COURSE STRUCTURE

GE-04A : Generic Elective - 4
Intervention Beyond Mental Illness

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		
Intervention Beyond Mental Illness (UPC: 3124100007)	4	3	1	0	Class XII Pass	Students must have studied at least 3-4 papers/courses in Psychology or Applied Psychology

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

Learning Objectives
The Learning Objectives of this course are as follows:
- To provide students with a comprehensive understanding of intervention beyond the concept of mental illness.
- To introduce students to the theory and practice of counselling and psychotherapy.
- To train students on basic skills of effective counselling that will meet the demands of the multi-faceted challenges of a counselling set-up.

Learning Outcomes
Upon completion of this course the students:
- Will gain a comprehensive understanding of the need for holistic intervention in the well-being of individuals.
- Will be able to integrate theory and practice to understand and deal with the diverse challenges of the counselling process.
- Will demonstrate technical skills and competencies to deal with a myriad of problems that get presented in a counselling set up.

SYLLABUS

Unit I: Basic Issues in Counselling (9 Hours)
Defining counselling; counsellor as a person; anxieties of young counsellors; ethical issues of practice and concern in counselling; current issues and challenges in counselling.

Unit II: Theories & Techniques in Counselling (12 Hours)
Psychoanalytic Therapy; Person Centred Therapy; Cognitive-Behaviour Therapy; Postmodern Approaches in Counselling.

Unit III: Process of Counselling (12 Hours)

Counselling skills; stages of counselling; process of counselling; barriers in the therapeutic process; evaluating effectiveness of intervention.

Unit IV: Integration and Application (12 Hours)

Using clinical case studies, discussions will be centred around integrating various therapeutic techniques in the areas of crises, adjustment difficulties, relationship breakdown, educational needs, behavioural problems, developmental needs, lifestyle issues, mental illness etc. Students will be required to develop an intervention plan for each case discussed.

Practical component – (30 Hours)

Students will be required to do fieldwork as part of the practical component. In their fieldwork students will be expected to collaborate with organisations/institutions and work on projects centred around the following areas:

a. Counselling and Youth, Gender & Diversity
b. Counselling with survivors of trauma
c. Counselling in relationship issues
d. Counselling and education

Readings

1. Corey, G. 2013. Theory and Practice of Counselling & Psychotherapy. 9th Edition. Cengage Learning.
2. Feltham, C and Dryden, W. 2006. Brief Counselling: A Practical Integrative Approach. 2nd Edition. Open University Press, England.
3. Gladding, S. T. and Batra, P. 2018. Counselling: A Comprehensive Profession. 8th Edition. Pearson Education.
4. Hough, M. 2021. Counselling Skills and Theory. 5th Edition. Hodder Education, London.
5. Nelson-Jones, R. 2015. Basic Counselling Skills: A Helper's Manual. 4th Edition. SAGE Publications Ltd.
6. Sue, D. W. and Sue, D. 2015. Counselling the Culturally Diverse: Theory and Practice. 7th Edition. Wiley.

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

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Credit Distribution, Eligibility and Pre-requisites of the Course					
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Heritage Tourism (UPC: 3124100008)	4	3	1	0	Class XII Pass	Students must have studied at least 3-4 papers/courses in Tourism or Allied Disciplines

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

Learning Objectives

The Learning Objectives of this course are as follows:
- To acquaint students with the significance of heritage tourism in India.
- To encourage students to find innovative ways for the promotion of tourism with special reference to Heritage Tourism.
- To enable the students for sustainable contributions to the tourism industry in India.

Learning Outcomes

Upon completion of this course, students:
- Will be able to appreciate the role of tourism in the preservation of our rich cultural heritage.
- Will be skilled in designing tourism products that will tap the unused and less explored tourism potential of the country.
- Will be skilled in designing innovative strategies that will bridge the gap between the preservation, protection and promotion of our rich cultural heritage.

SYLLABUS

Unit I: Heritage Tourism Products (12 Hours)

Concept of Heritage Tourism Product

Life Cycle of a Tourism Product

Carrying Capacity of Heritage Destinations

Need for New and Innovative Tourism Products

Challenges in Heritage Tourism Product Designing

Unit II: Heritage Destinations in India (12 Hours)

Natural Heritage Sites

Cultural Heritage Sites

Intangible Cultural Heritage - Art, Dance, Music

Unit III: Heritage Interpretation and Communication (9 Hours)

Heritage Site Interpretation Methods

Visitor Engagement and Education

Marketing and Promotion of Heritage Sites

Digital Technologies and Virtual Heritage Experience

Unit IV: Practising Tourism (12 Hours)
Heritage Walks - Concept and Types
Importance of Heritage Walks
Designing and conducting different types of Heritage Walks

References (English)

1. Agrawala, Vasudev Sharan. 1964. *The Heritage of Indian Art*. Publication Division, Ministry of Information & Broadcasting,
2. Banerjee, Utpal K. 2006. *Indian Performing Arts: A Mosiac.* Harman Publishing House, New Delhi
3. Basham, A.L. 1971. *The Wonder That was India*. Sidgwick & Jackson.
4. Harle, J.C. 1986. *The Art and Architecture of the Indian Sub-continent,* Penguin, (Reprint, London, 1990).
5. Kotler, Philip. 2002. *Marketing for Hospitality & Tourism.* PHI, New Delhi.
6. Liddle, Swapna. 2011. Delhi: 14 Historic Walks. Westland
7. Jafa, Navina. 2012. Performing Heritage: Art of Exhibit Walks. Sage India
8. Jethwani, S. 2019. Salaam Delhi: Rediscovering 200 monuments in 25 Heritage Walks.
9. Notion Press

(Hindi)

1. Agrawala, Vasudev Sharan. 1965. *Bhartiya Kala*, Khand-1, Rajkamal Prakashan, Delhi.
2. Basham, A.L. 1993. *Adhbhut Bharat*, (tr. by Venkateshchandra Pandey), Shiva Lal Agarwala & Co., Agra.
3. Goyal, Ashish. 2010. *Aitahasik Paryatan*. ALP Books, Delhi.
4. Goyal, Ashish. 2010. *Bharat Mein Paryatan Vikas*. ALP Books, Delhi.
5. Singh, Surjit. 2012. *Bhartiya Sanskriti Avam Aitahasik Paryatan.* (Indian Culture and Heritage Tourism) Rawat Publication, Delhi.

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Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Media Studies: Mapping the Field (UPC: 3124100009)	4	3	1	0	Class XII Pass	Students must have studied at least 3-4 papers/courses in Media, Journalism or Allied Disciplines

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

Learning Objectives

The Learning Objectives of this course are as follows:

● To learn and appreciate the power of storytelling and its role in daily life
● To develop independence and confidence in methods of information exploration and consumption

Learning Outcomes

Upon completion of this course the students:

● will be trained in content production, technologies and contexts
● will be able to evaluate impact of the media on social values, culture and behaviour

Unit I: Storytelling Renaissance (10 Hours)
Narratives: Roles and Challenges
Envisioning the form in digital age: Understanding the
Transition Representations: Anthropology of stories
Deconstructing the audience

Unit II: The Geography of Media Landscape (10 Hours)
Global and Local: Forms and Practices
Vernacular Media: Mapping the issues and landscape

Unit III: Understanding the Vehicles (12 Hours)
Mass Mediation
Newspapers/ Radio/TV/Film/Photo/Theatre/Media
Convergence Art for Policy Change: Script, Play and
Production

Unit IV: Theses on Impact (13 Hours)
The New Information Age: Our Robot
Storyteller War, Conflict, Culture and Society
The New Misinformation Age
Media as Socio-Technological System: Pathway to SDGs

Readings

1. Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In Illuminations. Orlando: Harcourt Brace, 1969.
2. Selected Photographs of Lewis Hine: https://www.loc.gov/collections/national-child-labor-committee/about-this-collection/
3. Lawrence Grossberg. "Wandering Audiences, Nomadic Critics." In Duke University Press. 1988.
4. Janice Radway. "Reception Study: Ethnography and the Problems of
5. Dispersed Audiences and Nomadic Subjects." In Duke University Press. 1988.
6. Carolyn Marvin, "Dazzling the Multitude: Original Media Spectacles." In Oxford University Press. 1990
7. Gilbert B. Rodman, "The Net Effect: The Public's Fear and the Public Sphere." In Columbia University Press. 2003
8. Laikwan Pang, "Copying Kill Bill." In Duke University Press. 2005.
9. Kipling, Rudyard. "The Man Who Would Be King.", Project Gutenberg. 2005.
10. Hall, Stuart, et al. "The Social Production of News." In Media Studies: A Reader. 2nd. ed. Edited by Paul Marris, and Sue Thornham. New York City: NYU Press. 1999.
11. McLuhan, Marshall. Understanding Media: The Extensions of Man. Cambridge: MIT Press, 1999.
12. Orwell, George. "Nineteen Eighty-Four". Project Gutenberg of Australia. 2001.
13. Selected articles of Geoffrey Hinton: https://www.technologyreview.com/2023/05/03/1072589/video-geoffrey-hinton- google-ai-risk-ethics/

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