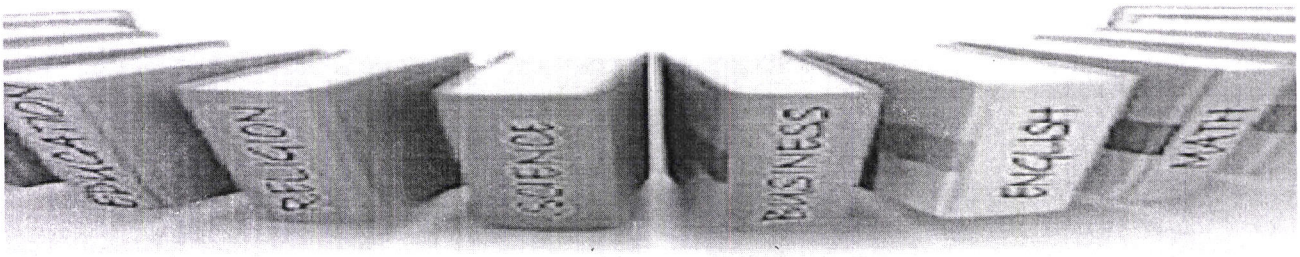
VALUE-ADDED COURSES



Achieving Academic Excellence

Curriculum & Scheme of Examination

AMITY UNIVERSITY HARYANA

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ENVIRONMENTAL MANAGEMENT

ENVIRONMENTAL POLLUTION AND WASTE MANAGEMENT

Course Code: ENV2351 **Contact Hours: 36**

Course Objective:
The growing pressure on natural resources and the progressive increase in the production of waste poses serious challenges for our society. Waste production and management play a central role in environmental policy. The production of industrial and urban waste has exploded during the last ten years. From a modern viewpoint, waste is to be considered a lost resource and, hence, it is a manufacturing cost variable that must be optimized with both direct costs and the cost to society in mind. Since it is not possible to avoid the production of waste, the main objective in order of importance is to try to reduce it to a minimum.

Course Contents:
Module I: Water pollution – sources, types, and effect of water pollutants, water quality standards, algal bloom, eutrophication, biomagnification/ bioaccumulation, water pollution control - primary, secondary and tertiary wastewater treatment; **Soil Pollution** – soil pollutants – types, sources, effects, and control.

Module II: Air pollution – structure and composition of atmosphere, classification, sources and effects of air pollutants, air pollution control - particulate and gaseous emission control methods; acid rain, green house effect, global warming, ozone depletion, smog, climate change, **Noise Pollution** – sources, effects, and control.

Module III: Waste management: Methods of waste collection, storage, and transportation, treatment and disposal techniques for solid waste: landfill operation and maintenance, composting: advantages and limitations, vermin-composting, autoclaving, incineration, biogas plant, techniques for hazardous waste treatment and safe disposal, nuclear and e-waste management, Government agencies and programs: NCEPC, MoEFCC, CPCB and SPCB's.

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	5	10	10	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, A: Attendance, EE: End Semester Examination.

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ENVIRONMENTAL MANAGEMENT AND INDUSTRIAL SAFETY

Course Code: ENV2451 **Contact Hours: 36**

Course Objective:
The course will give an overview of the safety and environmental issues in the industry. It will provide detailed understanding of the methods and techniques to resolve these key issues for making production and processing cleaner and safer. This course would educate students to identify and assess hazards in any stage of operation, to quantify and manage them as well. This course will also highlight lessons learnt from the past accidents. The aims of this course are: to create awareness for quality of life protection, health and environmental safety, occupational hazards.

Course Contents:
Module I: Public health: definition, need for good health, factors affecting health, communicable diseases, mode of transmission (epidemic and endemic diseases), management of hygiene in public places, occupational health hazards and safety (physical, chemical and biological), health protection measures for workers- health education, first aid, management of medical emergencies.

Module II: Industrial safety and management techniques: industrial safety standards and regulations, accidents – definition, prevention and control, risk analysis and assessment, safety cost and expenses.

Module III: Safety management system - environmental management systems (EMS) ISO 14000 and 14001, OSHA and NIOSH, compensation act, public liability insurance act, mining act, good manufacturing practices (GMP) and good laboratory management practices (GLP).

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	5	10	10	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, A: Attendance EE: End Semester Examination

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ENVIRONMENTAL ECONOMICS AND GLOBALIZATION

Course Code: ENV2551 **Contact Hours: 36**

Course Objective:
Environmental issues such as pollution, climate change and the conservation of biodiversity are currently in the headlines of economic debate. Economic analysis of the environment is challenging precisely because environmental value is not always conveniently revealed in a market, and thus is subject to inappropriate use. The major topics addressed in this field of study are: the causes of environmental degradation, the need to re-establish the disciplinary ties between ecology and economics, the difficulties associated with assigning ownership right to environmental resources, the trade-off between environmental degradation and economic goods and services, assessing the monetary value of environmental damage etc.

Course Content:

Module I: Introduction: definition and scope of environmental economics, economics and environment, environment inter-linkages, market failure and externality, accounting for the environment.

Module II: Resource economics: natural resources: types and classification, economics of natural resources exploitation, market structure and the exploitation of non-renewable resources, methods of valuation of environmental costs and benefits.

Module III: Economics & Environmental Management: WTO and international trade, environmental trade barriers, natural resource accounting, environmental communication, GRI reports, green marketing, eco-labeling, pollution control: basic approach to environmental policy and management, pollution tax: effluent charges and subsidies.

Examination Scheme:

Components	CT	HA	S/V/Q	A	EE
Weightage (%)	5	10	10	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, A: Attendance EE: End Semester Examination

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SUSTAINABLE DEVELOPMENT PRACTICES

Course Code: ENV2651 **Contact Hours: 36**

Course Objective

Finding approaches to development that balance economic and social progress, address cultural differences, and respect ecological values and limits is the key to sustainable development. Moving towards this goal requires fundamental changes in human attitudes and behavior in our personal lives, in our community activities, and in our places of work. The success in this regard is critically dependent on education and training. This course will imbue students with respect for the conservation and sustainable use of resources, social equity, and appropriate development along with competencies to practice sustainable tasks at the workplace of today and tomorrow.

Course Content:

Module I: Introduction: Environment, sustainable development and globalization, millennium development goals, regional perspectives, challenges and environmental issues in India, sustainable development and Indian development policies, local environmental management and legislation.

Module II: Climate change and sustainable development: Climate change and sustainable development, climate change and forest management, sustainable consumption, strategies and issues, international environmental agreements and climate change, international environmental agreements and climate change.

Module III: Writing on environment: Environmentalism, environmental journalism and activism, media for environment, conventions and science article styles, fact-checking with sources, research and publication, green peace movement, UNEP, UNCED, WBCSD, WWF, WRI, GRI, and World Bank.

Examination Scheme:

Components	D	P	A	EE
Weightage(%)	15	10	5	70

D: Dissertation, P: Publication, A: Attendance EE: End Semester Examination

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ENTREPRENEURSHIP

ORIENTATION PROGRAMME IN ENTREPRENEURSHIP

Course Code: MGT2152 **Contact Hours: 36**

Course Overview
The goals of this programme are to inspire students and help them imbibe an entrepreneurial mind-set. The students will learn what entrepreneurship is and how it has impacted the world and their country. They will be introduced to key traits and the DNA of an entrepreneur, and be given an opportunity to assess their own strengths and identify gaps that need to be addressed to become a successful entrepreneur.

The programme comprises several short courses, each focusing on a specific entrepreneurial knowledge or skill requirement such as creative thinking, communication, risk taking, and resilience and helping them become career ready, whether it is entrepreneurship or any other career.

Course Contents:

Module-I: Introduction to Entrepreneurship
Meaning and concept of entrepreneurship, the history of entrepreneurship development, role of entrepreneurship in economic development, Myths about entrepreneurs, agencies in entrepreneurship management and future of entrepreneurship types of entrepreneurs.

Module-II: The Entrepreneur
Why to become entrepreneur, the skills/ traits required to be an entrepreneur, Creative and Design Thinking, the entrepreneurial decision process, skill gap analysis, and role models, mentors and support system, entrepreneurial success stories.

Module-III: E-Cell
Meaning and concept of E-cells, advantages to join E-cell, significance of E-cell, various activities conducted by E-cell

Module-IV: Communication
Importance of communication, barriers and gateways to communication, listening to people, the power of talk, personal selling, risk taking & resilience, negotiation.

Module-V: Introduction to various form of business organization (sole proprietorship, partnership, corporations, Limited Liability company), mission, vision and strategy formulation.

Examination Scheme:

Components	CT	HA	C	V	A	EE
Weightage (%)	10	5	5	5	5	70

(**C** - Case Discussion/ Presentation; **HA** - Home Assignment; **V** - Viva; **CT**- Class Test; **A** - Attendance; **EE** - End Semester Examination)

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Learning Outcomes

At the end of the course, the students will:

- Develop awareness about entrepreneurship and successful entrepreneurs.
- Develop an entrepreneurial mind-set by learning key skills such as design, personal selling, and communication.
- Understand the DNA of an entrepreneur and assess their strengths and weaknesses from an entrepreneurial perspective.

Learning Methods

Videos and quizzes through the on-line Learning Management System (LMS); Classroom learning through an experienced Facilitator/Faculty on campus (Videos, In-class Activities, Outbound Activities); Assignments and Projects; and Practical Experiences including challenges, internships and apprenticeships.

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EXPLORING BUSINESS OPPORTUNITY

Course Code: MGT2252 **Contact Hours: 36**

Course Overview

The goal of this programme is to provide a space and platform for discovery, both self discovery and opportunity discovery. Students will discover their strengths in terms of an entrepreneurial founding team and learn basics such as opportunity discovery, prototyping, competition analysis, and early customer insights and participate in on-line and campus activities and events such as idea competitions, business plan challenges, etc.

Course Contents:

Module-I: Self-Discovery

Natural born entrepreneur, the reluctant entrepreneur, the hidden traits, discovers your own strength.

Module-II: Idea Generation

Sources of business ideas, how to find & assess ideas? Where to find data for ideation? What is a good problem? Opportunity recognition.

Module-III: Idea Evaluation

Design thinking for finding solutions, prototyping, idea evaluation, entrepreneurial Outlook, value proposition design, customer insight, ideas development , capstone project presentation.

Module-IV: Feasibility Analysis

Product/Service Feasibility Analysis, Industry & competition analysis, environment analysis, financial feasibility analysis.

Examination Scheme:

Components	CT	HA	C	V	A	EE
Weightage (%)	10	5	5	5	5	70

(**C** - Case Discussion/ Presentation; **HA** - Home Assignment; **V** - Viva; **CT**- Class Test; **A** - Attendance; **EE** - End Semester Examination)

Learning Outcomes

At the end of the course, the students will be able to:

- Further discover their strengths and weaknesses in terms of qualities and traits required to be a successful entrepreneur in the context of a founding team.
- Identify gaps in terms of qualities and traits required to be an entrepreneur, if any, and make a personal action plan to close those gaps.
- Develop the entrepreneurial mind-set further in terms of acquiring a business focus, creative thinking, risk-taking ability, and more.
- Learn about opportunity discovery and evaluation of viable business ideas for new venture creation.
- Practice critical talents and traits required for entrepreneurs such as problem solving, creativity, communication, business math, sales, and negotiation.
- Start customer development, validate their ideas, and learn what prototyping is.
- Understand the value of mentorship in the success of an entrepreneur and their ventures.

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Learning Methods

Videos and quizzes through the on-line Learning Management System (LMS); Classroom learning through an experienced Facilitator/Faculty on campus (Videos, In-class Activities, Outbound Activities); Assignments and Projects; and Practical Experiences including challenges, internships and apprenticeships.

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DEVELOPING A BUSINESS MODEL

Course Code: MGT2352 **Contact Hours: 36**

Course Overview

The goal of this program is to take the students from the MVP (Minimum Viable Product) stage to the Business Model stage, i.e. the students will acquire the skills required to transform their MVP into a business model. In this course, they will start building their teams by finding co-founders and perhaps even hiring. They will transform their business idea into the Business Model Canvas and will use it to further refine their MVP. They will also set up a digital presence and learn to use promotional channels and distribution channels to engage and serve their customers. Additionally, they will get started with various legal and operational aspects as well as initial funding concepts such as bootstrapping.

Course Contents:

Module-I: Team

Finding your team, art of team formation, teamwork planning, chief mentor/ founder & Co founders, team formation, and delegation of work.

Module-II: Preparation of Business model/Plan

Meaning and significance of a business plan, components of a business plan, and feasibility study, Iterating the MVP, Digital Presence for Ventures, Clarifying the value proposition, Guidelines for writing BP, pre- requisites from the perspective of investor.

Module-III: Business Model

The importance and diversity of business model, how business model emerge, potential fatal flaws of business models, components of an effective business model, core strategy, strategic resources, partnership network, customer interface.

Module-IV: Product/ Market Fit

Understanding basics of unit economics, cost and profitability, Refining the product/service, Establish the success and operational matrix, Starting Operations.

Customer Validation: Evaluate the efficiency with which customers can be captured and kept, Early insights on cost of customer acquisition, Other Stakeholder Validation, Customer Development and Experience.

Examination Scheme:

Components	CT	HA	C	V	A	EE
Weightage (%)	10	5	5	5	5	70

(**C** - Case Discussion/ Presentation; **HA** - Home Assignment; **V** - Viva; **CT**- Class Test; **A** - Attendance; **EE** - End Semester Examination)

Learning Outcomes

At the end of this course, the students will be able to:

- Acquire the skills and knowledge related to the various phases in venture creation process such as creating a business model and building a prototype.
- Practice entrepreneurship by forming and running a Campus Venture as part of a team.

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Learning Methods

Videos and quizzes through the on-line Learning Management System (LMS); Classroom learning through an experienced Facilitator/Faculty on campus (Videos, In-class Activities, Outbound Activities); Assignments and Projects; and Practical Experiences including challenges, internships and apprenticeships.

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TRANSLATING BUSINESS MODEL INTO STARTUP

Course Code: MGT2452 **Contact Hours: 36**

Course Overview
The students who are keen to launch their own venture will take this course. Students will select a vertical and launch their own venture. They will learn about market size, costs, channels and customer acquisition, business model and plan finalization, efficiency and growth processes.

Course Contents:

Module-I: Gaining marketing Intelligence
Identify the vertical you will operate in and the business opportunity, understand your customers and accurately assess market opportunity, minimum viable product and the lean method.

Module-II: Develop and validate business model for your venture
Value Proposition, Customer Segments, Channels and Partners, Revenue Model and Streams, Key Resources, Activities, and Costs Customer Relationships and Customer.

Module-III: Development Processes
Translate Business Model into a Business Plan, Visioning for venture, Take product or service to market, Deliver an investor pitch to a panel of investors, Identify possible sources of funding for your venture – customers, friends and family, Angels, VCs, Bank Loans and key elements of raising money for a new venture.

Module-IV: Business Plan & Startup-I
Get to market Plan, Effective ways of marketing for start-ups – Digital and Viral Marketing; Hire and Manage a Team, Managing start-up finance: The Concept of Costs, Profits, and Losses, Manage your Cash Flow, analyse your Financial Performance, budgeting.

Module-V: Business Plan & Startup-II
Establishing a ethical culture for a firm, Legal and regulatory aspects for starting up specific to your venture, Enhancing the growth process and creating scalability (customers, market share, and/or sales), Thorough understanding of market size, costs, margins, delivery channels, customer acquisition costs, Identify areas to build efficiency (product making, service delivery, and channels - key areas of the BM Canvas are identified by now), Finalize business model and plan, Have a 1-2 year roadmap and trajectory.

Module-VI: Obtaining Business Licenses and permits
Business Licenses, business permits, choosing a form of business organization, sole proprietorship, partnership, corporations, Limited Liability company.

Examination Scheme:

Components	CT	HA	C	V	A	EE
Weightage (%)	10	5	5	5	5	70

(**C** - Case Discussion/ Presentation; **HA** - Home Assignment; **V** - Viva; **CT** - Class Test; **A** - Attendance; **EE** - End Semester Examination)

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Learning Outcomes

At the end of the course, the students will be able to:

- Launch a sustainable venture with a valid business model. with co-founder(s) on or off campus, and real paying customers.
- Create and validate a business model and business plan for their idea.
- Develop the Minimum Viable Product (MVP).
- Implement an inexpensive and optimum Go-to-Market plan for their business.
- Craft and present an effective business pitch for investors, partners and other stakeholders.
- Gain in-depth knowledge and relevant skills about a specific vertical.
- Students build a prototype or service, generate jobs and revenue.

Learning Methods

Videos and quizzes through the on-line Learning Management System (LMS); Classroom learning through an experienced Facilitator/Faculty on campus (Videos, In-class Activities, Outbound Activities); Assignments and Projects including Student Venture; and Practical Experiences including challenges, internships and apprenticeships.

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ADVANCED PROGRAMME IN ENTREPRENEURSHIP: GROWTH

Course Code: MGT2552 **Contact Hours: 36**

Course Overview
The students who already have their own venture will take this course to focus on a growth agenda. They will learn advanced concepts and build sustainability in their venture in various ways such as Growth Financing, process refinement, and scalability.

Course Contents:

Module-I: Growth Opportunities
Characteristics of high growth new ventures, strategies for growth, and building the new venture capital, discovering and assessing opportunities for growth, developing a growth mind-set and visioning for growth, review the robustness and relevance of business model vis-à-vis current market situation, map financing decisions to business models and reiterating business models

Module-II: Retention & Expansion Strategies
Dealing with stagnation of customer base and developing customer base: expansion to new markets – options and strategies, product Life Cycle – Product Road Map; Getting to Plan B, *project to Process:* Build, adapt, test, and establish key processes and systems that enable efficiency, continuous and sustained innovation

Module-III: Developing the organizational capabilities for growth
Develop strong leadership capabilities, ability to delegate and manage key leadership tasks. o Streamline operations and organizational design to accommodate growth, Implement new and effective approaches to marketing and communication for customers, suppliers, and employees, Acquire new resources for strategic growth: executive hires.

Module-IV: Planning and streamlining financial/ Legal processes:
Managing cash for growth, Balance between profitability and growth costs, Role of business services – accountant, lawyer, Understanding legal requirements, and compliance issues, Exit options :Evaluating opportunities for acquisition; Growth financing, Scalability & efficiency improvements, IPR.

Examination Scheme:

Components	CT	HA	C	V	A	EE
Weightage (%)	10	5	5	5	5	70

(**C** - Case Discussion/ Presentation; **HA** - Home Assignment; **V** - Viva; **CT**- Class Test; **A** - Attendance; **EE** - End Semester Examination)

Learning Outcomes
At the end of the course, the students will be able to:

- Manage and grow their business in terms of jobs and revenue.
- Make a Growth Plan and pitch it to all stakeholders (investors, partners, key employees etc.).
- Sign up for advanced support for entrepreneurs – Mentor Platform.
- Identify key drivers of growth in a venture.
- Develop a growth mind-set.
- Understand the basics of organization and team building; and establishing policies to hire and retain staff.
- Understanding legal and compliance issues related to their business.
- Present a pitch for funding their growth plan.

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Learning Methods

Videos and quizzes through the on-line Learning Management System (LMS); Classroom learning through an experienced Facilitator/Faculty on campus (Videos, In-class Activities, Outbound Activities); Assignments and Projects; and Practical Experiences including challenges, internships and apprenticeships.

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ADVANCED PROGRAMME IN ENTREPRENEURSHIP: EXPANSION

Course Code: MGT2652 **Contact Hours: 36**

Course Overview

The students who have a sustainable venture will get ready for the expansion phase. They will focus on expansion and go on the path of creating a high-performance company. They will learn advanced concepts such as franchising, renewal, and profit maximization.

Audience

This course will be offered to all the students who have gone through Advanced Programme in Entrepreneurship. It is suitable for students, keen to continue to grow their ventures. deally, they will have a reasonable understanding of growth challenges and how to tackle them and would seek to expand further through inputs from this course.

Course Contents:

Module-I: Expansion model – Geographical/Franchising/Licensing routes to new market expansion

Module-II: Maximizing Profits- Testing price elasticity, Cost reduction through scaling up, Expanding offerings, other revenue streams (partnerships)

Module-III: Renewal - Similar to Take-off and Resource Maturity of SMEs

Module-IV: Harvesting Rewards- Exit strategies for entrepreneurs, bankruptcy, and succession and harvesting strategy

Examination Scheme:

Components	CT	HA	C	V	A	EE
Weightage (%)	10	5	5	5	5	70

(**C** - Case Discussion/ Presentation; **HA** - Home Assignment; **V** - Viva; **CT**- Class Test; **A** - Attendance: **EE** - End Semester Examination)

Learning Outcomes

At the end of the course, the students will be able to:

- Effectively tackle growth challenges of their venture.
- Nurture and apply a growth mind-set.
- Continue refining their business model.
- Draw an expansion plan for their venture.
- Scale up their business.
- HR policies, How to attract and retain key management team.
- Focus on revenue maximization.
- Build key aspects of adaptation and sustainability.
- Manage and grow their business in terms of expansion and look for partnerships.

Learning Methods

Videos and quizzes through the on-line Learning Management System (LMS); Classroom learning through an experienced Facilitator/Faculty on campus (Videos, In-class Activities, Outbound Activities); Assignments and Projects; and Practical Experiences including challenges, internships and apprenticeships.

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PRACTICUM PROGRAMMES

- Practicum programmes enable real-world experiences that empower students to explore and strengthen their entrepreneurial abilities. Students join E-cells in the first year, build their skills through a series of activities, and practice by starting campus companies as they move forward.
- The Practicum Approach motivates and nurtures entrepreneurial development through hands-on work at the E-Cells. By managing operations of E-cells, interacting with entrepreneurs, organizing workshops, enabling start-up internships, and running campus companies, students apply learnings to real world situations and challenges. Additionally, all E-Cells participate in entrepreneurship events through the year.
- The Practicum Programme is designed to cater the learning needs of new (basic) students and advanced students in the entrepreneurship learning curve.
- A bouquet of 16 activities, 8 per category will be offered both for the Basic and Advanced students. In addition to two hands-on Programs.
- Additionally, a select number of students from each institute will be trained as leaders. These E-leaders manage the E-cells and run the Practicum activities along with the designated faculty.
- The structure of the Programme is provided in the below table.

Text & References:

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HUMAN RIGHTS

CONCEPT AND THEORETICAL UNDERSTANDING OF HUMAN RIGHTS

Course Code: LAW2152 **Contact Hours: 36**

Course Contents:

Module-I: Introduction

History of Human Rights-17th-18th century-19th century-20th century- pre world wars- Post world wars- Philosophy of Human rights

Module-II: Principle and Theories of Human Rights

Classification of human rights- Three generations-Nature of Human rights- Legal Theories related to Human Rights- Legal documents related to Human Rights before the Second World War

Module-III: International Protection of Human Rights

Failure of League of Nations- United Nations Organisation- UN Charter- UN system and organs of the UN- Universal Declaration of Human Rights- International Covenant on Civil and Political Rights (**ICCPR**) - the International Covenant on Economic, Social and Cultural Rights (**ICESCR**)

Module-IV: Implementation of Human Rights at the International Level

Human Rights Council of the UN- Committees and organs protecting Human Rights- Role of UN General Assembly and Security Council – Individual Communication system

Examination Scheme:

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

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SYSTEM, ORGANIZATIONAL AND INSTRUMENTS OF HUMAN RIGHTS

Course Code: LAW2252 **Contact Hours: 36**

Course Contents:

Module-I: UN and other Regional Organisation for the Protection of Human Rights

UN system of protection of Human Rights- EU and Human Rights- Protection under the Inter American System- African Charter – Arab Charter- Cultural Relativism and Universalism

Module-II: International Documents Related to Human Rights

Genocide Convention-Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) - Convention on the Elimination of All Forms of Racial Discrimination (CERD)- Convention on the Rights of Persons with Disabilities (CRPD)- Convention on the Rights of the Child (CRC)-United Nations Convention Against Torture (CAT)- International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families

Module-III: Basic Human Rights under the International Documents

Three generations of Rights- First generation Rights- Right to Equality- Right to life- Right to Speech- Freedom of Religion- Freedom from Torture

Module-IV: Second and Third generations of Rights

Rights related to dignity of individuals- Right to education- Right to food- Right to work-Right to livelihood- Right to Self Determination- Right to development- Rights of Indigenous people

Examination Scheme:

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

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CONTEMPORARY HUMAN RIGHTS SITUATIONS AND ISSUES

Course Code: LAW2352 **Contact Hours: 36**

Course Contents:

Module-I: Indian Constitution and Human Rights

Concept of State- Concept of Law- Just fair and reasonableness- Fundamental Rights and Human Rights

Module-II: Fundamental Rights and International Covenant on Civil and Political Rights (ICCPR)

Right to Equality- Right to Freedom- - Right to Life- Freedom of Religion- Rights of Minorities- Right to Constitutional Remedies- Judicial pronouncement of the Courts in India

Module-III: Directive principles of State Policy and the International Covenant on Economic, Social and Cultural Rights (ICESCR)

Resources of a country and Implementation of Second Generation Rights- Positive Rights and negative rights- Enumerated Rights and Non Enumerated Rights-Directive principles of State Policy- International Covenant on Economic, Social and Cultural Rights (ICESCR)

Module-IV: Protection of Human Rights in India

Protection of Human Rights Act, 1993- National Human Rights Commission and State Commissions- Woman's Commission- Minority Commission- SC/ST Commission- Police atrocities- Violations against woman and other weaker sections- Role of NGOs- Human Rights education

Examination Scheme:

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

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SPECIFIC THEMES IN HUMAN RIGHTS

Course Code: LAW2452 **Contact Hours: 36**

Course Contents:
Module-I: Morality, Ethics, Religion and Human Rights
Module-II: Terrorism and Human Rights
Module-III: Science and Technology and Human Rights
Module-IV: Human Rights of the Marginalized People

Rights of the Refugees- Prisoners of war- Under trials- Rights of the Differently abled- Sexual Minorities and Human Rights- HIV/AIDS- Access to Medicine- Protection of persons from enforced disappearance- Right against corruption- Right to development-Right to clean Environment

Examination Scheme:

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

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LEGISLATION THEMES IN HUMAN RIGHTS

Course Code: LAW2552 **Contact Hours: 36**

Course Contents:

Module-I: Regional Human Rights Legislations
Module-II: National Human Rights Legislations
Module-III: Role of Judiciary-judicial Activism and P.I.L
Module-IV: Specific Human Rights issues in India and Role of legislation and Judiciary

Examination Scheme:

Components	P/S/V	CT	A	C	EE
Weightage (%)	10	10	5	5	70

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REPORT WRITING AND THESIS PREPARATION

Course Code: LAW2652 **Contact Hours: 36**

1- **Field Report**
2- **Term Paper/ Study Report**
3- **Viva**

Examination Scheme:

Components	Field Report	Term Paper/ Study Report	Viva	Total
Weightage (%)	20	50	30	100

References:-

Agosín, Marjorie, ed. *Women, Gender, and Human Rights: A Global Perspective.* New Brunswick, NJ: Rutgers University Press, 2001.

Allen, Robin and Rachel Crasnow. *Employment Law and Human Rights.* New York: Oxford University Press, 2002.

Alston, Philip. *The United Nations and Human Rights: A Critical Appraisal.* Oxford, UK: Clarendon Press, 1992.

Alston, Philip. *Promoting Human Rights through Bills of Rights: Comparative Perspectives.* New York: Oxford University Press, 2000.

Alston, Philip, ed. *Labour Rights as Human Rights.* New York: Oxford University Press, 2005.

Alston, Philip and James Heenan. *Economic, Social and Cultural Rights: A Bibliography.* The Hague: Martinus Nijhoff, 2006.

Alston, Philip and James Crawford, eds. *The Future of UN Human Rights Treaty Monitoring.* Cambridge, UK: Cambridge University Press, 2000.

Alston, Philip, Stephen Parker and John Seymour, eds. *Children, Rights and the Law.* New York: Oxford University Press, 1993 (with corrections).

Alston, Philip and Mary Robinson, eds. *Human Rights and Development: Towards Mutual Reinforcement.* New York: Oxford University Press, 2005.

Anaya, S. James. *Indigenous Peoples in International Law*. New York: Oxford University Press, 1996.

Andreassen, Bård A. and Stephen P. Marks, eds. *Development as a Human Right: Legal, Political and Economic Dimensions.* Cambridge, MA: Harvard School of Public Health, François-Xavier Bagnoud Center for Health and Human Rights/Harvard University Press, 2006.

An-Na'im, Abdullahi A., ed. *Human Rights in Cross-Cultural Perspectives: A Quest for Consensus.* Philadelphia, PA: University of Pennsylvania Press, 1992.

Annas, George J. *American Bioethics: Crossing Human Rights and Health Law Boundaries.* New York: Oxford University Press, 2005.

Askin, Kelly D. and Dorean M. Koenig, eds. *Women and International Human Rights Law*, 3 Vols., Ardsley, NY: Transnational Publ., 2000.

Bernhardt, Rudolf and John Anthony Jolowicz, eds. *International Enforcement of Human Rights.* Berlin: Springer-Verlag, 1987.

Broomhall, Bruce. *International Justice & The International Criminal Court: Between Sovereignty and the Rule of Law.* New York: Oxford University Press, 2003.

Brownlie, Ian and Guy S. Goodwin-Gill, eds. *Basic Documents on Human Rights*. New York: Oxford University Press, 5th ed., 2006.

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Brysk, Alison, ed. *Globalization and Human Rights.* Berkeley, CA: University of California Press, 2002.

Cassese, Antonio. *Human Rights in a Changing World.* Cambridge, UK: Polity Press, 1990.

Chandler, David. *From Kosovo to Kabul and Beyond: Human Rights and International Intervention.* London: Pluto Press, 2006 ed.

Chesterman, Simon. *Just War or Just Peace? Humanitarian Intervention and International Law.* New York: Oxford University Press, 2001.

Clapham, Andrew. *Human Rights in the Private Sphere.* New York: Oxford University Press, 1994.

Clapham, Andrew. *Human Rights Obligations of Non-State Actors.* New York: Oxford University Press, 2006.

Claude, Richard Pierre and Burns H. Weston, eds. *Human Rights in the World Community: Issues and Action.* Philadelphia, PA: University of Pennsylvania Press, 2nd ed., 1992.

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PSYCHOLOGY

INTRODUCTORY PSYCHOLOGY

Course Code: PSY2151 **Contact Hours: 36**

Course Objective:
This course is designed to introduce the science of psychology. It identifies and defines the theories, terms, methods, and various fields of psychology. This course can be used as a foundation towards continued education in more specific areas of psychology. General Psychology encourages students to study in depth the notions of modern scientific psychology. Upon completion of this course, student should have the following objectives:

- To know the major personalities important to the field of general psychology and the ideas, theories, and schools with which they are associated.
- To know the major terms associated with general psychology and their meanings.
- To know the major concepts associated with the area of general psychology.

Course Contents:

Module I:
Meaning, Definition, Nature and Goals of Psychology

Module II:
Scope of Psychology; Branches and Fields of Psychology

Module III:
Background of Psychology: Historical Perspective

Module IV:
Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestaltism, Psychoanalysis, Humanism, Existentialism, Cognitive

Module V:
Methods of Psychology: Introspection, Observation, Experimental, Interview, Questionnaire, Survey

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, N. Delhi
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow : Psychology. 3rd Edition Broalu & Benewmark Publishers
- Guilford, J. P.: General Psychology. New York: D. Van Nostrand
- Mohsin, S.M. : Elementary Psychology. Motilal Banarasi Das.
- Morris, C. G. & Maisto, A. A.: Psychology: An Introduction. (12th ed.). Upper Saddle River, NJ: Prentice Hall.

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- Atkinson &Hilgard: Psychology: An Introduction. Cengage Learning EMEA
- Kosslyn & Rosenberg : Psychology (3rd ed.). Allyn & Bacon
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Lahey, B. B. & Majors, M.: Psychology: An Introduction. Tata McGraw Hill Humanities/Social Sciences/Lingua

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ABNORMAL PSYCHOLOGY

Course Code: PSY2251 **Contact Hours: 36**

Course Objective:
Abnormal psychology is a branch of psychology that deals with psychopathology and abnormal behavior that causes suffering to the individual and others around him or her, and interferes with functioning in a significant way. The term covers a broad range of disorders, from depression to obsession-compulsion to sexual deviation and many more. The study of abnormal psychology also includes learning about the factors, situations, and conditions that cause mental disorders and how they may be best treated. Following are the objectives for the part of Psychology:

- To gain an appreciation of the fundamental issues that underlies the concept of mental abnormality.
- To become familiar with how, in terms of symptoms, the various psychological disorders present themselves.
- To appreciate different explanations of abnormality. That is, to understand the role of environment, genetic factors, psychodynamics, neuropsychology, and biochemistry in the determination of psychopathology.

Course Contents:

Module I: Introduction
Concept of abnormality: Criteria and Perspectives
Classification: DSM IV-R, conceptual and operational evaluation.
Casual factors in Psychopathological Behaviour
(a) Biological determinants
(b) Psychological determinants
(c) Socio-cultural determinants

Module II: Neurosis and Psychosis
Concept and Difference between both the two

Module III: Neurotic Disorder
Generalized anxiety disorders
Obsessive-Compulsive disorders
Phobic Disorders
Eating Disorder

Module IV: Mood Disorders
Depression
Bipolar Disorder

Module V: Psychotic Disorder
Bipolar disorders: Manic, Depressive, Mixed
Psychotic depression
Delusional Disorder
Schizophrenia

Module VI: Mental Retardation and Development Disorders
Levels of mental retardation, Organic factors in mental retardation.
Autism: Clinical picture and casual factors.
Childhood Disorder

Module VII: Substance Abuse Disorders
Alcoholism

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Drug Addition

Module VIII
Psychosomatic Disorder
Somatoform Disorders
Personality Disorders

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Page, J.D.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Shanmugam, T.E.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Coleman, J.C.: Abnormal Psychology and Modern Life. Bombay: D.B. Taraporewala Sons.&OCLtd.
- Davison G.C.: Abnormal Psychology. New York: John Willey & Neale, J. M. Sons.
- Carson, R.C., Butcher, J.N. & Mineka, S.: Abnormal Psychology and Modern Life. Delhi: & Person Education, 2000
- Kaur, R.: Abnormal Psychology: New Trends and Innovations Delhi: Deep & Deep Publications (P) Ltd.
- Sarason, I. G. & Sarason, B. R.: Abnormal Psychology: The Problem of Maladaptive Behaviour, 11th Ed. Prentice-Hall
- Mangal, S. K.: Abnormal Psychology. New Delhi: Sterling Publishers Pvt Ltd
- Comer, R. J.: Abnormal Psychology, 5th Ed. Worth Publishers
- Kumar, V.: Abnormal Psychology: Causes and Treatment. Aadi Publications

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BASIC COGNITIVE PSYCHOLOGY

Course Code: PSY2351 **Contact Hours: 36**

Course Objective:
Cognitive Psychology is an objective, empirical discipline that tends to favor an experimental approach. This paper of Psychology is crucial to understand the basis of mental activity and human behaviour. The students of Psychology will need to have this knowledge about the normal mental operation of adults in order to understand more complex processes and their disorder. The subject emphasizes cognitive aspects to show the more up to date developments. In this paper of Psychology, Students will:

- Gain factual knowledge of the terminology, methods, and research findings in the field of cognitive psychology.
- Learn the fundamental theories and principles of cognitive psychology including being able to critique them.
- Learn how professionals in the field of cognitive psychology go about the process of gaining new knowledge.

Course Contents:

Module I:
Introduction, History and Background of Cognitive Psychology

Module II:
Thinking: Nature, and Types of Thinking:
Tools of thinking- Images, Concept, Symbols and Signs, Language, Muscle Activities and Brain Function

Module III:
Reasoning: Meaning and Types of Reasoning: Deductive and Inductive Reasoning

Module IV:
Problem solving: Meaning and Method of Problem solving
Decision Making: Meaning, types and hindrances

Module V:
Intelligence: Meaning, Nature and Theories of intelligence: Unitary Theory, Multifactor Theory, Two Factor Theory, Group Factor Theory.
Genetic and Environmental Influence on Intelligence
Classification of Intelligence Test
Concept of Mental Age and IQ

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

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Text & References:

- Esgate, A. & Groome, D.: An Introduction to Applied Cognitive Psychology. England: Psychology Press.
- Kellogg, R. T.: Fundamentals of Cognitive Psychology. New Delhi: Sage Publication
- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Solso, R. L.: Cognitive Psychology (8th ED.). Delhi: Pearson Education
- Best, B. J.: Cognitive Psychology. (3rded.). West Publishing Company
- Hilgard& Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Haberlandt, K.: Cognitive Psychology. Allyn& Bacon

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LIFE SPAN DEVELOPMENT

Course Code: PSY2451 **Contact Hours: 36**

Course Objective:
Developmental psychology, also known as human development, is the scientific study of systematic psychological changes, emotional changes, and perceptual changes that occur in human beings over the course of their life span. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire life span. Developmental psychology includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage-like development, or the extent to which children are born with innate mental structures versus learning through experience. The objective of this paper is:

1. To provide an understanding of Physical, cognitive, affective, moral, social and neural development during infancy, childhood, and adolescence.
2. To critically evaluate the role of heredity, maturation, and the environment in development.
3. To critically examine the relationship between scientific theories of development and the reality of development in everyday life.

Course Contents:

Module1: Introduction
Meaning and Concept of Development: Life Span Perspective,
Theoretical Perspective on Development,
Factors influencing development

Module 2: The Start to Life
Conception and Prenatal Development: The Interaction of Heredity and Environment;
Birth and newborn: Birth Complications, Competent Newborn.

Module 3: Development in Infancy and Toddlerhood (birth to 2years)
Physical Development
Cognitive Development: Roots of Language
Social and Personality Development

Module 4: Development in Childhood
The Preschool years (3-6 Years)
Physical Development;
Cognitive Development: Language Development
Social and Personality Development
The Middle Childhood (6-12 Years)
Physical Development
Cognitive Development: Intellectual and Language development
Social and Personality Development

Module 5: Development in Adolescence and Young Adulthood
Adolescence (12-19 years)
Physical Development
Cognitive development in Adolescence and School Performance
Social and Personality Development

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Young Adulthood (19-35 years)
Physical Development: Physical Limitations and Challenges
Cognitive Development: Intelligence and Higher Education
Social and Personality Development: Forging Relationship and Choosing Career

Module 6: Development in Middle and Late Adulthood
Middle Adulthood (35-55 years)
Physical Development: Sexuality and Health
Cognitive Development: Memory and Remembering
Social and Personality Development: Cultural Dimensions
Late Adulthood (55 years to death)
Physical Development: Health and Wellness
Cognitive Development: Memory and Forgetting
Social and Personality Development: Successful Aging
Death, Dying and Bereavement

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Hurlock, E. B.: Developmental Psychology. McGraw-Hill
- Papalia, D. E.; Olds, S. W. & Feldman, R.D: Human Development(10th ed.).New York: McGraw-Hill.
- Feldman, R. S.: Discovering the Life Span (2nd Ed.). Pearson
- Berk, L.E.: Child Development. New Delhi: Pearson Education.
- Brodzinsky, D.M.; Gormly, A.V. & Anibron, S.R.: Life Span Human Development; New Delhi: CBS Publication
- Heatherington, E.M. & Parke, R.D.: Child Psychology: A Contemporary Viewpoint New York: McGraw-Hill
- Kail R. V.: Children and their development. Prentice Hall Inc.
- Bee, H. & Boyd, D.: Life Span Development, Boston, M.A. : Allyn and Bacon.
- Bukatko, D. & Daehler, M.W.: Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
- Crain, W.: Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
- Newman, B.M. & Newman, P.R.: Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.
- Santrock, J.W.: A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.

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PSYCHOMETRIC TESTING

Course Code: PSY2551 **Contact Hours: 36**

Course Objective:
Psychological assessment is a process of testing that uses a combination of techniques to help arrive at some hypotheses about a person and their behavior, personality and capabilities. Psychological assessment is also referred to as psychological testing, or performing a psychological battery on a person. A psychological assessment is the attempt of a skilled professional, usually a psychologist, to use the techniques and tools of psychology to learn either general or specific facts about another person, either to inform others of how they function now, or to predict their behavior and functioning in the future. Psychologists are the only profession that is expertly trained to perform and interpret psychological tests. Below are the objectives of studying this particular paper of Psychology:

- To train the students in various psychological assessment techniques.
- To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.

Course Content:

Module-I: Introduction
History of Psychological Testing
Meaning, Definition and Types of Psychological Testing
Ethical issues in Psychological Testing

Module-II: Measurement
Nature and significance of Measurement
Distinction between assessment and measurement
Levels of measurement
Techniques of Attitude Measurement

Module-III: Construction of Test
Steps of constructing a Psychological Test
Reliability: Meaning, types and factors affecting reliability
Validity: Meaning, types and factors affecting Validity
Characteristics of a good Psychological Test

Module-IV: Assessment of General and Special Abilities
Intelligence (DAP: IQ and Slosson Intelligence Test (SIT-3/R)
Creativity: Creativity Assessment Packet (CAP)
Achievement: Diagnostic Achievement Test for Adolescents (DATA-2)

Module-V: Application of Testing
Assessment in Educational and Occupational Set-up: Achievement Test
Assessment in Clinical Set-up and in Counselling

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

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Text & References:

- Anastasi, A. & Urbina, S.: Psychological Testing. U.S.A.: Prentice Hall International Inc.
- Hasan, Q.: Personality Assessment: A fresh Psychological Look. New Delhi: Gyan Publishing House
- Graham, J. R. & Lilly, R. S.: Psychological Testing. New Jersey: Prentice Hall Inc.
- Kaplan, R. K. & Sacuzzo, D. P.: Psychological Testing- Principles, Applications and Issues. New Delhi: Cengage Learning India Pvt Ltd
- Kline, T. J. B.: Psychological Testing – A Practical Approach to Design and Evaluation. New Delhi: Vistaar Publication
- Aiken, L.R. & Groth-Marnat, G.: Psychological Testing and Assessemnt (12th Ed.) Pearson Education
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COUNSELLING PSYCHOLOGY

Course Code: PSY2651 **Contact Hours: 36**

Course Objective:
The paper of Counselling Psychology covers its history, theories, activities, specialties and trends. It concentrates on the importance of the personhood of counselors and of the multicultural, ethical and legal environments in which counsellors operate. This paper focuses on the context and process of counselling to provide a range of high quality and responsive counseling skills and its applications to help oneself and others.

Course Contents:
Module I: Introduction
Meaning, Definitions and Goals of counselling
Role of Counsellor in different Setting
Characteristics of a good counsellor

Module II: Counselling Process
Building Counselling Relationship
Working in a Counselling Relationship
Termination of Counselling Relationship

Module III: Counselling Approaches
Insight-Oriented Counselling: Client-Centred
Action-Oriented Counselling: Behavioural
Testing, Assessment and Diagnosis in Counselling

Module IV: Counselling Applications
Child Counselling and Counselling in School
Adolescent Counselling and Counselling in College
Career Counselling: Theories of Career Development
Group Counselling and Family Counselling
Addiction Counselling

Module V: Theories and Techniques of Counselling
Psychodynamic Approaches
Humanistic Approach
Cognitive Approach
Behavioural Approaches

Module VI: Current Issues in Counselling
Ethical and Legal Issues
Mental Health Counselling
Counselling in a Multicultural Society
Counselling with Diverse Population

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Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

Text & References:

- Rao, S. N.: Counselling and Guidance (2nd Ed.). Tata McGraw Hill
- Belkin, G.S.: Introduction to Counselling. W.C.: Brown Publishers
- Nelson, J.: The Theory and Practice of Counselling Psychology. New York: Hollt Rinehart & Winston
- Gibson, R. L. & Mitchell, M. H.: Introduction to Counselling. And Guidanc (7th).New Delhi Prentice-Hall of India Pvt. Ltd
- Gladding, S. T.: Counselling: A Comprehensive Profession (6th Ed.). Dorling Kindersley India Pvt. Ltd.
- Hansen, J. H. &Rosberg, R.H: Counselling: Theory and Process (5th Ed.). Allyn& Bacon
- Pal, O. B.: Guidance and Counselling. New Delhi: Motilal Banarsidas Publishers Private Ltd.
- Milner, J., Byrne, P. O. & Campling, J.: Assessment in Counselling: Theory, Process and Decision-Making. Palgrave MacMillan
- Patterson,L.E.: The Counselling Process. Wadsworth Publishing
- Welfel, E.R., & Patterson, L.E: The Counselling Process: A Multitheoritical Integrative Approach. Thomson Brooks / Cole

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POSITIVE PSYCHOLOGY

THE SCIENCE OF HAPPINESS

Course Code: PSY2152 **Contact Hours: 36**

Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organizations to thrive. The underlying premise of positive psychology is that you can learn to be happier just as you can learn a foreign language or to be proficient at golf. This rapidly growing field is shedding light on what makes us happy, the pursuit of happiness, and how we can lead more fulfilling, satisfying lives. The course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include happiness, self-esteem, empathy, love, achievement, creativity, music, spirituality.

Course Objectives:

- To bring an experience marked by predominance of positive emotions and informing them about emerging paradigm of Positive Psychology
- Build relevant competencies for experiencing and sharing happiness as lived experience and its implications

Course Contents:

Module-I: Introduction to Positive Psychology
Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology
Seligman's PERMA

Module-II: Positive Emotional States and Processes
Positive Emotions and well being: Hope & Optimism, Love
The Positive Psychology of Emotional Intelligence
Influence of Positive Emotions

Module-III: Strengths and Virtues
Character Strengths and Virtues
Resilience in the phase of challenge & Loss
Empathy and Altruism

Module-IV: Happiness
Introduction to Psychology of happiness, well being and scope, Types of happiness- Eudaimonic and Hedonic
History of Happiness, Theories, Measures and Positive correlates of happiness
Traits associated with Happiness
Setting Goals for Life and Happiness

Module-V: Forgiveness and Gratitude
Forgiveness and Gratitude
Personal transformation and Role of suffering
Trust and Compassion

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Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

A: Attendance, CT: Class Test, H/P/V/Q: Home Assignment/Presentation/Viva/Quiz,
EE: End Semester Exam

Text & References:

- Argyle, M. 1987. *The psychology of happiness.* London: Methuen.
- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
- Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Synder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
- Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
- Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, New York: Brunner – Routledge.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley and Sons.
- Peterson, C. (2006), Positive Psychology, New York: Oxford University Press. Goleman & Daniel, Emotional Intelligence
- Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): Positive Psychology: The Scientific and Practical Explorations Of Human Strengths (2nd Ed). Sage Publication, Inc.
- Tal Ben-Shahar (2007) Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment.

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OPTIMISM AND SUCCESS

Course Code: PSY2252 **Contact Hours: 36**

Course Objectives:
This course synthesizes and integrate wellness principles and strategies into life, education and work place settings, thereby contributing to enhanced productivity, the prevention of chronic lifestyle disease, enjoyment of life, and personal fulfillment
Moreover, students will become holistic thinkers and lifelong learners who are able to integrate information across multiple disciplines and apply knowledge, skills, critical thinking and problem solving to real world situations.

Course Contents:

Module-I: Optimism and Physical Health
Optimism and coping with physical illness
Optimism and quality of life
Complementary Strengths of Health Psychology and Positive Psychology

Module-II: Optimism and Psychological Health
Hope Theory
Self Esteem and Self efficacy
Well-being therapy
From Positive Potential to Positive Excellence: Steps to be optimistic

Module-III: Gratitude: Parent of all virtues
Optimism, Gratitude and Happiness
Characteristics of grateful people
Cultivating Gratitude-Becoming more grateful

Module-IV: Problem Solving Appraisal and Psychological Adjustment
Motivation and Resilience
Stress and Stress Management

Module-V: Positive Psychology in Practice
Promoting Human Flourishing in Work, Health, Education, and Everyday Life
Positive Psychology and Life Coaching
Integrating positive psychology in practice

Module-VI: Success
What is success?
SMART Goal Setting & Letters to Yourself, Self-Motivation
Human Psychological Capital
Skills Sought by Employees

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Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

A: Attendance, CT: Class Test, H/P/V/Q: Home Assignment/Presentation/Viva/Quiz,
EE: End Semester Exam

Text & References:

- Tal Ben-Shahar (2009). The Pursuit of Perfect: How to Stop Chasing Perfection and Start Living a Richer, Happier Life.
- Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broadenand-Build Theory of Positive Emotions. American Psychologist, 56, 218-226.
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- Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broadenand-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226.
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- Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and selfesteem): A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology, 67*, 1063–1078.

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RESILIENCE AND WELL BEING

Course Code: PSY2352 **Contact Hours: 36**

Course Objectives:
Wellbeing and resilience are vital to developing efficient problem solving skills, building and maintaining interpersonal relationships and realistic goal setting, all of which greatly enhance an individual's ability to perform and contribute meaningfully in daily life. The objective of this course is to develop an awareness of how mindfulness can allow one to navigate life's transitions, learn about Signs of resilience and wellbeing, and learn how to focus on wellbeing and resilience

Course Contents:

Module-I: Resilience
Meaning, Nature and Approaches
Theories of Resilience
Promoting Resilience

Module-II: Resilience in the phase of challenge & Loss,
Positive Response to loss, Resilience & Grit
Character Strengths and Virtues

Module-III: Post Traumatic Growth & Benefit Finding
Post Traumatic Growth, Models of PTG as Outcome, Models of PTG as a Coping Strategy
Benefit Finding, Meaning Making and Stress Inoculation
Types of Growth Outcome

Module-IV: Mindfulness and Well Being
Neuroscience of Well-being, Social / Emotional Wellbeing
Mindfulness-Based Interventions, Mindfulness and mental health
Mindfulness and Positive Thinking

Module-V: Subjective Wellbeing
Promoting Wellness: Integrating community and Positive Psychology
Building Resilience and Wellbeing

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

A: Attendance, CT: Class Test, H/P/V/Q: Home Assignment/Presentation/Viva/Quiz,
EE: End Semester Exam

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Text & References:

- Jeste DV, Palmer BW. A call for a new positive psychiatry of ageing. Br J Psychiatry. 2013;202:81–3.
- Resnick B, Gwyther LP, Roberto KA, editors. Resilience in aging: concepts, research and outcomes. New York: Springer; 2011. 5.
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- Windle G. What is resilience? A review and concept analysis. Rev Clin Gerontol. 2011;21(2):152–69. .
- Moore A, Grime J, Campbell P, Richardson J. Troubling stoicism: sociocultural influences and applications to health and illness behaviour. Health (London). 2013;17(2):159–73.
- Windle G, Bennett KM, Noyes J. A methodological review of resilience measurement scales. Health Qual Life Outcomes. 2011;9:8.
- Langer N. Resilience and spirituality: foundations of strengths perspective counseling in the elderly. Edu Gerontol 2004;30(7):611–17.

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POSITIVE PSYCHOLOGY AND WORK LIFE

Course Code: PSY2452 **Contact Hours: 36**

Positive organizational psychology takes a strengths-based approach to work relationships, leadership and individual purpose in the workplace. In applying positive psychology to work settings, the goal is to improve organizational performance as well as individual performance, well-being, and fulfillment. This course is designed to explore Positive Psychology in the work place. It will focus on the application of positive subjective experiences and traits in organizations to improve workplace effectiveness. This course looks at historical trends as well as emerging changes in employees and the workplace. Directions for future research and implications for practice will be emphasized.

Course Objectives:

- Be able to summarize and identify applications of the theories, concepts, models and research in the field of positive organizational psychology.
- Personally reflect and deepen awareness of leadership skills, work attitudes, and analytical skills in relationship to the field.
- Demonstrate ability to be effective leaders and team members within business organizations, educational environments, and/or community settings.

Course Contents:

Module-I: The changing world of work
Introduction to positive psychology and its application to the workplace
Understand the world of work, upcoming trends that will affect work
Management of today's multi-generational and diverse work force

Module-II: Positive work environments for individuals and organizations:
Employee engagement- what causes individuals to join an organization and why they stay or leave, person-centered approach to engagement
Understand the concept of work as meaning
Impact of employee well-being on the organization and impact of feelings about work on the individual's well-being.
Bringing Positive Psychology to Organizational Psychology

Module-III: Enabling a positive work life
Understand the benefits of coaching, mindfulness, and strengths development in the workplace.
Work and home life balance.

Module-IV: Building psychological capital
Identify personal character strengths and understand their relationship with work satisfaction
Developing positivity and a positive team culture
Maintaining positive relationships at work

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Module-V: Positive Organizations
Applying the strengths-based approach for high performance
Appreciative Inquiry – positive change management
Maintaining positive relationships at work

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

A: Attendance, CT: Class Test, H/P/V/Q: Home Assignment/Presentation/Viva/Quiz,
EE: End Semester Exam

Text & References:

- Csikszentmihalyi, M. (1990). Flow: The Psychology of Optimal Experience. New York: Harper and Row.
- Eden, D. & Aviram, A. (1993). Self-efficacy training to speed reemployment: Helping people to help themselves. Journal of Applied Psychology, 78(3) 352-360
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- Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
- Lomas, T., Hefferon, K., & Ivtzan, I. (2014). Applied positive psychology: Integrated positive practice. Thousand Oaks, CA: SAGE Publications.
- Lyubomirsky, S. (2013). The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does. New York, NY: Penguin.
- Mahrer, A. R. (2009). The optimal person. Laval, QC: Howard Gontovnick Publications. Metz, T. (2013). Meaning in life. New York, NY: Oxford University Press
- Ungar, M. (2008). Resilience across cultures. British journal of social work, 38(2), 218-235.
- Badhwar, N. K. (2014). Well-being: Happiness in a worthwhile life. New York, NY: Oxford University Press.
- Oxford Handbook of Positive Psychology and Work Edited by Nicola Garcea, Susan Harrington, and P. Alex Linley.
- *Huy P. Phan and Bing H. Ngu (2017).* Positive Psychology: The use of the Framework of Achievement Bests to Facilitate Personal Flourshing. In "Quality of Life and Quality of Working Life", *book edited by Ana Alice Vilas Boas,*
- Cotton P., & Hart P. M. (2003). Occupational wellbeing and performance: A review of Organisational Heath research. *Australian Psychologist, 38*(2), 118-127.
- Hart, P.M., Caballero, C.L., & Cooper, W. (2010, July). *Understanding Engagement: Its Structure, Antecedents and Consequences.* Paper presented at the International Academy of Management and Business Summer Conference, Madrid.
- Hart P. M., & Cooper C. L. (2001). Occupational Stress: Towards a more integrated framework. In N. Anderson, D. S. Ones, H. K. Sinagal & C. Viswesvaran (Eds.), *Handbook of Industrial, Work and Organisational Psychology* (Vol. 2, p.93-114). London: Sage.
- Hart P. M., & Cotton, P. (2001). *Organisational correlates of fair and reasonable treatment and counterproductive behaviours.* Office of Public Employment, Victoria.
- Hart P. M., & Cotton P. (2003). Conventional wisdom is often misleading: Police stress in an organisational health framework. In M. F. Dollard, A. H. Winefield & H. R. Winefield (Eds.) *Occupational stress in the service professions* (p.103-138). London: Taylor and Francis.
- Hart P. M., Tan J., Sutherland, A., Wellington, C., & Cotton P. (2011). *Leading Teams: Working Well Evaluation Report.* WorkCover Authority of New South Wales.

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CREATIVITY AND PROBLEM SOLVING

Course Code: PSY2552 **Contact Hours: 36**

Course Objectives:
To enable the students:

- Understand the process of problem solving and creative thinking.
- Facilitation and enhancement of skills required for decision-making.

Course Contents:

Module-I: Problem Solving Process
Problem-solving skills, including engaging with, researching and identifying strategies to solve unfamiliar problems and bring about change
Barriers to problem solving

Module-II: Thinking as a tool for Problem Solving
What is thinking: The Mind/Brain/Behaviour
Critical Thinking and Learning:
- Making Predictions and Reasoning
- Memory and Critical Thinking
- Emotions and Critical Thinking

Module-III: Creative Thinking
Definition and meaning of creativity
The nature of creative thinking
- Convergent and Divergent thinking
-Brain Storming
The six-phase model of Creative Thinking: ICEDIP model

Module-IV: Physical disability and Positive growth

Module-V: Change Management Skills

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

A: Attendance, CT: Class Test, H/P/V/Q: Home Assignment/Presentation/Viva/Quiz,
EE: End Semester Exam

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Text & References:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer &Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998). Brooks/Cole Publishing Company.

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POSITIVE LEADERSHIP AND COMPETENCY DEVELOPMENT

Course Code: PSY2652 **Contact Hours: 36**

Course Objectives:
The major objective is to learn the essential principles and techniques of applying Positive Psychology in a coaching context. The students will also learn about essential techniques of Positive Psychology Coaching, Understanding, experiencing, and practicing the techniques at the heart of effective coaching.

Course Contents:

Module-I: Positive Psychology and Individuals
An exploration of positive psychology applications in coaching, clinical and other settings
Recognize and use personal leadership strengths

Module-II: Positive Psychology and Organizations
Positive Psychology Coaching:
Essential Techniques of Positive Psychology Coaching
Coaching for Positive Change

Module-III: Positive organizational leadership
Explore and develop the elements of Authentic Leadership
Development and Positive Organizational Scholarship
Understand the role of positive emotions in the workplace and strength-based organizational development.

Module-IV: Positive Organizations and Appreciative Inquiry
Meaning in work
Creativity
Leadership Coaching and Positive Psychology

Module-V: Competence Development

Examination Scheme:

Components	CT	CT/H/P/V/Q	CT	A	EE
Weightage (%)	10	10	5	5	70

A: Attendance, CT: Class Test, H/P/V/Q: Home Assignment/Presentation/Viva/Quiz,
EE: End Semester Exam

Text & References:

- Lift: Becoming a Positive Force in Any Situation (Ryan W. Quinn and Robert E. Quinn)
- The Deep Change Field Guide: A Personal Course to Discovering the Leader Within (Robert E. Quinn)
- The Best Teacher in You: How to Accelerate Learning and Change Lives (Robert E. Quinn, Katherine Heynoski, Mike Thomas and Gretchen M. Spreitzer) Suggested Readings
- Competing Values Leadership: Second Edition (Kim S. Cameron, Robert E. Quinn, Jeff DeGraff, and Anjan J. Thakor) • Building the Bridge as You Walk on It (Robert E. Quinn)
- Company of Leaders: Five Disciplines for Unleashing the Power in Your Workforce (Gretchen Spreitzer and Robert E. Quinn)

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- Lyubomirsky, Sonja. *The How of Happiness: A New Approach to Getting the Life You Want*. New York: Penguin, 2008.
- Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House,2006.
- Neff, Kristin. *Self-Compassion: Stop Beating Yourself Up and Leave Insecurity Behind*.New York: William Morrow, 2011.
- Szabó, Peter, and Daniel Meier. *Coaching Plain & Simple: Solution-Focused Brief Coaching Essentials*. New York: W.W. Norton &, 2009.
- Theeboom, T., Beersma, B., and van Vianen, A. "Does Coaching Work? A Meta-Analysis of the Effects of Coaching Individual-Level Outcomes in an rganizational

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TAGORE STUDIES

RABINDRANATH TAGORE IN THE 21ST CENTURY

Course Code: ENG2152 **Contact Hours: 36**

Theme:

The face of the world is changing, and as time passes, the changes are visible with a lot of disturbing images. But each time one feels an element of doom and despair, one's faith is rekindled to see that there are thinkers and doers like Tagore who firmly believed that ultimately the truth and beauty would prevail. It is not surprising to see Einstein sharing the same beliefs as the doyen of Indian literature, Rabindranath Tagore (1861-1941). Einstein had said: 'The ideals which have lighted my way, and time after time have given me new courage to face life cheerfully have been kindness, beauty, and truth." The progress of mankind is crucially dependent on this realization. In exchanges with Einstein, Tagore had commented: "The progress of our soul is like a perfect poem. It has an infinite idea which once realized makes all movements full of meaning and joy. But if we detach its movements from that ultimate idea, if we do not see the infinite rest and only see the infinite motion, then existence appears to us a monstrous evil, impetuously rushing towards an unending aimlessness." No amount of personal loss could make Tagore deviate from his own trajectory of working for his own country, his own times and for his own mother tongue – Bangla, or Bengali that holds together two nations, India and Bangladesh. He knew that after the dark comes light, as he said: "Clouds come floating into my life, no longer to carry rain or usher storm, but to add color to my sunset sky." Tagore's relevance today will be focused under this course.

Course Coverage:

Module-1: Contributions of Tagore and Relevance of Tagore Today

- The current economic recession and financial crises in the world, and the continuing problems of religious polarization, militarism and hostilities – Tagore's warning and predictions
- Compassionate humanism and Composite Culture in India
- Nationalism and Internationalism.
- Tagore and Education at all levels

Module-2: Tagore's works – An Introduction to the range and variety

- Number of works: A Chronological Account
- The genre of publications and the range
- Variations of the same works and the *Bichitra Variorum*

Module-3: Translation and Dissemination of Tagore's works

- Tagore's own Translations
- Authentic Translation of Tagore by others
- Multiple Translations of Tagore
- Other Indian Languages & Foreign Languages Translation – A brief account

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Module-4: Tagore and International Personalities

- Tagore, Yeats and Rothenstein

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- Tagore and Einstein
- Tagore and Romain Rolland
- Tagore and Leonard Elmhirst
- Tagore and Victoria Ocampo

Examination Scheme:

Components	CT/OP	AS/LC	A	EE
Weightage (%)	20	05	05	70

CT/OP: Class Test/Oral Presentation, AS/LC: Assignments/Library Consultation, A: Attendance, EE: End-Term Examination

Learning Outcomes: (of the Course)
Through this course, we are made aware as to why Tagore was critical of the de-humanizing economic systems, which, supported by educational methods based principally on competitions and rote-learning, fail miserably in generating creative and sensible individuals ready to think beyond the texts. Tagore's own practical project was to show the way for a modernized and less restrictive form of society that does not shun or abandon traditional values, but one that comprise networks of self sustaining groups, villages, or communities, where children and young people are encouraged to develop their natural curiosity and creativity, and to express themselves freely with body and mind. Tagore's approach to education and rural reconstruction, if implemented widely as he intended, could lead to a radical redesign of society, a turning of the world upside down. For both planners and thinkers, it is important to see the relevance of Tagore's arguments beyond his own time.

At the end of the course students will be able to: (Definitive Outcomes)
(i) Understand the text used,
(ii) Talk about the text,
(iii) Think about issues raised by Tagore through his writings,
(iv) Work with his ideas, and
(v) Raise new issues in the changing contexts to see the relevance of Tagore's messages.

Resources:
Main Text:

- Bhattacharya, Krishnachandra. (1931). 'Swaraj in Ideas,' Ashutosh Memorial Lecture. *Visva-Bharati Quarterly* 20, 103-114.
- Crolick, Sandy. (2010). 'Crisis in civilization and Cultural criticism'. March issue, *Ezinearticles*. Url: (http://ezinearticles.com/?The-Crisis-of-Civilization-And-Cultural-Criticism&id=3876540
- Das Gupta, Uma, ed. (2006). Rabindranath Tagore: My Life in My Words. New Delhi: Penguin/Viking.
- Das Gupta,Uma & Anandatup Ray (2009) Rabindranath Tagore & His Contemporary Relevance. Parabaas at https://www.parabaas.com/rabindranath/articles/pContemporaryTagore.html
- Singh, Udaya Narayana. (2011a). Man at The Centre Of Universe - Tagore's Ideas On Complete Education. *India Perspectives*, 24.1. MEA, New Delhi.
- Singh, Udaya Narayana. (2012a). 'U-Topos & Tagore: Inaugural Talk' in Konrad Meisig, ed. *Utopias from Asia*: An International and Inter-disciplinary Symposium in Santiniketan on the occasion of the 150th Birthdy Anniversary of Rabindranath Tagore (An Asian Impact Activity In Memorium of Momoyo Okura). Weisbaden: Harrassowitz Verlag. Xvii-xxvi.
- Singh, Udaya Narayana & Navdeep Suri, eds. (2011). *Rabindranath Tagore: A Commemorative Volume*. 1861-1941. New Delhi: Public Diplomacy Division, Ministry of External Affairs, Government of India.

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- Tagore, Rabindranath. (1928). *Letters to a Friend*, edited with two introductory essays by C.F.Andrews. London: George Allen & Unwin; 1929. New York: The Macmillan Company. Also in Sisir Kumar Das, ed. 1994. *The English Writings of Rabindranath Tagore: Vol III: A Miscellany*. New Delhi: Sahitya Akademi.
- Tagore, Rabindranath. (1929) 'Ideals of Education', *Viśva-Bhāratī Quarterly*, April-July 73-74
- Tagore, Rabindranath. (1931) *The Religion of Man.* Kolkata: Granthan Vibhaga, Visva-Bharati. Reprinted (1970). London: Unwine Books
- Thompson, Edward. (1921). Rabindranath Tagore: His Life and Works. Kolkata: YMCA, 1921; rpt. 1961.

Additional Texts:

- Dev Sen, Nabaneeta. 2006. 'Crisis in Civilization and a Poet's Alternatives: Education as one alternative weapon' (www.parabas.com Special Rabindranath Tagore section) Paper presented at an International Seminar on Tagore's Philosophy of Education, organized by Chicago University Law School, at Ramkrishna Mission Institute of Culture in Kolkata on 29 March 2006
- Dutta, Krishna & Robinson, Andrew. (1995). *Rabindranath Tagore: The Myriad-Minded Man*, New York: Saint Martin's Press.
- Singh, Udaya Narayana. (2013a). Tagore redrawing the *Boundaries*: In other words, Crossing the limits of language. In Sanjukta Dasgupta & Chinmoy Guha, eds. *Tagore: At Home in the World*, New Delhi: Sage. 3-12. An earlier version: (2010) Retrieved from http://www.museindia.com/viewarticle.asp?myr=2010&issid=33&id=2130 in *Muse India* portal [ISSN: 0975-1815];

Other Readings:

- Singh, Udaya Narayana. 2006. *India Writes: A Story of Multilingual and Pluricultural Society.* New Delhi: National Book Trust. 154 pp. Frankfurt Book Fair, Guest of Honor Publication.
- Tagore, Rabindranath. (2008). *Sadhana* (1935), In *The English Writings of Rabindranath Tagore* (Vol 2, pp. 19-26). Ed. by Sisir Kumar Das. New Delhi: Sahitya Akademi. Originally, (1916/1922). *Sādhanā: The Realisation of Life*. New York: The Macmillan Company.
- Chatterjee, Ramananda et al, eds. (1931). *The Golden Book of Tagore*. Calcutta: The Golden Book Committee.

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TAGORE- AUTOBIOGRAPHIES AND BIOGRAPHICAL SKETCHES

Course Code: ENG2252 **Contact Hours: 36**

Theme:

In this section, we shall first look into Tagore's 1912-work *Jibansmriti*, the English translation of which, *My Reminiscences*, was published by Macmillan in 1917 under Surendranath Tagore's translation. Here Tagore describes the early years of his life; his experiences of loneliness, love, and loss. Tagore's emergence as a poet could also be read about here. In this work, he introduces his family circle and describes his experience with the formal education against which he rebelled. In a published lecture, titled "My School" (*The Modern Review*, 1931), Tagore speaks of his mission to revolutionize education by rearing young minds in harmony with nature. His autobiographical texts capture a child's-eye view of a mysterious, fascinating world in which fantasy blends seamlessly with reality. In a portion, he also describes his first encounters with death, the poignancy.

Tagore's book - *Talks in China* (1925) which was largely autobiographical, contextualizing his life in relation to the broad historical trends of the time, came up after he was invited by Liang Chi-Chao, president of the University Lecture Association of Beijing in April–May 1924. This will also be touched upon.

Tagore's *Chhelebela* (*Boyhood Days*) was published in 1940, in response to a request to write something for young readers, where Tagore embarked on this delightful account of his childhood and adolescence.

When Rabindranath Tagore passed away in 1941 he left behind thousands of pages of poetry, prose, plays, essays, letters, humorous pieces, autobiographical writings, and travel literature. An astonishing number of these works remain of interest to us even today. In a letter in *Chhinnapatra* (*Torn Leaves*, 92), Tagore confesses that though poetry has been for him "a kind of secret and forbidden delight," he has also found pleasure in writing short fiction, writing "in the form of a diary or some such genre," as well as producing polemical pieces. He affirms that it is "very important to cross swords with our people on social issues," although this offers him a pleasurable dilemma: "I don't want to disappoint any of my Muses." His growing awareness of and talent for theater and performing arts, including music and dance were all discussed here.

Finally, in *Atmaparichay* (*Self-Recognition*, 1943), a collection of six introspective essays published posthumously, Tagore reveals some other aspects of himself – when he says: "It is not easy to know oneself. It is difficult to organize life's various experiences into a unified whole."

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Course Coverage:

Module-1: The Childhood days – Growing up and De-schooling (1861-78)

- Prince Dwarkanath Tagore, Raja Rammohun Ray & Bankimchandra
- Debendranath Tagore and the Jorasanko Family
- Early Childhood, Loss of Mother and the influence of elder brothers
- Giving up Schooling and Self-education

Module-2: Tagore and his says of the Youth – Creative Urge (1878-1889)

- Tagore's "education" in England
- Begins to write and publish poetry
- Marriage, Children and Death in the family
- In Eastern Part of Bengal and Contacts

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Module-3: Tagore as an Administrator and Institution Builder (1890-1913)

- Tagore's Management of Estate and Rural reconstruction
- Moves to Santiniketan to set up a School
- Tagore as an essayist and participation in nation building
- Spurt in poetic creativity and Short Stories
- The Nobel Prize

Module-4: Tagore's Discovery of the Self (1914-1941)

- Establishment of 'Sriniketan' and the experiments
- Tagore and Gandhi relationship
- Numerous travels abroad and Belles letters
- Tagore's influence over the contemporaries
- Tagore's philosophy

Examination Scheme:

Components	CT/OP	AS/LC	A	EE
Weightage (%)	20	05	05	70

CT/OP: Class Test/Oral Presentation, AS/LC: Assignments/Library Consultation, A: Attendance, EE: End-Term Examination

Learning Outcomes: (of the Course)
There could be several reasons as to why one benefits immensely from reading biographies and autobiographies. These texts help us see where we are going and where we need to go to because they allow us to *stand on the shoulders of giant scholars and performers.* Sir Isaac Newton wrote in a letter (in 1670) to his friend Robert Hooke, "If I have seen further, it is by standing on the shoulders of giants" That is exactly what reading biographies can do for you – allow you to see further. Then, George Santayana had warned us in 1905, "Those who cannot remember the past are condemned to repeat it." Therefore, the best way of taking advantage from others is by reading about their lives. There may not be a direct lesson as you will have to discover for yourself as to what lessons are there to learn. It is therefore a way of promoting 'self-help' based on the stories and experiences of others. It is, as if, Tagore would mentor you from a distance in finding answers to your own questions in life. It is difficult to generalize but all smart people, and all great leaders read biographies. Their personal libraries are likely to have a few biography and memoir and autobiography.

At the end of the course students will be able to: (Definitive Outcomes)
(i) Learn how to write a daily journals of their own activities and make it a habit which could be of great use in future.
(ii) Learn how to jot down great ideas for use at an appropriate time.
(iii) Come out of agony and depression to see that finally truth does prevail and perseverance pays.
(iv) Will come to know of many unanswered questions about history of the era mentioned in the books.
(v) Find a lot of materials and quotable quotes for use in later days.

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Resources:

Main Text:

- Alam, F. & Radha Rani Chakravarty, eds. (2011), *The Essential Tagore*, Harvard University Press & Visva-Bharati.
- Das Gupta, Uma. (2004). Rabindranath Tagore: A Biography. New Delhi: Oxford University Press.
- Kripalani, Krishna. (1962). Rabindranath Tagore: A Biography. New York: Grove Press.
- Tagore, Rabindranath (1916), *Sādhanā: The Realisation of Life,* Macmillan
- Tagore, Rabindranath (1917) *My Reminiscnces*. New York: McMillan.
- Tagore, Rabindranath (1930), *The Religion of Man*, Macmillan
- Tagore, Rabindranath (2005), *My Boyhood Days* [Tr from *Chelebela*, 1940]. Kolkata: Rupa & Co.

Additional Texts:

- Ayyub, A. S. (1980), *Tagore's Quest,* Kolkata: Papyrus.
- Henn, Katherine. (1985). Rabindranath Tagore: A Bibliography. ATLA Bibliography Series, 13; London: The American Theological Library Association.
- Kripalani, K. (2005), *Tagore—A Life*, National Book Trust of India
- Sigi, R. (2006), *Gurudev Rabindranath Tagore—A Biography*, Diamond Books.
- Som, R. *(2010), Rabindranath Tagore: The Singer and His Song,*
- Thompson, E. (1926), *Rabindranath Tagore: Poet and Dramatist,* Pierides Press.
- Stewart, T. K. & Twichell, C. (translator) (2003), Rabindranath Tagore: Lover of God, Lannan Literary Selections, Copper Canyon Press.

Other Readings:

- Das, Sisir Kumar. (2007). Atmajibani: Jibani O Rabindranath (Autobiography: Biography and Tagore, in Bengali). Kolkata,
- Radice, W. (translator) (1995), *Rabindranath Tagore: Selected Poems* (1st ed.), London: Penguin (published 1 June 1995).
- Radice, W (translator) (2004), *Particles, Jottings, Sparks: The Collected Brief Poems*, Angel Books (published 28 December 2004).
- Mukhopadhyay, Prabhatkumar and Kshitis Roy, eds. (1961). Rabindranath Tagore: A Centenary Volume, 1861–1961, Forword by S. Radhakrishnan. New Delhi: Sahitya Akademi.

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TAGORE AS A CULTURAL ICON - TAGORE AS A PAINTER & PERFORMER

Course Code: ENG2352 **Contact Hours: 36**

Theme:

This unit will take us back to look at our cultural history – particularly at the way it unfolded itself during the last few hundred years. When we were beginning to negotiate with the western world, we lacked either the will or the vision, or perhaps both, in constructing our own cultural landscape. As a civilization in India, we had the required talent, the native intuition and appropriate knowledge to create our own pathways. But while under the British rule, we failed to communicate this wisdom and originality, because we fell into the trap of believing that we must build, promote and practice a medium of expression that should be understood by our western readers or viewers. That forced us to adopt the medium of English and its styles of expression. These we then decided to introduce in our education system that would be open only to the elites and the middle class gentry. It was not at all surprising, therefore, that along with English poetry and drama, the average neo-educated Indians began to adore the life-style and culture of their British masters, including their music, taste, dress, and even sports. We had been at an interesting cross-road of history when Tagore had emerged as an indigenous Cultural Icon that could match with the best in the west. Tagore's advent came as a boon to both civil society in India and to our cultural fields. How Tagore emerged as a Cultural Icon in a subjugated country is discussed here with copious examples from different fields of culture and literature to which he had contributed.

Course Coverage:

Module-1: Indian Cultural History and Emergence of Tagore

- 18^{th}-19^{th} Century Bengal and the British Indian Rule
- Cultural, Social, Intellectual and Artistic Re-awakening

Module-2: Doodling, Designs and the Brand Santiniketan

- Doodling on poetry copy-books with Hand-writing and Erasure aesthetics
- Masks, Faces and Designs
- Bringing in Designers Andre Karpeles and Stella Kramrisch (1896-1993)
- Abanindranath Tagore

Module-3: Tagore's Experiments in Painting & Creating an Arts School

- The range of Tagore's Paintings
- Painting nature and mystic landscapes
- Merger of the Familiar and the Unknown
- Dramatic Figures and Scenes

Module-4: Tagore as a Playwright and his experiments in Music and Dance

- From 'Valmiki Pratibha' (1881) to 'Visarjan' (1890) to 'The Post-Office' (1912)
- The Sung Poetry and his own Musical experiments with fusion
- Dance-Drama as a genre

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Examination Scheme:

Components	CT/OP	AS/LC	A	EE
Weightage (%)	20	05	05	70

CT/OP: Class Test/Oral Presentation, AS/LC: Assignments/Library Consultation, A: Attendance, EE: End-Term Examination

Learning Outcomes: (of the Course)

The fallacy in the perception that the 'Eastern' or so-called 'Oriental' Culture remains static – visibly recognizable over a long period of history began to change to become more like the 'Western' culture with the advent of the English rule and education will be clear with these lectures. The stereotype of the 'Unchanging East' and the meek acceptance of the meaning of 'Progress' or 'Development' as a move towards 'Material Culture' need to be demystified. A very practical advice that Tagore had given to those who are worried about this area could be seen in his statement: "You have to judge progress according to its aim. A railway train makes its progress towards the terminus station – it is a movement. But a full grown tree has no definite movement of that kind. Its progress is the inward progress of life. It lives, with its aspiration towards light tingling in its leaves and creeping in its silent sap." How Tagore had created a fusion of the best traditions of the west and the east in his plays and music to emerge as a Cultural Icon of our time is explained in this course.

At the end of the course students will be able to: (Definitive Outcomes)

(i) Appreciate Tagore's contribution in national reawakening that happened in the 19th Century India;
(ii) Be exposed to some of the finest musical experiments and scores where words touching one's soul and tunes appealing to one's senses get enmeshed;
(iii) How plays could be used as instruments in social awakening or in protest movements could be clear from this course
(iv) How education could change the face of our Society and Humanity will be appreaciated.

Resources:

Main Text:

- Clothey, Fred (2006). *Religion in India: A historical introduction*. London New York: Routledge.
- Keay, John. (2011), *India: A History*, 2nd Ed – Revised and Updated, Grove Press / Harper Collins,
- Henderson, Carol E. (2002). *Culture and Customs of India*. Greenwood Publishing Group.
- Lal, Ananda. (2001), *Rabindranath Tagore: Three Plays*. Oxford University Press.
- O'Connell, Kathleen M. & Joseph T. O'Connell, eds. (2009), *Rabindranath Tagore: Reclaiming a Cultural Icon*. Kolkata: Visva-Bharati Granthan Vibhaga.
- Parimoo, Ratan. (1973) *The Paintings of Three Tagores: Abanindranath, gaganendranath and Rabindranath – Chronology and Comparative Study*. Vadodara: MS University.
- Sarvabhutananda, Swami et al, eds. *Proceedings of the International Seminar on Cultural Unity of India*; Feb 16-19, 2013; Kolkata: Ramakrishna Mission Institute of Culture.
- Sivakumar, Raman, ed. (2011) *Rabindra Chitravali*, 4 Vols. Pratikshan, Kolkata & Visva-Bharati, Santiniketan
- Sivakumar, R. (2011). *The Last Harvest: Paintings of Rabindranath*. Ahmedabad: Mapin.
- Som, Reba (2009). *Rabindranath Tagore: The Singer and his Song*. New Delhi, India: Penguin Books (Viking).

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Additional Texts:

- Dalmia, Vasudha and Rashmi Sadana (editors), *The Cambridge Companion to Modern Indian Culture*, Cambridge University Press,
- Walia, Shelly. URL: https://qz.com/603884/portraits-of-some-of-indias-oldest-indigenous-tribes/

Other Readings:

- Bhattacharya, Sabyasachi, ed. (1997), *The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore: 1915-1941.* New Delhi: National Book Trust.
- Chaki-Sarkar, Manjusree. (2003) 'Tagore and the Modernization of the Indian Dance.' In Sunil Kothari ed *New Directions in Indian Dance*. Mumbai: Marg Publications.
- Robinson, Andrew. (1989). The Art of Rabindranath Tagore. London: Andre Deutsch.

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TAGORE AS A POET

Course Code: ENG2452 **Contact Hours: 36**

Theme:

Noted American author, Pearl Buck wrote about Tagore's poetry: "In a very real sense he was a world poet…He spoke out of his own soul and mind and heart. To him beauty is eternal and invincible, the indispensable source of refreshment for the soul, the mind, the heart of mankind." Rabindranath began writing poems at the age of 6 and as a young boy studied the classical poetry of Kalidasa. He also studied the Upanishads, languages and modern sciences. He was sent to England in 1878 to become a barrister, but he returned by 1880 without completing his education. His marriage to Mrinalini Devi, and his later assignment to look after his family's estates in the areas now in Bangladesh, allowed him a productive period of writing poetry, plays and short stories. When he joined Santiniketan (in West Bengal) to found an ashram, which became a world school, the opportunity grew further. Tagore thus emerged as Asia's first Nobel Prize winner for literature in 1913 for his book – 'The Song Offerings: Gitanjali'. As a creative genius and a seer-poet, he also played a crucial role in the cultural renaissance of India and Bengal in the 19th and early 20th Century.

Although he was inspired by notable poet Biharilal Chakrabarty and acknowledged him as his poetry-guru, his own poetry was undeniably unique. This was evident right from his first published volume of poetry entitled "Sandhyasangeet" (or Evening Songs) which came out in 1882. When his greatest source of inspiration - his sister-in-law Kadambari Devi, a wise and brilliant woman of her time, passed away in 1885, it inflicted a deep wound on Rabindranath. This sense of loss finds expression in many of his works, from "Kori O Komal" (1886) to several others. Rabindranath also wrote "Prabhat Sangeet" (or Morning songs) soon. The poems of love in this collection also symbolized the naissance of Rabindranath's personal view of God. The history of the completion that which Rabindranath was talking of, may be found in several other anthologies - "Naivedya", "Utsarga" and "Kheya", as also in "Chitra", "Kalpana" and "Khanika" – and subsequent works of his, until 'Gitanjali' (1910). Poems of yearning for the Divine, an immense craving for the Infinite, form an integral part of the temperament of the lyrical poems of "Gitanjali". In 1913, the English edition of "Gitanjali" was published with an introduction by English poet, W. B.Yeats. The rest is history. This course will also present a glimpse of the post-Gitanjali poetic creations of Tagore which took a completely different turn.

Course Coverage:

Module-1: Early Phase of Tagore's Poetry

- The Prabhat Sangeet (1883) and the Sandhya Sangeet (1882) days
- The 'Kari o Komal' (1886), 'The Manasi' (1890) and the 'Chitra' & 'Chaitali' (1896) phase

Module-2: The 'Gitanjali' Period

- 'Kanika' (1899), 'Kshanika' (1900) and the Bengali Original 'Gitanjali' (1910)
- Making of the English Gitanjali (1912)
- The sequels – 'Gitimalya' (1914) and 'Gitali' (1914)

Module-3: The Poetic Plays

- The 'Chitrangada' (1892) – based on the epic story of the Maha-Bharata
- The 'Chandalika' (1938) – touching upon the issue of caste prejudices
- The Card Country, or 'Tasher Desh' (1933)

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Module 4: Later Phase of Tagore's Poetry

- Punascha' (1932) and 'Parishesh' (1932)
- 'Shesh Saptak' (1935), Patraput (1936) and Shyamali (1936)
- 'Shesh Kotha' (1940) and 'Rogshajyay' (1941)
- Poetry on Paintings – 'Bichitrita' 91933)

Examination Scheme:

Components	CT/OP	AS/LC	A	EE
Weightage (%)	20	05	05	70

CT/OP: Class Test/Oral Presentation, AS/LC: Assignments/Library Consultation, A: Attendance, EE: End-Term Examination

Learning Outcomes: (of the Course)

Going through this course will make the participants appreciate the position of Tagore, namely, that since Man did not have any choice as to his origin and his state, i.e. his environ, and because the human mind is not contented with what is given, man likes to create, construct and set up himself and all that is around him in the way he likes. This works as a driving force for all in literature and art. Because man was not born complete, he wants to get over his incompletion by creativity. Yet another learning outcome will be to realize what Tagore mentions in his essay, 'The Significance of Literature.' Through his poems, Tagore makes an attempt to define the various worlds that he places before him as a thinker-author – some real, and some unreal; some approachable through 'language', and some that employ a "language that is beyond language". This Utopia expressed in his mystic poetry becomes clearer when we see him saying:

"The world becomes another world in our mind. In this world exist not only the color, shape, sound, and other attributes of the other world, but also our likes and dislikes, our fear and wonder, our pleasure and grief. Our mind, through its various processes, suffuses the outside world differently... This act of the mind enables us to individualize external reality... Through the color and shape of their mind, the external world assumes variegated shapes... This world is more precious to the imaginative individual than the outside world or the human world. The mind helps this world to become more suitable for access into people's hearts, rendering it unique for consumption... Thus there is a difference between the outside world and the human world. The human world does not inform us of what is black and white and what is large and small. It tells us of what is dear and vile, what is beautiful and ugly, and what is good and bad in different ways."
It is the nature of the human mind and the human world that get truly reflected in his poetry – which the participants will be able to discover through this course.

In particular, a few of Tagore's poems in English translation would be discussed here from 'The Fountain's Awakening' to 'The dark Night of Sorrows.' Tagore's songs (over 2500 compositions) that belong to another genre of poetry will also be presented and discussed here, since Tagore had himself declared that music being the most abstract of all the arts, just as mathematics was in the region of science, musical expression was the purest and most unimpeded form of creative expression. And it is in his songs that the evolution of the poet from what he called a state of being into one of becoming is best captured.

At the end of the course students will be able to: (Definitive Outcomes)
(i) Comprehend the influences on Tagore by the poetic tradition of India
(ii) Read and recite a few major poems in English translation and be exposed to some fine recorded recitations of original poems

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(iii) Understand the problems and nuances of poetic translation of Tagore texts – based on translations done by the poet himself and by the others
(iv) Be exposed to a variety of poems – with so much of thematic and stylistic variations

Resources:
Main Text:

- Alam, Fakrul & Radha Chakravarty, eds. (2011) The Essential Tagore. Harvard University Press & Visva-Bharati.
- Hogan, Patrick Colm & Lalita Pandit, eds. () *Rabindranath Tagore: Universality and Tradition*. Madison, Teaneck: Fairleigh Dickinson University Press.
- Jelnikar, Ana. (2008). "W. B. Yeats's (Mis) Reading of Tagore: Interpeting an Alien Culture," University of Toronto Quarterly 77:4 (Fall no, 2008).
- Kabir, Humayun (1959). 'Tagore's Poetry'. *Indian Literature* Vol. 2, No. 1 (Oct. 1958—Mar. 1959), pp. 5-20
- Singh, Udaya Narayana. (2013/2016). *The Original Gitanjali*. Andorra: AnimaViva multilingüe SL, Escaldes – Engordany, Principat d'Andorra. Indian edn., Kolkata, Delhi: E-Lekhan Foundation.

Additional Texts:

- Aronson, Alex. (1943). Rabindranath Through Western Eyes. Kolkata.
- Zahurul Haque, Abu Saeed. (1981) Folklore and Nationalism in Rabindranath Tagore. Dhaka: Bangla Academy.

Other Readings:

- Mukherjee, Sujit. (1964). Passage to America: The Reception of Rabindranath Tagore in the United States, 1912–1941. Kolkata: Bookland.

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TAGORE AS A FICTION WRITER

Course Code: ENG2552 **Contact Hours: 36**

Theme:

Rabindranath Tagore is a poet dramatist, novelist, actor, composer, educator, painter, and a Philosopher. In a word he is the Leonardo-da–Vinci of our Renaissance True to the Indian Tradition, his own philosophical vision was depicted is his essays, stories as well as in his fiction. Tagore's short stories emerged at a time when this genre was not so well-cultivated in India, and they have given rise to many films later. The stories often deal with apparently simple subject matter: commoners, whereas his non-fiction writings dealt with history, linguistics, and spirituality. Well-known also as travelogue writer, his *Europe Jatrir Patro* ('Letters from Europe') are a treat to read. His career as a story-teller through dramatic mode began with *Balmiki Pratibha* in 1881 but soon he came up with *Bisarjan* (1890). His later dramas such as *Dak-ghar* ('The Post Office, 1912) or *Raktakarabi* ('Red Oleanders' 1926) were more philosophical and allegorical. The dance dramas such as *Chandalika* (1938), *Shyama* (1939), and *Chitrangada* (1905) are still extremely popular. This unit will also give an introduction to Tagore's well-known novels – Chokher bali (1903), Noukadubi (1906), Gora (1910), Chaturanga (1916), Ghare Baire (1916), Jogajog (1929), Char Adhyay (1933), and Shesher Kabita (1929) etc.

Course Coverage:

Module-1: Tagore's Initial Texts leading to his 'Galpaguccha'

- 'Bou-Thakuranir Hat' (1883) and 'Rajarshi' (1887)
- The beginning of his short stories from 1891 – 'Byabadhan', 'Khokababur Pratyabartan', 'Postmaster' (1891);
- 'Dena-paona', 'Ekti Asharhe Galpo' and Kabuliwalla' (all 1891-92);
- 'Kshudhita Pashan' & 'Icchapuran' (1895)

Module-2: Selected Novella – Initial Phase

- 'Nashtanir' (1901);
- 'Chokher Bali' (1902);
- 'Noukadubi' (1906)

Module-3: Selected Novels – Later Phase

- Gora (1910)

Module-4: Poet as a Story-teller – Experiments in Fusion

- Ghare Baire (1916)
- Shesher Kavita (1929)

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Examination Scheme:

Components	CT/OP	AS/LC	A	EE
Weightage (%)	20	05	05	70

CT/OP: Class Test/Oral Presentation, AS/LC: Assignments/Library Consultation, A: Attendance, EE: End-Term Examination

Learning Outcomes: (of the Course)
This course will provide a thorough and in-depth knowledge of Tagore's profound understanding of human emotions, values and social systems in nineteenth and twentieth century Bengal. More importantly, the man-woman relationships dramatized in Tagore's novels and plays will provide the learners with a glimpse of the turbulences and upheavals that in turn will enable to comprehend the larger politics of gender, sexuality and patriarchy in various guises. One will gradually have a critical acumen to realize the play of hierarchies in the past and the contemporary times. Also, a reading of Tagore's novels will make one aware of his humanist thinking that undermined the parochialism and jingoist nationalism. Tagore's broader humane worldview that repudiated ultra-nationalist excesses is very relevant for today. His plays and novels show that though he argued fiercely against the bonds of colonialism, he warned against the excesses of nationalism. For him "the idea of the nation is one of the most powerful anesthetics that man has invented." So, no wonder, going through this course one will not only revisit the colonial/ national histories, changing roles and status of women but also will grasp the working of social dynamics in different forms in the current era.

At the end of the course students will be able to: (Definitive Outcomes)
i) Appreciate Tagore's take on nationalist and colonial histories.
ii) Understand Tagore's lyrical humanism and how that is pertinent in a world of strife and conflict
iii) Explore the representation of women and how it is related to the feminist studies.
iv) Unravel how fiction can written as a mode of beauty and truth as well as to radically critique the systemic ideologies.

Resources:
Main Text:

- Chaudhuri, Amit. (2008) Clearing a Space: Reflections on India, Literature and Culture. Delhi and Ranikhet: Permanent Black.
- Nussbaum, Martha C. (1996) For Love of Country?, edited by Joshua Cohen for Boston Review. Boston: Beacon Press.
- Sen, Amartya. (2005) "Tagore and His India," reprinted in The Argumentative Indian: Writings on Indian History, Culture and Identity. London: Allen Lane/Penguin, 89–120.
- Tagore, Rabindranath (2009). *Gora*. India: Penguin.
- Tagore, Rabindranath (2005). *Home and the World*. India: Penguin Classics
- Tagore, Rabindranath (2004). *Chokher Bali*. Kolkata: Rupa Publishers
- Tagore, Rabindranath (2012). *Red Oleanders*. Kolkata: Niyogi Books Private Ltd
- Tagore, Rabindranath (2012). *Selected Stories*. India: Maple Press

Additional Texts:

- Chakrabarti, Santosh (2004). *Studies in Tagore: Critical Essays*. New Delhi: Atlantic
- Chanda, Singh Geetanjali (2008). *Indian Women in the House of Fiction*. New Delhi: Zubaan
- Chatterjee, Indira (2007). *A Thematic Study of Tagore's Novels*. Gurgaon: Shubhi.
- Chatterjee, Bhabatosh (1996). *Rabindranath Tagore and Modern Sensibility*. Delhi: Oxford University Press
- Dutta, P. K (2004). Rabindranath Tagore's *The Home and the World*: A Critical Companion. New Delhi: Permanent Black

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- Sen, Krishna & Tapati Gupta, eds. (2006). Tagore and Modernity, Kolkata: Dasgupta & Co.

Other Readings:

- Bandyopadhyay, Asit (2004). "Rabindranath Tagore: Novelist, Short Story Writer and Essayist." *Studies on Rabindranath Tagore*. Ed. Mohit K. Ray. New Delhi: Atlantic.
- Basu, Rajasri (2012). Ed. *Women and Tagore*. New Delhi: Abhijeet
- Dasgupta, Sanjukta (2017). *Remembering Rabindranath.* Retrieved from http://www.museindia.com/focuscontent.asp?issid=33&id=2157 in *Muse India* portal [ISSN: 0975-1815]
- Dutta, Ram (2009). *Celebrating Tagore*. New Delhi: Allied.
- Mukhopadyay, Subhas (1999). *Tagore Without Bounds: Samvastar Lecture XII*. New Delhi: Sahitya Academi
- Roy, Soumitra (2017). *Tagore's Ghore Baire*. Retrieved from http://www.museindia.com/focuscontent.asp?issid=33&id=2135 in Muse India portal [ISSN: 0975-1815]
- Raj. G. V (1983). *Tagore: The Novelist*. New Delhi: Sterling.

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TAGORE AND MASS MEDIA

Course Code: ENG2652 **Contact Hours: 36**

Theme:

Very few are aware that Rabindranath Tagore had himself dabbled into screenplay writing in the early days of Indian cinema. The silent era Orient Pictures film '*Balidan*' (1927) directed by Naval Gandhi and based on Tagore-play '*Bisarjan*' (known in English as '*Sacrifice*'), had its screenplay written jointly by Jamshed Ratnagar and Rabindranath Tagore. This commercially successful film was set in the fictional kingdom of Tippera, and involved clashes between a progressive-minded King and a "tradition-bound priest.

'*Natir Puja*' (*The dancing girl's worship*, 1932) - based on a recording of his 1926 dance-drama - is the only film where Rabindranath Tagore is credited as the director. Produced by B.N.Sircar of the New Theatre's Group, it was shot in four days where Tagore had himself enacted a small role. Although it was not a commercial success, the prints of the film were destroyed in a fire at the New Theatres. Though recently, attempts have been made to restore the film.

Tapan Sinha's Bengali version of Tagore-story '*Kabuliwala*' (1957) was remade in Hindi in 1961 – with the lead role being played by Chhabi Biswas in Bengali and Balraj Sahni in Hindi. Both versions were immensely successful aesthetically as well as commercially. The music was scored by Pt Ravi Shankar for the Bengali version and by Salil Choudhury for the Hindi version. It received two National Film Awards in 1956 and the Silver Bear Extraordinary Prize of the Jury in the Berlin Film Festival. The story was translated from Bangla into English by the Irish woman Margaret Elizabeth Noble, more popularly known to the world as Sister Nivedita.

Satyajit Ray's '*Teen kanya*' (literally, 'The Three Daughters') was a tribute to Tagore in his centenary year – 1961 as it was made out of three stories by the Master – 'Postmaster', 'Monihara' ("The Lost Jewels'), and 'Samapti' ('The Conclusion') – awarded as the best film at the National level and also honored at the Berlin Film Festival. The common thread seems to be three extraordinary women and their tale of love and affection.

'*Dak Ghar*', a 1912-play by Tagore, rendered into English by W.B.Yeats, and translated and performed in Spanish, French, German and Polish in Europe, was made into a Hindi film in 1965 – directed by Zul Vellani, produced by the Children's Film Society.

Many other successful films could be named – such as Kumar Shahani's 1997-film '*Char Adhyay*' produced by NFDC – based on Tagore's 1934 novel, and remade recently as a successful Bengali commercial film – '*Elar Char Adhyay*' (2012) directed by Bappaditya Bandopadhyay. In between, the same novel became the subject matter of another film – '*Chaturanga*' (2008) directed by Suman Mukherjee

There was yet another classic Tagore film that was remade – Satyajit Ray's '*Charulata*' (1964), with Soumitra Chatterji, Madhabi Mukherjee and Shailen Banerjee - remade by Agnidev Chatterji in 2012 with Rituparna Sengupta, Arjun Chakraborty and Kaushik Sen. Ray had received the Silver Bear as the Best Director in the 15th Berlin International Festival in 1965 for this film and also Golden Lotus Award nationally in the same year.

There were some more movies with double versions – such as Tagore's story '*Naukadubi*' ('The Wreck') being made as '*Ghunghat*' (1960) by Ramanand Sagar under a Gemini Studio production where Bharat Bhushan, Leela Chitnis, Pradeep Kumar, Bina Rai, Asha Parekh etc acted. The film went on to get two Filmfare awards. In 2011, Rituporno Ghosh made it in Bengali under the original title – 'Noukadubi' – produced by Subhash Ghai, and it was premiered as the opening film of the *Indian Panorama* section during the 41st International Film Festival of India (IFFI), Goa on 24 November 2010, in the year that marked Rabindranath Tagore's 150th birth anniversary.

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Course Coverage:
In this unit, memorable films and other performances made out of Tagore's works will be introduced, viewed and discussed, and a few documentary films on Tagore will be shown as a part of the course. Evaluation pattern will differ from the other courses under Tagore Studies.

Module-1: Satyajit Ray and Rituparna Ghosh on Tagore's Biopic plus some other Documentaries on Tagore & Discussions
Module-2: Memorable films – Charulata (Satyajit Ray 1964)
Module-3: Chokher Bali (Rituparno Ghosh, 2003)
Module-4: Ghare Baire (Satyajit Ray, 1985)
Module-5: Multiple versions of Tagore films – 'Kabuliwala', 'Char Ahyay', 'Charulata' etc.

Examination Scheme:

Components	CT/OP	AS/LC	A	EE
Weightage (%)	20	05	05	70

CT/OP: Class Test/Oral Presentation, AS/LC: Assignments/Library Consultation, A: Attendance, EE: End-Term Examination

Learning Outcomes: (of the Course)
Tagore has been a source of inspiration to generations of filmmakers and theatre performers. Be it his songs, poems, short stories, novels, or plays, his works attracted many. Even recently, a few film-directors such as Sekhar Das (Jogajog) and Suman Ghosh (Kadambari) came up with elements from tagore stories or from his life. Subhabrata Chatterjee's debut Bengali film, Monihara, based on Tagore's short story was another example. Suman Mukherjee of 'Chaturanga'-fame was working on his next film, Shesher Kabita, based on Tagore's novel of the same name. Tagore's influence on the Bengali television too can't be denied. A television series, Chokher Bali, based on Tagore's work, which was launched recently, too has found many takers.

This being the pervasive influence of Tagore on Mass Media, a student with interest in cinematography, screenplay or direction and production would be incomplete without being exposed to a course such as this. It would also bring out the best in the candidate in appreciating or critiquing film and television classics.

At the end of the course students will be able to: (Definitive Outcomes)
(i) The Social Reformist in Tagore could be understood better through this course. His political ideas would be clearer.
(ii) The stunningly contemporary elements in Tagore's stories would be possible to use in further studies and works by the candidates.
(iii) The issues of gender equality and women's emancipation would be appreciated through this course.
(iv) Since Tagore's translation do not match the quality of his originals, the cinematic translations in the inter-semiotic endeavors make it easier for us to appreciate his genius.

Resources:
Main Text:

- Asaduddin, M & Anuradha Ghosh. (2012) *Filming Fiction: Tagore, Premchand.* New Delhi: Oxford University Press.
- Barnouw, Eric (1981) 'Lives of a Bengal Filmmaker: Satyajit Ray of Calcutta.' The Quarterly Journal of the Library of Congress, Vol. 38, No. 2 (SPRING 1981), pp. 60-77
- Chakravorty, Mrinalini. (2012). Picturing "The Postmaster": Tagore, Ray, and the Making of an Uncanny Modernity. Framework: The Journal of Cinema and Media, Vol. 53, No. 1 (SPRING 2012), pp. 117-146 (Wayne State University Press).

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- Dasgupta, Sanjukta, Sudeshna Charkavarti, and Mary Mathew. (2013),*Radical Rabindranath: Nation, family and gender in Tagore's fiction and films*. New Delhi: Orient Blackswan.
- Hogan, Patrick Colm. (2008). Understanding Indian Movies: Culture, Cognition, and Cinematic Imagination. (Austin, TX: University of Texas P [Cognitive Approaches to Literature and Culture Series], 2008)
- Sen, I. (2014). Review of Sanjukta Dasgupta et al, in *Sociological Bulletin, 63*(2), 328-330.
- Sengoopta, Chandak. (1993) 'THE MOVIES: Satyajit Ray: The Plight of the Third-World Artist.' The American Scholar, Vol. 62, No. 2 (Spring 1993), pp. 247-254
- Yadav, Anubha. (2012). 'From Textual Image to Image-Text.' *Indian Literature,* 56.4: 253-55.

Additional Texts:

- Benegal, Shyam. (2012) 'Talkies, Movies, Cinema.' *India International Centre Quarterly*, Vol. 38, No. 3/4, The Golden Thread: Essays in Honour of C.D. Deshmukh (WINTER 2011 - SPRING 2012), pp. 354-369.
- Chatterjee, Partha (2012) 'Indian Cinema: Then and Now.' India International Centre Quarterly, Vol. 39, No. 2 (AUTUMN 2012), 45-53.
- Emmie Te Nijenhuis (1974). *Indian Music: History and Structure.*. BRILL Academic.
- Kapila Vatsyayan (1977). *Classical Indian dance in literature and the arts*. Sangeet Natak Akademi.
- Lago, Mary & Ronald Warwick, eds. (1989). *Rabindranath Tagore: perspectives in time*. Basingstoke and London: Macmillan Press.
- Sen, Mrinal. (1997). 'Rambling Thoughts.' *Social Scientist*, Vol. 25, No. 3/4 (Mar. - Apr.) 19-26.

Other Readings:

- Dasgupta, Chidananda. (2002), 'Cinema, Marxism and the Mother Goddess.' India International Centre Quarterly, Vol. 28, No. 4, Special Commemorative Volume: 40 Years — a Look Back (Winter 2001/Spring 2002), pp. 122-133.
- Hogan, Patrick. (1993) 'Historical Economies of race and Gender in Bengal: Ray and Tagore on the Home and the World.' Journal of South Asian Literature, Vol. 28, No. 1/2, MISCELLANY (Spring, Fall 1993), pp. 23-43
- Mehta, Tarla. (1995). *Sanskrit Play Production in Ancient India.* Motilal Banarsidass.
- Kundu, Kalyan, Sakti Bhattacharya, and Kalyan Sircar, eds. (1990). Rabindranath and the British Press (1912–1941). London: Tagore Centre.

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DISASTER MANAGEMENT

Course Code: DSM2051 **Contact Hours: 36**

Introduction

This course is being introduced at the UG level to enable students and citizens to recognize the increasing vulnerability of the planet in general and India in particular to disasters. This, it is expected would create a basis to work towards preparedness and also help us develop a culture of safety and prevention. The adoption of a disaster risk reduction perspective in the teaching of the course would be useful. While disasters are generally seen as an outcome of catastrophic natural events, the idea of pre-existing vulnerabilities is equally important. These need to be understood and addressed if disaster impacts are to be minimized. There has been a considerable policy level intervention in India in recent years and if teachers and young people in each city, district block or village can understand and explore avenues of reducing disaster risks and work towards preparedness the efforts would contribute towards minimizing losses and saving lives.

Disaster Management is a highly multidisciplinary subject wherein rich contributions have been made by the fields of environmental sciences, medicine, geography, geology, sociology, political science, economics, social work profession, psychology, public administration, law, gender studies, engineering sciences, demography, media studies and so on. Therefore, this course at the undergraduate level could be easily taught by faculty members from any discipline. They must be interested in the subject matter and willing to look at disaster management issues form both a theoretical perspective as well as from a practical standpoint. This would enrich the teaching learning process. While this course has been developed keeping diverse disciplines in mind the teachers in consultation with the college curriculum committee are welcome to improvise and modify the content. Encouraging creativity or teachers is important.

Course Details

The course will be of 50 lectures of about 45 minutes each following the UGC pattern. It will be taught in a single semester. It may be located in any of the 3 years of graduation based on availability of teachers and structure of the broader courses on offer in each University/ College.

The course may be taught by a teacher of any discipline as Disaster Management (DM) is multi disciplinary and draws its knowledge base from a range of disciplines.

Course Objectives:

- To provide students an exposure to disasters, their significance and types
- To ensure that students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction.
- To gain a preliminary understanding of approaches of Disaster Risk Reduction (DRR)
- To enhance awareness of institutional processes in the country and
- To develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity.

Course Contents:

Module-I: Introduction to Disasters (No. of lectures: 6)

Concepts, and definitions (Disaster, Hazard, Vulnerability, Resilience, Risks)

Module-II: Disasters: Classification, Causes, Impacts (No. of lectures: 12)

(Including social, economic, political, environmental, health, psychosocial, etc.)

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Differential impacts-in terms of caste, class, gender, age, location, disability. Global trends in disasters urban disasters, pandemics, complex emergencies, Climate change.

Module-III: Approaches to Disaster Risk Reduction: (No. of lectures: 10)
Disaster cycle- its analysis, Phases, Culture of safety, prevention, mitigation and preparedness, community based DRR, Structural- nonstructural measures, roles and responsibilities of community, Panchayati Raj Institutions/ Urban Local Bodies (PRIs/ULBs), States, Centre, and other stake-holders.

Module-IV: Inter-relationship between Disasters & Development (No. of lectures: 6)
Factors affecting Vulnerabilities, differential impacts, Impact of Development projects such as dams, embankments, changes in Land-use etc. Climate Change Adaptation. Relevance of indigenous knowledge, appropriate technology and local resources

Module-V: Disaster Risk Management in India: (No. of lectures: 8)
Hazard and Vulnerability profile of India
Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management
Institutional arrangements (Mitigation, Response and Preparedness, DM Act and Policy, Other related policies, plans, programmes and legislation)

Module-VI: Project Work: Field Work, Case Studies (No. of lectures: 8)
The project/ filed work is meant for students to understand vulnerabilities and to work on reducing disaster risks and to build a culture of safety. Projects must be conceived creatively based on the geographic location and hazard profile of the region where the college is located. A few ideas or suggestions are discussed below:

Several governmental initiatives require Uraban Local Bodies (ULBs) and Panchayati Raj Institutions (PRIs) to be proactive in preparing DM Plans and community based disaster preparedness plans. Information on these would be available with the district Collector or Municipal Corporations. The scope for students to collaborate on these initiatives is immense. Teachers may explore possibilities.

Teachers could ask students to explore and map Disaster prone areas, vulnerable sites, vulnerability of people (specific groups) and resources. The students along with teachers could work on ways of addressing these vulnerabilities, preparing plans in consultation with local administration or NGOs.

Students could conduct mock drills in schools, colleges or hospitals. They could also work on school safety, safety of college buildings, training in first aid.

Other examples could be identifying how a large dam, road/highway or an embankment or the location of an industry affects local environment and resources or how displacement of large sections of people crates severe vulnerabilities may be mapped by student project work.

Teaching Resources
A range of Films- documentaries and feature films related to disasters and their impacts and on vulnerabilities of people are available which a teacher could choose with care and screen. This could form a basis for classroom discussion.

Examination Scheme:

Components	A	CT	S/V/Q	HA	EE
Weightage (%)	5	15	5	5	70

A-Attendance; CT-Class Test; S/V/Q-Seminar/Quiz/Viva; HA-Home Assignment; EE-End Semester Examination

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Suggested Readings:

- Alexander David, Introduction in 'Confronting Catastrophe', Oxford University Press, 2000
- Andharia J. Vulnerability in Disaster Discourse, JTCDM, Tata Institute of Social Sciences Working Paper no. 8, 2008.
- Blaikie, P, Cannon T, Davis I, Wisner B 1997. At Risk Natural Hazards, Peoples' Vulnerability and Disasters, Routledge.
- Coppola P Damon, 2007. Introduction to International Disaster Management
- Carter, Nick 1991. Disaster Management: A Disaster Manager's Handbook. Asian Development Bank, Manila Philippines.
- Cuny, F. 1983. Development and Disasters, Oxford University Press.
- Document on World Summit on Sustainable Development 2002.
- Govt. of India: Disaster Management Act 2005, Government of India, New Delhi.
- Gupta Anil K, Sreeja S. Nair. 2011 Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi
- Indian Journal of Social Work 2002. Special Issue on Psychosocial Aspects of Disasters, Volume 63, Issue 2, April
- Kapur, Anu & others, 2005: Disasters in India Studies of grim reality, Rawat Publishers, Jaipur
- Kapur, Anu & others, 2010: Vulnerable India: A Geographical Study of Disasters, IIAS and Sage Publishers, New Delhi
- Parasuraman S, Acharya Niru 2000. Analysing forms of vulnerability in a disaster. The Indian Journal of Social Work, vol 61, issue 4, October
- Pelling Mark, 2003 The Vulnerability of Cities: Natural Disaster and Social Resilience Earthscan publishers, London
- Reducing risk of disasters in our communities, Disaster theory, Tearfund, 2006
- UNISDR, Natural Disasters and Sustainable Development: Understanding the links between Development, Environment and Natural Disasters, Background Paper No. 5 2002.
- IFRC, 2005 World Disaster Report: Focus on Information in Disaster, pp. 182-225.

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MILITARY TRAINING FOUNDATION

Course Code: GEN2051 **Contact Hours: 36**

Introduction

In accordance with the National Youth Policy which envisages that youth of the country should spend at least one fifth of their total time spent in an educational institution on outdoor activities. In furtherance of our National Youth Policy compulsory military training is being conducted for UG students at Amity University Gurgaon. A tented camp has been established at the sprawling campus at Amity University Gurgaon, surrounded by forest land and orchards within the campus, the camp gives a feeling of living in field conditions, in the wild.

Proposal

It is proposed to introduce military training (MTC) for under graduate students as an open elective, as part and parcel of the flexi credit system, wherein a student can design his own degree from a basket of courses.

Aim& Objectives

The aim of Military Training for UG students is :-

- To inculcate an essence of camaraderie and brotherhood amongst the students.
- To bring energy and team spirit amongst participants.
- To expose the students to the essentials of physical well-being and fitness.
- To give exposure to students regarding adventure training.
- To inculcate leadership qualities in students.
- To expose students to subjects of general awareness such as role of armed forces in nation building, map reading and fire fighting.

Methodology

MTC is organized as a combined camp for both boys and girls,however, separate infrastructure for boys and girls have been created at AUG.

Assessment

Assessment of a student is based on the following :-

(a) Participating in all activities and successfully completing the course.
(b) Performance in the assimilation exercise held at the end of the course.
(c) Participation in debate and class participation.
(d) Exhibiting leadership qualities i.e. leading drill contingents.

Maximum of three credit will be given to participants.

Three modules have been designed to fulfill the aim and objectives of this Military Training Foundation Course as under :-

(a) Module I - Military Training.
(b) Module II - Leadership and Motivation.
(c) Module III - Adventure training.

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MODULES: MILITARY TRAINING CAMAPS (MTC)

Module-I: Military Training

Part-A

1.1 Introduction of Basic principles of Camping.
1.2 Drill aspect of discipline.
1.3 Camp Layout.
1.4 Hygiene and sanitation of camp.
1.5 Introduction to Armed Forces.
1.6 Role of Armed force in Nation building.

Part-B

I. Conducting drill.
II. Camp setting.
III. General fitness exercises.
IV. Obstacle crossing.
V. Weapon firing.

Module-II: Leadership and Motivation

Part-A

2.1 National character and values
2.2 Role and importance of Leadership
2.3 Law of Armed Conflict
2.4 Team play and group cohesion

Part-B

I. Tug of war
II. Task assignment and conduct
III. Group Discussion
IV. Games
V. Fire safety drills
VI. March past

Module-III: Adventure Training

Part-B

I. Trekking
II. Rappelling
III. Rope Climbing

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SYLLABUS - FRENCH FOR ALL POSTGRADUATE PROGRAMMES

French Syllabus
Programme d'études pour le Français des Affaires

All P.G. Programmes – Foreign Business Language (FBL)
Specialised stream - Filière spécialisée – Le Français des Affaires

French Syllabus - Programme d'études pour le français
All P.G. Programmes – Foreign Business Language
Specialised stream - Filière spécialisée – Français professionnel et des affaires

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FRENCH-I

Course Code: LAN4151 **Contact Hours: 36**

Course Objective:
To familiarize the students with the French language
- with the phonetic system
- with the accents
- with the manners
- with the cultural aspects

To enable the students
- to establish first contacts
- to identify things and talk about things

Course Contents:

Unité 1, 2: pp. 01 to 37
Introduction à la langue: système phonétique, accents, genre et accord, jours, mois, nombres

Actes de communication:
Unité 1 : Premiers contacts
1. nommer des objets, s'adresser poliment à quelqu'un
2. se présenter, présenter quelqu'un
3. entrer en contact : dire tu ou vous, épeler
4. dire où on travaille, ce qu'on fait
5. communiquer ses coordonnées

Unité 2 : Objets
1. identifier des objets, expliquer leur usage
2. dire ce qu'on possède, faire un achat, discuter le prix.
3. monter et situer des objets
4. décrire des objets
5. comparer des objets, expliquer ses préférences

Grammaire: 1. articles indéfinis, masculin et féminin des noms, pluriel des noms
2. Je, il, elle sujets, verbes parler, habiter, s'appeler, être, avoir, masculin et féminin des adjectifs de nationalité
3. tu, vous sujets, verbes parler, aller, être, c'est moi/c'est toi
4. verbes faire, connaître, vendre, c'est/il est + profession, qui est-ce ? qu'est- ce que ... ?
5. article défini, complément du nom avec de, quel interrogatif
6. adjectifs possessifs (1), pour + infinitif
7. verbe avoir, ne...pas/pas de, question avec est-ce que ?, question négative, réponse Si
8. Prépositions de lieu, il y a/qu'est-ce qu'il y a
9. accord et place des adjectifs qualificatifs, il manque...
10. comparatifs et superlatifs, pronoms toniques, pronom on

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References :

Le livre à suivre : Penfornis, Jean-Luc. Français.Com (Débutant). Paris: Clé International, 2007.

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French Syllabus - Programme d'études pour le français
All P.G. Programmes – Foreign Business Language
Specialised stream - Filière spécialisée – Français professionnel et des affaires

FRENCH-II

Course Code: LAN4251 **Contact Hours: 36**

Course Objective:
To furnish the linguistic tools to enable the students
- to talk about time schedules
- to talk about travel
- to perform simple communicative tasks (fix appointments, make reservations, discuss habits, give advice, directions)

Course Contents:
Unité 3, 4: pp. 42 to 72:

Actes de communication :
Unité 3 : Emploi du temps
1. demander et donner l'heure, des horaires
2. raconter sa journée
3. parler de ses habitudes au travail, de ses loisirs
4. dire la date, parler du temps qu'il fait
5. fixer rendez-vous (au téléphone par e-mail), réserver une table au restaurant

Unité 4 : Voyage
1. réserver une chambre d'hôtel, demander la note
2. expliquer un itinéraire
3. parler de ses déplacements, situer sur une carte
4. exprimer un conseil, une interdiction, une obligation
5. acheter un billet de train, consulter un tableau d'horaires

Grammaire: 1. question avec à quelle heure ? adjectifs démonstratifs
2. verbes pronominaux au présent, les prépositions à et de : aller à venir de
3. adverbes de fréquence, pourquoi... ? Parce que ... ?
4. expression indiquant la date, verbes impersonnels
5. verbe pouvoir + infinitif, le lundi, lundi prochain
6. adjectifs possessifs (2), adjectif tout
7. impératif présent (1), nombres ordinaux
8. questions avec est-ce que ? à et en + moyen de transport, en/au+pays
9. verbes devoir+infinitif, il faut+ infinitif, il est interdit de
10. verbes : aller, venir, partir , questions avec d'où, où,par où, à quel, de quel

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References :
Le livre à suivre : Penfornis, Jean-Luc. Français.Com (Débutant). Paris: Clé International, 2007.

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All P.G. Programmes – Foreign Business Language
Specialised stream - Filière spécialisée – Français professionnel et des affaires

FRENCH-III

Course Code: LAN4351 **Contact Hours: 30**

Course Objective:

To furnish the linguistic tools
- to talk about work and problems related to work
- to perform simple communicative tasks (explaining a set back, asking for a postponement of appointment, give instructions, place orders, reserve, hold a telephone conversation, write e-mails, reply to messages)
- to prepare a résumé and to appear for interviews

Course Contents:
Unité 5, 6: pp. 74 to 104

Actes de communication :
Unité 5 : Travail
1. manger au restaurant, comprendre un menu, commander
2. engager une conversation téléphonique
3. présenter son résumé: parler de sa formation, de son expérience, de ses compétences
4. raconter des événements passés
5. consulter sa boîte e-mails, répondre aux messages

Unité 6 : Problèmes
1. identifier un problème, demander des précisions
2. expliquer un contretemps, déplacer un rendez-vous
3. demander de l'aide (par téléphone, par e-mail)
4. donner des instructions
5. expliquer un problème, suggérer une solution

Grammaire:
1. futur proche, articles partitifs, un peu de, beaucoup de, une bouteille de, un morceau de…
2. pronoms COD, venir de + infinitif, verbes appeler (au présent)
3. passé composé avec avoir, affirmatif et interrogatif, savoir et connaître
4. passé composé avec être, accord du participe passé, négation
5. pronoms COI, être en train de
6. ne…rien, ne…personne, ne…plus, ne…pas encore, qu'est-ce que/ qu'est-ce qui/qui est-ce que/qui est-ce qui
7. passé composé des verbes pronominaux
8. si/quand+présent, ne…plus, ne …pas encore
9. impératif présent (2) place du pronom et verbes pronominaux
10. trop/pas assez, verbe devoir au conditionnel présent

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References :

Le livre à suivre : Penfornis, Jean-Luc. Français.Com (Débutant). Paris: Clé International, 2007.

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French Syllabus - Programme d'études pour le français
All P.G. Programmes – Foreign Business Language
Specialised stream - Filière spécialisée – Français professionnel et des affaires

FRENCH-IV

Course Code: LAN4451 **Contact Hours: 30**

Course Objective:
To strengthen the language of the students with both oral and written
To provide the students with the know-how
- to master the tenses – present, past and future
- to express emotion
- to accomplish simple tasks of day-to-day programmes

Course Contents: Unité 7: pp. 106-120

Actes de communication :
Unité 7 : Tranches de vie
1. évoquer un souvenir
2. raconter une histoire
3. rapporter des événements marquants d'une vie professionnelle
4. expliquer une situation de stress, donner son avis
5. faire des projets

Grammaire:
1. formation de l'imparfait, emploi du passé composé et de l'imparfait
2. pronoms : y, chacun (/ chaque)
3. pronoms relatifs «qui, que, où » et mise en relief
4. pronom « en » de quantité
5. futur simple
6. indicateurs de temps : depuis, il y a, pendant, pour, en
7. propositions complétives : je pense que…, je crois que …

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References :

- Le livre à suivre : **Penfornis, Jean-Luc. Français.Com (Débutant). Paris: Clé International, 2007.**

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All P.G. Programmes – Foreign Business Language
Specialised stream - Filière spécialisée – Français professionnel et des affaires

FRENCH-V

Course Code: LAN4551 **Contact Hours: 30**

Course Objective:
To enable the students to enhance all four basic skills of language: reading, writing, listening and speaking.

- To fine tune the grammar in application
- To revise communication tasks related to topics covered already
- To practice listening and reading comprehension
- To hone the language skills, both in oral and written expression

Course Contents:
Module I: Préparer son curriculum vitae
Rédiger un résumé : Français.Com, Intermédiaire- p.98
Passer un entretien d'embauche : Français.Com, Intermédiaire – p.100

Module II: Faire le point
1. **«Faire le point» Unités 1-7**
Vocabulaire, grammaire, écouter, lire, écrire, parler

2. **«Entre cultures» Unités 1-7**
Compréhension à l'oral et à l'écrit

3. **Exercices d'écoute**
Exercices d'écoute convenables aux sujets traités

Actes de Communication :
Rappel
Présenter son résumé: parler de sa formation, de son expérience, de ses compétences
Se préparer à une interview

Grammaire: Révision

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References :

- Le livre à suivre : **Penfornis, Jean-Luc. Français.Com (Débutant). Paris: Clé International, 2007.**

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SYLLABUS – FRENCH FOR ALL UNDERGRADUATE PROGRAMMES

French Syllabus
Programme d'études pour le Français Langue Etrangère

All U.G. Programmes – Foreign Language (FL)
Common stream - Filière commune – Le Français Langue Etrangère

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French Syllabus - Programme d'études pour le français
All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-I

Course Code: LAN2151 **Contact Hours : 36**

Course Objective:
To familiarize students with the French language, with its phonetic system and its accents.
To enable students

- to greet someone in French
- to present and describe oneself and people
- to enter in contact, and begin a conversation
- to talk about one's family, tastes and preferences

Course Contents:
Dossiers 1, 2 – pg 5-24

Dossier 1 : Toi, moi, nous
Actes de Communication :
S'adresser poliment à quelqu'un, entrer en contact, se présenter, présenter quelqu'un, saluer, poser des questions simples pour connaître quelqu'un, épeler et compter

Dossier 2 : En famille
Actes de Communication :
Parler de sa famille, Décrire quelqu'un, exprimer ses goûts, écrire et comprendre un message court, inviter quelqu'un, exprimer la possession, la négation

Grammaire :
1. articles indéfinis, articles définis, masculin et féminin des noms et des adjectifs, pluriel des noms et des adjectifs
2. pronoms sujets et toniques, on, c'est/il est + profession,
3. masculin et féminin des adjectifs de nationalité
4. verbes- être, avoir, aller, 'er' groupe
5. l'interrogation – l'intonation, est-ce que, qui est-ce ? Qu'est-ce que? l'inversion ; où, comment, quand ; quel
6. la négation
7. adjectifs possessifs

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

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Text & References:

Text:

Le livre à suivre:

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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French Syllabus - Programme d'études pour le français
All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-II

Course Code: LAN2251 **Contact Hours : 36**

Course Objective:
To furnish the linguistic tools

- to talk about daily activities and sports, to express necessities
- to talk about activities in recent future,
- to have conversations and perform day to day life tasks like enquiring about time, take an appointment
- to enquire about products and place orders in a shop/ restaurant

Course Contents:
Dossiers 3,4 – pg 25-44

Dossier 3 : Quelle journée !
Actes de Communication :
Parler de ses activités quotidiennes, se situer dans le temps, demander l'heure et la date, parler des sports et des loisirs, exprimer la fréquence

Dossier 4 : Vous désirez ?
Actes de Communication :
Exprimer la quantité, demander et donner le prix, exprimer la nécessité, la volonté et la capacité, comparer et exprimer ses préférences, s'exprimer au futur proche, prendre rendez vous, s'exprimer au restaurant/dans les magasins

Grammaire :
1. l'expression du temps
2. les articles contractés, les quantités indéterminées et déterminées
3. les adverbes de fréquences
4. verbes- faire, prendre, venir, pouvoir, vouloir, les verbes pronominaux
5. la comparaison de l'adjectif
6. la négation (suite)
7. le future proche

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

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Text & References:

Text:

Le livre à suivre:

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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French syllabus - Programme d'études pour le français
All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-III

Course Code: LAN2351 **Contact Hours : 30**

Course Objective:
To enable the students
- to talk about the qualities and defects of people.
- to ask/give directions, to enquire about a lodging.
- to ask and give informations about a certain place.
- to describe events in past tense.

Course Contents:
Dossiers 5,6 – pg 45-64

Dossier 5 : Ici et là
Actes de Communication :
Exprimer l'obligation et l'interdiction, parler des qualités et des défauts de quelqu'un, demander son chemin, indiquer un itinéraire, se situer dans l'espace, se renseigner sur un logement.

Dossier 6 : Ailleurs
Actes de Communication :
S'exprimer au passé composé, raconter un voyage, se situer dans le monde, exprimer le temps (avec indicateurs de temps – il y a, depuis), se renseigner sur un hébergement, exprimer la satisfaction et l'insatisfaction.

Grammaire :
1. les adjectifs démonstratifs
2. les verbes : 'ir groupe' devoir, falloir
3. les prépositions de lieu, de pays
4. l'impératif, le passé composé, forme et accord du participe passé, la négation au passé composé
5. les indicateurs de temps (il y a, depuis)

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

Text & References:
Text:
Le livre à suivre:

- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-IV

Course Code: LAN2451 **Contact Hours : 30**

Course Objective:
To strengthen the language of the students in both oral and written
To revise the grammar in application and the communication tasks related to topics covered already
To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- talking about personal habits
- narrating events in the past, marking the stages, using appropriate connectors
- holding conversations on telephone
- asking for /giving advices

Course Contents:

Dossier 7 – pg 65-74, Dossiers 1, 2 and 3 (révision)

Dossier 7 : au boulot
Actes de Communication :
Parler des habitudes et décrire une situation à l'imparfait, comparer (nom et verbe), qualifier (qui, que) s'exprimer au téléphone, demander et donner un avis.

Dossiers 1, 2, 3 – Révision
Exercices d'écoute, production orale et écrite.

Grammaire :
1. l'imparfait,
2. la comparaison du verbe/du nom ; mieux/meilleur
3. les pronoms relatifs

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

Text & References:
Text:
Le livre à suivre:
- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :
- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-V

Course Code: LAN2551 **Contact Hours : 30**

Course Objective:
To strengthen the language of the students in both oral and written
To revise the grammar in application and the communication tasks related to topics covered already
To get acquainted with the current social communication skills, oral (dialogue, telephone conversations, etc.) and written and perform simple communication tasks such as

- narrating events in the past, marking the stages, using appropriate connectors
- expressing causes and consequences, using appropriate logical connectors
- presenting a biography

Course Contents:

Dossier 8 – pg 75-84 Dossiers 4, 5 and 6 (révision)

Dossier 8 : Vivre ensemble
Actes de Communication :
Exprimer la cause, l'opposition, la conséquence, décrire les étapes d'une action, s'exprimer sur l'environnement, l'écologie, identifier et décrire les différences de comportement, décrire le fonctionnement d'une association, faire la biographie d'une personne.

Dossiers 4, 5, 6 – Révision
Exercices d'écoute, production orale et écrite.

Grammaire :
1. le présent (révision), le passé composé (révision)
2. les pronoms compléments directs, les pronoms compléments indirects
3. les marqueurs chronologiques
4. les articulateurs logiques

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

Text & References:
Text:
Le livre à suivre:
- Andant, Christine et al. A propos A1 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Andant, Christine et al. A propos A1 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :
- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-VI

Course Code: LAN2651 **Contact Hours : 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able

- To approve or disapprove a behavior
- To congratulate somebody
- To express possession

Course Contents:
Dossier 1 – pg 7-16,

Dossier 1 : Au fil du temps
Actes de Communication :
Approuver ou désapprouver l'attitude de quelqu'un (désapprouver le comportement des parents)
Féliciter quelqu'un (féliciter un participant dans le courrier des lecteurs)
Parler de sa santé (exprimer les problèmes de santé chez le médecin)
Accueillir/Interpeller (conversation entre l'invité et l'hôte)

Thèmes abordés :
Les trentenaires (dire si l'on partage les valeurs et les attentes des trentenaires)
Le sport (sport et famille, du sport pour tous les goûts)
La profession : Les psychologues (débats - pour ou contre le besoin d'un psy, la télé-confession)

Grammaire :
1. Le présent (révision)
2. Les prépositions et les verbes
3. Les pronoms possessifs
4. Les verbes réciproques

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

Text & References:
Text:
Le livre à suivre:

- Carenzi-Vialaneix, Christelle et al. A propos A2 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Carenzi-Vialaneix, Christelle et al. A propos A2 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Mous, Nelly. Réussir le DELF A1. Paris: Les Éditions Didier, 2010.

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All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-VII

Course Code: LAN2751 **Contact Hours : 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able

- To describe an object, compare objects and evaluate
- To ask for information, precision
- To make claims

Course Contents:
Dossier 2 – pg 17-28,

Dossier 2 : 64 millions de consommateurs
Actes de Communication :
Décrire un objet (un bijou unique, un voyage extraordinaire, un nouvel appareil photo)
Évaluer une chose (acheter un cadeau, discuter le prix)
Ouvrir un compte à la banque (demander des renseignements au banquier afin d'ouvrir un compte)
Demander des informations/précisions (précisions sur un problème dans le relevé de compte)
Faire une réclamation (s'adresser au service après-vente pour échanger un produit défectueux)

Thèmes abordés :
S'habiller bon marché (comment vous habillez-vous bon marché ?)
Le e-commerce (le portrait de l'e-acheteur de votre pays)
Les produits contrefaits (parler des produits contrefaits)
La profession : Les maraîchers (débats: comment éviter le gaspillage ? la mode de vie des décroissants, privilégie-t-on la qualité ou le prix lors d'un achat?)

Grammaire :
1. Le pronom <<en>>
2. La place de l'adjectif
3. Le présent progressif
4. Le passé récent
5. Le futur proche (révision)
6. Le comparatif et le superlatif

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

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Text & References:

Text:

Le livre à suivre:

- Carenzi-Vialaneix, Christelle et al. A propos A2 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Carenzi-Vialaneix, Christelle et al. A propos A2 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Mous, Nelly. Réussir le DELF A1. Paris: Les Éditions Didier, 2010.

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All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-VIII

Course Code: LAN2851 **Contact Hours : 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able

- To express an intention, announce a news, enquire about an event
- To speak about the future
- To discuss the media

Course Contents:
Dossier 3 – pg 29-40, Dossiers 1&2 (révision).

Dossier 3 : Médias.fr
Actes de Communication :
Parler de l'avenir (les avantages et les inconvénients des réseaux sociaux)
Exprimer une intention (poser des questions sur un forum)
Parler des médias
Engager/ terminer une conversation (demander pourquoi on n'a pas répondu au mèl)
Interroger sur un événement (vol, accident)
Annoncer une nouvelle (celle de démission)

Thèmes abordés :
Les Français et la presse (débat : Croyez-vous aux légendes urbaines?)
Les Français et Internet (débat: les informations de la presse écrite sont plus fiables que les informations sur Internet ?)
La télévision des Français
La profession : Les animateurs radio (débat : pour ou contre le téléchargement illégal de la musique ou des films)

Grammaire :
1. Le futur simple
2. L'hypothèse sur le futur
3. Les formes de la négation
4. Les pronoms compléments directs et indirects (révision)

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

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Text & References:

Text:

Le livre à suivre:

- Carenzi-Vialaneix, Christelle et al. A propos A2 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Carenzi-Vialaneix, Christelle et al. A propos A2 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :

- Girardeau, Bruno et Mous, Nelly. Réussir le DELF A1. Paris: Les Éditions Didier, 2010.

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French Syllabus - Programme d'études pour le français
All U.G. Programmes – Foreign Language
Common stream - Filière commune

FRENCH-IX

Course Code: LAN2951 **Contact Hours : 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able
- To describe a landscape, compare and discuss the advantages and disadvantages
- To make a complaint
- To perform simple day to day tasks like buying tickets, asking for directions

Course Contents:
Dossier 4 – pg 41-52

Dossier 4 : Habitants des villes ou des champs ?
Actes de Communication :
Décrire un paysage (décrire un paysage près de votre ville)
Se plaindre (écrire un petit mot pour se plaindre de ses voisins, deux amis se plaignent de leurs voisins respectifs)
Parler des avantages et des inconvénients de la ville/ de la campagne (débat)
Exprimer une distance (demander des précisions sur un lieu)
Acheter un billet (acheter un billet de train)
Demander/ indiquer un itinéraire (demander/ donner des directions)

Thèmes abordés :
Les nouveaux animaux de compagnie (présenter la place des animaux de compagnie dans votre pays)
Les styles d'habitat (faire la description d'une maison traditionnelle de votre pays)
La profession : les architectes (débat sur les styles)

Grammaire :
1. L'imparfait
2. L'interrogation
3. Le pronom « y »
4. Les valeurs de « on »

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage (%)	40	40	5	5	10

Text & References:
Text:
Le livre à suivre:
- Carenzi-Vialaneix, Christelle et al. A propos A2 Livre de l'élève. Grenoble: Presses universitaires de Grenoble, 2010.
- Carenzi-Vialaneix, Christelle et al. A propos A2 Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.

Références :
- Girardeau, Bruno et Mous, Nelly. Réussir le DELF A1. Paris: Les Éditions Didier, 2010.

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SYLLABUS – FRENCH FOR ALL UNDERGRADUATE ENGINEERING PROGRAMMES

French Syllabus
Programme d'études pour le Français Langue Etrangère

U.G. Engineering Programmes
Foreign Language (FL) - Le Français Langue Etrangère
French for Technology - Le Français pour la Technologie

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FRENCH FOR TECHNOLOGY-I
(FRANÇAIS POUR LA TECHNOLOGIE-I)

Course Code: LAN2170 **Contact Hours: 36**

Course Objective:

To enable the students to take position as a foreigner speaking French and establish contacts and speak about self.
To provide an understanding of the basics of French lexicology, grammar and phonetics
To familiarize the students

- with the manners and socio-cultural aspects
- with the transparent words in science and specialties
- with formal and informal language

Course Contents: pp. 1 to 28: Unité 1
This course is structured based on the text book Tech French : French for Science and Technology and prepares the students for A1/A2 of DELF.

Unité 1: Premiers pas en France
Actes de Communication :
Saluer - accueillir, identifier, nommer quelqu'un
Se présenter, présenter quelqu'un - nom, âge, nationalité, profession, spécialisation, ville, pays
Aborder une personne - prise de contact, politesse, famille
Présenter des renseignements personnels - remplir un formulaire, adresse, numéro de téléphone
Demander des nouvelles - comprendre et poser des questions
Parler de soi - de ses activités, de ses loisirs, exprimer ses goûts

Grammaire :
Articles indéfinis et définis
Accord - masculin et féminin
Pronoms personnels sujets, toniques, on, c'est/il est + profession
Verbes au présent : du 1er groupe -er (habiter), être, avoir, faire, savoir, aller
Formes : négation, interrogation
Prépositions de lieu
Adjectifs possessifs - un seul possesseur et plusieurs possesseurs
Partitif – faire/ jouer + à/ de…

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
Text:

- **Le livre à suivre :** Le Gargasson, Ingrid, Shariva Naik et Claire Chaize. Tech French: French for Science and Technology. Delhi: Goyal Publishers & Distributors Pvt. Ltd., 2011.

References:

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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FRENCH FOR TECHNOLOGY-II
(FRANÇAIS POUR LA TECHNOLOGIE-II)

Course Code: LAN2270 **Contact Hours: 36**

Course Objective:

To enable students
- To perform simple communicative tasks of day to day life like talking about time, places, giving directions, advice
- To understand/ present facts, plans, itineraries, schedules with precision

To familiarize the students
- with the life of a student in a French university
- with diminutives and abbreviations
- with «grandes écoles françaises » and famous scientists

Course Contents: pp. 29 to 54: Unité 2
This course is structured based on the text book Tech French : French for Science and Technology and prepares the students for A1/A2 of DELF.

Unité 2: Universités et grandes écoles
Actes de Communication :
S'excuser
Comprendre/ rédiger un mail
Demander son chemin, indiquer une direction, lire un plan de métro et RER
Décrire un logement
Exprimer un souhait
Demander une information
Comprendre et présenter un emploi du temps, dire l'heure, s'informer sur les horaires
Donner un ordre, un conseil
Comprendre un court article sur internet, Comprendre / rédiger une courte biographie/ présenter un scientifique

Grammaire :
Articles indéfinis et définis
Accord - masculin et féminin des noms de métiers scientifiques
Adjectifs de nationalités
Verbes au présent : du groupe -er (commencer), -ir (finir), aller, vouloir, pouvoir
Impératif
Conditionnel de politiesse
Prépositions de lieu
Prépositions de temps
« Il y a »

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

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Text & References:

Text:

- **Le livre à suivre :** Le Gargasson, Ingrid, Shariva Naik et Claire Chaize. Tech French: French for Science and Technology. Delhi: Goyal Publishers & Distributors Pvt. Ltd., 2011.

References:

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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FRENCH FOR TECHNOLOGY-III
(FRANÇAIS POUR LA TECHNOLOGIE –III)

Course Code: LAN2370 **Contact Hours: 30**

Course Objective:
To enable students
- To perform simple communicative tasks of day to day life like taking appointments, inviting, shopping, ordering in a restaurant
- To understand/ present programmes, schedules, projects, announcements

To familiarize the students
- with the French cuisine, food habits, outing spots
- with famous companies
- with a little bit of general scientific culture

Course Contents: pp. 55 to 84: Unité 3
This course is structured based on the text book Tech French : French for Science and Technology and prepares the students for A1/A2 of DELF.

Unité 3: La science au quotidien
Actes de Communication :
Comprendre une discussion en ligne, une étiquette, l'annonce d'un colloque
Lire un programme et des horaires/ un tableau
Proposer/ accepter une sortie/ une activité,
Proposer/ accepter/ donner un rendez-vous
Laisser un message sur un répondeur
Faire les courses – Exprimer ses besoins, demander le prix
Présenter ses habitudes alimentaires
Commander au restaurant
Exprimer un souhait professionnel
Formuler un projet
Grammaire :
Article partitif
Accord - masculin et féminin des noms de métiers scientifiques
Adjectifs démonstratifs
Verbes au présent : manger, boire, verbes pronominaux
Futur proche
Le but : pour + infinitif
Prépositions de lieu
Prépositions : la date, l' heure, le jour
Registre familier
Nominalisation

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

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Text & References:

Text:

- **Le livre à suivre :** Le Gargasson, Ingrid, Shariva Naik et Claire Chaize. Tech French: French for Science and Technology. Delhi: Goyal Publishers & Distributors Pvt. Ltd., 2011.

References:

- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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FRENCH FOR TECHNOLOGY-IV
(FRANÇAIS POUR LA TECHNOLOGIE –IV)

Course Code: LAN2470 **Contact Hours: 30**

Course Objective:

To enable students
- To perform simple communicative tasks of day to day life like expressing opinion, presenting projects, research, studies, professional plans
- To understand instructions, steps of an experiment

To familiarize the students
- with the practical work in a laboratory, group projects in class
- with the research world and reputed institutes of research in France
- with the French academic system

Course Contents: pp. 85 to 110 : Unité 4
This course is structured based on the text book Tech French : French for Science and Technology and prepares the students for A1/A2 of DELF.

Unité 4: Formation Scientifique
Actes de Communication :
Comprendre un TP- suivre un protocole expérimental/ les consignes d'un projet/ un témoignage
Exprimer un avis
Demander une information
Comprendre l'essentiel d'une interview
Présenter sa recherche/ son parcours universitaire et professionnel
Parler de ses projets professionnels

Grammaire :
Pronoms relatifs – qui, que/ qu'
Nominalisation
Infinitif pour exprimer un ordre ou un conseil (dans les consignes)
Verbes au présent : savoir ou connaître
Passé composé avec « avoir »
Adverbes
Indicateurs temporels

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
Text:
- **Le livre à suivre :** Le Gargasson, Ingrid, Shariva Naik et Claire Chaize. Tech French: French for Science and Technology. Delhi: Goyal Publishers & Distributors Pvt. Ltd., 2011.

References:
- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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FRENCH FOR TECHNOLOGY-V
(FRANÇAIS POUR LA TECHNOLOGIE –V)

Course Code: LAN2570 **Contact Hours: 30**

Course Objective:

To enable students
- To perform simple communicative tasks of day to day life like describing a person, giving advice, asking/ answering questions,
- To understand/ present surveys, research projects, exposés, interviews

To familiarize the students
- with the context of a class in a French university
- with the principle of exposé
- with the video games in France
- with the ecology, selective sorting, and recycling in France

Course Contents: pp. 111 to 136: Unité 5
This course is structured based on the text book Tech French : French for Science and Technology and prepares the students for A1/A2 of DELF.

Unité 5: Universités et grandes écoles
Actes de Communication :
Comprendre/ poser des questions
Décrire une personne
Faire un plan d'exposé (le contenu, la méthode), écrire une introduction
Faire/ répondre à un sondage
Exprimer l'obligation
Suggérer/ donner des conseils
Comprendre un court texte technique/ une interview/ un projet de recherche
Parler du recyclage

Grammaire :
Interrogation (forme standard et soutenue)
Adjectif – accord (masculin, féminin et pluriel) et place
Différents niveaux de langue
Futur simple
Questions avec « qu'est-ce que »
Pronoms compléments d'objets directs
Pronom « on »
Obligations: « Il faut/ devoir »

Examination Scheme :

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
Text:
- **Le livre à suivre :** Le Gargasson, Ingrid, Shariva Naik et Claire Chaize. Tech French: French for Science and Technology. Delhi: Goyal Publishers & Distributors Pvt. Ltd., 2011.

References:
- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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FRENCH FOR TECHNOLOGY-VI
(FRANÇAIS POUR LA TECHNOLOGIE –VI)

Course Code: LAN2670 **Contact Hours: 30**

Course Objective:

To enable students
- To perform simple communicative tasks of day to day life like giving advice/ instructions, writing sms
- To understand/ present/ prepare CV, cover letter, internship report, technical text

To familiarize the students
- with the examination system in a French university
- with the French style sms
- with the internship in France and the method of detailed plan and content of internship report

Course Contents: pp. 137 to 166: Unité 6
This course is structured based on the text book Tech French : French for Science and Technology and prepares the students for A1/A2 of DELF.

Unité 6: Les examens et le stage
Actes de Communication :
Comprendre/ donner des conseils/ des consignes
Ecrire un sms
Réaliser un CV, une lettre de motivation
Exprimer une interdiction
Comprendre une offre de stage, un texte technique/ une interview/ un projet de recherche, la structure d'un rapport de stage, relever les arguments d'un texte
Parler d'actions passées

Grammaire :
Impératif, des verbes pronominaux, négatif
Passé composé avec « être », des verbes pronominaux
Repérer présent, passé composé et futur simple
«en train de», « venir de »
Pronoms compléments d'objets indirects
Pronom « y »
Quelques verbes et leur préposition

Examination Scheme :

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
Text:
- **Le livre à suivre :** Le Gargasson, Ingrid, Shariva Naik et Claire Chaize. Tech French: French for Science and Technology. Delhi: Goyal Publishers & Distributors Pvt. Ltd., 2011.

References:
- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

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FRENCH FOR TECHNOLOGY-VII
(FRANÇAIS POUR LA TECHNOLOGIE –VII)

Course Code: LAN2770 **Contact Hours: 30**

Course Objective:

To enable the students to enhance all four basic skills of language: reading, writing, listening and speaking.
- To fine tune the grammar in application
- To revise communication tasks related to topics covered already
- To practice listening and reading comprehension
- To hone the language skills, both in oral and written expression

Course Contents: Tech French: French for Science and Technology : Unités 1- 6
Réussir le DELF A1 : pp. 110 – 122 épreuves de DELF A1
This course is structured based on the text book Tech French : French for Science and Technology and prepares the students for A1/A2 of DELF.

Unités 1- 6: Révision
Actes de Communication : Rappel
Présenter un CV, se présenter, parler des études, du stage, de l'expérience professionnelle
Se préparer à une interview
Présenter un texte, un projet de recherche, le plan d'un exposé
Exprimer une interdiction/ donner des conseils/ des consignes
Parler de soi - de ses activités, de ses loisirs, de ses habitudes alimentaires, exprimer ses goûts, un souhait, un avis
Parler d'actions passées
Ecrire des mails, des messages
Décrire une personne, un logement, un plan/ un itinéraire

Quelques épreuves de DELF A1:
Compréhension de l'oral
Compréhension des écrits
Production écrite
Production orales

Examination Scheme :

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

Text:
- **Le livre à suivre :** Le Gargasson, Ingrid, Shariva Naik et Claire Chaize. Tech French: French for Science and Technology. Delhi: Goyal Publishers & Distributors Pvt. Ltd., 2011.

References:
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SYLLABUS - GERMAN FOR ALL POSTGRADUATE PROGRAMMES

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GERMAN-I
(DEUTSCH-I)

Course Code: LAN4152 **Contact Hours: 36**

Course Objective:

- to make students familiar with the phonetics and the script of the German language
- to make students familiar with the culture and geography of German speaking countries to enable students:
- to introduce oneself in a formal and informal context, to make a distinction between formal and informal
- to take an appointment, speak about time and planning, to speak about frequency
- to give personal information and address (business cards)

Course Contents:

This course is modelled on the course book series **Alltag, Beruf & Co.** (details see in „References"). This syllabus is using the level **A1/1 (Kurs- und Arbeitsbuch)** of this series. Additional material is to be taken from **Alltag, Beruf & Co. Wörterlernheft 1 (Niveau A1/1)**.

Module A Lektion 1: Guten Tag, da sind Sie ja! (pp. 6-15), Zusatzübungen im Wörterlernheft 1 (pp. 8-10)

Phonetik des Deutschen

Sprachhandlungen:

Im Alltag:

Begrüßen und (sich) vorstellen: Vorname, Familienname, Stadt, Land

Im Beruf:

Begrüßen und (sich) vorstellen im Seminar: Vorname, Familienname, Stadt, Land, Beruf, Funktion

Unterscheidung *du – Sie*; Grußformel

Grammatik:
ich, du, er, sie, Sie: heißen, wohnen in, kommen aus, arbeiten als
Häufigkeitsangaben Grußformel
wie, wo, woher, wer, was (W-Fragen)

Module B Lektion 2: Ja, da geht es. (pp. 16-25), Zusatzübungen im Wörterlernheft (pp. 11-13)

Sprachhandlungen:
Im Alltag:
Zeitplanung, Tageszeiten, Uhrzeit
Im Beruf:
Persönliche Daten und Adressen – Visitenkarte – Wann wie erreichbar?
Gibt es das? Häufigkeitsangaben

Grammatik:
Uhrzeit (ganze Stunden)
Zahlen 1-12
wann, wie lange
von … bis …
(un)bestimmter Artikel
welch_
haben und sein

Module C Lektion 3: Also von 10.30 Uhr bis 12.00 Uhr! (pp.26-35), Zusatzübungen im Wörterlernheft (pp.14-17)

Sprachhandlungen:

Im Alltag:

Stundenplan – Wochentage – Uhrzeit –

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Anmeldung Im Beruf:

Einträge im Terminkalender – Tagesordnung – Beginn, Ende, Dauer

Geschäftsschilder – Terminsuche

Grammatik:

Uhrzeit formell Zahlen 10-99

da

Personalpronomen, Nominativ: ich, du, er, sie, wir, Sie

Verb: Konjugation

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

References:

Becker, Norbert, Jörg Braunert. Alltag, Beruf & Co. Kursbuch und Arbeitsbuch 1. Niveau A1/1, Wörterlernheft. Hueber Verlag, 2009.
http://www.dw.de/dw/0,,2469,00.html and other resources suggested by the course instructor.

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GERMAN-II
(DEUTSCH-II)

Course Code: LAN4252 **Contact Hours: 36**

Course Objective:

1. to work on pronunciation and sentence intonation
2. to make students familiar with the culture and geography of German speaking countries to enable the students:
3. to speak about food, drinks and dining in private and professional environment
4. to speak about public transportation and means of transportation for a business trip
5. to speak about groceries – quantities, frequency of use, packaging
6. to speak about orders: amount, price, delivery date, to speak about consumer types
7. to discuss means of communication: E-mail, phone, fax, letter

Course Contents:

This course is modelled on the course book series **Alltag, Beruf & Co.** (details see in „References"). This syllabus corresponds to the level **A1/1 (Kurs- und Arbeitsbuch)** of this series. Additional material is to be taken from **Alltag, Beruf & Co. Wörterlernheft 1 (Niveau A1/1)**.

Module A **Lektion 4: Kartoffeln? - Kartoffeln! - Kartoffeln …** (pp.36-45)
Zusatzübungen im Wörterlernheft (pp. 18-21)

Sprachhandlungen:	*Grammatik:*
Im Alltag:	Vokalwechsel: essen – isst
(nicht so) gern essen, trinken – Lebensmittel und Speisen	hätte_gern
Im Beruf:	lieber
Essen in der Kantine – Speiseplan – Vorlieben / Abneigungen	Akkusativ bestimmter/ unbestimmter/ 0-Artikel
– Höflichkeitsfloskeln beim Essen	es gibt
Essen in D-A-CH – pünktlichkeit	welch_ (Akkusativ)

Module B **Lektion 5: Zug oder Bus oder Fahrrad oder …?** (pp. 46-55)
zusätzliche Übungen im Wörterlernheft (pp. 22-25)

Sprachhandlungen:	*Grammatik:*
Im Alltag:	Vokalwechsel: nehmen – nimmt
Privatreise: Verkehrsmittel – Argumente: Vor- und Nachteile	Vokalwechsel: fahren – fährt, betragen – beträgt
– einfache Preisangabe	Akkusativ (1. Erweiterung)
Im Beruf:	ein_ – kein_
Dienstreise: Verkehrsmittel – Argumente: Vor- und Nachteile	Personalpronomen: ihr
– erweiterte Preisangabe	
Navigationsgerät bedienen – erklären und zeigen	

Module C **Lektion 6: Brauchen, haben, kaufen** (pp. 56-65)
zusätzliche Übungen im Wörterlernheft (pp. 26-29)

Sprachhandlungen:	*Grammatik:*
Im Alltag:	alle Zahlen
Lebensmittel: Mengen und Häufigkeit – Verpackungen	Gewichtsangaben
Im Beruf:	Wie viel? Wie oft?
Warenbestellung: Menge, Preis, Liefertermin –	Können, wollen, möchte

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Kommunikationsarten: Mail, Telefon, Fax, Brief Satzklammer
Käufertypen – Diskussion einer Kaufentscheidung

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

References:

Becker, Norbert, Jörg Braunert. Alltag, Beruf & Co. Kursbuch und Arbeitsbuch 1. Niveau A1/1, Wörterlernheft. Hueber Verlag, 2009.
http://www.dw.de/dw/0,,2469,00.html and other resources suggested by the course instructor.

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GERMAN-III
(DEUTSCH-III)

Course Code: LAN4352 **Contact Hours: 30**

Course Objective:

1. to work on pronunciation and sentence intonation
2. to make students familiar with the culture and geography of German speaking countries to enable students:
3. to ask for directions and understand them, to speak about sightseeing
4. to find their way in the company building or premises, to register at the reception
5. to postpone, cancel or delegate dates
6. to speak about changes in schedule of performance and delivery, to deal with unexpected changes in schedule

Course Contents:

This course is modelled on the course book series **Alltag, Beruf & Co.** (details see in „References"). This syllabus corresponds to the level **A1/1 (Kurs- und Arbeitsbuch)** of this series. Additional material is to be taken from **Alltag, Beruf & Co. Wörterlernheft 1 (Niveau A1/1)**.

Module A **Lektion 7: Mit dem ICE direkt nach Berlin Mitte** (pp. 66-75)
zusätzliche Übungen im Wörterlernheft (pp. 30-32)

Sprachhandlungen:
Im Alltag:
Wegbeschreibung – Ziele in der Großstadt – Sehenswürdigkeiten

Im Beruf:
Orientierung und Wegbeschreibung im Firmengebäude – Anmeldung an der Rezeption
Orientierung in der Stadt, auf dem Firmengelände

Grammatik:
Richtungsangaben: zum, zur
Imperativ: Sie
Ordnungszahlen 1-19
wo – wohin mit Dativ und Akkusativ
Satztypen: Aussage, W-Frage, Imperativ

Module B **Lektion 8: Termine, Termine, Termine** (pp. 76-85)
zusätzliche Übungen im Wörterlernheft (pp. 33-35)

Sprachhandlungen:
Im Alltag:
Uhrzeit informell – Zeitpunkt angeben – Termine und Besorgungen
Im Beruf:
Termine verschieben, absagen, delegieren – Umstellung der Terminplanung – Terminerfüllung
Terminverschiebung durch Zwischenfälle

Grammatik:
können, müssen, wollen

Uhrzeit informell
Ordnungszahlen komplett
Wochentage
Datum
Satzklammer

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

References:

Becker, Norbert, Jörg Braunert. Alltag, Beruf & Co. Kursbuch und Arbeitsbuch 1. Niveau A1/1, Wörterlernheft. Hueber Verlag, 2009.
http://www.dw.de/dw/0,,2469,00.html and other resources suggested by the course instructor.

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GERMAN-IV
(DEUTSCH-IV)

Course Code: LAN4452 **Contact Hours: 30**

Course Objective:

1. to work on pronunciation and sentence intonation
2. to make students familiar with the culture and geography of German speaking countries to enable students:
3. to buy clothing, speak about colors, to justify decisions
4. to evaluate services and objects based on their delivery, price and intensity and speak about decisions
5. to congratulate people on their birthday, to speak about age, family and relatives
6. to invite someone to a party, to address guests

Course Contents:

This course is modelled on the course book series **Alltag, Beruf & Co.** (details see in „References"). This syllabus corresponds to the level **A1/1 (Kurs- und Arbeitsbuch)** of this series. Additional material is to be taken from **Alltag, Beruf & Co. Wörterlernheft 1 (Niveau A1/1)**.

Module A **Lektion 9: Was nehmen wir? Was kaufen wir? Was buchen wir?** (pp. 86-95)
zusätzliche Übungen im Wörterlernheft (pp. 36-39)

Sprachhandlungen:
Im Alltag:
Kleidung kaufen – Farben – Ablehnung oder Akzeptanz begründen
Im Beruf:
Computerkurs/Schreibtisch nach Termin, Preis und Intensität bewerten – Buchungs-/Kaufentscheidung
Maschinenarten bewerten

Grammatik:
Vokalwechsel a – ä: gefallen – gefällt, tragen – trägt
Modalverben und *wissen*
wissen, kennen, können
Personalpronomen Dativ

Module B **Lektion 10: Herzlichen Glückwunsch!** (pp. 96-105)
zusätzliche Übungen im Wörterlernheft (pp. 40-42)

Sprachhandlungen:
Im Alltag:
Glückwunsch zum Geburtstag – Altersangabe – Feier – Familie und Verwandschaft
Im Beruf:
Berufliche und familiäre Glückwünsche – Einladung zur
Feier – Ansprache
Tag der offenen Tür

Grammatik:
Possessivartikel
müssen, sollen
Personalpronomen Dativ und Akkusativ
Satzklammer

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

References:

Becker, Norbert, Jörg Braunert. Alltag, Beruf & Co. Kursbuch und Arbeitsbuch 1. Niveau A1/1, Wörterlernheft. Hueber Verlag, 2009.
http://www.dw.de/dw/0,,2469,00.html and other resources suggested by the course instructor.

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GERMAN-V
(DEUTSCH-V)

Course Code: LAN4552 **Contact Hours: 30**

Course Objective:
To enable the students to enhance all four basic skills of language: reading, writing, listening and speaking.

- To fine tune the grammar in application
- To revise communication tasks related to topics covered already
- To practice listening and reading comprehension
- To hone the language skills, both in oral and written expression

Course Contents:

Module I: Eigenen Lebenslauf schreiben
Verschiedene Muster-Lebenslauf lesen und dann üben

Module II:
1. Wiederholung
Lektionen 1-8
Wortschatz, Grammatik, hören, lesen, schreiben, sprechen

2. Termine, Seite 76-85
Termine vereinbaren, absagen, verschieben
Die Termineplanung umstellen

3. Glückwünsche, Seite 96-105
Zu den beruflichen Anlässen glückwünschen

4. Hörübungen
Hörübungen entsprechend den Themen

Kommunikative Aktivitäten:
Über eigene Ausbildungen, Erfahrungen und Fähigkeiten sprechen
Sich auf ein Interview vorbereiten

Grammatik: Wiederholung

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, Att.-Attendance, CP-Class Performance, H-Home Assignment, V-Viva

Text & References:

Becker, Norbert, Jörg Braunert. Alltag, Beruf & Co. Kursbuch und Arbeitsbuch 1. Niveau A1/1, Wörterlernheft. Hueber Verlag, 2009.
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SYLLABUS - GERMAN FOR ALL UNDERGRADUATE PROGRAMMES

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GERMAN-I
(DEUTSCH-I)

Course Code: LAN2152 **Contact Hours: 36**

Course Objective:

- to make students familiar with the sound and the graphics of the German language
- to allow them to meet people, introduce themselves and others, to ask for names
- to count in German, to say and understand phone numbers
- to order in a restaurant and to pay the bill
- to make students familiar with the culture of German speaking countries

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A1 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A1. Sprachtraining**.

Module A — **Start auf Deutsch** (pp. 8-15)

Phonetik des Deutschen

Sprachhandlungen:
internationale Wörter auf Deutsch verstehen
jemanden begrüßen
sich und andere vorstellen
nach Namen und Herkunft fragen
buchstabieren

Gramm atik:
das Alphabet

Module B — **Einheit 1: Café d** (pp. 16-29), zusätzliche Übungen Studio d A1 Sprachtraining(pp. 4-8)

Sprachhandlungen:
ein Gespräch beginnen
sich und andere vorstellen

zählen
etwas bestellen und bezahlen
Telefonnummern nennen und verstehen
Grundlagen der Geographie von Deutschland

Gramm atik:
Aussagesätze
Fragesätze mit *wie*, *woher*, *wo*, *was*
Verben im Präsens Singular und Plural, das Verb *sein*
Personalpronomen und Verben

Module C — **Einheit 2: Im Sprachkurs**(pp. 30-43),
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 9-13)

Sprachhandlungen:
nach Gegenständen fragen / Gegenstände

Gramm atik:
Nomen: Singular und Plural

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benennen
im Kurs: etwas nachfragen

Artikel: *der, das, die / ein, eine*
Verneinung: *kein, keine*
Komposita: *das Kursbuch*

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:

Funk, Hermann, Christina Kuhn and Silke Demme. Studio d A1. Deutsch als Fremdsprache. Kurs- und Übungsbuch, Vokabeltaschenbuch, Sprachtraining
New Delhi: Goyal Saab, 2010.

http://www.dw.de/dw/0,,2469,00.html and other resources suggested by the course instructor.

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GERMAN-II
(DEUTSCH-II)

Course Code: LAN2252 **Contact Hours: 36**

Course Objective:

- to work on pronunciation and sentence intonation
- to enable students to speak about cities, sights and monuments
- to speak about countries, geography and languages
- to interpret a table
- to write a text in the first person singular
- to describe an apartment
- to speak about people and objects
- to make students familiar with the culture of German speaking countries

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level A1 (Kurs- und Übungsbuch) of this series.

Module A **Einheit 3: Städte – Länder – Sprachen** (pp. 8-15)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 14-19)

Sprachhandlungen:
über Städte und Sehenswürdigkeiten sprechen
über Länder und Sprachen sprechen
die geographische Lage angeben
eine Grafik auswerten
einen Ich-Text schreiben

Grammatik:
Präteritum von *sein*
W-Frage, Aussagesatz und Satzfrage

Module B **Einheit 4: Menschen und Häuser** (pp. 58-73)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 20-25)

Sprachhandlungen:
eine Wohnung beschreiben
über Personen und Sachen sprechen

Grammatik:
Possessivartikel im Nominativ
Artikel im Akkusativ
Adjektive im Satz
Graduierung mit *zu*

Module C **Station 1**: Berufsbilder, Selbstevaluation und Videostation 1 (pp. 74-81)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 26-27)

Übungen zu Berufsbildern
Selbstevaluation der Studierenden
Aufgaben zu Videostation 1

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Examination Scheme:

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Weightage	40	5	5	10	40

References:

Funk, Hermann, Christina Kuhn and Silke Demme. Studio d A1. Deutsch als Fremdsprache. Kurs- und Übungsbuch, Vokabeltaschenbuch, Sprachtraining
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GERMAN-III
(DEUTSCH-III)

Course Code: LAN2352 **Contact Hours: 30**

Course Objective:

- to enable students to speak about time and daily routines
- to make dates and to make an excuse for being late
- to say where people work and live and how they get to work
- to locate things in a house
- to ask for directions and to ask for a person
- to speak about date and time on a phone
- to make students familiar with the culture of German speaking countries

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A1 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A1. Sprachtraining**.

Module A

Einheit 5: Termine (pp. 82-97)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 28-33)

Sprachhandlungen:
Zeitangaben machen
Tagesabläufe beschreiben
Termine machen uns sich verabreden
sich für eine Verspätung entschuldigen

Grammatik:
Fragesätze mit *Wann?, Von wann bis wann?*
Präpositionen und Zeitangaben: *am, um, von ... bis*
trennbare Verben
Verneinung mit *nicht*
Präteritum von *haben*

Module B

Einheit 6: Orientierung (pp. 98-111)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 34-39)

Sprachhandlungen:
sagen, wo Leute arbeiten und wohnen sagen, wie Leute zur Arbeit kommen Orientierung:
in
einem
Haus
nach dem Weg / nach einer Person fragen
Terminangaben (am Telefon) machen und verstehen

Grammatik:
Präpositionen: *in, neben, unter, auf, vor, hinter, an, zwischen, bei* und *mit* + Dativ Ordnungszahlen

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:

Funk, Hermann, Christina Kuhn and Silke Demme. Studio d A1. Deutsch als Fremdsprache. Kurs- und Übungsbuch, Vokabeltaschenbuch, Sprachtraining
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GERMAN-IV
(DEUTSCH-IV)

Course Code: LAN2452 **Contact Hours: 30**

Course Objective:

- to enable students to speak about diverse professions
- to speak about daily routines and activities
- to introduce someone in the professional environment
- to work with statistics
- to ask for directions and to give directions
- to speak about travel and to write a postcard
- to make students familiar with the culture of German speaking countries

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A1 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A1. Sprachtraining**.

Module
A **Einheit 7: Berufe** (pp. 112-125)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 40-45)

Sprachhandlungen:
über Berufe sprechen
Tagesabläufe und Tätigkeiten beschreiben
jemanden vorstellen (im Beruf)
eine Statistik auswerten

Grammatik:
Modalverben *müssen, können* (Satzklammer)
Possessivartikel und *kein-* im Akkusativ

Module
B **Einheit 8: Berlin sehen** (pp. 126-139)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 46-51)

Sprachhandlungen:

nach dem Weg fragen / den Weg beschreiben
von einer Reise erzählen

eine Postkarte schreiben

Grammatik:

Präpositionen: *in, durch, über* + *Akkusativ; zu, an ... vorbei* + *Dativ*

Modalverb *wollen*

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
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References:

Funk, Hermann, Christina Kuhn and Silke Demme. Studio d A1. Deutsch als Fremdsprache. Kurs- und Übungsbuch, Vokabeltaschenbuch, Sprachtraining
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GERMAN-V
(DEUTSCH-V)

Course Code: LAN2552 **Contact Hours: 30**

Course Objective:

- to speak about vacations and holidays
- to describe an accident
- to write a text in the 1st person singular
- to make students familiar with the culture of German speaking countries

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A1 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A1. Sprachtraining**.

Module A **Station 2: Berufsbilder** (pp. 140-147)

zusätzliche Übungen Studio d A1 Sprachtraining (pp. 52-53)

Berufsbilder: Sekretärin, Automechaniker; Wörter – Spiele – Training; Phonetik intensiv; Videostation 2

Module B **Einheit 9: Ferien und Urlaub** (pp. 148-161)

zusätzliche Übungen Studio d A1 Sprachtraining (pp. 54-60)

Sprachhandlungen:
Über Ferien und Urlaub sprechen
einen Unfall beschreiben
einen Ich-Text schreiben

Grammatik:
Perfekt: regelmäßige und unregelmäßige Verben

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:

Funk, Hermann, Christina Kuhn and Silke Demme. Studio d A1. Deutsch als Fremdsprache. Kurs- und Übungsbuch, Vokabeltaschenbuch, Sprachtraining
New Delhi: Goyal Saab, 2010.

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GERMAN-VI
(DEUTSCH-VI)

Course Code: LAN2652 **Contact Hours: 30**

Course Objective:

- to enable students:
- to go shopping: ask and say what one wants / to ask for the price
- to speak about food and eating habits, to understand a recipe and to explain it
- to speak about clothing, its colours and sizes
- to understand information about weather
- to make students familiar with the culture of German speaking countries

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus is corresponds to the level **A1 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A1. Sprachtraining**.

Module
A **Einheit 10: Essen und Trinken** (pp. 162-175)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 61-67)

Sprachhandlungen: *Grammatik:*

einkaufen: fragen und sagen, was man möchte / nach dem Preis fragen und antworten
über Essen sprechen: sagen, was man (nicht) gern mag / isst / trinkt
ein Rezept verstehen und erklären

Häufigkeitsangaben: *jeden Tag, manchmal, nie*
Fragewort: *welch-*
Komparation: *viel, gut, gern*

Module
B **Einheit 11: Kleidung und Wetter** (pp. 176-189)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 68-73)

Sprachhandlungen: *Grammatik:*

über Kleidung sprechen / Kleidung kaufen / Farben und Adjektive im Akkusativ – unbestimmter Artikel

Größen angeben
Wetterinformationen verstehen
über Wetter sprechen

Demonstrativa: *dieser – dieses – diese / der – das – die*

Wetterwort *es*

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:

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GERMAN-VII
(DEUTSCH-VII)

Course Code: LAN2752 **Contact Hours: 30**

Course Objective:
to enable students:

- to go shopping: ask and say what one wants / to ask for the price
- to speak about food and eating habits, to understand a recipe and to explain it
- to speak about clothing, its colours and sizes
- to understand information about weather
- to make students familiar with the culture of German speaking countries

Course Contents:
This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A1 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A1. Sprachtraining**.

Module
A **Einheit 12: Körper und Gesundheit** (pp. 190-203)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 74-79)

Sprachhandlungen:
Körperteile benennen
sagen, was man hat und was wo wehtut

Empfehlungen und Anweisungen geben
einen Brief schreiben

Grammatik:
Imperativ
Modalverb *dürfen*
Personalpronomen im Akkusativ

Module
B **Station 3: Berufsbilder** (pp. 204-211)
zusätzliche Übungen Studio d A1 Sprachtraining (pp. 80-83)

Berufsbilder: Reiseverkehrskauffrau, Krankenpfleger; Themen und Texte
Grammatik und Phonetik intensiv

Videostation 3
Modelltest „Start Deutsch 1"

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:
Funk, Hermann, Christina Kuhn and Silke Demme. Studio d A1. Deutsch als Fremdsprache. Kurs- und Übungsbuch, Vokabeltaschenbuch, Sprachtraining
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GERMAN-VIII
(DEUTSCH-VIII)

Course Code: LAN2852 **Contact Hours: 30**

Course Objective:

- to make students familiar with the culture and geography of German speaking countries
- to allow students to assimilate the correct pronunciation in German to enable students:
- to speak about languages
- to reason, to give an opinion
- to speak about learning experiences
- to speak about family, relations and family functions
- to describe pictures and people
- to invite someone, to congratulate someone on something

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A2 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A2. Sprachtraining**.

Module A **Einheit 1: Sprachen und Biografien** (pp. 8-21)
zusätzliche Übungen Studio d A2 Sprachtraining (pp. 4-9)

Sprachhandlungen:
Über Sprachen sprechen
Gründe
nennen
über die eigene Lernbiographie sprechen
Wortfelder: Sprachen und
Lernen

Grammatik:
Nebensätze mit *weil*

Komparation mit *wie* und *als*
Superlativ: *am höchsten, am weitesten*

Module B **Einheit 2: Familienalbum** (pp. 22-37)
zusätzliche Übungen Studio d A2 Sprachtraining (pp. 10-17)

Sprachhandlungen:
Über Familie und Familienfeste sprechen
Fotos und Personen beschreiben
jdn beglückwünschen / jdn einladen

seine Meinung sagen
Wortfelder: Familie und Verwandtschaft, Familienfeste

Grammatik:
Possessivartikel im Dativ
Adjektive im Dativ
Nebensätze mit *dass*
Genitiv
-s

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:

Funk, Hermann, Christina Kuhn and Silke Demme. Studio d A1. Deutsch als Fremdsprache. Kurs- und Übungsbuch, Vokabeltaschenbuch, Sprachtraining
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GERMAN-IX
(DEUTSCH-IX)

Course Code: LAN2952 **Contact Hours: 30**

Course Objective:

- to make students familiar with the culture and geography of German speaking countries
- to allow students to assimilate the correct pronunciation in German to enable students:
- to speak about travelling and mobility, to plan a journey and book hotels and tickets
- to make assumptions
- to speak about alternatives and opposite ideas

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A2 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A2. Sprachtraining**.

Module A **Einheit 3: Reisen und Mobilität** (pp. 38-51)
zusätzliche Übungen Studio d A2 Sprachtraining (pp. 18-23)

Sprachhandlungen:

Über eine Reise sprechen
Vermutungen äußern: *wahrscheinlich/vielleicht*
Fahrpläne
lesen
eine Reise planen und buchen
Gegensätze ausdrücken: *aber*
Alternativen ausdrücken: *oder*
Wortfelder: Reiseplanung,
Verkehr

Grammatik:
Modalverb
sollen

Module B **Station 1** (pp. 52-59)
zusätzliche Übungen Studio d A2 Sprachtraining (pp. 24-27)
Berufsbild selbständige Übersetzerin, Grammatik-Spiele-Training
Videostatio
n 1
Magazin: Mehrsprachigkeit und Sprachen lernen

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:

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GERMAN-X
(DEUTSCH-X)

Course Code: LAN2052 **Contact Hours: 30**

Course Objective:

1. to make students familiar with the culture and geography of German speaking countries
2. to allow students to assimilate the correct pronunciation in German to enable students:
3. to speak about hobbies and fields of interests
4. to react in a positive/negative or surprised way
5. to speak about modern media
6. to write short, private messages (SMS, e-mail)
7. to complain, to reclaim goods

Course Contents:

This course is modelled on the course book series **Studio d** (details see in „References"). This syllabus corresponds to the level **A2 (Kurs- und Übungsbuch)** of this series. Additional material is to be taken from **Studio d A2. Sprachtraining**.

Module A **Einheit 4: Aktiv in der Freizeit** (pp. 60-74)

zusätzliche Übungen Studio d A2 Sprachtraining (pp. 28-33)

Sprachhandlungen:
Über Hobbys und Interessen sprechen
positiv/negativ oder überrascht auf etwas reagieren

Wortfelder: Hobbys, Sport

Grammatik:
Reflexivpronomen: *sich ausruhen*
Zeitadverbien: *zuerst, dann, danach*
Verben mit Präpositionen: *sich ärgern über*
Indefinita *niemand, wenige, viele, alle*

Module B **Einheit 5: Medien** (pp. 75-87)
zusätzliche Übungen Studio d A2 Sprachtraining (pp. 34-39)

Sprachhandlungen:
Über Medien sprechen
kurze, persönliche Mitteilungen schreiben (SMS, E-Mail)
etwas reklamieren
Wortfelder: Post, Computer und Internet, Reklamation

Grammatik:
Indirekte Fragen im Nebensatz: *ob*-Sätze / indirekte W-Fragen
Adjektive ohne Artikel: Nominativ und Akkusativ

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage	40	5	5	10	40

References:

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SYLLABUS - SPANISH FOR ALL POSTGRADUATE PROGRAMMES

Spanish Syllabi
Programa para el negocio español

All P.G. Programmes – Foreign Business Language (FBL)
Specialized stream

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Spanish Syllabus - Programa para español
All P.G. Programmes- Foreign Business Language
Specialized stream – Corriente especializado

SPANISH-I (ESPAÑOL I)

Course Code: LAN4153 **Contact Hours: 36**

Course Objective: To provide students with insights into the culture and society of the countries where Spanish is spoken. To enable students

i) To familiarize with the Spanish language with its phonetic system, its accents
ii) To greet and introduce themselves
iii) To furnish basic information/ fill in forms
iv) To identify things and talk about things

This course will help them in building their foundation in four language skills which is reading, writing, listening and speaking.

Course Contents: Unidad 1, 2, 3- pp. **10-36**, Números del 0 al 1000
Contenido léxico: Unidad 1: En clase de Español

i) Adjetivos de nacionalidad
ii) Nombres de paises

Unidad 2: Datos Personales

i) Nombres propios, profesiones, estudios y lugares de trabajo
ii) Abreviaturas de direcciones

Unidad 3: El mundo de la empresa

i) Tipo de empresa, actividades,etc.

Tarea Comunicativa :

i) Preguntar a si mismo o una persona
ii) Presentar las cosas y compañía
iii) Expresar una opinión(a mi juicio, en mi opinión, me parece que, opino que etc)
iv) Pedir y dar información sobre empresas
v) Expresar cierta inseguridad o duda ante una información.
vi) Expresar acuerdo o desacuerdo ante una propuesta.

Contenido Gramatical:

i) El alfabeto español
ii) El Presente de Indicativo del verbo ser y llamarse
iii) Los demostrativos: este esta,estos,estas,esto
iv) El Presente de los verbos regulares e irregulares.
v) Preguntar con qué, el pronombre relativo que
vi) La preposición en + lugar, el número de los sustantivos
vii) Los posesivos:mi,tu,su,nuestro/a/os/as
viii) El articulo indefinido plural(unos/unas)
ix) Ser + descripción de una empresa , estar en + lugar

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, Att.-Attendance, CP-Class Performance, H-Home Assignment, V-Viva

Text & References:

El Libro para seguir: González, Marisa et al. *Socios 1Libro del alumno*. Barcelona: Difusión, 2007.

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Spanish Syllabus - Programa para español
All P.G. Programmes- Foreign Business Language
Specialized stream – Corriente especializado

SPANISH-II (ESPAÑOL II)

Course Code: LAN4253 **Contact Hours: 36**

Course Objective: To enable students
i) To talk about places and location, time schedule, weather
ii) To express preferences, needs
iii) To perform simple communicative tasks like placing orders, making inquiries and giving/ asking for directions.
iv) To familiarize the students with verbs, conjugation of verbs in present tense.

Course Contents: Unidad 4, 5, 6- pp. 36-56
Contenido Lexico: Unidad 4: Le Presento al director general

i) Adjetivos de carácter
ii) Cargos y departamentos
iii) Relaciones de parentesco

Unidad 5: De gestiones
i) Establecimientos y servicio
ii) Objetos de oficina

Unidad: 6: Lugares para trabajar, lugares para vivir
i) Características de un piso
ii) Objetos de oficina
iii) Instalaciones y servicios de un hotel

Tarea Comunicativa :
i) Hablar del cargo de alguien.
ii) Pedir y dar la hora
iii) Hablar del horario de un establecimiento y la dirección.
iv) Preguntar por el precio y cantidades de las cosas en el mercado–adjetivos como bueno , malo, caro, barato etc

Contenido Gramatical:
i) El Presente de Indicativo del verbo estar, el género y el número de los adjetivos, muy, bastante, un poco +adjetivo
ii) La negación, articulo, definidos (el, la, los, las), preguntas con qué, dónde, de dónde y cómo, preposiciones y locuciones de lugar: en, entre, cerca de.
iii) El Presente de Indicativo de los verbos irregulares con cambio vocálico: o>ue(poder) e>ie(cerrar)
iv) Tener que+Infinitivo, verbo preferir y querer, contraste entre ser y estar, verbo gustar
v) La comparación: más /menos+adjetivo+que, más /menos+sustantivo+que.
vi) El superlative:el/la/los/las, más /menos+adjetivo+que

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Weightage (%)	40	5	5	10	40

CT-Class Test, Att.-Attendance, CP-Class Performance, H-Home Assignment, V-Viva

Text & References: El Libro para seguir: González, Marisa et al. *Socios 1Libro del alumno*. Barcelona: Difusión, 2007.

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All P.G. Programmes- Foreign Business Language
Specialized Stream – Corriente especializado

SPANISH-III (ESPAÑOL III)

Course Code: LAN4353 **Contact Hours: 30**

Course Objective: To get acquainted with the current social communication skills in oral and written
To furnish linguistic tools
i) To take an appointment
ii) To enquire and give information about different cities of Spain
iii) To talk about work habits and preferences (verbs like to want/ prefer)
iv) To present Spanish companies

Course Contents: Unidad 7, 8- pp. 66-76
Contenido léxico:Unidad 7 Agenda de trabajo

i) Actividades cotidianas
ii) Las partes del día
iii) Los días de la semana
iv) Proponer y concertar una cita
v) Rechazar una propuesta , justificarse , plantear una alternativa , expresar consejo
vi) Curriculum vitae

Unidad 8: Citas y reuniones
i) Hábitos alimentarios
ii) Platos típicos
iii) Los ingredientes de un plato.

Tarea Comunicativa:
i) Hablar de acciones habituales y del horario.
ii) Expresar gustos y preferencias de trabajo
iii) Proponer y rechazar una cita a compañeros del trabajo o invitar a unos clientes.
iv) Conversación entre un camarero y dos clientes.
v) Enfrentar la entrevista de trabajo: presentar a si mismo, estudios, practicas, experiencia profesional, preparación para entrevista, simulación de entrevista.

Contenido Gramatical:
i) El presente de indicativo de empezar, querer, preferir, poder, dormir, salir etc
ii) Con+ pronombres personales:conmigo,contigo
iii) Marcadores de frecuencia y secuencia; siempre, casi siempre, a veces, nunca y primero, después, luego
iv) La construcción es que…
v) Tener que + Infinitivo
vi) El verbo gustar, los pronombres de Objeto Indirecto, las fechas
vii) A mí también /tampoco, a mí, sí/no

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Weightage (%)	40	5	5	10	40

CT-Class Test, Att.-Attendance, CP-Class Performance, H-Home Assignment, V-Viva

Text & References: El Libro para seguir: González, Marisa et al. *Socios 1Libro del alumno*. Barcelona: Difusión, 2007.

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All P.G. Programmes- Foreign Business Language
Specialized stream – Corriente especializado

SPANISH-IV (ESPAÑOL IV)

Course Code: LAN4453 **Contact Hours: 30**

Course Objective: To strengthen the language of the students in both oral and written. To fine tune the grammar in application, to use present, present continuous tenses. To provide the students with the know-how

i) To express emotion
ii) To talk about experiences
iii) To talk about the qualities and defects of people

Course Contents: Unidad 9, 10- pp. 86-96
Contenido Léxico Unidad 9: Productos y proyectos

i) Colores, materiales, tamaño de los productos.
ii) Estaciones del año.

Unidad 10: Claves del éxito
i) Las claves para tener éxito en una empresa de nueva creación.
ii) Acuerdo y desacuerdo.
iii) Balances y resultados de una empresa
iv) Calidades en una persona para sacar buen trabajo.

Tarea Comunicativa:
i) Describir los productos: material, color, función, precio.
ii) Expresar planes y experiencias.
iii) Hablar de los proyectos de empresa y como les gusta trabajar.
iv) Expresar una hipótesis: imagina que están haciendo sus compañeros de trabajo.
v) Habla de las prioridades en un trabajo.
vi) Cosas positivas y negativas para una empresa.

Contenido Grammatical:
i) Estar+Gerundio, ir a +Infinitivo
ii) Pronombres de Objeto Directo:lo,la,los,las
iii) Más/menos/igual de/adjetivo + que , tan + adjetivo + como
iv) Verbos+mas/menos/igual/lo mismo + que, mas/menos+sustantivo+como
v) El/la/los/las mismo/a/os/as+sustantivo+que
vi) Marcadores temporales de futuro :el/la próximo/a, dentro de..etc.
vii) La preposición en como marcador temporal
viii) Es de + material, sirve para+ función
ix) Seguro que, me imagino que, a lo mejor, quizá
x) El pretérito perfecto, participios regulares e irregulares, marcadores con pretérito perfecto: hoy, este mes, alguna vez, nunca, etc., ya todavía no.
xi) Formulas para valorar hechos pasados: muy bien, regular, fatal, etc

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, Att.-Attendance, CP-Class Performance, H-Home Assignment, V-Viva

Text & References: El Libro para seguir: González, Marisa et al. *Socios 1Libro del alumno*. Barcelona: Difusión, 2007.

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Spanish Syllabus - Programa para español
All P.G. Programmes- Foreign Business Language
Specialized stream – Corriente especializado

SPANISH-V (ESPAÑOL V)

Course Code: LAN4553 **Contact Hours: 30**

Course Objective:
i) To revise the grammar in application
ii) To revise communication tasks related to topics covered already
iii) To practice listening and reading comprehension
iv) To strengthen the language skills, both in oral and written expression

Course Contents: Unidad 1to10- pp. 10-96
Más Ejercicios: Los estudiantes van a encontrar actividades diseñadas para fijar y entender mejor cuestiones gramaticales y léxicas. También puede resultar interesante hacer estas actividades con un compañero de clase.

Más Cultura: En esta sección vamos a encontrar una pequeña antología de textos muy variados: artículos, reportajes, entrevistas, historietas, fragmentos literarios (poesía y novela), biografías, etc.
Más Gramática: Alfabeto, Letras y sonidos, acentuación, Género y número, artículo, Adjetivo Calificativo, Pronombres personales, Interrogativos, Preposiciones, Conectores, Verbos, Presente de Indicativo, Pretérito Perfecto, obligaciones etc.
Tarea Comunicativa: Revisión, Presentarse, enfrentar una entrevista de trabajo, hablar de las cualidades que una persona debe tener, hablar de las obligaciones de una persona antes de entrevista, simulación de entrevista.

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, Att.-Attendance, CP-Class Performance, H-Home Assignment, V-Viva

Text & References:
El Libro para seguir: González, Marisa et al. *Socios 1Libro del alumno*. Barcelona: Difusión, 2007.

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SYLLABUS - SPANISH FOR ALL UNDERGRADUATE PROGRAMMES

Spanish Syllabus – Programa para español

U.G. Programmes- Foreign Language

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Spanish Syllabus – Programa para español
U.G. Programmes- Foreign Language
Common stream – Corriente común

SPANISH-I (ESPAÑOL I)

Course Code: LAN2153 **Contact Hours: 36**

Course Objective:

To provide students insight into the culture and society of the countries where Spanish is spoken. To enable studentsto familiarize with the Spanish language, with its phonetic system and its accents to present people and places

This course will help them in building their foundation in four language skills which is reading, writing, listening and speaking.

Course Contents:

Unidad 1, 2, 3-pp. 09-32

Contenido léxico: Unidad 1: Nosotros

- El abecedario
- El género y los números del 1 al 100
- Las nacionalidades y las profesiones

Unidad 2: Quiero Aprender Español

- A Expresar intenciones
- A Expresar intereses
- A explicar los motivos de lo que hacemos

Unidad 3: ¿Dónde está Santiago?

- Por la Panamericana
- A hablar de ubicación, a hablar del clima

Contenido Gramatical:

1. Ortología o pronunciación correcta: vocales, consonantes, sílabas. El acento tónico o de intensidad. Grupos fónicos y figuras entonacionales. La puntuación.
2. Las tres conjugaciones: -ar,-er, -ir y los verbos ser, tener y llamarse
3. El artículo determinado e indeterminado
4. Algunos usos de a, con, de, por y para
5. Los pronombres personales sujeto
6. El presente de Indicativo (verbos terminados en –ar/-er/-ir)
7. Algunos usos de hay, El verbo estar
8. El Superlativo, Un/una/unos/unas, Mucho/ mucha/ muchos/muchas
9. Qué/ cuál / cuáles/cuántos/ cuántas/ Dónde/Cómo

Tarea Comunicativa: A dar y a pedir datos personales (el nombre, la edad...), a saludar y a despedirnos, a describir lugares y paises, a expresar intenciones, quiero ser

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References

El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 1*. Barcelona: Difusión, 2005.

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U.G. Programmes- Foreign Language
Common stream – Corriente común

SPANISH-II (ESPAÑOL II)

Course Code: LAN2253 **Contact Hours: 36**

Course Objective:
To furnish linguistic tools
To talk about their time schedule, to express necessities
To talk about their preferences, to be able to identify objects To describe locations, to talk about the climate

Course Contents:
Unidad 4, 5, 6-pp. 33-56
Contenido léxico: Unidad 4: ¿Cuál Prefieres?

- A identificar objetos
- A Comprar en tiendas: preguntar por productos, pedir precios, etc.
- Los colores
- Las prendas de vestir, Los objetos de uso cotidiano

Unidad 5: Tus Amigos Son Mis Amigos

- A Contrastar gustos, A hablar de relaciones personales
- Las relaciones de parentesco

Unidad 6: Día a Día

- A expresar frecuencia
- La hora y los días de la semana, las partes del día

Contenido Gramatical:

- Los demostrativos : este/esta/estos/estas/esto
- El/la/los/las+adjetivo, Qué + sustantivo/ cuál / cuáles
- Tener que + Infinitivo, El verbo Ir El verbo gustar, Los posesivos
- El presente de Indicativo de algunos verbos irregulares
- Los verbos reflexivos
- Yo también/ Yo tampoco/ Yo sí/ Yo no
- Primero/ Después/ Luego

Tarea Comunicativa: A expresar necesidad, A hablar de preferencias, a hablar del aspecto y del carácter, a expresar gustos e intereses, a preguntar sobre gustos, a hablar de hábitos

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 1*. Barcelona: Difusión, 2005.

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Common stream – Corriente común

SPANISH-III (ESPAÑOL III)

Course Code: LAN2353 **Contact Hours: 30**

Course Objective:
To enable students
To talk about Spanish cuisine and food habits
To enquire and give information about any place
To talk about personal habits
To describe villages, neighborhoods and cities
To ask and give information about a certain place

Course Contents:
Unidad 7, 8--pp. 57-72

Contenido léxico: Unidad 7: ¡A comer!

- A pedir y a dar información sobre comida
- Hábitos gastronómicos de los españoles
- Platos típicos del mundo latino

Unidad 8: El Barrio ideal

- En mi barrio hay de todo
- A pedir y a dar información para llegar a un sitio
- Los servicios de un barrio

Contenido Gramatical:

- Los verbos poner y traer
- La forma impersonal con **se**
- Los cuantificadores
- A resaltar un aspecto

Tarea Comunicativa: A pedir y a dar información sobre comida, a describir pueblos, barrios, ciudades, a hablar de lo que más nos gusta de un lugar, a pedir y a dar información sobre direcciones

Examination Scheme:

Components	CT	V	Att.	CP	H
Weightage	40	40	5	5	10

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 1*. Barcelona: Difusión, 2005.

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Common stream – Corriente común

SPANISH-IV (ESPAÑOL IV)

Course Code: LAN2453 **Contact Hours: 30**

Course Objective:
To provide the students with the know-how
To learn the usage of tenses – present, past and future To express emotion
To talk about past experiences
To talk about the qualities and defects of people

Course Contents:
Unidad 9, 10--pp. 73-88

Contenido léxico: Unidad 9: ¿Sabes Cocinar?
- Cualidades de un amigo
- Vivo con mis padres

Unidad 10: Una Vida de Película
- Un Currículum
- Ayer, hace un mes…
- El Che

Contenido Gramatical:
- El Pretérito Perfecto
- Saber + Infinitivo
- Adjetivos de carácter
- La forma y algunos usos del Pretérito Indefinido
- Marcadores temporales para el pasado
- Empezar a + Infinitivo
- Ir / Irse

Tarea Comunicativa: A hablar de experiencias pasadas, ¿No sabes o no puedes?, a hablar de cualidades y defectos de las personas, a hablar de la duración, a hablar de habilidades y aptitudes

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 1*. Barcelona: Difusión, 2005.

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Spanish Syllabus - Programa para español
U.G. Programmes- Foreign Language
Common stream – Corriente común

SPANISH-V (ESPAÑOL V)

Course Code: LAN2553 **Contact Hours: 30**

Course Objective:

To revise the grammar in application
To revise communication tasks related to topics covered already To practice listening and reading comprehension
To hone the language skills, both in oral and written expression

Course Contents-pp. 89-160

Más Ejercicios: Los estudiantes van a encontrar actividades diseñadas para fijar y entender mejor cuestiones gramaticales y léxicas. También puede resultar interesante hacer estas actividades con un compañero de clase.

Más Cultura: En esta sección vamos a encontrar una pequeña antología de textos muy variados: artículos, reportajes, entrevistas, historietas, fragmentos literarios (poesía y novela), biografías, etc.

Más Gramática: Alfabeto, Letras y sonidos, acentuación, Género y número, artículo, Adjetivo Calificativo, Pronombres personales, Interrogativos, Preposiciones, Conectores, Verbos, Presente de Indicativo, Pretérito Perfecto, Pretérito Indefinido, Participio, etc.

Tarea Comunicativa: El español en el mundo, Cultura en español, Hablar sobre países hispanoparlantes, Ritmos de vida, sabores hispanos, Las ciudades

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 1*. Barcelona: Difusión, 2005.

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Common stream – Corriente común

SPANISH-VI (ESPAÑOL VI)

Course Code: LAN2653 **Contact Hours: 30**

Course Objective:
To provide the linguistic tools so that the students can narrate incidents, events, activities, etc. To enable the students to talk about their house: designing a house and sharing a house

Course Contents:
Unidad 1,2-pp. 09-24

Contenido léxico: Unidad 1: El español y tú

- A hablar de hábitos
- A preguntar y a responder sobre motivaciones
- A hablar de dificultades
- A hacer recomendaciones

Unidad 2: Hogar, dulce hogar

- Dos pisos
- Ubicar y comparar
- A ubicar objetos en el espacio
- A describir objetos: formas, estilos, materiales
- Los muebles y las partes de la casa

Contenido Gramatical:

- los presentes regulares y irregulars
- verbos reflexivos
- porque/para
- tener que + infinitivo
- lo major es + infinitivo
- A expresar gustos y preferencias

Tarea Comunicativa: A hablar de hábitos, a expresar duración, a hablar de motivaciones, a hablar de problemas en el aprendizaje, a describir una casa, a comprar y a expresar coincidencia, cosas imprescindibles

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 2*. Barcelona: Difusión,2005.

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Spanish Syllabus - Programa para español
U.G. Programmes- Foreign Language
Common stream – Corriente común

SPANISH-VII (ESPAÑOL VII)

Course Code: LAN2753 **Contact Hours: 30**

Course Objective: To enable the students:
To give a physical description of their friends and companions
To simulate situations of social contact using various levels of formal contact

Course Contents:
Unidad 3,4-pp. 25-40

Contenido léxico: Unidad 3: Esta soy yo

1. A identificar y a describir físicamente a las personas
2. A hablar de las relaciones y de los parecidos entre personas
3. Llevarse bien/mal

Unidad 4: ¿Cómo va todo?

- A desenvolvernos en situaciones muy codificadas: invitaciones, presentaciones saludos y despedidas
- A pedir cosas, acciones y favores
- A pedir y a conceder permiso
- A dar excusas

Contenido Gramatical:

1. Este/esta/estos/estas, ese/esa/esos/esas
2. El/la/los/las+de+sustantivo
3. El/la/los/las + adjetivo
4. El/la/los/las + que + verbo
5. Estar + gerundio

Tarea Comunicativa: A identificar y a describir físicamente a las personas, a hablar de las relaciones y de los parecidos entre personas, a pedir cosas, acciones y favores, dar excusas o justificarse

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

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Spanish Syllabus - Programa para español
U.G. Programmes- Foreign Language
Common stream – Corriente común

SPANISH-VIII (ESPAÑOL VIII)

Course Code: LAN2853 **Contact Hours: 30**

Course Objective: Equip students with linguistic tools
To handle different levels of communication
To be able to plan a day in a Spanish city. To prepare a buffet for a party with the class

Course Contents:
Unidad 5, 6-pp. 41-56

Contenido léxico: Unidad 5: Guía del ocio

- A hablar de actividades de ocio
- A relatar experiencias pasadas

Unidad 6: No como carne

- Los pronombres personales de OD
- Pesos y medidas

Contenido Gramatical:

- El pretérito perfecto
- Ir a+ infinitivo
- ya/ todavía no
- las formas impersonales con se
- Algunos usos de ser y de estar
- y/pero/además

Tarea Comunicativa: A hablar de actividades de ocio, a hablar de horarios, a relatar experiencias pasadas, a describir lugares, a hablar de intenciones y de proyectos, a hablar de gustos y hábitos alimentarios

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 1*. Barcelona: Difusión,2005.

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Spanish Syllabus – Programa para español
U.G. Programmes- Foreign Language
Common stream – Corriente común

SPANISH-IX (ESPAÑOL IX)

Course Code: LAN2953 **Contact Hours: 30**

Course Objective:

To enable students to express their sentiments
To talk about desires and doing things in order to achieve it

Course Contents:
Unidad 7, 8-pp. 57-72
Contenido léxico: Unidad 7: Nos Gústo mucho

- A hablar de experiencias y a valorarlas
- A expresar el deseo de hacer algo

Unidad 8: Estamos muy bien

- A hablar de estados de ánimo
- A dar consejos
- A describir dolores, molestias y síntomas
- Las partes del cuerpo

Contenido Gramatical:

- Usos del pretérito perfecto y del pretérito indefinido
- parecer, caer bien/mal
- me/te/le/nos/os/les gustaría + infinitivo
- usos de los verbos ser y estar

Tarea Comunicativa: A hablar de experiencias y a valorarlas, a expresar el deseo de hacer algo, a hablar de estados de ánimo, a dar consejos, a describir dolores, molestias y síntomas

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 2*. Barcelona: Difusión,2005.

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Spanish Syllabus - Programa para español
U.G. Programmes- Foreign Language
Common stream – Corriente común

SPANISH-X (ESPAÑOL X)

Course Code: LAN2053 **Contact Hours: 30**

Course Objective: To enable students
To narrate events in the past, and provide the students with an exposure to authentic texts about happening in the past
To understand and contrast the use of present and past tenses

Course Contents:
Unidad 9, 10-pp. 73-88

Contenido léxico: Unidad 9: Antes y ahora

- A hablar de hábitos , costumbre y circunstancias en el pasado
- A situar acciones en el pasado y en el presente

Unidad 10: Momentos especiales

- A relatar en pasado
- A secuenciar acciones
- Algunos marcadores temporales

Contenido Gramatical:

- Algunos usos del pretérito imperfecto
- ya no / todavía
- El contraste entre pretérito indefinido y el pretérito imperfecto
- Las formas del pasado de estar + gerundio

Tarea Comunicativa: A hablar de hábitos, costumbre y circunstancias en el pasado, a argumentar y a debatir, a relatar en pasados, a secuenciar acciones

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

CT-Class Test, ATT- Attendance, CP- Class Performance, H- Home Assignment, V- Viva

Text & References:
El Libro para seguir: Corpas, Jaime et al. *Aula Internacional 2*. Barcelona: Difusión, 2005.

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SYLLABUS - RUSSIAN FOR ALL POSTGRADUATE PROGRAMMES

Russian - Syllabus
Учебная программа для делового русского

All P.G. Programmes – Foreign Business Language (FBL)
Specialised Stream - Специализированное отделение - Российские дела

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All P.G. Programmes – Foreign Business Language
Specialised S tream - Специализированное отделение - русский профессиональных и деловых

RUSSIAN-I (РУССКИЙ – I)

Course Code: LAN4154 **Contact Hours: 36**

Course Objective:
To familiarize the students with the Russian Language
- With the phonetic system
- With the accents
- With the manners
- With the cultural aspects

To enable the students
- To establish first contacts
- To identify things and talk about things

Course Contents: Урок 1, 2, 3, 4: pp. 05 to 67
Лексическое Содержание : Фонетический материал, ритмика слова,слогоделение,ударение и редукция

Урок 1 :
1. ик-1,ик-2 и ик-3.
2. Понятие о глухости и-звонкости.
3. русский алфавит.
4. Ритмика слова,ударение,редукция.

Урок 2 :
1. Правило чтения [а],[о] в ударных и безударных позициях.
2. Речевые образцы : Когда урок? Кто это?
3. Диалог по телефону

Урок 3 :
1. Коммуникативные предложения: Это моя сумка,а это моя твоя сумка.
2. Элементы речевого этикета : Можно ? Как дела? Спасибо,хорошо.

Урок 4 :
1. Речевые образцы: Скажите ,пожалуйста,где метро? --Метро там.
2. Правило чтения[е], [э] в безударных позициях.
3. Правило чтения сочетаний *чт И чн.*

Словарь для бизнеса и коммуникационная задача :
1. Выражение вежливости
2. Представить себя и представить кто-то.(Имя, год, национальность и профессия)
3. Представить компанию.
4. Вопросы и диалогы связаны с Когда , где , что и кто? .
5. Собирать информацию в каталог.

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Грамматика :

1. Указательная конструкция со словом это.
2. Личные местоимения(я,ты,вы,мы,он,она,они).
3. Понятие о частях речи.
4. Род существительных.
5. Категория одушевленности- неодушевленности
6. Притяжательные местоимения единственногочисла(мой,твой,наш,ваш, его,её,их)
7. Отрицательные конструкции(нет,это не.....)
8. Обобщение категории рода имён существительных.
9. Использование императива для выражения обращения и просьбы: Дай(те)

Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорога в россию:учебник русского языка(элиментарный уровень1.1).-7-ое изд,*Санкт-Петербург: Издательство ''Златоуст'',2011.
Goyal Publishers&Distributors Pvt.Ltd., 2012.

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Specialised stream - Специализированное отделение - русский профессиональных и деловых

RUSSIAN-II (РУССКИЙ – II)

Course Code: LAN4254 **Contact Hours: 36**

Course Objective:

- To enable the students to perform simple communicative tasks like placing orders, making inquiries and giving/ asking for directions.
- To familiarize the students with verb, conjugation of verbs in present tense.
- To provide an introduction to cases in Russian language.

Course Contents: Урок 5, 6, 7, 8: pp. 68 to 163

Лексическое Содержание :

Урок 5 :

1. Элементы речевого этикета: привет!, пока!, пожалуйста.
2. Сочетания с твёрдым и мягкими соглаными.

Урок 6 :

1. Правило чтения звонких согласных в конце и в середине слова.
2. Произношение гласных [а,о,е,э] в ударных и безударных позициях

Урок 7 :

1. Речевые образцты :Какой это журнал?
   -Сколько стоит этот зонт?
2. Отработка чтения числительных 1-20,30,40,50.

Урок 8 :

1. Речевые образцы: Вы читаете по-русски?
   -Где вы живёте? Что вы делаете?
2. Отработка чтения *на* числительных 1-100.

Словарь для бизнеса и коммуникационная задача :

1. Императивы (покажи/те , дай/те).
2. Представить компанию – диалоги о информации связанны с компании /продукты .
3. Вопросы диалога: (чьй, чья ,чье, чьи, где, какой, какая, какое, какие?)
4. Директор и работник-Отдавать приказы.
5. На собеседовании :конструкция – Знать + инфинитив / существительный.

Грамматика :

1. Специальный вопрос (Чей? Чья? Чьё? Чьи?)
2. Парадигма глагола 1 спряжения(знать).
3. Имя прилагательное,согласование прилагательных с существительными в роде и числе .
4. Указательные местоимения (этот, это, эта, эти).
5. Сложное предложение с союзом *потому что*
6. Глаголы 1 спряжения в настоящем времени.
7. Поняте о падежной системе имён существительных.
8. Понятие о субъекте, выраженном существительным в именительном падеже.
9. Предложный падеж существительных в значении места, значение предлогов *в* и *на*.

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

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Specialised stream - Специализированное отделение - русский профессиональных и деловых

RUSSIAN-III (РУССКИЙ –III)

Course Code: LAN4354 **Contact Hours: 30**

Course Objective:
1. To enable the students to talk about time schedule.
2. To understand some basic concepts of grammar like:
   Prepositions and connectors
   Simple and complex sentence structure
   Types of verb (fact, repetition process and results).
   Verbs of motion and their conjugation in present tense.
3. To prepare and present a resume and attend interviews.

Course Contents:
Урок 9, 10, 11: pp. 05 to 94

Лексическое Содержание :
Урок 9:
1. Речевые образцы :Кого ты ждёшь? -подругу.
2. Элементы речевого этикета:Алло!слушаю вас!

Урок 10:
1. Образцы речевого этикета – Сколько лет, сколько зим.... Я занят.
2. Чтение словосочетаний с предлогами (дни недели).

Урок 11:
1. Речевые образцы –
   -Сколько сейчас времени? -2 часа.
2. Ритмика слов и словосочетаний.

Грамматика :
1. Глаголы II спряжения в настоящем времени.
2. Винительный падеж.
3. Инфинитив после глагола любить.
4. Особенности употребления глаголов *смотреть и видеть.*
5. Глаголы движения идти- ехать (в настоящем времени).
6. Ходить-ездить(в прошедшем времени).
7. Предложный падеж для обозначения видов транспорта.
8. Употребление НСВ и СВ(в прошедшем времени).

Словарь для бизнеса и коммуникационная задача:
1. В какое время встречи (засидания) начинается и заканчивается? В каоке время офис открывается и закрывается .
2. Почта просит назначения. Принятие или отказ от назначения. Подтвердить или отложить назначение.
3. Последная неделья в офисе (используя прошедшего времени).
4.Конструкция: Любить делать(люблю говорить, писать,быть,учить,изучать,читать)
5. Путешествовать в деловых целях.Глаголы :идти/ехать(unidirectional), ездить/ходить(multidirectional) с транспортом или без транспорта. (Иду пишком в офис. Я еду в магазин покупать ручку.)

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорога в россию:учебник русского языка(элиментарный уровень1.2).-7-ое изд,* Санкт-Петербург: Издательство ''Златоуст'', 2011, Goyal Publishers&Distributors Pvt.Ltd. 2012.

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All P.G. Programmes – Foreign Business Language
Specialised stream - Специализированное отделение - русский профессиональных и деловых

RUSSIAN-IV (РУССКИЙ – IV)

Course Code: LAN4454 **Contact Hours: 30**

Course Objective:

- To strengthen the language of the students in both oral and written.
- To help them accomplish simple communication tasks of day to day programmes.
- To enable the students to use appropriately
  - The tenses -present, past and future.
  - The multi directional and unidirectional verbs.
  - The transitive and intransitive verbs in past tense.
  - The types of verb (fact, repetition process and results).

Course Contents: Урок 12, 13: pp. 95to 155

Лексическое Содержание :
Урок 12 :
1. Образцы речевого этикета –

К сожалению ,у меня нет времени. У меня болит голова.
2. Чтение словосочетаний (название месяцев).

Урок 13 :
1. Речевые образцы –

-Кому ты подаришь цветы?
- Я подарю цветы маме.

Словарь для бизнеса и коммуникационная задача::
1. Путешествовать в деловых целях : *пойти-поехать, прийти-приехать* (в прошедшем времени).
2. Написание почты: принять/ подтверждение / отказ вежливо назначений, спрашивая о встречах.
3. Заполнение формы в время интервью. Настоящие исследования, стажировки, опыт использования времен.

Грамматика :
1.Родительный падеж в сочетании с числительными 2-4.
2.Глаголы движения пойти-поехать,,прийти-приехать в прошедшем времени.
3.Сопоставление времени(зимой, в январе).
4.Ситуации употребления глаголов НСВ и СВ в будущем времени.
5.Кострукция: Кому нравится что/Что делать?
6.Использование глаголов НСВ для выражения одновременности действия.
7.Использование глаголов СВ для выражения последовательности действий
8..Предложный падеж существительных и местоимений для выражения объекта мысли и речи.

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорога в россию:учебник русского языка(элиментарный уровень1.2).-7-oe изд,* Санкт-Петербург: Издательство ''Златоуст'', 2011, Goyal Publishers&Distributors Pvt.Ltd, 2012.

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All P.G. Programmes – Foreign Business Language
Specialised stream - Специализированное отделение - русский профессиональных и деловых

RUSSIAN-V (РУССКИЙ – V)

Course Code: LAN4554 **Contact Hours: 30**

Course Objective:
To enable the students
- To describe events and places.
- To talk about professions and occupation.
- To talk about different famous Russian places.
- To use reflexive verbs in present, past and future tenses
- To prepare and present a resume.

Course Contents: Урок 14, 15: pp. 156to 208
Лексическое Содержание :

Урок 14 :
1.Образцы речевого этикета –
Поздравляю Вас с днём рождения!
2.Речевые образцы –Когда отдыхаю,я читаю.
-Какое мороженое ты любишь?
-Я люблю мороженое с шоколадом.

Урок 15 :
1.Речевые образцы –
-С кем ты играл в пинг-понг?
-С Виктором.

Словарь для бизнеса и коммуникационная задача:
1.Разговор о повседневные дела в офисе (с 9 часов до 5 часов).
2. Диалоги к теме моя учёба/работа(в прошедшем,настоящем и будущем Времени)
3. Разговаривать о качествах.
4. Выступать на интервью и макет интервью.
5. Собеседование при приеме на работу.
6. Разговаривать о известных местах россии/профессии.

Грамматика :
1.Использование глаголов НСВ для выражения одновременности действия.
2.Использование глаголов СВ для выражения последовательности действия.
3.Сложноподчинённое предложение с союзом когда.
4.Т.Падеж сущ. и местоименний в значений
А).Совместности действии с другом.
Б). Определения к различного рода объектом(чай с молоком).
В). Для обозначения рода знятий человека(работает врачом).
5.Предложный падеж существительных и местоимений для выражения объекта мысли и речи для характеристики объектов, о которых идёт речь.

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Examination Scheme

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорога в россию:учебник русского языка(элиментарный уровень1.2).-7-ое изд,* Санкт-Петербург: Издательство ''Златоуст'', 2011,
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SYLLABUS - RUSSIAN FOR ALL UNDERGRADUATE PROGRAMMES

Russian Syllabus

Учебный план для русского языка как иностранного

All U.G. Programmes – Foreign Language (FL) Common Stream – Общийпоток – русскийиностранныйязык

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All U.G. Programmes – Foreign Language
Common stream – Общий поток

RUSSIAN-I (РУССКИЙ- I)

Course Code: LAN2154 **Contact Hours: 36**

Course Objective:
To familiarize the students with the Russian Language
∑ with the phonetic system, the accents, the manners, the cultural aspects To enable the students
∑ to establish first contacts
∑ to identify things and talk about things

Course Contents:Урок 1, 2,3,4: pp. 05 to 67, Числительный (1-20), Дни недельи , месяцы.

Лексическое Содержание:Фонетический материал, ритмика слова,слогоделение,ударение и редукция

Урок1 :
- ик-1,ик-2 и ик-3.
- Понятие о глухости и-звонкости.
- Русский алфавит.
- Ритмика слова,ударение,редукция.

Урок 2 :
- Правило чтения [а],[о] в ударных и безударных позициях.
- Речевые образцы:Когда урок?Кто это?
- Диалог по телефону

Урок 3 :
- Коммуникативные предложения:Это моя сумка,а это моя твоя сумка.
- Элементы речевого этикета : Можно ? Как дела?Спасибо,хорошо.

Урок 4 :
- Речевые образцы:Скажите ,пожалуйста,гдеметро? --Метротам.
- Правило чтения[е], [э] в безударных позициях.
- Правило чтения сочетаний *чт И чн.*

Коммуникативная задача:
- Выражение вежливости
- Представить себя.(Национальность, профессия)
- Знакомство с вещами
- Диалоги связанны с(кто,что,как ,где,когда?)

Грамматика:
- Указательная конструкция со словом это.
- Личные местоимения (я,ты,вы,мы,он,она,они).
- Понятие о частяхречи.
- Род существительных.

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- Категория одушевленности- неодушевленности
- Притяжательные местоимения единственного числа(мой,твой,наш,ваш, его,её,их)
- Обобщение категории рода имён существительных.
- Использование императива для выражения обращения и просьбы:Дай(те)

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text&References:

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорогав россию:учебникрусского языка(элиментарныйуровень1.1).-7-оеизд,*Санкт-Петербург: Издательство ''Златоуст'',2011, Goyal Publishers&Distributors Pvt.Ltd.,2012.

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RUSSIAN-II (РУССКИЙ – II)

Course Code: LAN2254 **Contact Hours: 36**

Course Objective:

∑ To familiarize the students with verb, adjectives,conjugation of verbs in present tense
∑ To enable them to place an order, inquiry and give directions, describe their family and friends
∑ Introduction of case system in Russian language

Course Contents:

Урок 5,6,7: pp. 68 to 134, Числительный (1-100)

Лексическое Содержание: Урок5 :

- Элементы речевого этикета: привет!, пока!, пожалуйста.
- Сочетанияствёрдымимягкимисогласными.
- Ритмика многосложных слов и словосочетаний.

Урок 6 :

- Правило чтения звонких согласных вконцеивсерединеслова.
- Произношениегласных [а,о,е,э] в ударных и безударных позициях

Урок 7 :

- Речевые образцты:Какой это журнал? -Сколько стоит этот зонт?
- Отработка чтения числительных 1-20,30,40,50.
- Конструкция ИК-2 с вопросительным словом (какой?).

Коммуникативная задача:

- Разговор по телефону.
- Расскажите о городе.
- Отдавать приказы и спрашивать о ценнах/качества.
- Наша семья.
- Диалоги связанны с (сколько, какой,какая,какое,какие, чьй,чья,чье,чьи?)
- Вопросы о направлении.

Грамматика :

- Специальный вопрос (Чей? Чья? Чьё? Чьи?)
- Парадигма глагола 1 спряжения(знать).
- Имя прилагательное,согласование прилагательных с существительными в роде и числе .
- Указательные местоимения (этот, это, эта, эти).
- Сложное предложение с союзом *потому что*
- Глаголы 1 спряжения в настоящем времени.
- Вставьте подходящие по смыслу слова:(кто,как, где,когда,что).
- Множественное число существительных.

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Examination Scheme :

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text&References :

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорогав россию:учебникрусского языка(элиментарныйуровень1.1).-7-оеизд,*Санкт-Петербург: Издательство ''Златоуст'',2011, Goyal Publishers&Distributors Pvt.Ltd.,2012.

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RUSSIAN-III (русский – III)

Course Code: LAN2354 **Contact Hours: 30**

Course Objective:
To enable the students:
∑ To talk about time schedule.
∑ To hold simple telephonic conversations.
∑ To use prepositions and connectors and frame simple and complex sentences.
∑ To understand and use verbs of motion and their conjugation in present tense.

Course Contents:

Урок8,9: pp. 135-162to5-31

Лексическое Содержание: Урок 8 :

- Речевые образцы: Вычитаетепо-русски? -Где вы живёте? Что вы делаете?
- Отработка чтения *на* числительных 1-100.
- Чтение словосочетаний с предлогами *в и на.*

Урок9:

- Речевые образцы :Кого ты ждёшь? -подругу.
- Элементы речевого этикета:Алло!слушаю вас!
- Чтение словосочетаний с предлогами.

Коммуникативная задача:

- Что вы делаете в свободное время?
- Телефонный разговор :что делает Иван в Петербурге?
- Отец к сыну, Профессор к студенту, Врач к больному: Отдавать 5 советов/

Заказы используя Императивы: *Знай-знаете,дай-дайте,покажи-покажите.*

- Посмотрите меню и спросите друга, что он любит?
- Диалогы используя Конструкция глаголов- учить(что?)-учиться(где?), Предложный падеж имён существительных(где?)-(в,на).
- Можно+инфинитив/существительный.

Грамматика:

- Понятие о падежной системе имён существительных.
- Понятие о субъекте, выраженном существительным в именительном падеже.
- Предложный падеж существительных в значении места, Значение предлогов *вина* .
- Глаголы 2спряжения в настоящем времени.
- Винительный падеж.
- Инфинитив после глагола *любить.*
- Сопоставление ситуаций употребления глаголов УЧИТЬ и УЧИТЬСЯ.
- Конструкция: Где Можно +инфинитив глагола.

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Examination Scheme

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Weightage (%)	40	5	5	10	40

Text&References :

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорогав россию:учебникрусского языка(элиментарныйуровень1.1,1.2).-7-оеизд,*Санкт-Петербург: Издательство ''Златоуст'',2011, Goyal Publishers&Distributors Pvt.Ltd.,2012.

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RUSSIAN-IV (РУССКИЙ – IV)

Course Code: LAN2454 **Contact Hours: 30**

Course Objective:
∑ To strengthen the language of the students with both oral and written.
∑ To help them accomplish simple tasks of day to day programmes.
∑ To enable the students to use appropriately
o he tenses -present, past and future.
o The multi directional and unidirectional verbs. o The transitive and intransitive verbs in past tense.
o The types of verb (fact, repetition process and results).

Course Contents:

Урок 10, 11:pp. 32to 94

Лексическое Содержание:

Урок 10 :
Речевые образцы - Где ты был вчера? -В театре.
Куда ты ходил?- На дискотеку.

Урок 11:

- Речевыеобразцы – -Сколькосейчасвремени? -2 часа.
- Ритмикаслов и словосочетаний.

Коммуникативная задача:

- В какое время встречи(засидания)начинается и закончивается?В каоке время офис открывается и закрывается.
- Диалогы и Конструкция: Любить делать(люблю говорить, писать,быть,учить,изучать,читать.
- Погода россии,Индии:<<Времена года>>.
- Описание экскурсии :вопросы связанны <<Экскуссия в музей Пушкина.

Грамматика :

- Употребление НСВ и СВ(в прошедшем времени). 2. Глаголь мочь +инфинитив глагола.
- Выражение времени(когда? Сколько времени?).
- Наречия времени (сегодня,вчера,завтра).
- Особенности употребления глаголов *смотреть и видеть*.
- Глаголы движения идти-ехать(в настоящем времени), Ходить-ездить(в прошедшем).
- Понятие о видах глагола(факт,повторяемость,процесс,результат).
- Дательный падеж в Значении направления движения к какому-либо лицу(к кому). 9.Глаголы движения пойти-поехать(хочу пойти, хочу поехать).

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Weightage (%)	40	5	5	10	40

Text&References :

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RUSSIAN-V (РУССКИЙ – V)

Course Code: LAN2554 **Contact Hours: 30**

Course Objective:
∑ To strengthen the language of the students with both oral and written.
∑ To provide the students with the linguistic tools
∑ To express views and thoughts.
o To converse with people of different profession.
o To talk about daily routine.
o To be able to answer with the help of negation.
o To use unidirectional verb of motion with transport or without transport.

Course Contents:
Урок 12, 13:pp. 95to 155

Лексическое Содержание:
Урок12 :

- Образцы речевого этикета –
- сожалению, у меня нет времени. У меня болит голова.
- Чтение словосочетаний (название месяцев).

Урок 13:

- Речевые образцы--Кому ты подаришь цветы? -Я подарю цветы маме.
- Образцы речевого этикета : отличная идея! –Если хочешь поидём вместе.

Коммуникативная задача:
1.Отдавать приказы/ советысо словом:*надо,нужно*.
2.Обсуждение о программе: <<Программателепередач>>,
3.Как я путешествую:Диалоги и вопросы: *пойти-поехать,прийти-приехать* (в прошедшем времени).
4.Дискусия по тему:Книжная выставка.
5. Диалог по телефону.

Грамматика :
1.Родительный падеж в сочетании с числительными 2-4.
2. Глаголы движения пойти-поехать,,прийти-приехать в прошедшем времени. 3.Сопоставление времени(зимой, в январе).
4. Ситуации употребления глаголо НСВ и СВ в будущем времени.
5.Кострукция: Кому нравится что/что делать?
6. Конструкция со словами НАДО, НУЖНО, с логическим субьектом в дательном падеже..
7. Будущее просто с сложное время.
8. Д.Падеж существительных и местоимений в значении адресата ,действия,возраста.

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Examination Scheme:

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Weightage (%)	40	5	5	10	40

Text&References:

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорогав россию:учебникрусского языка(элиментарныйуровень1.1).-7-оеизд,*Санкт-Петербург: Издательство ''Златоуст'',2011, Goyal Publishers&Distributors Pvt.Ltd.,2012.

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RUSSIAN-VI (РУССКИЙ – VI)

Course Code: LAN2654 **Contact Hours: 30**

Course Objective:
To provide students with the linguistic tools
∑ Todescribe events and places
∑ To be able to talk about profession and occupation
∑ To be able to describe famous Russian places
∑ To use appropriately the reflexive verbs in present, past and future tenses

Course Contents:
Урок 14, 15: pp. 156to 208
Лексическое Содержание: Урок14 :

- Образцы речевого этикета – Поздравляю вас с днём рождения!
- Речевые образцы—Когда я отдыхаю,я читаю. –Кокое мороженое ты любишь? -Я люблю мороженое с шоколадом.

Урок 15:
1.Речевые образцы--С кем ты играл в пинг-понг? -С Виктором.

Коммуникативная задача:
1.Выражение желания:диалоги с помощью *хочу пойти(поехать)(куда)?.*
2.Разговор о повседневных делах/ прогулка Тексты: <<Одиндень в Петербурге>>.
3.Диалоги вопросов:союз *когда и с кем?счем?* Что вы делали в прошлой недели?
4.Диалоги к теме:*моя учёба.(в прошедшем,настоящем и будущем времени)*
5.Рассказывать о известном городе (Россий/Индий).

Грамматика :
1.Использование глаголов НСВ для выражения одновременности действия.
2.Использование глаголов СВ для выражения последовательности действия.
3.Сложноподчинённое предложение с союзом *когда.*
4.Т.Падеж сущ. и местоименний в значений
А). Совместности действии с другом.
Б). Определения к различного рода объектом (чай с молоком). В). Для обозначения рода знятий человека(работает врачом).
5.Предложный падеж существительных и местоимеий для выражения объекта мысли и речи и для характеристики объектов, о которых идёт речь.

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text&References :
Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорогав россию:учебникрусского языка(элиментарныйуровень1.2).-7-оеизд,*Санкт-Петербург: Издательство ‘’Златоуст’’,2011.
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RUSSIAN-VII (РУССКИЙ – VII)

Course Code: LAN2754 **Contact Hours: 30**

Course Objective:
To practice listening and readingcomprehension.
To enable the students
∑ To use direct and indirect speech
∑ To be able to describe historical facts
∑ To be able to describe physical characteristics

CourseContents:
Урок 1, 2:pp. 3to 71, Ordinal and cardinal numbers.

Лексическое Содержание:

Урок1 :
1. Речевые образцы-–Когда вы родились? -Я родился в 1983 году.
2. Познакомьтесь, это моя подруга,которая учится вместе со мной.

Урок 2:
1.Речевые образцы--На кого ты похож?На маму или на папу?
-Я похож на свою бабушку.

Коммуникативная задача:
- Спросить/собирвть информацию:Структура связаны с местоимением *свой,себя,который.*
- Диалоги связаны с прилагательным *какой,какая,какое,какие,какому, какого, В каком, У кого,О ком, С кем,О чем?*
- Обсуждениео новости/статьи : Текст: *Что я люблю, Московские новости.*
- Обсуждение о внешних характерах людей –*похож на кого,на что.*
- Отчетности,что кто-то сказал.

Грамматика :
1. Понятие о системе склонения имён существительных с местоимениями и прилагательными в единственном числе.
2. Местоимение *свой,своя,своё* в предложном падеже.
3. Сложноподчинённое предложение со словом который в предложном падеже.
4. Основные значения предложного падежа существительных с местоимениями и прилагательными в едн.числе: 1).*объект,мысли и речи. 2).место.3).время.*
5. Местоимение *свой* в винительном падеже.
6. *Прямая/косвенная речь.*
7. Сложноподчинённое предложение со словом *который* в винительном падеже.
8. Глаголы *движения пойти/поехать, прийти/приехать, уйти/уехать, идти/ходить, ехать/ходить.*

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text&References:

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RUSSIAN-VIII (РУССКИЙ – VIII)

Course Code: LAN2854 **Contact Hours: 30**

Course Objective:

To familiarize the students with the
∑ Use of Genetive cases
∑ Use of simple and complex sentences with the help of connectors. To enable them
∑ To describe events.
∑ To talk about great personalities, writers and their works.

Course Contents:

Урок 3, 4:pp. 72 to 149

Лексическое Содержание: Урок3 :

1.Речевые образцы-Мой отец хочет, чтобы я получил высшее образование.
-Сколько человек в вашей группе? -десять человек.

Урок 4:
1.Речевые образцы-
Я подарил фотоаппарат своему старшему брату.
Я купил учебник по русской литературе.

Расскажи мне о друге, которому ты пишешь письмо.

Коммуникативная задача:

- Собирать запрос/информацию о продукте : структура связаны с
- *количество(сколько),качество(какой?) и характеристики(какие)*
- Диалоги –описание о случай вопрос связаны *с как?, кому?,какому?, к кому?, к чему?.*
- Выражение эмоции,состояния, чувства – *что делать?,кому?, как?.*
- (Обсуждение)Разные вопросы связаны с текстом :*Анна Ахматова.*
- Описание о великом писательем/личности и их работы.

Грамматика :

- Сложноподчинённое предложение со словом *который* в родительном падеже.
- Сложноподчинённое предложение со союзом чтобы. Выражение желания,цели, необходимости действия.
- Основные значения роди. падежа имён существительных с прилагательными и местоимениямив едн.числе: 1)место.2).отрицание наличия 3).характеристика,принадлежность 4).количество(в сочетании с числительными).
- Местоимение *свой* в родительном падеже.
- Основные значения дательного падежа имён существительных с местоимениями прилагательными в едн.числе: 1).*адресат2).выражение еобходимоепи 3).выражение состояния,чувство. 4).направление. 5).место движения.6). определение объекта.*

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- Местоимение *свой* в дательном падеже.
- Сложноподчинённое предложение со словом *который* в дательном падеже.
- *Прямая/косвенная речь* (продолжение).

Examination Scheme :

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text&References :

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорогав россию:учебникрусского языка(Базовыйуровень- 2).-6-еиздание,* Санкт-Петербург: Издательство ''Златоуст'',2012.

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RUSSIAN-IX (русский – IX)

Course Code: LAN2954 **Contact Hours: 30**

Course Objective:
To enable students
∑ To describe physical characteristics of people
∑ To describe places and monuments.
∑ To use direct and indirect speech. ∑ To use the instrumental case
∑ To learn and use declension of nouns, adjectives and possessive pronouns.

CourseContents:

Урок 5, 6: pp. 150 to 211

Лексическое Содержание:
Урок5 :
1.Речевые образцы-Антон танцевал с самой красивой девушкой.
2.Контролёр спросил у вас есть билет? Контролёр спросил меня, есть ли у меня билет?

Урок 6:
1.Речевые образцы-Я люблю читать об улицах, площадях,проспектах и памятниках москвы.
2.Если мой друг сдаст экзамены, он поступит в институт. Московское метро открыли в 1935 году.

Коммуникативная задача:
- Описание о памятниках города с помощью прямая и косвенная речь.
- Расскажите что вы делали в выходные дни, вопросы связаны с *с кем?, с чем?, с каким?, с какой?*.
- Характеристика человека внутренний и внешний и их сравнение – *какой?, какая?, каким?*.
- Путишествие на горуи название местов используя предлогов – где? (под, над, перед, за, между).

Грамматика :
- Система склонения имён существительных в множественном числе.
- Основные значения творительного падежа имён существительных с местоимениями
- прилагательными в едн.числе: 1).*значение совместности2).профессии,занятия, увлечения. 4).характеристика человека. 5).инструмент.6). определение* .
- Сложноподчинённое предложение со словом *который* в творительном падеже.
- *Прямая/косвенная речь* (продолжение).
- Система склонения имён существительныхс местоимениями и прилагательными
- множественном числе.
- Обобщённо-личное предложение.
- Сложно подчинённые предложения 1).с придаточным определительным(которые, которых....). 2). С придаточным условным (если).
- 3).С придаточным уступительным (хотя).

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text&References:

Антанова.В.Е, Нахабина.М.М, Сафронова.М.В, Толсты.А.А. *Дорогав россию:учебникрусского языка(Базовыйуровень- 2).-6-еиздание,* Санкт-Петербург: Издательство ''Златоуст'',2012.

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SYLLABUS - CHINESE FOR ALL POSTGRADUATE PROGRAMMES

CHINESE LANGUAGE SYLLABUS

HAN YU KE CHENG

ALL P.G. PROGRAMMES- FOREIGN LANGUAGE (FL)
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All P.G. Programmes – Foreign Business Language

CHINESE-I

Course Code: LAN4155 **Contact Hours: 36**

Course Objectives:-

What is commonly known as the CHINESE LANGUAGE is HAN Language, the language of HAN Nationality, which makes up over 90 percent of China's population. There are many dialects spoken in China like Mandarin, Cantonese, Hakka, GAN, MIN, WU etc, But the Language that helps one to communicate all over China is Mandarin or Pu Tong Hua as it is commonly called in Chinese. Pu Tong Hua is being popularized throughout China and is based on the northern dialect with Beijing (Peking) pronunciation as standard, hence also called Mandarin. This course aims at familiarizing the students with the following aspects of Chinese language (Mandarin/ Pu Tong Hua).

i) The Chinese phonetic system.
ii) Practice chart with initials
iii) Practice tones as it is a tonal language.
iv) Common greetings and expressions.
v) Numbers, counting system in Chinese.
vi) Basic grammar concepts.
vii) Make simple sentences.
viii) Write simple Chinese characters.

Course Content:-

Part-I, Lesson (1-4), (pg.1-31) - Consonants and vowels, Phonetic system, Spelling rules, Basic Chinese greetings, characters, counting system, Nasal sounds, Basic grammar, use of negative word (Bu).

Part-II, Lesson (5-8), (pg.32-62)

i) More conversations (family, teacher, classroom) (HUI HUA)
ii) Aspirated sound (C)
iii) Sounds with Zh, Ch, (Sh), r, Er
iv) Use of word Nin and polite terms
v) Neutral tone
vi) Writing simple words and sentences
vii) Counting system and time

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- *Elementary Chinese Readers Revised Edition Part –I* (Lesson 1-8). Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- RI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/Chinese/English (available online since 2008)

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All P.G. Programmes – Foreign Business Language

CHINESE-II

Course Code: LAN4255 **Contact Hours: 36**

Course Objective:-

To enable the students

i) Make simple sentences, questions, answers
ii) Emphasis on word order
iii) Names of days, months
iv) Use of SHI, MA, plural suffix (MEN)
v) Use of adjectival modifier
vi) Use of word DE (Possession)
vii) Use of ER and LIANG
viii) Introduce measure words
ix) Be able to read small passages in Chinese

Course Content:-

Part –I (Lesson 9-11, pg 62-96)

i) Make sentences using SHI, MA, MEN and conjunction HE
ii) Use of adjectival modifier
iii) Use of structural particle DE
iv) Use of negative particle BU, MEI YOU
v) Introduction of Chinese measure words
vi) Reading of small passages in Chinese

Part-II (Lesson 12-14, pg 97-131)

i) Make sentences using noun, verb, object
ii) Use of verb SHI and negative form BU SHI and introgative form SHI BU SHI
iii) Use of Dou, YE, YI XIE in sentence
iv) Make a question with HAO MA?
v) BE able to read, converse in Chinese for longer duration

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage(%)	40	5	5	10	40

Text and Reference:-

- *Elementary Chinese Reader Part – I*. Lesson 9-14. Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/Chinese/English (available online since 2008)

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All P.G. Programmes – Foreign Business Language

CHINESE-III

Course Code: LAN4355 **Contact Hours: 30**

Course Objective:-
The Course aims at laying emphasis on introducing Chinese business terminology enabling the students develop communication skills while travelling in China and making business enquires.

Course Content:-
Part-I (Chapters-II, III, IV, V (pg 61-96)
i) Communicate at the airport, hire a taxi, at the hotel, make a telephone call.
ii) Introduce date, time, fraction and percentage in Chinese.
iii) Further develop understanding of Chinese grammar.
iv) Read Chinese passages.

Part –II (Chapter- VIII (pg 110-126)
i) Business terminology.
ii) Traveling by a metro/ bus/ rail, buy tickets.
iii) Conversation at the bank.
iv) At the conference.
v) Read business communications.

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage(%)	40	5	5	10	40

Text and Reference:-

- Dr. Sharma Anita. *Learn Chinese through English* (Chapters II, III, IV, V). New Delhi: Goodwill Publishing House, 2012.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/Chinese/English (available online since 2008)

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All P.G. Programmes – Foreign Business Language

CHINESE-IV

Course Code: LAN4455 **Contact Hours: 30**

Course Objective:- This being the last semester for PG and MBA students. The course aims on emphasing business terminology, internet usage terminology, to enable the students develop business communication skills in Chinese, Be familiar with Chinese currency, ask for price, payments, shipments, sign contracts, seek claims etc. The students would also be introduced to all aspects of Chinese socio-political, party, government and economic structure in China.

Course Content:-

Part –I (Chapters- 15, 16, 17 (pg 156-179)

i) Business terminology
ii) Develop business communications skills
iii) Sight seeing, shopping, visiting restaurant
iv) Read business communications

Part-II (Chapter- 18, 19 (pg- 191-226)

i) At the conference, business Chinese, inquiry, offer placing of order, turns of payments, shipments, signing a contract, claims
ii) Introduce students to socio- political, economic, party and government structure in China
iii) Further develop business communication skills

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage(%)	40	5	5	10	40

Text and Reference:-

- Dr. Sharma Anita. *Learn Chinese through English* (Chapters 15-19), New Delhi: Goodwill Publishing House, 2012.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/ Chinese/English (available online since 2008)

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All P.G. Programmes – Foreign Business Language

CHINESE-V

Course Code: LAN4555 **Contact Hours: 30**

Course Objective: The course aims on emphasing technical, computer related technology, helping students in developing communication skills in Chinese. The course will also attempt to focus on specialization specific vocabulary.

Course Content:-

Part –I (Business Chapters-1, 4)

i) The first meeting with client
ii) Trade inquiry
iii) Listen to CDs

Part-II (Business Chapter- 9)

i) Placing an order
ii) Commercial news downloads from Chinese internet
iii) Listen to CDs

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage(%)	40	5	5	10	40

Text and Reference:-

- Dr. Sharma Anita. *Learn Chinese through English.* New Delhi: Goodwill Publishing House, 2012.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/ Chinese/English (available online since 2008)

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All P.G. Programmes – Foreign Business Language

CHINESE-VI

Course Code: LAN4655 **Contact Hours: 30**

Course Objective: This being the last semester, the course will aims at revising all the technical/ business related terminology as well as specialization specific terminology. Emphasis will be laid on spoken and written aspect so that the student can engage in a meaningful dialogue with Chinese clients/ representatives to help them professionally as well as .....

Course Content:

Part –I (Business Chinese Chapters- 20)

i) Introduction to joint venture
ii) Translate downloads from internet
iii) Listen to CDs
iv) Read business communications

Part-II (Business Chinese Chapters- 17, 20)

i) Introduction to joint venture
ii) Signing a contract
iii) Translate commercial news items downloaded from internet
iv) Listen to CDs
v) Read business communications

Examination Scheme:

Component Codes	CT	ATT	CP	H	V
Weightage(%)	40	5	5	10	40

Text and Reference:-

- Dr. Sharma Anita. *Learn Chinese through English.* New Delhi: Goodwill Publishing House, 2012.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/ Chinese/English (available online since 2008)

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SYLLABUS – CHINESE FOR ALL UNDERGRADUATE PROGRAMMES

CHINESE LANGUAGE SYLLABUS

HAN YU KE CHENG

ALL U.G. PROGRAMMES- FOREIGN LANGUAGE (FL)
COMMON STREAM

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CHINESE-I

Course Code: LAN2155 **Contact Hours: 36**

Course Objectives:-

What is commonly known as the CHINESE LANGUAGE is HAN Language, the language of HAN Nationality, which makes up over 90 percent of China's population. There are many dialects spoken in China like Mandarin, Cantonese, Hakka, GAN, MIN, WU etc, But the Language that helps one to communicate all over China is Mandarin or Pu TongHua as it is commonly called in Chinese. Pu tong hua is being popularized throughout China and is based on the northern dialect with Beijing (Peking) pronunciation as standard, So it is also called Mandarin. This course aims at familiarizing the students with the following aspects of Chinese language (Mandarin/ Pu tong hua).

- The Chinese phonetic system.
- Practice chart with initials
- Practice tones as it is a tonal language.
- Common greetings and expressions.
- Numbers, counting system in Chinese.
- Basic grammar concepts.
- Make simple sentences.
- Write simple Chinese characters.

Course Content:-

Part-I, Lesson (1-4), (pg.1-31) - Consonants and vowels, Phonetic system, Spelling rules, Basic Chinese greetings, characters, counting system, Nasal sounds, Basic grammar, use of negative word (Bu).

Part-II, Lesson (5-8), (pg.32-62)

- More conversations (family, teacher, classroom) (HUI HUA)
- Aspirated sound (C)
- Sounds with Zh, Ch, (Sh), r, Er
- Use of word Nin and polite terms
- Neutral tone
- Writing simple words and sentences
- Counting system and time

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- *Elementary Chinese Readers Revised Edition Part –I* (Lesson 1-8). Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- RI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/Chinese/English (available online since 2008)

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CHINESE-II

Course Code: LAN2255 **Contact Hours: 36**

Course Objective:-
To enable the students

- Make simple sentences, questions, answers
- Emphasis on word order
- Names of days, months
- Use of SHI, MA, plural suffix (MEN)
- Use of adjectival modifier
- Use of word DE (Possession)
- Use of ER and LIANG
- Introduce measure words
- Be able to read small passages in Chinese

Course Content:-
Part –I (Lesson 9-11, pg 62-96)

- Make sentences using SHI, MA, MEN and conjunction HE
- Use of adjectival modifier
- Use of structural particle DE
- Use of negative particle BU, MEI, YOU
- Introduction of Chinese measure words
- Reading of small passages in Chinese

Part-II (Lesson 12-14, pg 97-131)

- Make sentences using noun, verb, object
- Use of verb SHI and negative form BU SHI and interrogative form SHI BU SHI
- Use of Dou, YE, YI XIE in sentence
- Make a question with HAO MA?
- BE able to read, converse in Chinese for longer duration

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage(%)	40	5	5	10	40

Text and Reference:-

- *Elementary Chinese Readers Revised Edition Part –II* (Lesson 9-14). Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/Chinese/English (available online since 2008)

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CHINESE-III

Course Code: LAN2355 **Contact Hours: 30**

Course Objective:-
To enable the students

- Make long and grammatically correct sentences
- Carry out small conversations
- Correct use of Chinese grammar
- Use of plural suffix MEN
- Use of CHANG CHANG, SHI DE
- Use and differentiate between adverb Dou and YE
- Introduction to Chinese decimal and time system
- Learn words of locations

Course Content:-

Part-I (Lesson 15-17, pg 132-168)

- Learn further use of Chinese grammar
- Counting Chinese money
- Use of interrogative pronoun DUO SHAO
- Introduce Chinese decimal system
- Buying clothes
- Learn and practice units of time in Chinese

Part –II (Lesson 18-22, pg 169-232)

- Learn usage of auxiliary verbs like YAO, HUI, NENG, KE YI
- Learn words of location, compliment of degree etc
- Fine tune usage of Chinese grammar
- Visit student hostel
- Revise the whole text book

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- *Elementary Chinese Readers Revised Edition Part –II* (Lesson 15-22). Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/Chinese/English (available online since 2008)

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CHINESE-IV

Course Code: LAN2455 **Contact Hours: 30**

Course Objective:- The course aims at training students in practical skills and enable them interact with a Chinese person.

- Visit doctor
- Visit bookshop
- Travel in China
- Visit railway station, buy tickets
- Visit Great Wall of China
- Grammatical use of model particle LE, Complement of result, Directional complements, Duplication of verbs, Use of aspectual particle GUO, CI

Course Content:-

Part –I (Lesson 23-25, pg 1-38)

- Dialogue practice
- Character writing and stroke order
- Small passages on visiting doctor, exhibition and travel related vocabulary
- Grammatical use of model practice LE, prepositions etc

Part-II (Lesson 26-28, pg 39-82)

- Continue emphasis on dialogue practice
- Describe tour seasons in China
- Travel related passages
- Visiting bookshop
- Grammatical use of frequently used Chinese expressions CONG.....QI, KUAI.....LE, JIU YAO.....LE, CONG.....DAO etc
- Further develop grammatical skills

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- *Elementary Chinese Readers Revised Edition Part –II* (Lesson 23-28). Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/ Chinese/English (available online since 2008)

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CHINESE-V

Course Code: LAN2555 **Contact Hours: 30**

Course Objective:- The course aims at imparting practical skills in spoken Chinese enabling students to interact with Chinese people, be able to read newspapers meet their day to day requirements in China.

Course Content:-

Part – I (Lesson 29-31, pg- 83-132)

- Emphasize dialogue practice
- Observe picture and answer the questions
- Talking about Great Wall of China
- Most popular Chinese spring festival
- Grammatical use of direction complements LAI, QU, duplicates of verbs
- Use of Chinese dictionary

Part –II (Lesson 32-35, pg- 133-193)

- Continue emphasis on spoken and written Chinese
- Visit countryside, sports meet
- Read Chinese passage and answer questions
- Letter Writing
- Use of Chinese prepositions, constructions (SHI-DE), aspectual particle ZHE, duplication of verbs etc

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- *Elementary Chinese Readers Revised Edition Part –I* (Lesson 26-35). Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- *Easy learning Mandarin Chinese Dictionary*. UK: Collins Publishing, 2008.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/ Chinese/English (available online since 2008)

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CHINESE-VI

Course Code: LAN2655 **Contact Hours: 30**

COURSE OBJECTIVE:-

To enable the students

- Further develop understanding of Chinese grammar
- Be able to write on small topics
- Learn business communications terminology
- Listen to Chinese language dialogue

Course Contents:-

Part I - Chapters II, III, IV (pg- 61-72)

- Further develop understanding of Chinese grammar
- Listen to some famous Chinese stories
- Business terminology
- At the airport/ hiring a taxi/ at the hotel

Part II - Chapters V, VIII, X (pg-87-96, 110-126)

- Further develop communications skills
- Introduce fraction and percentage in Chinese
- Chinese newspaper reading
- Brief introduction to China in Chinese
- Business terminology
- Making a telephone call/ travelling by bus/ metro/ at the bank

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- Dr. Sharma Anita. *Learn Chinese through English*. New Delhi: Goodwill Publishing House, 2012.
- Zhang Pen-Peng. *Business Chinese 500*. Beijing: Foreign Language Press Beijing, 2008.
- *Basic Mandarin Chinese like ABC course book*. Singapore: Berlitz Publishing, 2008.
- CRI online: learn Chinese (elementary Chinese) http://english.cri.cn/chinese 2007/Chinese/English (available online since 2008)

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CHINESE-VII

Course Code: LAN2755 **Contact Hours: 30**

Course Objective:- The course aims at laying emphasis on introducing Chinese business terminology, internet usage terminology to enable the students develop communications skills in Chinese. This being the last semester for Chinese student's efforts will be made to familiarize students with all aspects of Chinese socio- political economy, party, government and economic structures in China. Enable students not only be fluent in Chinese but also develop good knowledge about China and Chinese economic policy.

Course Content:-

Part I - Goodwill's Learn Chinese Chapters 18, 19 (pp-191-226)

- Further develop and enhance dialogue skills in Chinese
- Revise all vocabulary
- Write business communications and letters
- At the conference, business Chinese, inquiry, offer, placing of , terms of payment shipments, signing a contact, claims

Part II

- Discuss China related topics in Chinese
- Listen to Chinese language broadcast/ topics
- Read newspapers
- Write business communications in Chinese
- Introduce students to socio- political, economic, party and government structures in China

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- Dr. Sharma Anita. *Learn Chinese through English*. New Delhi: Goodwill Publishing House, 2012.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- *Easy learning Mandarin Chinese Dictionary*. UK: Collins Publishing, 2008.
- Zhang Pen-Peng. *Business Chinese 500*. Beijing: Foreign Language Press Beijing, 2008.
- Beijing radio broadcasts.
- Chinese language newspapers.

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CHINESE-VIII

Course Code: LAN2855 **Contact Hours: 30**

Course Objective:- Introduce business technical and industry related terminology to students. This being their last semester, further emphasis will be laid on developing their communicative skills (both spoken and written) and students will also be updated on Economic developments in China to enhance their ability to express themselves orally in their business talks with their Chinese counterparts.

Course Content:-

Part- I Business Chinese Chapters- 1, 4, 8

- First meeting with Chinese clients.
- Trade inquiry.
- Placing an order.
- Discuss China related topics.
- Business communications.

Part- II Business Chinese Chapters- 17 etc.

- Signing a contract.
- Writing business communications.
- Translate business related topics downloaded from internet.
- Discuss China related topics.

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- Zhang Pen-Peng. *Business Chinese 500*. Beijing: Foreign Language Press Beijing, 2008.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- *500 Daily Expressions*. New Delhi: GDB Publishing House, 2010.
- *Business Chinese Part I & II*. New Delhi: Goyal Publications, 2010.
- Chinese Languages reports downloaded from internet.
- Beijing radio broadcasts.

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CHINESE-IX

Course Code: LAN2955 **Contact Hours: 30**

Course Objective:- Introduce technical and industry related technology to students. Emphasis will be laid on developing the communication skills (written & spoken). Newspaper reading will be introduced to students focusing on economy and trade related topics.

Course Content:-

Part- I Business Chinese Chapters- 6, 7, 9

- Pricing(1)
- Pricing(2)
- Discount
- Newspaper articles to be download from internet.

Part- II Business Chinese Chapters- 14, 15, 16

- Shipment
- Packing
- Insurance
- Discuss China related topics both in Chinese and English

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- Zhang Pen-Peng. *Business Chinese 500*. Beijing: Foreign Language Press Beijing, 2008.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- *500 Daily Expressions*. New Delhi: GDB Publishing House, 2010.
- *Business Chinese Part I & II*. New Delhi: Goyal Publications, 2010.
- Chinese Languages reports downloaded from internet.
- Beijing radio broadcasts.

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CHINESE-X

Course Code: LAN2055 **Contact Hours: 30**

Course Objective:- This semester aims at improving communication skills in Chinese (both written & spoken). This being the last semester will ensure grasping of specialization related vocabulary so that students can freely communicate with Chinese personnel on topics related to their specialization thereby enhancing their job prospects.

Course Content:-

Part- I Business Chinese Chapters- 19

- Joint venture
- Newspaper reading
- Any other specialization speaking publication.
- Revision of the whole book on business Chinese 500.

Part- II Business Chinese Chapters- 20

- Joint Venture
- Newspaper reading
- Any other specialization speaking publication
- Revision of the whole book on Business Chinese 500

Examination Scheme:-

Component Codes	CT	ATT	CP	H	V
Weightage (%)	40	5	5	10	40

Text and Reference:-

- Zhang Pen-Peng. *Business Chinese 500*. Beijing: Foreign Language Press Beijing, 2008.
- *Elementary Chinese Reader Revised Edition Part I, II*. Beijing: Beijing Language Institute, Sinolingua, 2010.
- *500 Daily Expressions*. New Delhi: GDB Publishing House, 2010.
- *Business Chinese Part I & II*. New Delhi: Goyal Publications, 2010.
- Chinese Languages reports downloaded from internet.
- Beijing radio broadcasts.

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SYLLABUS - KOREAN FOR ALL POSTGRADUATE PROGRAMMES

All P.G. Programmes – Foreign Business Language (FBL)
Specialised Stream

Korean Syllabus
외국어로 한국어의 교육 과정

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Korean syllabus -외국어로 한국어의 교육 과정
All P.G. Programmes – Foreign Business Language

KOREAN-I

Course Code: LAN4157 **Contact Hours: 36**

Course Objective:
To familiarize students with the Korean language, with its phonetic system and its pronunciation.
To enable students

- to greet someone in Korean
- to present oneself and describe people
- to establish contact with someone and begin a conversation
- to talk about one's family, tastes and preferences

Course Contents:
This course is structured on the text book 한국어-1. 장 - **1, 2, Pg.,:- 3-59**

제 1 장: 이름은 무엇입니까?
인사, 자기 소개, 국적, 사물을 식별, 질문, 맞춤법, 어휘

제 2 장 : 공부하는 재미있다
다른 사람을 소개, 방향을 묻는, 사람을 식별, 흥미, 취미, 습관, 비즈니스 용어

문법

- 단어 형성
- 문장 형성/ 문장 구조/ 문장의 끝
- 사례 입자
- 접합부
- 경어 접미사
- 시제

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-1*. Yonsei University Press, 1992
- KLI, Yonsei Univ. *Business Korean.* Seoul, Yonsei University Press, 2009

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All P.G. Programmes – Foreign Business Language

KOREAN-II

Course Code: LAN4257 **Contact Hours: 36**

Course Objective:
To furnish the linguistic tools

- to order food, talk about taste
- to ask questions
- to learn counting, asking price, telling date and time
- to enquire about directions, visiting a hospital and using public transport

Course Contents:
This course is structured on the text book 한국어-1. 장 **-3,4,5, Pg.,:- 61-137**

제 3 장: 뭘 드시겠습니까?
음식을 주문, 시간, 미각, 한국 음식, 부탁함, 형용사

제 4 장 : 이것이 얼마입니까?
계산 학습, 쇼핑, 가격을 물어, 날짜, 시간

제 5 장 :여기 세워 주십시오.
방향 , 병원에 가고, 대중 교통을 이용하여

문법

- 동사 시제
- 동사
- 대명사
- 접합
- 단어를 결합
- 문장에결합

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-1*. Yonsei University Press, 1992
- KLI, Yonsei Univ. *Business Korean.* Seoul, Yonsei University Press, 2009

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Korean Syllabus -외국어로 한국어의 교육 과정
All P.G. Programmes – Foreign Business Language

KOREAN-III

Course Code: LAN4357 **Contact Hours: 30**

Course Objective:
To enable the students
- to visit a person, meet someone's family.
- to talk about relationships.
- to talk about weather, season, trees
- to be able to use adjectives

Course Contents:
This course is structured on the text book 한국어-1. 장 -6,7 Pg.,:- 139-194. Resume writing.

제 6 장: 친구 집에 갔서요?
음식을 주문, 시간, 미각, 한국 음식, 부탁함, 형용사

제 7 장 : 날씨가 좋습니다?
계산 학습, 쇼핑, 가격을 물어, 날짜, 시간

이력서를 만들기, 인터뷰 연습, 교육 자격을 말해, 전문 자격을 말해, 이력서를 설명

문법
- 에게/한테
- 군요
- 아서/어서/여서
- 아요/어요/여요
- 세요
- 기 때문에
- (으)ㄹ 것이다
- 는데
- (으)ㄹ 것 같다
- 지 못하다
- (으)ㄹ 수 있다

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
- Kim, Tae-Sung. *한국어-1*. Seoul, Yonsei University, 1992
- KLI, Yonsei Univ. *Business Korean.* Seoul, Yonsei University Press, 2009

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Korean Syllabus -외국어로 한국어의 교육 과정
All P.G. Programmes – Foreign Business Language

KOREAN-IV

Course Code: LAN4457 **Contact Hours: 30**

Course Objective:
To strengthen the language of the students in both oral and written
To revise the grammar in application and the communication tasks related to topics covered already
To enable the students to

- Fix and cancel appointments
- Talk on phone
- Go to the movies, talking about movies, talking about sports
- Go for sightseeing, learn songs and read poetry

Course Contents:
This course is structured on the text book 한국어-1. 장 **-8,9,10 Pg.,:- 195-266**

제 8 장: 몇 번에 거셨습니까?
음식을 주문, 시간, 미각, 한국 음식, 부탁함, 형용사
제 9 장 : 영화를 보러 갈까요?
계산 학습, 쇼핑, 가격을 물어, 날짜, 시간
제 10 장 : 서울 시내가 다 보입니다.
방향 , 병원에 가고, 대중 교통을 이용하여

문법

- 그러면
- (으)려고 하다
- 고 있다
- 기 전에
- 마다
- 기로 하다
- 고요
- (으) 려고
- (으) 러 가다

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-1*. Seoul, Yonsei University, 1992
- KLI, Yonsei Univ. *Business Korean.* Seoul, Yonsei University Press, 2009

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Korean Syllabus -외국어로 한국어의 교육 과정
All P.G. Programmes – Foreign Business Language

KOREAN-V

Course Code: LAN4557 **Contact Hours: 30**

Course Objective:
To strengthen the language of the students in both oral and written
To revise the grammar in application and the communication tasks related to topics covered already
To enable the students to

- Talk about Korean food
- Talking about customs
- Talking about traffic and traffic rules

Course Contents:
This course is structured on the text book 한국어-2. 장 **-11,12 Pg.,:- 3-58. Resume writing, facing interview.**

제 11 장: 한국 음식
식을 주문, 시간, 미각, 한국 음식, 부탁함, 형용사

제 12 장 : 교통
계산 학습, 쇼핑, 가격을 물어, 날짜, 시간

이력서를 만들기, 인터뷰 연습, 교육 자격을 말해, 전문 자격을 말해, 이력서를 설명

문법

- (으)ㄴ 일이 있다
- 요
- 는 것
- 겠
- 만에
- (으)ㄴ 지
- (으)려면
- 다가
- 는 길이다
- 는데요
- (으)로 해서
- 보다

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-2*. Seoul, Yonsei University, 1997
- KLI, Yonsei Univ. *Business Korean.* Seoul, Yonsei University Press, 2009

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SYLLABUS - KOREAN FOR ALL UNDERGRADUATE PROGRAMMES

Korean Syllabus
외국어로 한국어의 교육 과정

All U.G. Programmes – Foreign Language (FL)
Common Stream

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Korean Syllabus -외국어로 한국어의 교육 과정
All U.G. Programmes – Foreign Language

KOREAN-I

Course Code: LAN2157 **Contact Hours: 36**

Course Objective:
To familiarize students with the Korean language, with its phonetic system and its pronunciation.
To enable students

- to greet someone in Korean
- to present oneself and describe people
- to establish contact with someone and begin a conversation
- to talk about one's family, tastes and preferences

Course Contents:
This course is structured on the text book 한국어-1. 장 - **1, 2, Pg.,:- 3-59**

제 1 장: 이름은 무엇입니까?
인사, 자기 소개, 국적, 사물을 식별, 질문, 맞춤법

제 2 장 : 공부하는 재미있다
다른 사람을 소개, 방향을 묻는, 사람을 식별, 흥미, 취미, 습관

문법

- 단어 형성
- 문장 형성/ 문장 구조/ 문장의 끝
- 사례 입자
- 접합부
- 경어 접미사
- 시제

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-1*. Seoul, Yonsei University, 1992

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Korean Syllabus -외국어로 한국어의 교육 과정
All U.G. Programmes - Foreign Language

KOREAN-II

Course Code: LAN2257 **Contact Hours: 36**

Course Objective:
To furnish the linguistic tools

- to order food, talk about taste
- to ask questions
- to learn counting, asking price, telling date and time
- to enquire about directions, visiting a hospital and using public transport

Course Contents:
This course is structured on the text book 한국어-1. 장 **-3,4,5, Pg.,:- 61-137**

제 3 장: 뭘 드시겠습니까?
음식을 주문, 시간, 미각, 한국 음식, 부탁함, 형용사

제 4 장 : 이것이 얼마입니까?
계산 학습, 쇼핑, 가격을 물어, 날짜, 시간

제 5 장 :여기 세워 주십시오.
방향 , 병원에 가고, 대중 교통을 이용하여

문법

- 동사 시제
- 동사
- 대명사
- 접합
- 단어를 결합
- 문장에결합

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-1*. Seoul, Yonsei University, 1992

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All U.G. Programmes – Foreign Language

KOREAN-III

Course Code: LAN2357 **Contact Hours: 30**

Course Objective:
To enable the students
- to visit a person, meet someone's family.
- to talk about relationships.
- to talk about weather, season, trees
- to be able to use adjectives

Course Contents:
This course is structured on the text book 한국어-1. 장 -6,7 Pg.,:- 139-194

제 6 장: 친구 집에 갔서요?
방문하는 사람, 사람의 가족 회의 , 관계, 개월 , 형용사

제 7 장 : 날씨가 좋습니다?
날씨, 여행, 시즌, 나무

문법
- 에게/한테
- 군요
- 아서/어서/여서
- 아요/어요/여요
- 세요
- 기 때문에
- (으)ㄹ 것이다
- 는데
- (으)ㄹ 것 같다
- 지 못하다
- (으)ㄹ 수 있다

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
- Kim, Tae-Sung. *한국어-1*. Seoul, Yonsei University, 1992
- Tiwari, D.K. *Oral Expressions: Day to Day.* Delhi, Indian Institute of Korean Language and Culture, 2003

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All U.G. Programmes – Foreign Language

KOREAN-IV

Course Code: LAN2457 **Contact Hours: 30**

Course Objective:
To enable the students to
- Fix and cancel appointments
- Talk on phone
- Go to the movies, talking about movies, talking about sports
- Go for sightseeing, learn songs and read poetry

Course Contents:
- This course is structured on the text book 한국어-1. 장 -8,9,10 Pg.,:- 195-266,

제 8 장: 몇 번에 거셨습니까?
고정 약속, 전화로 얘기, 약속을 취소, 식
제 9 장 : 영화를 보러 갈까요?
영화에가는, 나들이, 영화에 대해 얘기, 일상, 스포츠 [운동]
제 10 장 : 서울 시내가 다 보입니다.
관광, 도시, 관광 장소, 노래, 방향, 시

문법
- 그러면
- (으)려고 하다
- 고 있다
- 기 전에
- 마다
- 기로 하다
- 고요
- (으) 려고
- (으) 러 가다

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
- Kim, Tae-Sung. 한국어-1. Seoul, Yonsei University, 1992
  Tiwari, D.K. *Oral Expressions: Day to Day.* Delhi, Indian Institute of Korean Language and Culture, 2003

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All U.G. Programmes - Foreign Language

KOREAN-V

Course Code: LAN2557 **Contact Hours: 30**

Course Objective:
To strengthen the language of the students in both oral and written
To revise the grammar in application and the communication tasks related to topics covered already
To enable the students to

- Talk about Korean food
- Talking about customs
- Talking about traffic and traffic rules

Course Contents:

- This course is structured on the text book 한국어-2. 장 -11,12 Pg.,:- 3-58. Resume writing.

제 11 장: 한국 음식
한국 음식, 세관, 교통 규칙

제 12 장 : 교통
이벤트 , 교통

이력서를 만들기, 인터뷰 연습, 교육 자격을 말해, 전문 자격을 말해, 이력서를 설명

문법

- (으)ㄴ 일이 있다
- 요
- 는 것
- 겠
- 만에
- (으)ㄴ 지
- (으)려면
- 다가
- 는 길이다
- 는데요
- (으)로 해서
- 보다

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-2*. Seoul, Yonsei University, 1997
- Tiwari, D.K. *Oral Expressions: Day to Day.* Delhi, Indian Institute of Korean Language and Culture, 2003

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Korean Syllabus -외국어로 한국어의 교육 과정
All U.G. Programmes – Foreign Language

KOREAN-VI

Course Code: LAN2657 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able
- To perform tasks at public places
- To write letter
- To talk about household chores

Course Contents:
This course is structured on the text book 한국어**-2.** 장 **-13,14 Pg.,:- 59-112**

제 **13** 장: 우체국
우체국, 편지, 우편

제 **14** 장 **:** 집안인
방 청소, 테이블 배치

문법
- 어다가
- 었다가
- 어도 되다
- 어 가지고
- 는지 알다
- 야/아
- 구나
- 어지다
- 부터
- 를 위해서

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
- Kim, Tae-Sung. *한국어-2*. Seoul, Yonsei University, 1997
- Tiwari, D.K. *Oral Expressions: Day to Day.* Delhi, Indian Institute of Korean Language and Culture, 2003

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Korean Syllabus -외국어로 한국어의 교육 과정
All U.G. Programmes – Foreign Language

KOREAN-VII

Course Code: LAN2757 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and enable them

- To compare products and bargain
- To talk about variety of food products
- To talk about business trips

Course Contents:
This course is structured on the text book 한국어-2. 장 **-15,16Pg.,:- 113-166. Resume writing.**

제 **15** 장: 물건 사기
제품, 교섭

제 **16** 장 : 여행
출장, 지역

이력서를 만들기, 인터뷰 연습, 교육 자격을 말해, 전문 자격을 말해, 이력서를 설명

문법

- (으) ㄹ 테니까
- 는 모양이다
- (으) 면서
- 나/이나
- (으) ㅂ 니다만
- 말이다
- 나요
- 는가요
- 는가 보다
- 에 비해서

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. *한국어-2*. Seoul, Yonsei University, 1997
- Tiwari, D.K. *Oral Expressions: Day to Day.* Delhi, Indian Institute of Korean Language and Culture, 2003

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Korean Syllabus -외국어로 한국어의 교육 과정
All U.G. Programmes – Foreign Language

KOREAN-VIII

Course Code: LAN2857 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able

- To talk about a problem and its solution
- To understand traffic system
- To political affairs

Course Contents:
This course is structured on the text book 한국어-2. 장 **-17,18 Pg.,:- 167-224**

제 17 장: 자동차
차 문제, 가레이, 교통 위반

제 18 장 : 천화
군대에 입대, 송별회

문법

- 밖에
- 기도하다
- 어 불까요
- 어야지요
- 아무
- 게 되다
- 던
- 는 대로
- 어 달라고 하다
- 어도
- (으)ㄹ 것 같아서
- 어 있다

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Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:

- Kim, Tae-Sung. 한국어-2. Seoul, Yonsei University, 1997
- Tiwari, D.K. *Oral Expressions: Day to Day.* Delhi, Indian Institute of Korean Language and Culture, 2003

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Korean Syllabus -외국어로 한국어의 교육 과정
All U.G. Programmes – Foreign Language

KOREAN-IX

Course Code: LAN2957 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able
- To describe the symptoms of a disease
- To buy medicines
- To perform office duties and instruct others to perform their job

Course Contents:
This course is structured on the text book 한국어**-2. 장 -19,20 Pg.,:- 225-277. Resume writing, facing interview.**

제 19 장: 병
질병 , 증상, 의학,질병

제 20 장 : 사무실
사무실에서 근무하는

이력서를 만들기, 인터뷰 연습, 교육 자격을 말해, 전문 자격을 말해, 이력서를 설명

문법
- 는데다가
- (이) 라고 그러다
- 더군요
- 는요
- (이) 라고요
- 만큼
- (이) ㄹ 줄 알다
- 네요
- 어지는 것 같다
- 지 않으면 안 되다
- 그렇지만

Examination Scheme:

Component Codes	CT	Att.	CP	H	V
Weightage (%)	40	5	5	10	40

Text & References:
- Kim, Tae-Sung. *한국어-2*. Seoul, Yonsei University, 1997
- Tiwari, D.K. *Oral Expressions: Day to Day.* Delhi, Indian Institute of Korean Language and Culture, 2003

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SYLLABUS - JAPANESE FOR ALL POSTGRADUATE PROGRAMMES

Japanese Curriculum
日本語カリキュラム

All P.G. Programmes – Foreign Language (FL)
Common stream

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Japanese syllabus -日本語カリキュラム
All P.G. Programmes – Foreign Business Language
Specialized stream
Semester -1

JAPANESE-I

Course Code: LAN4158 **Contact Hours: 36**

Course Objective:
To familiarize students with the Japanese language, with its phonetic system and its pronunciation.
To enable students learn-

- General features of Japanese—日本語の特徴
- Japanese script—日本の文字導入
- to greet and introduce in Japanese —日本語で挨拶できること 自己紹介
- Conversation in Japanese—日本語で会話ができる
- Counters in Japanese—数字一覧
- Songs in Japanese —日本語の歌を歌う
- History & Geography of Japan—日本の歴史と 地理
- Japanese culture—日本文化

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳 文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(summary & appendix)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition

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Japanese syllabus -日本語カリキュラム
All P.G. Programmes – Foreign Business Language
Specialized stream
Semester -2
JAPANESE-II

Course Code: LAN4258 **Contact Hours: 36**

Course Objective:
To furnish the linguistic tools-

- Japanese scripts of Hiragana & Katakana—ひらがなとカタカナの導入。
- Classroom instructions in Japanese—教室で使う言葉
- Days & months —何曜日、何月
- Date and time—日付と時間
- family names, family tree chart—家族
- Numerals in Hiragana—ひらがなで数字を書く。
- Asking basic questions—日本語で質問をする。
- Audio-visual lectures/movies/dramas etc.

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg 2-11)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition

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Japanese syllabus -日本語カリキュラム
All P.G. Programmes – Foreign Business Language
Specialized stream
Semester- 3
JAPANESE-III

Course Code: LAN4358 **Contact Hours: 30**

Course Objective:
To enable the students to visit a person, meet someone's family & deal with various conversation.

- Lesson 1; Country, people &language—国、人、ことば
- Start conversations—色々な会話
- N1はN2です・ではありません。
- Usage of particles—助詞の使い方。
- Audio-visual lectures/movies/dramas etc.
- Lesson 2; Usage of これ、それ、あれ、この、その、あの、そうです、そうですか。
- Lesson 3; Usage of ここ、そこ、あそこ、こちら、そちら、どちら
- Lesson 4～7; Japanese verbs, Phone, business card & letter —動詞の導入、電話名詞と手紙
- Talk on phone—電話のやり方

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*** *(Pg12~54)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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Japanese syllabus -日本語カリキュラム
All P.G. Programmes – Foreign Business Language
Specialized stream
Semester- 4
JAPANESE-IV

Course Code: LAN4458 **Contact Hours: 30**

Course Objective:
To enable the students to Fix and cancel appointments

- Lesson 8; Introduction to いい& な adjectives ,color & taste
- Weather & seasons—季節と 天気
- Lesson 9; Grammar for like & dislike-好きです・ 嫌いです。
- Go to the movies, talking about movies, talking about sports , Go for sightseeing
- Lesson 10～11 ; います&あります、うちの中、おふろの使い方,saying numbers
- How to order in restaurant-注文のやり方、メニュー、レストランでの会話など。
- Audio-visual lectures/movies/dramas etc.
- Lesson12~13; 祭りと名所、町の中、Nがほしいです・たいです。

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg 54~89)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

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* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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Japanese syllabus -日本語カリキュラム
All P.G. Programmes – Foreign Business Language
Specialized stream
Semester- 5
JAPANESE-V

Course Code: LAN4558 **Contact Hours: 30**

Course Objective:
To strengthen the language of the students in both oral and written.
To revise the grammar in application and the communication tasks related to topics covered already.
To enable the students to-

- Lesson14; To visit railway station, take tickets-駅の会話、てください。
- ～ましょうか。
- Lesson 15;learn different occupation-職業、～てもいいです・～てはいけません・～ています。
- Lesson16; to withdraw money—ATM の使い方。
- Audio-visual lectures/movies/dramas etc.
- Lesson 17; Body & illness—からだ、病気、から～まで・までに。

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg90~113)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & Reference:-

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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SYLLABUS - JAPANESE FOR ALL UNDERGRADUATE PROGRAMMES

Japanese Curriculum
日本語カリキュラム

All U.G. Programmes – Foreign Language (FL)
Common stream

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-1
JAPANESE-I

Course Code: LAN2158 **Contact Hours: 36**

Course Objective:
To familiarize students with the Japanese language, with its phonetic system and its pronunciation.
To enable students learn-

- General features of Japanese—日本語の特徴
- Japanese script—日本の文字導入
- to greet and introduce in Japanese —日本語で挨拶できること 自己紹介
- Conversation in Japanese—日本語で会話ができる
- Counters in Japanese—数字一覧
- Songs in Japanese —日本語の歌を歌う
- History & Geography of Japan一日本の歴史と 地理
- Japanese culture—日本文化

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(summary & appendix)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-2
JAPANESE-II

Course Code: LAN2258 **Contact Hours: 36**

Course Objective:

To furnish the linguistic tools-

- Japanese scripts of Hiragana & Katakana—ひらがなとカタカナの導入。
- Classroom instructions in Japanese—教室で使う言葉
- Days & months —何曜日、何月
- Date and time—日付と時間
- family names, family tree chart—家族
- Numerals in Hiragana—ひらがなで数字を書く。
- Asking basic questions—日本語で質問をする。
- Audio-visual lectures/movies/dramas etc.

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg 2-11)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

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* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-3
JAPANESE-III

Course Code: LAN2358 **Contact Hours: 30**

Course Objective:
To enable the students to visit a person, meet someone's family & deal with various conversation.

- Lesson 1; Country, people &language—国、人、ことば
- Start conversations—色々な会話
- N1はN2です・ではありません。
- Usage of particles—助詞の使い方。
- Audio-visual lectures/movies/dramas etc.
- Lesson 2; Usage of これ、それ、あれ、この、その、あの、そうです、そうですか。
- Lesson 3; Usage of ここ、そこ、あそこ、こちら、そちら、どちら
- Lesson 4～7 ; Japanese verbs, Phone, business card & letter —動詞の導入、電話名詞と手紙
- Talk on phone—電話のやり方

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク***(*Pg12~54*)

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

*Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版Translation & Grammatical Notes, スリーエーネットワーク

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-4
JAPANESE-IV

Course Code: LAN2458 **Contact Hours: 30**

Course Objective:
To enable the students to Fix and cancel appointments

- Lesson 8; Introduction to いい& な adjectives ,color & taste
- Weather & seasons—季節と天気
- Lesson 9; Grammar for like & dislike-好きです・嫌いです。
- Go to the movies, talking about movies, talking about sports , Go for sightseeing
- Lesson 10～11 ; います&あります、うちの中、おふろの使い方saying numbers
- How to order in restaurant-注文のやり方、メニュー、レストランでの会話など。
- Audio-visual lectures/movies/dramas etc.
- Lesson12~13; 祭りと名所、町の中、Nがほしいです・たいです。

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg 54~89)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

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* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-5
JAPANESE-V

Course Code: LAN2558 **Contact Hours: 30**

Course Objective:
To strengthen the language of the students in both oral and written.
To revise the grammar in application and the communication tasks related to topics covered already.
To enable the students to-

- Lesson14; To visit railway station, take tickets-駅の会話、てください。
- ～ましょうか。
- Lesson 15;learn different occupation-職業、～てもいいです・～てはいけません・～ています。
- Lesson16; to withdraw money—ATM の使い方。
- Audio-visual lectures/movies/dramas etc.
- Lesson 17; Body & illness—からだ、病気、から～まで・までに。

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語　初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg90~113)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & Reference:

**Minna no Nihongo 1; みんなの日本語　初級工翻訳.文法解説英語版　Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

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* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester- 6
JAPANESE-VI

Course Code: LAN2658 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able to handle different scenarios by using Japanese language skills-

- Lesson 18; actions (うごき)、ことができます。
- Lesson 19; Traditional culture & entertainmentーでんとうぶんかとごらく 。
- Lesson 20; How to address people-人のよびかた。
- Audio-visual lectures/movies/dramas etc.
- Polite style & Plain style of speech

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg 114~131)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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Manesar, Gurgaon-122413

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-7
JAPANESE-VII

Course Code: LAN2758 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and enable them-

- Lesson21; To talk about positions in society—やくしょくめい、～と思います・～といいます・でしょう・～ないと。
- Lesson22; To talk about clothes—いふくについて。
- Verb~じかん、やくそく、ようじ。
- Audio-visual lectures/movies/dramas etc.
- Lesson 23; Learn road & traffic rules—どうろ、こうつう。
- To develop skits based on above scenarios—会話能力を上げる

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg132~149).*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-8
JAPANESE-VIII

Course Code: LAN2858 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able -

- Lesson 24; give & take, exchange of presents—贈答の習慣
- Expressions of ～てあげます・ ～てくれます、～てもらいます
- Lesson 25; Human life一人の一生
- Audio-visual lectures/movies/dramas etc.
- Use of conditionals

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg150~162)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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Japanese syllabus -日本語カリキュラム
All U.G. Programmes – Foreign Language
Common stream
Semester-9
JAPANESE-IX

Course Code: LAN2958 **Contact Hours: 30**

Course Objective:
To provide the students with the linguistic tools to enhance social communication skills and be able-

- To describe the symptoms of a disease—病院と 病気
- To buy medicines—くすりを買う
- Business glossaries & usage—ビジネス上の語彙導入
- Audio-visual lectures/movies/dramas etc.
- Summary lessons & appendix

Course Contents:
This course is structured on the text book ***Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク****(Pg 163~189)*

Examination Scheme:

Component Codes	Class Test	Attendance	Class performance	Homework/assignment	Viva
Weightage (%)	40	5	5	10	40

Text & References:

**Minna no Nihongo 1; みんなの日本語 初級工翻訳.文法解説英語版 Translation & Grammatical Notes, スリーエーネットワーク*

*Japanese for Busy People (Kana Workbook with CD) for the revised 3rd Edition、The Association of Japanese-Language Teaching (AJALT), Kodansha International; 3rd edition.

* Japan as it is: A Bilingual Guide (English and Japanese Edition), Gakken, The Japan Times 4th edition.

* Oxford Beginners Japanese Dictionary, Oxford; Bilingual edition.

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SYLLABUS - HINDI FOR ALL POSTGRADUATE PROGRAMMES

HINDI-I

Course Code: LAN4159 **Contact Hours: 36**

Course Objective:

- To familiarize the students with the Hindi Language, with the phonetic system, basic grammar, the accents, the manners, the cultural aspects to enable the students to establish first contacts, to identify things.

Course Contents: Chapter- 1, 2, 3, 4, 5, 6.

Chapter 1:

- Introduction to Hindi language, its origin, script and phonetics
- Hindi alphabet

Chapter 2:

- Introduction to Vowels and consonants

Chapter 3:

- Write and read conjunct consonant and voiced and unvoiced consonant
- Introduction to basic words and sentences

Chapter 4:

- Introduction to question words- क्या ? , कहां?, numbers (1-12), demonstrative pronoun
- Rule to make plurals
- Use of prepositions- "बाहर, अन्दर, ऊपर, नीचे, सामने, बाद"

Chapter 5:

- Verbs and its basic forms

Chapter 6:

- Introduction to pronoun and its types
- Asking question about someone or something
- Introduction to Tense

Communicative skill:

- To learn greetings
- To introduce oneself
- Learning number system, colors and possessive pronoun
- Dialogue related to question word 'What', 'Who' & 'Where'?
- Learning direction, asking about someone and something

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- Comparison between two or more objects
- Expressing possession by using "ka", "ki" etc
- Use of words "Apna", and Noun+ "wala"
- Use of the constructions Which is (A)?, Which way, which direction (A) is?, With whom?, How long will it take time?

Grammar:

- Introduction to noun and its form
- Introduction to pronoun and its types
- Introduction to numbers
- Grammatical rules to make plural
- Basic verb and its conjugation
- Tense – Present and Past
- Construction of sentences with question word "What" and "where"?
- Different kind of sentences- Subjunctive, conditional sentence, negative phrase

Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References:

- Aao Hindi Sikhen (Let`s learn Hindi)- Vol. 1. By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-II

Course Code: LAN4259 **Contact Hours: 36**

Course Objective:

- To familiarize with the adjectives and pronoun and its uses
- To enable them to place an order, inquiry and give directions, ask time, describe their family and friends
- To familiarize the students with verb and its conjugation in different tenses and forms

Course Contents: Chapter- 7, 8, 9, 10, 11, 12.

Chapter 7:

- Introduction to adjective, numbers and color

Chapter 8:

- Use of adjectives in different degrees
- Use of verb "to have"
- Direction (back, in front of, up, down)

Chapter 9:

- Tense- Present Perfect, Past Indefinite and Past Perfect
- Expressing possession

Chapter 10:

- Use of past perfect and compound verbs
  Tense- Past Imperfect, Future Tense, Future Indefinite

Chapter 11:

- Use of verb- to wake up, to read, to teach
- Introduction to days of the week and time in the clock

Chapter 12:

- Introduction to Adjective and pronoun
- Learn the body parts in Hindi

Communicative skill:

- Dialogue at the shop
- Tell about your family, city, body parts
- Dialogue related to verbs and question words
- Use expression- Kindly requested to…, It is ready…., I/we hope/wish that…., what happened?, Where do you come from? etc
- Asking the distance, direction, purpose and destination and expressing time
- Use of words Yesterday, Today and Tomorrow and someone and something
- Reading notice, sign/signal and expression related to daily life, abstract and short term pain, feeling or disease
- Name dress, ornaments, metals and stones

Grammar:

- Introduction to adjective and Tense
- Passive sentence, describing action or movement by using verbs
- Conjecture sentence (Perhaps, Maybe),
- Introduction to verbs and its conjugation- Lagna, Latkana, Tangna, Bhichana

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s learn Hindi)- Vol. 1. By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-III

Course Code: LAN4359 **Contact Hours: 30**

Course Objective:

- To enable the students:
- To use present, past and future in written and spoken
- To hold simple conversations and narrate short essay.
- To use prepositions and connectors and frame simple and complex sentences.
- To write formal letter.

Course Contents: Chapters- 13, 14, 15, 16, 17, 18.

Chapter 13:

- Verbs- चलना, चलाना / लगना, लगाना / मिलना, मिलाना
- Use of words why? Because?

Chapter 14:

- Plural forms of question words
- verbs- to show, to watch and need

Chapter 15:

- Introduction to passive sentence

Chapter 16:

- Family relations and liking and disliking- Marriage of 'Kunal'

Chapter 17:

- Verb: - to be planted, to grow, to adhere to, to spread etc

Chapter 18:

- Expression of time and preferences
- Introduction to family relations

Communication skill:

- Using construction It is believed that…., it is made from….., because of someone,
- Name vegetables, spices, dry fruits, fruits
- Use construction related to food preparation- What should be done?, What will we/you do?, I hope that…, I desire that……, I advise you to…, It is said that etc
- Use of relative pronoun- Where. In which, to whom/to which, whose in sentences
- Use adjective to express feelings and someone`s nature/character
- Narrate about Taj Mahal
- Seeking advice using subjunctive form

Grammar:

- Verbs and its conjugation
- Passive sentence (habitual)
- Verb to denote an event or action that happen repeatedly
- Making a verb into noun

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s learn Hindi)- Vol. 1. By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.
- Aao Hindi Sikhen (Let`s Learn Hindi)- Vol. 2 By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-IV

Course Code: LAN4459 **Contact Hours: 30**

Course Objective:

- To strengthen the language of the students with both oral and written.
- To help them accomplish simple tasks of day to day programmes.
- To enable the students to use appropriately
  - The tenses -present, past and future.
  - The transitive and intransitive verbs
  - The types of verb (fact, repetition process and results).

Course Contents: Chapter- 19, 20, 21, 22.

Chapter 19:

- Verbs- to sell, to visit, to decorate
- Words related to dresses, ornaments, metals and stones

Chapter 20:

- Announcement at railway station and airport

Chapter 21:

- Indian food habit and its method of preparing it
- Verb- to eat, to drink etc
- Introduction to passive sentence
- Use past tense with "Hua"

Chapter 22:

- Essay on the importance of health

Communicative skill:

- Name animals, natural things, main festivals of India
- Use of relative pronoun "by which", Not only but also etc
- Use sentences used as greetings on various occasions
- Use construction to express desire and necessarily

Grammar:

- Conditional form expressing future plans
- Continuing action: Using verb/adjective two times
- Understand the difference between confusing expression
- Changing a verb into modifier

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s Learn Hindi)- Vol. 2 By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-V

Course Code: LAN4559 **Contact Hours: 30**

Course Objective:

- To strengthen the language of the students with both oral and written.
- To provide the students with the linguistic tools
- To express views and thoughts.
  - To converse with people of different profession
  - To talk about daily routine.
  - To be able to answer with the help of negation and ask questions.

Course Contents: Chapter- 23, 24, 25, 26, 27.

Chapter 23:

- Expression: Because of someone and something,, without doing something
- Use of two verbs and use of adjective to express action

Chapter 24:

- Religion and places of worship
- Letter writing

Chapter 25:

- Expression- In my opinion, in my view
- Use of adjective

Chapter 26:

- Verb to express repeated action, and change verb into noun

Chapter 27:

- Passive tense
- Relative pronoun- by which, Not only....but also etc

Communicative Skill:

- Describe one`s personality and nature, accidents/incidents, weather
- Express the progress/growth of a certain thing/situation
- Use of verb (A) (present participle) + "Hoga" in sentence
- Read the passages and answer the questions based on this

Grammar:

- Use of verb to express different situation- Expressing growth/progress, Presuming the habitual situation
- Particle
- Change verb into noun

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

Aao Hindi Sikhen (Let`s Learn Hindi)- Vol. 2 By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Lt

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SYLLABUS – HINDI FOR ALL UNDERGRADUATE PROGRAMMES

HINDI-I

Course Code: LAN2159 **Contact Hours: 36**

Course Objective:

- To familiarize the students with the Hindi Language, with the phonetic system and the cultural aspects
- To enable students to learn and use basic sentences

Course Contents: Chapter- 1, 2, 3, 4, 5.

Chapter 1:

- Introduction to Hindi language, its origin, script and phonetics
- Hindi alphabet

Chapter 2:

- Introduction to Vowels and consonants

Chapter 3:

- Write and read conjunct consonant and voiced and unvoiced consonant
- Introduction to basic words and sentences

Chapter 4:

- Introduction to question words- क्या ? , कहां?, numbers (1-12), demonstrative pronoun
- Rule to make plurals
- Use of prepositions- "बाहर, अन्दर, ऊपर, नीचे, सामने, बाद"

Chapter 5:

- Verbs and its basic forms

Communicative skill:

- To learn greetings
- To introduce oneself
- Learning number system, colors and possessive pronoun
- Dialogue related to question word 'What', 'Who' & 'Where'?
- Learning direction, asking about someone and something
- Comparison between two or more objects
- Expressing possession by using "ka", "ki" etc
- Use of words "Apna", and Noun+ "wala"
- Use of the constructions Which is (A)?, Which way, which direction (A) is?, With whom?, How long will it take time?

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Grammar:

- Introduction to noun and its form
- Introduction to pronoun and its types
- Introduction to numbers
- Grammatical rules to make plural
- Basic verb and its conjugation
- Tense – Present and Past
- Construction of sentences with question word "What" and "where"?
- Different kind of sentences- Subjunctive, conditional sentence, negative phrase

Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References:

- Aao Hindi Sikhen (Let`s learn Hindi)- Vol. 1. By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-II

Course Code: LAN2259 **Contact Hours: 36**

Course Objective:

- To familiarize with the adjectives and pronoun and its uses
- To enable them to place an order, inquiry and give directions, ask time, describe their family and friends
- To familiarize the students with verb and its conjugation in different tenses and forms

Course Contents: Chapter- 6, 7, 8, 9, 10.

Chapter 6:

- Introduction to pronoun and its types
- Asking question about someone or something
- Introduction to Tense

Chapter 7:

- Introduction to adjective, numbers and color

Chapter 8:

- Use of adjectives in different degrees
- Use of verb "to have"
- Direction (back, in front of, up, down)

Chapter 9:

- Tense- Present Perfect, Past Indefinite and Past Perfect
- Expressing possession

Chapter 10:

- Use of past perfect and compound verbs

Tense- Past Imperfect, Future Tense, Future Indefinite

Communicative skill:

- Dialogue at the shop
- Tell about your family, city, body parts
- Dialogue related to verbs and question words
- Use expression- Kindly requested to…, It is ready…., I/we hope/wish that…., what happened?, Where do you come from? etc
- Asking the distance, direction, purpose and destination and expressing time
- Use of words Yesterday, Today and Tomorrow and someone and something
- Reading notice, sign/signal and expression related to daily life, abstract and short term pain, feeling or disease
- Name dress, ornaments, metals and stones

Grammar:

- Introduction to adjective and Tense
- Passive sentence, describing action or movement by using verbs
- Conjecture sentence (Perhaps, Maybe),
- Introduction to verbs and its conjugation- Lagna, Latkana, Tangna, Bhichana

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s learn Hindi)- Vol. 1. By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-III

Course Code: LAN2359 **Contact Hours: 30**

Course Objective:

- To enable the students:
- To use present, past and future in written and spoken
- To hold simple conversations and narrate short essay.
- To use prepositions and connectors and frame simple and complex sentences.
- To write formal letter.

Course Contents: Chapters- 11, 12, 13, 14.

Chapter 11:

- Use of verb- to wake up, to read, to teach
- Introduction to days of the week and time in the clock

Chapter 12:

- Introduction to Adjective and pronoun
- Learn the body parts in Hindi

Chapter 13:

- Verbs- चलना, चलाना / लगना, लगाना / मिलना, मिलाना
- Use of words why? Because?

Chapter 14:

- Plural forms of question words
- verbs- to show, to watch and need

Communication skill:

- Using construction It is believed that…., it is made from….., because of someone,
- Name vegetables, spices, dry fruits, fruits
- Use construction related to food preparation- What should be done?, What will we/you do?, I hope that…, I desire that……, I advise you to…, It is said that etc
- Use of relative pronoun- Where. In which, to whom/to which, whose in sentences
- Use adjective to express feelings and someone`s nature/character
- Narrate about Taj Mahal
- Seeking advice using subjunctive form

Grammar:

- Verbs and its conjugation
- Passive sentence (habitual)
- Verb to denote an event or action that happen repeatedly
- Making a verb into noun

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s learn Hindi)- Vol. 1. By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-IV

Course Code: LAN2459 **Contact Hours: 30**

Course Objective:

- To strengthen the language of the students with both oral and written.
- To help them accomplish simple tasks of day to day programmes.
- To enable the students to use appropriately
  - The tenses -present, past and future.
  - The transitive and intransitive verbs
  - The types of verb (fact, repetition process and results).

Course Contents: Chapter- 15, 16, 17, 18.

Chapter 15:

- Introduction to passive sentence

Chapter 16:

- Family relations and liking and disliking- Marriage of 'Kunal'

Chapter 17:

- Verb: - to be planted, to grow, to adhere to, to spread etc

Chapter 18:

- Expression of time and preferences
- Introduction to family relations

Communicative skill:

- Name animals, natural things, main festivals of India
- Use of relative pronoun "by which", Not only but also etc
- Use sentences used as greetings on various occasions
- Use construction to express desire and necessarily

Grammar:

- Conditional form expressing future plans
- Continuing action: Using verb/adjective two times
- Understand the difference between confusing expression
- Changing a verb into modifier

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

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HINDI-V

Course Code: LAN2559 **Contact Hours: 30**

Course Objective:

- To strengthen the language of the students with both oral and written.
- To provide the students with the linguistic tools
- To express views and thoughts.
  - To converse with people of different profession
  - To talk about daily routine.
  - To be able to answer with the help of negation and ask questions.

Course Contents: Chapter- 19, 20, 21, 22.

Chapter 19:

- Verbs- to sell, to visit, to decorate
- Words related to dresses, ornaments, metals and stones

Chapter 20:

- Announcement at railway station and airport

Chapter 21:

- Indian food habit and its method of preparing it
- Verb- to eat, to drink etc
- Introduction to passive sentence
- Use past tense with "Hua"

Chapter 22:

- Essay on the importance of health

Communicative Skill:

- Describe one`s personality and nature, accidents/incidents, weather
- Express the progress/growth of a certain thing/situation
- Use of verb (A) (present participle) + "Hoga" in sentence
- Read the passages and answer the questions based on this

Grammar:

- Use of verb to express different situation- Expressing growth/progress, Presuming the habitual situation
- Particle
- Change verb into noun

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Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s Learn Hindi)- Vol. 2 By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-VI

Course Code: LAN2659 **Contact Hours: 30**

Course Objective:

- To strengthen the language of the students with both oral and written
- To interpret from Hindi to English and vice-versa

Course Contents: Chapter- 23, 24, 25, 26.

Chapter 23:

- Expression: Because of someone and something,, without doing something
- Use of two verbs and use of adjective to express action

Chapter 24:

- Religion and places of worship
- Letter writing

Chapter 25:

- Expression- In my opinion, in my view
- Use of adjective

Chapter 26:

- Verb to express repeated action, and change verb into noun

Communicative Skill:

- Describe one`s personality and nature, accidents/incidents, weather
- Express the progress/growth of a certain thing/situation
- Use of verb (A) (present participle) + "Hoga" in sentence
- Read the passages and answer the questions based on this

Grammar:

- Use of verb to express different situation- Expressing growth/progress, Presuming the habitual situation
- Particle
- Change verb into noun

Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s Learn Hindi)- Vol. 2 By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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HINDI-VII

Course Code: LAN2759 **Contact Hours: 30**

Course Objective:

- Will be able to participate in the discourse
- Describe about event happens at National or International levels

Course Contents: Chapter- 27, 28, 29, 30.

Chapter 27:

- Passive tense
- Relative pronoun- by which, Not only….but also etc

Chapter 28:

- Expression- may be/ might, it was so much of something that, somehow or other, there is no place to do something, continuing action

Chapter 29:

- Series of verbs
- Use of causative verb and changing a verb into modifier

Chapter 30:

- Inverted sentence- on one side….., while on the other…..

Communicative Skill:

- Talk about someone`s nature/ character and feeling
- Expressing an event that happen repeatedly
- Read the passages and answer the questions based on this

Grammar:

- Use of verb to express different situation- Expressing growth/progress, Presuming the habitual situation
- Change verb into noun

Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

CT: Class Test, A: Attendance, CP: Class Participation, AS: Assignment, VV: Viva-Voce

Text & References :

- Aao Hindi Sikhen (Let`s Learn Hindi)- Vol. 2 By Bharat Singh and Keisuke Kato. Goyal Publishers & Distributors (P) Ltd.

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Amity University Haryana
Manesar, Gurgaon-122413

Registrar
Amity University Haryana
Manesar, Gurgaon-122413

HINDI-VIII

Course Code: LAN2859 **Contact Hours: 30**

Course Objective:

- Enabling to talk about Indian festival, food and culture practices
- Enabling to read and understand the government official sites

Course Contents: Chapter- 31, 32, 33, 34, 35.

Chapter 31:

- Grammatical construction- in relation to something, not be able to contain oneself for joy….each other etc

Chapter 32:

- India`s main festival and greetings on various occasions
- Expression- someone has the desire of something, something must be necessarily for something

Chapter 33:

- Comparison- more than (A), at the very least (A), at the most (A)

Chapter 34:

- Expression- As soon as having seen…, somehow, It can be possible that + Subjunctive sentence

Chapter 35:

- Essay – 'Satya ka Sawayamvar'
- Change verb into noun

Communicative Skill:

- Use of the grammatical rules in the sentence construction
- Read the passages and answer the questions based on this

Grammar:

- Use of adjectives used to describe one`s personality and nature
- Explaining that something happened long back
- Describing a thing has already been done before a while ago

Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

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HINDI-IX

Course Code: LAN2959 **Contact Hours: 30**

Course Objective:

- Will be able to communicate with the natives
- To read literary works in Hindi

Course Contents: Chapter- 36, 37, 38, 39.

Chapter 36:

- Expression – Asking his/her physical condition, one gets to hear/see, have you heard about….?,

Chapter 37:

- Essay- 'Ranga Siyar'
- Identify differences in the confusing construction

Chapter 38:

- Essay- 'Ek din ka mehman'
- Expression- Feeling comes to someone`s mind, Please give me the permission to do….,

Chapter 39:

- Expression- Without even realizing, Then what will it be?, The more… the more.., Please/kindly….

Communicative Skill:

- Describe one`s personality and nature, accidents/incidents, weather
- Express the progress/growth of a certain thing/situation
- Use of verb (A) (present participle) + "Hoga" in sentence
- Read the passages and answer the questions based on this

Grammar:

- Use of verb to express different situation- Expressing growth/progress, Presuming the habitual situation
- Use emphatic particle in the sentences

Examination Scheme:

Components	CT	A	CP	AS	VV
Weightage (%)	40	05	05	10	40

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