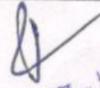


**RECOMMENDATIONS OF THE STANDING COMMITTEE ON ACADEMIC MATTERS OF  
THE ACADEMIC COUNCIL HELD ON AUGUST 14, 2013 AT 10.00 A.M.**

Item No.	Brief Description of the Item	Recommendations of the Standing Committee on Academic Matters of the Academic Council
2.1.51	<p>To consider the recommendations of the Faculty of Social Sciences dated 08.05.2012 regarding introduction of semester based syllabi of the following courses under the Department of East Asian Studies to be implemented from the academic session 2014-2015:</p> <ol style="list-style-type: none"> <li>1. <b>M.A. in Korean</b></li> <li>2. <b>M.A. in Chinese</b></li> </ol>	<p>Resolved that the recommendations of the Faculty of Social Sciences dated 08.05.2012 regarding introduction of semester based syllabi of the following courses under the Department of East Asian Studies to be implemented from the academic session 2014-2015 be accepted and recommended to the Academic Council for approval:</p> <ol style="list-style-type: none"> <li>1. <b>M.A. in Korean</b></li> <li>2. <b>M.A. in Chinese</b></li> </ol>
2.1.52	<p>To consider the recommendations of the Faculty of Social Sciences dated 03.04.2013 regarding introduction of semester based syllabus of the following course under the Department of Adult Continuing Education &amp; Extension to be effective from the academic year 2014-2015:</p> <ol style="list-style-type: none"> <li>1. <b>M.A. in Life Long Learning &amp; Extension</b></li> </ol>	<p>Resolved that the recommendations of the Faculty of Social Sciences dated 03.04.2013 regarding introduction of semester based syllabus of the following course under the Department of Adult Continuing Education &amp; Extension to be effective from the academic year 2014-2015 be accepted and recommended to the Academic Council for approval:</p> <ol style="list-style-type: none"> <li>1. <b>M.A. in Life Long Learning &amp; Extension</b></li> </ol>
2.1.53	<p>To consider the recommendations of the Faculty of Medical Sciences dated 03.05.2012 regarding introduction of syllabi of the following courses to be implemented from the academic session 2014-2015:</p> <ol style="list-style-type: none"> <li>1. <b>Doctor of Medicine (D.M.) in Nephrology</b></li> <li>2. <b>Doctor of Medicine (D.M.) in Endocrinology</b></li> <li>3. <b>Doctor of Medicine (M.D.) in Emergency Medicine</b></li> <li>4. <b>B.Sc. MT Radiography</b></li> <li>5. <b>M.Sc. in (Medical Imaging Technology) Radiography</b></li> </ol>	<p>Resolved that the recommendations of the Faculty of Medical Sciences dated 03.05.2012 regarding introduction of syllabi of the following courses to be implemented from the academic session 2014-2015, with minor modifications, be accepted and recommended to the Academic Council for approval:</p> <ol style="list-style-type: none"> <li>1. <b>Doctor of Medicine (D.M.) in Nephrology</b></li> <li>2. <b>Doctor of Medicine (D.M.) in Endocrinology</b></li> <li>3. <b>Doctor of Medicine (M.D.) in Emergency Medicine</b></li> <li>4. <b>M.Sc. in (Medical Imaging Technology) Radiography</b></li> </ol> <p>Further resolved that the syllabus of <b>B.Sc. MT Radiography</b> be referred back to the Faculty of Medical Sciences.</p>

<p>Resolved that the following recommendations of the <b>Faculty of Social Sciences</b> made in its meeting held on 21<sup>st</sup> May, 2014 be accepted with minor changes* and recommended to the Academic Council for approval:</p> <p>i) M.Phil Course/Syllabus/Scheme of Examination in the <b>Department of Adult Continuing Education &amp; Extension w.e.f. academic year 2014-2015.</b></p> <p>*Reservation rules of the University will be followed.</p>	<p>Approved (One member dissented)</p> <p>(Appendix-6)</p>
<p>Resolved that the following recommendations of the Faculty of Science made in its meeting held on 17<sup>th</sup> June, 2014 be accepted and recommended to the Academic Council for approval:</p> <p>1) Syllabus of M.Sc. in Forensic Science two year full time programme.</p> <p>ii) Syllabus of B.Tech. in Forensic Science (under Four Year Undergraduate Programme).</p>	<p>(Appendix-7)</p> <p>i) Approved with minor changes.</p> <p>ii) Deferred.</p>
<p>Resolved that the Recommendations of the <b>Faculty of Education</b> made in its meeting held on held on 11<sup>th</sup> June, 2014 be accepted and recommended to the Academic Council for approval:</p> <p>Introduction of the following M.Ed. optional papers IV and V(X) – Information and Communication Technologies in Education:</p> <p>i) Syllabus of paper 4.5. X .1: Information and Communication Technologies in Education. (Optional Paper).</p> <p>ii) Syllabus of paper 4.5X2: Web Technologies and E-learning.</p> <p>iii) Syllabus of B.Ed. paper IV(i) Teaching of Mathematics – A level.</p>	<p>Approved (Appendix-8)</p> <p>Approved (Appendix-9)</p> <p>Approved (Appendix-10)</p>
<p>*Resolved that the recommendations of the Faculty of Law made in its meeting held on 16.6.2014 to</p>	<p>Approved (Appendix-11)</p>

  
 परिषद शाखा-1 / Council Branch-1  
 दिल्ली विश्वविद्यालय / University of Delhi  
 दिल्ली / Delhi-110007



**UNIVERSITY OF DELHI**  
**दिल्ली विश्वविद्यालय**

No. Aca.I/Misc./2015/869  
November 17, 2015

The Head  
Department of Adult Continuing Education & Extension  
University of Delhi  
(Bamboo Structure, Faculty of Social Sciences)  
Delhi-110007.

Subject: Proposal for approval of "Radio Broadcasting Short-Term Course".

Dear Sir,

Kindly refer to your letter no. 243 dated 28.09.2015 received through the Dean, Faculty of Social Sciences on the subject noted above.

In this connection, I am directed to inform you that the short-term course on "Radio Broadcasting" has been approved by the Vice-Chancellor and this decision will be reported to the Academic Council at its next meeting.

Thanking you,

Yours faithfully,

Dy. Registrar (Academic)

**MINUTES OF THE MEETING OF THE ACADEMIC COUNCIL HELD ON  
TUESDAY, THE 20<sup>TH</sup> JUNE 2017 FROM 10.00 A.M. TO 11:30 PM, RESUMED ON  
WEDNESDAY THE 21<sup>ST</sup> JUNE 2017 FROM 2:00 PM TO 1:30 AM OF THURSDAY  
THE 22<sup>ND</sup> JUNE 2017 AND AGAIN RESUMED ON THURSDAY THE 22<sup>ND</sup> JUNE 2017  
FROM 11:30 AM & CONCLUDED ON FRIDAY THE 23<sup>RD</sup> JUNE 2017 AT 7:30 AM IN  
THE COUNCIL HALL, UNIVERSITY OF DELHI, DELHI-110007.**

**No.1**

**PRESENT (20.6.2017)**

- |                                  |   |
|----------------------------------|---|
| 1. Prof. Yogesh Kumar Tyagi      | Vice-Chancellor - Chairman                                  |
| 2. Prof. J.P. Khurana            | Director, South Delhi Campus and Acting Pro-Vice-Chancellor |
| 3. Prof. Devesh K. Sinha         | Dean of Colleges  |
| 4. Prof. C.S. Dubey              | Director, Campus of Open Learning                           |
| 5. Prof. A. Kapoor               |   |
| 6. Prof. A.K. Kapoor             |   |
| 7. Prof. Aleem Ashraf Khan       |   |
| 8. Prof. Amitabha Mukherjee      |   |
| 9. Prof. Anand Prakash           |   |
| 10. Prof. Anita Sharma           |   |
| 11. Prof. Anupam Chattopadhyay   |   |
| 12. Prof. Arunabha Ray           |   |
| 13. Prof. C.R. Devadawson        |   |
| 14. Prof. D.P. Sarkar            |   |
| 15. Prof. Gurmeet Singh          |   |
| 16. Prof. H.C. Pokhriyal         |   |
| 17. Prof. H.S. Prasad            |   |
| 18. Prof. J.P. Dubey             |   |
| 19. Prof. K.S. Rao               |   |
| 20. Prof. K.T.S. Sarao           |   |
| 21. Prof. Kavita Sharma          |   |
| 22. Prof. Madan Mohan Chaturvedi |   |
| 23. Prof. Mohan                  |   |
| 24. Prof. Namita Ranganathan     |   |
| 25. Prof. Nandita Babu           |   |
| 26. Prof. Neera Agnimitra        |   |
| 27. Prof. P.C. Jha               |   |
| 28. Prof. P.C. Pattanaik         |   |
| 29. Prof. Paramjit Khurana       |   |
| 30. Prof. Poonam Singh           |   |
| 31. Prof. Pradeep Kumar Burma    |   |
| 32. Prof. Radhey Shyam Sharma    |   |
| 33. Prof. Raj Kumar              |   |
| 34. Prof. Rajesh Tandon          |   |
| 35. Prof. Ramesh Chand Sharma    |   |
| 36. Prof. Rawail Singh           |   |
| 37. Prof. Roma Chatterji         |   |
| 38. Prof. S. Yadav               |   |
| 39. Prof. S.C. Rai               |   |
| 40. Prof. S.K. Sharma            |   |

41. Prof. Sanjay Jain
42. Prof. Sharda Sharma
43. Prof. Shashwati Majumdar
44. Prof. Subhendu Ghosh
45. Prof. Suneera Kasliwal
46. Prof. Sunita Singh Sengupta
47. Prof. Suresh Kumar
48. Prof. Umashankar Sharma
49. Prof. Upinder Singh
50. Prof. V. Ravichandran
51. Prof. Vasudha Bhatnagar
52. Prof. Vijay Kumar Kaul
53. Prof. Wali Akhtar
54. Dr. Anupa Siddhu
55. Dr. Sandeep Tiwari
56. Dr. Babli Moitra Saraf
57. Dr. Gyantosh Kumar Jha
58. Dr. Hemalatha Reddy P
59. Dr. Madhu Pruthi
60. Dr. Poonam Verma
61. Dr. Purabi Saikia
62. Dr. Savita Roy
63. Dr. Shashi Nijhawan
64. Dr. Suman Sharma
65. Dr. Chaman Singh
66. Dr. Deo Kumar
67. Dr. Dharam Veer Singh
68. Dr. Firasat Hussain
69. Dr. Geeta Bhatt
70. Dr. Imteyaz Ahmad
71. Dr. K.P. Singh
72. Dr. Kiran Gupta
73. Dr. M. Ramananda Singh
74. Dr. M.S. Bhatia
75. Dr. Mohd. Arif
76. Dr. Nachiketa Singh
77. Dr. Pankaj Kumar Garg
78. Dr. Pawan Kumar Sharma
79. Dr. Pradeep Kumar
80. Dr. R.N. Dubey
81. Dr. Rani Gupta
82. Dr. Rasal Singh
83. Dr. Richa Raj
84. Dr. Samrendra Kumar
85. Dr. Shashi Shekhar Prasad Singh
86. Dr. V.S. Dixit
87. Dr. Vivek
88. Md. Riyazuddin Khan
89. Mr. Gaurav Goel
90. Mr. Hans Raj Suman

91. Ms. Lata
92. Mr. Sachin N
93. Mr. Saikat Ghosh
94. Mr. Suneel Kumar

**SPECIAL INVITEE**

1. Dr. Sunaina Kanojia
2. Dr. Savita M. Datta
3. Prof. Ashok Acharya
4. Dr. Payal Mago
5. Prof. Vinay Gupta
6. Dr. Satish Kumar
7. Prof. Pami Dua
8. Prof. Ramesh Chandra
9. Dr. Manoj Khanna
10. Dr. Ashutosh Bhardwaj
11. Dr. Manasvini M. Yogi

**PRESENT (21.6.2017)**

- |                                  |   |
|----------------------------------|---|
| 1. Prof. Yogesh Kumar Tyagi      | Vice-Chancellor - Chairman                                  |
| 2. Prof. J.P. Khurana            | Director, South Delhi Campus and Acting Pro-Vice-Chancellor |
| 3. Prof. Devesh K. Sinha         | Dean of Colleges  |
| 4. Prof. C.S. Dubey              | Director, Campus of Open Learning                           |
| 5. A. Bhattacharjee              |   |
| 6. Prof. A.K. Kapoor             |   |
| 7. Prof. Aleem Ashraf Khan       |   |
| 8. Prof. Amitabh Mukherjee       |   |
| 9. Prof. Anand Prakash           |   |
| 10. Prof. Anita Sharma           |   |
| 11. Prof. Anupam Chattopadhyay   |   |
| 12. Prof. Avinashi Kapoor        |   |
| 13. Prof. C.R. Devadawson        |   |
| 14. Prof. Gurmeet Singh          |   |
| 15. Prof. H.C. Pokhriyal         |   |
| 16. Prof. H.S. Prasad            |   |
| 17. Prof. J.P. Dubey             |   |
| 18. Prof. K.S. Rao               |   |
| 19. Prof. K.T.S. Sarao           |   |
| 20. Prof. Kavita Sharma          |   |
| 21. Prof. Madan Mohan Chaturvedi |   |
| 22. Prof. Mohan                  |   |
| 23. Prof. Namita Ranganathan     |   |
| 24. Prof. Neera Agnimitra        |   |
| 25. Prof. P.C. Pattanaik         |   |
| 26. Prof. Paramjit Khurana       |   |
| 27. Prof. Poonam Singh           |   |
| 28. Prof. Pradeep Kumar Burma    |   |
| 29. Prof. Prakash Chand Jha      |   |

30. Prof. Radhey Shyam Sharma
31. Prof. Rajesh Tandon
32. Prof. Rani Gupta
33. Prof. Roma Chatterji
34. Prof. S.C. Rai
35. Prof. Sanjay Jain
36. Prof. Sharda Sharma
37. Prof. Shashwati Majumdar
38. Prof. Suneera Kasliwal
39. Prof. Suresh Kumar
40. Prof. Upinder Singh
41. Prof. V. Ravichandran
42. Prof. Vasudha Bhatnagar
43. Prof. Vijay Kumar Kaul
44. Prof. Wali Akhtar
45. Dr. Sandeep Tiwari
46. Dr. Babli Moitra Saraf
47. Dr. Gyantosh Kumar Jha
48. Dr. Madhu Pruthi
49. Dr. Poonam Verma
50. Dr. Shashi Nijhawan
51. Dr. Suman Sharma
52. Dr. Chaman Singh
53. Dr. Deo Kumar
54. Dr. Dharam Veer Sisngh
55. Dr. Firasat Hussain
56. Dr. Geeta Bhatt
57. Dr. Imteyaz Ahmad
58. Dr. K.P. Singh
59. Dr. Kiran Gupta
60. Dr. M. Ramananda Singh
61. Dr. Nachiketa Singh
62. Dr. Pankaj Garg
63. Dr. Pawan Kumar Sharma
64. Dr. Pradeep Kumar
65. Dr. R.N. Dubey
66. Dr. Rasal Singh
67. Dr. Ravinder Kumar
68. Dr. Richa Raj
69. Dr. Samrendra Kumar
70. Dr. Shashi Shekhar Prasad Singh
71. Dr. Suneel Kumar
72. Dr. V.S. Dixit
73. Dr. Vivek
74. Md. Riyazuddin Khan
75. Mr. Gaurav Goel
76. Mr. Hans Raj Suman
77. Ms. Lata
78. Mr. Sachin N
79. Mr. Saikat Ghosh

### **SPECIAL INVITEE**

1. Dr. Sunaina Kanojia
2. Dr. Savita M. Datta
3. Prof. Ashok Acharya
4. Prof. Vinay Gupta
5. Dr. Satish Kumar
6. Prof. Pami Dua
7. Prof. Ramesh Chandra
8. Dr. Manoj Khanna

### **PRESENT (22.6.2017)**

- |                                  |   |
|----------------------------------|---|
| 1. Prof. Yogesh Kumar Tyagi      | Vice-Chancellor - Chairman                                  |
| 2. Prof. J.P. Khurana            | Director, South Delhi Campus and Acting Pro-Vice-Chancellor |
| 3. Prof. Devesh K. Sinha         | Dean of Colleges  |
| 4. Prof. C.S. Dubey              | Director, Campus of Open Learning                           |
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| 6. Prof. A. Kapoor               |   |
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| 8. Prof. Anupam Chattopadhyay    |   |
| 9. Prof. Gurmeet Singh           |   |
| 10. Prof. H.C. Pokhriyal         |   |
| 11. Prof. H.S. Prasad            |   |
| 12. Prof. J.P. Dubey             |   |
| 13. Prof. K.T.S. Sarao           |   |
| 14. Prof. Kavita Sharma          |   |
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| 16. Prof. Mohan                  |   |
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| 18. Prof. Neera Agnimitra        |   |
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| 21. Prof. Paramjit Khurana       |   |
| 22. Prof. Poonam Singh           |   |
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| 24. Prof. Ravinder Kumar         |   |
| 25. Prof. Roma Chatterji         |   |
| 26. Prof. S.C. Rai               |   |
| 27. Prof. Sharda Sharma          |   |
| 28. Prof. Shaswati Majumdar      |   |
| 29. Prof. Suneera Kasliwal       |   |
| 30. Prof. Suresh Kumar           |   |
| 31. Prof. Vasudha Bhatnagar      |   |
| 32. Prof. Wali Akhtar            |   |
| 33. Dr. Gyantosh Kumar Jha       |   |
| 34. Dr. Hemalatha Reddy P        |   |
| 35. Dr. Madhu Pruthi             |   |
| 36. Dr. Poonam Verma             |   |
| 37. Dr. Shashi Nijhawan          |   |



38. Dr. Chaman Singh
39. Dr. Deo Kumar
40. Dr. Firasat Hussain
41. Dr. Geeta Bhatt
42. Dr. Imteyaz Ahmad
43. Dr. K.P. Singh
44. Dr. M. Ramananda Singh
45. Dr. Nachiketa Singh
46. Dr. Pankaj Kr. Garg
47. Dr. Pardeep Kumar
48. Dr. Pawan Kumar Sharma
49. Dr. R.N. Dubey
50. Dr. Rasal Singh
51. Dr. Richa Raj
52. Dr. Samrendra Kumar
53. Dr. Shashi Shekhar Prasad Singh
54. Dr. Suneel Kumar
55. Dr. V.S. Dixit
56. Dr. Vivek J.
57. Md. Riyazuddin Khan
58. Mr. Gaurav Goel
59. Mr. Hans Raj Suman
60. Ms. Lata
61. Mr. Sachin N
62. Mr. Saikat Ghosh

### **SPECIAL INVITEE**

1. Dr. Sunaina Kanojia
2. Dr. Savita M. Datta
3. Prof. Ashok Acharya
4. Dr. Payal Mago
5. Prof. Ramesh Chandra
6. Dr. Manasvini M. Yogi

### **1/ WELCOME**

The Council welcomed the following who had become members of the Academic Council :

### **STATUTE 7(1)(vii) Deans of the Faculties**

- |                                |   |                                      |
|--------------------------------|---|--------------------------------------|
| 1. Prof. Vijay Kumar Kaul      | - | Applied Social Sciences & Humanities |
| 2. Prof. Kavita Sharma         | - | Commerce & Business                  |
| 3. Prof. Uma Shankar Sharma    | - | Ayurvedic & Unani Medicine           |
| 4. Prof. Sunita Singh Sengupta | - | Management Studies                   |

### **STATUTE 7(1)(viii) Heads of the Departments**

1. Prof. Uma Shankar Sharma - Ayurvedic Medicine
2. Prof. M.M. Chaturvedi - Zoology
3. Dean, F/O Arts (Prof. Mohan) - Library & Information Science
4. Prof. Roma Chatterjee - Sociology
5. Prof. K.K. Banerjee - Forensic Medicine
6. Prof. A.K. Kapoor - Anthropology
7. Prof. Neelakshi Suryanarayan - Slavonic & Finno Ugrian Studies
8. Prof. Vijay Kumar Kaul - Business Economics
9. Prof. Vibha Maurya - Germanic & Romance Studies
10. Prof. K.T.S. Sarao - Buddhist Studies
11. Prof. Avinashi Kapoor - Electronic Science
12. Prof. Tista Bagchi - Linguistics
13. Prof. R.C. Sharma - Linguistics
14. Dr. G. Rajagopal - Modern Indian Languages & Literary Studies
15. Prof. Shaswati Mazumdar - Germanic & Romance Studies
16. Prof. Neera Agnimitra - Social Work
17. Prof. Anita Sharma - East Asian Studies
18. Prof. Subendhu Ghosh - Bio-Physics
19. Prof. Sunita Singh Sengupta - Business Management & Industrial Adm.

### **STATUTE 7(1)(x) - Principals of the Colleges**

1. Dr. Savita Roy - Daulat Ram College
2. Dr. Suman Sharma - Lady Sri Ram College for Women

### **STATUTE 7(1)(xii) – Elected Members**

1. Dr. Chaman Singh - Acharya Narendra Dev College
2. Dr. V.S. Dixit - Atma Ram Sanatan Dharma College
3. Dr. Geeta Bhatt - Baskaracharya College of Applied Sciences
4. Dr. R.N. Dubey - Bhim Rao Ambedkar College
5. Dr. Md. Riyazuddin Khan - Bhim Rao Ambedkar College
6. Mr. Sachin N. - Dyal Singh College
7. Dr. Richa Raj - Jesus & Mary College
8. Dr. Pardeep Kumar - Keshav Mahavidyalaya
9. Dr. M. Ramananda Singh - Kirori Mal College
10. Dr. Rasal Singh - Kirori Mal College
11. Dr. Deo Kumar - Rajdhani College
12. Dr. Pankaj Kumar Garg - Rajdhani College
13. Sh. Hans Raj - Sri Aurobindo College
14. Mr. Suneel Kumar - Shaheed Bhagat Singh College
15. Dr. Samrendra Kumar - Shyam Lal College
16. Dr. Shashi Shekhar Singh - Satyawati College
17. Mr. Gaurav Goel - Shivaji College
18. Ms. Lata - Sri Venkateswara College
19. Mr. Saikat Ghosh - Sri Guru Tegh Bahadur Khalsa College
20. Dr. Nachiketa Singh - Sri Guru Tegh Bahadur Khalsa College
21. Dr. Mohd. Arif - Zakir Husain Delhi College
22. Dr. Firasat Hussain - Department of Chemistry

- |                          |   |   |
|--------------------------|---|---|
| 23. Mrs. Jyoti Sabharwal | - | Department of Germanic & Romance Studies    |
| 24. Dr. K.P. Singh       | - | Department of Library & Information Science |
| 25. Dr. Imteyaz Ahmad    | - | Department of Urdu                          |
| 26. Dr. Vivek            | - | Lady Hardinge Medical College               |

## 2/ APPRECIATION

The Council placed on record its deep sense of appreciation for the services rendered by the following during their tenure as member of the Academic Council :

### STATUTE 7(1)(vii) Deans of the Faculties

- |                         |   |                                      |
|-------------------------|---|--------------------------------------|
| 1. Prof. S.C. Aggarwal  | - | Applied Social Sciences & Humanities |
| 2. Prof. Muneesh Kumar  | - | Commerce & Business                  |
| 3. Dr. Mohd. Idris Khan | - | Ayurvedic & Unani Medicine           |
| 4. Prof. M.L. Singla    | - | Management Studies                   |

### STATUTE 7(1)(viii) – Heads of the Departments

- |                                |   |   |
|--------------------------------|---|---|
| 1. Dr. Shailender Kumar        | - | Library & Information Science                   |
| 2. Prof. Abhijit Dasgupta      | - | Sociology                                       |
| 3. Prof. G.K. Sharma           | - | Forensic Medicine                               |
| 4. Prof. V.K. Srivastava       | - | Anthropology                                    |
| 5. Prof. Rashmi Joshi          | - | Slavonic & Finno Ugrian Studies                 |
| 6. Prof. S.V. Madhu            | - | Medicine  |
| 7. Prof. Aditya Bhattacharjea  | - | Economics                                       |
| 8. Prof. S.C. Aggarwal         | - | Business Economics                              |
| 9. Prof. Minni Sawhney         | - | Germanic & Romance Studies                      |
| 10. Prof. H.P. Gangnegi        | - | Buddhist Studies                                |
| 11. Prof. Enakshi K. Sharma    | - | Electronic Science                              |
| 12. Prof. P.K. Sahoo           | - | Pharmacy  |
| 13. Prof. R.C. Sharma          | - | Linguistics                                     |
| 14. Prof. Tista Bagchi         | - | Linguistics                                     |
| 15. Prof. P.C. Patnaik         | - | Modern Indian Languages & Literary Studies      |
| 16. Prof. Vibha Maurya         | - | Germanic & Romance Studies                      |
| 17. Prof. N.M. Kamal           | - | Urdu  |
| 18. Prof. Manoj Kr. Jha        | - | Social Work                                     |
| 19. Prof. Sreemati Chakrabarty | - | East Asian Studies                              |
| 20. Prof. M.L. Singla          | - | Business Management & Industrial Administration |

### STATUTE 7(1)(x) - Principals of the Colleges

- |                      |   |                                   |
|----------------------|---|-----------------------------------|
| 1. Dr. Manmohan Kaur | - | Sri Guru Nanak Dev Khalsa College |
| 2. Dr. P.K. Khurana  | - | Shaheed Bhagat Singh (Eve.)       |

### STATUTE 7(1)(xii) – Elected Members

- |                               |   |                                      |
|-------------------------------|---|--------------------------------------|
| 1. Dr. Nachiketa Singh        | - | Sri Guru Tegh Bahadur Khalsa College |
| 2. Dr. V. S. Dixit            | - | Atma Ram Sanatan Dharma College      |
| 3. Mr. Suneel Kumar           | - | Shaheed Bhagat Singh College         |
| 4. Sh. Rudrashish Chakraborty | - | Kirori Mal College                   |
| 5. Dr. Hem Chand Jain         | - | Deen Dayal Upadhyaya College         |

6. Ms. Lata	- Sri Venkateswara College
7. Mr. Gaurav Goel	- Shivaji College
8. Dr. Geeta Bhatt	- Bhaskaracharya College of Applied Scs.
9. Dr. M. Ramananda Singh	- Kirori Mal College
10. Dr. Vinay Kumar Singh	- Sri Aurobindo College
11. Dr. Sujeet Kumar	- Delhi College of Arts and Commerce
12. Mr. Sachin N.	- Dyal Singh College
13. Dr. Bharat Singh	- Satyawati College(Eve.)
14. Dr. R. N. Dubey	- Bhim Rao Ambedkar College
15. Dr. Mahak Singh	- Ramjas College
16. (Mrs) Jyoti Sabharwal	- Department of Germanic & Romance Studies
17. Dr. Samrendra Kumar	- Shyam Lal College
18. Mr. Mahendra Kr. Meena	- Shivaji College
19. Sh. Hans Raj	- Sri Aurobindo College
20. Dr. Md .Riyazuddin Khan	- Bhim Rao Ambedkar College
21. Mr. Shashi Shekhar Prasad Singh	- Satyawati College
22. Dr. Mohd. Arif	- Zakir Husain Delhi College
23. Dr. Sunaina Kanojia	- Department of Commerce
24. Dr. K. P. Singh	- Department of Library and Information Scs.
25. Dr. Imteyaz Ahmad	- Department of Urdu
26. Dr. Lalit Maini	- Maulana Azad Medical College

**3/** Resolved that the minutes of the Academic Council meeting held on **19<sup>th</sup>-20<sup>th</sup> July 2016** be confirmed. (**Appendix 1**).

It was also decided that with regard to Resolution No. 13.8, the Colleges may be advised the following:

1. The College will start the new course(s) within the given/ approved teaching sanctioned strength.
2. The College will not discontinue any other course(s) in lieu of starting an/ the approved new course(s).
3. The College will not decrease/ curtail the approved intake of any other course in lieu of starting an/ the approved new course(s).
4. The College will not start the new course(s) under Self-Financing Mode.

**4/** Resolved that the minutes of the emergent Meetings of the Academic Council held on 29<sup>th</sup> November 2016 and 19<sup>th</sup> December 2016 be confirmed. (**Appendix 2**).

**5/** The “Action Taken” on the minutes of the meetings held on 19<sup>th</sup>-20<sup>th</sup> July 2016, 29<sup>th</sup> November, 2016 and 19<sup>th</sup> December, 2016 of the Academic Council were reported and recorded. [**Appendix 3(A), 3(B), 3(C)**].

**6/** The Council considered and accepted the following recommendations of the Standing Committee on Academic Matters made at its meeting held on 09.06.2017 and recommended to the Executive Council for approval. The Council also recommended that the consequential amendments to the relevant Ordinance of the University be made accordingly.

6-1/ Resolved that the recommendations of the Faculty of Mathematical Sciences made at its meeting held on 17.07.2016 for introduction of B.Sc. (Hons.) Operational Research course under Choice Based Credit System (CBCS) to be offered in the Colleges by the Department of Operational Research be accepted as placed at (**Appendix –4**).

6-2/ Resolved that the recommendations of the Faculty of Mathematical Sciences made at its meeting held on 17.07.2016 regarding revised syllabi of the following Course(s) under Choice Based Credit System (CBCS) by the Department of Mathematics be accepted as detailed below:-

6-2(i) Skill Enhancement Courses in B.Sc.(Hons.) Mathematics  
(**Appendix-5(A)**)

6-2(ii) Skill Enhancement Courses in B.A./ B.Sc. Programme (**Appendix–5(B)**)

6-2(iii) Generic Elective paper in B.Sc.(Hons.), B.A.(Hons.) & B.Com.(Hons.) other than B.Sc. (Hons.) Mathematics (**Appendix –5(C)**)

6-2(iv) Generic Elective paper in B.A. and B.Com. Programme  
(**Appendix –5(D)**)

6-3/ Resolved that the recommendations of the Faculty of Arts made at its meeting held on 18.07.2016 regarding revision of syllabus of B.A. (Hons.) English, English for B.A./B.Com./B.Sc. Programme and English for B.A.(H)/B.Com.(H)/B.Sc.(H) under Choice Based Credit System (CBCS) by the Department of English be accepted with minor modifications as placed at (**Appendix-6**).

6-4/ Resolved that the recommendations of the Faculty of Arts made at its meeting held on 18.07.2016 to offer Philosophy courses in lieu of MIL for B.A. (Prog.) under Choice Based Credit System by the Department of Philosophy be accepted as per details placed at (**Appendix–7**). The Philosophy in lieu of MIL shall be offered to only those students who have not studied Hindi upto and beyond Class 8<sup>th</sup>.

6-5/ Resolved that the recommendations of the Faculty of Education made at its meeting held on 02.08.2016 to offer the following new optional M.Ed. courses to be implemented from the Academic Session 2017 onwards be accepted as detailed below:

6-5.1. Science Education: Policy and Practice [(**Appendix–8 (A)**)].

6-5.2. Early Literary : Theory and Practice [(**Appendix –8 (B)**)].

6-5.3. Language : Perspective and Challenges [(**Appendix–8 (C)**)].

6-5.4. Inclusion in Education : Context and Continuity [(**Appendix – 8 (D)**)].

6-6/ Resolved that the recommendations of the Faculty of Law made at its meeting held on 15.04.2017 regarding Amendment in Ordinance II, Appendix II to Ordinance V(2) with a view to bring the LL.B. curricula in synchronization with the Bar Council of India Legal Education Rules 2008 be accepted with minor modifications as placed at (**Appendix-9**).

6-7/ Resolved that the recommendations of the Dean, Faculty of Science to change the nomenclature of the course in respect of Department of Geology as under be accepted:-

Existing	Amended
Integrated (B.Sc. Hons. Geology) – M.Sc. Geology	<b>Integrated B.Sc. (Hons.) Geology – M.Sc. Geology</b>

6-8/ Resolved that the recommendations of the Faculty of Commerce & Business made at its meeting held on 30.05.2017 regarding following changes in the B.Com (Hons.), B.Com and B.A (Prog.) courses be accepted as per details placed at (**Appendix -10**):

1. Changes in the course contents of four papers in accordance with the recent developments on 'Goods and Service Tax'.
2. Change in Course content of Ability Enhancement Paper BCH 3.5 (d), Personal Tax Planning of B.Com (H) Semester III, to be made applicable for 2015-16 onward admissions.
3. i). Change in sequence of Commerce Based Discipline Courses of B.A. (Prog.) paper.  
  
ii). Discipline Areas – with regard to Paper 1 and Paper 5 of BA (Prog), Faculty recommended that these two papers should be the Core Papers and therefore the change in the sequence of papers placed under “Tax Procedures & Practices” was recommended.
4. Introduction of New Papers
5. Introduction of Generic Elective Papers (GE) for Commerce Based Discipline Courses of B.A. (Prog.)
6. Grouping Discipline Elective Papers of B.Com (Hons.)
7. Skill Enhancement Course (SEC) for students opting for Commerce Based BA (Prog) papers.

6-09/ Ref.: A.C. Res. No. 18(ii) dated 17.05.1987

Resolved that the recommendations of the Faculty of Inter-disciplinary & Applied Sciences made at its meeting held on 29.05.2017 regarding discontinuation of the M.Phil. Biotechnology Program jointly administrated by the Department of Bio-Physics, Bio-Chemistry, Microbiology and Genetics be accepted.

6-10/ Resolved that the recommendations of the Faculty of Inter-disciplinary & Applied Sciences made at its meeting held on 29.05.2017 regarding introduction of the M.Phil. course in Genetics be accepted along with the course details/ structure as placed at (**Appendix-11**).

6-11/ Resolved that the recommendations of the Faculty of Inter-disciplinary & Applied Sciences made at its meeting held on 29.05.2017 regarding introduction of the M.Phil. course in Biophysics be accepted along with the course details/ structure as placed at (**Appendix-12**).

6-12/ Resolved that the recommendations of the Faculty of Social Sciences made at its meeting held on 11.05.2017 to introduce following new courses from the Academic Session 2017-2018 under the Department of Economics be accepted as detailed below:

6-12.1 **B.A (P)/ B.COM. (P) - New Generic Elective Courses**

**V<sup>th</sup> Semester**

- i). Principles of Microeconomics–[(**Appendix– 13(A)**)].
- ii). Issues in Economics Development–[(**Appendix-13(B)**)].

**VI<sup>th</sup> Semester**

- i). Principles of Macroeconomics –[(**Appendix– 13(C)**)].
- ii). The Indian Economy Since 1947–[(**Appendix–13(D)**)].

6-12.2 **B.A. (P) New Skill Enhancement Course III**

- i). Data Analysis–[(**Appendix-13(E)**)]-V<sup>th</sup> Semester.

6-12.3 **B.A. (H) Economics New Discipline-Specific Elective Course**

- i). India in the world Economy, c. 1500-1800–[(**Appendix-13(F)**)]-VI<sup>th</sup> Semester.

6-12.4 Revised sequence of Discipline Specific Elective Courses to interchange the sequence of the DSE courses in International Economics and Money and Financial Markets as under:

<b>Group-I (Vth semester)</b>	<b>Group-II (VIth semester)</b>
(i) Economics of Health and Education	(viii) Political Economy-II
(ii) Applied Econometrics	(ix) Comparative Economic Development (1850-1950)
(iii) Economic History of India (1857-1947)	(x) Financial Economics
(iv) Topics in Microeconomics-I	(xi) Topics in Microeconomics-II
(v) Political Economy-I	(xii) Environmental Economics
<b>(vi) International Economics (Shifted)</b>	<b>(xiii) Money and Financial Markets (Shifted)</b>
(vii) Public Economics	(xiv) Dissertation/Project (xv) <i>India in the World Economy 1500-1800 (New Course)</i>

6-13/ The recommendations of the Faculty of Social Sciences made at its meeting held on 30.04.2017 regarding minor modifications in the three courses in M.A. Sociology and offering a new course from the Academic Session 2017-2018 under the Department of Sociology were considered and resolved to accept as under:

- 6-13.1. SOC: 212 Sociology in Symbolism-(**Appendix-14(A)**).
- 6-13.2. SOC 223: Medical Sociology-(**Appendix-14(B)**).
- 6-13.3. New Elective Course - SOC 225 : Society and Ecology (**Appendix-14(C)**).

Further, the modification of Course SOC-105: Political Sociology was referred back to the Faculty of Social Sciences.

6-14/ Resolved that the following recommendations of the Faculty of Social Sciences made at its meeting held on 11.05.2017 be accepted:-

6-14.1. Proposal of the Department of East Asian Studies for introduction of Part Time Courses in the following Colleges from the academic session 2017-2018:

- 6-14.1 (i) Certificate Course in Chinese, Japanese and Korean at Deen Dayal Upadhyaya College.
- 6-14.1 (ii) Certificate Course in Chinese and Japanese at Ramjas College.
- 6-14.1 (iii) Advance Diploma in Chinese and Japanese at St. Stephen's College.
- 6-14.1 (iv) Diploma in Chinese and Japanese at Lakshmbai College.

6-14.2. Reshuffling of the Optional Course in M.A East Asian Studies:

<b>EXISTING</b>	<b>Amended</b>
EA-CH-406 "China's Foreign Policy after 1949" M.A.(EAS) Semester-IV	EA-CH-306 "China's Foreign Policy after 1949".M.A.(EAS) III Semester

6-14.3. Attendance Clause for all the courses offered by the Department of East Asian Studies:

<b>EXISTING</b>	<b>Amended</b>
No candidate would be eligible for the final examination unless she/ he is certified by the Department that she/he has attended a minimum of <b>75%</b> of the total number of classroom sessions conducted in each semester during her/his course of study. Any student not complying with this requirement will not be allowed to appear in the semester examination.	No candidate would be eligible for the final examination unless she/ he is certified by the Department that she/he has attended a minimum of <b>66%</b> of the total number of classroom sessions conducted in each semester during her/his course of study. Any student not complying with this requirement will not be allowed to appear in the semester examination



There shall be 5% weightage for regularity in attending lectures and tutorials, and the credit for regularity in each paper, based on attendance, shall be as follows:

More than 67% but less than 70%	-	1 Mark
70% or more but less than 75%	-	2 Marks
75% or more but less than 80%	-	3 Marks
80% or more but less than 85%	-	4 Marks
85% and above	-	5 Marks

(Medical certificates shall be excluded while calculating credit towards marks to be awarded for regularity, though such certificates shall continue to be taken into account for the purpose of calculating eligibility to appear for examinations as per the existing provision of Ordinance VII.2.9.(a)(ii).]

6-15/ Resolved that the recommendations of the Faculty of Music & Fine Arts made at its meeting held on 31.05.2017 regarding introduction of syllabus for “M.A. (Prev.) Paper nos. 104 & 204 in Hindustani Music and M.A. (Prev.) Paper nos. 103 & 204 in Karnatak Music - modified” to be implemented from the session 2017-2018 onwards be accepted as per details placed at (**Appendix-15**).

6-16/ Resolved that the recommendations of the Faculty of Music & Fine Arts made at its meeting held on 31.05.2017 regarding introduction of syllabus for “M.Phil. in Hindustani Music – Percussion (Tabla/Pakhawaj) – for introduction from 2018-19 ” to be implemented from the session 2018-2019 onwards be accepted as per details placed at (**Appendix-16**).

6-17/ Resolved that the recommendations of the Faculty of Music & Fine Arts made at its meeting held on 31.05.2017 regarding modification of the following syllabus for “B.A. (Prog.) Part-I, II & III year, CBCS Music course from the session 2017-18 be accepted as placed at (**Appendix-17**):

- i). Modification in course 1<sup>st</sup> to 4<sup>th</sup> semester – Core paper
- ii). DSE course for 5<sup>th</sup> and 6<sup>th</sup> Semester
- iii). SEC course from 3<sup>rd</sup> to 6<sup>th</sup> Semester
- iv). GE course for 5<sup>th</sup> and 6<sup>th</sup> Semester

6-18/ Resolved that the following recommendations of the Faculty of Music & Fine Arts made at its meeting held on 31.05.2017 regarding Items of College of Art for implementation from the session 2017-18 be accepted:

6-18.1 Research Methodology will be referred as “Methodology of data collection” in the 1<sup>st</sup> Year.

6-18.2 “Indian aesthetics will be added in 4<sup>th</sup> Semester of 2<sup>nd</sup> year as western aesthetics is there in 5<sup>th</sup> & 6<sup>th</sup> semester too.

6-18.3 Historiography and methodology will be taught in 4<sup>th</sup> year instead of Research methodology in 4<sup>th</sup> year.

6-18.4 Deaf & Dumb – will be read as “Hearing and speech impaired”.

6-18.5 The change in nomenclature of the course of “Post Graduate Diploma of Fine Art “ as “Advanced Diploma of Fine Art” since it is being offered to the students who have 10+2 qualification, along with one year diploma.

6-19/ Resolved that the recommendations of the Faculty of Mathematical Sciences made at its meeting held on 09.06.2017 regarding revision of courses of the Department of Computer Sciences with minor modifications be accepted as given below:

1. MCA 101 Object Oriented Programming–(**Appendix -18(A)**).
2. MCA 301 Design and Analysis of Algorithms–(**Appendix -18(B)**).
3. MCS 101 Design and Analysis of Algorithms–(**Appendix -18(C)**).
4. MCS 326 Network Sciences–(**Appendix -18(D)**).

6-20/ Resolved not to accept the proposal of the Dean, Faculty of Commerce & Business to allow the students of B.Com. (Hons.)/B.Com. to opt for Economics and Business Statistics papers of Commerce Department as Generic Elective Courses as placed under Generic Electives of the course structure of B.Com. (Hons.)/B.Com. under CBCS scheme.

6-21/ A.C. Res. No. 19 dated 19-20 July, 2016

Resolved that the Ordinance to establish “Delhi School of Transnational Affairs” under Ordinance–XX of the Ordinances of the University be accepted with minor modifications as placed at **Appendix – 19**.

6-22/ A.C. Res. No. 20 dated 19-20 July, 2016

Resolved that the recommendations of the Faculty of Social Sciences made at its meeting held on 10.04.2017 recommending the proposal of the Department of Adult Continuing Education & Extension for introduction of One Year Post Graduate Diploma in Cyber Security and Law (PGDCSL) from the Academic Session 2017-2018 with minor modifications be accepted as placed at **Appendix-20(A)**.

It was resolved that a committee shall be constituted to determine the appropriate amount of fee to be charged and to take into consideration various suggestions made regarding the courses to be offered under the One year Post Graduate Diploma in Cyber Security and Law (PGDCSL). It was further resolved that in order to ensure the inclusive nature of the programme, the university shall institute scholarships for economically disadvantaged students and also to encourage students to join the programme from remotest areas of the country.

It was also resolved that the Ordinance to establish “Institute of Cyber Security and Law” under Ordinance–XX of the Ordinances of the University be accepted with minor modifications as placed at **Appendix–20(B)**.

6-23/ A.C. Res. No. 18 dated 19-20 July, 2016

Resolved that the recommendations of the Faculty of Social Sciences made at its meeting held on 10.04.2017 recommending the proposal of the Department of Adult Continuing Education & Extension for introduction of Five Year Integrated Programme on Journalism from the Academic Session 2017-2018 be accepted as placed at **Appendix-21(A)**.

It was resolved that a committee shall be constituted to determine the appropriate amount of fee to be charged and to take into consideration various suggestions made regarding the courses to be offered under the 5-year integrated programme. It was further resolved that in order to ensure the inclusive nature of the programme, the university shall institute scholarships for economically disadvantaged students and also to encourage students to join the programme from remotest areas of the country.

It was also resolved that the Ordinance to establish “Delhi School of Journalism” under Ordinance–XX of the Ordinances of the University be accepted with minor modifications as placed at **Appendix – 21(B)**.

**7/** The Council considered and accepted the recommendations of the Faculty of Music & Fine Arts made at its meeting held on 13.06.2017 with minor modifications regarding introduction of syllabus for “Two-year Diploma course in Harmonium Music to be converted from the Annual mode to the semester mode” from the session 2017-2018 onwards as per details placed at **Appendix –22** and recommended to the Executive Council for approval.

**8/** The Council considered and accepted the recommendations of the Faculty of Music & Fine Arts made at its meeting held on 13.06..2017 with minor modifications regarding introduction of syllabus for two-year Diploma course in “Sangeet Shiromani Part – I & II (Hindustani Music) as per details placed at **Appendix – 23(A)** and Sangeet Shiromani Part – I & II (Karnatak Music) as per details placed at **Appendix – 23(B)** – to be converted from the Annual mode to the Semester mode” from the session 2017-2018 onwards and recommended to the Executive Council for approval.

**9/** The Council considered and accepted the recommendations of the Faculty of Commerce & Business made at its meeting held on 16.06.2017 regarding Business Statistics paper 3.4(a) placed as Generic Elective paper in B.Com. (Hons.) CBCS course structure to be offered as Discipline Specific Elective – 5.4(e) and the course content of BCH 3.4 (a) will be extended for DSE – 5.4(e) as an interim measure, and recommended to the Executive Council for approval.

**10/** The Council considered and accepted the recommendations of the Faculty of Arts made at its meeting held on 17.06.2017 regarding changes in syllabi of the B.A. (Hons.) Philosophy and B.A. (Prog.) under Choice Based Credit System with minor modifications and recommended to the Executive Council for approval.

The revised syllabi of the B.A. (Hons.) Philosophy is placed at **Appendix – 24(A)** and B.A. (Prog.) is placed at **Appendix – 24(B)**.

**11/** The Council considered and accepted the recommendations of the Faculty of Arts made at its meeting held on 17.06.2017 regarding introduction of following Generic Elective Course in B.A. Programme under the Department of Buddhist Studies with minor modifications and recommended to the Executive Council for approval:

1. Paper BS-CBCS-505A: Socially Engaged Buddhism in Semester-V as per details placed at **Appendix-25(A)**.
2. Paper BS-CBCS-506A: Buddhist Ethics in Semester-VI as per details placed at **Appendix-25(B)**.

**12/** The Council considered the recommendations of the Faculty of Arts made at its meeting held on 17.06.2017 regarding revision in M.A. Buddhist Studies course and decided to refer the matter back to the Faculty.

**13/** The Council considered and accepted the recommendations of the Faculty of Arts made at its meeting held on 17.06.2017 regarding introduction of the Core MIL A, B and C papers in B.A. (Prog.) and B.Com. (Prog.) course under the CBCS of the Department of Punjabi as per details placed at **Appendix-26** and recommended to the Executive Council for approval.

**14/** The Council considered and accepted the recommendations of the Faculty of Arts made at its meeting held on 17.06.2017 regarding revision of following courses under the CBCS of the Department of Modern Indian Languages & Literary Studies and recommended to the Executive Council for approval:

- 14-1. Core Course, B.A./B.Com. Programme CBCS MIL (Bengali Core) A, B and C as per details placed at **Appendix-27(A)**.
- 14-2. B.A. Programme CBCS DSE/AECC/SEC /GE(Bengali) as per details placed at **Appendix-27(B)**.
- 14-3. B.A. (Hons.) Bengali as per details placed at **Appendix-27(C)**.

**15/** The Council considered and accepted the recommendations of the Faculty of Arts made at its meeting held on 17.06.2017 regarding revision of syllabi of the Department of Arabic with minor modifications and recommended to the Executive Council for approval as detailed below:

- 15-1. M.A. Arabic as per details placed at **Appendix 28(A)**.
- 15-2. B.A. (Hons.) and B.A. (Prog.) Arabic under the CBCS as per details placed at **Appendix 28(B)**.

**16/** The Council considered and accepted the following recommendations of the Faculty of Arts made at its meeting held on 17.06.2017, and recommended to the Executive Council for approval:

- 16.1/** Change of nomenclature in Core Course C4 in Semester 2 of B.A. (Hons.) French, B.A. (Hons.) German, B.A. (Hons.) Italian and B.A. (Hons.) Spanish. This is being proposed to correct an error in the existing nomenclature.

Course name currently: Intermediate level reading and writing skills-1  
Proposed change: Developing, listening and speaking skills - 2

- 16.2/** Generic Elective (GE) courses in French/ German/Italian/ Spanish/Portuguese.

a) At present only 2 courses are offered in each of these languages. This restricts the options for students of Honours programmes wishing to choose all

four GE courses in any of these languages. Therefore, the existing courses have been revised and two more courses have been added for each language.

These courses can be offered to students of BA (Hons), BSc (Hons) and B.Com (Hons) (as GE courses in Semesters 1, 2, 3 and 4). They can also be offered to students of BA, BSc and B.Com as GE courses in Semesters 5 and 6. As these are language courses that are taught in progression, students would have to opt them in sequential order, unless they have completed equivalent courses at any other institution up to the level required for the concerned course.

Introduction to French/German/Italian/Portuguese/Spanish-1(**Appendix-29(A)**).  
Introduction to French/German/Italian/Portuguese/Spanish-2(**Appendix-29(B)**).

Intermediate French/German/Italian/Portuguese/Spanish-1(**Appendix-29(C)**).  
Intermediate French/German/Italian/Portuguese/Spanish-2(**Appendix-29(D)**).

b) Two other GE courses have been proposed for undergraduate students who may want to learn any of these languages for the specific purpose of Tourism and Business.

These two courses are also developed in progression as incremental language learning and have to be opted in sequential order, unless they have completed equivalent courses at any other institution up to the level required for the concerned course.

French/German/Italian/Portuguese/Spanish for Tourism and Business-1  
(**Appendix-29(E)**).  
French/German/Italian/Portuguese/Spanish for Tourism and Business-2  
(**Appendix-29(F)**).

**17/** The Council considered and accepted the recommendations of the Standing Committee (Scholarship) dated 09.03.2015 regarding institution of the Scholarship “Late Justice Arun Kumar former Judge, Supreme Court of India Scholarship” as per provisions of Ordinance XXVIII of the Ordinances of the University and recommended to the Executive Council for approval.

The guidelines for the Scholarship “Late Justice Arun Kumar former Judge, Supreme Court of India Scholarship” are placed at **Appendix 30**.

**18/** The Council considered and did not accept the recommendations of the Managing Committee dated 09.03.2015 of WUS University Hostel regarding amendment to the existing Ordinance XX(3)(a) of the Ordinances of the University.

**19/** The Council considered and accepted the recommendations of the Committee on Medals, Prizes and Scholarship made at its meeting held on 18.11.2016 to institute a Gold Medal in the memory of Late Justice Avadh Behari Rohtagi as per provisions of Ordinance XXVIII of the Ordinances of the University and recommended to the Executive Council for approval.

The guidelines of Gold Medal in the memory of Late Justice Avadh Behari Rohtagi are placed at **Appendix 31**.

**20/** The Council considered and accepted the recommendations of the Committee regarding institution of “Sungum Sudhaar Scholarship Endowment” as per provisions of Ordinance XXVIII of the Ordinances of the University and recommended to the Executive Council for approval.

The guidelines of “Sungum Sudhaar Scholarship Endowment” are placed at **Appendix 32.**

**21/ Ref.: A.C. Res. No. 13 dated 21<sup>st</sup> June, 2014 and A.C. Res. No. 12 dated 19-20 July, 2016**

The Council considered and accepted the letter dated 24.03.2017 received from Dr.(Ms.) Mira Seth, donor of “Dr. Dev Raj Seth & Smt. Sushila Seth Scholarship” for poor but meritorious girl student, offering to donate an additional amount of ₹ 10,00,000/- (ten lacs only) and recommended to the Executive Council for approval (**Appendix 33**).

(The University has already instituted a scholarship namely “Dr. Dev Raj Seth & Smt. Sushila Seth Scholarship” with an endowment of ₹ 60,00,000/- (Sixty lacs only) donated by Dr.(Ms.) Mira Seth. The donor has deposited an additional amount of ₹ 10,00,000/- (Ten lacs only) to the University vide cheque no. 817539 dated 23.03.2017).

**22/** The Council considered and accepted in principle the report of the Inspection Committee as placed at **Appendix-34** for conversion of Dyal Singh Evening College into a full-fledged day College and recommended to the Executive Council for approval. It was resolved that the University shall ask its University Engineer to submit a report about the approximate date of completion of the new academic block under construction for Evening College. It was also resolved that the University shall invite the Principals of both the colleges for consultation regarding the modalities of implementation of the Councils decision, particularly the sharing of the assets and facilities by the two colleges.

**23/** The Council considered and accepted the recommendations of the Research Council made at its meeting held on 03.04.2017 regarding amendment to Ordinance VI, VI-A Master of Philosophy (M.Phil.) and Ordinance VI-B Doctor of Philosophy (Ph.D.) of the Ordinances of the University according to the UGC Gazette notification 2016 for minimum standards and procedure for award of M.Phil./Ph.D. degree and recommended to the Executive Council for approval. The recommendations are placed at **Appendix –35.**

**24/** The Council considered and approved the panel of experts for selection of Faculty members in the University and Colleges. The Panel of Experts being confidential is not enclosed. The Council also authorized the Vice-Chancellor to make any deletions/ additions as and when required.

**25/ Ref.: Academic Council Res. no. 24 dated 04.06.1984 and Res. No. 37 dated 16.08.2013**

The Council considered and accepted the recommendations of the Committee constituted to re-consider the new Conferences/ Seminars/ Workshop/ Symposium proposed by various Departments of the University for inclusion in the list of approved Conferences/ Seminars/ Workshop/ Symposium for sending delegates with TA/ DA facilities out of the University funds. Updated List of Conferences of Departments is placed at **Appendix No. 36.**

**26/** The Council considered and approved the recommendations of the M.Phil. Committee of the Department of Operational Research made at its meetings held on 21.09.2016 regarding the changes in the syllabus of M.Phil. in Operational Research as well as the other guidelines pertaining to the admission policy and other related matters as per details placed at **Appendix – 37.**

**27/** The Council considered and approved the recommendations of the M.Phil. Committee of the Department of Anthropology made at its meetings held on 30.03.2017 and 18.05.2017 regarding the changes in the syllabus of M.Phil. in Anthropology as well as the other guidelines pertaining to the admission policy and other related matters as per details placed at **Appendix – 38.**

**28/** The Council considered and approved the recommendations of the Choice Based Credit System Oversight Committee made at its meeting held on 25.04.2017 with modifications as per details placed at **Appendix No.-39.**

**29/** **The Council noted and accepted/ratified the decision/ action taken by the Vice-Chancellor as per the provision of Statute 11 (G) Clause (4) in exercise of the emergency powers that vest upon him in the following matters:**

29-1/ Minutes of the meeting of the Programme Management Committee held on 02.06.2015 to consider the proposal of the Department of Adult & Continuing Education for starting a short term course on Radio Broadcasting, approved by the Vice-Chancellor on 10.11.2015. (**Appendix 40**).

29-2/ Appointment of the following Courses Admission Committee for the Calendar year 2017.(As per the provisions of Ordinance-II Clause -1(2) of Ordinances of the University), approved by the Vice-Chancellor on 04.02.2016:

1. Science Courses Admission Committee
2. Arts Courses Admission Committee
3. Social Sciences Courses Admission Committee
4. Law Courses Admission Committee
5. Education Courses Admission Committee
6. Medical Sciences Courses Admission Committee
7. Ayurvedic & Unani Medicines Courses Admission Committee
8. Technology Courses Admission Committee
9. Music Courses Admission Committee
10. Mathematical Sciences Courses Admission Committee
11. Management Studies Courses Admission Committee
12. Fine & Arts Courses Admission Committee
13. Inter-Disciplinary & Applied Sciences Courses Admission Committee
14. Commerce & Business Studies Courses Admission Committee
15. Homeopathic Medicines Courses Admission Committee

29-3/ Minutes of the meeting of the Committee constituted by the University to look into the process of admission to various undergraduate courses for the academic session 2016-2017 and related issues held on 17.08.2016, approved by the Vice-Chancellor on 17.08.2016. (**Appendix 41**).

29-4/ Minutes of the meeting of the Committee constituted by the Vice-Chancellor to discuss and to formulate the admission modalities for newly introduced B. Voc. Programme in the College of the University held on 24.08.2016 and 30.08.2016, approved by the Vice-Chancellor on 01.09.2016 .(**Appendix 42**).

29-5/ Nomination of five persons as members of the Faculty of Science under provision of the Statute 9(3)(vii) of the Statute of the University for a term of 3 with effect from 03.11.2016, approved by the Vice-Chancellor on 03.11.2016:

1. Prof. R. Ramaswamy, School of Physical Sciences, Jawaharlal Nehru University, New Delhi.
2. Prof. Kanchan Pande, Department of Earth Science, IIT Bombay.
3. Prof. A.K. Sinha, Department of Anthropology, Punjab University, Chandigarh.
4. Prof. Sher Ali, Jamia Millia Islamia, Jamina Nagar, New Delhi-110025.
5. Dr. Dinakar Kajilal, Director, Inter University Accelerator Centre, Aruna Asif Ali Marg, Vasant Kunj, New Delhi-110067

29-6/ Nominating the following on the Standing Committee of Academic Council (Under Clause-5 of Ordinance-II of Ordinances of the University) for the academic year 2017-2018, approved by the Vice-Chancellor on 08.04.2017:

The Dean, Faculty of Arts - (Chairman)  
 Dr.(Ms.) Poonam Verma, Shaheed Sukhdev College of Business Studies  
 Dr. P. Hemalatha Reddy, Sri Venkateswara College  
 Dr. Geeta Bhatt, Member, Academic Council,  
 (Bhaskaracharya College of Applied Sciences)

29-7/ Academic Calendar followed for the under-graduate and post-graduate courses for the academic year 2017-2018, approved by the Vice-Chancellor on 09.05.2017 as under:

<b>SEMESTER I/III/V/VII</b>	
Classes Begin	20 <sup>th</sup> July, 2017 (Thursday)
Mid-Semester break	30 <sup>th</sup> September, 2017(Saturday) to 6 <sup>th</sup> October, 2017 (Friday) Note: Dussehra on 30.09.2017
Classes begin after Mid-Semester Break	7 <sup>th</sup> October, 2017 (Saturday)
Dispersal of Classes, Preparation leave and Practical Examinations begin	16 <sup>th</sup> November, 2017(Thursday)
Theory Examinations begin	30 <sup>th</sup> November, 2017(Thursday)
Winter Break	17 <sup>th</sup> December, 2017 (Sunday) 31 <sup>st</sup> December, 2017 (Sunday)
<b>SEMESTER II/IV/VI/VIII</b>	
Classes begin	1 <sup>st</sup> January, 2018 (Monday)
Mid-Semester break	2 <sup>nd</sup> March, 2018 (Friday) to 7 <sup>th</sup> March, 2018 (Wednesday) Note : Holi on 2 <sup>nd</sup> March, 2018



Classes begin after Mid-Semester Break	8 <sup>th</sup> March, 2018 (Thursday)
Dispersal of Classes, Preparation leave and Practical Examinations begin	27 <sup>th</sup> April, 2018 (Friday)
Theory Examinations begin	9 <sup>th</sup> May, 2018 (Wednesday)
Summer Vacations	20 <sup>th</sup> May, 2018 (Sunday) to 19 <sup>th</sup> July, 2018 (Thursday)
No. of teaching days excluding Sundays, Gazetted Holidays and Mid-Semester Break	<b>182</b> <b>(ODD = 92)</b> <b>(EVEN = 90)</b>

29-8/ Academic Calendar followed by the Faculty of Management Studies for the academic year 2017-2018, approved by the Vice-Chancellor on 09.05.2017 as under:

FALL SEMESTER	
Classes begin	1 <sup>st</sup> July, 2017 (Saturday)
Summer Placement	10 <sup>th</sup> October, 2017 (Tuesday) to 15 <sup>th</sup> October, 2017 (Sunday)
Classes begin after Summer Placement	16 <sup>th</sup> October, 2017 (Monday)
Semester Examination	28 <sup>th</sup> October, 2017 (Saturday) to 11 <sup>th</sup> November, 2017 (Saturday)
WINTER SEMESTER	
Classes begin	13 <sup>th</sup> November, 2017 (Monday)
Winter Break	17 <sup>th</sup> December, 2017 (Sunday) to 31 <sup>st</sup> December, 2017 (Sunday)
Classes begin after Winter Break	1 <sup>st</sup> January, 2018 (Monday)
Final Placement	28 <sup>th</sup> January, 2018 (Sunday) to 4 <sup>th</sup> February, 2018 (Sunday)
Classes start after final placement	5 <sup>th</sup> February, 2018 (Monday)
Semester Examinations	24 <sup>th</sup> March, 2018 (Saturday) to 7 <sup>th</sup> April, 2018 (Saturday)
Evaluation of answer script and other activities	8 <sup>th</sup> April, 2018 (Sunday) to 30 <sup>th</sup> April, 2018 (Monday)
No. of teaching days excluding Sundays, Gazetted Holidays and Mid-Semester Break	Fall Semester – 92 Winter Semester - 90

29-9/ Nomination of five persons as members of the Faculty of Music & Fine Arts under provision of the Statute 9(3)(vii) of the Statute of the University for a term of 3 with effect from 20.05.2017, approved by the Vice-Chancellor on 20.05.2017 :

1. Vidushi Prof. Krishna Bisht
2. Vidhushi Dr. Leela Omchery
3. Prof. Paramjeet Singh
4. Smt. Kamalini Dutt,
5. Pt. Bhajan Sopori,

**30/ The Council noted and accepted/ratified the decision/action taken by the Vice-Chancellor in exercise of his powers/ delegated powers vested upon him other than emergency powers in the following matters:**

30-1/ Constitution of the Standing Committee on Academic Matters of the Academic Council, consisting of the following members, approved by the Vice-Chancellor on 09.07.2015:

- |   |                                |
|---|--------------------------------|
| 1. Prof. Sudhish Pachauri (Pro-Vice-Chancellor) - | Chairperson                    |
| 2. Prof. MalashriLal                              | 3. Prof. Umesh Rai             |
| 4. Prof. C.S. Dubey                               | 5. Prof. J.M. Khurana          |
| 6. Prof. Devesh K. Sinha                          | 7. Prof. MinniSawhney          |
| 8. Prof. Jagdish Saran                            | 9. Prof. Suresh Chand Aggarwal |
| 10. Prof. J.P. Khurana                            | 11. Prof. (Ms.) Uma Garg       |
| 12. Prof. SadhnaSaxena                            | 13. Prof. Muneesh Kumar        |
| 14. Prof. Ashwani Kumar Bansal                    | 15. Prof. Wali Akhtar          |
| 16. Prof. H.P. Gangnegi                           | 17. Prof. Hari Mohan Sharma    |
| 18. Prof. Rawail Singh                            | 19. Dr. R.K. Saxena            |
| 20. Dr. Shailendra Kumar                          | 21. Prof. SumanyuSatpathy      |
| 22. Prof. N.M. Kamal                              | 23. Prof. J.P. Dubey           |
| 24. Dr. Inderjeet Singh Bakshi                    | 25. Dr. (Ms.) Savita M. Datta  |
| 26. Dr. Sunil Sondhi                              | 27. Dr. Guljit K. Arora        |
| 28. Dr. Mohd. Aslam Parvaiz                       | 29. Dr. Nachiketa Singh        |
| 30. Dr. Vinay Kumar Singh                         | 31. Dr. Sunainakanojia         |
| 32. Dr. K.P. Singh                                | 33. Mr. Gaurav Goel            |
| 34. Dr. Mohd. Arif                                | 35. Dr. R.N. Dubey             |
| 36. Ms. Lata                                      |                                |

30-2/ Constitution of the Business Advisory Committee of the Academic Council, consisting of the following members, approved by the Vice-Chancellor on 09.07.2015:

- |   |                               |
|---|-------------------------------|
| 1. Prof. Sudhish Pachauri (Pro-Vice-Chancellor) - | Chairperson                   |
| 2. Prof. MalashriLal                              | 3. Prof. Umesh Rai            |
| 4. Prof. Devesh Sinha                             | 5. Prof. MinniSawhney         |
| 6. Prof. (Ms.) Reva Tripathi                      | 7. Prof. Sreemati Chakraborty |
| 8. Dr. Shailendra Kumar                           | 9. Prof. R.K. Saxena          |
| 10. Prof. V.K. Srivastava                         | 11. Prof. N.M. Kamal          |
| 12. Dr. Mohd. Aslam Parvaiz                       | 13. Dr. Sunil Sondhi          |
| 14. Dr. Inderjeet Singh                           | 15. Dr. Imteyaz Ahmad         |
| 16. Dr. Bharat Singh                              | 17. Dr. Samrendra Kumar       |
| 18. Dr. Hem Chand Jain                            | 19. Mr. Mahendra Kr. Meena    |
| 20. Dr. R. N. Dubey                               | 21. Dr. Vinay Kumar Singh     |

30-3/ Constitution of the Standing Committee (Students) of the Academic Council, consisting of the following members, approved by the Vice-Chancellor on 09.07.2015:

- |     |                            |     |                            |
|-----|----------------------------|-----|----------------------------|
| 1.  | Prof. Sreemati Chakraborty | -   | Chairperson                |
| 2.  | Prof. J.M. Khurana         | 3.  | Prof. Rup Lal              |
| 4.  | Dr. Satish                 | 5.  | Prof. MinniSawhney         |
| 6.  | Prof. Muneesh Kumar        | 7.  | Prof. Jagdish Saran        |
| 8.  | Prof. Rawail Singh         | 9.  | Prof. Ujjawal Kr. Singh    |
| 10. | Prof. V.K. Srivastava      | 11. | Prof. Hari Mohan Sharma    |
| 12. | Prof. Devesh Sinha         | 13. | Dr. Sunil Sondhi           |
| 14. | Dr. Guljit K. Arora        | 15. | Dr. Mohd. Aslam Parvaiz    |
| 16. | Dr. Inderjeet Singh        | 17. | Dr. Inderjeet Singh Bakshi |
| 18. | Mr. Suneel Kumar           | 19. | Dr. V. S. Dixit            |
| 20. | Ms. Lata                   | 21. | Dr. Mahak Singh            |
| 22. | Dr. Sunaina Kanojia        | 23. | Dr. K. P. Singh            |
| 24. | Dr. Mohd. Arif             |     |                            |

30-4/ Recommendations of the M.Phil. Committee for appointment of External Examiner/ Valuation of Scripts/ Dissertations/ Project Reports submitted by the M.Phil. student i.e. Ms. Drabita Dutta in the Department of Anthropology (Ref No. Anth/2016/318 dated 03.03.2016), approved by the Vice-Chancellor on 28.07.2016.

30-5/ Recommendations of the M.Phil. Committee for appointment of Examiners for dissertations submitted by the M.Phil. students i.e. Mr. Prasant Kumar Sahoo, Mr. Nayanjyoti and Ms. Farzana Pathan in the Department of Anthropology (Ref No. Anth/2016/475 dated 07.04.2016), approved by the Vice-Chancellor on 09.08.2016.

30-6/ Recommendations of the Standing Committee (Students) of the Academic Council made at its meeting held on 03.10.2016, approved by the Vice-Chancellor on 04.10.2016 (**Appendix – 43**).

30-7/ Format of degree certificates on the recommendation of committee constituted to finalize the draft of Degree certificate including Ph.D. degree, approved by the Vice-Chancellor on 12.04.2016. (**Appendix 44**).

30-8/ **Ref.: A.C. Res. No. 87 dated 28.11.1990**

Approving the results of Doctor of Philosophy (Ph.D.) of the candidates, published on 04.01.2016, 05.01.2016, 08.01.2016, 15.01.2016, 25.01.2016, 02.02.2016, 11.02.2016, 12.02.2016, 17.02.2016, 22.02.2016, 24.02.2016, 07.03.2016, 10.03.2016, 15.03.2016, 20.05.2016, 04.06.2016, 28.06.2016, 11.07.2016, 18.07.2016, 30.07.2016, 09.08.2016, 11.08.2016, 19.08.2016, 31.08.2016, 02.09.2016, 08.09.2016, 17.09.2016, 20.09.2016, 23.09.2016, 29.09.2016, 03.10.2016, 17.10.2016, 20.10.2016, 05.11.2016, 10.11.2016, 11.11.2016, 12.11.2016, 16.11.2016, 17.11.2016, 18.11.2016, 29.11.2016, 13.12.2016, 28.12.2016.

30-9/ Recommendations (Panel of examiners for the Ph.D. Scholars) in respect of the following Faculties and Departments (In alphabetical order), approved by the Vice-Chancellor date mentioned against each:

Sr No.	Name of the Faculty/Department/Institutions and or Centres	Date of Approval of the Vice-Chancellor
<b>Faculties</b>		
1	Faculty of Education	01.01.2016, 09.03.2016, 18.10.2016, 11.11.2016, 03.11.2016
2.	Faculty of Law	22.01.2016, 21.07.2016, 26.07.2016, 27.07.2016, 06.08.2016, 08.08.2016, 22.08.2016, 27.08.2016, 16.09.2016, 27.09.2016, 10.10.2016, 11.11.2016, 22.11.2016, 24.12.2016
3	Faculty of Medical Sciences	12.01.2016, 29.01.2016, 23.02.2016, 16.09.2016, 27.09.2016, 24.12.2016
4	Faculty of Music & Fine Arts	22.01.2016, 10.02.2016, 23.02.2016, 07.09.2016, 16.09.2016, 19.09.2016, 24.12.2016
5	Faculty of Technology	06.08.2016, 24.08.2016, 27.08.2016, 16.09.2016, 19.09.2016, 10.10.2016, 03.11.2016
<b>Departments/ Institutions/ Centres</b>		
1	ACBR	22.03.2016, 15.07.2016, 06.08.2016, 24.12.2016
2	Adult Conti. Edu. & Ext.	12.01.2016, 18.10.2015
3	African Studies	----
4	Anthropology	27.07.2016, 24.08.2016, 07.12.2016, 08.12.2016, 24.12.2016
5	Arabic	12.01.2016
6	Biochemistry	19.02.2016, 09.03.2016, 27.08.2016, 10.10.2016, 18.10.2016
7	Biophysics	19.02.2016
8	Botany	15.07.2016, 27.08.2016, 10.10.2016, 03.11.2016, 24.12.2016
9	Buddhist Studies	12.01.2016, 9.03.2016, 16.09.2016, 27.09.2016
10	Business Economics	10.10.2016, 22.11.2016, 24.12.2016
11	Chemistry	05.02.2016, 09.03.2016, 05.07.2016, 15.07.2016, 27.07.2016, 06.08.2016, 24.08.2016, 27.08.2016, 16.09.2016, 19.09.2016, 27.09.2016, 03.11.2016, 07.12.2016, 24.12.2016
12	Commerce	05.01.2016, 23.02.2016, 10.10.2016, 18.10.2016, 03.11.2016, 24.12.2016
13	Computer Science	23.02.2016, 03.11.2016
14	East Asian Studies	18.10.2016
15	Economics	05.01.2016, 09.03.2016, 18.10.2016
16	Electronics Science	---
17	English	12.01.2016
18	Environmental Studies	24.12.2016
19	Financial Studies	03.11.2016, 24.12.2016
20	Genetics	22.01.2016, 24.12.2016
21	Geography	09.03.2016, 16.09.2016, 18.10.2016, 03.11.2016

22	Geology	21.07.2016, 27.07.2016, 27.08.2016, 19.09.2016, 24.12.2016
23	GRS	----
24	Hindi	12.01.2016, 09.03.2016, 16.09.2016, 10.10.2016, 18.10.2016, 24.12.2016
25	History	05.01.2016, 09.03.2016, 16.09.2016, 27.09.2016, 22.11.2016, 24.12.2016
26	Home Science	27.08.2016, 16.09.2016, 27.09.2016, 18.10.2016
27	Lib. & Information Sc.	18.10.2016, 24.12.2016
28	Linguistics	27.09.2016
29	Management Studies	10.02.2016, 10.10.2016, 18.10.2016, 03.11.2016, 07.12.2016
30	Mathematics	23.01.2016, 05.07.2016, 15.07.2016, 07.09.2016, 16.09.2016, 10.10.2016, 18.10.2016, 03.11.2016
31	Microbiology	21.07.2016, 27.08.2016, 27.09.2016, 10.10.2016, 03.11.2016
32	MIL&LS	12.01.2016, 16.09.2016, 18.10.2016, 03.11.2016, 22.11.2016
33	Operational Research	23.02.2016, 18.10.2016, 03.11.2016
34	Persian	09.03.2016
35	Pharmacy	09.03.2016, 24.12.2016
36	Philosophy	-----
37	Physical Education & Sciences	29.01.2016, 19.09.2016, 27.09.2016, 03.11.2016
38	Physics & Astrophysics	22.01.2016, 15.07.2016, 27.07.2016, 06.08.2016, 22.08.2016, 24.08.2016, 27.08.2016, 03.11.2016
39	Plant Molecular Biology	05.02.2016, 09.03.2016, 19.09.2016, 10.10.2016, 18.10.2016, 24.12.2016
40	Political Science	05.01.2016, 16.09.2016, 18.10.2016, 11.11.2016, 24.12.2016
41	Psychology	12.01.2016, 09.03.2016, 16.09.2016
42	Punjabi	27.08.2016, 16.09.2016
43	Sanskrit	09.03.2016
44	Slavonic & Finno-Ugrian Studies	09.03.2016
45	Social Work	05.01.2016
46	Sociology	05.01.2016, 09.03.2016, 27.07.2016, 27.08.2016, 16.09.2016, 01.10.2016, 03.11.2016, 24.12.2016
47	Statistics	23.02.2016, 03.11.2016
48	Urdu	24.12.2016
49	Zoology	01.01.2016, 22.03.2016, 06.08.2016, 27.08.2016, 16.09.2016, 27.09.2016, 10.10.2016, 18.10.2016, 03.11.2016, 07.12.2016, 08.12.2016, 24.12.2016

30-10/ Constitution of the Standing Committee on Academic Matters of the Academic Council, approved by the Vice-Chancellor on 06.06.2017 consisting of the following members,:

- |                          |                        |
|--------------------------|------------------------|
| 1. Pro-Vice-Chancellor   | Chairman               |
| 2. Prof. Devesh K. Sinha | 3. Prof. J.P Khurana   |
| 4. Prof. C.S. Dubey      | 5. Prof. Rajesh Tandon |

- |                                |                                 |
|--------------------------------|---------------------------------|
| 6. Prof. M.K. Pandit           | 7. Prof. Mohan                  |
| 8. Prof. Prakash Chandra Jha   | 9. Prof. Vijay Kumar Kaul       |
| 10. Prof. Pradeep Kumar Burma  | 11. Prof. Suneera Kasliwal      |
| 12. Prof. (Ms.) N. Ranganathan | 13. Prof. Kavita Sharma         |
| 14. Prof. (Ms.) Ved Kumari     | 15. Prof. Sunita Singh Sengupta |
| 16. Prof. Sharda Sharma        | 17. Prof. G.V.R. Prasad         |
| 18. Prof. Sanjay Jain          | 19. Prof. Vasudha Bhatnagar     |
| 20. Prof. V. Ravichandran      | 21. Prof. Upinder Singh         |
| 22. Prof. Raj Kumar            | 23. Prof. A.K. Kapoor           |
| 24. Prof. J.P. Dubey           | 25. Dr. S.P. Aggarwal           |
| 26. Dr. P. Hemalatha Reddy     | 27. Dr. Babli Moitra Saraf      |
| 28. Dr. Savita Roy             | 29. Dr. Geeta Bhatt             |
| 30. Dr. R.N. Dubey             | 31. Dr. Ramananda Singh         |
| 32. Sh. Hans Raj               | 33. Dr. Pankaj Garg             |
| 34. Dr. Nachiketa Singh        | 35. Dr. K.P. Singh              |
| 36. Dr. Vivek                  |                                 |

30-11/ Constitution of the Business Advisory Committee of the Academic Council, approved by the Vice-Chancellor on 06.06.2017 consisting of the following members:

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. Pro-Vice-Chancellor Chairman |                                 |
| 2. Prof. Devesh K. Sinha        | 3. Prof. J.P. Khurana           |
| 4. Prof. Mohan                  | 5. Prof. J.P. Dubey             |
| 6. Prof. Sunita Singh Sengupta  | 7. Prof. Prof. Kavita Sharma    |
| 8. Prof. Pradeep Kumar Burma    | 9. Prof. Vijay Kumar Kaul       |
| 10. Prof. V. Ravichandran       | 11. Prof. G.V.R. Prasad Geology |
| 12. Prof. M.M. Chaturvedi       | 13. Dr. Anupa Siddhu            |
| 14. Prof. Neera Agnimitra       | 15. Prof. Navnita Chadha Behera |
| 16. Dr. Poonam Verma            | 17. Dr. Anula Maurya            |
| 18. Dr. Suman Sharma            | 19. Dr. Shashi Nijhawan         |
| 20. Prof. H.C. Pokhriyal        | 21. Dr. Savita Roy              |
| 21. Dr. V.S. Dixit              | 22. Dr. Suneel Kumar            |
| 23. Dr. Richa Raj               | 24. Dr. Mohd. Arif              |
| 25. Dr. Lata                    | 26. Dr. Saikat Ghosh            |
| 27. Ms. Jyoti Sabharwal         |                                 |

30-12/ Constitution of the Standing Committee (Students) of the Academic Council, approved by the Vice-Chancellor on 06.06.2017 consisting of the following members:

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. Prof. Kavita Sharma      | (Chairperson)               |
| 2. Prof. Rajesh Tandon      | 3. Prof. Vinay Gupta        |
| 4. Dr. Satish               | 5. Prof. Vijay Kumar Kaul   |
| 6. Prof. Mohan              | 7. Prof. J.P. Dubey         |
| 8. Prof. Sanjay Jain        | 9. Prof. H.S. Prasad        |
| 10. Prof. Muneesh Kumar     | 11. Prof. Vasudha Bhatnagar |
| 12. Prof. A.K. Kapoor       | 13. Prof. S.C. Rai Geograph |
| 14. Dr. Manoj Sinha         | 15. Dr. Madhu Purthi        |
| 16. Dr. S.P. Aggarwal       | 17. Dr. Anula Maurya        |
| 18. Dr. Poonam Verma        | 19. Prof. H.C. Pokhriyal    |
| 20. Dr. Chaman Singh        | 21. Mr. Gaurav Goel         |
| 22. Dr. Pardeep Kumar       | 23. Dr. Rasal Singh         |
| 24. Mr. Sachin N.           | 25. Dr. Deo Kumar           |
| 26. Dr. Md. Riyazuddin Khan |                             |

30-13/ Ref.: A.C. Res. No. 251 dated 27.01.1978

Panel of Experts for constituting the Selection Committees under Statute 19(1) of the University for the Academic Years 2016-2017 and 2017-2018, approved by the Vice-Chancellor on 19.06.2017 in respect of the following Faculty /Departments/ Centres:

S. No.	Faculty/Departments/ Centres	S. No.	Faculty/Departments/Centres
1.	African Studies	2.	Arabic
3.	Commerce	4.	Computer Science
5.	Delhi School of Economics	6.	Dr. B.R. Ambedkar Centre for Biomedical Research
7.	East Asian Studies	8.	Education
9.	English	10.	Financial Studies (SDC)
11.	Geography	12.	Geology
13.	History	14.	Institute of Informatics Communication (IIC) (SDC)
15.	Law	16.	Linguistics
17.	Management Studies	18.	Mathematics
19.	Microbiology (SDC)	20.	Operational Research
21.	Persian	22.	Plant Molecular Biology (SDC)
23.	Political Science	24.	Psychology
25.	Punjabi	26.	Sanskrit
27.	Slavonic & Finno Ugrian Studies (SDC)	28.	Social Work
29.	Urdu	30.	Women Studies and Development Centre
31.	Zoology	32.	Chemistry
33.	Physics & Astrophysics	34.	Electronic Science (SDC)
35.	Music & Fine Arts	36.	Faculty of Medical Sciences: (Anaesthesiology, Dermatology, Forensic Medicine, Obstetrics & Gynaecology, Radio Diagnosis, Anatomy, Biochemistry, Community Medicine, Microbiology, ENT, Pathology, Pediatrics, Physiology, Psychiatry & Surgery)
37.	Philosophy	38.	MIL & Literary Studies
39.	Germanic & romance Studies	40.	Business Economics (SDC)
41.	Sociology	42.	Cluster Innovation Centre (CIC)
43.	Anthropology	44.	Adult Continuing Education & Extn.
45.	Library & Information Science	46.	Biochemistry (SDC)
47.	Environmental Studies	48.	Biophysics (SDC)
49.	Botany	50.	Genetics (SDC)
51.	Buddhist Studies	52.	Delhi University Sports Council (Physical Education)
53.	Hindi	54.	Statistics

30-14/ Recommendations of the Standing Committee of the Academic Council constituted under Clause-5 of Ordinance-II made at its meetings held on 19.04.2017, 19.05.2017 and 27.05.2017 respectively, approved by the Vice-Chancellor on 22.05.2017 and 30.05.2017 as per details placed at **Appendix 45A, Appendix 45B and Appendix 45 C** respectively.

30-15/ Recommendations of the M.Phil. Committee of the Department of Modern Indian Languages & Literary Studies made at its meeting held on 25.04.2017 regarding change/modification in the M.Phil. in Comparative Indian Literature Syllabus approved by the Vice-Chancellor as per details placed at **Appendix – 46.**

**31/ The Council noted and reported the following letters received from UGC/MHRD/Others:**

31-1/Letter No. F.2-7/2014(CC/VNEQF) dated 03.08.2016 from Prof. Dr. Jaspal S. Sandhu, Secretary, University Grants Commission as per details placed at (**Appendix 47**) regarding:

- a) Bachelor of Vocation (B.Voc.), degree be recognized at par with the other Bachelor level degrees for competitive exams. conducted by Union/State Public Service Commission, Staff Selection Commission or other such bodies where the eligibility criteria is “Bachelor Degree in any discipline”.
- b) Students with B.Voc. Degree should be considered eligible for the trans disciplinary vertical mobility into such courses where entry qualification is a Bachelor Degree without specific requirement in a particular discipline.

**Sd/**  
**(Prof. Tarun Kumar Das)**  
Registrar - Secretary

**Sd/**  
**(Prof. Yogesh Kumar Tyagi)**  
Vice Chancellor - Chairman



26/ The Council considered and approved the recommendations of the M.Phil. Committee of the Department of Operational Research made at its meetings held on 21.09.2016 regarding the changes in the syllabus of M.Phil. in Operational Research as well as the other guidelines pertaining to the admission policy and other related matters as per details placed at **Appendix – 37.**

27/ The Council considered and approved the recommendations of the M.Phil. Committee of the Department of Anthropology made at its meetings held on 30.03.2017 and 18.05.2017 regarding the changes in the syllabus of M.Phil. in Anthropology as well as the other guidelines pertaining to the admission policy and other related matters as per details placed at **Appendix – 38.**

28/ The Council considered and approved the recommendations of the Choice Based Credit System Oversight Committee made at its meeting held on 25.04.2017 with modifications as per details placed at **Appendix No.-39.**

29/ **The Council noted and accepted/ratified the decision/ action taken by the Vice-Chancellor as per the provision of Statute 11 (G) Clause (4) in exercise of the emergency powers that vest upon him in the following matters:**

29-1/ Minutes of the meeting of the Programme Management Committee held on 02.06.2015 to consider the proposal of the Department of Adult & Continuing Education for starting a short term course on Radio Broadcasting, approved by the Vice-Chancellor on 10.11.2015. (Appendix 40).

29-2/ Appointment of the following Courses Admission Committee for the Calendar year 2017.(As per the provisions of Ordinance-II Clause -1(2) of Ordinances of the University), approved by the Vice-Chancellor on 04.02.2016:

1. Science Courses Admission Committee
2. Arts Courses Admission Committee
3. Social Sciences Courses Admission Committee
4. Law Courses Admission Committee
5. Education Courses Admission Committee
6. Medical Sciences Courses Admission Committee
7. Ayurvedic & Unani Medicines Courses Admission Committee
8. Technology Courses Admission Committee
9. Music Courses Admission Committee
10. Mathematical Sciences Courses Admission Committee
11. Management Studies Courses Admission Committee
12. Fine & Arts Courses Admission Committee
13. Inter-Disciplinary & Applied Sciences Courses Admission Committee
14. Commerce & Business Studies Courses Admission Committee
15. Homeopathic Medicines Courses Admission Committee

29-3/ Minutes of the meeting of the Committee constituted by the University to look into the process of admission to various undergraduate courses for the academic session 2016-2017 and related issues held on 17.08.2016, approved by the Vice-Chancellor on 17.08.2016. (Appendix 41).



PHONE: 011-27667280 (O), Extn. 1590

**DEPARTMENT OF ADULT CONTINUING  
EDUCATION & EXTENSION,  
UNIVERSITY OF DELHI**

Delhi - 110007

Ref: ACEE/2014

Minutes

Dated: 05.02.2014

The Committee of Courses & Studies meeting held on 04.01.2014 at 12:30 p.m. in the University Guest House. The following Members attended the meeting as follows.

- (i) Dr. Rajesh, Head, Chairperson
- Dr. J. P. Dubey, Associate Professor
- (viii) Dr. V. K. Dixit, Associate Professor
- (ix) Prof. N.K. Chadha, Head & Professor of Psychology
- (x) Prof. Sanjai Bhatt, Professor of Social Work
- (xi) Prof. B. T. Kaul, Law Centre, (Regretted)
- (xii) Prof. Rama Mathew, Department of Education, (Regretted)

The Committee considered the following:

- (i) It was considered to recommend the replacement of Post M.A. Diploma in Adult, Continuing Education from 2014 by M. Phil. However the department may consider offering this course through distance mode in future. In the last batch 2013-2014, 41 students are enrolled. In view of the popularity of the course, two year semester based M.A. in Lifelong Learning & Extension is already introduced. The committee decided to recommend the replacement to the Faculty of Social Sciences. However the Department may offer the course on Distance Mode in future.
- (ii) The Committee approved the list of the Examiners of Post M.A. Diploma for the year 2014 already considered by the Departmental Council for Paper VI and also the paper setters of Paper-I, Paper - II, Paper - III, Paper - IV & Paper - V to the respective teachers as usual.
- (iv) The Committee Considered M. Phil syllabus and suggested the following modifications and recommended for submission to the Faculty of Social Sciences for approval.
  - i. No of Seats - 16 (Two Faculty Member each as per the norms
  - ii. The title Foundation was to be replaced with suitable title.
  - iii. M. Phil of the Departmental will be a full time course.
  - iv. The students will have the liberty to opt one optional paper from the three depth papers prepared by the department or any one from Social Sciences / Humanities in their area of interest. Number of optional papers may increase in future.
  - v. M. A. Entrance Examination was discussed and the date of written test was reported and approved on 9<sup>th</sup> April, 2014

## **Travel and Tourism**

### **Couse Content**

#### **Part- I**

**Unit- I:** Opportunities in tourism and hospitality industry

Areas-

1. Travel Agency and Ticketing
2. Guiding and Scouting
  - (A) Escort Guiding
  - (B) Tour Management
3. Tour/office Assistants
4. Wellness and Medical Tourism eg. Spiritual Tourism, Yoga, Meditation and other forms of traditional and indigenous Methods of treatment

**Unit- II:** Types of Tourism

1. Eco Tourism
2. Religions Tourism
3. Heritage Tourism
4. Business Tourism

#### **Part II**

**Unit I:** Travel Agency

1. Organizations, functions and commission structure
2. Agency recognition
3. Management, financing and marketing
4. Travel Agent Association of India (TAAI)

**Unit II:** Tour operation

1. Organization, planning, promotion and handing of tour operation
2. To recognition
3. Indian Association of Tour operation

**Part – II: Government’s policies to promote Tourism**

1. Tourism policy and programmes of Government of India
2. Recent trends in international and National tourism scenario
3. Local support to boost the tourism industry.

**Part – IV Field visits – 4 lectures**

Project work/ practical Assignment – 4 lectures



## Department of Adult, Continuing Education & Extension University of Delhi

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### English Language Proficiency Course

The University of Delhi offers an 80-hours course in **English Language Proficiency** to enable students to improve their ability to speak, read, listen and write in English. It is being conducted under the auspices of the **Department of Adult, Continuing Education & Extension (DACEE)**, University of Delhi.

#### Details of the Course

- A. Course Objectives:** The course will give students practice in using English in a wide variety of contexts relevant to work, study and social activities. It will specifically help students to:
- Understand and respond to spoken language
  - Learn how to speak fluently and use appropriate expressions
  - Read and comprehend different kinds of texts for different purposes
  - Write coherently and effectively in formal and informal contexts.

The course is offered at three levels, **Basic, Intermediate and Advanced**. The **Basic Course** is for those who have an elementary knowledge of the English language, and cannot use it even in everyday, familiar contexts. The **Intermediate Course** is for those who are fairly confident about using the skills of listening, speaking, writing and reading for different purposes at a relatively higher level. The **Advanced Course** will help students to use the language in academic contexts, i.e. respond critically to texts/situations in written and oral form and to employ the necessary tools and strategies to undertake UG/PG studies satisfactorily.

The students who have attended the Basic/Intermediate Course offered by the University of Delhi and obtained at least a **Grade C** overall are eligible for the next higher level course. For those who wish to join the Intermediate or Advanced Course without doing the Basic Course, there will be a test so that they can be placed at the appropriate level. They will need to pay a fee of **Rs. 250** (Non-refundable) and the level placement test will be held on 08<sup>th</sup> January, 2015 at 3 pm **There is an interview before joining the Basic Course. All the students of Delhi University are eligible for admission to the Basic Level.**

- B. Duration:** 11<sup>th</sup> January 2016 to 17<sup>th</sup> March 2016, 2 hours each day, Four days a week, with a total of 80 hours (including assessment).
- C. Eligibility:** This course is open only to the students of the University of Delhi, currently enrolled in undergraduate, post-graduate or research programs, including certificate courses and courses at the Campus of Open Learning. Any Delhi University Student can get him/herself enrolled. There is an interview for admission to the Basic Course.

- D. Course Fee:** Students of all categories (General/OBC/SC/ST) admitted to the Course will have to pay a fee of Rs. 3,000/- (Rupees Three Thousand only). The course fee for SOL students is also Rs. 3000/- The course fee for foreign students is Rs. 6000 as per Foreign Students' Registry (FSR) guidelines.

**Note: The course fee must be paid through a demand draft in favour of "The Registrar, University of Delhi", payable at State Bank of India, Delhi University Branch.**

- E. How to join the course:** Forms can be downloaded from our website (<http://dacee.du.ac.in/>) or taken from the **ELPC office, Room No. 5, Department of Adult, Continuing Education & Extension (DACEE), Bamboo structure, (Behind Faculty of Social Sciences, Opposite Daulat Ram College), North Campus, Delhi University.** Admissions will take place between 14<sup>th</sup> December 2015 and 8<sup>th</sup> January 2016 on all working days (Monday-Friday) from 10 a.m. to 5p.m. Completed applications should be submitted to the ELPC office along with the required fee (in draft only) and a copy of a valid college/university ID Card or course fee receipt. Admissions will be done on a first come first served basis.
- F. Certificate of Proficiency:** On the basis of students' performance in a test of English Language Proficiency administered at the end of the course, a Certificate of Proficiency will be given.
- G. Attendance:** Attending classes and participating in all the activities is important. Students should attend all classes to make full use of all the opportunities the course will provide in order to improve their English. **65% attendance is mandatory for students to take the final test.**
- H. Code of Conduct:** Only students who have enrolled in the Course should attend classes. Others will be asked to leave the course instantly; no further explanations will be entertained. Students are required to follow the rules pertaining to *Maintenance of Discipline* (Ordinance XVB) of the University.

**NOTE:**

- 1. Course fees will not be refunded after the first week of classes.**

# **Ph.D. and M.Phil. Combined Syllabus**

## **Research Methodology**

### **Paper – I**

#### **Learning Objectives:**

1. Acquaint the students about the Principles and types of researches.
2. Examine the various methods of data collection, research tools and techniques of research
3. Make the students aware about the theory construction Impart knowledge about programme evaluation and use of computer in research and evaluation.

#### **Unit: I:**

- 1.1. Fundamentals of Social Science Research
- 1.2. Framing of Research questions and Hypothesis
- 1.3. Types of Researches and Research Design

#### **Unit – II:**

- 2.1. Qualitative & Quantitative Research Methods
- 2.2. Selection and Development of research tools, use of sources
- 2.3. Use of latest techniques & practices in research

#### **Unit – III:**

- 3.1. Content writing and Analysis, case studies
- 3.2. Evaluation Research
- 3.3. Action Research & Participatory Research

#### **Unit – IV:**

- 4.1. Comparative studies across system, society and theories.
- 4.2. Professionalisation & disciplinary growth of Adult & Lifelong Learning
- 4.3. Concept of Notions and theory building.

**Speed Reading with Comprehension**  
**Reading Exercises**  
(A Short-term Course for CVC Officers)



**Department of Adult, Continuing Education & Extension**  
**Faculty of Social Sciences**  
**University of Delhi**  
**2016**

## Reading: Some strategies generally utilized

### 1. A word of caution before the beginning of the course

The following news item should be read for what it is worth.

*New Indian Express*

*Speed Read' Programmes Might Not Increase Your Reading Speed*

By ANI, Published: 15th January 2016 11:11 AM

*WASHINGTON D.C: Speed read might look like an obvious strategy for making quick work of all the emails, reports and other pieces of text a person encounters every day, but a new study has showed that the claims put forth by many speed reading programs and tools are probably too good to be true.*

*Examining decade's worth of research on the science of reading, a team of psychological scientists from the Association for Psychological Science found out **little evidence to support speed reading as a shortcut to understanding and remembering large volumes of written content in a short period of time.** Researcher Elizabeth Schotter said that speed reading training courses have been around for decades and there has been a recent surge in the number of speed reading technologies that have been introduced to the consumer market. Schotter added that she and her team wanted to take a close look at the science behind reading to help people make informed decisions about whether to believe the claims put forth by companies promoting speed reading technologies and training courses. The reports showed that there are no magic shortcuts when it comes to reading quickly.*

*Reading is a complex dance among various visual and mental processes and research showed that skilled readers already read quickly, averaging 200 to 400 words per minute. The problem, Schotter and colleagues found, is that eye movements account for no more than 10 per cent of the overall time we spend reading and eliminating the ability to go back and reread previous words and sentences tends to make overall comprehension worse, not better. **Their data suggested that the most effective speed readers are actually effective***



*skimmers who already have considerable familiarity with the topic at hand and are thus able to pick out key points quickly.*

## 1.1 Reading - Some common habits in readers

### (i) Regression

**Regression** is the unnecessary re-reading of material. Sometimes people get into the habit of **skipping back to words they have just read**, while, other times, they may jump back a few sentences, just to make sure that they read something right. When you regress like this, you lose the flow and structure of the text, and your overall understanding of the subject can decrease. You can run a pointer along the line as you read. This could be a finger, or a pen or pencil. Your eyes will follow the tip of your pointer, helping you avoid skipping back. The speed at which you read using this method will largely depend on the speed at which you move the pointer.

### (ii) Poor Concentration

Reading has to be done in an environment where external distractions are kept to a minimum. This is particularly important, because when you use the techniques of **chunking blocks of words together** and **ceasing to sub-vocalize**, you may find that you read several pages before you realize you haven't understood something properly.

### **(iii) Form a Question**

Learn to turn the text you are reading into questions. Form a Question - Improve your reading comprehension, reading speed, and concentration by turning headings and subheadings in textbooks and other non-fiction books into questions. Then scan the text for the answers. Your reading speed improves by doing this, and you become focused on your material.

**If you have trouble reading, listen first.** Many great works of literature were written to be read out loud. Learn to appreciate the art of the narrator. Listen to audio books or audio files of the material that you are reading. This will help make difficult content seem more familiar. If you can hear the new words and phrases that you are reading, you will have an easier time understanding and remembering them. Hearing the rhythm of someone reading a text will help your own reading.

### **(iv) Vocabulary levels**

Determine your level of vocabulary knowledge. In most cases, how well we learn to read will depend largely on our exposure to language as children. If we hear people around us talking about a wide variety of subjects as children, we naturally pick up the words and phrases they use. If we pick up a lot of words, we will have an advantage when we start reading, and we will learn to read better. This, in turn, helps us to acquire more words, leaving the poor readers, who know few words, further and further behind. The literacy divide usually begins early in life, and can only be overcome by lots of reading later in life.

Lexical knowledge is now acknowledged to be central to communicative competence and the acquisition and development of a second language. Even in a first language, “. . . whereas the grammar of a language is largely in place by the time a child is 10 years old . . . , vocabulary continues to be learned throughout one’s lifetime” (Schmitt 2000: 4). The foundation for vocabulary development and writing at later levels is through reading extensively with comprehension and interest.

When language is adequately taught in the early years, the learner can naturally build up these higher-order skills independently, with some guidance from the classroom. Research has also shown us that greater

gains accrue when language instruction moves away from the traditional approach of learning definitions of words (the dictionary approach) to an enriched approach, which encourages associations with other words and contexts (the encyclopedia approach) (Fawcett and Nicolson 1991; Snow et al. 1991). Materials used or available as texts in class libraries may be in print as well as multi-media formats.

**Recognize that the key is to read a lot.** You may develop a system for keeping track of new words that you encounter in your reading, using lists, or Flash Cards, or other memory systems available on the Internet or elsewhere. However, the main growth in your vocabulary and reading skill will come just from reading as much as you can. So learn to enjoy reading and read a lot. Keep reading, and you will become a better reader.

## **1.2 Factors that influence reading and comprehension rates**

The materials which influence reading and comprehension rates include the following:

- Reader's knowledge of the subject matter,
- Difficulty levels of words and concepts,
- Motivation of the reader,
- Reader's purpose,
- Physiological state of the reader,
- Length of reading materials,
- Influence of readability factors,
- Mastery of the basic reading skills, and
- Number of figures, illustrations, cross-reference and footnotes.

## **1.3 Types of Reading**

"Speed Reading" is often determined by the types of reading; some learners read word by word which often takes our eyes back to words or a line that we feel is related to what we are currently reading. Sometimes we tend to stop at a particular word largely because we somehow feel that it would be important in comprehending the full text. There are 3 types of reading:

- (i) **Mental reading (Sub-vocalization)**:- Sounding out each word internally, as reading to yourself. It is the slowest form of reading.
- (ii) **Auditory reading**:- Hearing out the read words. It is a faster process.
- (iii) **Visual reading**:- Understanding the meaning of the word, rather than sounding or hearing. It is the fastest process.

**Mental readers** generally read at approximately 250 words per minute. **Auditory readers** read at approximately 450 words per minute. **Visual readers** read at approximately 700 words per minute. Visual reading is a skill that can be developed through continuous training and practice.

#### 1.4 Basic linguistic strategies in reading with speed

**Speed reading** is any of several techniques used to improve one's ability to read quickly. Speed reading methods include **minimizing sub-vocalization, scanning (reading for specific details), skimming (reading to get the main idea), chunking**. Speed reading is skill honed through practice. Reading a material involves comprehension of the material. In speed reading practice this is done through multiple reading processes: **preview, overview, read, review and recite** and by **read and recall** (recording through writing a short summary or a mental outline) exercises.

**1.4.1 Speed reading** is the art of **silencing sub-vocalization**. It is their inner voice that paces through the text that keeps a reader from achieving higher reading speeds. Speed in reading can be achieved, with much better reading comprehension, through silencing this inner voice. Some readers **use a finger through a page of text by following their finger line by line at a speed faster than one can normally read**. This works because the eye is very good at tracking movement. Some experts believe that the pointer functions as a pacing device, while actual eye fixations are uncorrelated with pointer or hand movements.

To train to read faster, you must first find **your base rate**. **Your base rate is the speed that you can read a passage of text with full comprehension**. This speed should be faster than your inner voice can "read".

We need to weigh in our minds the basic purpose of reading: **comprehension vs speed; full comprehension vs. scanning; reading vs skimming. Speed reading** does not necessarily ensure good comprehension. We need to assess the risks associated with misunderstanding on account of low comprehension. We also need to ascertain if we want to get through the material quickly and **gain only the basic information.**

**1.4.2 Scanning** is the process where one actively looks for information using mind-map (organizing information in a visually hierarchical manner that showcases the interrelatedness of the information for better retrievability) formed from skimming. Scanning the page involves search for headings, and by looking for bullet points and things in bold. There is no rule saying that you have to read a document in the order that the author intended, so scan it quickly, and decide what is necessary and what isn't.

**Scan** the page for headings, and by looking for bullet points and things in bold. There is no rule saying that you have to read a document in the order that the author intended, so scan it quickly, and decide what is necessary and what isn't. However, do not adopt the scanning strategy to the following:

- Legal documents, the draft annual report, or even the letter you receive from a loved one in the mail – these are better read in their entirety, sub-vocalizations and all. If you need to understand the message completely, memorize the information, discuss it in detail, analyze it thoroughly, or simply enjoy the prose the way the author intended, then speed reading is the wrong approach.
- Take a step back and use the material's structure – this includes skimming information to get a feel for the organization and layout of the text, looking for bolded words and headings, and looking for the ways in which the author transitions from one topic to the next.

**1.4.3 Skimming** – it involves visually searching the sentences of a page for clues to meaning. We're taught to read across and down, taking in every word, sentence, paragraph and page in sequence. When you do this,

though, you pay the same attention to supplementary material as you do to core information. Often, much more information is presented than you actually need to know. **Skim over the fluff, and only pay attention to the key material.** Skimming is usually seen more in adults than in children. It is conducted at a higher rate (700 words per minute and above) than normal reading for comprehension (around 200-230 wpm), and results in lower comprehension rates, especially with information-rich reading material.

Skimming alone should not be used when complete comprehension of the text is the objective. **Skimming is mainly used when researching and getting an overall idea of the text.** Nonetheless, when time is limited, skimming or skipping over text can aid comprehension. Duggan & Payne (2009) compared skimming with reading normally, given only enough time to read normally through half of a text. They found that the main points of the full text were better understood after skimming (which could view the full text) than after normal reading (which only read half the text). There was no difference between the groups in their understanding of less important information from the text.

In contrast, other findings suggest that speed reading courses which teach techniques that largely constitute skimming of written text result in a lower comprehension rate (below 50% comprehension on standardized comprehension tests) (Carver 1992).<sup>[4]</sup> Hyo Sang Shin (2012) in his book "Visual Reading and the Snowball of Understanding" claims that increasing one's reading speed does not lead to decreased comprehension. On the contrary, he argues that the faster the reading speed the better the comprehension. That phenomenon is described by Shin (2012) as a non zero-sum game between the reading speed and comprehension.

#### **1.4.4 Chunking - Reading Phrases**

**Chunking** - the number of words that are flashed at each interval on the screen. When you read aloud, you can only say one word at a time. This limit does not apply to reading - with practice, you can read multiple words at a time once your inner voice subsides.

Speed reading can help you to better comprehend **the overall structure of an argument**; it is also called the "**bigger picture**" understanding. **Skim over the fluff**, and only **pay attention to the key material**. It can help you to summarize a large document to a manageable size for the benefit of your superior officer. People who **read each word as a distinct unit** can understand less than those who **read faster by "chunking" words together in blocks**. Practice expanding the number of words that you read at a time.

When you read aloud, you can only say one word at a time. This limit does not apply to reading - with practice, you can **read multiple words at a time (chunking)** once your inner voice subsides. As your reading speed increases, the best way to achieve reading speeds is to attempt reading higher chunk sizes of words.

**Inefficient Eye Motion** - Slow readers tend to focus on each word, and work their way across each line. The eye can actually span about 1.5 inches at a time, which, for an average page, encompasses four or five words. Related to this is the fact that most readers don't use their peripheral vision to see words at the ends of each line. To overcome this, "soften" your gaze when you read - by relaxing your face and expanding your gaze, you'll begin to see blocks of words instead of seeing each word as distinct unit.

**Meta-guiding** - visual guiding of the eye using a finger or pointer in order for the eye to move faster along the length of a passage of text. It involves drawing invisible shapes on a page of text in order to broaden the visual span for speed reading. For example, an audience of customers at a speed reading seminar will be instructed to use a finger or pen to make these shapes on a page and told that this will speed up their visual cortex, increase their visual span to take in the whole line, and even imprint the information into their subconscious for later retrieval. It has also been claimed to reduce sub-vocalization(saying words in your head rather than grasping the idea), thereby speeding up reading. Because this encourages the eye to skim over the text, it can reduce comprehension and memory, and lead to missing important details of the text. An emphasis on viewing each word, albeit briefly, is required for this method to be effective. E.g. S movement and Z movement

Computer programs are available to help instruct speed reading students. Some programs present the data as a serial stream, since the brain handles text more efficiently by breaking it into such a stream before parsing and interpreting it. The 2000 National Reading Panel (NRP) report (p. 3-1) seems to support such a mechanism.

To increase speed, some older programs required readers to view the center of the screen while the lines of text around it grew longer. They also presented several objects (instead of text) moving line by line or bouncing around the screen; users had to follow the object(s) with only their eyes. A number of researchers criticize using objects instead of words as an effective training method, claiming that the only way to read faster is to read actual text. Many of the newer speed reading programs use built-in text, and they primarily guide users through the lines of an on-screen book at defined speeds. Often the text is highlighted to indicate where users should focus their eyes; they are not expected to read by pronouncing the words, but instead to read by viewing the words as complete images. The exercises are also intended to train readers to eliminate sub-vocalization, though it has not been proven that this will increase reading speed.

**Phrase-reading** is not just reading word-chunks, but instantly reading "**idea chunks**." Complete phrases are meaningful on their own, and you can't help instantly understanding them at a glance. When you focus your attention on these **larger ideas instead of words**, the ideas will seem to leap off the page into your mind.



## 2. Reading Exercises

## **Counseling & Guidance**

### **Course Content**

#### **Part-1**

1. Counseling in a multicultural and diverse society.
2. Building a Counseling Relationship.
3. Theories of Counseling – Psychoanalytic, Adlerian and Humanistic theories of Counseling.
4. Behavioural, cognitive, systematic and crisis theories of Counseling.
5. Purpose and functions of vocational guidance.
6. Relation between Educational and Vocational Guidance.
7. Specialties in the practice of Counseling:-
  - a. Groups in Counseling.
  - b. Career Counseling over the life span.
  - c. Marriage and Family Counseling.
  - d. HIV/AIDS, substance Abuse and Disability Counseling.

#### **Part-II**

1. Career Development
  - (a) Approaches to Career Development – Theories of Career Psychology, Traits, Life Stages and Beliefs.
2. Influences of Career Development
  - (b) The India Situation
  - (c) Social and Cultural Influences.
  - (d) Gender Influences.
  - (e) Economic Influence.
3. Understanding skills of Career Counseling.
4. Career alternatives and career preparation.
5. Career Counseling Services – An overview.
6. Personality Development.
7. Building Self Esteem.
8. Goal Setting and Career Planning.
9. Understanding the world of work.

10. Knowledge about self.
11. Availability of options based on tests.

**Part - III**

1. Counseling & Life Skills Building – Negotiation Skills, Interpersonal Skills, Communication Skills.
2. Sex and Sexuality:
  - (a) Concept, Background Sexual Concern like physical changes at puberty, attraction towards the opposite sex.
  - (b) Sexually Transmitted Infections – HIV/AIDS and STD's, RTI's, Substance Abuse.
3. Reproductive Health – Safe Motherhood.
4. Gender Counseling – Eve-Teasing, Rape, Sexual Harassment.
5. Crisis and Trauma Counseling.
6. Adolescent Sexual Health – Physical and mental changes in the bodies, control of emotions.
7. Sex Education – Communication with parents, teachers, peers.
8. Counseling of Special Groups – Commercial Sex workers, MSM.

**Total number of lectures – 24 (48 hrs.)**

# DELHI SCHOOL OF JOURNALISM



UNIVERSITY OF DELHI

2017



### **Message from the Vice Chancellor**

In order to make the University of Delhi truly global and to commemorate 95 years of its existence, we introduce the Five Year Integrated Course in Journalism through the Delhi School of Journalism.

World has become a 'Global Village', thanks to all pervasive Information and Communication Technology (ICT). Media, the largest information dissemination system, assumes an axial role in transforming the dynamics of the socio-cultural, political, and economic aspects of human life. It also sustains and strengthens the democratic and social Institutions. Indeed, the quality of the 'Public Sphere' depends on the quality of Media - the watch dog and the fourth pillar of Democracy.

The University has created the School of Journalism to cater to the needs of thousands of media enterprises across the world by providing them well-trained journalists. The syllabus of the School of Journalism has been drafted in tune with the guidelines of University Grants Commission (UGC) and the model of United Nations Educational, Scientific and Cultural Organization (UNESCO), by eminent journalists and faculty members of the University of Delhi.

We urge everyone to join us, in fostering a healthy, peaceful and engrossing atmosphere at the School of Journalism.

**Yogesh K. Tyagi**

Vice-Chancellor,

University of Delhi

# Core Courses

## (CC)

### CC 01

#### Introduction to Media and Communication

##### Scope

The course introduces the students to communication theories and models, and use of different types of media.

#### Unit 1 – Basics of Communication (12 Lectures)

1. Communication: Definition, Purpose, Elements, Principles, Processes
2. Types of Communication: Verbal and Non-Verbal; Formal and Informal; Mediated and Non-Mediated
3. Forms of Communication: Intrapersonal, Interpersonal, Group, Public and Mass Communication
4. Communication Models: Linear – Aristotle, Shannon and Weaver, Berlo, Wilbur Schramm, Harold and Lasswell; and Non Linear – Osgood and Schramm, Westley and McLean, Interactive and Transactional Models

#### Unit 2 – Understanding Media (12 Lectures)

1. Functions of Media – Inform, Educate and Entertain
2. Types of Media – Folk, Print, Broadcast, Film, and New Media – A Brief Sketch
3. Alternative and Community Media – Community Radio, Participatory Video and Community Newspapers
4. Critical Media Literacy - Douglas Kellner

#### Unit 3 – Mass Communication Theories and Models (12 Lectures)

1. Normative Theories of the Press
2. Communication Models– Transmission, Ritual, Publicity and Reception Models
3. Media and the Public Sphere – Jurgen Habermas

#### Unit 4 - Mass Communication and Effects Paradigm (12 Lectures)

1. Direct Effects – Hypodermic Needle/ Magic Bullet Theory, Propaganda, and Mass Society Theory.
2. Limited Effects – Individual Difference, Cognitive Dissonance and Two Step Flow of Communication - Personal Influence Theory,
3. Cultural Effects: Agenda Setting Theory, Spiral of Silence and Cultivation Analysis
4. Critique of the Effects Paradigm and Emergence of Alternative Paradigms – Uses and Gratification Theory

### **Unit 5 - Communication, Media and Society (12 Lectures)**

1. Media in Everyday Life – News and Entertainment Media, Mobile Phone and Applications, Social Media
2. Media and Communities (Real and Virtual)
3. Role of Media in Democracy – Media as the Watchdog and the Fourth Estate/Pillar of Democracy
4. Communication and Media in the Internet Age: Changing Trends – Speed, Volume, Interactivity, Virtuality and Virality.

### **Outcome**

Students will understand the elements and processes of communication and thereby improving their own communication skills. This will help them to explore myriad career options in communication and journalism.

### **Suggested Readings**

1. Denis McQuail, (2010). *McQuail's Mass Communication Theory (Sixth Edition)*, New Delhi. Sage Publishers
2. Howley. K. (2012) *Understanding Community Media*, SAGE Publications, Inc.
3. Fiske, John. (1982) *Introduction to Communication Studies*. New York. Routledge.
4. Kellner, D., & Share, J. (2007). *Critical media literacy, democracy, and the reconstruction of education*. In D. Macedo & S.R. Steinberg (Eds.), *Media literacy: A reader* (pp. 3-23). New York: Peter Lang Publishing.
5. Kevin Williams, (2003). *Understanding Media Theory*. Bloomsbury Academic. pp.168-188
6. Keval J. Kumar. (1994), *Mass Communication in India*, New Delhi. JIACO.
7. Melvin L. DeFleur, Margaret H. DeFleur (2016) *Mass Communication Theories: Explaining Origins, Processes, and Effects*. New York. Routledge.
8. Michael Ruffner and Michael Burgoon (1981) *Interpersonal Communication* (New

- York, Holt, Rinehart and Winston, 21-34; 59-72.
9. Stanley J. Baran and Dennis K. Davis, (2012). Introduction to Mass Communication Theory (Fifth Edition). New Delhi. CENGAGE Learning.
  10. Uma Narula, (2006) Handbook of Communication: Models, Perspectives and Strategies, Atlantic Publications
  11. Varghese, B. G. (2003) Breaking the Big Story: Great Moments in Indian Journalism. Viking books.
  12. Wilbur Schramm and Donald F. Roberts (eds.) (1971), The process and Effects of Communication, University of Illinois Press.

## **CC 02**

### **Basics of Reporting and Editing**

#### **Scope**

The course will enable the students to understand various aspects of print journalism, and organizational structure of print media enterprises.

#### **Unit 1 – Understanding News (12 Lectures)**

1. Ingredients of news
2. News: meaning, definition, nature
3. News as a process: from the event to the reader (how news is carried from event to reader) Hard news vs. Soft news, basic components of a news story
4. Attribution, objectivity, embargo, verification, balance and fairness, brevity, dateline, credit line, byline.

#### **Unit 2 – Understanding the structure and construction of news (12 Lectures)**

1. Organizing a news story, 5W's and 1H, Inverted pyramid
2. Criteria for news worthiness, principles of news selection
3. Use of archives, sources of news, use of internet
4. Language and principles of writing: Basic differences between the print, electronic and online journalism

#### **Unit 3 – Covering news (12 Lectures)**

1. Role and responsibilities of a Reporter
2. General assignment reporting/ working on a beat
3. Covering of beats- crime, courts, health, human rights, legislature, education, sports reporting



#### **Unit 4 – Newsroom (10 Lectures)**

1. Organizational setup of a newspaper, Editorial department
2. Introduction to editing: Functions, headlines, role of sub-editor, news editor, Editor

#### **Unit 5 – Role of Media in a Democracy (14 Lectures)**

1. Responsibility to Society
2. Press and Democracy
3. Contemporary debates and issues relating to media
4. Ethics in journalism
5. Covering the beats and writing reports/interviewing personalities. Exercises on copy-editing. Discussions on current affairs

#### **Suggested Projects**

1. Presentation on the genesis of Journalism
2. Presentation on the era of Yellow Journalism
3. Presentation of the basic terminology used in news organisations
4. Presentation of a news story identifying the 5W's and 1 H
5. Covering an event and presenting how it travels across different media forms
6. Presentation on the differences between print, broadcast and online journalism
7. Presentation on the current debates and issues related to the media
8. Presentation on the relationship between media and democracy

#### **Outcome**

The course will enhance the reporting and editing skills of the students and they will become proficient in news gathering techniques.

#### **Suggested Readings**

1. Baskette and Scissors, The Art of Editing, Allyn and Bacon Publication.
2. Chaturvedi, SN. Dynamics of Journalism and Art of Editing. Cybrer Tech Publications.
3. Daniel, MacDougall, and Curtis. Principles of Editorial Writing. W.C. Brown Co. Publishers.
4. Fedler, Fred and Bender, and R. John. Reporting For the Media. Oxford.
5. Hodgson. Modern Newspaper Practice: A Primer on the press. Focal Press.
6. Itule, Bruce and Abderson, and Douglas. News Writing and Reporting for Today's Media. McGraw Hill Publication.
7. Keeble, and Richard. The Newspaper's Handbook. Routledge Publication.

8. McQuail, and Denis. Mass Communicating Theory. Sage Publication.
9. Mencher, and Melvin. News Reporting and Writing. New Tear: Mc Graw, 2003.

## **CC 03**

### **Media and Society**

#### **Scope**

The course explores the impact of media in society, the patterns of media representations, constructions and stereotypes, and media as a social institution.

#### **Unit 1 – Introduction to Society and Media (12 Lectures)**

1. Basic concepts
2. Relationship between media and society
3. Media in socio-cultural context

#### **Text**

1. Media, Culture and Society: An Introduction, Chapter- Introduction by Paul Hodkunson, 2010, Sage Publications
2. Introduction to Sociology (ninth edition) Chapter-3 Part Two-Anthony Giddens by Mitchell Duneier
3. Pandey, Vinita, 2016, Indian society and culture, Rawat Publications
4. Deshpande, Satish, 2004, Contemporary India: a sociological view, Penguin, chap 1 – Squinting at society.

#### **Unit 2 – Media and Power (12 Lectures)**

1. Communication and social order
2. Democracy and Internet

#### **Text**

1. Communications, power and social order by James Curran, chapter 2
2. New media and Power in James Curran's Media and Power by Routledge 2002, chapter 8 Young people, the internet and civic participation - Ted Talk

#### **Unit 3 – Media Content and Representation (12 Lectures)**

1. What is representation?
2. Construction
3. Stereotypes

#### **Text**

1. Epic Contents: Television and Religious Identity in India (134-151) Chapter 6 by Purnima

2. Mankekar in Media Worlds: Anthropology on New Terrain, 2002
3. Media Representation and the Global Imagination: A Framework, Chapter 1 by Orgad Shani, Cambridge, Polity, 2012
4. Slippery Subjects-Gender, meaning, and the Bollywood audience- eprints.lse.ac.uk

#### **Unit 4 – Mapping the Field and Rethinking Audience (12 Lectures)**

##### **Text**

1. Selected chapters from Will Brooker, Jeremyn Deborah, 2003, Audience Studies Reader, Routledge.
2. Simon Cottle (ed), 2000, Ethnic Minorities and the Media, Introduction- Media Research and Ethnic Minorities: Mapping the field, Open University Press
3. Sonia Livingstone, 2008, Relationships between Media and Audiences: prospects for audience reception studies, LSE Research online (<http://eprints.lse.ac.uk/1005/>)

#### **Unit 5 – Media Analysis Paper (12 Lectures)**

Students will produce a 2000 word paper analyzing the media representation through any soap, film, news coverage on a particular issue of their choice. This would be combined with their exposure to some interactions with functionaries in the media who would acquaint them with challenges of negotiating between the needs of news making and presenting social issues or events.

##### **Outcome**

The course will impart a sociological understanding of media representations to the students, which may help them to balance the news process and the information needs of the public.

##### **Suggested Readings**

1. Benshoff, Harry M. America on Film: Representing Race, Class, Gender and Sexuality at the movies. Wiley Blackwell, 2009.
2. Berger and Asa Arthur. Media and Society: A Critical Perspective. Rowman & Littlefield, 2012.
3. Daramola.I. Mass Media and society, Writing for the Media Society. Lagos: Rothan Press, 2005, 2003.

4. Dines, Gail, and Jean Humez. Gender Race, and class in Media: A critical Reader. 4th ed. New Delhi.
5. Edward Said. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. New York: Vintage, 1997.
6. Gorman, Lyn, and McLean David. Media and Society into the 21st century: A Historical. London: Sage, 2005.
7. Marshall, McLuhan. Roads and Paper Routes in Understanding Media: Extensions of "Man ". New York: McGraw-Hill Book Co., 1964.
8. McQuail, D. McQuail's Mass Communication Theory. 5th Ed. London: Sage, 2005.
9. Roger, Silverstone. The Sociology of Mediation and communication in Craig Calhoun Chris. Edited by Rojek and Bryan S Turner. London: Sage, 2005.

## **CC 04**

### **ICT and New Media**

#### **Scope**

The course intends to improve students' knowledge and skills in Information and Media Technology – including both hardware and software.

#### **Unit 1 – ICT: Basic Concepts (12 Lectures)**

1. Hardware and Software Components of Computer Systems – A Brief Sketch
2. Different File Formats and Media Codecs
3. Computer Networks – Internet, Intranet and www
4. Telecommunications – 3G and 4G
5. Digitization and Media Convergence
6. Social Construction of Technology

#### **Unit 2 – New and Social Media (12 Lectures)**

1. New Media: Definition and Features (Lev Manovich); User and the Screen
2. Social Media Platforms - Facebook, Twitter, YouTube, Instagram, WhatsApp, WordPress, Social Bookmarking, Skype and the 'Blogosphere'.
3. Identity, Fandom and Narratives in New/Social Media
4. Economy of New Media
5. Internet as a Convergent Media Platform
6. Social Media and the Post Modern Public Sphere

### **Unit 3 – Applications of ICT and New Media (12 Lectures)**

1. Community Informatics - Cyber Mohalla and Akshaya Projects
2. Virtual Reality – 2D/3D Modeling and Simulation; Videogames
3. E-Governance – Digital India Initiative
4. Cyber Space Activism
5. New Media as an Economic Arena: Digital Marketing, E-Commerce and e-Banking
6. ICT and Social Inclusion – Gender, Human Rights and Subaltern Issues

### **Unit 4 – ICT and New Media: Ethical Concerns (12 Lectures)**

1. Globalization & Emerging Cyber cultures, Netiquette
2. Information Rights and Intellectual Property Rights – Copyright and Copy Left, Plagiarism, Open Source Approach and Creative Commons
3. Facets of Cybercrime
4. Electronic Documents and Digital Signature
5. Internet Governance and Regulatory Frameworks

### **Unit 5 – ICT Literacy and Skills – (Practical Based - 12 Lectures)**

#### **1. Microsoft Word**

#### **Creating and Formatting Documents (2 Lectures)**

Create New Blank Documents, Open A Word/PDF file In Word for Editing, Saving documents, Font Formatting (Font, Size, Color, Style), Paragraph Formatting (Alignment, Paragraph Spacing, Line Spacing), Multicolumn text (as in Newspapers and magazines), Format Painter, Word Art

#### **Use of Commands (2 Lectures)**

Find and Replace commands, Create Bookmarks, Insert Hyperlinks, Go To command, Modify Page Setup, Insert Headers and Footers, Insert Watermarks, Record and Run Macros, Assign Shortcut Keys to Macros Autocorrect and autocompleate features, Insert Built-In Fields, Insert Special Characters (like ©, ™, £), Page Breaks/Section Breaks

#### **Tables and Lists (1 Lecture)**

Create Tables, Convert Text to Tables, Convert Tables to Text, Table Title, Sort Table Data, Apply formulae in A Table, Merge/Split Cells

Create a numbered and bulleted list, Create Custom Bullets, Increase and Decrease List Levels, Modify Numbering.

#### **Insert Shapes/Images (1 Lecture)**

Insert Simple Shapes, Modify Shape Properties (Color, Size, Line, Fill)

Insert Images, Apply Artistic Effects, Apply Picture Effects, Modify Image Properties (Color, Size, Shape), Wrap Text around Shapes/Images

### **Create and Manage Indexes/Table of Contents (1 Lecture)**

Create Indexes, Update Indexes, Mark Index Entries Create and format Table of Contents

Create and format Table of Figures

### **Mail Merge Operations (1 Lecture)**

Perform Mail Merge, Manage Recipient Lists, and customize mail merge

## **2. Microsoft Power Point**

### **Create Presentations and Slideshows (2 Lectures)**

Create Blank Presentations, Create Presentations Use Templates, Apply a Slide Master, Slide Layouts, Add Background Images, Insert Headers and Footers, Insert Charts, Modify Chart Type

Create Custom Slideshows, Configure Slideshow Options, Rehearse Timing, Modify Slide Order

### **Insert and Format Media (1 Lecture)**

Adjust Media Window Size, Set Start/Stop Times, Link to External Media

### **Apply Transitions and Animations (1 Lecture)**

Apply Transitions between Slides, Apply Animations to Shapes and Text, Set Timing for Transitions and Animations, Use the Animation Pane.

## **Outcome**

Through this course, students will become capable of creatively using various ICT devices and digital platforms.

## **Suggested Readings**

1. Castells. The Network Society: A cross -cultural perspective. Edward Elgar, 2004.
2. Dovey, Lister, Giddings Grant, and Kelly. New Media and Technologies. 2003.
3. Eugenia, Siapera. Understanding New Media. Sage, 2011.
4. Gane, Nicholas, and David Beer. New Media: The Key Concept. Berg, 2008.

5. Goldsmith, Jack, and Tim Wu. *Who controls Internet? Illusions of Borderless World*. US: Oxford University Press, 2006.
6. Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. New York: NYU Press, 2006.
7. Khan, R, and D Kellner. "New Media and Internet Activism: From the Battle of Seattle to Blogging "New Media & Society. Vols. vol.6, No.1. 2004.
8. Lambert, Joan, and Curtis Frye. *Microsoft Office 2016 Step by Step*. Microsoft Press, 2016.
9. Lievrouw, and Livigstone. *Hand Book of New Media*. Sage, n.d.
10. Manovich, Lev. *What is new Media? In the Language of New Media*. Cambridge: MIT Press, 2001.
11. Martin, Lister. *New Media - A Critical Introduction*. Routledge, 2009.
12. Miller, Vincent. *Understanding Digital Culture*. Sage, 2011.
13. Narayan, Sunetra Sen, and Shalini Narayanan. *India Connected: Mapping Impact of New Media*. New Delhi: Sage, 2016.
14. Pavik, John V. *New Media*. Columbia University Press, 2001.
15. Sinha.Pradeepk, and Priti Sinha. *Computer Fundamentals*. 6th Ed. BPB Publication, 2011.
16. Van Dijk, J.A.G.M. " *The network Society: Social Aspects of New Media*. Sage, 2005.

## **CC 05**

### **Introduction to Broadcast Media**

#### **Scope**

The course will introduce the basics of broadcast media – Radio and Television, and broadcast news production techniques.

#### **Unit 1 – Basics of Sound (12 Lectures)**

1. Concepts of sound-scape, sound culture
2. Types of sound
3. Sound Design-Its Meaning with examples from different forms
4. Introduction to microphones

5. Characteristics of Radio as a medium
6. Acoustics

### **Unit 2 – Basics of Visual (12 Lectures)**

1. What is an image, electronic image, television image
2. Digital image, Edited Image- politics of an image
3. Changing ecology of images
4. Characteristics of Television as a medium
5. Visual Culture

### **Unit 3 – Radio (12 Lectures)**

1. Elements of a Radio Story
2. Elements of a Radio programming
3. Working in a Radio studio
4. Introduction to Recording and Editing Sound.

### **Unit 4 – Television (12 Lectures)**

1. Basics of a Camera- (Lens & accessories)
2. Electronic News Gathering (ENG) & Electronic field Production (EFP)
3. Visual Grammar – Camera Movement, Types of Shots, Focus, etc.
4. Elements of a Television News Story
5. Basics of Editing for TV- Basic Soft-wares and Techniques (for editing a news capsule)

### **Unit 5 – Broadcast Media: Critical Issues and Debates (12 Lectures)**

1. Public Service Broadcasters - AIR and DD News
2. Changing Character of Television News - 24 Hours news format, News Production cycle, etc.
3. News: Performance and Construction.

### **Outcome**

Students will acquire hands-on training in Radio and Television News Production, which may enable them to pursue internships with Television Channels.

### **Suggested Readings**



1. Chatterjee, P.C., Broadcasting in India, New Delhi, Sage 1987 (Page nos. 25-78)
2. Fleming, Carrol, The Radio Handbook, by, Rout ledge (London & New York 2002) (Pgenos: 47- 105)
3. Glen, A. Creeber, Toby Miller and John Tulloch, The Television Genre Book (London: British Film Institute, 2009)
4. Herbert E. Zettl, Television Production Handbook. (Pgenos: 20-80, 85-135)
5. Mc Leash G., Robert, Radio Production (US: Taylor & Francis)
6. Pavarala, Vinod & Kanchan K Malik, FACILITATING COMMUNITY RADIO IN INDIA: Profiles of NGOs and their Community Radio Initiatives Other Voices (New Delhi: Sage, 2007)
7. Robert c Allen and Annette Hill (Ed- 2004), The Television Reader, Routledge
8. Robert B Musburger and Gorham Kindem, Introduction to media Production, (Elsevier: Focal Press)Pg-95-133, 179-212
9. Ted D. White and Frank Barnas, Broadcast News, Writing Reporting & Producing, (Elsevier, Focal Press, 2012) 3-17, 245-257, 279-286.

## **CC 06**

### **Print Journalism and Production**

#### **Scope**

Students will acquire advanced print media skills like, editing, design, layout and production.

#### **Unit 1 – Print Journalism: An Overview (10 Lectures)**

1. Introduction to Newspapers (major international, national and regional)
2. Kinds of print publications- tabloid, broadsheet;

#### **Unit 2 – Newspaper content (14 Lectures)**

1. Headlines; importance, functions of headlines, typography and style, language, types of headline, style sheet
2. Features: writing style, different types of features; article, special articles, article versus features
3. Editorial: Significance, types of editorials, edit page, op-ed, opinion column,

- writing editorials, caricatures and cartoons
4. Selection and positioning of news pictures
  5. Week-end pullouts, Supplements, Backgrounders

### **Unit 3 – Specialized Reporting (10 Lectures)**

1. Parliamentary
2. Development
3. International Affairs
4. Science and Technology
5. Elections
6. Agriculture

### **Unit 4 – Trends in Print journalism (14 Lectures)**

1. Citizen Journalism
2. Technology and Magazine boom, Magazine types: news, special interest, general, lifestyle; Magazine Formats and unique features that have developed.
3. Editorial policy and ethical debates in print journalism. (Advertorial trend), paid news, agenda setting, pressures in the newsroom, trial by media, gatekeepers.

### **Unit 5 – Production of Newspaper (12 Lectures)**

1. Principles of Layout and Design: Layout and format, Typography
2. Copy preparation, Design process (size, anatomy, grid, design)
3. Handling text matter (headlines, pictures, advertisements)
4. Page make-up (Front page, Editorial page and Supplements)
5. Production of a newspaper

### **Outcome**

Students' skills in writing news and feature stories, OP-ED articles and editorials will be fine-tuned.

### **Suggested Readings**

1. Allan, Stuart. Journalism: Critical Issues. Open University press, New Delhi
2. George, T.J.S. Editing: A Handbook for Journalist. New Delhi: IIMC, 1989.
3. Goodwin, Eugene H. Groping For Ethics in Journalism. Iowa State Press, New Delhi.
4. Heinemann, Hodgson. F.W. Modern Newspaper Practice. London, 1984.

5. Kamath, M.V. Professional Journalism. Vikas Publication, New Delhi
6. Nanda, Vartika. Tinka Tinka Dasna. Delhi, 2016.
7. Sarkar, N.N. Principles of Art and Production. Oxford University Press, New Delhi.
8. Shrivastava, K.M. News Reporting and Editing. New Delhi: Sterling Publisher, 1991.

## **CC 07**

### **Media Laws and Ethics**

#### **Scope**

The course will introduce media laws and ethical frameworks for media practitioners in the Indian and the global contexts.

#### **Unit 1 – Laws regulating the Media (12 Lectures)**

1. Laws - Bills and Acts, Ordinance, Regulations, Statute, Code, Norms, Conventions
2. Freedom of the press and the Constitution-need for a free press in a democracy
3. Article 19(1) (a) of the Indian Constitution-Freedom of speech and expression and its reasonable restrictions Article 19(1)2

#### **Unit 2 – Media laws pertaining to the State, Citizens, Judiciary, Legislature and Parliament (14 Lectures)**

1. The State: Sedition-incitement to violence (section 121 IPC) IPC 121 read with 511 Inflammatory writing IPC (353)
2. Citizens: Defamation IPC (499) 500) civil and criminal defamation-libel, slander
3. Legislature: Parliamentary privileges / Articles 105 (Parliament) Article 194 (State Legislation)
4. Judiciary: Contempt of Court, Covering and reporting court proceedings (Article 361A)

#### **Unit 3 – Acts and Laws: India (12 Lectures)**

1. Press Registration of Books Act. 1867/1955 role of RNI
2. Copyright Act 1957
3. Official Secrets Act 1923

4. Code of conduct for journalists
5. Issues of privacy and Right to Information Act 2005

#### **Unit 4 – Regulation and Regulatory Bodies (10 Lectures)**

1. Regulation, Self-Regulation and Deregulation
2. Regulatory Bodies – PCI, TRAI, CBFC, NBSA, BCCC, ASCI, ICANN

#### **Unit 5 – Cyber Media and New Media Laws (12 Lectures)**

1. Cyber Crime regulated by Cyber Laws or Internet Laws
2. The Computer as a Target: Hacking, Virus/Worm attacks, DOS attack etc.
3. The computer as a weapon: Cyber Terrorism, IPR violations, Credit card frauds, EFT frauds, Pornography etc.

#### **Assignment / Project**

Students' visit to the Parliament (Session Total Credits 6)

#### **Outcome**

A thorough understanding of media laws and ethical issues will convince the budding journalists to engage in their career assignments without compromising the professional and ethical standards.

#### **Suggested Readings**

1. Barua, Vidisha, Press & Media Law Manual, Universal Law Publishing Co. Pvt. Ltd. New Delhi, 2004.
2. Iyer Vekat, Mass Media Laws and Regulations in India, AMIC, 2000.
3. Kamath, Nandan (Ed.), Law Relating to COMPUTERS, Internet and E- Commerce
4. Pathak, Juhi P, Introduction to Media Laws and Ethics, Shipra Publications, 2014.
5. Ravindranath, P.K, Press Laws and Ethics of Journalism, Author Press, New Delhi, 2004.
6. Saxena, Ambrish, Freedom of Press and Right to Information in India, Kanishka Publication, New Delhi, 2004.
7. Singh, Yatindra, Cyber Laws, Universal Law Publishing, 2004.
8. Thakurta, Paranjy Guha, Media Ethics, Oxford University Press, 2009.
9. Venkateshwaran .K.S, Mass Media Laws and Regulations in India, Bahri Sons (India Research Press, 2000.
10. Constitution of India (Article 19 (1) and 19 (2) 105, 194) The Law Dictionary, Universal.
11. Guide to CYBER LAWS & THE IT Act, with Rules, Regulations, Notifications and

Case Law, Universal Law Books, 2016.

12. Relevant Sections of IPC from Criminal Law Manual, Universal.

## **CC 08**

### **Photography**

#### **Scope**

The course will introduce the students to the fundamentals of photography, camera operations, lighting techniques and visual grammar.

#### **Unit 1 – Photography History (12 Lectures)**

1. Brief History of Photography
2. How Camera works? Camera Obscura
3. The role & importance of photography

#### **Unit 2 – Camera (12 Lectures)**

1. Camera, Elements, Camera formats & Accessories
2. Camera Design & Lenses
3. Principles & various types of Photography

#### **Unit 3 – Lighting and Composition (12 Lectures)**

1. Principles of Lighting, Sources and devices of light
2. Principles of Photographic composition
3. Exposure and Measurement of light

#### **Unit 4 – Approach to printing of Photography (12 Lectures)**

1. Printing of Digital Photographs
2. Converting develop photograph into digital photograph
3. Photo magic and appreciations

#### **Unit 5 – Photo Journalism (12 Lectures)**

1. Ethics and Photography

**Practical- Project/ Photo Album** – Students may be taken outdoors for a Photo shoot. (Total Credits – 6)

#### **Outcome**

This course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.

### **Suggested Readings**

1. Folts, M James A. Lovell, Ronald P., Handbook of Photography learning., Fred C. Zwahlen, Jr. Delmal Thomsan, 2005.
2. Frost, Lee, Photography, Hodder Headline, 2007.
3. Langford, Michael, Fox, Anna, Smith, Richard, Sawden, Langford's Basic Photography: The Guide for serious Photographers, Focal Press, 2010.
4. Sharma,O.P, Practical Photography, Hind Pocket Books,2003.
5. Sirkar, N.N, Art and Print Production, Oxford University Press, 2008.

## **CC 09**

### **Integrated Marketing Communication**

#### **Scope**

The course will introduce the students to the basics of Advertising, Public Relations, Marketing and Corporate Communications.

#### **Unit 1 – An Introduction to IMC (12 Lectures)**

1. Defining marketing communication in the context of corporate organizations
2. Evolution of IMC – factors contributing to its growing importance
3. Various stakeholders of IMC: Defining internal & external public's

#### **Unit 2 – Promotional Tools: Promotional Mix (12 Lectures)**

1. Personal Selling
2. Advertising
3. Public Relations
4. Direct and Database marketing
5. Sales Promotion
6. Online marketing

#### **Unit 3 – Advertising Theories and Effects (12 Lectures)**

1. Advertising Theories and Models- AIDA, DAGMAR and Maslow's Hierarchy Model
2. Advertising and development, Functions of advertising, positive and negative aspects of advertising.

3. Ethical & Regulatory Aspects of Advertising - Apex Bodies in Advertising - AAI, ASCI and their codes.

#### **Unit 4 – Marketing Communication (12 Lectures)**

1. Situation analysis, Market Research and formulating objectives
2. Media planning, budgeting, Scheduling, Media buying and selling for a campaign

#### **Unit 5 – IMC Campaign (12 Lectures)**

1. Developing IMC campaign
2. Methods of measuring effectiveness of campaign- pre testing and post testing
3. Interface of media and clients with ad agencies, functions and types of ad agencies

Students can be taken for a visit to Advertising companies and PR companies for students to see the actual working E.g. Ogilvy & Mather Ltd, DDB Mudra Group, JWT, Lowe Lintas & Partners.

**Project/ Practical** - develop an IMC Campaign based on their learning after the visit. (Total Credits – 6)

#### **Outcome**

Students will get essential Advertising and Public Relations skills, which will help them to devise marketing mix and promotional strategies independently and pursue internships.

#### **Suggested Readings**

1. Aaker, David, A, and Mayers. Advertising Management. New Delhi: Prentice Hall, 2007.
2. Batra, Myers, and Aaker. Advertising Management. New Delhi: Prentice Hall, 1996.
3. Jefkins, Frank. Advertising. New Delhi: Tata Mcgraw Hill, 2007.
4. Jethwaney, J., and Shruti, Jain. Advertising management. New Delhi: Oxford University press, 2006.
5. Kenneth, Clow, E. Integrated Advertising, Promotion and Marketing. London: Pearson Education Limited, 2016.
6. Kotler, Philip. Marketing Management. Pearson Prentice Hall, 2002.
7. Semenik, Allen. Advertising and Integrated Brand Promotion. New Delhi: Vikas

Publication House, 2008.

8. Valladaras, June. The Craft of Copywriting. New Delhi: Vikas Publication House, 2008.

## **CC 10**

### **Media and Cultural Studies**

#### **Scope**

The course will introduce the students to the different cultural and ideological contexts in which media operate.

#### **Unit 1 – The Politics of Culture (10 Lectures)**

1. Understanding Culture
2. Mass Culture, Popular Culture and Folk Culture
3. Media and Culture

#### **Unit 2 – Culture and Power (12 Lectures)**

1. Ideology and Hegemony
2. Frankfurt School, Media as Culture Industries
3. Political Economy

#### **Unit 3 – Representation (12 Lectures)**

1. Image Analysis – Media as texts, Signs and codes in Media
2. Barthes Codes
3. Narrative
4. Genre Theory
5. Media intertextuality, Social construction of reality
6. Representation of class, caste, gender issues in media

#### **Unit 4 – Theories of Media Effects and Audiences (14 Lectures)**

1. Uses and Gratification Approach, Cultivation Effects
2. Encoding and Decoding, Reception studies



3. Active audiences
4. Gendered reception
5. Subcultures, Music and the popular, Fandom

### **Unit 5 – Media and Technologies (12 Lectures)**

1. Folk Media as a form of Mass Culture
2. Live Performances and Audiences
3. Media technologies, Technological determinism
4. New Media and Cultural Forms

### **Suggested Projects**

1. Present an analysis of the feedback on YouTube or any other websites on popular videos and discuss the audience activity
2. Do a small discussion with a small group of women on contemporary women's magazines /soap operas/advertisements targeting women and analyse it in class
3. Present a brief description of fan activities for various sports and film stars on the net/print, narrate and analyse the content in class

### **Outcome**

The course will generate a thorough understanding of the cultural contexts, which may enable the students to critically analyze the ideological patterns of the production, distribution and consumption of media narratives.

### **Suggested Readings**

1. Adorno, Theodore, and Max Horkheimer. *The Culture Industry: Enlightenment as Mass Deception*. 1944.
2. Althusser, Louis. *On the Reproduction of Capitalism: Ideology and Ideological State Apparatus*. Verso, 2014.
3. Baran, and Davis. *Mass Communication Theory: Foundations, Ferment and Future*, Wadsworth. Barthes. *Mythologies*.
4. Fiske, John. *Introduction to Communication Studies*. Routledge, 1982.
5. Gramsci, Antonio. *Prison Note Books*. Columbia University Press, 2010.
6. McQuail, Dennis. *Mass Communication Theory*. London: Sage, 2000.
7. Rayner, Philip, and Wall Peter. *As Media Studies: An Essential Introduction*. Edited by Kurger and Stephen. Routledge.
8. Storey, John. *Cultural Theory and Popular Culture: An Introduction*. London

Pearson Longman, 2009.

9. William, Kevin. Understanding Media Theory. Oxford University Press, 2003.

## **CC 11**

### **Radio Journalism and Production**

#### **Scope**

The course will introduce the students to the core features of radio as a mass medium, radio production and broadcast techniques and audience analysis.

#### **Unit 1 – Introduction to Radio Broadcasting (12 Lectures)**

1. Radio as a Medium – Characteristics
2. Radio Formats - Radio News Bulletins, Radio Magazine, Talk Show, Interview, Discussion, Commentary, Radio Feature/ Docu-Drama, Radio Drama, Outdoor Broadcasting, Radio Jingles, and Phone In.
3. Radio Clock – Public, Private, Community Radio Station
4. Radio Transmission – SW, AM and FM
5. Types of Radio Broadcasting - HAM Radio; Satellite Radio; Digital Audio Broadcasting; and Online Radio
6. Criteria for good Sound – Clarity, Intelligibility and Fidelity

#### **Unit 2 – Radio Journalism (12 Lectures)**

1. Radio as News Medium - Features
2. Reporting for Radio – News gathering Techniques and Tools, Using Sound Bites (Vox Populi)
3. Scripting for Radio News
4. News Presentation; Broadcasting Voice - Prosody and Pronunciation.

#### **Unit 3 – Pre Production (12 Lectures)**

1. Ideation and Research
2. Writing for Radio – Characteristics and Principles ,
3. Scripting for Different Radio Formats – For Example: Radio Features (Using Narrations/commentary), Radio Drama; and Writing Audio Cues
4. Planning – Time and Resource Budgeting; Hiring Key Personnel (Creative and Technical)

5. Roles and Responsibilities of Key Personnel in Radio Production

#### **Unit 4 – Production (12 Lectures)**

1. Recording Programs - Creative Use of Sound and Voice
2. Working of a Radio Studio and Production Control Room – Studio Layout; Acoustics; Input and Output Chain – Microphones, Cables and Speakers; Studio Console for Recording and Mixing, Talk Back System

#### **Unit 5 – Post Production (12 Lectures)**

1. Sound Editing – Principles of Sound Editing, Audio Editing Softwares
2. Use of Archived Sounds, Music and Sound Effects (sfx)
3. Marketing Radio Programs
4. Audience Feedback and Analysis
5. Archiving, Podcasting, Monetization of Radio Programs (CDs & DVDs), Sharing Via Social Media (Sound Cloud)

#### **Outcome**

After this course, students will become capable of producing various radio programs individually.

#### **Suggested Readings**

1. Ambrish, Saxena. Radio in New Avatar- AM to FM. Delhi: Kanishka, 2008.
2. Aspinall, R. Radio Production. Paris: UNESCO, 1971.
3. Das, Biswajit, B Bel, B Das, J Brower, Vibhodh parthasarathi, and G poitevin. Mediating Modernity:Colonial Discourse and Radio Broadcasting in India,II Communication Processes vol I: Media and Mediation. (Ed). Sage, 2005.
4. Flemminf, C. The Radio Handbook. London: Routledge, 2002.
5. Keith, M. Radio Production. London: Focal Press, Art & Science.
6. McLeish. Radio Production. Focal Press, 2015.
7. McLeish, R. Techniques of Radio Production. London: Focal Press, 1988.
8. Nisbett. Using Microphones. London: Focal Press, 1994.
9. Reese, D.E., and L.S. Gross. Radio Production Work. London: Focal Press, 1977.
10. Siegel, E.H. Creative Radio Production. London: Focal Press, 1992.
11. Vinod, Pavarala, and K Malik. Facilitating Community Radio in India:Profiles of NGOs and their Community Radio initiatives other voices. New Delhi: Sage, 2007.

## CC 12

### Basic Mathematical Statistics

#### Scope

The course will introduce the students to basic mathematical and statistical tools for data collection and analysis.

#### Unit 1 – Collection and Presentation of Data

1. Meaning and Scope of Statistics
2. Collection of Statistical Data: Census and Sample survey.
3. Types of Data: Primary and Secondary, Cross-section and Time Series, Univariate and Bivariate.
4. Graphical Presentation of Data: Pie charts and Bar graphs Frequency distribution, Histogram and Ogive. Bivariate frequency distribution

#### Unit 2 – Descriptive Summary Measures of Univariate Data

1. Measures of Central Tendency: Mean Median and Mode.
2. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of variation, Deciles and Percentiles.
3. Coefficients of Skewness and Kurtosis.
4. Statistical Moments: Central and Non-central.

#### Unit 3 – Descriptive Analysis of Bivariate Data

1. Methods and measures of studying relationship between two variables: Scatter Diagrams, Simple correlation coefficient, Rank correlation coefficient, Linear Regression, Coefficient of determination.
2. Estimation of simple and exponential trends for Time Series.

#### Unit 4 – Elements of Probability Theory

1. Random experiments, Sample Space and events.
2. Different Approaches to Probability: Classical, Frequency interpretation and Axiomatic approach,
3. Deduction of simple properties from axioms. Counting techniques and their use in Probability.
4. Conditional Probability: Independence of Events, Bayes' Theorem and its applications.

## Projects and Assignments

1. Forming a frequency distribution (discrete as well as continuous) for a given raw data.
2. Graphical presentation of data with proper labeling: - Pie charts, bar graphs, histogram and ogive.
3. Obtaining measures of central tendency: – mean, median, mode, quartiles, deciles and percentiles – for data in the raw form or as a frequency distribution.
4. Obtaining measures of dispersion – standard deviation, coefficient of variation, – for data in the raw form or as a frequency distribution.
5. Calculating coefficient of skewness and kurtosis.
6. Calculating correlation as well as rank correlation coefficient.
7. Drawing scatter diagram.

## Note

1. Laboratory Work / Practical and Projects highlighting applications to various Social sciences and advice of the teacher will be a significant part of the course.
2. Every student has to do a project related to actual data and learn how to use available software.

## Outcome

Students will acquire essential skills for quantitative data collection and analysis.

## Suggested Readings

1. Freund John. Modern Elementary Statistics. Eleventh Edition, Prentice Hall, 2004.
2. Johnson., R.A., Bhattacharyya G. K., Statistics- Principles and Methods, III Edition John Wiley & Sons, Inc. 2001
3. Mann, P. S., Introductory Statistics, IV Edition, John Wiley & Sons, Inc.2001
4. Newbold Paul. Statistics for Business and Economics. Prentice Hall, Third Edition1
5. 5. Wild C.J., George Seber A.F., Chance Encounters, A First Course in Data Analysis and Inference John Wiley & Sons, Inc. 2000.

## CC 13

### Development Communication

#### Scope

The course will introduce the students to the concepts of development, development communication and strategies, and ICT for Development.

#### Unit 1 – Development: Concept, Concerns, Paradigms (12 Lectures)

1. Concept of development
2. Models of development
3. Basic needs model
4. Nehruvian model
5. Gandhian model
6. Panchayati raj
7. Developing countries versus developed countries

#### Unit 2 – Development communications: Approaches (12 Lectures)

1. Paradigms of development: Dominant, dependency & alternative paradigm
2. Development communication approaches – diffusion of innovation, empathy, magic multiplier
3. Alternative Development communication approaches:
  - Sustainable Development
  - Participatory Development
  - Inclusive Development
  - Gender and development
4. Development Support Communication (DSC) – definition, genesis, areas, Woods Triangle

#### Unit 3 – Role of Media in Development (10 Lectures)

1. Mass Media as a tool for development
2. 'Critical Appraisal of Development Communication Programs and Government Schemes in India: Traditional Media, Print, Radio, TV and Video - Case Studies': SITE, Krishi Darshan, Kheda, Jhabua, MNREGA;
3. Role of development agencies and NGOs in development communication
4. Cyber media and development: e-governance, e-chaupal, national knowledge network, ICT for development
5. Narrowcasting

#### **Unit 4 – Practicing Development Communication (10 Lectures)**

1. Strategies for designing messages for print
2. Community radio and development
3. Television programs for rural India
4. Participatory Video

#### **Unit 5 – Rural Journalism (8 Lectures)**

1. Information needs in rural areas
2. Use of traditional media for development in rural areas : Rural newspapers
3. Critical appraisal of mainstream media's reportage on rural problems and issues;
4. Specific features of tribal society;
5. Critical appraisal of mainstream media's reportage on tribal problems and issues.

#### **Practical (8 Lectures – 6 Credits)**

1. Project on any development issue;
2. Reporting on the development communication strategy of any NGO;
3. Designing effective communication material for development;
4. Preparing a multi-media campaign on a social issue.

#### **Outcome**

Development communication will enable the students in understanding development policies, and assessing the risks and opportunities to bring about positive social change through sustainable development.

#### **Suggested Readings**

1. Belmont, C.A. Technology Communication Behaviour. New Delhi: Wordsworth, 2001.
2. Dharmarajan, Shivani. NGOs as Prime Movers. 2007new Delhi.
3. Melkote, Srinivas R., and Steeves H Leslie. Communication for Development in the Third World. Sage, 2001.
4. Murthy, D V R. Development Journalism, What Next? New Delhi: Kanishka Publication, 2007.
5. Pramanik, and Ghosh. Panchayat System in India. New Delhi: Kanishka Publication, 2007.
6. Quebral, Nora C. What Do We Mean By Development, in International

- Development Review. Feb, 1973.
7. Rogers Everett M., Communication and Development -Critical Perspective. New Delhi: Sage, 2000.
  8. Sen, Amartya., and Alferd A Knopf. Development as freedom. New York, 1999.
  9. Thussu, and Daya. Media on the move: Global flow and contra flow. London: Routledge, 2006.
  10. UNDP. Human Development Report (published every year). New Delhi: Oxford University Press, 2007.
  11. Upadhyay. Mass Media and Development issues. Varanasi: Bharti Prakashan, 2007.
  12. Wilbur, Schramm. Mass Media and National Development-the role of information in developing countries, UNESCO. Stanford: University Press, 1964.

## **CC 14**

### **Research Methodology I**

#### **Scope**

The course will introduce the students to the basic concepts in research in social sciences and research methods.

#### **Unit 1 – Introduction to Research: Definition and Steps (14 Lectures)**

1. Definition, Role and Purpose of Scientific Research
2. Academic and Private Research (e.g. online polls, opinion polls)
3. Steps in Research (Research Question, Hypothesis, Review of Literature)
4. The place of theory in Research-theoretical framework

#### **Unit 2 – Elements of Research (12 Lectures)**

1. Concepts and Constructs
2. Independent and Dependent Variables
3. The Nature of Measurement, Levels of Measurement,
4. Measurement Scales, Specialized Rating Scales, Reliability and Validity

#### **Unit 3 – Approaches, Techniques and Framework for a Research Approach (12 Lectures)**

1. Choosing a Research Design
2. Qualitative and Quantitative Research Approaches -Survey,
3. Content Analysis, Observational methods, Focus Groups, Intensive Interviews



4. Designing and using a Questionnaire

#### **Unit 4 – Sampling and Data Analysis (14 Lectures)**

1. Population and Sample, Need for Sampling,
2. Sampling Procedures, Sample Size, Sampling Error
3. Data collection: Primary and Secondary data
4. Data Analysis Techniques, Coding and Tabulation, Interpretation, Non - Statistical Methods, Working with Archives; Internet-based Research.

#### **Unit 5 – Project Report Writing (8 Lectures)**

1. The content of a Research proposal
2. Writing the Research Report – Citations, Bibliography

#### **Projects**

1. Students need to conduct an applied research and make the presentation of the findings in the form of a research paper.

#### **Outcome**

The course will make the students capable of designing and conducting minor research projects.

#### **Suggested Readings**

1. Berger, Arthur Asa. Media Research Techniques. Sage Publication, 1998.
2. Bertrand, Ina, and Peter Hughes. Media Research Methods: Audiences, institutions, Texts. New York: Palgrave, 2005.
3. Croteau, David, and Hoynes William. Media/Society: Industries, images and Audiences. Forge Press Amazon, 2002.
4. Fiske, John. Introduction to Communication Studies. Routledge Publications, 1982.
5. Kothari, C.R., Research Methodology: Methods and Techniques, New Age International: New Delhi, 2004
6. Wimmer, D. Roger, and Dominick R. Joseph. Mass Media Research. Thomson Words worth, 2006.

#### **CC 15**

#### **Global Media and Politics**

#### **Scope**

The course will introduce key stages of development in the media and communication arenas associated with the logic of globalization and global conflicts.

### **Unit 1 – Media and Global Communication-A Brief Overview (12 Lectures)**

1. A short history of political propaganda, Nazi propaganda, Media and propaganda, Radio and International Communication, Media during WWII
2. Radio Free Europe, Radio Liberty, Voice of America

### **Unit 2 – Emergence of the Politics of Global Communication (10 Lectures)**

1. Flaws in the flow of communication
2. Role of UNESCO - NIIO and NWICO – The MacBride Round Table
3. Role of NANAP and NAMEDIA

### **Unit 3 – Global Communication and Conflict (14 Lectures)**

1. Vietnam War, Pentagon papers
2. The Cold War, Diplomacy and Media, Media and espionage
3. Reporting the first televised War-Gulf war 1
4. Persian Gulf War of 2003- Embedded Journalism
5. Mapping the Al Jazeera phenomenon

### **Unit 4 – New Dimensions post 9/11 (12 Lectures)**

1. Reportage of 9/11
2. Journalism after 9/11 –Discourses and implications
3. Arab spring and its aftermath

### **Unit 5 – Flows of Global Content (12 Lectures)**

1. Cultural imperialism
2. Contra flows – media exports in television, films, music
3. Media hegemony and homogenization
4. Glocalization and global cultures
5. Media conglomerates

### **Suggested Projects**

1. Presentation on the advent of Satellite television in India
2. Presentation on trans-world chains-BPO's/call centres

3. Presentation on case studies-Rupert Murdoch, Ted Turner
4. Project on global programs and the Indian Diaspora
5. Project on issues of identity and cultural imperialism
6. Presentation on gulf wars and their implications for the media

### **Outcome**

Through this course, students will have a detailed understanding of socio-political issues of national and international importance, and transactions in the global market place and the polemics of culture and identity that accompany them.

### **Suggested Readings**

1. Allan, Stuart, Zelizer, and Barbie. Reporting War: Journalism in War Time. Routledge Publication, 2004.
2. Artz, Lee, and Yahya R. Amalipour. The Globalization of Corporate Media Hegemony. New York Press, 2003.
3. Barbie, Zelizer, and Allan Stuart. Journalism after 9/11. Tylor and Francis, 2012.
4. Communication and Society, Today and Tomorrow "Many Voices One World", UNESCO publication. Rowman and Littlefield Publishers, 2004.
5. Hussain, Zahida, Ray, and Vanita. Media and Communications in the third world countries. Gyan Publications, 2007.
6. Kamalipour, Yahya R., Snow, and Nancy. War, Media and Propaganda-A Global Perspective. Rowman and Littlefield publishers, 2004.
7. Thussu, DayaKishan. International Communication: Continuity and Change. Oxford University Press, 2003.
8. Thussu, DayaKishan. War and the Media: Reporting conflict 24\*7. Sage, 2003.

### **Additional Readings**

1. Gorman, Lyn and McLean, David. Media and Society into the 21st Century: A Historical Introduction. (2nd Edition) Wiley-Blackwell, 2009. pp. 82-135, 208-283.
2. Monroe, Price. Media Globalization' Media and Sovereignty, MIT Press, Cambridge, 2002.
3. Patnaik, B.N & Hasnain, Imtiaz (eds.). Globalization: language, Culture and Media, Indian Institute of Advanced Studies, Shimla, 2006.
4. Singh, Yogendra. Culture Change in India: Identity and Globalization, Rawat

Publication, New Delhi, 2000.

## **CC 16**

### **Television Journalism and Production**

#### **Scope**

The course will introduce the students to the basics of TV journalism, electronic news gathering techniques, and production of TV programs.

#### **Unit 1 – Understanding TV Journalism (14 Lectures)**

1. Organizational structure of TV news channels
2. Modern TV newsroom: Input/output and Assignment Desks
3. Visual sources for TV: servers, graphics, archives, MSR and OB
4. TV Reporters Tools and techniques
5. Locating TV stories, Developing TV stories
6. Structuring a TV news report, V/O's, packages & story formats.
7. PTC: Opening, Bridge and closing.
8. Introduction to The equipment: Shooting, recording and editing.

#### **Unit 2 – Writing for TV (10 Lectures)**

1. The writing process- Thinking audio - video
2. Planning and structuring the copy for various audio visual inputs
3. Editing bytes, procuring & editing visuals – archives, graphics & other sources
4. Writing Anchor Leads
5. Writing for Astons, subtitles, scrawls and other TV screen value addition instruments.
6. Broadcast styles and techniques of writing, Rewriting agency copy, Writing for Bytes and Outside Broadcast (OB) copy
7. Understanding the pitfalls of broadcast punctuation and presentation

#### **Unit 3 – TV News Production (12 Lectures)**

1. The production team and the process : Line producers, field producers and their role
2. The production process, Gate keeping, the run downs, leads, bunching, kickers, Rhythm and flow.

3. Back timing and going on air, News analysis and experts, Commercials and promo breaks, Headlines
4. Discussions and talk shows & Organizing studio for TV news programs

#### **Unit 4 – Broadcast Techniques (12 Lectures)**

1. Live reporting: organizing thoughts and adlibbing, DSNG, Multiple OB locations and Split screen, V/O from field and technical challenges.
2. Major International events and TV coverage
3. Satellite link for News reporting: Satellite bookings & co-ordination with local TV channels, booking local editing facilities
4. Planning news stories of cultural and social interest on the side lines
5. Satellite phones, broadband, optical fiber and internet & 3G based solutions

#### **Unit 5 – Exercises (12 Lectures)**

1. TV writing for different types of visuals
2. Structuring TV news reports
3. Reporting TV news stories
4. Different types of PTC
5. Interactive OB exercises
6. Facing the camera and voice training
7. Studio anchoring and Use of Teleprompter
8. Voice over, sound track for features.
9. Moderating studio news programs

#### **Outcome**

The students will become capable of making TV News bulletins, documentaries and other programs.

#### **Suggested Readings**

1. Baruah, U.L. This is All India Radio. 1<sup>st</sup> Edition. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India, 1983.
2. Bhatt, S.C. Satellite Invasion of India. 1<sup>st</sup> Edition. New Delhi: Gyan Publication House, 1994.
3. Bignell, Jonathan, Jeremy, Orlebar, and Patrica Holland. The Television Handbook. London: Routledge, 2005.
4. Chatterji, P.C. Broadcast in India. New Delhi: Sage, 1987.

5. Fleming, Carole, and Pete Wilby. *The Radio Handbook*. London: Routledge, 2002.
6. Nanda, Vartika. *Television aur Crime Reporting*. 1<sup>st</sup> Edition. New Delhi: Rajkamal Parkashan, 2010.
7. Orlebar, Jeremy. *The Practical Media Dictionary*. London: Arnold, 2003.
8. Page, David, and William Crawley. *Satellites over South Asia*. 1st edition. New Delhi: Sage Publications, 2001.
9. Rajagopal, Arvind. *Politics after Television*. 1<sup>st</sup> Edition. Cambridge UK: Cambridge University Press, 2001.
10. Saksena, Gopal. *Television in India*. 1<sup>st</sup> Edition. New Delhi: Vikas Pub. House, 1996.
11. Starkey, Guy, and Andrew Crisell. *Radio Journalism*. 1st ed. Los Angeles: Sage, 2009.
12. Thussu, Dayakishan. *News as Entertainment*. 1st ed. Thousand Oaks Calif: Sage, 2007.
13. Verma, and Adarsh Kumar. *Advanced Journalism*. 1<sup>st</sup> Edition. New Delhi: Har-Anand Publications, 1993.

## **Scope**

This paper will acquaint the students with different aspects of science reporting and writing.

### **Unit 1 – Introduction to Science Communication (12 Lectures)**

1. Definition, History of science journalism in India, Skill of Science writing, Scientific temperament.
2. Role of media in public awareness of Science.
3. Growth of science journalism, Obstacles in the field of Science journalism and public attitude about science.

### **Unit 2 – Communicating Science and Technology (5 Lectures)**

1. Scope and reach of mass media: Visible scientists and their inventions/discoveries.
2. Reporting of Seminars, Lectures, Science fairs, Exhibition, Workshops, Scientific tour, Conferences.

### **Unit 3 – Media and Agriculture Extension (8 Lectures)**

1. Agricultural media reporting, Analytical stories in advanced agricultural techniques: Horticulture, Apiculture, Sericulture, Fisheries etc.
2. Government initiatives, scope and importance of Agro-journalism.

### **Unit 4 – Discovery Science (20 Lectures)**

1. Astronomy: Discovery of Solar System objects and their properties, development of Telescope technology – from Galileo's first telescope to modern large and space telescopes
2. Environmental reporting- e-waste management, 3-R policy, Green chemistry, Organic farming, Extreme weather patterns and phenomena, Climate change and health, influence of climate change on extinction of species.
3. Biotechnology - Genetic engineered crops: BT Cotton, BT Mustard, BT Brinjal etc., Green revolution.
4. Geoscience- Role of plate tectonic, Anatomy of mountain belt etc.
5. Medicines- Systems of medicine, rational use of medicines, issues-misuse, Proper awareness of usage of medicines.
6. Science Mystery- Bermuda triangle, Eye of Sahara, Life on Antarctica etc.

## **Unit 5 – Health Reporting/Communication (15 Lectures)**

1. Advancement in health science
2. Statistical analysis in health reporting
3. Public understanding of health issues – Malnutrition, Malaria, Dengue, Chikungunya, Contagious diseases, Chronic diseases, Checking epidemic, Public awareness about epidemics, Effects of pollution, Water and Sanitation.
4. Media health and everyday life, Skill of medical writing, Tangible impact of insensible health reporting, Ethics in science reporting.

### **Lab/Presentation/Projects**

Scientist interview/ Script on recent Nobel laureates of Science/ Script of any epidemic disease/ Visit to agriculture research centre or science research institute/Article for a science magazine/Preparation of program on science issues for radio/Create a Science blog.

### **Outcome**

After the course, students will be able to contribute to Science and Technology section of newspapers and magazines, radio, television and web portals.

### **Suggested Readings**

1. Allan, Stuart. Media, Risk and Science. Open University Press, 2002.
2. Burkett, D.W. Writing Science News for Mass Media. 2nd.
3. Claron, Burnett. Agricultural News Writing.
4. Elise, H. Ideas into Words: Mastering the Craft of Science Writing. 2003.
5. Fox, Rodney. Agricultural and Technical Journalism. New York: Greenwood Press.
6. Gregory, J., and S. Miller. Science in Public: Communication Culture and Credibility. New York: Plenum Press, 1998.
7. K.T., Richard. Health communication. Springer, 2005.
8. Nelkin, D. Selling Science: How the press Covers S & T. New York: Freeman & Co., 1987.
9. Rahman, A. Science and the Human Condition in India and Pakistan. New York: Rockefeller University Press, 1984.
10. Robert, C. Environmental Communication and the Public Sphere.
11. Seale, C. Media and Health. Sage Publication, 2002.



12. Soundari, M.H. Indian Agriculture and Information and Communication Technology. 2011.
13. Stuart, A. "Introduction: Science Journalism in a Digital Age, " Journalism. October 2011.
14. Vasudevan, Ravi, The Melodramatic Public: Film, Form and Spectatorship in Indian Cinema, Springer: New Delhi, 2006.
15. Vilanilam, J.V. Science Communication and Development. New Delhi: Sage, 1993.

### **Online Resources/Journals**

1. <http://op.niscair.res.in/index.php/JST>
2. Journal of Krishi Vigyan, ISSN: 2319-6432
3. Science and Technology, Print ISSN: 2394-3750, Online ISSN: 2394-3769

## **CC 18**

### **Cinema Studies I**

#### **Scope**

This course will introduce the students to the elements of Cinema, its narrative techniques, and cinema movements in India.

#### **Unit 1 – Cinema as a Form (10 Lectures)**

1. Elements of a film- shot, scene, sequence, lighting, composition,

cinematography, screenplay, editing, mis-e-scene, deep focus

2. Vocabulary of visuals
3. Sound and Cinema- diegetic and non-diegetic sounds

### **Unit 2 – Cinema as a narrative (10 Lectures)**

1. Linear vs non-linear storytelling
2. Story, plot, character
3. Continuity editing and illusion of reality
4. Film Genres

### **Unit 3 – Popular Hindi Cinema (10 Lectures)**

1. From Silent to talkies
2. Studio Era
3. Noted Directors and styles
  - Raj Kapoor
  - Bimal Roy
  - Guru Dutt
  - Anurag Kashyap
  - Vishal Bhardawaj

### **Unit 4 – Cinema movements in India (10 Lectures)**

1. Indian Parallel Cinema/Indian New Wave- noted directors and styles
  - Satyajit Ray
  - Ritwik Ghatak
  - Mrinal Sen,
  - G Arvindan
  - Adoor Gopalkrishnan
  - Shyam Benegal

### **Unit 5 – Cinema and Identities (6 Lectures)**

1. Cinema and Nation
2. Diasporic Cinema

### **Films to be screened and discussed (14 Lectures)**

1. Sahib Biwi aur Ghulam
2. Pyaasa

3. Jagte Raho
4. Black Friday
5. Pather Panchali
6. Swayavaram
7. Uttaryanam
8. Bhuvan Shome
9. Nishant

### **Project/Assignment – (Total Credits-6)**

#### **Outcome**

Cinema studies will allow the students to explore the interconnectedness of personal visions, artistic and technological developments, social changes, as well as the audio visual means through which cultures and nations are defined.

#### **Suggested Readings**

1. Bose, Mihir. Bollywood: A History .Tempus. 2006.
2. Friedman, et al. An Introduction to film Genres. W.W. Norton and Company Inc., 2013.
3. Rajadhyaksha, Ashish. Indian Cinema: Origins to Independence. Edited by Geoffrey Nowell Smith. New York: The Oxford History of World Cinema.
4. Ramachandran, T.M. 70 Years of Indian Cinema, 1913-1983, Cinema India International. 1985.
5. Ramussen, Dana. India's New Wave Cinema: All about Parallel Cinema , Biblio Bazar. 2010.
6. Ray, Satyajit Rayi. Deep Focus: Reflections on Cinema. Harpercollins, 2011.
7. Robert, Stam. Film Theory: An Introduction. Blackwell, 2000.

## **CC 19**

### **Business Journalism**

#### **Scope**

The course will introduce the students to the basics of business reporting, and its tools.

#### **Unit 1 – Business Journalism: Basics (10 Lectures)**

1. Business Journalism definition and scope;
2. Principles of business reporting;
3. Functions of a business reporter;
4. Sources of business reporting.

## **Unit 2 – Business Journalism Types (16 Lectures)**

1. Types of business reporting:
2. Financial reporting
3. Budget reporting
4. Market reporting
5. Demonetization
6. Chamber of commerce
7. Foreign direct investment
8. Stock market
9. Real estate
10. CSR and business
11. Reporting of business scams, mergers and acquisitions

## **Unit 3 – Business Journalism: Tools (10 Lectures)**

1. Tools of business communication
2. Video and web conferencing
3. Social networking sites
4. Preparing business letters, house journals, trade Journals, annual reports and business journals
5. Editing business communication, meetings of business organizations.

## **Unit 4 – Business Journalism: Various Media Platforms (12 Lectures)**

1. Overview of Business Journalism in India,
2. Major business publications, mass media business — an analysis.
3. Business newspapers: Economic Times, Business Line, Financial Express
4. Business pages and supplements of major Newspapers
5. Leading business magazines – Business India, Business World, Business Today, Outlook Business Magazine, Forbes.
6. Business TV channels in India.

## **Unit 5 – Business Journalism: New Trends (12 Lectures)**

1. Ethics in Business Reporting
2. Regulatory agencies of business in the government
3. New trends in Business Journalism

## **Suggested Projects**

1. Students will write news analyses of issues raised by attempted or ongoing reform across key sectors of the economy and discuss the problems of regulating a liberalized financial sector.
2. Students will be asked to cover corporate and business conferences and write news reports.
3. They will make power point presentations on the Union Budget and the Economic Survey.

## **Outcome**

Students will acquire the necessary knowledge and skills of reporting various business happenings for different media platforms.

## **Suggested Readings**

1. Bahl, Sushil. Business Communication Today.
2. Kaul, Asha. Business Communication. New Delhi: Prentice hall Of India, 2000.
3. Kincaid, Lawrence D. Communication Theory: Eastern and western Perspective.
4. Madhukar, R.K. Business Communication.
5. Murphy and Hildebrant. Effective Business Communication. New York: McGraw Hill, 1991.
6. Thomas, E.C., Economic and Business Journalism. 2001.
7. Thill, Boveen and. Business Communication Today. New York, 1995.
8. Wadia, Angela. Successful Communication for Business Development.
9. Yadava J.S., Communication in India: Some Observation and Theoretical implications. IIMC.

## **CC 20**

### **Data Journalism**

#### **Scope**

The course will introduce the students to data journalism, the recent trend in journalism and its tools and methods.

#### **Unit 1 – Data Journalism: An introduction (12Lectures)**

1. Concept and nature
2. History– National and International perspective
3. Relevance and Critique

#### **Unit 2 – Finding and understanding Data (12 Lectures)**

1. Resources of data for stories
2. Analyzing Data – Compile, Clean, Context, Combine, Communicate
3. Data journalism – Newsroom team

### **Unit 3 – Interpreting Data (14 Lectures)**

1. Sorting Data – Tools and Techniques
2. Ethics and Concerns
3. Writing stories based on Data
4. Visualization of Data – Infographics, Bubble plots, interactive visualization

### **Unit 4 – Data Journalism: Case studies (10 Lectures)**

1. Contemporary examples - Wikileaks (Afghan war logs), Panama papers
2. Collaborations – Media organizations and individuals

### **Unit V – Project work (12 Lectures)**

1. Writing a data driven news story
2. Publishing it online

### **Outcome**

The course will enable the students to make news reports based on analyzing, investigating and interpreting data and impart data management skills.

### **Suggested Readings**

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. O' Reily Press, 2012.
2. Craig, D., and L. Zion. Ethics for Digital Journalists: Emerging Best Practices. 1St ed. Routledge.
3. Keeble, L.R. Data Journalism. Edited by J. Maire. Arima Publishing, 2014.
4. Lesage, F., and R.A. Hackett. Between objectivity and openness-the mediality of data for journalism. Media and Communication. 2014.
5. Murray, P. Interactive Data Visualization for the Web. O' Reily Press, 2013.
6. Meyer, P., Precision Journalism: A Reporter's Introduction to Social Science Methods. Rowman & Littlefield Publishers, 2002.
7. Rajsekar, P. India's Media: Missing the Data Journalism Revolution.
8. Susman-Pena, T. Understanding Data: Can News Media Rise to the Challenge?" The Center for international Media Assistance. 2014.
9. Wong, D. The Wall Street Journal guide to Information Graphics- The Do's and Don'ts of Presenting Data, Facts and Figures. W.W. Norton & Company, 2014.



## **CC 21**

### **Documentary Production**

#### **Scope**

The course will introduce the students to the history of documentary and its various narratives and production techniques.

#### **Unit 1 – Understanding the Documentary (12 Lectures)**

1. Origin & Growth
2. Defining documentary
3. Modes of Documentary films
4. Different genres, present scenario
5. Relevance and Importance of Documentary films

#### **Unit 2 – Pre-Production (12 Lectures)**

1. Documentary storytelling,
2. Researching and writing scripts for documentaries
3. Writing a proposal and budgeting

#### **Unit 3 – Techniques (12 Lectures)**

1. The Documentary Crew
2. Equipment
3. Sound for Documentary

## **Unit 4 – Video Documentary Production (10 Lectures)**

1. The Documentary Camera
2. Shooting styles
3. Production details and logistics
4. Editing styles

## **Unit 5 – Screening and Shooting the Documentary (14 Lectures)**

(Students will make a 10 minutes duration Documentary film)

Films screening of the following Directors-

1. D.W Griffith- Birth of a Nation
2. John Grierson- The Battleship Potemkin
3. Robert Flaherty- Moana
4. Dziga Vertov – Man with a Movie Camera
5. Karuppan Chettiar- Mahatma Gandhi: Twentieth Century Prophet
6. Anand Patwardhan- Bombay Our City
7. Rajesh K. Jala- The Children of Pyre

## **Practical + Viva**

Total Credits – 6

## **Outcome**

Students will be able to undertake documentary projects on different socio-cultural and development themes.

## **Suggested Readings**

1. Badley, W. Hugh, The Techniques of Documentary Film Production, Communication Art Books, 1963.
2. Bernard, Curran, Sheila, Documentary Storytelling (4thEdition), Focal Press, 2015.
3. Barnouw, Erik, A History of the Non-Fiction Film, Oxford University Press, 1993.
4. Das, Trisha, How to Write a Documentary, Public Service Broadcasting Trust, 2007.
5. Ellis, Jack EC, A New History of Documentary Film, Bloomsbury Publishing, 2005.
6. Haywood, Susan, Cinema Studies, the Key Concepts (4th ed.), Routledge, 2013. London and New York.
7. Monaco, James, How to Read a Film, New York: OUP, 2000.

8. Neal, Steve, (ed.), *Genre and Contemporary Hollywood*, London: BFI, 2002.
9. Mehrotra, Rajiv, *The Open Frame Reader: Unreeling the documentary* Film Ed. by PSBT.
10. Nelmes, Jill (ed.), *An Introduction to Film Studies*, London: Routledge, 2007.
11. Rabiger, Michal, *Directing the Documentary*, Focal Press, New York and London, 2009.
12. Renov, Michael, *Theorizing Documentary* AFI Film Readers, New York and London: Routledge, 1993.

## **CC 22**

### **Social Media and Communication**

#### **Scope**

The course will introduce the students to the basics of social media and its networked, decentralized and participatory dynamics.

#### **Unit 1 – Social Media: Basic Concepts (12 Lectures)**

1. Definition of social media, social, para-social and asocial nature of social media
2. Social media concepts and theories
3. Computer-mediated communication theories
4. Social media-Impersonal, interpersonal, hyper-personal
5. Virtual Identity

#### **Unit 2 – Brief History of Network Sites (14 Lectures)**

1. Rise of social media-history and evolution
2. Social network site definitions
3. Interaction, community
4. Platforms-blogs, twitter, face-book, Pinterest, LinkedIn, Google+,  
1. Flickr, Instagram, YouTube, Skype, Google Hangout, Snapchat etc.
5. Applications-politics, government, social support, democracy

#### **Unit 3 – Social media and Journalism (12 Lectures)**

1. Sources of news, writing styles on various platforms
2. News aggregators
3. News Consumption cultures-feedback and sharing
4. Crowd sourcing, micro blogging, trolling, addiction
5. Social Media Activism

6. Social Media Integration

#### **Unit 4 – Social Media Marketing (12 Lectures)**

1. Social Media Marketing – Introduction
2. Social Media Management – Strategies, Tools and Technologies
3. Social Media Audience Measurement
4. Case studies of successful social media marketing campaigns

#### **Unit 5 – Social Media and Contemporary concerns (10 Lectures)**

1. Trolling and counter-communities
2. Small Media platforms
3. Social media ethics and its limitations
4. Future of social media

#### **Suggested Projects**

1. Group project on the phenomenon of trolling online and its impact on social media as a platform of communication
2. Prepare case studies on successful social media marketing campaigns and current trends
3. Discussions on social media as a public sphere and holding public personalities accountable
4. Present a paper on the impact of social media on news production and consumption

#### **Outcome**

The course will enable the students to pursue new avenues of internet mediated communication like blogging and social media campaigns.

#### **Suggested Readings**

1. Coban, and Baris. Social Media and Social Movements: The Transformation of communication Patterns. Lexington Books, 2016.
2. Fuchs Christian. Social Media: A Critical Introduction. Sage, 2014.
3. Lipschultz, and Harris Jeremy. Social Media Communication: Concepts, Practices, Data, Law. Routledge, 2014.
4. Seargeant, Philip and Tagg, and Caroline. The Language of Social Media: Identity and Community on the Internet. Palgrave Macmillan, 2014.

5. Trottier, Daniel and Fuchs, and Christian. Social Media, Politic and the state: protests, Revolutions, Riots, Crime and Policing in the Age of Facebook, Twitter and You Tube. Routledge, 2015.

## **CC 23**

### **Research Methodology II**

#### **Scope**

The course will introduce the students to the advanced research methods, with an emphasis on communication research.

#### **Unit 1 – The Research Process (12 Lectures)**

1. Brief history of the development of Mass Media Research
2. Paradigms and nature of research
3. Hypotheses, Concepts, Link between Theory and Research

#### **Unit 2 – Research Approaches (12 Lectures)**

1. Experimental research, Cross-sectional and longitudinal research
2. Post-hoc analysis, quasi-experiments, Multi-strategy (mixed methods)
3. Explanation, Causation, Correlation and Association Measures

#### **Unit 3 – Ethnography and Other Methods (12 Lectures)**

1. Readership and Audience Surveys, Case studies
2. Ethnographic Studies, Textual Analysis
3. Grounded Theory Method, Critical Discourse Analysis, Semiotics

#### **Unit 4 – Statistical Tools and Dealing with Data (12 Lectures)**

1. Introduction to Statistics, Hypothesis Testing
2. Basic Statistical Procedures, Non-Parametric and Parametric Statistics
3. Exploring relationships between variables,
4. Analyzing and interpreting data, Thematic coding analysis,
5. Quantitative and Qualitative Data-and their integration in multi-strategy designs  
SPSS

## **Unit 5 – Research Applications and Writing (12 Lectures)**

1. Research in Print Media, Electronic Media
2. Market Research
3. Report Writing – The Scientific Journal Format
4. Writing for Non – academic Audiences
5. Project Report

### **Suggested Assignments**

1. The student will carry out an experimental research and present the results by writing a research paper/report.
2. The student will analyse a media text based on the techniques of a textual analysis.

### **Outcome**

Students will be able to design and conduct communication research projects independently.

### **Suggested Readings**

1. Berger, Arthur Asa. *Media Research Techniques*. Sage Publication: New Delhi, 1998.
2. Bertrand, Ina and Hughes, and Peter. *Media Research Methods*. New York: Palgrave, 2005.
3. Colin, Robson. *Real World Research: A Resource for Users of Social Research Methods in Applied Settings*. Wiley Publications, 2011.
4. Croteau, David and Hoynes, and William. *Media/Society: Industries, Images and Audiences*. Forge Press Amazon, 2002.
5. Fiske, John. *Introduction to Communication Studies*. Routledge Publication, 1982.
6. Jensen and Bruhm Klaus. *A Handbook of Media and Communication Research: Quantitative and Qualitative Methodologies*. Routledge, 2012.
7. Wimmer, Roger D, and Joseph, R. Dominick. *Mass Media Research*. Thomson Wadsworth, 2006.

## **CC 24**

### **Investigative Journalism**

#### **Scope**

The course will introduce the students to the history, growth, functioning and significance of investigative journalism.

#### **Unit 1 – Introduction to Journalism and News (10 Lectures)**

1. Investigative Reporting: History, Concept, Process & News values
2. Investigative reporting and crime reporting
3. Regional, National and Global Perspectives

#### **Unit 2 – Working with Sources (14 Lectures)**

1. News Sources – Traditional and new media
2. Field Reporting
3. Confidentiality (On/Off the record)
4. Finding Story in Figures
5. Attribution and its types; Credibility and Quotations
6. Fact Checking Process

#### **Unit 3 – Ethical Issues and Concerns (16 Lectures)**

1. Ethico-legal Coefficient
2. Right to Privacy
3. Accuracy & Conflict of Interest
4. Variables of Information: Sources; Social media feeds, eye witness, over hearing, propaganda, whistle blowers
5. Challenges to facts and fairness: Conflict of interest
6. Plagiarism
7. Using Right to information

#### **Unit 4 – Reporting / Editing Story (12 Lectures)**

1. Organizing, writing & editing the story
2. Making story Interactive

3. Case Studies of significance
4. Risk factors
5. Presentation and Peer Review

### **Unit 5 – Practical Approaches (8 Lectures)**

1. Sting Operations
2. Using Internet / Social media for Investigative Reporting
3. Contemporary debates

### **Practical/ Project**

Teacher to give stories to students to investigate and file a project report

### **Outcome**

The course will help the students to develop the art of investigative reporting.

### **Suggested Readings**

1. Emergence of Investigative Journalism.
2. Gaines, William C. Investigative Journalism: Proven Strategies for Reporting the Story. CQ Press.
3. Mazzetti's, Mark. The way of the Knife: The CIA, a secret Army, and a war at the Ends of the Earth. Penguin Press.
4. Nanda, Vartika. Tinka Tinka Dasna. Delhi Press, 2016.
5. Pilger, John. Tell Me No Lies: Investigate Journalism and its Triumphs, Vintage Digital, 2011.
6. Spark, David. Investigative Reporting: A Study in Technique (Journalism Media Manual). Focal Press.



## **CC 25**

### **Communication and Public Policy**

#### **Scope**

The course intends to explore media's influence in public policy.

#### **Unit 1 – Introduction to Public Policy (14 Lectures)**

1. Nature, Scope and Importance of Public Policy
2. Evolution of Public Policy and Policy Sciences
3. Public Policy and Public Administration
4. Institutions of Policy Making

#### **Unit 2 – Civil Society & Public Policy (12 Lectures)**

1. Media Advocacy & Public Policy
2. Role of Civil Society & Institution in Policy making
3. Social Movements: Impact on Policy Making

#### **Unit 3 – Media & Public Policy Discourse (12 Lectures)**

1. Social Reforms & Media
2. Political Reforms & Media
3. Democratization: Participatory Media

#### **Unit 4 – Media & Public Policy Institutions (12 Lectures)**

1. Right to Information and Citizen Participation in administration
2. Public Interest Litigation & Judicial Activism
3. Information and Internal Accountability – Central Vigilance Commission, Central Information Commission

#### **Unit 5 – Public Policy Practices (10 Lectures)**

1. Papers & Case Studies

#### **Outcome**

Students will have a comprehensive understanding of the role of media and communication systems in framing public policy.

## Suggested Readings

1. Anderson, J.E., Public Policy-Making: An Introduction. Boston: Houghton, 2006.
2. Athique, A. Indian Media Global Approaches. Cambridge: Polity Press, 2012.
3. Bava, Noorjahan, ed. Non - Government Organizations in Development- Theory and practice. New Delhi: Kanishka, 1997.
4. Bava, Noorjahan, ed. Inclusive Growth in Globalized India- Challenges and options. New Delhi: Deep and Deep, 2008.
5. Theodoulou, Stella Z., and Matthew Alan Cahn. Public Policy. Prentice Hall.
6. Wiarda, H.J. Civil Society: The American Model and third World Development. Westview Press, 2003.

# **Cinema Studies II**

## **Scope**

The course will introduce the students to the international film movements and genres.

### **Unit 1 – Introduction to Narrative Cinema (12 Lectures)**

1. Origin & History of Narrative film
2. Soviet Cinema: Montage Theory
3. German Expressionism

### **Unit 2 – Film Movements – I (10 Lectures)**

1. Italian Neorealism
2. French new wave
3. Film Noir

### **Unit 3 – Film Theory- I (10 Lectures)**

1. Auteur Theory
2. Alfred Hitchcock
3. Agnes Varda
4. Satyajit Ray
5. Akira Kurosawa

### **Unit 4 – Film Theory – II (10 Lectures)**

1. Feminist Film Theory
2. Queer Cinema

### **Unit 5 – Changing Paradigms (8 Lectures)**

1. Globalization & Cinema
2. Changing Technology and its Impact on World Cinema

## **Project/Assignment**

### **Films to be screened and discussed (10 Lectures)**

1. Alfred Hitchcock- Rear Window
2. Agnes Varda- The Creatures

3. Satyajit Ray- Pather Panchali
4. Akira Kurosawa- Rashomon
5. Vittoria De Sica- Bicycle Thieves
6. Jean-Luc Godard- Breathless
7. Billy Wilder- Double Indemnity

(Total Credits – 6)

### **Outcome**

Through this course, student will understand the society through films, in the respective socio cultural and economic contexts. This advanced course may encourage students to take up a career in film making.

### **Suggested Readings**

1. Berger John. Ways of Seeing. New edition. New York: Penguin, 1990.
2. Butler Judith. Bodies That Matter: On the Discursive Limits Of "Sex". New York: Routledge, 1993.
3. Cook, Pam, and Mieke Bernick. The Cinema Book. BFI, 1985.
4. Out Takes: Essays on Queer Theory and Films. Edited by Ellis. Durham: Duke University Press, 1999.
5. Mulvey, Laura. Visual and other pleasures. New Edition. London: BFI, 2009.
6. Nelmes. Introduction to Film Studies. 5th ed. Edited by Jill. London and New York: Taylor and Francis, 2011.
7. Stam, Robert. Film Theory: An Introduction. Blackwell, 2000.
8. Thornham. Feminist Film Theory: A Reader. Edited by Sue. New York: Taylor and Francis, 2011.
9. Wood, Robbin. Hitchcock's Film Revisited. Revised Edition. Columbia University Press, 2001.

**CC 27**

**Media and National Security**

## **Scope**

The course will introduce the students to the fundamentals of national security and related issues, and the role and responsibility of media with respect to national security.

### **Unit 1 – National Security: Theory and Development (12 Lectures)**

1. Idea of a Nation state
2. Origin of the concept of National Security
3. Elements of National Security - Political, Military, Economic, Environmental and Cyber
4. National Security Doctrines

### **Unit 2 – National Security Institutions (12 Lectures)**

1. National Security Agency
2. Role of Intelligence Agencies - CIA, Mossad, RAW, IB and ISI
3. National Security Think Tanks
4. ICWA, Centre for Land Warfare Studies, Centre for Air Pollution Studies and National Maritime Foundation

### **Unit 3 – National Security and International Diplomacy (12 Lectures)**

1. National Security as a Determinant of Foreign Policy
2. National Security Issues in Multilateral Fora - Cuban Missile Crisis, Indo Pak Conflicts- Chinese Interests in South China Sea
3. International peace processes

### **Unit 4 – National Security and Media (12 Lectures)**

1. Coverage of National Security Issues
2. National Security: Propaganda and Counter Propaganda
3. Security Threats in Social Media - Case Study - IS Indoctrination and Recruitment

### **Unit 5 – Media Surveillance (12 Lectures)**

1. Media Technology and Surveillance
2. Intercepting Communication
3. Issues of Encryption and Decryption in Telecommunications

4. Case studies - Wikileaks, Watergate, Edward Snowden leaks, etc.

### **Outcome**

After studying this paper, the students will get an overview of national security issues, especially in the context of the Press. It will enable the future journalists to be cautious and sensitive while reporting national security issues.

### **Suggested Readings**

1. Chapter- 15- The Media: Witness to the National Security Enterprise by John Diamond in *The National Security Enterprise: Navigating the Labyrinth* by Roger Z. George, Georgetown University Press, 2011.
2. *Media and National Security, Volume 1 of New Delhi paper* by Rhea Abraham, K W Publishers Pvt. Limited, 2012
3. *The Impact of the Media on National Security Policy Decision Making* by Barry Leonard, Diane Publishing Co.(ed),1994
4. *The Media and National Security Decision-making, AD-a423 769, USAWC strategy research project* by James M. Marye, Contributors ARMY WAR COLL CARLISLE BARRACKS PA., Army War College (U.S.), U.S. Army War College, 2004.
5. *Contemporary Issues in Mass Media for Development and National Security* by Ralph Afolabi Akinfeleye, Unimedia Publications, 1988
6. *News Frames and National Security* by Douglas M. McLeod, Dhavan V. Shah, Cambridge University Press, 2015
7. *Cyberspace and National Security: Threats, Opportunities, and Power in a Virtual World* by Derek S. Reveron, Georgetown University Press, 2012
8. *Networks and National Security: Dynamics, Effectiveness and Organization* by Chad Whelan, Ashgate Publishing Limited, 2012.

**CC 28**

**Dissertation**

Students need to submit a 100 page dissertation having 12 credits, at the end of the Tenth Semester. Each student needs to identify a research topic in consultation with the allotted faculty guide/mentor.

## **Ability Enhancement Compulsory Course (AECC)**

## **AECC 01**

### **Option A – English Communication**

#### **Unit 1 – Introduction**

1. Theory of Communication,
2. Types and modes of Communication

#### **Unit 2 – Language of Communication**

1. Verbal and Non-verbal (Spoken and Written)
2. Intra-personal, Inter-personal and Group communication
3. Personal, Social and Business Barriers and Strategies

#### **Unit 3 – Speaking Skills**

1. Monologue
2. Dialogue
3. Group Discussion
4. Effective Communication/Mis-Communication
5. Interview
6. Public Speech

#### **Unit 4 – Reading and Understanding**

1. Close Reading
2. Comprehension
3. Summary Paraphrasing
4. Analysis and Interpretation
5. Translation (from Indian language to English and vice-versa) Literary/Knowledge



Texts

### **Unit 5 – Writing Skills**

1. Documenting
2. Report Writing
3. Making notes
4. Letter writing

### **Suggested Readings**

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.

AECC 01

Option B - MIL Communication Hindi

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## AECC 02

### Environment Studies

#### Unit 1 – Introduction to Environmental Studies (2 lectures)

1. Multidisciplinary nature of environmental studies;
2. Scope and importance; Concept of sustainability and sustainable development

#### Unit 2 – Ecosystems (6 lectures)

1. What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.
2. Case studies of the following eco systems
  - Forest ecosystem
  - Grassland ecosystem
  - Desert ecosystem
  - Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

### **Unit 3 – Natural Resources: Renewable and Non-renewable (8 lectures)**

1. Land resources and land use change; Land degradation, soil erosion and desertification.
2. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
3. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
4. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### **Unit 4 – Biodiversity and Conservation (8 lectures)**

1. Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
2. India as a mega-biodiversity nation; Endangered and endemic species of India Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
3. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### **Unit 5 – Environmental Pollution (8 lectures)**

1. Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
2. Nuclear hazards and human health risks
3. Solid waste management: Control measures of urban and industrial waste.
4. Pollution case studies

### **Unit 6 – Environmental Policies & Practices (7 lectures)**

1. Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture 2/2
2. Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
3. Nature reserves, tribal populations and rights, and human wildlife conflicts in

Indian context.

### **Unit 7 – Human Communities and the Environment (6 lectures)**

1. Human population growth: Impacts on environment, human health and welfare
2. Resettlement and rehabilitation of project affected persons; case studies.
3. Disaster Management: floods, earthquake, cyclones and landslides.
4. Environmental Movements: Chipko, Silent valley, Bishnois of Rajasthan.
5. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
6. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi)

### **Unit 8 – Field Work (Equal to 5 lectures)**

1. Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
2. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
3. Study of common plants, insects, birds and basic principles of identification
4. Study of simple ecosystems-pond, river, Delhi Ridge, etc.

### **Suggested Readings**

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology.

Philadelphia: Saunders.

10. Pepper, Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L. R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

# Ability Enhancement Elective Course (AEEC)

## AEEC 01

### Design and Layout Software

#### Scope

The course will introduce the students to design software – Adobe Photoshop and InDesign; video editing software – Adobe Premiere Pro and audio recording and editing software – Adobe Audition.

#### Unit 1 – Adobe Photoshop (12 Lectures)

1. File formats
2. Image Correction - Healing Brush, Spot Healing Brush and Patch Tools
3. Cropping and Transformations
4. Ruler Tool
5. Use of Red Eye, Dodge/burn and selection tools



6. Layers and the Adjustment Panel
7. Image Correction with Curves
8. Color Correction
9. Masking
10. Filters for image manipulation
11. Blending Modes
12. Creating text and shape layers
13. Transformation of Smart Objects; Liquify
14. Combining Multiple Images

## **Unit 2 – Adobe InDesign (12 Lectures)**

1. Master Pages, Rulers and Guides
2. Tracking kerning and leading
3. Placing text and graphics on the document pages
4. Developing paragraph, character and object styles
5. Wrapping text around a graphic
6. Transparency effects to images and text
7. Animation and Interactivity
8. Exporting to a Flash Player or an Adobe PDF (interactive)

## **Unit 3 – Adobe Premiere Pro (12 Lectures)**

1. Importing video, audio and still – images
2. Creating sequences and choosing correct sequence preset
3. Changing audio levels and using audio clip mixer
4. Marking and moving clips, linked clips
5. Using the trim monitor, slip and slide trims, Ripple and rolling trims
6. Working with track lock and sync lock
7. Working with markers panel and sub-clips
8. Automation: sequencing Speech analysis and Adobe story integration
9. Working with stills and video formats
10. Audio editing and mixing
11. Adding Effects like video transitions, rendering, real time effects etc.
12. Colour correction

## **Unit 4 – Adobe Audition (12 Lectures)**

1. Audio editing and sound effects
2. Exporting video and audio to different mediums and formats
3. File types and the need for the various formats

### **Outcome**

Through this course, students will acquire basic design and lay-out, video editing and audio recording and editing skills.

### **Suggested Readings**

1. Brad Dayley, Da Nae Dayley, Adobe Photoshop CS6 Bible, Wiley-India Edition.
2. Adobe Creative Team, Adobe InDesign CS6 Classroom in a Book, Adobe Press.
3. Maxim Jago, Adobe Premiere Pro CC Classroom in a Book, Adobe Press.
4. Adobe Creative Team, Adobe Audition CC Classroom in a Book, Adobe Press.

## **AEEC 02**

### **Multimedia Animation**

#### **Scope**

Through this course, students will be introduced to basic animation principles and techniques using Adobe After Effects and Macromedia Flash.

#### **Unit 1 – Adobe After Effects (24 Lectures)**

1. Importing Footage and Editing
2. Key-framing, Tweening and Basic Effects
3. File Formats
4. Masks and Layers
5. Pre-comping and Nesting
6. Text Effects
7. Kinetic Typography
8. Color Correction
9. Manipulating Footage

#### **Unit 2 – Macromedia Flash (24 Lectures)**

1. Inserting Shapes
2. Use of pen, pencil, brush and lasso tools

3. Inserting and Formatting text
4. Use of free transform tool
5. Use of Eraser, Hand, Ink Bottle, Paint bucket, Eyedropper tool
6. Inserting and Deleting Guides and Masks
7. Keyframe and Blank Keyframe
8. Motion and Shape Tweening in a Movie
9. Adding sound and animation to a movie

### **Outcome**

Students will acquire multimedia animation skills

### **Suggested Readings**

1. Lisa Fridsma, Brie Gyncild, Adobe After Effects CC Classroom in a Book, Adobe Press.
2. Brian Underdahl, Macromedia Flash MX: The Complete Reference, Tata McGraw-Hill.

# Discipline Specific Elective (DSE)

## DSE Semester V

### Option A – Media Industry and Governance

#### Scope

The course will introduce the students to the management and organizational aspects of media enterprises.

#### Unit 1 - (14 Lectures)

1. Concept, perspective, origin and growth of Media Management
2. Fundamentals of management
3. Changing phases of Indian journalism after independence, origin and growth

#### Unit 2 - (10 Lectures)

1. Media Industry: Issues & Challenges (finance, HR, Machinery, Policy)
2. Media industry as manufacturers- News and content management. Market

Forces, performance evaluation (TAM, TRP, IRS and HITS) and Market shifts

3. Changing Ownership patterns and Capital Inflow

### **Unit 3 - (12 Lectures)**

1. Structure of news media organizations in India.- Role responsibilities & Hierarchy
2. Media Entrepreneurs, Qualities and Functions of media managers
3. Distribution / Circulation Management Process, promotion and Evaluation
4. Media audiences and credibility

### **Unit 4 - (12 Lectures)**

1. Media Economics, Strategic Management and Marketing
2. Government-Media Interface Policies and Regulations, FDI (policies & Practices)
3. Ethical and legal perspectives in Media management - Issues related to Paid news, lobbying, pressure group influence, Corporatization and Politicization of Media
4. Budgeting, Financial management, and personnel Management

### **Unit 5 - (12 Lectures)**

1. Case Studies -Indian and International Media Giants,
2. Cross media platforms: issues & impediments.
3. Corporate Ties & Audience Centric approaches

### **Outcome**

A clear understanding of the management and ownership patterns of media houses will enable the students to undertake managerial tasks apart from the core journalistic roles.

### **Suggested Readings**

1. Herrick, Dennis F. Media Management in the age of Giants. Surjeet Publication.
2. Holt, Jennifer. Media Industries-History, Theory and Methods. Edited by Alisa Perren. Wiley - Blackwell.
3. Khandeka, Kohli Vinita. Indian Media Business. Sage.
4. Kung, Lucy. Strategic management in Media. Sage.

5. Lavin, John M., and Daniel B Wackman. Managing Media Organisations.
6. Ninan, Thomas Pardip. Political Economy of Communication in India. Sage.
7. Robin, Jeffrey. India's Newspaper Revolution. New Delhi: Oxford University Press, 2000.

## **DSE Semester V**

### **Option B – Media Trends and Current Affairs**

Teachers will have to decide and discuss on the contemporary relevant topics every week and ask students to prepare reports and seminar papers on them. Students may organize panel discussions and conduct lecture series by inviting eminent journalists to enrich themselves on the significant topics.

The aim of the paper is to engage students in the discussion of significant developments affecting at the national and international level. This will keep them well informed and open a plethora of perspectives to analyze the latest happenings.

## **DSE Semester V**

### **Option C – Media and Geography**

#### **Scope**

The course will introduce the students to basic concepts in physical and human Geography.

#### **Unit 1 – Introduction (6 Lectures)**

1. Nature, Scope and Concept of Media Geography
2. News and Geography
3. Reporter and Geography
4. Geographical reach of News

#### **Unit 2 - World Geography (15 Lectures)**

1. Map Projection: Longitude, Latitude, Time Zone: Coordinated Universal Time (UTC), Indian Standard Time (IST)
2. Geography through Map: Mountain, river, desert, forest, sea, Climatic Region
3. Geographically disadvantage countries: Landlocked Countries, Island Countries
4. Economic: Mineral Resource: Iron ore, Uranium, Agriculture, Industrial Region
5. Population: Distribution, Density and Growth

#### **Unit 3 - Geography of India (15 Lectures)**

1. Physical: Physical region, Climate; Indian Monsoon and rainfall
2. Geography through Map: Mountain, River, Desert, Forest, National Park
3. Economic: Agriculture, Minerals, Industries and transport
4. Population: distribution, density, growth, literacy
5. Settlement: Urban and rural

#### **Unit 4 - Electoral Geography (10 Lectures)**

1. Geography of Voting, Geographic Influences on Voting Pattern,
2. Geography of Representation.
3. Delimitation of Constituency
4. Election Survey

#### **Unit 5 - Geopolitical Issues and Media (14 Lectures)**

1. Concept of geopolitics
2. Geopolitics of South China Sea, Indian Ocean, Gilgit and Baltistan,
3. Resource Dispute: River Water (Indus, Cauvery), Natural Oil and Gas

#### **Outcome**

The course will help the students to cultivate an interdisciplinary approach in their journalistic pursuits.

#### **Suggested Readings**

1. Adams, Paul. Geographies of Media and Communication. Singapore: Wiley Black Well, 2009.
2. Alka, Gautam. Elements of Economic Geography. Allahabad: Sharda Pustak Bhawan, 2013.
3. Ira, Glassner Martin, and Fahrer Chuck. Political Geography. Missouri: Wiley, 2004.
4. Khullar, D.R. India a Comprehensive Geography. New Delhi: Kalyani, 2011.
5. P.et.al, Mains Susan. Mediated Geographies and Geographies of Media. New York: Springer, 2015.



## **DSE Semester V**

### **Option D - Media Representation of Gender**

#### **Scope**

The course will introduce the students to the core issues of representation of women, masculinity and gender minorities in media.

#### **Unit 1 – Understanding Gender (12 Lectures)**

1. Theoretical Approaches
2. Feminisms and theories
3. Introduction to Queer Theory and Identity
4. Intersectionality - class, caste, religion

#### **Unit 2 – Mapping Media Masculinity (12 Lectures)**

1. Masculinities in Masculinity Studies
2. Hegemonic Masculinity
3. Modern Masculinities and Popular Culture

#### **Unit 3 – Issues and Representation (12 Lectures)**

1. The idea of the 'Feminine'
2. Women's and Men's Magazines
3. Sexuality and Identity (LGBT)

#### **Unit 4 – Gender, Media and Culture: Contemporary Issues (12 Lectures)**

1. Self-help discourses and stereotypes
2. Body image and issues
3. Mansplaining, online shaming of 'Feminazi' Contemporary Case studies

## Unit 5 – Ethics in Gender Reporting (12 Lectures)

1. Reporting on violence
2. Voyeurism, sensationalism and privacy
3. Gender & Political reporting
4. Code of ethics

### Suggested Projects

1. Present in class a personal understanding of feminism in their life
2. Critically analyze and present men and women's representation in magazines
3. Discuss social media and contemporary gender issues
4. Group project on voyeurism and reporting by the media

### Outcome

A critical understanding of gender issues will help the students to become more responsible, fair and humane in their journalistic pursuits.

### Suggested Readings

1. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 2011.
2. Carter, Cynthia, Steiner Linda, and McLaughlin Lisa. *Companion of Media and Gender*. Routledge, 2013.
3. Chingamuka, Saeannaa, and Danny Glenwright. *Gender and Media Diversity Journal*. *Gender, Popular Culture and Media Freedom*. 2012.
4. Connell, R.W., Connell, and Raewyn *Masculinities*. University of California press. 1995.
5. K., Dasgupta Rohit, and Moti K Gokulsing. *Masculinity and its challenges in India: Essays on changing perceptions*. McFarland & Company, 2013.
6. Sara, Mills. *Gender and Feminism: Theory, Methodology and practice*. Routledge, 2011.
7. Srivastava, Sanjay, (ed.) *Sexual Sites, Seminal Attitudes: Sexualities, Masculinities and culture in south Asia*. Sage, 2004.

## **DSE Semester VI**

### **Option A - Web Journalism**

#### **Scope**

The course will introduce the students to web journalism and its tools.

#### **Unit 1 – Basics of Web Journalism (12 Lectures)**

1. The origin and development of web journalism – historicizing web journalism
2. Critical cultural perspective of web journalism - its role in changing society and culture
3. Web journalism - Redefining journalism concepts and practices
4. Web journalism ethics and rise of humanitarian code of ethics

#### **Unit 2 – Convergence: Issues & Perspectives (12 Lectures)**

1. Convergence: impact & new forms, Changes due to convergence
2. Web journalism and its distinct characteristics, Functions of web Journalism
3. The structure and formation of new media industry, The distinct structure and workflow of news room for web journalism
4. New media economics

#### **Unit 3 – Forms and Formats of Web Journalism (16 Lectures)**

1. Writing for web journalism Photo, audio and video for web – their different narrative forms and techniques
2. Info-graphics and data visualization, multimedia package and multimedia documentary
3. New forms of journalism and latest narrative devices – blogs, social media and beyond
4. News website and its different production stages
5. Researching online, online newssources, news gathering process, verification and fact check Editing for web

6. Packaging and distribution of online news, online advertising and marketing

#### **Unit 4 – Ethical and Legal Issues in Journalism (12 Lectures)**

1. Cyber laws and regulatory Framework, IT Act,
2. Cyber Crime, Cyber Terrorism, Cyber Security, Cyber defense, Cyber-attack,
3. Surveillance
4. Community Informatics, Open Source Approaches, Activism in Cyber space

#### **Unit 5 – Practicing Web Journalism (08 Lectures)**

1. Critical analyses of latest case studies
2. Producing multimedia documentary
3. Blogging: Content creation & Circulation practices

#### **Outcome**

The course will help the students to acquire web journalism skills and enable them to creatively and meaningfully engage in the cyberspace.

#### **Suggested Readings**

1. Blaine, M. The Digital reporter's notebook. Routledge, 2013.
2. Bradshaw, P., and L. Rohumaa. Online Journalism Handbook. Pearson, 2011.
3. Brigg, M., Entrepreneurial Journalism- How to build what is next for news. CQ Press, 2011.
4. Brigg, M. Journalism Next. CQ Press.
5. Curran et.al. Misunderstanding the Internet. Routledge, 2012.
6. Doctor, K. Newsonomics. Martin's Press, 2010.
7. Friend, and Singer. Online Journalism ethics. ME Sharpe, 2007.
8. Gilmor, D. We the Media. O' Reilly, 2006.
9. Hill, S., and P. Lashmar. Online Journalism -The Essential Guide. 2013.
10. Jim, H. Online Journalism: A critical Primer. Pluto Press, 2001.
11. Jones, and Lee. Digital Journalism. Sage, 2011.
12. Kolodzy, J. Practicing Convergence journalism. Routledge, 2013.
13. Ray, T. Online Journalism: A basic text. Cambridge University press.

## **DSE Semester VI**

### **Option B - Media and Psychology**

#### **Scope**

The course will introduce the students to the basic concepts in Psychology and media's impact on human behavior.

#### **Unit 1 – Introduction (12 Lectures)**

1. Relationship between Media and Psychology
2. Understanding Media Psychology
3. Media issues and role of Media Psychologists

#### **Unit 2 – Media Motivation and Adoption (12 Lectures)**

1. Cognitive, Affective, motivational effects on behaviour
2. Media Addiction and its implications
3. Media and pro-social behaviour

#### **Unit 3 – Processing Mediated Messages (12 Lectures)**

1. Attention and Exposure
2. Comprehension and Memory
3. Persuasion and Behaviour Change
4. Fantasy, reality, hyper-reality
5. Construction, deconstruction and dissemination of reality

#### **Unit 4 – Psychology of Digital Media (12 Lectures)**

1. Digital Media and contemporary technogenesis
2. Social Influence in virtual environments
3. Active Video Games, Impact, Attention and Aggression
4. Issues of internet addiction

#### **Unit 5 – Applied Theory: Contemporary Research (12 Lectures)**

1. Classical and Operant conditioning and advertising
2. Mass Media and Health Communication Campaigns
3. Reality TV, Voyeurism
4. Media and violence, aggression, sexuality, racism etc.

## Suggested Projects

1. Conduct a pilot study with young adults on violent video games and their reception and impact
2. Conduct a pilot study on social media addiction among young adults
3. Write a paper on how the media and ICTs have been used for disseminating Health-related messages
4. Discuss the impact of advertising on consumer buying behaviour and demand

## Outcome

Knowledge of psychology and the impact of media on human behavior, will help the students to qualitatively improve the media narratives that they create.

## Suggested Readings

1. Bandura, A. Health Promotion by Social Cognitive means. 2004.
2. Carr, N. The Shallows: What the internet is doing to our brains. New York: W.W. Norton & Company, 2010.
3. Drew, D., and D. Weaver. Media attention, Media exposure and media effects. 1990.
4. Giles, D. History of the Mass media. New York: Palgrave Macmillan, 2010.
5. Giles, D. What is the Media psychology and why do we need it? Lawrence Erlbaum Associates, 2003.
7. Harris, Cady, Tran. Comprehension and memory. Edited by Bryant Jennings and Peter Vorderer. 2006.
8. Hayles, N.K. How we think: Digital Media and contemporary technologies. Chicago: University of Chicago Press, 2012.
10. Kirkorian, Anderson &. : attention and television," in Psychology of entertainment. Edited by Jennings Bryant and Peter Vorderer. 2006.
11. La Rose, R. A Social Cognitive theory of internet uses and gratifications: Toward a New model of media attendance. 2004.
12. Rainie, L., and B. Wellman. Networked: The new Social Operating system. Cambridge: MA: MIT Press, 2012.
13. Rutledge, P. Is There a need for a Distinct field of media psychology. Edited by K.Dill. New York: Oxford University press, 2012.
14. Taylor, P. The Next America: Boomers, Millennials and the looming generational

Showdown. New York, 2014.

15. Turkle, S. Alone Together: Why we expect more from technology and less from each other. New York: Basic Books, 2011.
16. Social Cognitive theory of Mass Communication', Media Psychology. 2001.

**DSE Semester VI**

**Option C - Media Entertainment and Fashion Trends**

**Scope**

The course will introduce the students to the most recent trends in media, entertainment and fashion.

### **Unit 1 – Music (14 Lectures)**

1. Music and Concert Copyrights and Publishing,
2. Record Label development,
3. Future of the Music Business due to new streaming and place shifting technologies,
4. Indian Music Label companies,
5. Music Royalty

### **Unit 2 – Film and TV Business (12 Lectures)**

1. Laws and Copyrights involves with the Film and TV Business in India
2. Distribution of Content for Film and TV,
3. Business structures relating to development, production, programming of content,
4. Theatres and Distributors, Technology and Legal Aspects surrounding Film and TV Business

### **Unit 3 – Animation and Video Games Business (12 Lectures)**

1. Growth of the Animation and Gaming Industry
2. Business structures relating to development
3. Production and programming of content
4. Distribution Rights of video games and content

### **Unit 4 – Events and Live Media Management (10 Lectures)**

1. Researching of Product and Company brand,
2. Identifying target audience,
3. Developing Management plan and hiring people, procuring venues and entertainment licenses to stage events

### **Unit 5 – Fashion Journalism (12 Lectures)**

1. Health, Beauty and fitness
2. Food and Interiors
3. Impact of social media on Fashion journalism's popularity



4. Impact on audiences' identities and consumption behaviours

### **Projects/Assignments (Total Credits -6)**

#### **Outcome**

The course will enable the students to explore career options in the entertainment and fashion industry.

#### **Suggested Readings**

1. Folker, Hanusch, ed. Lifestyle Journalism. Routledge, 2014.
2. Kohli, Vanita. The Indian Media Business. 2nd. 2010.
3. Kumar, Gonela Saradhi. Reading the Rabbit: Explorations in Warner Bros. Animation. New Jersey: Rutgers University Press, 1998.
4. Papacharissi, Zizi. Journalism and Citizenship: New Agendas in Communication. Routledge, 2009.
5. Wright, Mills, and Power Elite. Chapter of the Mass Society. Oxford University Press, 1963.
6. Wyatt, Wendy, (ed.) The Ethics of Journalism: Individual, Institutional and Cultural Influences. I.B. Tauris, 2014.

### **DSE Semester VI**

#### **Option D - Sports Journalism**

## **Scope**

The course will introduce the students to sports journalism, its features and styles.

### **Unit 1 – Introduction to Sports Journalism (10 Lectures)**

1. Nature, Scope and Changing Trends of Journalism in sports.
2. Historical development & role of print and electronic media in sports promotion.
3. Sources of Sports journalism and sports bodies and their Rule & Regulation

### **Unit 2 – Major Sports Channels/Magazines (10 Lectures)**

1. Sports TV Channels, Zee, New X, India Today, NDTVAND Times Now
2. Sports Magazines, Sports page in major Newspapers and magazines.
3. Coverage of International/ National Sports Events.

### **Unit 3 – Globalization and Sports Journalism (10 Lectures)**

1. Sports scenario and the politics
2. Ethics and social responsibilities of a Sports Journalist
3. Research Tools for developing a Sports story

### **Unit 4 – Branding in Sports (10 Lectures)**

1. Advertising/ promotional practices in sports.
2. Public relations in sports, pre & post press release, conferences.
3. Sponsorship & capital inflow

### **Unit 5 – Characteristics of Sports Journal (10 Lectures)**

1. Editing and designing of Sports Journal
2. Qualities of effective Sports articles
3. Sports photo journalism

### **Practical (10 Lectures)**

1. Writing and editing reports on Sports events / current affairs on sports.
2. Design a Sports page.
3. Visit to a Printing press / news Agency.

## **Presentation of Project/Assignment**

**(Total Credits -4)**

### **Outcome**

The course will enable the students to undertake sports reporting and explore career options in sports journalism.

### **Suggested Readings**

1. A, Aamidor. Real Sports Reporting. Valparaiso Indian: Indian University Press, 2003.
2. Ahuja, B.N. Theory and Practice of Journalism. Delhi: Surjeet, 1988.
3. Andrew, P. Sports Journalism: A Practical Introduction. Delhi: Sage, 2005.
4. Boyle, R. Sports Journalism: Context and Issues. Delhi: Sage, 2006.
5. Kamath, M.V. Professional Journalism. New Delhi: K.S.K., 1980.
6. Steen, Sports Journalism: A Multimedia Primer (Paperback). Routledge, London, 2007.
7. Stofer, Kathryn,T. Sports Journalism: An Introduction to Reporting and Writing. USA Rowman and Littlefield, 2010.
8. Wilstein S., Sports Writing Handbook. McGraw Hill, 2001.

## **DSE Semester VI**

### **Option E - Architects of Journalism**

#### **Scope**

Through this course, students will critically study the working style of journalists of national and international repute.

The concerned faculty is advised to identify four eminent journalists from the following eras.

**Unit 1 – Reformist Era in India**

**Unit 2 – Indian National Movement**

**Unit 3 – Post Independence Era**

**Unit 4 – Post Liberalization Era**

**Unit 5 – Global Architects of Journalism**

### **Outcome**

The students will acquire in-depth knowledge of the architects of journalism that will enhance their journalistic aptitude and inspire them to be committed to their profession.

# General Elective Course (GEC)

**GEC 01**

**Option A - Information Literacy and Techniques**

## **Scope**

The course will introduce the students to Information systems, knowledge management and certain aspects of Intellectual Property Rights.

## **Unit 1 - Information: Nature, Properties and Scope (10 Lectures)**

1. Data: Definition, Types, Nature, Properties and Scope
2. Information: Definition, Types, Nature, Properties and Scope
3. Knowledge: Definition, Types, Nature, Properties and Scope
4. Information gathering: Prospects & impediments
5. Information Literacy (IL): concept, need, purpose & tools of IL. Latest trends & development in IL. Challenges: Fact vs. Myth

## **Unit 2 - Knowledge Management (KM): Concepts and Tools (15 Lectures)**

1. Components of KM
2. Characteristics of knowledge & knowledge sharing
3. Knowledge Management Process
4. Knowledge Management Framework for skill development
5. Knowledge Management Tools

### **Unit 3 - Sources of Information & Reference Sources (12 Lectures)**

1. Types of Information sources
  - a. Information sources by type
  - b. Information sources by content
  - c. Information sources by media
    - Printed sources of Information
    - Digital Resources (Open access & Licensed) and their usage
2. Accessibility & Penetration
3. Transparency

### **Unit 4 - Search Techniques and Information Retrieval (09 Lectures)**

1. Search Strategies, Processes and Techniques
2. Boolean Operators (and, or, not), Keywords and Subject searches
3. Storage of Information/ Retrieval of Information
4. Indexing Techniques

### **Unit 5 - Plagiarism – Key Terms (14 Lectures)**

1. Copyright, “fair use,” and intellectual property rights (IPR), Copyright licenses – GNU, Creative commons.
2. Types of plagiarism
3. Why does plagiarism matter and why should you avoid plagiarism?
4. Plagiarism Tools
5. The importance of referencing
6. Referencing systems
7. Citations and references
8. Referencing tools and Formats (Chicago Manual style 15<sup>th</sup> Ed. /APA)
9. Strategies for avoiding plagiarism (Tips)

### **Outcome**

Through this course, students will acquire information processing skills.

## Practical

1. Searching on Internet, WEB-OPAC of DULS and other Universities
2. Access and searching of E-Resources, Database subscribed by DU and Public domain e-resources.
3. Case Studies for Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

## Suggested Readings

1. Buckland, Michael. "Information as Thing." *Journal of the American Society for Information Science* 42, no. 5 (1991): 351-60.
2. Dalkir, Kimiz. *Knowledge Management in Theory and Practice*. Amsterdam: Elsevier Butterworth, 2005.
3. Eisenberg, M B. *Information Literacy: Essential skills for the information age*. 2nd. Westport: Libraries Unlimited, 2004.
4. Feather, J. *The Information Society: A study of continuity and change*. 5th. London: Facet Publishing, 2008.
5. Gorman, Lyon, and David Mclean. *Media and Society in the Twentieth Century*. London: Blackwell, 2003.
6. Grassian, E S. *Learning to Lead and Manage Information Literacy Instruction*. New York: Neil Schuman Publishers, 2005.
7. Grassin, E N, and J R Kaplowitz. *Information Literacy Instruction: Theory and practice*. New York: Neal Schuman, 2001.
8. *Assessing the Information Need and Seeking Behaviour of Journalists*.
9. *Germany*: Lambert Publishing, 2014.
10. *Information and Users: An inquiry into the Nature of designing an effective informations system for jounalists*. New Delhi: Bookwell, 2003.
11. *Information Sources, Services and Systems*. New Delhi: PHI, 2013.
12. Gurdev Singh. "The Role of News Paper Clippings in News Making: Users point of view." *Journal of Library and Information Science* 22, no. 2 DEC (1997): 85- 93.
13. Gurdev Singh. "Use of Information Sources by the Journalists Belonging to Nigeria, India and USA: A Comparative Study." *Journal of Library and Information Science* 24, no. 2 DEC (2000): 152-158.
14. Gurdev Singh, and Monika Sharma. "Information Needs and Seeking Behaviour of Journalists." *International Journal of Library and Information Science* 5, no. 7 (2013):

225-234.

15. Kamalavijayan, D. Information and Knowledge Management. New Delhi: Macmillan India Ltd., 2005.
16. Korfhage, R R. Information Storage and Retrieval. New York: John Wiley, 1997.
17. Lee, Sul H. Digital Information and Knowledge Management: New opportunities for research libraries. Harworth: Information Press, 2007.
18. Prasher, R G. Information and Its Communication. New Delhi: Medallion Press, 1991.
19. Preston, Paschal. Reshaping Communication, Technology, Information and Social Change. New Delhi: Sage Publication, 2001.
20. Rao, Madan Mohan. Leading with Knowledge: Knowledge Management Practices in Global Infotech Companies. New Delhi: Mcgraw Hill, 2003.
21. Sharma, Pandey S K. Electronic Information Environment and Library Services. New Delhi: Indian Library Association, 2003.
22. Srikantaiah, T Kanti. Knowledge Management in Practice: Connections and context. Delhi: Ess Ess Publication, 2008.
23. Sysmanski, R A. Computers and Information Systems. Upper Saddle River (NJ): Prentice Hall, 1994.
24. Vickery, B C, and A Vickery. Information Science in Theory and Practice. London: Butterworths, 1987.
25. Walker, G, and J Janes. Online Retrieval: A dialogue of theory and practice. London: Libraries Unlimited, 1993.



## **GEC 01**

### **Option B – History of Media**

#### **Scope**

The course intends to familiarize the students with milestone events in media history.

#### **Unit 1 - Media and Modernity (10 Lectures)**

1. Print Revolution
2. Evolution of Press in United States, Great Britain and France
3. Concept of Penny Press and Yellow Journalism

#### **Unit 2 - Press in India (12 Lectures)**

1. Colonial Period, National Freedom Movement
2. Gandhi and Ambedkar as Journalists and Communicators
3. Nation building and media
4. Emergency and Post Emergency Era
5. Coming of new media technologies, Post liberalization- changing market and audience

### **Unit 3 - Sound Media (16 Lectures)**

1. Emergence of Radio
2. Early history of Radio in India
3. History of AIR: Evolution of AIR Programming
4. Penetration of radio in rural India-Case studies
5. Patterns of State Control; the Demand for Autonomy
6. FM: Radio Privatization
7. Community Radio

### **Unit 4 - Visual Media (12 Lectures)**

1. The early years of Photography and Cinema
2. The coming of Television and the State's Development Agenda
3. Commercialization of Programming
4. The Coming of Transnational Television
5. Formation of Prasar Bharati – Joshi, Sam Pitroda, Chanda Committees

### **Unit 5 - Tradition of Language Media in India (10 Lectures)**

1. Hindi/Urdu
2. Bangla
3. Malayalam
4. Tamil
5. Marathi

### **Outcome**

The course will help the students to understand the historical roots of the contemporary media phenomenon and its post-modern features.

### **Suggested Readings**

1. Barnouw, Eric, and Krishnaswamy. Indian Film. 2<sup>nd</sup> Edition. New York: Oxford University Press, 1980.
2. Biswajit, Das, B Bel, B Das, J Brower, and Vibhodh Parthasarathi. Mediating Modernity: Colonial Discourse and radio Broadcasting in India, II Communication Processes Vol. 1: media and Mediation. Edited by G. Poitevin. Sage, 2005.
3. Briggs, A. and Burke, and P. Social History of Media: From Gutenberg to Internet. Polity Press, 2010.
4. G.N.S., Raghavan. Early Years of PTI: PTI Story: Origin and Growth of Indian Press.

Bombay: Press trust of India, 1987.

5. Hunt, Sarah Beth. Hindi Dalit Literature and the politics of Representation. New Delhi: Routledge, 2014.
6. Issue, Seminar. Indian Language Press. October 1997.
7. Jeffrey and Robin. India's News Paper Revolution: Capitalism, Politics and the Indian language Press. New Delhi: Oxford, 2003.
8. Manuel and P.C. Chatterjee. Peter Cassette Culture page, Broadcasting in India Page. Chicago, New Delhi: University of Chicago Press, Sage, 1993.
9. McDonald, Elen. The Modernizing of communication: Vernacular publishing in Nineteenth Century Maharashtra Asian Survey, 8-7. 1968.
10. Neurath, P. radio Farm Forum as a Tool of change in Indian Villages," Economic Development of Cultural Change. Vols. Vol 10, No.3.
11. Page, David, and William Crawley. Satellites over South Asia. Sage, 2001.
12. Parthasarathi, Vibhodh, B Bel, B Das, and J Brower. Constructing a new Media Market: Merchandising the talking machine in communication processes vol 1: Media and Mediation. Edited by G. Poitevin. Sage, 2005.
13. Rangaswami, Parthasarthy. Journalism in India from the Earliest to the Present Day. Sterling Publishers, 1989.
14. Ratnamala, V. Ambedkar and Media.
15. Robinson, Francis. Technology and Religious Change: Islam and the impact of print; Modern Asian Studied. Vol 27, No 1 vols. 1993.
16. Television, Melissa Butcher Transnational. Cultural Identity and Change. New Delhi: Sage, 2003.
17. Vilanilam, V. John. The Socio Cultural Dynamics of Indian Television: From SITE to Insight to Privatization, II In television in Contemporary Asia. Edited by David French and Michael Richards. Sage, 2000.

## **GEC 02**

### **Option A – Media, Polity and Legal Systems in India**

#### **Scope**

The course will introduce the students to the polity, constitution and legal systems in India.

#### **Unit 1 - Indian Constitution and Governance (12 Lectures)**

1. Fundamental Rights: Issues and Debates (Debates on Equality and Liberty, Freedom of Speech, Issue of Reservation, Custodial Deaths, Police Atrocities etc.)
2. Directive Principles of State Policy: Issues and Debates (Uniform civil Code, Cow Protection)
3. Centre-State Relations: Federal v/s Unitary Debates, Federal Issues in Indian Politics, Governor: Power and Functions

#### **Unit 2 - Indian Democracy (12 Lectures)**

1. Legislature: Lok Sabha and Rajya Sabha: Relative Roles and Functions, Issues in Functioning of the Parliament
2. Executive: President, Prime Minister and Council of Ministers
3. Judiciary: High Court and Supreme Court, Judicial Review and Judicial Activism, Public Interest Litigation, Controversies and Issues related to Independence of Judiciary
4. Panchayati Raj Institutions and Grassroots Democracy in India

### **Unit 3 - Parties, Party System and Electoral Politics in India (12 Lectures)**

1. Party System in India and the Rise of Coalitions
2. Types of Parties – National and State level
3. Election Commission and Electoral Reforms
4. Law Commission and National Committee for Review of the Constitution
5. Identity Politics: Gender, Caste, Class and Religion in Indian Politics

### **Unit 4 - Media and Democracy (12 Lectures)**

1. Democracy and Freedom of the Press
2. Media as a Watchdog
3. Freedom of Expression and responsibility of the Journalists
4. Power and responsibility of the media
5. Role of the media in semi-democratic regimes and authoritarian regimes
6. Media as promoter of democracy in non-democratic regimes

### **Unit 5 - Media and Politics (12 Lectures)**

1. Media – Government relationship (Media-Legislature, Media-Judiciary)
2. Government supported censorship
3. Covering Campaigns, Elections and Governance
4. E-Media and Governance
5. Edward Snowden, Wiki Leaks Case Studies: Freedom of the Press versus National Security Concerns
6. Future of the News Media: Issues and Concerns

### **Suggested Projects**

1. Group project on the success of e-governance and the role of the media
2. Present and analyze on any one aspect (class, caste, gender) and contemporary politics in India
3. Discussions on the independence of the judiciary and the recent controversies around judicial activism
4. Write a paper on the Uniform Civil Code arguing on the merits and demerits of the same

### **Outcome**

Knowledge of the constitution and legal systems in India will help the students to be responsible and disciplined in their journalistic endeavors and enable them to report the political and governance issues, with larger perspectives.

### **Suggested Readings**

1. Austin, Granville. *The Indian constitution: Cornerstone of a Nation*. 1966.
2. Austin, Granville. *Working a Democratic Constitution*, OUP. 1999.
3. Baum, Matthew. *Soft News Goes to War: Public Opinion and American Foreign Policy in the New Media Age*. Princeton University Press, 2005.
4. Chakrabarty, Bidyut. *Indian Politics and Society Since Independence: Events, Processes and Ideology*. Routledge, 2008.
5. Iyengar, Shanto, and Jennifer A McGrady. *Media Politics: A Citizen Guide*. W.W. Norton, 2011.
6. Kashyap, Subhash C. *Our Parliament*. National book Trust, 2011.
7. Khinani, Sunil. *The Idea of India*. Penguin, 2003.
8. Lippman, Walter. *Public Opinion*. Macmillan, 1922.
9. Mitchell, Amy et al. "Millennials and Political News: Social Media the local TV for the next generation?" Pew Research Center Journalism & Mass Media. 2015.
10. Rajni, Kothari. *Politics in India*. Orient Longman, 1970.
11. Snowden, Edward. "The World say No to Surveillance". *The New York Times*, 2015.
12. Toobin, Jeffrey. *Edward Snowden is No Hero*. 2013.
13. White, Theodore. *The Making of the President: 1960*. Atheneum, 1960.
14. Young, Dannagal Goldwaithe. *The Daily Show as the New Journalism: In Their Own words*", *Laughing MAtters: Humor and American politics in the Media Age*. New York: Routledge, 2008.

## **GEC 02**

### **Option B – History and Media**

#### **Scope**

The course explores the communication and media systems and traditions in human history, in the cultural contexts.

#### **Unit 1 - Rock paintings (12 Lectures)**

1. Paleolithic, Mesolithic and Neolithic cultures
2. Ajanta and other caves
3. Importance of writing in the Harappan context

#### **Unit 2 - Oral tradition (22 Lectures)**

1. Vedic Bardic tradition charan sutas and evolution of epics like Mahabharata and Ramayana
2. Jatakas
3. Kautilya's Arthashastra
4. Ashoka's edicts
5. People informing each other through assembly as alternate means of communication
6. Megasthenes and notes by Greek historians during Alexander's campaign

#### **Unit 3 - Foreign accounts on trade, trade routes fauna and flora (12 Lectures)**

1. Periplus Erythrae,
2. Ptolemy's geography
3. Pliny's Natural History

#### **Unit 4 - Inscriptions, prashistis land grants and plays, fables (12 Lectures)**

1. Use of Sanskrit by elite
2. Prakrit by masses as in Kalidasa's *Abhijanashakuntalam*
3. Panchatantra

## Unit 5 - Foreign Travelers (02 Lectures)

1. Fa Hien
2. HiuenTsiang

### Outcome

The course will help the students to understand media traditions and their cultural, historical, aesthetic and archeological values.

### Suggested Readings

1. Neumayer Erwin, Prehistoric Indian Rock Paintings, Delhi Oxford University Press.
2. Lahiri Nayanjot, 1992. The Archaeology of Indian Trade Routes (up to c2000B.C), Delhi, Oxford University Press.
3. Lahiri Nayanjot 2015, Ashoka in Ancient India, Permanent Black.
4. Mc Crindle, J.W. 1877, Ancient India as described by Megasthenes collected by Dr. Schwanbeck
5. Ray Himanshu, 1994, The Winds of change: Buddhism and the Maritime Links of Early South Asia, Delhi Oxford University Press.
6. Thapar Romila, 2000, Cultural pasts Essays in Early Indian History, Oxford University Press.
7. Thapar Romila, 1999, Shakuntala Text, Readings, Histories, Delhi, Kali for Women.
8. Upinder Singh, 2009, A History of Ancient and Early Medieval India Delhi Pearson.
9. Huntington Susan, 1985, The Art of Ancient India: Buddhist, Hindu, Jaina, New York, Tokyo: Weather Hill.
10. Samuel Beal, 1884, Si-Yu-Ki: Buddhist Records of the Western World.



## **GEC 02**

### **Option C - Writing for the Media**

#### **Scope**

The course will introduce the students to the principles of writing and translation for the media.

#### **Unit 1 – Essentials for Good Writing (12 Lectures)**

1. Art and Craft of Writing
2. Writing for Media
  - To Inform
  - To Describe
  - To Persuade
  - To Criticize
  - To Analyze
3. Fundamentals of Media Writing
  - Accuracy
  - Clarity
  - Concision
  - Discernment
  - Simplicity
  - Comprehension
4. Grammar and Punctuation
  - Choosing appropriate Words
  - Vocabulary Building: - Using Dictionary, Thesaurus and Glossary
  - Understanding Rules: Punctuation, Grammar and Spelling
  - Misunderstood Words

#### **Unit 2 – Sentencing the Words (12 Lectures)**

1. Concision and Clarity in a Sentence
2. Emphasis: Total (That applies to whole Sentence) and Partial (That applies to a word or group of words)

3. Rhythm: Words and how they Sounds
4. Adding Variety
5. Avoiding Repetition and Monotony
6. Modifying Sentence length and Pattern

### **Unit 3 – The Art of Story writing (12 Lectures)**

1. Choosing an appropriate Title
2. The Paragraph - It's Elements/Theme
  - Sub Paragraphs
  - Logical Sequencing
3. Revise and Edit
4. Writing Formats
  - Letters
  - Journals
  - Features
  - Report
  - Editorial

### **Unit 4 – Translation: A Conceptual Frame Work (12 Lectures)**

1. Introducing translation: brief history and significance in India
2. Exercise in different modules/ types of translation
  - Literal/Semantic Translation
  - Word to word Translation
  - Free/sense/literary Translation
  - Functional/Communicative Translation
  - Technical/Official Translation

### **Unit 5 – Translation in Journalism (12 Lectures)**

1. Need and importance of translation in journalism
2. Introducing and defining the basic concepts and the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/Non Literary text.

### **Practical**

1. Using tools of technology for translation: Machine/Mobile translation, Softwares etc.
2. Discussion on issues of translating and attempting translation for media, film,

advertisement from different languages. Resources Dictionary Thesauri  
Glossaries Encyclopedias

## **Outcome**

The course intends to improve the writing and translation skills of the students.

## **Suggested Readings**

1. Dev, Neira Anjana Marwah, Anuradha, and Swati Pal. Creative Writing: A Beginner's Manual. New Delhi: Dorling Kindersely(India)Pvt.Ltd., 2009.
2. Hornby, A.S. Guide to Patterns and Usage in English, ELBS, Oxford University press, New Delhi.
3. Kane, Thomas S. Oxford Essentials Guide to Writing. New Delhi.
4. Itule, B.D., and D.A. Anderson. News Writing and Reporting For today's Media. NY: McGraw-Hill, 1989.
5. Michelson, R. Sentences. New Delhi: IIVY Publishung House, n.d.
6. Pandey, Laxmikant. Translation, Object and Methods. n.d.
7. Sreedharan, V.S. How to Write Correct English. New Delhi: Goodwill Publications, New Delhi.
8. Stovall, J.G. Writing for the Mass Media. NJ: Prentice Hall, 2009.
9. Wren and Martin. High School english Grammer& Composition. S. Chand, New Delhi.

## **GEC 03**

### **Option A - Media and Economics**

#### **Scope**

The course will introduce the students to basic economic concepts and principles and media economics.

#### **Unit 1- Introduction to Economics (12 Lectures)**

1. Definition of Economics
2. Introduction to Economic theories: Classical and Keynesian
3. Economy - Consumer's Behaviour: Demand, Supply and Consumer's Equilibrium
4. Producer's Behaviour: Production Function, Cost Function and Producer's Equilibrium
5. Introduction to Capitalism, Socialism and Mixed Economic systems.
6. Basic concepts related to Economic Development: National Income, its accounting procedures, Concept of GDP, Per Capita Income, HDI, and Sustainable Development.

#### **Unit 2 - Indian Economy (12 Lectures)**

1. Understanding Indian Economy: Historical and Policy Perspectives since Independence (Plans and discussion of sectoral growth), Liberalization and Privatization.
2. Taxation System In India- Discussion of GST
3. Union Budget and Economic Survey
4. Fiscal and Monetary Policy

#### **Unit 3 - International Economics (12 Lectures)**

1. International Trade
2. Role of WTO and International Trade Agreements
3. Monetary Cooperation for International Development- World Bank, IMF, ADB and USAID- Loans, Grants and Aids.
4. Exchange rate Determination and Foreign Capital Flow.
5. Foreign Investment Routes- FDI, FPI, FII and Technology Transfer.
6. International Political Economy: Economic Conflicts, Sanctions - Determinants in

International Economic Cooperation - Case Studies: BRICS, CPEC, String of Pearls, EU, ASEAN.

#### **Unit 4 - Understanding Media Economics (12 Lectures)**

1. Development of Media Economics: Theory and Practice
2. Media: A Dual Market Place- Audience and Advertisers; Advertising Market
3. Production, Distribution and Consumption of Media Products
4. Media Market-Competitive, Oligopolistic and Monopolistic
5. Media Industry and Change- Technology, Regulation, Globalization and Socio-Cultural Developments

#### **Unit 5 - Impact of Economics/Business in Media (12 Lectures)**

1. Business Management Models for Media- Case Studies: News Corp, Prasar Bharati - DD & AIR and BBC.
2. Entrepreneurship in Media Industry- Online Start Ups
3. Emergence of Cultural Industry and Economics- Monetization of Media (Cultural) Products- Music, Movies and FM & TV programs
4. Conflict between Business and Audience Interests- News and Entertainment Industry
5. TRP and Circulation Wars- Deterioration of Journalism Ethics and Standards

#### **Outcome**

Through this course, the students will have a comprehensive understanding of the Indian and International economic scenarios.

#### **Projects**

On current economic affairs: GST and its revenue generation aspects and Demonetization and Black Economy

#### **Suggested Readings**

1. Albarran, A.B., and S.M. Chan-Olmsted. Handbook of Media Economics, edited by M.O. Lawrence Erlbaum Associates, 2006.
2. Albarran, Alan B. Media Economics: Understanding Markets, Industries and Concepts. 2nd.Ed. Blackwell, 2002.
3. Alexander, Alison, James Owers, Carveth Rod, and Hollifield C. Ann. Media Economics: Theory and Practice. 3rd. Ed. Lawrence Erlbaum Associates, 2003.
4. Compaine, Benjamin M. Who Own the Media: Competition and Concentration in the

- Mass Media Industry. Lawrence Erlbaum Associates, 2000.
5. Doyle, Gillian. Understanding Media Economics. Sage, 2002.
  6. E. Case, Karl, and Ray c Fair. Principles of Economics. 8th Ed. Pearson Education Inc., 2007.
  7. Gupta, S.B. Monetary Economics- Institutions: Theory and Policy. New Delhi: S. Chand Publishing, 1982.
  8. Kaplia, Uma. Indian Economy: Performance and Policies. 15<sup>th</sup> Ed. New Delhi: Academic Foundation, 2013.
  9. Lotz, Amanda D. and Havens Timothy. Understanding Media Industries. Oxford University Press, 2011.
  10. Picard, Robert G. Media Films: Structures, Operations, Performance. Lawrence Erlbaum Associates, 2002.

**GEC 03**

**Option B - Disaster Management and Communication**

**Scope**

The course will introduce the students to communication strategies and practices for disaster management.

### **Unit 1 - Introduction of Disaster (12 Lectures)**

1. Natural disasters: Earthquake, tsunami, cyclones, volcanoes, flood, drought, cloud burst, forest fire, Landslides and Avalanches.
2. Man-made disasters: Nuclear reactor meltdown, Industrial accidents, Oil slicks and spills, Outbreaks of disease and epidemics.

### **Unit 2 - ICT in Disaster Management (12 Lectures)**

1. Emergency response system, HAM Radio, Community Radio
2. Social Media, Blogging, Mobile applications
3. Geo informatics Technology (GIT), GIS, GPS

### **Unit 3 - Role of Media in Disaster communication (12 Lectures)**

1. Information education and communication (IEC)
2. Disaster reporting, Impact of media on policy
3. Weather forecasting, Disaster communication System (Early Warning and its dissemination)

### **Unit 4 - Media coverage of Disasters (16 Lectures)**

1. Disaster management agencies, Developing networks and co-ordinations
2. Effective media communication in disaster and health emergencies
3. Ethics of disaster journalism, preparedness and handling trauma

### **Unit 5 - Disaster Coverage (Case Studies) (8 Lectures)**

1. Cloud Burst, Kedarnath (2013)
2. Kashmir Floods (2014)
3. Nepal Earthquake (2015)
4. Japan Tsunami (2011)

### **Lab/Presentation/Project**

Report on any one disaster/Article on disaster crisis/Visit to any Disaster management institute or agency

### **Outcome**

The course will enable the students to devise Information, Education and Communication (IEC) Campaigns for disaster management.

### **Suggested Readings**

1. Alexander, D. Natural Disaster. London: ULC Press Ltd., 1993. Communities. Sage.
3. Dhunna, M. Disaster Management Vayu Education of India. New Delhi, 2001.
4. Edwards, Bryant. Natural Hazards. U.K.: Cambridge University Press, 2005.
5. Emergencies, Health. A WHO Handbook Non Serial Publication. World Health Organization.
6. Gupta, Harsh K. 2003. 2003: University Press, Disaster Management.
7. Hyer, Randall N., and V.T. Covelo. Effective Media Communication during Public. 2006.
8. India, Government of. Disaster Management In India. Ministry of Home Affaris: New Delhi, 2011.
9. Lindell, K.L., and R.W. Perry. Communicating Environmental Risk In Multiethnic. 2004.
10. Rabany, Ahmed E.I. Introduction to GPS: The Global Positioning System. Artech House, 2002.
11. Stephen, Wise. GIS Fundamentals. CBC Press, 2013.

## **GEC 03**

### **Option C - Media and Consumer Education**

#### **Scope**



The course explores the role of media in protecting consumer rights and educating the public in this regard.

### **Unit 1 – Concept of Consumer and Consumer Welfare (12 Lectures)**

1. Characteristics of Consumer Buying and Consumer Decision Making Process
2. Consumer Awareness and Consumer Problems – Urban Consumer and Rural Consumer

### **Unit 2 – Consumer Grievances and Redressal Mechanism under Consumer Protection Act -1986 (16 Lectures)**

1. Consumer Protection Act 1986: Consumer Rights; United Nation's Guidelines on Consumer Protection; Goods and Services; Unfair Trade Practices; Restrictive Trade Practice; Deficiency in Services.
2. Grievance Redressal Mechanism under the CPA-1986, Advisory Bodies, Adjudicatory Bodies (District Forum, State Commission, National Commission); Role of Supreme Court under CPA -1986

### **Unit 3 – Media and Consumer Protection (12 Lectures)**

1. Media explosion and impact on Consumer Buying Behaviour
2. Role of Media as watchdog on consumer protection
3. Advertisements and their regulation: Social, Ethical and Legal Aspects of Advertising and Sales Promotion; Regulation of misleading and deceptive advertising

### **Unit 4 – Competition Policy and Law (12 Lectures)**

1. Competition Act 2002: Objectives, Purpose and Salient Features
2. How competition policy and law protect consumer interest
3. Complaints and Procedures: Investigation, Hearings, Enquiry, Remedies and Enforcement of Orders.

### **Unit 5 – Project Submission (8 Lectures)**

Every student must submit one project based on empirical work on any of the following topics equivalent to 8 lectures:

1. Role of Media in Protecting Consumer Interests

2. Procedure for Filing and Hearing of a complaint under CPA-1986
3. Two case studies on Consumer Protection decided by Supreme Court of India
4. Consumer Organizations and their role in the Consumer Movement in India

### **Outcome**

The students will be equipped with certain pedagogical skills that enables them to educate the public on consumer rights and other issues, through different media platforms.

### **Suggested Readings**

1. Biagi S, Media/Impact: An Introduction to Mass Media, Cengage Learning, 2013
2. Boush D M, Friestad M & Wright P, Deception in the Marketplace: The Psychology of Deceptive Persuasion and Consumer Self-protection, Routledge, 2015
3. Pathi S & Lalrintluanga, Consumer Awareness and Consumer Protection, Dominant Publishers and Distributors, 2011
4. Mishra S, Consumer Protection in India: Policies and Case Studies, Concept, Publishing Company, New Delhi, 2012
5. Ralph Nader, Consumer and Corporate Accountability, Houghton Mifflin Harcourt Publishers, 1972
6. Bare Act: Consumer Protection Act 1986, Competition Act 2002

**GEC 04**

**Option A - Media and Human Rights**

## **Scope**

The course will introduce the students the students to the basic themes in Human Rights and media's role in promoting and protecting them.

### **Unit 1 – Understanding Human Rights (17 Lectures)**

1. Concept and Meaning: UN Declaration; Human Rights and Indian Constitution
2. Human Rights of Domestic workers, Minorities, Refugees, Construction workers, Armed Forces, Child Labour
3. Human Rights Violation and Activism; Court Interventions; Recent Policy Formulation and Welfare Schemes.
4. Human Rights Discourse: Fundamental Rights and Human rights, Judiciary and Human Rights, Human Rights Activists as Pressure Groups.

### **Unit 2 – Gender and Human Rights (17 Lectures)**

1. Concept and definition of Gender (Men, Women, Other) and social structures
2. Determinants of Gender equity in India
3. Laws and Institutions related to Women's Rights; Uniform Civil Code
4. Government Programs and Policies for women empowerment

### **Unit 3 – Environment and Human Rights (16 Lectures)**

1. Concept and definitions; Indian philosophical views on Environment
2. Climate Change and Global Warming- Concepts, challenges, various Agreements and Conventions
3. Biodiversity: Concept; Flora-fauna conservation- UN Programs and Policies, Acts, Programs and Policies in India
4. Sustainable Development- Meaning, challenges, success stories

### **Unit 4 – Project Work (10 Lectures)**

Students are required to undertake projects on current issues/topics of their choice from the broad area of Human Rights, Gender or Environment. For example RTE, Human Trafficking, Climate Refugees/Migrants, etc...

## **Outcome**

The course will enable the students to inculcate human rights approach in their journalistic pursuits.

### **Suggested Readings**

1. Agnes, Flavia. Law and Gender Inequality: The Politics of Women's Right in India. Oxford University Press, 1999.
2. Baxi, Upendra. The Future of Human Rights. New Delhi: OUP, 2002.
3. Beteille, Andre. Antinomies of Society: Essays on Ideology and Institutions. New Delhi: OUP, 2003.
4. Datta, Kusum. Women's Studies and Women's Movement in India since the 1970s: AN Overview Kusum Datta. Delhi: The Asiatic Society, 1970.
5. Dubash, Navroz K., ed. Handbook of Climate change and India: Development, Politics and governance. New Delhi: Oxford University Press, 2012.
6. Geetha.V. Gender. Calcutta: Stree Publication, 2002.
7. Kaushik, Anubha. Perspective in Environmental Studies. New Age International, 2006.
8. Kishwar, Madhu. 1999. New Delhi: OUP, Off the Beaten Track: Rethinking Gender Justice for Indian Women.
9. Larson, Gerald James, ed. Religion and Personal Law in Secular India: A call to Judgment. Indiana University Press, 2001.
10. Mishra, R.P. The Indian World view and environment crisis.
11. Overton, John, and Scheyvens Regina. Strategies for sustainable Development: Experiences for the Pacific. London & New York, 1999.
12. Ray, Raka. Fields of Protest: Women's Movement in India. University of Minnesota Press, 1999.
13. Shah, Nandita, and Nandita Gandhi. Issues at Stake: Theory and Practice in Contemporary Women's Movement in India. Delhi: Kali for Women, 1992.

## **GEC 04**

### **Option B - International Relations**

#### **Scope**

The course will introduce the students to global politics and conflicts, and international institutions.

### **Unit 1 – How to Understand and Interpret International Politics (20 Lectures)**

1. Realism, Liberalism, Marxism
2. Post-Modern and Feminist Perspective
3. Non-Western Traditions

### **Unit 2 – International Politics in Last One Century (12 Lectures)**

1. World War Politics- World War I, World War II
2. Cold War and Post-Cold War Developments
3. Decolonization and Emergence of Third World, NAM

### **Unit 3 – Conflict, Peace and Governance (10 Lectures)**

1. Conflict and Peace
2. Contemporary Conflicts: Syria, Israel-Palestine, Afghanistan.
3. United Nations: Structure, Demand for Reforms, India's Claim for permanent Seat in Security Council
4. Regional Organizations: EU, BRICS, G-20, ASEAN, BIMSTEC, IBSA

### **Unit 4 – India and International Politics (12 Lectures)**

1. India's foreign Policy: USA, Russia and China
2. India and SAARC
3. India and Disarmament: Issues in NPT, CTBT
4. India as a Global Power: Changing Direction of Foreign Policy

### **Unit 5 – Contemporary Issues in Global Politics (06 Lectures)**

1. Global Terrorism
2. Free Trade
3. Human Rights
4. Migration

### **Outcome**

The course will enable the students to connect the global and local issues and make fair and in-depth reports on such issues.

### **Suggested Readings**

1. Acharya, Barry Buzan and Amitav. *Non-Western International Relations Theory: Perspectives on and Beyond Asia*. London and New York: Routledge, 2010.
2. Bandopadhyay, Jayantanuja. *The Making of India's Foreign Policy*. New Delhi: Allied Publishers, 2003.
3. BBC [www.bbc.com](http://www.bbc.com) March 15, 2016.
4. <http://www.bbc.com/news/world-middle-east-35806229>.
5. BBC News. Syria: The Story of Conflict. March 11, 2016. <http://www.bbc.com/news/world-middle-east-26116868>.
6. Castles, Stephen. "Understanding Global Migration: A Social Transformation Perspective." *Journal of Ethnic and Migration Studies* 36, no. 10 (2010): 1565-1586.
7. Chenoy, Anuradha. "India, Russia Forging Ahead in Changing Times."
8. *Employment News*, November 19-25, 2016.
9. Heywood, Andrew. *Global Politics*. New York: Palgrave Macmillan, 2014.
10. John Baylis, Steve Smith, Patricia Owens. *The Globalization of World Politics: An Introduction to International Relations*. New York: Oxford University Press.
11. John Moore, Jerry Pubantz. *The New United Nations: International Organisation in the Twenty First Century*. Delhi: Pearson, 2008.
12. Nicholson, Michael. *International Relations: A concise Introduction*. New York: Palgrave, 2002.
13. Puchala, Donald. "Some Non- Western Perspectives on International Relations." *Journal of Peace Research (Sage Publications)* 34, no. 2 (May 1997): 134-139.
14. Sumit Ganguly, Manjeet Pardesi. "Explaining Sixty Years of India's Foreign Policy." *India Review (Taylor and Francis Group)* 8, no. 1 (January-March 2009): 4-19.
15. Sven Bernhard Gareis, Johannes Varwick. *The United Nations: An Introduction*. Palgrave, 2005.
16. Tim Dunne, Milja Kurki. *International Relations Theories: Discipline and Diversity*. Oxford University Press, 2014.



# **Compulsory Languages (CL)**

## **Compulsory Language (CL)**

### **French**

#### **Semester-1**

##### **CL-1 Developing reading and writing skills 1 (Total Credits -6)**

Reading simple texts and answering questions on them. Guided writing will include subjects concerning the learners and their immediate environment.

##### **Texts:**

Version Originale – 1 Livre de l'élève: Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2009.

Version Originale – 1 Cahier d'exercices: Michael Magne, Marie-Laure Lions- Olivieri, Editions Maisons des Langues, Paris, 2010.

#### **Semester-2**

##### **CL-2 Developing Listening and Speaking Skills (Total Credits 6)**



Listening to simple texts and answering questions on them. Monologues and/or dialogues will be on subjects concerning the learners and their immediate environment.

**Texts:**

Version Originale – 1 Livre de l'élève: Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2009.

Version Originale – 1 Cahier d'exercices: Michael Magne, Marie-Laure Lions- Olivieri, Editions Maisons des Langues, Paris, 2010.

**Semester - 3**

**CL-3 Language in Context: Developing Speaking and Listening Skills – 2 (Total Credits 6)**

Describing past events, reading, writing and understanding short texts including news items, instructions for use, emails, logs, classified advertisements, biographies, invitations, Internet forums.

**Texts:**

Version Originale – 2 Livre de l'élève: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale – 2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

**Semester - 4**

**CL-4 Intermediate level reading and writing skills (Total Credits 6)**

Asking for and giving instructions, narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.), reading, understanding and preparing posters (theatre, film, books).

**Texts:**

Version Originale – 2 Livre de l'élève: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale –2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

**Semester-5**

**CL-5 Developing Intermediate Level Speaking and Listening Skills (3) (Total Credits 6)**

Students require to summarize a film, conduct opinion polls, and interviews, and work with songs.

**Texts:**

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

**Semester - 6****CL-6 Studying Different Text Types (Total Credits 6)**

Studying different text types to familiarize oneself with different kinds of language usages and styles including reading and understanding instructions for use, classified advertisements, biographies informative texts, short scientific texts, writing a film critique, summarizing a press article, analysing and writing a summary of opinion poll results, reading a comic strip, writing a dialogue for a comic strip. Different language registers, understanding word formation. Preparing a slam.

**Texts:**

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale – 3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

**Semester-7****CL-7 Advanced Reading and Writing skills (1) (Total Credits 6)**

Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story, reading and analysing texts/articles on different social issues.Preparing a blog, analysing and writing a summary of opinion poll results.

**Texts:**

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

**Semester-8****CL-8 Developing Advanced Reading and Writing Skills (2)****(Total Credits 6)**

Describing and comparing education systems, reading and analysing texts/articles on various social issues, writing an open letter to the authorities, writing a petition, describing and analysing cultural representations, writing a short story, writing blogs.

**Texts:**

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

**Semester-9**

**CL-9 Debating on Various Social Issues (Total Credits 6)**

Preparing, conducting and presenting results of opinion polls on various social issues, preparing and presenting a skit. Debates, oral presentations on various social issues, narrating one's experiences of foreign language learning.

**Texts:**

Version Originale – 4 Livre de l'élève (Unités 1-5) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.

Version Originale –4 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.

**Semester-10**

**CL-10 Media Skills\* (Total Credits 6)**

1. Brief History of journalism in the French and French-speaking world. Famous newspapers of the French and French-speaking world. (Le Monde, La Libération, France; Le Messager, Senegal; El Watan, Algeria ; etc) Bilingual Regional Press. (Le Dauphiné Libéré, Le Parisien). Magazines, current affairs, fashion, children's films.
2. Radio and T.V. news channels in France and French speaking world, national and international. Multimedia journalism. TV5.
3. New or Narrative "Gonzo" Journalism. Embedded Journalism. study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism
4. Comparison of news items on different channels. Ideological Differences in news presentations.
5. Censorship laws in various countries. Yellow Journalism. Internet and journalism.
6. Professional Risks in Journalism. War and underworld reporting. Reporters without Borders.
7. Comparing headlines and presentation of news in various newspapers. Summarizing

an article. Analyzing an editorial. Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc.). Writing a report on an opinion poll. Preparing a flyer. Analyzing & writing blogs. Reporting crime.

8. Preparing a weather report. Writing a small report on a given topic for the wall-newspaper. Preparing a forum on Internet; (TV/University life); managing interactions.
9. Editing Skills.
10. Project Work

### **Suggested Readings**

1. [www.totallygonzo.org](http://www.totallygonzo.org)
2. GUÉRY Louis, Visages de la presse. La présentation des journaux des origines à nos jours, CFPJ (1997).
3. <http://www.lepointdufle.net/>
4. <http://enseigner.tv5monde.com/>
5. Patrick Chardeaux, La conquête du pouvoir. Opinion, Persuasion, Valeurs, les discours d'une nouvelle donne politique, Paris, L'Harmattan (2013).
6. Amossy, Ruth. L'argumentation dans le discours, Paris: Colin (2010).
7. <http://TV5.org>

**Note:** Teachers are free to recommend supplementary language text books.

## **Compulsory Language (CL)**

### **Spanish**

#### **Semester-1**

##### **CL-1 Developing reading and writing skills 1 (Total Credits -6)**

Reading simple texts and answering questions on them. Guided writing will include subjects concerning the learner and his immediate environment.

##### **Texts:**

*Aula Internacional 1*, Editorial difusión, Barcelona(2006) /Indian Edition.

##### **Suggested Readings**

*Nuevo Ven 1*, Editorial Edelsa, Madrid (2004). *Español sin Fronteras 1*, SGEL, Madrid (1998). *Planet@ 1*, Editorial Edelsa, Madrid (2001).

#### **Semester-2**

##### **CL-2 Developing listening and speaking skills -1 (Total Credits 6)**

Listening to simple texts and answering questions on them. Monologues and /or dialogues will be on subjects concerning the learner and his immediate environment.

##### **Texts:**

*Aula Internacional 1*, Editorial difusión, Barcelona(2006) /Indian Edition.

#### **Semester-3**

##### **CL-3 Language in Context: Developing speaking and listening skills – 2 (Total Credits 6)**

Describing past events, reading, writing and understanding short texts including news items, instructions for use, emails, logs, classified

advertisements, biographies, invitations, Internet forums.

**Texts:**

*Aula Internacional 1 & 2*, Editorial difusión, Barcelona (2006) /Indian Edition

**Suggested Reading**

*Nuevo Ven 1 & 2*, Editorial Edelsa, Madrid (2004).

*Español sin Fronteras 1*, SGEL, Madrid(1998).

*Planet@ 1 & 2*, Editorial Edelsa, Madrid (2001).

**Semester-4**

**CL-4 Intermediate level reading and writing skills (Total Credits 6)**

Asking for and giving instructions, narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.), reading, understanding and preparing posters (theatre, film, books).

**Texts:**

*Aula Internacional 1 & 2*, Editorial difusión, Barcelona, 2006 / Indian Edition.

**Semester-5**

**CL-5 Developing intermediate level speaking and listening skills (3) (Total Credits 6)**

Summarizing a film, preparing and conducting an opinion poll, conducting an interview, working with songs.

**Texts:**

*Aula Internacional 2 & 3*, Editorial difusión, Barcelona, 2006 / Indian Edition.

**Suggested Readings**

*Nuevo Ven 2*, Editorial Edelsa, Madrid

(2004). *Español sin Fronteras 2*, SGEL, Madrid

(1998). *Planet@ 2 & 3*, Editorial Edelsa,

Madrid (2001).

**Semester -6**

**CL-6 Studying Different text types (Total Credits 6)**

Studying different text types to familiarize oneself with different kinds of language usages and styles including reading and understanding instructions for use, classified advertisements, biographies informative texts, short scientific texts, writing a film critique, summarising a press article,

analysing and writing a summary of opinion poll results, reading a comic strip, writing a dialogue for a comic strip. Different language registers, understanding word formation. Preparing a slam.

**Texts:**

*Aula Internacional 3*, Editorial difusión, Barcelona, 2006 /Indian Edition.

**Suggested Readings**

*Nuevo Ven 3*, Editorial Edelsa, Madrid (2004). *Español sin Fronteras 2*, SGEL, Madrid (1998). *Planet@ 3*, Editorial Edelsa, Madrid (2001).

**Semester-7**

**CL-7 Advanced reading and writing skills (1) (Total Credits 6)**

Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story, reading and analysing texts/articles on different social issues. Preparing a blog, analysing and writing a summary of opinion poll results.

**Texts:**

*Aula Internacional 4*, Editorial difusión, Barcelona (2006) (Indian Edition Available).

**Suggested Readings**

*Nuevo Ven 3*, Editorial Edelsa, Madrid (2004). *Español sin Fronteras 2*, SGEL, Madrid (1998). *Planet@ 4*, Editorial Edelsa, Madrid (2001).

**Semester-8**

**CL-8 Developing advanced reading and writing skills (2)  
(Total Credits 6)**

Describing and comparing education systems, reading and analysing texts/articles on various social issues, writing an open letter to the authorities, writing a petition, describing and analysing cultural representations, writing a short story, writing blogs.

**Texts:**

*Aula Internacional 4*, Editorial difusión, Barcelona (2006) / Indian Edition.

## Suggested Readings

*Tema a Tema B1*, Editorial Edelsa, Madrid (2011).

*Tareas y proyectos en clase*, Editorial Edinumen (2001).

## Semester-9

### CL-9 Debating on various social issues (Total Credits 6)

Preparing, conducting and presenting results of opinion polls on various social issues, preparing and presenting a skit. Debates, oral presentations on various social issues, narrating one's experiences of foreign language learning.

#### Texts:

*Aula Internacional 4*, Editorial difusión, Barcelona (2006) (Indian Edition Available).

## Suggested Readings

*Tema a Tema B1*, Editorial Edelsa, Madrid (2011).

*Tareas y proyectos en clase*, Editorial Edinumen (2001).

## Semester-10

### CL-10 Media Skills\* (Total Credits 6)

\*To be complemented with demonstrations and hands on training.

Brief History of journalism in the Hispanic world. Famous Spanish and Latin American newspapers. (*El País*, Spain; *Clarín* Argentina, *La Jornada* Mexico etc) Bilingual Regional Press. (*Gara*, *El Norte de Castilla*).

1. Radio and T.V. news channels in Spain and Latin America, Hispanic channels in the United States. Multimedia journalism.
2. New or Narrative "Gonzo" Journalism, (Periodismo gonzo) Embedded Journalism.
3. Study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism.
4. Comparison of news items on different channels. Ideological Differences in news presentations.
5. Censorship laws in various countries. Yellow Journalism.
6. Professional Risks in Journalism. War and underworld reporting. Reporters without Borders.

## Project Works



1. Comparing headlines and presentation of news in various newspapers. Summarizing an article. Analyzing an editorial. Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc.). Writing a report on an opinion poll. Preparing a flyer. Analyzing & writing blogs. Preparing a weather report. Writing a small report on a given topic for the wall-newspaper. Preparing a forum on Internet; (TV/University life); managing interactions.
2. Editing Skills.

### Suggested Readings

1. [www.totallygonzo.org](http://www.totallygonzo.org)
2. [www.periodismogonzoargentina.blogspot.in](http://www.periodismogonzoargentina.blogspot.in)
3. Luis Cebrián, Juan. *La prensa en la calle. Escritos sobre Periodismo* Madrid: Taurus, (1980).
4. Martín Vivaldi, G.: *Géneros periodísticos*, Madrid: Paraninfo (1977).
5. Núñez Ladeveze, L.: *Manual para periodismo*, Barcelona: Ariel (1991).
6. Rodríguez Ruibal, Antonio: *Periodismo turístico. Análisis del turismo a través de las portadas*. Barcelona: Editorial UOC (2009).

**Note:** Teachers are free to recommend supplementary language manuals.

## **Compulsory Language (CL)**

### **CHINESE**

#### **Semester 1**

##### **CL-1 – Beginners Chinese 1 (Total Credits 6)**

Training for Spoken skill, Writing, Grammar, and Listening

**Number of Characters:** Phonetic script and 200 Chinese Characters

**Text:**

Elementary Chinese Reader 1, Indian Edition, 2008, GBD Books, New Delhi.

Worksheets prepared by the Class Teacher.

#### **Semester 2**

##### **CL-2 – Beginners' Chinese 2 (Total Credits 6)**

Training for Spoken skill, Writing, Grammar, Listening and reading comprehension

**Number of Characters:** 200 Chinese Characters

**Text:**

Elementary Chinese Readers 2, Indian Edition, 2008, GBD Books, New Delhi.

Worksheets prepared by the Class Teacher.

#### **Semester 3**

##### **CL-3 – Intermediate Chinese 1 (Total Credits 6)**

Training for Spoken skill, Writing, Grammar, Listening, reading comprehension and short essays

**Number of Characters:** 300 Chinese Characters

**Text:**

Elementary Chinese Readers 2 & 3, Indian Edition, 2008, GBD Books, New Delhi.

Teaching material prepared by the Class Teacher.

## Semester 4

### CL-4 – Intermediate Chinese 2 (Total Credits 6)

Training for Spoken skill and Writing to improve the ability to analyse and discuss various issues in simple Chinese

**Number of Characters:** 400 Chinese Characters

**Text:**

Elementary Chinese Readers 3, Indian Edition, 2008, GBD Books, New Delhi.

Teaching material prepared by the Class Teacher.

## Semester 5

### CL-5 – Advanced Chinese 1 (Total Credits 6)

Training in written and oral skills in Chinese through extensive reading, colloquial Chinese, formal Chinese and audio visual exercises to improve listening skills

#### Suggested Readings

1. Yang Huiyuan, *Hanyu Tingli Shuohua Jiaoxuefa* (Instructional Methodology of Chinese Listening and Speaking), Beijing: Beijing Language and Culture University Press, 1996.
2. Pan Zhaoming, (ed.), *Hanyu Gaoji Tingli Jiaocheng* (Chinese Advance Level Oral Comprehensive Course), Vol. 1, Parts 1 & 2, Beijing: Beijing University Press, 1992.
3. Liu Yuanman et. al, *Gaoji Hanyu Kouyu* (Advance Spoken Chinese), Part 1, Beijing: Beijing University Press, 1997.
4. Meng Zhaoyi et. al, *Waiguo Wenhushi* (History of Foreign Culture), (Reprint) Beijing: Beijing University Press, 2011.

Teaching material prepared by the Class Teacher.

## Semester 6

### CL-6 – Advanced Chinese 2 (Total Credits 6)

Advanced training in written and oral skills in Chinese through extensive reading, colloquial Chinese, formal Chinese and audio visual exercises to improve listening skills

#### Suggested Readings

1. Pan Zhaoming, (ed.), *Hanyu Gaoji Tingli Jiaocheng* (Chinese Advance Level Listening Course), Vol. 1 Parts 1 & 2, Beijing: Beijing University Press, 1992.
2. Zu Renzhi & Ren Xuemei, *Gaoji Hanyu Kouyu* (Advance Spoken Chinese) Part 2,

Beijing: Beijing University Press, 1999.

3. Chinnery, John D., & Cui Mingqiu, *Corresponding English and Chinese Proverbs and phrases*, Beijing: New World Press, 1984.

Teaching material prepared by the Class Teacher.

## Semester 7

### CL-7 – Introduction to Chinese Culture (Total Credits 6)

Introduction to Chinese culture through Fables, Folktales, Festivals, and Proverbs

#### Suggested Readings

1. 中国文化教材, 作者: 陈雄勋 编著, 世界书局, 1965.
2. 中国神话寓言。 Chinese Myths and Fables. Beijing Normal University Teaching & Research Cell, 1984.
3. 中国民间故事。 Chinese Folktales. Beijing Normal University Teaching & Research Cell, 1984.
4. 中国传统 节日。 Traditional Festivals of China. Beijing Normal University Teaching & Research Cell, 1984.
5. 成语故事 选《基础 汉语课本 》阅读材 料 Annotated Chinese Proverbs
6. (Supplementary Readings for Elementary Chinese Readers); 北京语言学 院 编; 北京, 外文出版社, 1982, Foreign Language Press, Beijing; First published in 1982.
7. 钟 檣 Zhong Qin, 每日汉语: 寓言六十篇, Everyday Chinese: 60 Fables and Anecdotes; 北京, 新世界出版社出版, 国际书店发行, 1983, New World Press, Beijing; First Edition 1983.

Teaching material prepared by the Class Teacher.

## Semester 8

### CL-8 – Translation (Total Credits 6)

Study of syntactic structures used in Chinese with contrastive comparison with English; techniques of translation from Chinese to English and vice versa. Texts will be selected from Chinese newspapers, magazines and important speeches of leaders.

#### Suggested Readings

1. Wu Tong et. al., (eds.) Gaoji Hanyu Baokan Yuedu Jiaocheng (Advance Chinese

- Course in Newspaper Reading), Vol.1, Beijing: Beijing Language Institute Press, 1992.
2. Pan Zhaomin & Chen Ru, (eds.), Du Baokan Kan Zhongguo (Understanding China through Newspaper Reading), Beijing: Beijing University Press, 1992.
  3. Qiao Haiqing, Fanyi Xinlun (New Theories of Translation), Beijing: Beijing Language and Culture University Press, 1993.
  4. Wang Shixun et. al., (eds.), Baokan Yuedu Jiaocheng (Newspaper Reading Course) Vols. 1, 2 & 3, Beijing: Beijing Language and Culture University Press, 1999.

Teaching material prepared by the Class Teacher.

## **Semester 9**

### **CL-9 – Newspaper Chinese (Total Credits 6)**

An advanced course in reading Chinese Newspaper

#### **Suggested Readings**

1. Wu Tong et al (eds.), 高级汉语报刊阅读教程 (An Advanced Course in Reading Chinese Newspapers), Beijing: Beijing Language Institute Press, 1992.
2. Pan Zhaomin & Chen Ru (eds.), 读报刊看中国 (Understanding China through Newspaper Reading), Beijing: Beijing University Press, 1992.
3. 人民日报。People's Daily. Beijing.
4. 光明日报。Guangming Daily [A daily newspaper of Chinese intellectuals], Beijing.
5. 青年日报。Youth Daily [A Daily of Chinese Youth League], Beijing.
6. 解放日报。Liberation Daily [A Daily of the Chinese Army], Beijing.

Teaching material prepared by the Class Teacher.

## **Semester 10**

### **CL-10 – Interpretation (Total Credits 6)**

An advanced course in Spoken Chinese and simultaneous interpretation

#### **Suggested Readings**

1. Pan Zhaoming (ed.), Hanyu Gaoji Tingli Jiaocheng (An Advanced Audio Course in Chinese), Vol.1, Part-1-2, Beijing: Beijing University Press, 1992.
2. Zu Renzhi & Ren Xuemei, Gaoji Hanyu Kouyu (An Advanced Course in Spoken Chinese), Beijing: Beijing University Press, 1999.
3. Liu Yuanman et al, Gaoji Hanyu Kouyu (An Advanced Course in Spoken Chinese), Beijing: Beijing University Press, 1997.

Teaching material prepared by the Class Teacher.

## **Compulsory Language (CL)**

**ARABIC**

**Semester 1**

**CL 1 Arabic**

## **Objective**

A regular student, after completing this semester would be able to read Arabic texts printed with vowel points and copy a text.

## **Reading**

Arabic alphabets, Shapes of Arabic alphabets, Vowel signs and other ortho-graphic signs. Joining letters: two, three, four or more letters. Pronouncing Arabic words with different vowel signs. Definite article and Indefinite article. Moon letters and Sun letters. Reading simple texts printed with vowel points. Masculine and Feminine nouns and symbols of feminine nouns.

## **Speaking**

- Arabic phrases of greetings and expressions of thanks, welcome, excuse and apology etc.
- Pronouncing moon and sun letters prefixed with the definite article
- 50 Arabic origin words frequently used in India
- Frequently used vocabulary under the following heads: Number 1-10, Ordinal numbers 1-10, Names of days, Colour, Fruit & Journalism

## **Writing**

- Practice writing Arabic alphabets (isolated form)
- Practice writing 2-lettered, 3-lettered and 4-lettered words etc.
- Copying simple short texts from books or newspapers
- Taking dictation of the vocabulary memorized

## **Listening**

Listening and pronouncing peculiar Arabic letters.

## **Text**

Minhaj al-Arabia, Part-1, (selected lessons): Syed Nabi Hyderabad, coloured edition, 2014, M.M. Publishers, New Delhi.

**Semester-2**  
**CL-2 (6 Credits)**

**Objective:** A **regular** student after completing this semester would be able to form simple nominal and verbal sentences using the vocabulary he/she has memorised.

**Grammar:** Demonstrative Pronoun (masc. and fem. only). Detached personal pronoun. Attached personal pronoun (stressed to be given on the singular only in exercises). Following frequently used six prepositions i.e. من, إلى, فى, على, لـ, على. 14-mood conjugation of the *Perfect verb* (active, passive and negative): فَعَلَ, فُعِلَ, مَا فَعَلَ, مَا فُعِلَ. 14-mood conjugation of the *Imperfect verb* (active, passive and negative): يَفْعَلُ, يُفْعَلُ, لَا يَفْعَلُ, لَا يُفْعَلُ. 6-mood conjugation of the *Imperative, Prohibitive, Active Participle* and *Passive Participle*: افْعَلْ, لا تَفْعَلْ, افْعَلْ, لا تَفْعَلْ. Introduction to 6-patterns of Primitive Trilateral verbs. Explanation of nominal sentence. Explanation of verbal sentence.

**Writing:**

- Practice of 2-word simple *nominal* sentences:
  - Demonstrative/Detached personal pronoun/Proper noun /Nouns prefixed with definite article used as subject.
  - Preposition as predicate
  - Practice of verbal sentences: Verb + doer & Verb + doer + object

**Reading:**

- Al-Qira'atul Wazihah, Part-1, Maktaba Husainiya Deoband, Lessons 14-20.
- Al-Qira'atur Rasheedah, Part-1, Darul Maarif. Egypt Lessons: الصبي, المطر, الكتاب, يوم العطلة, الأسد والفأر, والفيل.

**Speaking:**

- Oral exercise of forming *nominal* sentences:
  - Demonstrative noun/Detached personal pronoun/Proper noun/Nouns prefixed with definite article used as subject.
  - Preposition used as predicate
- Oral practice of forming *verbal* sentences:
  - Verb + doer & Verb + doer + object
  - Use of time, day and month in a sentence
  - Forming question by using هذا، هذه، ما من

**Listening:**

- Listening to children stories downloaded from YouTube and other websites.
- Use of Flash cards



**Semester-3**  
**CL-3 (6 Credits)**

**Objective:** A **regular** student after completing this semester would be able to read simple sentences based on the grammar he/she has studied.

**Grammar:** Formation of *demonstrative, genitive* and *adjectival* phrases. Complete conjugation of all the *four kinds of the Perfect Verb* (active, passive): *قد فعل, فعل, كان يفعل, كان فعل*. Conjugation of Imperfect Verb prefixed with *لن* (active & passive). Conjugation of Imperfect Verb prefixed with *لم* (active & passive). Complete conjugation of frequently used *Derived Trilateral* verb patterns (perfect, imperfect & passive): *استفعال, افتعال, انفعال, تفاعل, تفعل, إفعال, مفاعلة, تفعيل*.

**Writing:**

- Use of *Demonstrative, Adjectival* and *Genitive* phrases as subject, predicate or both in compound Nominal sentences.
- Use of *Demonstrative, Adjectival* and *Genitive* phrases as *doer, object or both* in Verbal sentences.

**Text:**

- Al-Qira'atul Wazihah, Book-2, Maulana Wahiduz Zaman Al-Kairanwi, Maktaba Husainiya Deoband, Lessons: 4, 5, 7, 18, 20, 21, 27 & 33
- Al-Qira'atur Rashidah, Book-2, Abdul Fattah As-Sabri & Ali Umar, Lessons: *الأدب أساس النجاح, الأمانة كنز, هدية الفيران, الغراب والجرة, الصيد والأسد*

**Speaking:**

- To practice and form sentences using *عند* & *لـ*
- To practice and form question using  
*هل - أ - كيف - ما - من - لماذا - متى - أين - كم - أي*
- Oral exercise of recognizing different moods of a given verb.

**Listening:**

- Listening to children stories downloaded from YouTube and other websites.

**Semester-4**  
**CL-4 (6 Credits)**

**Objective:** A regular student after completing this semester would be able to understand simple news items with the help of dictionaries.

**Grammar:**

Classification of noun as singular, dual and plural. Use of exceptional three nouns i.e. أب، أخ، نو. Use of exceptional *proper names* and *adjectives* i.e. لا غير المنصرف. لنفي الجنس: case and uses. Defective noun: case and usage. Case and usage of Dual of noun; independently and in a genitive phrase. Case and usage of *Broken plural*. Case and usage of *Sound Masculine plural*; independent and in genitive. Case and usage of *Feminine Sound plural*. Case and usage of the following *Incomplete verbs* only: كان، ليس، صار، أصبح. Case and usage of the following: إن، أن، لكن، كأن، أن. إن. Conjugation of the following *irregular verb patterns* in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each: فر، رأى، وضع، لقي، خاف، مس، دعا، قال، أخذ، مد، وقى، رمى، باع، وجد.

**Writing:**

- Practice of using singular, dual and plural in different forms. Exceptional three nouns, proper nouns, adjectives and defective noun.
- Oral exercise of recognizing different mood of a given weak verb.

**Speaking:**

- Short conversation based on the vocabulary and group discussion.

**Listening:**

- Small down loaded news stories from BBC, Aljazeera, You Tube and other children TVs.

**Text:**

- Al-Qira'atul Wazihah, Maulana Wahiduz Zaman Al-Kairanwi, Maktaba Husainiya Deoband, Book-3, Lessons: رحلة صيد، البيترول.
- Al-Qira'atur Rashidah, Abdul Fattah As-Sabri & Ali Umar, Book-4 Lessons: كسرى والفلاح الشيخ، جزاء الخيانة، حنان الدب، التقليد الأعمى

### Semester-5

#### CL-5 (6 Credits)

**Objective:** A regular student after completing this semester would be able to comprehend children stories.

**Grammar:** Relative pronoun. Circumstantial Accusative. Passive verb and Substitute to the Doer. Object of place or time. Adverb of place and Adverb of time. Object of Cause. Cognate Object. Use of *an, le, lan, kai,* and *hatta* before an Imperfect verb. Use of *lam, lamul-amr* and *laun-nahi* before an Imperfect verb. Conjugations of the following *irregular verb-patterns of Derived Trilateral verb* i.e. 14-mood conjugations of Perfect, Imperfect, (active, passive), 6-mood conjugations of Imperative, Prohibitive, Active Participle and Passive Participle each:

سمى	نادى	أحب	أراد	القي	تربى
تلاقى	انشق	انحاز	انقضى	اهتز	اختار
اكثرى	استقر		استراح	استرضى	

**Writing:** Exercises based on the above-mentioned grammar.

**Speaking:** Classroom interaction in Arabic, short speeches and group discussions.

**Listening:** To make students get familiarized with Arabic multi-media.

**Text:**

- Two children stories by Kamil al-Kilani, Ihsan Book Depot, Lucknow.
- Two children stories by Mohammad Atia al-Abrashi, from the collection Majmooatul-Qisas al-Adabiah. Kutub Khana Husainia, Deoband.
- Selected and edited news items.

### Semester-6

#### CL-6 (6 Credits)

**Objective:** A regular student after completing this semester would be able to comprehend news items.

**Grammar:** Conditional sentence, Elative, Specification of a sentence, Emphasis, How to address others, Prepositions (complete), Incomplete verbs (complete), Numerals, Exception

**Writing:** Exercises based on the above-mentioned grammar.

**Speaking:** Classroom interaction in Arabic, short speeches and group discussions.

**Listening:** To listen Arabic online and off-line.

**Text:** Two Stories from Kaleelah wa Dimnah: Ibnul Muqaffa.

- Al-Qira'atur Rashidah, Abdul Fattah As-Sabri & Ali Umar, Book-4  
Lessons: من سفرات سندباد البحري (1, 2 & 3)
- Selected news items.

## Semester-7

### CL 7 (6 Credits)

- Reading and comprehension of news items.
- Summarizing of news items.
- Reproduction of news in one's own words.
- Transcription of news items.
- Arabic newspapers specific vocabulary & abbreviations.
- Reading of selected lessons of the book "A reader in modern literary Arabic" by Farhat J. Ziadeh, University of Washington Press.  
Lessons: اللغة العربية بلا معلم، الأدب للشعب، جيلنا وجيلكم، الحقيية

## Semester-8

### CL 8 (6 Credits)

- Introduction to the Arab world and culture.
- Introduction to Indo-Arab relations.
- Analysing Arabic newspapers & editorials.
- Reading articles and columns on focused issues.
- Analysing news channels.
- Editorials and articles as text.

**Semester-9**  
**CL 9 (6 Credits)**

- Introduction to the Arabic language
  - Reading biographies, blogs, short stories
  - Letter writing
  - Arabic feature films/Documentary films
  - Reading of selected lessons:
    - a) "A reader in modern literary Arabic" by Farhat J. Ziadeh, University of Washington Press.
    - b) حمار والسياسة by Taufiq Al-Hakim
- الحرية ▪  
الأرملة وابنها ▪

**Semester-10**  
**CL 10 (6 Credits)**

- Brief history of Arabic journalism in Middle East & North Africa (MENA)
- Brief history of Arabic journalism in India
- Famous Arabic newspapers and magazines
- Famous Arabic radio & T.V. news channels
- Press by-laws in the Arab world.

**Project Work:**

- Summarizing an article
- Analyzing an editorial
- Reading & analyzing texts/articles on social issues

## **Compulsory Language (CL)**

### **Tamil**

#### **Semester 1**

##### **CL 1 - Tamil Basic Grammar & Script Learning Phase-I (Total 6 Credits)**

The primary objective of this semester course is to understand the basic features of forms and structures of words (morphology) with their customary arrangement in phrases and sentences; and, to serve as a reference for consolidating the grasp of the language.

- Introducing basic simple Tamil sentence formation e.g. : Noun Phrase- Noun Phrase construction (NP – NP structure) Subject, object, verb construction (SOV structure)
- Script introduction
- Introduction of Numerals (up to 100)

#### **Semester 2**

##### **CL 2 - Tamil Basic Grammar & Script Learning Phase-II (Total 6 Credits)**

This semester course tries to introduce defective verb constructions.

- Conjugation of verbs
- script writing and their occurrences in words
- Introduction of Numerals (100 and above)

#### **Semester 3**

##### **CL 3 - Dynamics of Tamil words: Aspects, Models & Auxiliaries (Total 6Credits)**

This semester course aims at creating an awareness of Dynamics of Tamil words and introducing classification weak & strong verbs- Infinitive forms of Verbs- Auxiliaries and Tamil script learning.

##### **Practical**

- Studying the rudiments of framing news headlines of Tamil on reading.
- Reading and writing of News Headlines from different Tamil Dailies (*Dina-t- thanthi, Dinakaran, Dinamani, Tamizh Hindu, etc.*)

## **Semester 4**

### **CL 4 - Tense and Negative formations: (Total 6 Credits)**

The purpose of this paper is to throw light on various aspects of tense and train the students to construct sentences, affirmative and negative.

#### **Practical**

- Reading News captions & News items
- Writing news captions
- News reading & writing
- Preparation of News captions & News items

## **Semester 5**

### **CL 5 - Complex sentences in Tamil (Total 6 Credits)**

The primary objective of this semester course is to introduce the students, progressive & perfect tense formation-Continuous tense formation, active and passive voice formation & Comparative Clause, etc.

#### **Practical**

- Listening Radio News
- Reading various News items such as political, social, entertainment, sports, etc.
- Writing Synopsis & Headlines for the News listened through Radio & TV

## **Semester 6**

### **CL 6 - Aspects of Language styles & their application in Media (Total 6 Credits)**

This semester course aims at introducing the students various syntactic constructions such as relative clause, comparative clause, conditional clause, traditional phrases, synonyms, antonyms, complex and ambiguous sentences etc.

#### **Practical**

- Drama script reading & script preparation
- Drama Listening in Radio & in Theater & synopsis writing, commentaries, etc.

## **Semester 7**

### **CL 7 - Literary Trends in Tamil (Total 6 Credits)**

This semester course intends to furnish a comprehensive account of the origin and development of Literary Heritage of Tamils and Tamil Literature with various language movements such as Dravidian movement, Pure Tamil Movement, etc. Provide readings through Tamil Poetry (Modern to Ancient), Cinema & Mass Media Language style, General & Literary Magazine Reading, etc.

#### **Practical**

Watching video programs of Tamil serial plays in TV, etc. and group discussions about them.

## **Semester 8**

### **CL 8 - Electronic application in Tamil usage & Status of Tamil language & society abroad (Total 6 Credits)**

This course aims to introduce electronic applications in Tamil Language & writings and Conversational situations. It also introduces the Status of Tamil language, literature & Tamil society in foreign countries such as Sri Lanka, Singapore, Malaysia, Europe, etc.

#### **Practical**

- Computational applications of Tamil Language
- Use of Tamil keyboards, webpage making etc
- Students play role & converse freely among them.
- Group Discussion
- Data collection about Tamil studies abroad & group discussions

## **Semester 9**

### **CL 9 - Rural Culture of Tamil society (Total 6 Credits)**

This course offers a glimpse into the rural cultural life of Tamils from early times and the changes that have taken place until recent times.

- Tamil Folklore (Songs, Stories, Proverbs, etc.)
- Religious Practices & Social festivals



- Social & Cultural values of Tamil society.
- Interview with different persons of various social strata.
- Provide drama script on selected topics and enact the play.

### **Practical**

- Arrange interactions with scholars and conduct lectures, seminars, etc. on selected topics.

## **Semester 10**

### **CL 10 - Free creative writing in Tamil Media (Total 6 Credits)**

The purpose of the course is to train students to write a good Tamil essay, report news items, etc. in any focused subject of discussion in a comprehensive manner, presenting a coherent set of ideas in an acceptable logical way, analyzing the facts and figures of data collected, raising counter arguments and arriving at a conclusion are some of the best writings of celebrated authors, journalist, academicians, etc.

- Brief History of Journalism & Mass Communication activities in the Tamil society.
- Different Language styles used for different programs such as News Reading, interviews,
- Drama & sports news, etc.

### **Practical**

- Viewing films & Dramas
- Listening Radio Programs.
- Writing scripts-Drama Scripts- News items
- Reporting an incident in news style.
- Interviewing Personalities (Academicians, Sports Persons, Politicians, Industrialists, business entrepreneurs, etc.)

### **Projects**

- Comparative study of Headlines & News items in various Newspapers
- Summarizing articles & analyzing editorials
- Reading, analyzing and report writing about Tamil Nadu Tour (Social activities, social issues, cultural values, religious customs and festivals, historical places, etc.)
- Writing an article/ report (about 100 pages) on any given topic.
- Writing Blogs, Crime reporting, live commentaries on functions, sports, etc.

- Audio-Video Recording of Tamil Nadu Tour (Forts & Palaces, Museums & Monuments, Archives and Tourist Places)

## Suggested Reading/Reference Books

### In English

1. Annamalai, E. Adjectival Clauses in Tamil, Institute for the study of Languages and Cultures of Asian and Africa, Tokyo University of Foreign Studies, Tokyo. 1997
2. Anton, Helga & Hellmann, D. Tamil Usage in Mass Media, Universitet Hamburg, Hamburg, 1976.
3. Arokianathan, S. Teaching Materials for Tamil Summer School (Photo copy), French Institute, Pondicherry. 1998, 1999, 2000, 2001.
4. Arokianathan, S. Spoken Tamil for Foreigners, A-team Info Media Publishers Pvt. Ltd, Chennai. 2012.
5. Arden, A.H. A Progressive Grammar of Common Tamil, The Christian Literature Society (CLS), Madras, 1942
6. Asher, R.E. Colloquial Tamil, Routledge, London. 2002.
7. Beschi Joseph Constantious, A Grammar of the Common Dialect of the Tamil Language, Saraswathi Mahal Library, Thanjavur, 1974.
8. Cre-A. Dictionary of Idioms and Phrases in Contemporary Tamil, Cre-A, Chennai, 1997 & 2008 (Second Edition).
9. Hart, Kausalya. Tamil for Beginners Part I & II, Centre for South and South East Asia, University of California at Berkeley, 1992.
10. Jothimuthu. P. A Guide to Tamil by the direct method. The Christian Literature Society (CLS), Chennai, 1965
11. Karunakaran, K. & Balakrishnan.R. Elementry Tamil (Introductory Course), Sabanayagam Printers, Chidambaram, 2001.
12. Kerslake, Rev. Percy C. & C.R.Narayanasami Ayyar. Tamil Course for European Schools, CLS, Chennai, 1972.
13. Kothandaraman, P. A Course in Modern Standard Tamil: Laboratory Manual: Text and Exercise, IITS, Madras, 1975.
14. Lehmann, Thomas. A Grammar of Modern Tamil, Pondicherry Institute of Linguistics & Culture (PILC), Pondicherry, 1989.
15. Mikhail Sergeevich Andronov, A Standard Grammar of Modern and Classical Tamil, Institut vostokovedeniâ (Akademiiâ nau kSSSR), New Century Book House, 1969.
16. Nataraja Pillai, N. A Guide for Advanced Learners of Tamil, Central Institute of Indian

- Languages (CIIL), Mysore, 1986.
17. Rajaram, S. An Intensive Course in Tamil, CIIL, Mysore, 1987.
  18. Sankaranarayanan, G. A Programmed Course in Tamil, Central Institute of Indian Languages (CIIL), Mysore, 1994.
  19. Schiffman, F. Harold. A Reference Grammar of Spoken Tamil, Cambridge University Press, Cambridge, 1999.
  20. Sethu Pillai, R.P. Tamil Literary – Colloquial, University of Madras, Chennai, 1974.
  21. Shanmugam Pillai, M. Spoken Tamil, Annamalai University, Annamalai Nagar, 1981.
  22. Shanmugam Pillai, M. A Tamil Reader for Beginners Part-II, Thiruvavur Achchagam, Madurai, 1968
  23. Subramanyam, P.S. Dravidian Verb Morphology: A Comparative Study, Annamalai University, 1971.
  24. Upadhyaya, U.P. Conversational Tamil, Prism Books, Chennai, 2010.

### In Tamil

1. Arangarajan, Marudur, 2004, Tavarinri-t-Tamil Elutha, Chennai: Ainthinai Pathippagam.
2. Nuhman, M.A., 2010, Adippadai-t-Tamil Ilakkanam, Buddhanaththam: Adaiyalam.
3. Parandamanar, A.K., 1972, Nalla Tamil EludaVenduma? Chennai: Pari Nilaiyam. Pattabiraman.K, 2005, Mozhi-p-Payanpaadu, Chennai: NCBH.
4. Subramanian, Dr. P.R., & Dr. V. Gnanasundaram, (Eds.), 2009, Tamil Nadai-k-Kaiyedu, Puthanaththam: Adaiyalam.
5. Thamizhannal, 2008, Ungal Tamilai-t-Therindukollungal, Madurai: Meenakshi Puththaga Nilaiyam.

### Online References

1. [www.orelhadelivro.com.br/livros/582557/tamil-for-beginners/](http://www.orelhadelivro.com.br/livros/582557/tamil-for-beginners/)
2. <http://www.thetamilanguage.com/>
3. <http://ccat.sas.upenn.edu/plc/tamilweb/software/tamila2z.html>
4. <http://ccat.sas.upenn.edu/plc/tamilweb/tamil.html>
5. <http://www.venkateswara.org/CLASSES/Tamil%20Lesson%201-1.pdf>
6. [www.egaumebi.ru/lypu.pdf](http://www.egaumebi.ru/lypu.pdf)
7. [www.tamilvu.org/coresite/download/ABC\\_Tamil.pdf](http://www.tamilvu.org/coresite/download/ABC_Tamil.pdf)

**Compulsory Language (CL)**

**Bengali**

**Semester 1**

**CL 1 – Bengali (6 Credits)**

The first semester envisages familiarizing with the alphabets, learning small sentences, developing elementary reading and writing skills, reading simple words and sentences and answering questions on them.

### **Text**

1. Vichitra Path Pathamala, Book 1
2. Vichitra Path Anusilani, Book 1 (By Mahasweta Devi and Ajay Gupta. Published by Oxford University Press Sahaj Bangla Shiksha)
3. Published by South Point School, Calcutta

### **Suggested Reading**

Sahaj Path - Viswa Bharati Publication

## **Semester 2**

### **CL 2 – Bengali (6 Credits)**

This semester will emphasize the Listening to simple texts, and answering questions. The question-answer will be in conversation format, introducing simple grammar and parts of speech through every-day-used words and subjects concerning the learners and their immediate environment.

### **Texts**

1. Vichitra Path Pathamala, Book 2
2. Vichitra Path Pathamala Anusilani, Book 2 By Mahasweta Devi and Ajay Gupta. Published by Oxford University Press.
3. Bengali Desk Work (Grammar and Composition, Part 1) By Anupama Khatgin. Published by Scholar India Ltd

## **Semester 3**

### **CL 3 – Bengali (6 Credits)**

Along with the reading of the text, a student will slowly developing his/her own style of writing and understanding short texts including news items, instruction for using emails, blogs, and classified advertisement.

### **Texts**

1. Vichitra Path Pathamala, Book 3
2. Vichitra Path Pathamala Anusilani, Book 3 By Mahasweta Devi and Ajay Gupta. Published by Oxford University Press.
3. Sahaj Path 3 Vishwa Bharati publication
4. Bangla Lekha Shekhar, Book 3-4 Sisu Sahity Sansad

## **Semester – 4**

### **CL 4 – Bengali (6 Credits)**

The course in this semester intends to develop intermediate level speaking and writing skills. Teachers may encourage the students to converse in Bengali in the class.

#### **Text**

1. Vichitra Path Pathamala, Book 4
2. Vichitra Path Pathamala Anusilani, 4

## **Semester – 5**

### **CL 5 – Bengali (6 Credits)**

The course consists of asking for and giving instructions, narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures etc.) reading, understanding and preparing posters (theatre, film and books)

#### **Text**

1. Vichitra Path Pathamala, Book 5
2. Vichitra Path Pathamala Anusilani, 5 By Mahasweta Devi and Ajay Gupta. Oxford University Press.
3. Natun Sahitya, Part 3 Atreyi Roy Choudhary and Devamalya Bandopadhyay by the Orchid Book, Kolkata

Apart from these, teachers may select other eminent authors like Rabindranath Tagore, Upendra Kishor Roy Choudhary and Sukumar Roy.

## **Semester – 6**

### **CL 6 – Bengali (6 Credits)**

In this semester, students may be introduced to different kinds of language usages and styles including reading and understanding instructions for use of classified advertisement and Bengali grammar.

#### **Text**

1. Vichitra Path Pathamala, Book 6
2. Vichitra Path Pathamala Anusilani, By Mahasweta Devi and Ajay Gupta. Oxford University Press.
3. Vyakaran O Rachana Shiksha by Shyam Choudhuri Basak Book Store Pvt. Ltd.

## **Semester – 7**

### **CL 7 – Bengali (6 Credits)**

In this semester, students may be trained in advanced reading and writing skills and translation of passages from Bengali into English (large passage) and vice versa.

#### **Text**

Any Bengali story book in simple language from the authors like Rabindranata Tagore, Bibhutibhusan Mukhopadhyay, Bibhuti Bhusan Bondopadhyay, and Sarat Chandra Chattopadhyay may be used for enhancing comprehension skills.

## **Semester – 8**

### **CL 8 – Bengali (6 Credits)**

In this semester, students may be introduced to advanced grammar, essay and letter writing, newspaper reading, presentation of news, and writing stories from daily life.

#### **Text**

1. Sahitya Sanchayan Bangla (Pratham Bhasa) Nabam shreni Paschim Banga Madhya Sikhsha Parishad
2. Patha Sankalan (Class IX) Pashchim Banga Madhya Shiksha Praishad
3. Bangla Byakaran and Nirmiti by Dr. Ram Roy and Dr. Dayamay Roy, Santra publications Ltd.

Beside the texts, teachers should encourage students to read newspapers and different types of journals in Bengali.

## **Semester – 9**

### **CL 9 – Bengali (6 Credits)**

In this semester students will involve in describing and comparing education systems, reading and analysing texts/articles on various social issues, writing an open letter to the authorities, describing and analyzing cultural representations, and writing a short story and blogs.

#### **Text**

1. Pathasakalan (Class X) Paschim Banga Madhya Shiksha Parshad.
2. Bengali Grammar- Bangla Byakaran, Anada Publishers

## **Semester – 10**

### **CL 10 Media Skills (6 Credits)**

1. Preparing, conducting and presenting results of opinion polls on various social issues, preparing and presenting a skit, debates, oral presentation on various social issues, narrating one's experience of learning a new language.
2. Writing for Print, radio and TV
3. Editing skills
4. Exploring various shades of journalism – Yellow Journalism, online journalism, New or narrative 'GONZO' journalism, embedded journalism, travel and environmental journalism, sports, cultural and business journalism.
5. Comparison of news items in different Channels. Ideological differences in news presentations.
6. Censorship laws in various countries.

### **Projects**

Students may undertake projects like comparing headlines and presentation of news in various newspapers, summarizing news articles, analyzing editorials, reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc.), writing reports of opinion polls and crime reporting. Students also may make weather reports, wall newspapers, and internet forums.

**Note:** No text is prescribed for this semester. Teachers are free to suggest supplementary readings.

### **Annexure - I**

#### **The Syllabus Framing Committee**

1. Dr. Savita Datta, Principal, Maitreyi College (**Chairperson**)
2. Dr. Manasvini. M. Yogi, Indraprastha College for Women
3. Ms. Geetanjai Kala, Cluster Innovation Centre
4. Dr. Tarjeet Sabharwal, Delhi College of Arts and Commerce
5. Dr. Albert Abraham, Kamla Nehru College
6. Ms. Komita Dhanda, Kalindi College



7. Dr. Harpreet Bhatia, Jesus and Mary College
8. Dr. Vartika Nanda, Lady Shriram College
9. Mr. Sudhir K. Rinten, Maharaja Agrasen College
10. Dr. Jyoti Raghavan, Kamla Nehru College
11. Ms. Mamta, Kalindi College
12. Mr. Brahm Prakash, Delhi College of Arts and Commerce
13. Ms. Yuki Azaad Tomar, Institute of Home Economics
14. Dr. Pinki Sharma, Faculty of Law
15. Dr. Rachna Sharma, Lady Shriram College
16. Ms. Aakriti Kohli, Delhi College of Arts and Commerce
17. Dr. Deep Narayan Pandey, Dyal Singh College
18. Dr. Suruchi Shirish, Lady Shriram College
19. Mr. Inderjeet Singh, Lady Shriram College
20. Ms. M. Khyothunglo Humtsoe, Cluster Innovation Centre
21. Dr. Achla Tandon, Hindu College
22. Ms. Anubha Yadav, Kamla Nehru College
23. Prof. John Varghese, Principal, St. Stephens College
24. Dr. Mala K. Shankardass, Maitreyi College
25. Ms. Rachna Jain, Maitreyi College
26. Dr. Manju Bhardwaj, Maitreyi College
27. Dr. Ranjana Bhattacharya, Maitreyi College
28. Ms. Aruna Saluja, Maitreyi College
29. Dr. Pardeep Rai, Maitreyi College
30. Dr. Rakhi Gupta, Maitreyi College
31. Dr. Mithila Bagai, Maitreyi College
32. Ms. N. Shradha Varma, Maitreyi College
33. Ms. Shipra Verma, Maitreyi College
34. Mr. Abhishek Khurana, Maitreyi College

The university acknowledges and appreciates the efforts of all the members of the Committee or Sub - Committees listed above and extends gratitude to all the principals who spared their faculty for this gigantic task.

The syllabus of foreign languages was designed by Prof. Mini Sawhney, Prof. Anita Sharma, Prof. Wali Akhtar and Prof. N. Kamala from Jawaharlal Nehru University. Eminent Professors from Ashoka University, NIIT, Jawaharlal Nehru University, Indira Gandhi National Open University, Confederation of Indian Industry and Delhi University reviewed the syllabus.

The list of senior academicians and journalists consulted.

1. Prof. Dipankar Gupta
2. Prof. Sidhartha Wardhajan
3. Dr. Y. C. Halan
4. Dr. Iqbal Singh Sachdeva
5. Mr. Avanish Ojha, IBN 7
6. Mr. Sanjiv Prakash, ANI News
7. Mr. N. Ram, The Hindu
8. Mr. Amitabh Srivastava, Sahara Times
9. Mr. K. V. Prasad
10. Mr. Rajat Sharma, India TV News
11. Mr. Sultan Shahin
12. Mr. Prafulla Ketkar, The Organiser
13. Mr. Sumit Chakravarty
14. Mr. Manoj Mitta
15. Deep Shikha Singh (*Prayas*)

## **Annexure - II**

### **Peer Reviewers**

On the recommendation of the Faculty of Social Sciences, it was decided to peer review and do the corrections in the organization and presentation of the course - Five Year Integrated Program in Bachelor's and Master's in Journalism. The course was designed and developed by a group of teachers

and professionals under the Chairpersonship of **Dr. Savita Datta** (Principal Maitreyi College, University of Delhi) and approved by the Committee of Courses of the Department of Adult Continuing Education and Extension. The peer reviewers mentioned below, both individually as well as in groups came to the Department/Faculty office to do the corrections. Following are the members who were associated in the peer review and preparing an approved draft to be submitted to the Academic Council, University of Delhi.

1. Dr. Manasvini M. Yogi (Indraprastha College for Women)
2. Dr. Albert Abraham (Kamala Nehru College)
3. Dr. Jayshree Pillai (Miranda House)
4. Dr. Tarjeet Sabharwal (Delhi College of Arts and Commerce)
5. Dr. Mithila Bagai (Maitreyi College)
6. Prof. Dr. V. K. Dixit (Department of Adult Continuing Education and Extension)
7. Prof. Dr. J. P. Dubey, Dean, Faculty of Social sciences

## REVISED FRAMEWORK

### M.A. in Lifelong Learning and Extension

1. Rationale \_\_\_\_\_
2. Objectives \_\_\_\_\_
3. **Minimum Eligibility:** - The Student should have passed B.A. / B.Sc. /B.Com examination of Delhi University with at least 50% marks or an equivalent examination from a recognized University of India or foreign University with 55% marks. The admission for SC/ST and Physically Handicapped category as per University norms.

#### Semester: I

Paper	Subject	Theory	Internal Assessment
Paper 1.1	Foundational Areas	75	25
Paper 1.2	Adult and Lifelong Learning	75	25
Paper 1.3	Research, Assessment & Evaluation	75	25
Paper 1.4	Practicum	75	25

#### Semester: II

Paper	Subject	Theory	Internal Assessment
Paper 2.1	Sustainable Social Development	75	25
Paper 2.2	Curriculum, Material Development and Teaching Techniques	75	25
Paper 2.3	Information Communication Technology (ICT)	75	25
Paper 2.4	Practicum	75	25

#### Semester: III

Paper	Subject	Theory	Internal Assessment
Paper 3.1	Human Resource Development and Training	75	25
Paper 3.2	Research Methodology	75	25
Paper 3.3	Optional Paper	75	25
Paper 3.4	Internship	75	25

#### Semester: IV

paper 4.1	Management of E-Learning and Innovations	75	25
Paper 4.2	Extension and Development	75	25
Paper 4.3	Optional paper/ Interdisciplinary	75	25
Paper 4.4	Dissertation / Project Work	Written = 140	Viva-Voce=60

## **Semester – I**

### **Paper – 1.1**

#### **Foundational Areas**

#### **Objectives**

1. Understand the Psychological, Philosophical and Sociological perspectives of Adult and Lifelong Learning,
2. Familiarize students to various Learning Theories in the context of Adult and Lifelong Learning,
3. Develop appropriate Skills for Motivation and Environment Building
4. Learn various Philosophies of Learning.

#### **Unit – I**

1. Principles governing the Philosophy of Education, Lifelong Learning and Extension.
2. Major Educational Theories – Liberal, Behaviorist, Progressive, Humanistic, Radical and Analytical.
3. Values of Education vis-à-vis challenges of contemporary Society.

#### **Unit – II**

1. Definition of Sociology – Nature of Human Society, Concept of Society, Relevance of Sociology for Lifelong Learning.
2. Social Mobility and Education – Concept of Socio-economic Inequalities, Manifestation of Inequality in the Social System, Socio-economic dimension of poverty as an aspect of Social Inequality, Social Stratification (class, caste and gender).
3. Social Change: Social Change & Social Resistance
  - a. Dalit Movement in India
  - b. Women's Movement in India
  - c. Peasants' Movement in India

#### **Unit – III**

1. Introduction to Adult Psychology, Basis of Human Behavior, Attachment and Dependency, Aggression and Moral Judgment, Structural Determinants of Alienation.
2. Theories of Learning, Learning Environment
3. Motivation and Learning in Social context.

#### **Unit - IV**

1. Introduction to Adult Learning, Learning Span, Factors Facilitating Adult Learning and experiential Learning.
2. Application of Learning Principles in Practice of Lifelong Learning.
3. Eminent Thinkers and their Ideas – Bertrand Russell, Swami Vivekanand, Rabindra Nath Tagore, B.R. Ambedkar, M. K. Gandhi, Dr. Zakir Hussain, Frank Charles Laubach, Julius Nyerere, M.S. Mehta.

## References:

Hoyes, N (1994), *Foundation of Psychology: An Introduction*, London: Routhledge.

Hurlock, E.A.(1984), *Development Psychology: Life Span Approach*, New Delhi : Tata MacGrow Hill.

Noddings, N ( 2007), *Philosophy of Education* ,Colorado : Westview Press.

Palmer, J. A (2001) *Fifty Modern thinks on Education: Piaget to the present day*. London, Routledge flamer.

Preece, J (2009), *Lifelong Learning and Development : A Southern Perspective*, London : Continuum International Publishing Group.

Srinivas, M.N. (1956), *A Note on Sanskritization and Westernization*, New Delhi: University of Delhi

**Paper – 1.2**  
**Adult and Lifelong Learning**

**Objectives:**

1. Understand the Conceptual framework of Adult and Lifelong Learning.
2. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
3. Understand the Role of Lifelong Learning in the context of Globalization.
4. Understand International practices across the world.

**Unit - I**

1. Historical Perspective of Adult and Lifelong Learning in India – Pre and Post Independence period.
2. Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
3. Indian Adult / Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission.

**Unit – II**

1. Lifelong Learning and Development - Social, Economic, Political and Cultural.
2. Extension Education, Field Outreach and Community engagement in Lifelong Learning.
3. Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans.

**Unit – III**

1. Emerging needs and future perspectives of Lifelong Learning.
2. Lifelong Learning needs of Industries
3. Role of NGOs, Zilla Saksharta Samitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration



on Role of Higher Education, Bharat GyanVigyan Jatha and Literacy House.

#### **Unit -IV**

1. Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries.
2. Adult & Lifelong learning in developing and developed countries: Tanzania, Brazil, China, USA and Canada.
3. Current Initiatives at National Level Saakshar Bharat and International Level UNLD-2003-2012, Literacy Initiatives for Empowerment 2005-2015, E-9 countries.

## References:

Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.

Freire, Paulo (1970) *Pedagogy of the Oppressed*, New York : Continuum.

Rajesh & Dixit, V.K. (2011) *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization.

Roger, Harrison (Ed.2002) *Supporting Lifelong Education* , London: Rotledge.

Shah, S. Y. (1993) *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association .

Singh, Madhu. (Ed.2002) *Lifelong Learning, Humberg*: UNESCO Institute of Lifelong Learning.

## **Paper – 1.3**

### **Research, Assessment & Evaluation**

#### **Objectives:**

1. Understand various Research Methodologies in Social Sciences,
2. To develop skills related to various techniques of evaluation,
3. Learn to apply necessary skills to take up research projects,
4. To help students develop assessment tools.

#### **Unit – I**

1. Problem Identification.
2. Types of Research: Pure and Applied Research, Quantitative and Qualitative Research, Mixed Research.
3. Historical, Experimental and Descriptive Research.

#### **Unit – II**

1. Formulating Hypothesis and Testing.
2. Participatory Research: Participatory Rural Appraisal (PRA) Techniques.
3. Case Study Method.

#### **Unit – III**

1. Development of Assessment tools
2. Standardization of Research tools
3. Interview Techniques

#### **Unit – IV**

1. Evaluation – Concept, Meaning, Typologies and Tools.
2. Formative, Summative and Concurrent Evaluation.
3. Participatory Evaluation.

## References:

- Best, J. W. (1983), *Research in Education*, New Delhi : Prentice Hall.
- Bickman, L. (Ed.2000), *Research Design*, New Delhi: Sage Publication.
- Chadha, N.K. (1991), *Statistics of Behavioral and Social Science*, New Delhi: Reliance Publishing House.
- Gliner, J.A & Morgan G.A (2000), *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*, Lawrence Erlbaum : Mahwah
- Goode, W. J. & Halt, P.K. (1952) *Methods in Social Research*, New York: McGraw-Hill, Book Company.
- Patton. M. Q, (2002) *Qualitative Research & Evaluation Method*, New Delhi: Sage Publication.

## **Semester- II**

### **Paper – 2.1**

#### **Sustainable Social Development**

##### **Objectives:**

1. To enable students understand different concepts of development,
2. Gain insight in different sociological theories (classical and modern),
3. To provide knowledge about strategies and approaches of social development,
4. To acquaint students on environmental and ecological issues.

##### **Unit – I**

1. Classical Sociological Theories
2. Modern Sociological Theories
3. Recent Development in sociological theories (Late Development, Micro-Macro Integration, Agency-Structure Integration)

##### **Unit - II**

1. Social movements and development
2. Community life, religious spheres, conflict and fundamentalism in development discourse.
3. Movements for development (i.e. agrarian movements, labor movements, women's movement, ecological movements etc.)

##### **Unit – III**

1. Collective action and cooperation.
2. Approaches and strategies for holistic social development
3. Reducing vulnerabilities : Evolving institutions for sustainable livelihoods

##### **Unit – IV**

1. Value based development-ethics for equity and justice
2. Sustainable and inclusive Development: concept, meaning and theories of sustainable and inclusive development.
3. Alternative model of Development, Ecology, Environment: concept philosophy and Linkages.

**References:**

Alexgender, K.C. (1994), *The Process of Development of Society*. New Delhi: Sage Publication.

Anand, S. & Sen, A.K (1996), *Sustainable Human Development: Concepts and priorities*, *Office of development studies*, Discussion paper, no. 1. New York: UNDP

Ranode. Eknath (2001), *Sustainable Development*. India: Vivekanand Kendra Prakashan.

Redeliff, Michelle (1995) *Sustainable Development*. Canada: Routledge Publication.

Macionis, J. J & Plummer, K (2005), *Sociology. A Global Introduction* (3rd ed.). Harlow: Pearson Education.

UNDP (1997), *Governance for Sustainable human development*, New York, A UNDP policy document.

## Paper – 2.2

### Curriculum, Material Development and Teaching Techniques

#### Objectives:

1. To develop understanding of the process, principles, objective and approaches of curriculum development,
2. To acquaint students about teaching techniques and teaching aids for effective teaching and learning,
3. Learn the process and techniques of material development for lifelong learners including Neo-literates.

#### Unit – I

1. Meaning and Definition of Curriculum – need for curriculum – curriculum theory and practice.
2. Objectives of curriculum development.
3. Principles of curriculum development: approaches.

#### Unit - II

1. Curriculum planning: Need and implementation
2. Evaluation – process product- feedback mechanism.
3. Curriculum development – supporting systems.

#### Unit – III

1. Different teaching methods.
2. Teaching and learning materials for Lifelong Learning.
3. Teaching Aids: Conventional, Non-conventional and Modern.

#### Unit - IV

1. Identification of Needs and Interests of Lifelong Learners.
2. Preparation of Books and Audio-visual materials for Neo-Literates: Processes, Contents and Field Testing of Materials.
3. Role of State Resource Centers, National Book Trust and University Departments to produce materials for Lifelong Learners through Formal and Informal system of education.

**References:**

Belfiore, M.E. (1996) *Understanding Curriculum Development in the workplace. Canada: ABC Publication.*

Bruce, J. & Marsha, W. (1988), *Models of Teaching*. New Jersey: Prentice hall

International Labor Organization (1996) *Teaching and Training Methods*. Geneva.

Reddy, M.M & Ravishankar, S. (ed.1984), *Curriculum Development and Educational Technology*. India: Sterling Publication Pvt. Ltd.

UNESCO (1998) *Developing Curriculum for Neo-Literate*. UNESCO, Bangkok and State Resource Centre, Jaipur

Owens, J.C (1973) *Management of Curriculum Development*. London: Cambridge University Press.



## **Paper – 2.3**

### **Information Communication Technology (ICT)**

#### **Objectives:**

1. To enhance the understanding of communication process, its diffusion and adoption,
2. To impart knowledge about communication technologies,
3. Understand the role of media in bringing attitudinal changes in individual and social change in general.

#### **Unit – I**

1. Communication: Methods and Practice.
2. Use of Hardware & Software technologies in Education.
3. Participatory, persuasive and effective aspects of communication methods.

#### **Unit – II**

1. Application of Multi Media.
2. Social Marketing and Advertising.
3. Folk Communication Media and Community Radio.

#### **Unit – III**

1. Communication Materials generation in Print, Audio-Visual and Visual Formats.
2. Impact of ICT
3. Implication of ICT in Society

#### **Unit - IV**

1. Information retrieval Management
2. Open Distance Learning Approach.
3. Virtual Classroom.

**References:**

Gandhi, V. (1995), *Media and Communication Today*. New Delhi: Kanishka Publishers.

Haftor, D.M., Mirijamdotter, A. (2011) *Information and Communication Technologies, Society and Human Beings: Theory and Framework*. Hershey. New York: Information Science Reference.

Harlow, E. & Webb, S.A. (2003), *Information and Communication Technology in the Welfare Services*. London: Jessica Kingsley Publishers.

Malkote, S.R. (1991), *Communication for Development*, New Delhi: Sage Publication.

Rosengreen, K.E. (2000), *Communication: An Introduction*. New Delhi: Sage Publication.

Inove, Y (2009) *Adult Education and Adult Learning Processes with ICT*. Guam: University of Guam.

**Semester – III**

**Paper – 3.1**

**Human Resource Development and Training**

**Objectives:**

1. Understand the importance of Human Resource Development.
2. Learn the process, methods, techniques, strategies and significance of training as a tool for Human Resource Development.
3. To equip students with necessary skills to evaluate the training programme.

**Unit – I**

1. Traditional Family-based skills acquisition processes.
2. Institution-based skills acquisition processes.
3. Participatory and Community-based skills acquisition processes

**Unit – II**

1. Principles underlying Training
2. Training and Learning Aids.
3. Training Techniques –
  - T. System, T. Skill Requirement, Mapping.
  - Case study, individual and group assignment, role play, syndicate, parallel discussion methods, games and simulations, seminar, Conference, symposium, buzz, brain-storming, workshop, T-group sensitivity, participatory training, teleconferencing.

**Unit – III**

1. Identification of job competencies
2. Designing and implementing a Training programme.

3. Use of Technology in Training – Multimedia e-learning, on-line and distance learning.

#### **Unit – IV**

1. Training Skills & Training System.
2. Methods used in Training: on the job and off the job method.
3. Evaluation of Training.

## References:

Wilson, J.P. (2005), *Human Resource Development Training of Individual and Organizations*, UK.: kogan page Publisher,

Armstrong, M. (2007), *A Hand Book of Human Resource Management Practice*, UK : Kogan Page Limited.

Robert L.C. (1996) ,*Training and Development Hand Book*, New York: McGraw - Hills,

Richard A & Swanson E. H. (2001), *Foundation of Human Resource Development*, San Francisco: Berrett Koehler.

Singh, P.N. (1989) *Training for Management Development*, New Delhi: ISTD.

Tony, P. (2003), *Developing Effective Training Skills (from personal insight to organizational performance)* : London, CIPD House, camp road.

**Paper 3.2**  
**Research Methodology**

**Objectives:**

1. To make students understand the basic principles of Research Methodology,
2. To comprehend about different techniques of Research design,
3. To develop capacity to design and evaluate the development projects,
4. Understand the Ethics of Research.

**Unit – I**

1. Methods of Data Collection
2. Sampling methods, sampling design and techniques.
3. Methods and tools of research (Qualitative and quantitative), Reliability and validity

**Unit – II**

1. Preparation and Development of Research Proposed in relation to Adult and Lifelong Learning
2. Research design and measurement
3. Hypothesis testing

**Unit – III**

1. Analysis of Data: Analytical, Co-relational, Analysis of Variance and co-variance, partial and Multiple co-relation
2. Regression Analysis, Factor Analysis and Discriminate Analysis.
3. Analysis of Data using software.

**Unit – IV**

1. Research Administration and Budgeting
2. Research Report Writing
3. Ethics in Research

**References:**

Kothari, C.R ( 2009) *Research Methodology and Techniques* ,Delhi: New Age international Publisher.

Kerlinger,F.N & Howard, B.L (2000) (4<sup>th</sup> Ed) *Foundation of Behavior Research Qualitative Methods in Psychology*,USA: Harcourt college

Lutz, G.M (1983), *Understanding Social Statistics*, London: Macmillan

Nicola, B.R.K. & Rose M.S (2003) *SPSS for Psychologists: A Guide to data analysis using SPSS for Windows*, Palgrave Macmillan

Nachmeas, C & David, N. (1982) *Research Methods in Social Sciences*, London: Edward Arnold Ltd ,

Mohsin, S.M (1984), *Research Methods in Behavioral Science*, Hyderabad: Oriental Longman

## **Semester IV**

### **Paper 4.1**

#### **Management of E-learning and Innovations**

##### **Objectives:**

1. Understand the basic information about online teaching and learning process,
2. Learn the application of learning theories applied in online learning environment,
3. Develop hands-on practical skills in e-learning strategies and tools.

##### **Unit – I**

1. Engaged learning in a online environment: Advantages of online education,
2. Current research, myths and constraints of online teaching and learning
3. Learning theory in the online classroom, trends in e-learning, introduction to asynchronous, hands on social bookmarking, critical reflection.

##### **Unit – II**

1. Building Learning Communities: Adapting Classroom Based Activities to Cyberspace,
2. Choosing and Effective communication Tool, Introduction to Model (Open Source CMS), Exploration Blogs and Blogging, Critical Reflection.
3. Directed learning, Creating a personal Search Engine, Web-based knowledge management planning, Peer Feedback Exercise, Critical Reflection

##### **Unit - III**

1. Activities to engage online learning: icebreakers, creating and facilitating a discussion Forum, questioning strategies, cooperative learning, sharing web 2.0.
2. Information fluency: evaluation of websites, power searching techniques, critical reflection
3. Creating your online learning environment, publishing your portfolio, peer review, accessibility awareness, final reflections.

##### **Unit -VI**

1. Measuring online learning: student performance, course evaluation, program .



2. Evaluation, survey and quiz technology, designing, assignments and assessments.
3. Ethical use of digital resources, understanding copyright and fair use, exploration of forecasting.

## References

Hammond, M & Collins, R (1991), *Self-directed Learning: Critical practice*, London: Kogan Page

Malhan, P.N. (1985), *Communication Media: Yesterday, Today and Tomorrow*, Ministry of Information and Broadcasting, New Delhi: Government of India.

Mody, B. (1991), *Designing Messages for Development Communication: An Audience Participation based Approach*, New Delhi: Sage Publication,

Swenson, P & Taylor, N.A (2001), *Online Teaching in the Digital Age*, Delhi: Sage Publication.

Sharma, S.C. (1987), *Media Communication and Development*, Jaipur: Rawat Publication.

Steve, I & Vicky, D (2013), *Enhancing Learning through Technology in Lifelong Learning: Fresh Ideas: Innovative Strategies*, University of Cumbria, Edge Hill University, McGraw - Hill

**Paper – 4.2**  
**Extension and Development**

**Objectives:**

1. Understand the theories and principles of extension,
2. Gain insights into the historical perspectives of extension,
3. Understand the role of universities in extension in particular and various systems of extension in general.

**Unit – I**

1. Extension – concept, meaning, philosophy and importance
2. Principles of extension.
3. Understanding extension in relation to development

**Unit – II**

1. Historical perspective of extension.
2. Extension Programmes in pre-independent India
3. Extension programme in post-independent India

**Unit – III**

1. Behavioral sciences for extension and development
2. Extension communication and diffusion of innovation for development
3. Planning and management of extension and development.

**Unit- IV**

1. Emerging issues in Extension- Economics of Extension, ethics and extension.
2. Extension role of Universities.
3. Comparative analysis of various approaches and systems

## References

Dhama, O.P & Bhatnagar O.P (1987), *Education and Communication for Development*, New Delhi: Oxford and IBH Publishing co. Ltd,

Dhiman, O.P (1987), *Foundation of Education, Philosophy and Sociology of Education*, Delhi: Atma Ram Publication.

Axinn, G.H (1988), *Guide on Alternative Extension Approach*, Rome: FAO

James, G.E (1986), *Investing in Rural Extension, Strategies and Goal*, New York: Applied Science Publisher.

Logan, J.P. (1961), *Extension Teaching Methods in Extension Education in Community Development*, New Delhi: Directorate of Extension,

Rolling, N (1988), *Extension Science*, Cambridge University Press.

**Optional Paper**  
**Environment, Energy and Health**

**Objective:**

1. To enable students to understand about environment, energy and health linkages.
2. To enable students regarding critical issues related to environment, energy and health.
3. To promote awareness regarding national policies and programmes in context of environment, energy and health.

**Unit – I**

1. Conservation of natural resources – soil, air, energy and biodiversity
2. Ecological role of forests – agro forestry and multipurpose trees, sources of pollution, abatement of pollution, greenhouse effect and climate change.
3. Conservation of endangered plants and animals, national parks and wild life sanctuaries, food security and eco-tourism

**Unit – II**

1. Environmental legislation and education.
2. Environmental movements and selected case studies: mountain, Deserts and Coastal Regions.
3. Environmental impact assessment

**Unit – III**

1. Energy Scenario in India.
2. Renewable and non-renewable energy sources: energy plantation
3. National energy policy.

**Unit – IV**

1. National health policy
2. Environment and health: effect of pollution on health and diseases, sanitation and hygiene, medicinal plants
3. Primary health Care, first aid, yoga and meditation, promotion of healthy environment in India.

**References:**

- Balakrishnan, M.(1998.) *Environmental Problems and Prospects in India*, Oxford & IBH Pub., New Delhi
- Singh, R.B. (ed.) (1996) *Global Environmental Change*, Oxford & IBH Pub., New Delhi,.
- Singh, R.B. (ed.) (2001) *Urban Sustainability in the context of Global Change*, Science Pub, Inc., Enfield (NH). USA,
- Detwyler, Thomas R (1971) *Man's Impact on Environment*, McGraw Book Company, New York,.
- World Resources Institute, world Resources, (1999) *Environmental Change and Human Health*, Oxford University Press, Oxford, UK.
- Dixit, V.K. (2006) "*Energy consumption and quality of life, Academic Excellence*", Delhi,.

## **Optional Paper**

### **Guidance and Counselling**

#### **Objective:**

1. To provide information, education and communication on counselling and guidance to take informed decision
2. To develop Skills in Counselling and Guidance,
3. To understand Counselling and Guidance in various settings.

#### **Unit –I**

1. An introduction to Guidance and Counselling
2. Nature, Scope and Rationale
3. Approaches and theories of counseling- psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral, multi-model approach in Counselling

#### **Unit-II**

1. Types of guidance and counselling- telephone, personnel, postal, referral
2. Counselling process and strategies
3. Assessment and appraisal in guidance and counselling

#### **Unit-III**

1. Counselling in various settings- family, clinical, career, professional
2. Counselling for vulnerable and differently able persons
3. Ethics in Counselling

#### **Unit-IV**

1. Counselling to special target groups- Peer, Parents, Students, Teachers
2. Application of technology in guidance and counselling
3. Life- skill building for youths

## References:

Gibson, R and Mitchell (2002) *Introduction to Counselling and Guidance*, Harrell prentice hall, (6<sup>th</sup> edition) , New Jersey.

Archer and McCarthy C.J (2008) *Theories of Counselling & Psychotherapy*, Merrill Prentice Hall, New Jersey.

Cullex, S. (1991) *Integrating Counselling Skill in Action*, Sage Publication, New Delhi,.

UNESCO, (2001) *A Handbook of Counselling Services*, UNESCO, New Delhi.

Joneja, JK, (1997), *Occupational Information and Guidance*, NCERT, N. Delhi

Rajesh and Subramanian, TKV (2005), *Telephonic Counselling in University System*, Bista International, New Delhi.



## Optional Paper

### Population and Development Education

1. To acquaint students about the significance of population and Development education,
2. To make students understand the implications of theories and policies,
3. To examine population and development education in formal, non formal and informal education.

#### **UNIT- I**

1. Population education and development : definition, objective and scope
2. Population theories and policies: Malthus- optimum, biological, national population policies of India
3. Sources of population data: census, vital registration system

#### **UNIT- II**

1. Population education in formal, non-formal and informal education
2. Population, environment and sustainable development
3. Reproductive child health

#### **UNIT- III**

1. Population and development issues – HIV/AIDS and substance abuse, reproductive health
2. Adolescent growth and development education
3. Population and gender issues

#### **UNIT IV**

1. Population and health linkages
2. Managing elderly population
3. Population and quality of life

## References

- Bhende, A Asha and Tara Kanitkar (2002) *Principles of Population Studies*, Himalaya Publishing House, Mumbai
- Rao, VE (2001), *Population Education*, APH publishing Corporation, New Delhi
- Institute of Economic Growth, (1986), *Demography in India*, Delhi University, Delhi
- Ghosh, B.N (1987), *Studies in Population and Economic Development*, Vol. I & II, Deep and Deep Publication, New Delhi
- United Nation (2003) *Population Education and Development: The Concise report*, New York
- Sikes, O J (1993) *Reconceptualization of Population Education*: UN Population Division & UNFPA, New York ,USA.

## **Optional Paper**

### **Ageing and Lifelong Learning**

#### **Objectives**

1. To improve understanding regarding gerontology and its various dimensions,
2. To educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,
3. To promote awareness regarding national policies and programs in context of ageing and adult continuing education.

#### **Unit –I**

1. An introduction to gerontology
2. Nature, scope and rationale
3. National policies and programs

#### **Unit-II**

1. Health issues and management
2. Adjustment issues and mental health after retirement.
3. Stress of caregivers, geriatric counseling.

#### **Unit-III**

Approach of gerontology, third age education, social cohesion.

Ageing workforce as a resource, adult continuing education and lifelong learning strategies, skills enhancement

Participatory and qualitative ageing, employment opportunities

#### **Unit-IV**

1. Some success stories and practical exposure
2. Visit to old age homes and communities
3. Hands-on experience of students

## **References:**

Agewell Foundation (2010). *Changing Trends of Old Age*. New Delhi: Agewell Research and Advocacy Centre.

Chadha, N.K., & Bhatia, H. (2009). *Physical performance and daily activities of elderly in an urban setting: A study*, Department of Adult, Continuing Education and Extension, University of Delhi.

Kam, Ping kwong (2003). *Empowering Elderly: A Community work approach* Community development journal, Oxford: Oxford Journal.

Lloyd, peter (2002). *The Empowerment of the elderly people* .London: School of Social Sciences, University of Sussex.

Ministry of Law and Justice, Government of India (2007). *The Maintenance and Welfare of Parents and Senior Citizens Act*, New Delhi: Government of India.

Shah, S.Y. (2003). *Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand*, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

## **Optional Paper**

### **Management and Service Delivery of Civil Society Organization.**

#### **Objective:**

1. To improve understanding of CSO functioning and its role in development,
2. To educate students regarding program management and service delivery components, issues and challenges,
3. To develop the skills of students on effectively program management and service delivery of CSO at community level.

#### **Unit – I**

1. Scenario of CSOs and its contribution in development sectors – global, regional and local level
2. Legal framework for CSOs in India ( Related acts and legislation, policies etc related to CSOs
3. The process of development of CSOs – (Development of MoU, aims and objectives, mission and vision etc)

#### **Unit – II**

1. Concept of Organizational Development(OD), significance and process of OD
2. Governance and administration system of CSOs, accountability
3. Human resource management (HRM) system and financial management in CSOs

#### **Unit – III**

1. Concept of program management system in CSO- components of management and its process
2. Strategic planning, project cycle management, planning, budgeting, monitoring and evaluation
3. Networking and linkages, stakeholder management

## **Unit –IV**

1. Concept of service delivery by CSO
2. Implementation of program and schemes – (understanding Project Implementation Plan (PIP) Proposal development and funds raising
3. The process of strengthening service delivery in CSO ( Field supervision, oversight management ,quality control )

## References:

Ali Coskun (2006) *A New Approach in Strategic Performance Management in NGOs: The Balanced Scorecard*, Fatih University, Journal of Civil Society, Vol. 4, No. 15, pp. 103-117,

Bart Muusse (2010) *Accountability Practice In Northern Development NGOs* Master Thesis Policy, Communication & Organization, Free University of Amsterdam

Commonwealth foundation (2009), *Civil Society Accountability: Principles and Practice, A toolkit for civil society organizations in India* Commonwealth Foundation, Marlborough House, Pall Mall, London SW1Y 5HY United Kingdom page No. 8, Box-3

Ferreira, A.N., & Otley, D. (2009) *The design and use of performance management systems: An extended framework for analysis. Management Accounting Research*, 20, 263-282.

Lewis, L. (2005), "*The Civil society sector; a review of critical issues and research agenda for organizational communication scholars*", *Management Communication Quarterly*, Vol. 19, No. 2, pp. 238-267

R. Sooryamoorthy and K.D. Gangrade (2006) *NGO IN INDIA Cross sectional study*, Rawat Publications, Jaipur.

**POST GRADUATE DIPLOMA IN CYBER SECURITY**  
**AND LAW(PGDCSL)**



<b><u>Sr. No.</u></b>	<b><u>Content</u></b>	<b><u>Pages</u></b>
<b>I</b>	<b>Preamble</b>	<b>2</b>
<b>II</b>	<b>PGDCSL Programme Structure</b>	<b>3-4</b>
<b>III</b>	<b>Scheme of Examination, Pass Percentage, Promotion Criteria etc.</b>	<b>5</b>
<b>IV</b>	<b>Course Contents and Reading Lists of PGDCSL Programme</b>	<b>6-27</b>



## **Preamble**

The surge in the digitization of activities in business and personal life builds new opportunities along with challenges in the virtual world. In view of our lives becoming more dependent on digital devices, services and space there is a dire need to protect our data and individual integrity from being maliciously disrupted. The course provides an extreme and rigorous professional expertise in cyber security, data protection and allied business administration. The enactment of Information Technology Act 2000 (as amended from time to time) has legitimized the cyber space but it essentially entails trained manpower to practice and operationalise this law of the land. The electronic business has multiplied its turnover in a shortest period with the convenience and ease attached to e commerce framework. The ecommerce businesses have boosted the bottom lines and created historical splurge in the cyber space. Despite the positive growth of ecommerce and extensive use of cyberspace there is something which still holds back this sector and that is cybercrimes.

Having a post graduate diploma course at the University of Delhi is an initiation towards helping the digitisation of economy. The need to have a secure digitisation is not unheard of and in fact is grossing with the enlarged activities on cyber space. With this course, the university intends to cater the niche requirement of cyber security professionals and in long term to create a centre of excellence in cyber security and laws.

Cyber-security is a niche subject of modern studies. It requires great amount of passion, training and research on day to day basis to emerge as a professional. There is huge demand and supply gap for professional manpower required in our country and overseas. According to a recent report by Intel Security in partnership with the Center for Strategic and International Studies (CSIS), the global cyber-security workforce will have over 1 million jobs vacancies by 2019. This is an advanced Penetration Testing & Information Security Training Program. The course provides an intensive session which will empower an individual with uncompromising practical knowledge in a simplified and easily graspable manner. In the course, students will learn how hackers break into the system's, network, mobiles and website so as to make them aware of the possible loopholes and therefore, making them proficient in reverse-penetration. By doing so, students can create a virtual wall between company's data and the hackers. This training will enable students to carry out attacking as well as defensive methodologies which will help an individual or an organization to not only protect but also assess the safety and vulnerability ratio. The course –Post Graduate Diploma in Cyber Security and Laws (PGDCSL) Introduces Internet Technologies, Cyber Laws and Forensics, Network Security, Web Application Security, Cryptography, Cloud Security, Mobile Eco System Security, IoT Security, SCADA security, and ISO Compliance Management.

This course will comprise of two semesters, each containing five subjects and an end of semester project. The total duration of the course will be of one year. The course curriculum has

been designed and would be delivered by experts of the specific subject to provide training in the most simplified, professional yet technical manner.

### SESSION DURATION

#### Twelve Months classroom training

	SEMESTER 1	SEMESTER 2
<b>Course</b>	15 weeks	15 weeks
<b>Project</b>	4 weeks	8 weeks
<b>Exams</b>	1	1
<b>Total Academic course duration - 44 weeks</b>		

### COURSE CONTENT

<u>Semester I</u>	<u>Semester II</u>
<ul style="list-style-type: none"> <li>● Fundamentals of Computer Security</li> <li>● Network Security</li> <li>● Web Application Security</li> <li>● Cryptography</li> <li>● Cloud Security</li> <li>● Project 1</li> </ul>	<ul style="list-style-type: none"> <li>● Mobile Eco System Security</li> <li>● IoT Security</li> <li>● SCADA Security</li> <li>● Cyber Laws and Forensics</li> <li>● ISO Compliance Management</li> <li>● Project 2</li> </ul>

**EXAMINATION PATTERN:** (40 theory 40 practical and 20 internal assessments)

**EXAM:** Diploma Certificate will be issued to participants only after clearing final examination of both the semesters conducted the end of the final semester. The span period of the course will be as per the University Policy.

**EXAM DURATION:** As per guidelines issued by University of Delhi.

**SPAN OF COURSE:** 2 years.

**DELIVERABLES:** Each student will get:

- A toolkit containing tools as required in the curriculum
- Videos for referrals case studies and White papers
- Subject Wise E- Tutorials
- E – Cookbook

The schedule of papers prescribed for two semesters shall be as follows:

### Semester I

Papers		Hrs. For lectures and labs	Total marks	Marks		
Paper No.	Title			Internal assessment	Practical	Written Exam
1	Fundamentals of Computer Security	60 lectures	100	20	40	40
2	Network Security	60 lectures	100	20	40	40
3	Web Application Security	60 lectures	100	20	40	40
4	Cryptography	60 lectures	100	20	40	40
5	Cloud Security	60 lectures	100	20	40	40
6	Project 1	4 weeks	100	40		60

### Semester II

Papers		Hrs. For lectures and labs	Total marks	Marks		
Paper No.	Title			Internal assessment	Practical	Written Exam
1	Mobile Eco System Security	60 lectures	100	20	40	40
2	IoT Security	60 lectures	100	20	40	40
3	SCADA Security	60 lectures	100	20	40	40
4	Cyber Law & Forensics	60 lectures	100	20	40	40
5	SCADA System and Information Hiding Techniques	60 lectures	100	20	40	40
6	Project 2 + Internship	8 weeks	100	40		60

*Note: Each lecture will be of 60 minutes duration.*

## SCHEME OF EXAMINATIONS

English shall be the medium of instruction and examination.

1. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi
2. The system of evaluation shall be as follows:
  - 2.1. Each paper will carry 100 marks, of which 30 marks shall be reserved for internal assessment based on a combination of classroom participation, project work, seminar, term papers, tests, and attendance. The weightage given to each of these components in a combination shall be decided and announced at the beginning of the semester in consultation with the faculty of the concerned paper. The system so decided will be communicated by the Centre for Cyber Security and Laws.
  - 2.2. The remaining 70 marks in each paper shall be awarded on the basis of a practical examination at the end of each semester.

## PASS PERCENTAGE & PROMOTION CRITERIA

1. The minimum marks required to pass any paper in a semester shall be 50% in each paper and 50% in aggregate of a semester.
2. **Semester to Semester Promotion:** Students shall be required to fulfil the Part to Part promotion criteria. Students shall be allowed to be promoted from semester I to semester II, provided s/he has passed at least 60 per cent of the papers in the course of the current semester including project.

## DIVISION CRITERIA

Successful candidates will be classified on the basis of the combined results of Semester -I and Semester -II examinations as follows:

- Candidates securing **60% and above**: I Division
- Candidates securing **50% or more but less than 60%**: II Division

## ATTENDANCE REQUIREMENT

Attendance in lectures, tutorials, seminars etc. arranged by the Centre for Cyber Security and Laws from time to time, is mandatory according to the Internal Assessment requirement as per University rules. The marks for attendance shall be awarded on the basis of existing norms as per the Internal Assessment Scheme of University of Delhi.

## Semester - 1

### **Subject 1: Course 4101: Fundamentals of Computer Security (Total Duration - 60 Lectures)**

Marks: 100 (Practical = 70, Internal Assessment = 30)

**Objective:** This course will be responsible to lay the foundation for creating comprehensive understanding in the field of cyber security. With a view that incumbents in this diploma course are from varied disciplines, this paper will set the level field for all the students to be able to come at par and move together as they must go deeper into hard-core cyber security topics during the course duration.

#### **Unit I: Computers and Cyber Security**

Introduction to Computers, Computer History, Software, Hardware, Classification, Computer Input-Output Devices, Windows, DOS Prompt Commands, Linux/Mac Terminal and Commands, Basic Computer Terminology, Computer Security models, Computer Security Terms, Computer Ethics, Business and Professional Ethics, Need for cyber security; Cyber Frauds and crimes, Digital Payments, Various Search Engines, Introduction to Auditing, Deep Web, VAPT, Smartphone Operating systems, introduction to compliances, Globalization and border less world.

#### **Unit II: Python Scripting and PHP Basics**

Python Basics, Variables and Types, Lists, Basic Operators, String Formatting, Basic String Operations, Conditions, Loops, Functions, Classes and Objects, Dictionaries, Modules and Packages.

#### **Unit III: Cyber Laws**

Need for Cyber Regulations; Scope and Significance of Cyber laws; Information Technology Act 2000; Network and Network Security, Access and Unauthorised Access, Data Security, E Contracts and E Forms. Penal Provisions for Phishing, Spam, Virus, Worms, Malware, Hacking, Mischief, Trespass and Stalking; Human rights in cyberspace, International Co-operation in investigating cybercrimes.

#### **Unit IV: Encoding**

Encoding: Charset, ASCII, UNICODE, URL Encoding, Base64, Illustration: ISBN/ QR Code/ Barcode, Binary hamming codes and Binary Reedmuller codes.

#### **Unit V: Web Application Architecture**

HTML Basics, XAMPP Server Setup, Hosting Websites Linux, Apache, Virtualisation, Server Configurations, Web Application Firewalls..

#### **Suggested Readings:**

1. Hans Petter Langtangen, "Python Scripting for Computational Science", Springer; 4th ed. (2012 edition)
2. Behrouz A. Forouzan, "Data communication and Networking", Tata McGraw-Hill, 2004.
3. James F. Kurose and Keith W. Ross, "Computer Networking: A Top-Down Approach Featuring the Internet", Pearson Education, Third Edition 2003
4. Leon Shklar, "Web Application Architecture: Principles, Protocols and Practices", John Wiley & Sons; 2nd Revised edition
5. Brian, Craig, *Cyber Law: The Law of the Internet and Information Technology*, Pearson Education
6. Sharma J. P, and Kanojia Sunaina, *Cyber Laws*, Ane Books Pvt Ltd, New Delhi. 2016
7. Paintal, D., *Law of Information Technology*, Taxmann Publications Pvt. Ltd., New Delhi
8. Alan Forbes, "The Joy of PHP: A Beginner's Guide to Programming Interactive Web Applications with PHP and MySQL", Plum Island Publishing LLC; 4 edition

**Subject 2: Course 4102: Network Security  
(Total Duration - 60 Lectures)**

Marks: 100 (Practical = 70, Internal Assessment = 30)

**Objective:** This course aims at teaching students about the fundamentals and distinctions of network building along with setup of present day networks in complex environments. The networks today are vulnerable to various attacks and the course aims at acquainting students with the techniques used by hackers for network attacks and also the techniques adopted in order to guard the entire infrastructure against varied attacks.

**Unit I: Introduction to Network Security**

Types of networks, IP Address, NAT , IP Subnets, DHCP Server, Ports, DNS, Proxy Servers, Virtual Private Networks, DNS Server, OSI and TCP IP Model, Routers , Switches, Endpoint solutions, Access Directory, TOR Network. Networking Devices (Layer1,2,3) - Different types of network layer attacks–Firewall (ACL, Packet Filtering, DMZ, Alerts and Audit Trails) – IDS,IPS and its types (Signature based, Anomaly based, Policy based, Honeypot based).

**Unit II: Virtual Private Networks**

VPN and its types –Tunneling Protocols – Tunnel and Transport Mode –Authentication Header-Encapsulation Security Payload (ESP)- IPSEC Protocol Suite – IKE PHASE 1, II – Generic Routing Encapsulation(GRE). Implementation of VPNs.

**Unit III: Network Attacks Part 1**

Network Sniffing, Wireshark, packet analysis, display and capture filters, ettercap, DNS Poisoning, ARP Poisoning, Denial of services, Vulnerability scanning, Nessus, Network Policies, Open VAS, Sparta,Network Scanning Report Generation, System hardening, secure system configurations, SSL Striping, Setup network IDS/IPS, Router attacks, VPN Pentesting, VOIP Pentesting,

**Unit IV: Network Attacks Part 2**

Network Exploitation OS Detection in network,nmap,open ports, filtered ports, service detection,metasploit framework, interface of metasploit framework, network vulnerability assessment,Evade anti viruses and firewalls, metasploit scripting, exploits, vulnerabilities, payloads,custom payloads, nmap configuration, Social Engineering toolkit, Xerosploit Framework, exploits delivery. End Point Security.

### **Unit V: Wireless Attacks**

Protocols, MAC Filtering, Packet Encryption, Packet Sniffing, Types of authentication, ARP Replay attack, Fake Authentication Attack, Deauthentication, Attacks on WEP , WPA and WPA-2 Encryption, fake hotspots, evil twin attack, fluxion framework

#### **Suggested Readings:**

1. Charlie Kaufman, Radia Perlman, Mike Speciner, “ Network Security, Private communication in public world” PHI 2nd edition 2002
2. Matthew Monte, Network Attacks and Exploitation: A Framework, Wiley.



**Subject 3: Course 4103: Web Application Security  
(Total Duration - 60 Lectures)**

Marks: 100 (Practical = 70, Internal Assessment = 30)

**Objective:** Moving from networks the most important component any technology stack is the software which is positioned at the top of infrastructure. We will start with the necessities of how software applications are built, where students will understand and build their applications to have the real world feel on how the internet stack is working, along with showing them real loopholes while coding himself so that they understand the real world attacks which are possible on applications, and simulate them so that they can themselves come to conclusions and understand the best practices involved in application security.

**Unit I: Web Designing and Penetration Testing Process**

Scope Understanding, Liabilities and Responsibilities, Allowed Techniques, Deliverables, OWASP Top 10 Attack Testing Guidelines, Reporting- Executive Summary, Risk Exposure over time, Successfully Attacks by whom, Vulnerability causes, Vulnerability report, Remediation report, Report Design Guidelines, Malware Analysis.

PHP Basics: Variables, data types, strings, constants, operators, if else, else if statements, switch, while loops, for loops, functions, arrays, php forms, form handling, validation, form input page with database attachment, XAMPP Server Setup.

**Unit II: Web Application and Information Gathering**

HTTP Request, Response, Header Fields and HTTPS, Understanding Same Origin, Cookies, Sessions, Web Application Proxies, Information Gathering: whois, nslookup, netcraft, web server fingerprinting, subdomain enumeration, fingerprinting frameworks, hidden resource enumeration, security misconfigurations, google hacking database, Shodan HQ.

**Unit III: Web Application Attacks Part I: SQL Injections & Cross Site Scripting**

SQL Statements, Finding SQL Injections, Exploiting SQL Injections, Bypass Authentication, Xpath Injection, Error Based Injection, Double Query Injection, Time Based injections, Union Based Injections, SQL Map, Mitigation plans, SQLi to Server Rooting, Advance MY-SQL and MS-SQL Exploitation. Cross Site Scripting: Anatomy of an XSS Exploitation, Reflected XSS, Persistent XSS, DOM based XSS, Browsers and XSS, Cookie Stealing, Defacements, Advanced Phishing attacks, BeEF Framework, Mitigation.

## **Unit IV: Web Application Attacks Part II**

Single factor and two factor authentication, dictionary and brute force attacks, storing hashes, blocking malicious request, user enumeration, random password guessing, remember me functionality, no limit attempts, password reset feature, logout flaws, CAPTCHA, insecure direct object reference and security, missing function level access control, unvalidated redirects and forwards, Session ID, LFI and RFI, Session Attacks via packet sniffing or accessing via web server and Fixation, CSRF (Cross Site Request Forgery), Pentesting Flash -based applications, HTML 5, Cross Origin Resource Sharing Policy, Cross Windows Messaging, Web Storage, Web Sockets, Sandbox, Path Traversal, Arbitrary file uploading, Clickjacking, HTTP Response Splitting, Business Logic Flaws, denial of services attacks.

**Practical:** This paper will have 30 lectures for the practical work.

### **Suggested Readings:**

1. M. Shema and Adam, "Seven deadliest web application attacks". Amsterdam: SyngressMedia, U.S., 2010.
2. D. Stuttard and M. Pinto, "The web application hacker's handbook: Discovering and exploiting security flaws", 2nd ed. Indianapolis, IN: Wiley, John & Sons, 2011.
3. M. Heiderich, E. A. V. Nava, G. Heyes, D. Lindsay, V. Nava, and E. Alberto, "Web application obfuscation" Amsterdam: SyngressMedia, U.S., 2011.

**Subject 4: Course 4104: Cryptography  
(Total Duration - 60 Lectures)**

Marks: 100 (Practical = 70, Internal Assessment = 30)

**Objective:** After infrastructure and software, the communication in between multiple devices using applications and securing them become most important, cryptography is the mechanism using which we hide the information in public eye site from anybody and is something which is used very popularly almost anything across the internet. So we start with fundamentals of what is cryptography and how cryptography algorithms work and then come to real world scenarios on how currently our data processed on the internet is secured from the eyes of an intruder. Further, the paper enables the students to use cryptography in the most extensive and elaborate manner.

**Unit I: - Classical Ciphers**

Ceaser Cipher, Vegnere Cipher, Rail-fence Cipher, Row Transposition Cipher.  
Requirement and Basic Properties, Main Challenges, Confidentiality, Integrity, Availability, Non-Repudiation,

**Unit II: Secret Key Cryptography**

Data Encryption Standard-Symmetric Ciphers (Stream Cipher & Block cipher) Advanced Encryption Standard (AES)-Triple DES-Blowfish, RC4, RC5/RC6 family.

**Unit III: Public Key Cryptography and Bitcoins**

Principles of public key cryptosystems-The RSA algorithm-Key management -Diffie Hellman Key exchange, Elgamal Algorithm, Polynomial Arithmetic, Elliptic curve arithmetic-Elliptic curve cryptography, cryptanalysis.

Bitcoin introduction, working, blockchain crucial to bitcoin, block chain operation with bitcoins, bitcoin glossary, bitcoin wallets, setup for bitcoin payments, bitcoin mining.

**Unit IV: Message authentication code and Hash Functions**

Message authentication code Authentication functions, Hash functions-Hash Algorithms (MD5, Secure Hash Algorithm), Digital signatures (Authentication protocols, Digital signature Standard). Digital Certificate and Public Key Infrastructure.

**Suggested Readings:**

1. W. Stallings, "Cryptography and network security: Principles and practice", 5th ed. Boston: Prentice Hall, 2010.
2. A.J. Menezes, P. van Oorschot and S.A. Vanstone."The Handbook of Applied Cryptography".CRC Press, 1997.
3. B. Schneier, "Applied cryptography, Protocols, algorithms and source code in C", 2nd ed. New York: John Wiley & Sons, 1995.

**Subject 5: Course 4105: Cloud Security  
(Total Duration - 60 Lectures)**

Marks: 100 (Practical = 70, Internal Assessment = 30)

**Objective:** The purpose of the course is to make students understand and comprehend the revolutionizing concept of CLOUD in the cyber world with a view to enable them with achieving uncompromising cloud security. It also aims at developing expertise amongst students with the cloud architecture as well as the security concerns for organizations planning a move towards Cloud or planning to enhance their cloud security.

**Unit I: Introduction to Cloud Computing**

Cloud Computing definition, private, public and hybrid cloud. Cloud types; IaaS, PaaS, SaaS. Benefits and challenges of cloud computing, public vs private clouds, role of virtualization in enabling the cloud; Business Agility: Benefits and challenges to Cloud architecture. Application availability, performance, security and disaster recovery; next generation Cloud Applications.

**Unit II: Cloud Application Architecture**

Technologies and the processes required when deploying web services; Deploying a web service from inside and outside a cloud architecture, advantages and disadvantages.

**Unit III: Cloud Services Management**

Reliability, availability and security of services deployed from the cloud. Performance and scalability of services, tools and technologies used to manage cloud services deployment; Cloud Economics: Cloud Computing infrastructures available for implementing cloud based services. Economics of choosing a Cloud platform for an organization, based on application requirements, economic constraints and business needs (Example: Amazon, Microsoft and Google, Salesforce.com, Ubuntu and Redhat)

**Unit IV: Cloud Application Development**

Service creation environments to develop cloud based applications. Development environments for service development; Amazon, Azure, Google App. Applicability of laws to data stored outside the nation's boundary.

**Unit V: Cloud IT Model**

Analysis of Case Studies when deciding to adopt secure cloud computing architecture. How to decide if the cloud is right for your requirements. Secure Cloud based service, applications and development platform deployment so as to improve the total cost of ownership (TCO)

**Suggested Readings:**

1. John W.Rittinghouse and James F.Ransome, "Cloud Computing: Implementation, Management, and Security", CRC Press, 2010.
- 2.Derrick Rountree, "The Basics Of Cloud Computing: Understanding The Fundamentals Of Cloud Computing In Theory And Practice", Syngress

**Subject 6: Course 4106: Project - 1**  
**(Total Duration –4 Weeks)**

Marks: 100

**Rules for the Project:**

- The students would develop their project individually and get the topic approved by the head/ director of the centre. For the purpose of approval, they have to submit their project titles and proposals with the name of internal and external guides to the head/ director of the centre within twenty one days of the commencement of the semester. In case, if the student proposal is rejected, the revised proposal, is required to submit and get it sanctioned within next seven days. Failing to do this, He/she will not be qualified for this subject.
- The students have to report to the internal guide for at least three times during the project lifespan with the progress report duly signed by the internal guide. Moreover they have to submit the progress reports with the final project report at the time of external examination.
- The external examiners appointed by the head/ director of the centre will award the marks on the basis of the Presentation, Demonstration, Viva-Voce, and Project Report.

**Semester 2**  
**Subject 7: Course 4201: Mobile Eco-Security**  
**(Total Duration - 60 Lectures)**

Marks: 100 (Practical = 70, Internal Assessment = 30)

**Objective:** At time when companies are looking at not only a mobile first approach but a mobile only approach, the cell phone revolution has hit both the enterprise and the consumer market in a massive way. Its entire eco system needs to be very carefully understood, and the various attacks which can be possible at each stage needs to be carefully, practically performed in order to understanding how to protect the entire mobility ecosystem, which is going to be one of the most important pillars of transforming an organisation into a digital organisation.

**Unit I: Introduction to Mobile Eco-System Security**

Mobile Security Model, Enterprise Mobile Environment, Mobile Crypto Algorithm.

**Unit II: Mobile Eco-System Technology**

Mobile Devices - features and security concerns, Platforms, Applications - development, testing and delivery

**Unit III: Mobile Eco-System Networks**

Cellular Network - baseband processor and SIM card, GSM encryption and authentication and other attacks, WIFI Networks - public hotspots and enterprise WLANs, SSL/TLS, Web Technologies - server-side and client side web applications

**Unit IV: Management**

Enterprise Mobility Program, Transactions Security, File Synchronization and Sharing, Vulnerability Assessments, BYOD Device Backup, Data Disposal/Sanitization, NAC for BYOD, Container Technologies, Exchange ActiveSync (EAS), Mobile Authentication, Mobile Management Tools

**Unit V: Lab Work**

Cellular Attacks, Attacking Web Interface, Wireless Attacks, SSL attacks, Android, iOS

**Suggested Readings:**

1. S. Fried, "Mobile device security: A comprehensive guide to securing your information in a moving world". Boca Raton, FL: Auerbach Publications, 2010.
2. D. Stuttard and M. Pinto, "The web application hacker's handbook: Discovering and exploiting security flaws", 2nd ed. Indianapolis, IN: Wiley, John & Sons, 2011.



- 3.** H. Dwivedi, C. Clark, D. Thiel, and P. C. Clark, "Mobile application security". New York: McGraw-Hill Companies, 2010.

**Subject 8: Course 4202: Internet of Things Security  
(Total Duration - 60 Lectures)**

Marks: 100 (Theory = 70, Internal Assessment = 30)

**Objective:** The human race is going to go through a major transformation in the next ten years thanks to the internet of thing , when such a transformation happens, where internet and technology are going to touch possibly every aspect of our life , the security of the same would be of highest importance , here we will dwell with most popular IoT devices available in the market at present and their security concerns along with potential hacks that can be performed on such devices and to ensure its security according to best global practices.

**Unit I: Introduction**

**Unit II: IoT Architecture**

Device - device, Device - Cloud, Device - Gateway, Gateway - Cloud, Cloud – Backend - Applications

**Unit III: Security Classification and Access Control**

Data classification (Public and Private), IoT Authentication and Authorization, IoT Data Integrity

**Unit IV: Attacks and Implementation of IoT**

Denial of Service, Sniffing, Phishing, DNS Hijacking, Pharming, Defacement, Firmware of the device, Web Application Dashboard , Mobile Application Used to Control, Configure and Monitor the Devices

**Unit V: Security Protocols and Management**

Firmware of the device, Web Application Dashboard , Mobile Application Used to Control, Configure and Monitor the Devices, Identity and Access Management, Key Management

**Suggested Readings:**

1. Brian Russell, “Practical Internet of Things Security”, Packt Publishing Limited (29 June 2016)
2. FeiHu, “Security and Privacy in Internet of Things (IoTs): Models, Algorithms, and Implementations”, CRC Press (1 April 2016)

**Subject 9: Course 4203: SCADA System and Information Hiding Techniques  
(Total Duration - 60 Lectures)**

Marks: 100 (Theory = 70, Internal Assessment = 30)

**Objective:** What IoT would be to consumers, SCADA and Industrial control systems would be to enterprises, the heavy machinery that we have been thinking of its intelligent management is going to be completely taken over by the technology. Although it looks like a great boon however if take over, we have seen in the past some of the national critical infrastructures of some very developed countries being compromised and the damages happening which are irreversible hence it becomes most important to understand the cyber risks that such technologies posses and to give the education of the best practices followed for securing such technologies.

**Unit I: Introduction**

Network Segmentation and Segregation , Boundary Protection, Firewalls , Logically Separated Control Network , Network Segregation, Recommended Defence-in-Depth Architecture, General Firewall Policies for ICS , Recommended Firewall Rules for Specific Services , Network Address Translation (NAT), Specific ICS Firewall Issues , Unidirectional Gateways , Single Points of Failure , Redundancy and Fault Tolerance , Preventing Man-in-the-Middle Attacks , Authentication and Authorization , Monitoring, Logging, and Auditing, Monitoring, Logging, and Auditing , Response, and System Recovery

**Unit II: Network Segregation**

Dual-Homed Computer/Dual Network Interface Cards (NIC) , Firewall between Corporate Network and Control Network , Firewall and Router between Corporate Network and Control Network , Firewall with DMZ between Corporate Network and Control Network , Paired Firewalls between Corporate Network and Control Network , Network Segregation Summary

**Unit III: Recommended Firewall Rules for Specific Services**

Domain Name System (DNS) , Hypertext Transfer Protocol (HTTP) ,FTP and Trivial File Transfer Protocol (TFTP) ,Telnet ,Dynamic Host Configuration Protocol (DHCP) , Secure Shell (SSH) ,Simple Object Access Protocol (SOAP) , Simple Mail Transfer Protocol (SMTP), Simple Network Management Protocol (SNMP) ,Distributed Component Object Model (DCOM),SCADA and Industrial Protocols

**Unit IV Information Hiding Techniques**

Introduction to Steganography, Watermarking. Differences between Watermarking and Steganography, A Brief History.

Digital Steganography, Applications of Steganography, Covert Communication, Techniques of steganography( for Text and Image) . Steganographic Software: S-Tools, StegoDos, EzStego, Jsteg-Jpeg. Classification in Digital Watermarking, Classification Based on Characteristics: Blind versus Nonblind, Perceptible versus Imperceptible, Private versus Public, Robust versus Fragile, Spatial Domain-Based versus Frequency Domain-Based. Classification Based on Applications: Copyright Protection Watermarks, Data Authentication Watermarks, Fingerprint Watermarks, Copy Control Watermarks, Device Control Watermarks. Watermarking Techniques for Visible and Invisible Watermarks. Watermarking tools: uMark, TSR Watermark. Steganalysis

### Suggested Readings

1. T. Macaulay and B. Singer, “Cybersecurity for industrial control systems: SCADA, DCS, PLC, HMI, and SIS”. Boca Raton, FL: CRC Press, 2016.
2. R. Langner, “Robust control system networks: How to achieve reliable control after Stuxnet”. New York: Momentum Press, 2011.
3. E. D. Knapp and J. T. Langill, “Industrial network security: Securing critical infrastructure networks for smart grid, SCADA , and other industrial control systems”. Waltham, MA: SyngressMedia,U.S., 2011.
4. Information Hiding Techniques for Steganography and Digital Watermarking, Stefan Katzenbeisser and Fabien A P. Petitcolas, Artech House, 2000.
5. ***Digital Watermarking and Steganography***, Second Edition. Ingemar J. Cox, Matthew L. Miller, Jeffrey A. Bloom, Jessica Fridrich, and Ton Kalker. Morgan Kaufmann, 2007

**Subject 10: Course 4204: Cyber Laws and Forensic Evidence  
(Total Duration - 60 Lectures)**

Marks: 100 (Theory = 70, Internal Assessment = 30)

**Objective:** The paper aims to create the basic clarity and understanding of cybercrimes and cyber security laws to the professionals learning the ethical hacking programme. The paper would address and emphasise on the activities leading to infringement of individual or organisational privacy. Further, the paper intends to create highly sensitised professionals who can be responsible for handling the cyber security issues pertaining to varied domains and dealing in forensics diligently.

**Unit I: Introduction to Cyberspace, Cybercrime and Cyber Law**

The World Wide Web, Web Centric Business, E Business Architecture, Models of E Business, E Commerce, Threats to virtual world. Cyber Crimes & social media, Cyber Squatting, Cyber Espionage, Cyber Warfare, Cyber Terrorism, Cyber Defamation. Online Safety for women and children, Misuse of individual information. Objectives, Scope, Applicability, Non applicability and Definitions of the Information Technology Act, 2000.

**Unit II: Regulatory Framework of Information and Technology Act 2000**

Digital Signature, E Signature, Electronic Records, Electronic Evidence and Electronic Governance. Controller, Certifying Authority and Cyber Appellate Tribunal. (Rules announced under the Act)

**Unit III: Offences and Penalties**

Offences under the Information and Technology Act 2000, Penalty and adjudication. Punishments for contraventions under the Information Technology Act 2000 (Case Laws, Rules and recent judicial pronouncements to be discussed). Limitations of Cyber Law.

**Unit IV: Fundamentals of Cyber Forensics**

Cyber Forensic Basics- Introduction to Cyber Forensics, Storage Fundamentals, File System Concepts, Data Recovery, Operating System Software and Basic Terminology Data and Evidence Recovery- Introduction to Deleted File Recovery, Formatted Partition Recovery

**Unit V: Data Recovery Tools, Data Recovery Procedures and Ethics**

Gathering Evidence- Precautions, Preserving and safely handling original media for its admissibility, Document a Chain of Custody and its importance, Complete time line analysis of computer files based on file creation, file modification and file access, Recover Internet Usage Data, Data Protection and Privacy, Recover Swap Files/Temporary Files/Cache Files, Introduction to Encase Forensic Edition, Forensic Toolkit etc, Use computer forensics software tools to cross validate findings in computer evidence-related cases.

## **Unit VI: Cyber Forensics Investigation**

Introduction to Cyber Forensic Investigation, Investigation Tools, eDiscovery, Digital Evidence Collection, Evidence Preservation, E-Mail Investigation, E-Mail Tracking, IP Tracking, E-Mail Recovery, Encryption and Decryption methods, Search and Seizure of Computers, Recovering deleted evidences, Password Cracking, Cracking with GPU Systems , Hashcat. Work on open Source, Commercial tools and Cyber range.

### **Suggested readings**

1. Brian, Craig, *Cyber Law: The Law of the Internet and Information Technology*, Pearson Education
2. Paintal, D., *Law of Information Technology*, Taxmann Publications Pvt. Ltd., New Delhi.
3. D. Lindsay, "International domain name law: ICANN and the UDRP". Oxford: Hart Publishing, 2007.
4. Sharma J. P, and KanojiaSunaina, *Cyber Laws*, Ane Books Pvt Ltd, New Delhi. 2016
5. Duggal P, *Cyber Laws*, Universal Law Publishing
6. N. Kamath, "Law relating to computers, internet and e-commerce: A guide to Cyber Laws and the information technology act, 2000 with rules, regulations and notifications", 2nd ed. Delhi: Universal Law Publishing Co, 2004.
7. P. R. Stephenson and K. Gilbert, "Investigating computer- related crime a handbook for corporate investigators". Boca Raton, FL: Taylor & Francis.
8. C. Prosis, K. Mandia, "Incident response & computer forensics", 2nd ed. New York, NY: McGraw-Hill Companies, 2003.

**Latest Editions of the Suggested Readings along with discussion material by the Faculty.**

**Subject 11: Course 4205: IS Compliance Management  
(Total Duration - 60 Lectures)**

Marks: 100 (Theory = 70, Internal Assessment = 30)

**Objective:** In view of providing technical superiority essentially be complimented with the appropriate compliance advancement to maintain hygiene from the point of view of cyber security. Compliances have increasingly coming up not in just financial or aviation space but also in conventional industries like manufacturing, real estate among others and hence its of tremendous importance for a cyber-security professional to have comprehensive knowledge of the most important compliances and the modus operandi from people, process and technology to get through a compliance check.

**Unit I: Introduction to Information Security Management System (ISMS) - ISO/IEC 27001**  
Critical Appraisal of ISO 9000, Normative, regulatory and legal framework related to information security Fundamental principles of information security, ISO/IEC 27001 certification process, Information Security Management System (ISMS), detailed presentation of the clauses 4 to 8 of ISO/IEC 27001

**Unit II: Planning and Initiating an ISO/IEC 27001 audit**

Fundamental audit concepts and principles, Audit approach based on evidence and on risk, Preparation of an ISO/IEC 27001 certification audit, ISMS documentation audit, Conducting an opening meeting

**Unit III: Conducting an ISO/IEC 27001 audit**

Communication during the audit, Audit procedures: observation, document review, interview, sampling techniques, technical verification, corroboration and evaluation, Audit test plans, Formulation of audit findings, Documenting nonconformities

**Unit IV: Concluding and ensuring the follow-up of an ISO/IEC 27001 audit**

Audit documentation, Quality review, Conducting a closing meeting and conclusion of an ISO/IEC 27001 audit, Evaluation of corrective action plans, ISO/IEC 27001 Surveillance audit, internal audit management program

**Unit V: PCI DSS, HIPPA**

Security Management Process, Risk Analysis Risk Management, Information System Activity Review, Assigned Security Responsibility, Authorization and/or Supervision, Termination Procedures, Access Authorization, Access Establishment and Modification, Protection from Malicious Software, Log-in Monitoring, Password Management, Response and Reporting, Contingency Plan Evaluation, Facility Access Control and Validation Procedures, Unique User

Identification, Emergency Access Procedure, Automatic Logoff Encryption and Decryption, Audit Controls, Data Integrity, Person or Entity Authentication, Integrity Controls Encryption

**Unit VI Intellectual Property Rights**

Intellectual Property Rights: Types and Issues related to IPR, Policy framework in India and Abroad, Bitcoin and law enforcement.

**Suggested Readings:**

1. Nina Godbole, “Information Systems Security: Security Management, Metrics, Frameworks and Best Practices”, Wiley



**Subject 12: Course 4206: Project - 2**  
**(Total Duration – 8 weeks)**

Marks: 100

**Rules for the Project:**

- The students would develop their project individually and get the topic approved by the head/ director of the centre. For the purpose of approval, they have to submit their project titles and proposals with the name of internal and external guides to the head/ director of the centre within twenty one days of the commencement of the semester. In case, if the student proposal is rejected, the revised proposal, is required to submit and get it sanctioned within next seven days. Failing to do this, He/she will not be qualified for this subject.
- The students have to report to the internal guide for at least five times during the project lifespan with the progress report duly signed by the internal guide. Moreover they have to submit the progress reports with the final project report at the time of external examination.
- The external examiners appointed by the head/ director of the centre will award the marks on the basis of the Presentation, Demonstration, Viva Voice, and Project Report.



**DEPARTMENT OF ADULT CONTINUING  
EDUCATION & EXTENSION,  
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**Radio Broadcasting Course Content**

C-Details of lectures/workshop (Duration of each Lecture - 2 hours)

**1. Technical aspect of Radio Broadcasting: - (3 Lectures)**

**Lecture 1- Journey of voice from Microphone to Radio Receiver**

(A simple way of understanding Radio Broadcasting. Concept of MW, SW, FM, Modulation -Demodulation).

**Lecture 2-Equipment's used in Radio Broadcasting-** Radio Transmitter, RF Cable & Antenna, Radio Console & Faders, Audio Processor, Microphones, stand, Headphone, Connectors, Radio Studio, Reverberation time.

**Lecture 3-Overview of Radio Broadcasting in India-** Public Service Broadcasting, Private Broadcasting & Community Radio Broadcasting.

**2. Recording & Editing (3 Lectures)**

Lecture-1 How to record a radio programme (such as talk, discussion, interview etc.) that will broadcast later?

- Things to keep in mind while recording a show.  
Learning new software called Audacity.
- Features of the software (open-source, free software, user-friendly, etc.)
- Basic components of the software (Title bar, Tool bar, minimize-maximize options etc.)
- Increasing need of editing in today's time.
- Working with Basic tools of Editing in Audacity (Like removal of unnecessary pauses & mistakes, identification & function of Play, Pause & Stop Buttons, Zoom in - Zoom out, import & export functions)  
Steps to save a file in audacity.  
Difference between files saved with .aup &.wav extension.  
Finally Practical implementation of the above theoretical learning.

**Lecture-2** As the basic understanding of Editing tools gets clear students move to the next level of understanding new set of Editing tools (like fade in, fade Out adding spaces where required, adding a new track, difference between mono track & stereo track, level corrections etc.)

**Lecture-3** Once the students are well versed with the various Editing tools & had enough practice then further they are to work with multiple track in order to add background music & voice over.

- Finally Practical implementation of the above theoretical learning that would boost individual's creativity.

### **3. Writing for Radio- (1 Lecture)**

- What is good writing, difference between writing for Radio, print, TV
- Challenges for radio writing. Following points should be covered.
  - Radio is personal.
  - Radio writing should be tight, clear and interesting.
  - Writing must be descriptive.
  - Writing should be with more style.

### **4. Radio Feature & Documentary- (1 Lecture)**

- What is Radio Feature?
- How it is different from Documentary?
- Why Radio Feature is considered most effective part of Radio Programming?
- How to go about to produce a good radio feature?
- Selection of Topic, Research and Writing of script
- Collection of O.B covering all aspects of topic Recording of narration
- Sound effects and Production & editing.

### **5. Radio Reporting- (1-Lecture)**

- What is reporting?
- Types of Reporting?
- Responsibilities of a Reporter?
- Points to be kept in mind while reporting.
- Difference between Reporter & Correspondent.
- Practical Demo for event reporting.
- Voice modulation.

## **6. Radio presenter/Radio announcer/Radio jockey (I-Lecture)**

- What are the qualities of a radio presenter?
- Familiarity with the equipment's, RJ is required to handle while presenting the show.
- How to write script before going on Air.
- Importance of content in Broadcasting and presenting it in own original style and not imitation.

## **7. Radio interview/ Radio discussion/ Radio Talk (I-Lecture)**

- How to prepare before starting a radio interview
- How to make some notes ahead of time and check them frequently during the interview to make help you stay on topic.
- How to use simple language that average listener will understand.
- How to stay focus and alert.
- How to remain relaxed during interview, so that you could sound natural during interview.
- Speak *clearly* and keep your mouth within two to three inches of the microphone.
- How to follow basic rules for taking interview like remaining polite, not to argue, not to interrupt.

## **8. Conducting workshops (2-Lectures)**

Not just theoretical knowledge confined with in the four walls of a classroom are always sufficient to provide in depth knowledge on a subject. Similarly, when it comes to Radio, conducting workshops that too with in a Radio Station becomes an effective tool in the training process.

### **Tour to Delhi University Community Radio**

- In order to provide the real feel of a Radio Station.
- Things required constituting a Radio Station.

A workshop was organized at DUCR to provide a mock "On the job Training" that focused on: -

- Showing the working of a Radio Station.

- Understanding the Difference between a Public broadcasting, Private broadcasting and Community Radio broadcasting.
- The Art of doing a Live Radio Show.
- Functions of various technical equipment's of Broadcasting & the making up Of a studio.
- The process of Recording programmes.
- Demonstrations on Art of taking Interview & Group Discussions.
- Having a first look on the Broadcast Transmitter & Antenna.

### **9. Assignments to participants and their assessment (I-ecture)**

- Each participant is given few assignments related to various topics covered in above lectures.
- Participants are asked to write script for their each assignment and record the programme.
- Participants are also required to edit and prepare final programme including voice over commentary etc.
- Participants are required to present their programme in front of faculty and other participants.
- Participants are also required to answer questions! queries raised by audience.

### **D- LEARNING OUTCOME**

The students enrolled in the course got the opportunity to explore the different aspects of Radio Broadcasting.

- The young minds who once thought Radio = R.I., now have a **broad** perspective to Radio that starts from studio maintenance to final broadcast of Radio. Also, feedback on regular basis by listeners too is an inevitable operation.
- Students were told to practice proper diction and pronunciation, examining how different styles convey a different feel.
- The ability to take interview or organize a talk with eminent personalities from different fields ranging from Celebrities to government officials.
- Students also begin planning radio shows, complete with station events, air breaks, commercials and music.

## **E- ULTIMATE RESULT**

- A brief knowledge about the cultural, ethical and legal frameworks relevant to radio practice.
- Write, edit, interview and present for radio news and current affairs programs.
- Use professional audio recorders, digital editing equipment, microphones and an on-air studio.
- Report, produce and present live news bulletins.
- Apply teamwork and communication skills to successfully participate in newsroom practice.

After completing this course successfully and short duration internship at any radio station it is expected that overall personality writing and communication skills, self-confidence of candidates will improve substantially.

# **M. Phil Programme of the Department**



**Department of Adult, Continuing Education & Extension  
(Faculty of Social Sciences)  
University of Delhi  
2014**

## **Department at a Glance**

- ❖ **M.A. in Lifelong Learning & Extension (2014-2015)**
- ❖ **Ph.D. (Interdisciplinary)**
- ❖ **M. Phil (Proposed)**

### **Short Duration Courses (Self Financing) as per the UGC Guidelines**

- ❖ **Counseling & Guidance**
- ❖ **Science & Sport Journalism**
- ❖ **Travel & Tourism**
- ❖ **Research Methodology**
- ❖ **Human Rights**

### **Extension & Community Outreach**

- ❖ **College Extension Programme on Youth Initiative for Voluntary Action**
- ❖ **Community Learning Centres under XII Plan**

### **International Workshops**

- ❖ **International Workshop on Human Rights**
- ❖ **International Workshop on Professional Development in Lifelong Learning & Extension.**

### **Capacity & Life Skills Building**

- ❖ **For SC, ST, OBC and the Minority Population under XII Plan.**



## **Rationale of M. Phil Programme**

The department has been offering Post M. A. Diploma in Adult and Continuing Education since 1985. The purpose of this course was to train the manpower by providing adequate knowledge and skill for working effectively in this critical area of national importance. The concept of Lifelong Learning and Extension the world over necessitated the department to introduce M.A. Programme which has been launched from 2014. The Post M.A. Diploma in Adult and Continuing Education is proposed to be replaced by M. Phil Programme with the approval of the competent bodies of the University.

To strengthen the research activity and attract the genuinely interested scholars, it became imperative to start M. Phil programme along with M.A. in Lifelong Learning and Extension. The course content will provide familiarity and insight in this particular area of study along with grounding in research methodology. There are two Compulsory Papers, one each in research methodology and advance course in Lifelong Learning and Extension. Apart from that, one optional paper will be opted by the students according to their interest and orientation. The course is interdisciplinary in nature. Therefore, the students of any discipline can join M. Phil Programme.

### **Objectives:**

1. To provide in-depth knowledge and understanding of Lifelong Learning and Extension to those who belongs to other disciplines.
2. To equip students with adequate knowledge and skill in research methods, techniques and tools.
3. To encourage and motivate them to take up researches in relevant areas of social importance.



**M. Phil (Full-time) Programme in Adult, Continuing Education & Extension**

**1. Eligibility Conditions:**

Admission is open to those who have obtained a Master's degree in any discipline from a recognized Indian University, and have a good academic record with a first or high second class Master's degree, or have an equivalent degree of a Foreign University in the subject concerned. (Note: High second class would mean at least 55% in the subject or equivalent grade).

For admission to the M. Phil, the Scheduled Caste/ Scheduled Tribe candidates shall be given 5% relaxation in the minimum eligibility marks.

**2. Admission Procedure:**

Admission to the M.Phil Programme will be done on the basis of written test of 75 Marks and interview of 25 marks.

The M. Phil Committee shall assign a supervisor to each candidate and constitute an Advisory Committee of 3 members including the supervisor of the candidate.

The Department will follow University Norms and Guidelines for the implementation of reservation policy, including the relaxation in basic eligibility criteria allowed for different categories of candidates.

Reservations of Physically Challenged will be as per the university norms

**3. PROGRAMME DESCRIPTION:** The M. Phil. Programme shall consist of two parts:

**Part-I (Course Work):** The Two Papers will be compulsory namely:

- (a) Research Methodology
- (b) Advance study on Lifelong Learning & Extension

The students will opt one depth paper out of three depth papers available so far. However, the faculty might add more depth papers in future.

**Part II (Dissertation)**

- (i) A candidate shall be required to write a dissertation under the guidance of a supervisor appointed by the M. Phil Committee. The dissertation will consist of a critical survey of some topic of interest in the areas concerned, and /or involving research component.
- (ii) Title of the dissertation should be approved by the M. Phil Committee before the submission of the dissertation. The application for approval of the title must include a synopsis together with a list of selected main references.
- (iii) The candidate will be evaluated in Part-II examination out of 300 marks.
- (iv) The structure will be as follows:

	S. No.	Subject	Marks	
Part – I	(a)	Research Methodology	100 Marks	
	(b)	Advance study on Lifelong Learning & Extension	100 Marks	
	(c)	Depth paper (only one)	100 Marks	
Part – II		<b>Dissertation (200 Marks)</b>		
	(a)	Written	100 Marks	
	(b)	Viva-Voce	100 Marks	(50 internal and 50 external)
		<b>Total</b>	<b>500</b>	

**4. DURATION:** The duration of the Programme will be one and half year. The dissertation can only be submitted after one year from the date of admission to the M. Phil programme subject to qualifying Part-I examination by a candidate. However, a student must clear Part-I

of M. Phil examination and submit a dissertation within three years of the initial registration for M. Phil Programme.

**5. No. of Seats:**

Each faculty will supervise 2 students as per ordinance VI of the University

**6. Reservation:**

Of the number of students admitted in M. Phil programme as indicated above, 15% of the seats would be reserved for SC, 7.5% for ST and 27% for OBC students. There will be supernumerary seats reserved for disabled candidates as per the University Guidelines.

**UGC Non-NET Fellowships:**

The UGC vide letter No. D.O. No. F. 19.33 (CU) dated 31.01.2007 had come out with a scheme to provide fellowships to those research scholars who have not cleared JRF/NET for the fellowship and hence are not in receipt of any fellowship from any source. Accordingly, admission to M. Phil programme under this UGC Non-NET Fellowships Category (also for those who are not in receipt of fellowship from any source), shall be in strict accordance with the university norms.

**7. ATTENDANCE**

The minimum percentage of lectures to be attended and seminars to be participated in by the students shall be determined by the M. Phil. Committee of the department. But in no case minimum requirement to be prescribed in any department, shall be less than 2/3 of the lectures delivered and seminars held separately.

**8. SCHEME OF EXAMINATION**

- (a) The Evaluation in each course will be based on the student's performance in written examination and internal assessment. The written examination of three hours duration will comprise of 75 marks.
- (b) Supplementary examination will be conducted for those who failed in the Part-I examination and it will be conducted within three months of the declaration of the result of Part-I examination. Students can appear in the supplementary examination only in the papers in which they fail. No student shall be allowed to appear in any course of the Part-I examination more than twice.

- (c) No student shall be allowed to reappear in any course of Part-I examination just to improve upon the score.
- (d) The dissertation shall be evaluated by the supervisor and the M. Phil Committee for 150 marks.
- (e) The total marks for Part – II examination is 200. The weightage of written dissertation will be 100 marks. The remaining 100 marks for the viva-voce shall be awarded jointly by internal and external both.
- (f) Dissertation can be resubmitted after revision if it is recommended so by the Committee. It cannot be submitted more than twice.

**9. Result:**

The evaluation of candidates in Part I and II of the M. Phil. Programme will conform to the following scheme:

Pass: At least 50% marks in each of the written paper (Part I) and 50% marks in the dissertation (Part II) separately.

First division: 60% marks in the aggregate of Part I and II. First Division with distinction: 75% marks in the aggregate of Part I and II.

# **Syllabus**

## **Research Methodology (Compulsory Paper)**

### **Paper – I**

#### **Learning Objectives:**

1. Acquaint the students about the Principles and types of researches.
2. Examine the various methods of data collection, research tools and techniques of research
3. Make the students aware about the theory construction
4. Impart knowledge about programme evaluation and use of computer in research and evaluation.

#### **Unit – 1**

- 1.1 Basic Principles of research
- 1.2 Problem identification
- 1.3 Types of researches: Pure and Applied, Quantitative and Qualitative, Mixed Research
- 1.4 Historical, Experimental and Descriptive research, Participatory research, Case Study Method and Scientific research.

#### **Unit – 2**

- 2.1 Research design
- 2.2 Sampling methods, design and techniques
- 2.3 Methods and tools of research: Qualitative and Quantitative, Reliability and Validity
- 2.4 Theory building, facts, concepts, construct and definitions,

#### **Unit- 3**

- 3.1 Methods of data collection
- 3.2 Analysis of data: Analytical, co-relational, partial and multiple correlations
- 3.3 Generalizations and interpretation

3.4 Computer application in research -data processing,  
Graphical presentation, Statistical methods

**Unit – 4**

4.1 Type of evaluation & their purpose, Level of measurement (Population based vs Programme based).

4.2 Sources of data, Study design, including randomized control trial.

4.3 Design of conceptual framework, develop objective & indicators

4.4 Conduct of focus group and pretest of communication

### **Essential Readings:**

Best, J. W. (1983), *Research in Education*, New Delhi: Prentice Hall.

Chadha, N.K. (1991), *Statistics of Behavioral and Social Science*, New Delhi: Reliance Publishing House.

Gliner, J.A & Morgan G.A (2000), *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*, Lawrence Erlbaum : Mahwah

Patton. M. Q, (2002) *Qualitative Research & Evaluation Method*, New Delhi: Sage Publication.

Kothari, C.R (2009) *Research Methodology and Techniques* ,Delhi: New Age international Publisher.

### **Desirable Readings and Web Links**

Kerlinger,F.N & Howard, B.L (2000) (4<sup>th</sup> Ed) *Foundation of Behavior Research Qualitative Methods in Psychology*,USA: Harcourt college

Nachmeas, C & David, N. (1982) *Research Methods in Social Sciences*, London: Edward Arnold Ltd,



**Compulsory Paper- II**  
**Advance Study on Lifelong Learning & Extension**

**Learning Objectives:**

1. Understand the conceptual framework of Adult and Lifelong Learning.
2. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
3. Understand the Role of Lifelong Learning in the context of globalization.
4. Understand the Psychological, Philosophical and Sociological perspectives of Adult and Lifelong Learning.
5. Familiarize students to various learning theories in the context of Adult and Lifelong Learning.

**Unit - 1**

- 1.1 Historical Perspective of Adult and Lifelong Learning in India – Pre and Post Independence period.
- 1.2 Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
- 1.3 Indian Adult / Lifelong Learning Programmes: Social Education, Farmer's Functional Literacy Programme (*Gram Shikshan Mohim*), National Adult Education Programme and National Literacy Mission.
- 1.4 Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans. *Sakshara Bharat*

**Unit – 2**

- 2.1 Lifelong Learning and Development - Social, Economic, Political and Cultural.
- 2.2 Extension education, Field outreach and Community engagement in Lifelong Learning.
- 2.3 Emerging needs and future perspectives of Lifelong Learning.

2.4 Lifelong Learning needs of industries.

**Unit – 3**

3.1 Principles governing the Philosophy of education, Lifelong Learning and Extension.

3.2 Major educational theories – Liberal, Behaviorist, Progressive, Humanistic, Radical and Analytical.

3.3 Values of education vis-à-vis challenges of contemporary society.

3.4 Application of learning principles in practice of Lifelong Learning

**Unit – 4**

4.1 Introduction to adult psychology, Basis of human behavior, attachment and dependency, aggression and moral judgment, structural determinants of alienation.

4.2 Theories of learning, learning environment

4.3 Motivation and learning in social context.

4.4 Lifelong Learning in South East Asia – Selected case studies of Thailand and South Korea.

## **Essential Reading**

Department of Adult, Continuing Education & Extension (2009) *Reading in Lifelong Learning*, DACEE, University of Delhi

Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.

Freire, Paulo (1970) *Pedagogy of the Oppressed*, New York: Continuum.

Shah, S. Y. (1993) *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association.

Singh, Madhu. (Ed.2002) *Lifelong Learning, Humberg*: UNESCO Institute of Lifelong Learning.

## **Desirable Readings and Web Links**

Hoyes, N (1994), *Foundation of Psychology: An Introduction*, London: Routhledge.

Noddings, N ( 2007), *Philosophy of Education* ,Colorado : West view Press.

Preece, J (2009), *Lifelong Learning and Development : A Southern Perspective*, London : Continuum International Publishing Group.

## **Optional – I**

### **Depth Paper**

#### **Global Perspectives on Adult & Lifelong Learning**

##### **Learning Objectives:**

1. To acquire understanding of Adult & Lifelong Learning in global perspective
2. To develop comparative perspectives on Adult Education in Asia, Africa, Europe, Latin & North America.
3. To develop insights and undertake innovations in Adult & Lifelong Learning

##### **Course Content**

###### **Unit I**

1.1 Definitions of literacy, adult education, comparative education and comparative adult & Lifelong Learning.

1.2 Global context & challenges of literacy; adult education & Lifelong Learning

1.3 Theories of adult education & impact on the society globally.

1.4 Trends of adult & Lifelong Learning

###### **Unit II**

2.1 Adult & Lifelong Learning in Asia.

2.2 Society, adult education & development in Asia.

2.3 Policy, planning and impact of technology on Adult & Lifelong Learning

2.4 Adult & Lifelong learning of vulnerable population in Asia

Selected Case Studies

###### **Unit III**

3.1 Innovation & diffusion of innovations in adult education

3.2 Role of ICT in innovations from Asia & Europe -Selected Case Studies

3.3 Role of ICT in innovations in North & South America: Selected Case Studies.

3.4 Role of ICT in innovation in Africa: Selected case studies

**Unit IV**

- 4.1 Theoretical perspectives of global organizations & network – discourse on cultural theories of globalization
- 4.2 Network and organizations having primary interest in adult & lifelong learning
- 4.3 Network & organizations having limited interests in adult & lifelong learning.
- 4.4 Role of civil society organizations in adult & lifelong learning at global level

### **Essential Reading**

1. Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and challenges, Global book organization, New Delhi.
2. Singh, Madhu (2002) Institutionalizing Lifelong Learning: creating conducive environment for Adult Learning in the Asian context, UNESCO institute of education, Hamburg.
3. Jarvis, Peter (2008) Rediscovering Adult Education in a world of Lifelong Learning, the International Journal of critical pedagogy, Vol. 1(1)) 1-6.
4. Torres, Rosa Maria (2009) from Literacy to Lifelong Learning, trends, issues and challenges in youth and adult education in Latin America and Caribbean, Regional Synthesis Report.
5. Keogh, H (2009) The State and Development of Adult learning education in Europe, North America and Israel, Regional Synthesis Report.
6. Bhola, H.S and Valdivielso, Gomez, Sofia (2008) Sign posts to Literacy for sustainable development, UNESCO Institute of Lifelong Learning, Hamburg.

### **Desirable Readings and Web Links**

1. Ahmed, M (2009) The State and Development of Adult Learning & Education in Asia and the pacific, regional synthesis report, Hamburg: UNESCO Institute of Lifelong Learning, URC PPI-37.
2. UNESCO Institute of Lifelong Learning (2010) Global report on Adult Education and Learning, Hamburg, UIL, PP-Q 17-24, 43-66.

**Optional – II**  
**Depth Paper**  
**Curriculum, Material Development and Training Techniques**

**Objectives:**

1. To develop understanding of the process, principles, objective and approaches of curriculum development,
2. Learn the process and techniques of material development for lifelong learners including Neo-literates.
3. Learn the process, methods, techniques, strategies and significance of training a tool for Human Resource Development.
4. To equip students with necessary skills to evaluate the training programme.

**Course Content**

**Unit – 1.**

- 1.1 Curriculum development – meaning, need, theories and practices.
- 1.2 Objectives of curriculum development, principles, planning and implementation
- 1.3 Philosophical, Sociological and Psychological basis of curriculum development.
- 1.4 Evaluation of curriculum – different models of evaluation and feed back

**Unit – 2**

- 2.1 Identification of need and interest of lifelong learners and emerging trends of curriculum reform
- 2.2 Teaching and Learning materials for lifelong learners – conventional, non-conventional, and modern.
- 2.3 Application of anthological principles in preparation of learning material for lifelong learners.
- 2.4 Preparation of Books and Learning materials for Neo-literates; process, content and field testing

### **Unit – 3**

- 3.1 Concept of training: definition, need and objectives
- 3.2 Principles and practices of training.
- 3.3 Process of training and its methods and techniques
- 3.4 Designing a training programme and its implementation

### **Unit – 4**

- 4.1 Training and Learning Aids.
- 4.2 Identification of Job competencies
- 4.3 Budgeting and cost-benefit analysis of training programme
- 4.4 Evaluation of training



## **Essential Readings**

Belfiore, M.E. (1996) *Understanding Curriculum Development in the workplace. Canada: ABC Publication.*

Bruce, J. & Marsha, W. (1988), *Models of Teaching*. New Jersey: Prentice hall  
International Labor Organization (1996), *Teaching and Training Methods*. Geneva.

Reddy, M.M & Ravi Shankar, S. (ed.1984), *Curriculum Development and Educational Technology*. India: Sterling Publication Pvt. Ltd.

UNESCO (1998) *Developing Curriculum for Neo-Literate*. UNESCO, Bangkok and State Resource Centre, Jaipur

## **Desirable Readings and Web Links**

Owens, J.C (1973) *Management of Curriculum Development*. London: Cambridge University Press.

[www-personal.umich.edu/~krajcik/becky.pap.pdf](http://www-personal.umich.edu/~krajcik/becky.pap.pdf)

[www3.helvetas.ch/.../Participatory\\_Curriculum\\_Development.pdf](http://www3.helvetas.ch/.../Participatory_Curriculum_Development.pdf)

[unesdoc.unesco.org/images/0013/001365/136583e.pdf](http://unesdoc.unesco.org/images/0013/001365/136583e.pdf)

[www.uoguelph.ca/tss/resources/pdfs/HbonCurriculumAssmt.pdf](http://www.uoguelph.ca/tss/resources/pdfs/HbonCurriculumAssmt.pdf)

[www.cc.gatech.edu/projects/lbd/pdfs/aerateacherscaffolding.pdf](http://www.cc.gatech.edu/projects/lbd/pdfs/aerateacherscaffolding.pdf)

## **Optional – III**

### **Depth Paper**

#### **Extension and Social Development**

##### **Objectives:**

1. To enable the students to understand policy and practices of knowledge and technology based extension education & services in the context of social and economic development of the country.
2. To equip them with the necessary skills of establishing relationship of need and provisions of extension services to people at different stage of their life
3. To enable them to develop an insight from the extension programmes organized at various level.

##### **Course Content**

###### **Unit I**

- 1.1 Concept, objective, and philosophy of development and extension programme
- 1.2 History of extension and development.
- 1.3 Extension policies and programmes in the context of development needs.
- 1.4 Universities based extension policies and programmes.

###### **Unit II**

- 2.1 Agencies involved in extension
- 2.2 Social, political and economic context of extension education and services.
- 2.3 Major extension initiatives in the country especially in agriculture, rural development, health, environment, employment and technology transfer.
- 2.4 NGO's and extension

###### **Unit III**

- 3.1 NGOs in extension, case studies and their analysis in agriculture, health, rural development, KVIC, energy and sustainable development.
- 3.2 Emerging frontiers of extension.
- 3.3 Extension planning and organizing
- 3.4 Motivation in extension

## **Unit IV**

- 4.1 Limitations of extension, conflict of theory and practice
- 4.2 Power relation and extension function
- 4.3 Globalization & extension
- 4.4 Engagement of universities with society: reflections

## **Essential Readings**

1. Ambasht C K (1986) Communication Pattern: In Innovative Development in Extension and Client system BR Publishing Corporation New Delhi.
2. UGC Guideline (1987) University System and Extension as the Third Dimension UGC Guidelines, New Delhi,
3. Bhatia SC (ed) (1987) Some Critical consideration in Adult Education, University of Delhi.
4. Bhatia SC (ed) (1984) Continuing Education Status and Directions, IUACE New Delhi,.
5. Kundu CL (1994) Adult Education Programme in the University System Nirmal Book Agency, Kurukshetra.
6. Dubey JP (2010) University Extension Services: Structural and Functional Perspectives, LAP Lambert Germany.
7. Rolling, Niels (1988) Extension Science, Cambridge University Press,.

## **Desirable Readings and Web Links**

1. Nagrajan B.S. Dhandapani, R, Narayan Swamy, N, (ed) (1984) Linking Extension with curriculum, Gandhi Gram Rural Institute, Gandhi Gram, Tamil Nadu.
2. Walters. S (ed) (1997) Globalisation, Adult Education & Training: Impact and issues, London & New York, Zed Books in associate with IIZ, DVV, UIE, UNESCO, ICAE,.
3. Supe SV (1988) An introduction to extension education, New Delhi, Oxford & IBH Publishing Company Pvt. Ltd.
4. Thomas, M. Hatfield (1989), Four year colleges & Universities in Hand book of Adult and Continuing Education. UT Austin Continuing Education & Extension.
5. Mukerjee. B. (1961) Community Development in India, Orient Longman, New Delhi
6. University Grants commission (1987) Report of the Review Committee appointed by the University Grants Commission, New Delhi,
7. Green. A (1997) Education, Globalization and the Nation State: London McMillan.

- Media laboratory
  - Adult Education and its delivery System
  - Programmes of Continuing Education including distance learning for literates, neo-literates and illiterates
  - Management of curricula, staff development and organizational structure
  - Management of Voluntary Organizations
- Micro and Macro level managerial planning-systems approach in management as applied to Continuing Education.

#### **PAPER IV—CURRICULUM AND INSTRUCTIONAL PRODUCTS**

- Problems in curricular planning-improvement technologies-theories-operational procedures
- Evaluation of curriculum process
- Cognitive Behaviour
- Teaching Methods
- Instructional product development
- Managing contingencies in learning environment
- Communication aspects of instructional products
- Group and individual monitoring
- Evaluation of instructional products

#### **Training Techniques**

- Different methods-principles-Practice-meaning-problems
- Case Study-individual and group assignment-role play, syndicate-parallel discussion methods-games and simulation-seminar-conference-symposium-discussion methods-buzz-brain-storming-workshop T-group sensitivity participatory Training—Teleconferencing.
- Evaluation of training programme
- Group work: Application of social group work in adult and continuing education

Case work: Objectives-definition of social case-work-Components of social casework

- The client, the problem, the agency and the helping process.

## PAPER I—FOUNDATIONS AREAS

### Philosophical

- Definition of Social Development, Social Change, Economic Growth, Social Policy and Economic Policy. Planning Economic Planning, Developmental Planning and Social Planning.
- Overview of the five-Year Plans with reference to Social Development Programmes.

- Concept, nature and importance of Adult and Continuing Education.
- Life-long Education
- Paulo Freire and Ivan Illich's concept of Education.
- Oral tradition and saints in India
- Review of Continuing Education Programmes in India.

#### Sociological and Anthropological

- Introduction to Sociology-nature of human society-concept of society-relevance of sociology to Adult and Continuing Education.
- Indian social structure-concept of Social structure-social stratification-caste, class and occupation groups.
- Elements of society-community, association and institutions groups-reference groups: Primary and Secondary groups status and functional groups-group processes.
- Social Processes: Socialisation-cooperation-competition-conflict-participatory behaviour.
- Social mobility and education-concept of socio-economic inequalities. Manifestations of inequality in the social system, socio-economic dimensions of poverty as an aspect of Social inequality.
- Cultures and sub-cultures.

#### Psychological

- Psychological characteristics.
- Concept and theories of personality, behaviour, attitudes.
- Psychology of Adult learning: Theories-methods-Characteristics of Adult Learner.
- Motivation and self-concept- self determination-interpersonal relation-social motives.
- Social psychology in relation to Adult and Continuing Education.
- Application of learning principles in practice of Continuing Education-techniques of teaching.

#### Andragogical

- Learning Environment and Adult Learner
- Art of Helping Learners to learn
- Behaviour of Adult Learner

- Micro level analysis of learner behaviour, learning community level analysis of learner behaviour for programme planning.
- Learning Principles and Programme Planning

## **PAPER II—COMPARATIVE THEORY**

- History and historic moments of Continuing Education during 19<sup>th</sup> and 20<sup>th</sup> century with emphasis on Indian Continuing Education Programmes.
- Methodology and scope of comparative studies
- Problems of education in South East Asia
- Political ideology and educational context
- Democratic, communist and developmental approaches
- Non-traditional studies-distance learning approaches in Singapore, Vietnam, Malaysia, Thailand, Pakistan, Bangladesh, Srilanka, Phillipines, Indonesia, Japan.
- Educational systems and patterns of Non-formal Education in United Kingdom, Denmark, United States of America, Canada, Tanzania and China.

## **PAPER III—MANAGEMENT, SOCIAL DEVELOPMENT AND COMMUNICATION**

- Medium of communication and adult learning
  - Hardware technologies-media utilization-new media and their role in Continuing Education
  - Software technologies selection of methods and media organization of Continuing Education Programmes
- Participatory, persuasive and effective aspects of communication Methods.
- Administration of Continuing Education-decision making-planning-implementing-monitoring
- Programme Planning and Programme Management
- Evaluation: feedback personnel-supervision counseling and motivation in administration-budget development
- Management and fiscal control, development of library of Continuing Education resources

## 1. The Post –M.A. Diploma Course

The one-year Post M.A. Diploma Course in Adult and Continuing Education was instituted in 1984. The course was begun in response to the increasing practice of Adult, Continuing Education and Extension activities in India. It is designed to meet the manpower requirements in these areas both within governmental and non-governmental organizations. It is aimed at disseminating and creating a knowledge base in the field of Adult, Continuing Education and Extension. Since Non-Formal Education efforts have a direct linkage with the various development programmes in India, the course fieldwork is oriented to specific programmes in various development sectors.

The course is aimed at training programme managers, on the one hand, and, at creating a research base in the field of Adult, Continuing Education and Extension on the other.

### Goals:

- To train a cadre of officers in the management of Adult, Continuing Education and Extension programmes (offered in various areas of social development) by equipping them with skills in planning, implementation, monitoring and evaluation, and,
- To build a knowledge base through teaching and research in the area of non-formal education.

### Methodology of Teaching:

The course would orient the students towards a field-based approach in the area of Adult, Continuing Education and Extension. Students would be encouraged towards individual study assignments and projects through participation in the field. They would be acquainted with the functioning of the various development programmes. Such grassroot participation is meant to encourage self-learning. The teaching methodology would include Lecture, Discussion, Role-play, Games and Simulation, Symposia, Workshops, Field visits and Participatory training. A substantial use of audio-visual materials would also be made.



**MINUTES OF THE MEETING OF THE ACADEMIC COUNCIL**  
**Held on Saturday, the 21<sup>st</sup> June, 2014 at 09.00 A.M.**  
**Council Hall, University of Delhi, Delhi**

**No. 1**

**PRESENT**

- |     |                            |                                   |
|-----|----------------------------|-----------------------------------|
| 1.  | Prof. Dinesh Singh         | <i>Vice-Chancellor – Chairman</i> |
| 2.  | Prof. Sudhish Pachauri     | <i>Pro-Vice-Chancellor</i>        |
| 3.  | Prof. Umesh Rai            | <i>Director, South Campus</i>     |
| 4.  | Prof. Malashri Lal         | <i>Dean of Colleges</i>           |
| 5.  | Prof. C.S. Dubey           | <i>Director, C.O.L.</i>           |
| 6.  | Dr. A.K. Bhagi             |                                   |
| 7.  | Dr. A.M. Khan              |                                   |
| 8.  | Prof. A.S. Yaruigam        |                                   |
| 9.  | Prof. Amitabha Mukherjee   |                                   |
| 10. | Dr. Amitava Chakraborty    |                                   |
| 11. | Dr. Anil Kumar Jha         |                                   |
| 12. | Prof. Anita Tuli           |                                   |
| 13. | Prof. Ashum Gupta          |                                   |
| 14. | Dr. Anupa Siddhu           |                                   |
| 15. | Prof. Ashok Vohra          |                                   |
| 16. | Prof. Ashwani Kumar Bansal |                                   |
| 17. | Dr. Avinash Kumar          |                                   |
| 18. | Prof. C. Deiadawson        |                                   |
| 19. | Prof. C.K. Jaggi           |                                   |
| 20. | Prof. C.P. Gupta           |                                   |
| 21. | Prof. Chander Shekhar      |                                   |
| 22. | Dr. D.K. Kansal            |                                   |
| 23. | Prof. Enakshi Sharma       |                                   |
| 24. | Prof. H.C. Pokhriyal       |                                   |
| 25. | Dr. I.N. Singh             |                                   |
| 26. | Prof. J.M. Khurana         |                                   |
| 27. | Prof. J.P. Khurana         |                                   |
| 28. | Prof. J.P. Sharma          |                                   |
| 29. | Prof. J.S. Virdi           |                                   |
| 30. | Prof. Jagdish Saran        |                                   |
| 31. | Dr. M. Gopinath            |                                   |
| 32. | Dr. M. Madhusudhan         |                                   |

33. Prof. M.K. Pandit
34. Prof. M.L. Singla
35. Dr. M.R. Chhikara
36. Prof. Madhu Bhalla
37. Dr. Mahak Singh
38. Mr. Mahendra Kumar Meena
39. Dr. Manjit Singh
40. Prof. Manoj Kumar Jha
41. Prof. Minni Sawhney
42. Dr. Minoti Chatterjee
43. Dr. Mohd. Aslam Parvaiz
44. Dr. Monica Misra
45. Dr. Mridula Arora
46. Prof. N.M. Kamal
47. Prof. Naimul Hasan
48. Prof. Neeta Sehgal
49. Dr. Nikhil Jain
50. Prof. P.C. Pattnaik
51. Dr. Pratibha Jolly
52. Dr. Promodini Verma
53. Dr. R.B. Singh
54. Prof. R.C. Sharma
55. Prof. R.C. Thakran
56. Shri. R.P. Tulsian
57. Dr. Rajesh
58. Dr. Rajesh Kr. Jha
59. Prof. Rakesh Kumar
60. Prof. Rama Mathew
61. Prof. Ramesh C. Bharadwaj
62. Dr. Rashmi Joshi
63. Dr. Renu Bala
64. Shri. Rudrashish Chakraborty
65. Dr. S. Lakshmi Devi
66. Dr. S.C. Jindal
67. Prof. S.K. Bansal
68. Dr. S.K. Jolly
69. Dr. S.K. Sagar
70. Prof. S.L. Malik

71. Dr. Sadhna Sharma
72. Dr. Sanjay Kumar
73. Prof. Sheoraj Singh
74. Prof. Satish Deshpande
75. Dr. Shailendra Kumar
76. Dr. Suman Sharma
77. Dr. Sunaina Kanojia
78. Dr. Sunil K. Muttoo
79. Dr. Suresh Kumar Garg
80. Prof. Tarun Das
81. Prof. Ujjwal Kr. Singh
82. Prof. Uma Garg
83. Prof. V.K. Chaudhury
84. Prof. V.K. Srivastava
85. Prof. Ved Pal Singh
86. Prof. M. Venkat Rajam
87. Dr. Vijay Laxmi Pandit

***SPECIAL INVITEE***

1. Prof. Anand Prakash
2. Dr. G.S. Sondhi
3. Dr. Inderjeet
4. Dr. Jasvinder Singh
5. Prof. Kamala Sankaran
6. Prof. M.M. Chaturvedi
7. Dr. Malay Neerav
8. Prof. Ramesh Gautam
9. Prof. Ravinder Gargesh
10. Prof. Rup Lal
11. Dr. Satish Kumar
12. Dr. Sunil Sondhi
13. Sh. Z.V.S. Prasad

Alka Sharma - Registrar - Secretary

<p>iv) *Revised syllabus of B.Com. (Hons.) Semester- II, Paper No. – CH 2.4: Corporate Laws.</p> <p>v) *Revised syllabus of B.Com. Semester-III, Paper No.– CP 3.2: Company and Compensation Laws.</p> <p>vi) *Revised syllabus of Four Year Undergraduate Programme Commerce Semester-IV– DC 1 – 8: Corporate Laws</p> <p>vii) **Syllabus of Undergraduate Programme with multiple degree options DC-II-OMSP.</p> <p>#The exiting examination rules of the University will apply.</p> <p>*Students already admitted will continue to appear in examination for old papers.</p> <p>**Option of English/Hindi in paper 5.1 &amp; 6.1 should be provided from the academic session 2015-2016.</p>	<p>Business)/MBA not approved.</p> <p>Revised nomenclature of MHROD as Master of Business Administration (Human Resource &amp; Organizational Development)/MBA (HR &amp; OD) not approved.</p> <p>iv) Revised syllabus of B.Com. (Hons.), Semester- II, Paper No. – CH 2.4; Corporate Laws be approved.* (Appendix-4)</p> <p>v) Revised syllabus of B.Com. Semester-III, Paper No. – CP 3.2: Company and Compensation Laws be approved.* (Appendix-5)</p> <p>vi &amp; vii) Deferred.</p> <p>#The exiting examination rules of the University will apply.</p> <p>*Students already admitted will continue to appear in examination for old papers.</p> <p>(10 members dissented)</p>
<p>Resolved that the following recommendations of the <b>Empowered Committee</b>, constituted by the Vice-Chancellor, made in its meeting held on 15.6.2014, with regard to syllabus of following six skill based Applied Courses under Four Year Undergraduate Programme be accepted and recommended to the Academic Council for approval:</p> <ol style="list-style-type: none"> <li>1. IT-ITeS</li> <li>2. BFSI (Banking Financial Securities and Insurance)</li> <li>3. Telecom</li> <li>4. Healthcare</li> <li>5. Media &amp; Entertainment</li> <li>6. Automotive</li> </ol>	<p>Deferred</p>
<p>Resolved that the following recommendations of the <b>Faculty of Social Sciences</b> made in its meeting held on 21<sup>st</sup> May, 2014 be accepted with minor changes* and recommended to the Academic Council for approval:</p>	<p>Approved (One member dissented)</p> <p>(Appendix-6)</p>

<p>i) M.Phil Course/Syllabus/Scheme of Examination in the Department of Adult Continuing Education &amp; Extension w.e.f. academic year 2014-2015.</p> <p>*Reservation rules of the University will be followed.</p>	
<p>Resolved that the following recommendations of the Faculty of Science made in its meeting held on 17<sup>th</sup> June, 2014 be accepted and recommended to the Academic Council for approval:</p> <p>1) Syllabus of M.Sc. in Forensic Science two year full time programme.</p> <p>ii) Syllabus of B.Tech. in Forensic Science (under Four Year Undergraduate Programme).</p>	<p>(Appendix-7)</p> <p>i) Approved with minor changes.</p> <p>ii) Deferred.</p>
<p>Resolved that the Recommendations of the Faculty of Education made in its meeting held on held on 11<sup>th</sup> June, 2014 be accepted and recommended to the Academic Council for approval:</p> <p>Introduction of the following M.Ed. optional papers IV and V(X) – Information and Communication Technologies in Education:</p> <p>i) Syllabus of paper 4.5. X.1: Information and Communication Technologies in Education. (Optional Paper).</p> <p>ii) Syllabus of paper 4.5X2: Web Technologies and E-learning.</p> <p>iii) Syllabus of B.Ed. paper IV(i) Teaching of Mathematics – A level.</p>	<p>Approved (Appendix-8)</p> <p>Approved (Appendix-9)</p> <p>Approved (Appendix-10)</p>
<p>*Resolved that the recommendations of the Faculty of Law made in its meeting held on 16.6.2014 to amend Ordinance II, Ordinance V(1), Appendix to Ordinance V(2) and Ordinance VII as recommended by the Faculty of Law be accepted and recommended to the Academic Council for approval.</p> <p>*Proposed amendment is approved and effective date will be decided by the Faculty in consultation with the University authorities.</p>	<p>Approved (Appendix-11)</p>
<p>Resolved that the recommendations of the Empowered Committee constituted by the Vice-Chancellor, made in its meeting held on 18.6.2014 regarding ELPC Applied Courses on FYUP Semesters 3,4,5 and 6, structure and syllabi be accepted and recommended to the Academic Council for approval.</p>	<p>Deferred</p>

## AGREEMENT

on an international cooperation between the

**Julius Maximilian University of Würzburg**  
Faculty of Human Sciences  
Institute for Education

and the

**University of Delhi**  
Department of Adult Continuing Education & Extension

As part of a constant endeavour to promote mutual understanding and international scientific research, an agreement is hereby entered into on cooperation between designated departments of the Julius Maximilian University of Würzburg, represented by its President, Professor Dr. Dr. h. c. Alfred Forchel and the University of Delhi, represented by the Registrar, Professor Tarun Kumar Das.

### Article 1

Desiring to establish collaborative relations between the two institutions to promote friendship and to co-operate in a mutually beneficial association, the Department of Adult and Continuing Education of the University of Würzburg and Department of Adult Continuing Education & Extension of the University of Delhi agree to cooperate in the following fields:

- Exchange of academic faculty, administrative staff, visiting scholars, researchers, teaching staff, students and other staff mutually agreed upon
- Exchange of information and academic materials that are of mutual interest
- Establishment and organisation of coordinated classes,
- Conducting joint research projects,
- Organisation of international colloquia,
- Regular exchange of documentary publications and teaching materials.
- Briefing/orientation services by each institution for visitors from the other institution when possible and determined in advance
- Other forms of co-operation, which the two institutions may jointly arrange.

The two institutions shall decide through consultation the specific areas and details of co-operation within the framework of this agreement, and shall consult from time to time at the request of either institution for the purpose of reviewing the operation of this agreement. The two institutions shall encourage co-operation in any discipline, which is studied in both institutions. Details of any such activities will be subject to a separate agreement that will be mutually entered into and will be attached to this Memorandum of Understanding as an annexure.

### Article 2

A project may only be taken up once its funding has been secured. No financial obligations result from this agreement for either of the two parties unless mutual consent has been given.

The financial arrangements involved in the implementation of this agreement shall be settled through consultation between the two institutions in respect of each program of co-operation.

### Article 3

The number of students and academics who may participate in the exchange, the financial conditions for accommodating students and academics and all questions connected with this will be agreed upon separately in each individual case. Both Universities declare their willingness to give their guests from the partner university every possible support during their stay. The exchange will take place after a written invitation has been sent setting down all the details of each stay.

### Article 4

The agreement will come into effect from the date of most recent signature and is entered into for a period of 5 years with an option to renew for another five years. It may be modified or extended with the consent of both parties. Either party may terminate the cooperation provided that notice is given at least six months in advance. The institutions shall confer concerning the renewal of this Memorandum of Understanding six months prior to the date of expiration.

Any projects, training, or exchanges that may have commenced at either institution before the date of termination may be completed by special agreement between the two institutions. For condition not covered by this agreement, or for problems that arise during the course of this agreement, both parties undertake to refrain from unilateral action and to consult and negotiate mutually acceptable decisions.

### Article 6

This agreement may be amended and supplemented by agreement between the two institutions. Amendments and or supplements will be appended as an annexure.

The University of Würzburg and the University of Delhi shall execute this agreement to the best of their knowledge and ability.

Place: Würzburg

Date of signing: 19 AUG 2015

On behalf of the University of Würzburg:



Prof. Dr. Eckhard Pache  
Vice President for Internationalization, Alumni,  
Information Technology and Public Relations

  
Florian Evenbye  
Registrar, International Office



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Germany

Web Address: [www.uni-wuerzburg.de](http://www.uni-wuerzburg.de)

Place: Delhi

Date of signing: 22 July, 2015

On behalf of the University of Delhi:



Professor Tarun Kumar Das  
Registrar, University of Delhi

  
कुलसचिव  
Registrar  
दिल्ली विश्वविद्यालय  
University of Delhi  
दिल्ली-110007/Delhi-110007  
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