University Of Delhi

Pan African e- Network Program

Brochure for admission

Contents

About the University of Delhi

The University of Delhi, which began life in 1922 with just three colleges and 750 students, has become one of India's major institutions of higher learning addressing the ever-increasing aspirations of her people for tertiary education of acceptable quality and relevance. In this process, the University has itself grown and diversified phenomenally over the past decades. With its 78 colleges, 84 postgraduate departments, over 300,000 students and about 7,000 teachers, the University of Delhi is now the largest in India and among the largest in the world. The University runs undergraduate, postgraduate and research programmes, in liberal disciplines, in professions and in interdisciplinary and applied areas. The University has through these eighty years created and sustained a number of world-class centres of undergraduate education. It has also demonstrated its excellence in research and postgraduate education in many disciplines. It has been home to a large and vibrant academic community, at the forefront in the generation and transaction of new ideas, active in various departments of public life. Each of the past decades has had its expectations from the University of Delhi. The University on its part has been able to adapt, transform and gear itself to incorporate these expectations into its institutional agenda, struggling all the while not to compromise its essential characteristic as a centre of excellence in higher education.

DU Milestones

1922	DU opens in the Ritz Cinema complex within the elite environments of historic Kashmere Gate on the initiative of the Rt Hon'ble Rufus Daniel Issacs Earl of Reading Viceroy-Governor General and the first Chancellor, with Dr HS Gour as first Vice Chancellor;
	4 faculties, 6 depts and 750 students
	31 May The first EC held in the Civil Secretariat, now old Secretariat; the Administrative Wind on Underhill Road and at 2 Alipore Road/Curzon House, later, Swiss Hotel and, now, Swiss Apts
1923	26 March : The first Convocation Address by Viceroy Issacs
1924	Indraprashtha College
1926	Commercial School Daryaganj becomes SRCC, courtesy donation by Sir Shri Ram
1927	Physics Lab on St James Church Road; Hostel rooms rented in Elysium Hotel on Nicholson Road
1932	Lady Irwin College
1933	DU moves to the Civil/Old Secretariat Viceregal Ballroom renovated as Library courtesy GD Birla's

	donation of Rs.25,000
1937	Law Hall opens in Savoy Hotel on Nicholson Road, renamed Gwyer Hall 1948
1938	Sir Mourice Gwyer Lord Chief Justice is VC DU gets a campus and a (first in India) 3 yr Hons course; The longest-serving VC (1938-1950) lives at 20 Akbar Road
1942	St Stephen's (1881) moves from Kash Gate to Campus
1943	Non-Collegiate Women's Edn Road; 3 MA Students, now 13,773
1945	DUTA-Samuel Mathai the first President; DSSW on YWCA initiative
1947/48	The first Hurrah is Silver CIE/ Faculty of Edn. Miranda House, Jubilee Hall in barracks, Gwyer Hall gets Doric pillars, Arts Faculty sports distinctive spire and is opened by Lord Mountbatten
1949	D School, with Prime Minister Jawahar Lal Nehru as First President VPCI opened by Dy PM Sardar Vallabhai Patel
1951	Mr KR Narayanan as first Jt Director D School Centre; Former President of India
1953	Hindu College (1899) moves from Kash Gate to Campus
1959	DUMADS with Frank Thakur Das, Margret Chatterjee; music-art-theatre, recordplaying rooms in Tagore Hall
1962	School for Correspondence Courses, the first in India: 1172 students, today 110,047
1964	DUWA with Ms Durgabai Deshmukh as Chairman
1970	Dr Sarup Singh the first alumnus (Inter-MA 1934-40) as VC
1972	Glorious Golden South Delhi Campus in South Ex with Dr Amrik Singh the first Director (the first in India) College for Vocational Studies with alumnus Dr PL Malhotra (BA Hons MA 1953-58) as Principal
1982/84	DU Diamond is Forever

Inter Disciplinary Studies, Writers Causerie with Salman Rushdie, Kamladevi Chattopadhyay, Mulk Raj Anand and Jagmohan ...

Mother Teresa and Ustad Vilayat Khan honoured, First President Dr Rajendra Prasad Birth Centenary Seminar

1997-98	Platinum Power under (second) alumnus VC Dr VR Mehta (MA 1965)
	Dean Alumni Affairs, the first such post in the University system in India.
	DS Kothari Hostel for Boys, VKRV Rao Hostel for Boys, BS Bachawat Life Sciences Block, Platinum Jubilee Park (designed by Professor CR Babu) Restoration of Viceregal Lodge/VC Secretariat, DU Library AudioVisual Center, Internet Center, Institute of Informatics and Communication
	MoUs with universities in Japan, Britain and USA, Ultra-specialist course like integrated M Sc Ph D in Biomedical Research, M Sc Informatics, BA Social Work, Physiotherapy course affiliated thru Amar Jyoti Charitable Trust
MilleniumTime 2000-2001	Millenium Time VC is alumnus Dr Deepak Nayyar (BA Hons MA 1962-67)
	Launch of UDAI (University of Development Action and Integrated Learning)
	As rehabilitation project post-Gujrat earthquake Jan 2001
	Landmark 1940s-vintage DU Coffee House reopened, Internet Admn Network, VC Relief Fund for natural disaster relief etc.
	BA Hons in German and French
	PG Diploma/s in Development Therapy/ Special Educationa

Recent Developments and Initiatives

M.Tech programmes.

In order to ensure that the University trains students in the cutting edge areas of research and technology, three new M.Tech programmes have been introduced from the session of 2008-2009. The M.Tech courses are in the areas of Nuclear Science &Technology, Nanoscience & Nanotechnology, Chemical Synthesis and Process Technologies. Students with degrees in Physical Sciences are admitted to these three year courses. In the areas of Nuclear Science and Nanoscience, the course architecture has been designed in a way that ensures that such students spend one year for their course/dissertation work in the following institutes of France— for M.Tech in Nuclear Science & Technology: INSTN, Saclay; Université Paris SUD – XI; ENSTA Paris Tech; Ecole Centrale Paris, and for M.Tech in Nanoscience & Nanotechnology: Université Joseph Fourier (UJF), Grenoble. Similarly students of Chemical Synthesis and Process Technologies will be spending a year at Japan Advanced Institute of Science and Technology (JAIST), Ishikawa, Japan; Free University, Berlin, and University of Descartes, Paris. These science-technology interface programmes, incidentally, have been started for the first time in the history of any University in the country.

Introduction of a uniform semester system.

From the current academic session of 2009-2010, all postgraduate departments have been brought within a uniform semester system. This replaces the disparate systems of teaching and examination that were prevailing earlier which involved teaching and examination in the annual mode, teaching in the semester mode

with examination in the annual mode, and teaching and examination in the semester mode. From 2010-11, the undergraduate courses will also move to a semester mode.

Revision of courses.

All departments have semesterized their postgraduate courses of study, and a majority of departments have also undertaken a revision of their courses. In many cases, such revisions have taken place after a very substantial length of time. Currently, revision of undergraduate courses is also underway to provide a wider knowledge-background to the students.

Upgradation of e-resources.

The University has, over the last four years, subscribed to a large number of e-journals and electronic data bases (totaling 66, including both purchased and expected to be purchased during the current year) in the Sciences, Social Sciences, and Humanities. These resources are freely available to the entire University community (including colleges). About Rs.5.9 crores have been/are being invested for purchase of these electronic databases. Additionally, the annual subscription for e-journals and resources is now about Rs.3.5 crores. The process of digitization of Ph.D. theses is underway. Currently, 2217 theses have been uploaded and another 684 are ready to be uploaded on the University intranet. It is expected that the first phase of digitizing Ph.D theses, covering the period 1980- 2002, shall be complete by March 2010.

Purse Grant.

 Department of Science and Technology Purse grant has been sanctioned to the University in 2008-9 for excellence in science. This is based on the position of the University as No. 1 university in the country in terms of research publications during the last ten years. Proposals were invited from all the faculty members of Science departments. Nearly 50 proposals were submitted by the members under three heads. As first priority, the University considered funding multi investigator projects to strengthen interdisciplinary research. This will encourage sharing of expertise between various faculty members. Second priority was given to projects under public private interactions. Private companies have agreed to provide equal contribution for the projects. Individual faculty members are also going to be supported. In all these projects the major aim will be to improve

training of the doctoral students. The bulk of the funding under these projects is expected to be spent on consumables and supplies. The amount of the grant is Rs. 30 crores to be given in three equal annual installments.

Central Instrumentation Facilities.

Two Central Instrumentation Facilities have been created in the North and South Campuses of University to serve as common nodal facilities for facilitating teaching and research. The Facilities have been carefully planned to support experimental work of a high order with a range of sophisticated instruments. Further, advanced computational facilities have been established at the Biotech Centre of the South Campus and in Physics Department at the North Campus.

Institute of Lifelong Learning (ILLL).

Institute of Lifelong Learning (ILLL) was created in 2007 to improve the quality of education through the integration of Information and Communication Technology (ICT) in education. Its main focus is on development of high quality e-learning material (e-lessons, e-quizzes, e-labs and e-lectures), organizing faculty development programmes including ICT capacity building workshops to prepare faculty and staff for the newer roles in the changing scenario of higher education and introduction of new life-enriching and career oriented courses for the benefit of the students. These include English Language Proficiency Course, Foundations of Banking Course and Personality Development Course. Hundreds of teachers of the University are involved in the task of developing e-learning materials for various undergraduate programmes. Already thousands of quizzes have been uploaded on the ILLL portal which will be launched shortly. These quizzes could also be used later as assignments for the Internal Assessment component of
evaluation. An Audio-Visual Production Centre has recently been created at the institute for recording video lectures (e-lectures), e-labs and for beaming lectures live to the countries of the African Union under the Pan-African e-Network program of the Indian government in which the University is an active partner. As part of the endeavour to bring about e-transformation in the University, the institute recently conducted the first ever on-line examination in Environmental Sciences for the first year undergraduate science students. The institute also plans to make the entire University faculty ICT savvy during the current academic year. For this, about 120 teachers from various colleges have been trained as Master Trainers/Champions in ICT skills in collaboration with Microsoft India. These Champions are now helping in dissemination of ICT skills

in their respective colleges. The institute has also launched a similar programme for the non-teaching employees of the University. The institute is also a partner in the development of e-learning materials at the national level under the National Mission on Education through ICT, a project of the MHRD. An Internal Quality Assurance Cell is also being set up in the ILLL.

Campus of Open Learning

The University has initiated a variety of blended and e-learning related initiatives that directly support the delivery of educational materials and help in widening the base of inclusive education. This is being achieved through activities jointly undertaken by University of Delhi and the Open University, UK in the form of projects that introduce a variety of blended learning modes of instruction in colleges and departments and improve the quality of the courses available through the Campus of Open Learning. These projects have been partially supported by UKIERI. A major challenge before the University is to develop more meaningful education for the students enrolled in the School of Open Learning which along with other open education initiatives enroll around 3,00,000 students. The use of ICT tools for instruction and examination and developing skill oriented courses is a major challenging task for which the University has sought interaction with institutions from around the globe.

The University- Industry Synergy Program

The University through **Campus of Open Learning**, has recently initiated a unique experiment by partnering with industry to enhance the employability of its students (enrolled in Open mode in particular) by imparting them professional skills while they are pursuing their degrees. These skills are imparted through six months courses, designed and delivered with the help of Confederation of Indian Industry and other relevant industry sectors where the skill gap has been identified. In these six months, a two months internship with industry in order to give students practical training is mandatory. The courses are getting a good response from students and from industry, and the University is actively considering adopting them as disciplines leading to the award of vocational degrees in a blended teaching mode.

Presently, 27 short term courses are being offered to the students of University of Delhi. These courses are in the fields of **Retail** , **Telecom**, **Hospitality**, **IT**, **Media**, **Medical Transcription**, **Insurance**, **Automotive**, **Travel and Tourism**, **Soft skills** etc. Recently, Campus of Open Learning has emerged on the International Platform for Further Education Programs; with the launch of the course on "**Web Designing and Animation for Interactive Media**" under the UK-India Education Research Initiative.

The course curriculum has been designed in association with Edinburgh's Telford College and under the exchange program , four best students are selected to travel to Edinburgh's Telford College for Project Training.

The details of all the courses are available on the website
http://col.du.ac.in

Initiatives for Creating Equal Opportunity.

In order to address the issues related to students and faculty who are physically challenged and/or belong to the SC/ST/OBC sections of society, the Equal Opportunity Cell was established by the University of Delhi in 2006. With the purpose of making all buildings accessible to the physically challenged, a comprehensive access audit of buildings of the University and the colleges has been done by Samarthyam, and this is being implemented. The University, under the ambit of the Equal Opportunity Cell, also signed an MOU in 2007 with the NTPC Foundation Charitable Trust to establish a Resource Center. The Centre has been fully functional since 2008 and has a training centre for sign language, an equipment room for Braille embossing and a computing laboratory for the visually impaired. The Centre has organized a number of dedicated courses for training resource persons as well. Special efforts have been made by the University for recruitment of SC/ST/OBC/PH faculty members. With the support of the UGC, a Crèche and Day Care Centre, entitled Vaatsalya has started functioning under the aegis of the Delhi University Women's Association since November 2008. This caters mainly to the working women teachers and employees of the University.

International Initiatives.

The University of Delhi is a partner university to the Erasmus Mundus Mobility Program organized by a consortium of 12 European universities and 8 Indian universities. The programme applies to undergraduates, postgraduates, doctoral, postdoctoral as well as the academic staff. As part of this programme, University of Delhi hosted around 11 students and one academic staff from the Katholeike Univ, Lueven, Belgium for two months in the Department of History. There were around 35 students and faculty who participated in the mobility in various partner European Universities, 7 faculty members went as academic staff.
The University is also part of Universities 21 exchange network. Four students from Edinburgh have joined the Department of History under this program.

Additionally, The University is part of the U21 research projects on Water Resources and Food Security being coordinated by the University of Melbourne and the University College Dublin. Six of our undergraduate students participated in the Summer Workshop on Climate Change Adaptation held at the University of Queensland in the summer of 2009. The International Project on Educational Support to the Kabul University, Afghanistan involving the mobility of our teachers and those from Kabul University is among the important recent initiatives of the University.

University's own Radio channel

Another important initiative is the University Community Radio, started in 2007, which broadcasts programs for the benefit of the University fraternity.

Courses Offered:

* English Communication

* Accountancy

Syllabus for English Communication

The Course on English Communication Skills was developed through 2008-09 as a collaborative venture between the Open University, U.K. and the University of Delhi, India under the UKIERI project.
The team leader across all subjects and content development was Dr. Savita Datta, Director, School of Open Learning, University of Delhi.

Prescribed Texts
All texts and activities used are yet to be hosted on the University of Delhi website

Learning Outcomes
The four areas of skill which the course aims to teach are speaking, listening, reading and writing.

Speaking
By the end of this course the student will be able in English to –

- introduce oneself, and introduce others, in a variety of contexts

- talk about oneself (e.g. the student's interests and opinions, background etc.)

- ask for and give information (e.g. directions, cost of an item etc.)

- choose the right mode of address when speaking to someone, and choose a register appropriate to them and the context

- give compliments and/or apologise, agree and disagree in a way that is appropriate to a discussion in an educational or a business setting

- speak in a group

- speak in a telephone conversation involving more than simple requests or demands (see also Listening below)

Listening

By the end of this course the student will be able in English to –

- listen to and understand messages from friends, messages from work colleagues, instructions from announcements and recorded messages (e.g. at railway stations and airports)

- take driving directions and simultaneously track those directions on a map

- listen to and understand College lectures (see also Writing below)

- listen to and understand a telephone conversation involving more than simple requests or demands, follow instructions of the kind used in e-Business

- Listen to and understand the informal language used in television, stories, and poems

Reading

By the end of this course the student will be able in English to –

- read and understand a range of texts from an educational context and more general context (i.e. essay questions, text books, user-manuals, maps, diagrams, and advertisements, bill-boards, newspapers, stories)

- become a more effective reader in an educational and more general context

- read and understand material where meaning depends on the play of words (e.g. jokes, cartoons, metaphors)

- have begun to learn the ability further to develop the student's reading skills for oneself so as to read more complex texts

Writing

By the end of this course the student will be able in English to –

- write regularly in sentences involving two clauses

- demonstrate improved writing skills (e.g. a secure understanding of the function of sentences and paragraphs)

- understand and use the conventions governing different kinds of writing (i.e SMS, formal letter, email, diary entry or personal note)

- write and edit writing in a collaboratively produced text (e.g. a wiki or a document which has group authors)

- demonstrate the basic principles of academic writing (e.g. in an essay or report which requires discussion of a topic or idea etc.)

Syllabus for Accountancy

CERTIFICATE PROGRAMME: 6 MONTHS

UNIT – I

1.1   Introduction to Accounting
1.1.1 Accounting – Meaning,
1.1.2 Objectives of Accounting
1.1.3 Functions of Accounting
1.1.4 Limitations of Accounting
1.1.5 Users of accounting information
1.1.6 Branches of Accounting

1.2   Fundamental Accounting concepts
1.2.1 Qualitative characteristic of accounting information.
1.2.2 Generally accepted accounting principles : GAAP
1.2.3 Accounting Assumptions
1.2.4 Accounting Principles
1.2.5 Accounting Standards

1.3   Accounting Equation
1.3.1 Transaction analysis
1.3.2 Summary of analysis

1.4 Financial statements

1.4.1 Income statement
1.4.2 Statement of changes in owner's equity
1.4.3 Balance sheet
1.4.4 Cash flow statement

UNIT – II - Accounting Process

2.1 Accounts

2.1.1 Classification of Accounts
2.1.2 Format of account
2.1.3 Rules of Debit & Credit

2.2 Steps in Recording Process

2.2.1 Journal/Ledger
2.2.2 Journalizing and Posting into ledger
2.2.3 Balancing of Accounts

2.3 Subsidiary Books of Accounting

2.3.1 Purchases books
2.3.2 Sales books
2.3.3 Purchases return book
2.3.4 Sales return book
2.3.5 Bills book
2.3.6 Cash book
2.3.7 General Journal

UNIT – III – Final Accounts

3.1 Revenue and expenses recognition

3.1.1 Revenue Recognition
3.1.2 Expense Recognition
3.1.3 Capital and Revenue expenditure
3.1.4 Capital and Revenue receipts

3.2 Trial Balance

3.2.1 Trial balance-meaning
3.2.2 Objective of preparing trial balance
3.2.3 Adjustment entries
3.2.4 Preparation of adjusted trial balance

3.3 Preparation of Financial statement

3.3.1 Income statement
3.3.2 Statement of charges in owner's equity
3.3.3 Balance sheet
3.3.4 Cash flow statement

Additional portion for (Diploma)

UNIT - IV

4 Depreciation Accounting

4.1 Meaning- causes of depreciation
4.2 Need for charging depreciation
4.3 Accounting treatments

UNIT - V

5 Inventory Valuation

5.1 Meaning of inventory
5.2 Purpose of inventory valuation
5.3 System of inventory valuation

UNIT - VI

6 Errors and their rectification

6.1 Classification of errors
6.2 Errors which affect the agreement of trial balance.
6.3 Errors not disclosed by trial balance.
6.4 Steps to locate errors

Eligibility For Admission:

Senior Secondary School Certificate Examination (class XII) of the Central Board of Secondary Education or an examination recognized as equivalent thereto.

Foreign Students Admission Category:

University of Delhi also attracts many foreign nationals either through cultural relations or diplomatic channels.

For further information log onto www.du.ac.in and click on to Foreign Students

Application Form

Pan-African Portal

Student Application Form for all the courses offered at University of Delhi under Pan African e-Network program

Form No. [   ]   Enrollment No. [   ]

Photo

Institution Name	University of Delhi
Programme Name	
Programme Code	
Learning Center Name	
Age	
Academic Year	

Personal Details			* Mandatory fields
* Full name of student	* Last Name	Middle Name	* First Name
(In Block Letters)			
* Father's/mother's Name	* Last Name	Middle Name	* First Name
(In Block Letters)			
* Date of Birth			
* Nationality		*State of Domicile	

* Gender   Male   Female

Correspondence Address

*Address

Telephone

Home

Work

Mobile

*Place

*State/Region

*Zip Code

*E-Mail

*Employment Status   Employed   UnEmployed

Educational Qualifications					
Qualification	Name of School / University	Year of Passing	Board / College / University	Main Subjects	Aggregate % of Marks

Undertaking: I solemnly affirm that the above information made and furnished by me is true and correct. Further, I am being admitted to the above stated programme entirely on my request and I agree to abide by all the rules and regulations of the University. In the event of suppression or distortion of any fact like educational qualifications, nationality etc.., made in the Enrollment Form, I understand that my admission is liable for cancellation.

Date:

Place:

Signature of student

Register   Reset

University of Delhi   **Brochure for the Pan African e- Network Program**