford University Press.
4. Schlosberg, D. (2007). *Defining Environmental Justice: Theories, Movements, and Nature*. Oxford University Press.
5. WCED (World Commission on Environment and Development). (1987). *Our Common Future*. Oxford University Press.
6. Renn, O. (2008). *Risk Governance: Coping with Uncertainty in a Complex World*. Earthscan.
7. Naess, A. (1973). "The Shallow and the Deep, Long-Range Ecology Movement." *Inquiry*, 16(1–4), 95–100.

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**DSE-04F : Discipline Specific Elective - 4**  
**Social Policies and Governance**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI**  
**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 Policies and Governance (UPC: 3123100024)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

*L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code*

### **Learning Objectives**

The learning objectives of this course are as follows:

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

### **Learning Outcomes**

Upon completion of this course, students will -

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

### **OUTLINE OF DSE-04F**

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

### **Theoretical Component (15 hours)**

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

## **Indicative Themes**

- Gender & diversity policies
- Cultural policies
- Public policies for the vulnerable groups (children, women, indigenous groups, etc.)
- Social welfare policies
- Education policies
- Public Health Policies

## **Practical component (90 Hours)**

- Data collection – methods, tools and techniques
- Data analysis techniques
- Field visits
- Designing and organising workshops and awareness programmes

## **Readings**

1. Rawls, J. (1971). *A Theory of Justice*. Harvard University Press.
2. Sen, A. (2009). *The Idea of Justice*. Harvard University Press.
3. Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.
4. Marshall, T. H. (1950). *Citizenship and Social Class*. Cambridge University Press.
5. Fraser, N. (1997). *Justice Interruptus: Critical Reflections on the “Postsocialist” Condition*. Routledge.
6. Nussbaum, M. C. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press.
7. Ostrom, E. (1990). *Governing the Commons*. Cambridge University Press.

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**DSE-04G : Discipline Specific Elective - 4**  
**Methodological Designs for Humanities & Social Sciences**

**B.A. (Hons.) Humanities & Social Sciences - Semester VI**  
**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		
Methodological Designs for Humanities & Social Sciences (UPC: 3123100025)	4	1	0	3	Class XII Pass	Students must be familiar with concepts taught in any course under DSE-03

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### **Learning Objectives**

The learning objectives of this course are as follows:

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

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

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

## **SYLLABUS OF DSE-04G**

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

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

### **Unit 2: Quantitative Research Design (12 Hours)**

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

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

### **Unit 3: Qualitative Research Design (12 Hours)**

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

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

### **Unit 4: Mixed Research Design (12 Hours)**

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

#### **Suggested Readings:**

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

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