

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) (4th 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, (6th 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.

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. 1st Edition. New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India, 1983.
2. Bhatt, S.C. Satellite Invasion of India. 1st 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*. 1st 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*. 1st Edition. Cambridge UK: Cambridge University Press, 2001.
10. Saksena, Gopal. *Television in India*. 1st 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*. 1st 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 15th 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. 2nd 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. 15th 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 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
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
2. 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 檉 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, اِفْعَلْ, مَفْعُولٌ, فَاعِلٌ, 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 يفعل*. 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/
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
7. 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