



AMITY UNIVERSITY

— R A J A S T H A N —

Syllabus Revision

Amity School of Language (ASL)

Course Name	Page No.
M.A. (English)	1
B.A. (H) - English	104
B.A. (H) - French	277

M.A English

Programme Structure & Syllabus 2021 Onwards

SEM	CC	DE	VA	OE	NTCC	TOTAL
I	16	0	3	0	10	29
II	16	0	3	3	10	32
III	12	4	3	3	13	35
IV	12	4	0	0	14	30
TOTAL	56	8	09	6	47	126

CC- Core Course; DE- Domain Elective; VA- Value Added; OE- Open Elective

NTCC- Non-teaching Credit course

FIRST SEMESTER 8

Code	Course	Category	L	T	P/FW	Credits
MEG101	Ancient Greek & Latin Literature in Translation	CC	4	0	0	4
MEG102	English Literature from Medieval Period to 17 th Century	CC	4	0	0	4
MEG103	Drama from Shakespeare to Ben Jonson	CC	4	0	0	4
MEG104	Restoration and Augustan Prose and Poetry	CC	4	0	0	4
MEG 150	Project Work on Theatre	NTCC	0	0	0	8
AND001	Anandam	NTCC	0	2		2
	Anandam	NTCC	0	2	0 0	2

BSS111	Behavioral Science – I, Development, and Interpersonal Skills	VA	1	0	0	1
FLN 111 FLG 111 FLS 111 FLC 111	Foreign Language-I(Select any one) French -I German -I Spanish - I Chinese -I	VA	2	0	0	2
	TOTAL					29

SECOND SEMESTER 9

Code	Course	Category	L	T	P/FW	Credits
MEG201	Restoration and Augustan Drama	CC	4	0	0	4
MEG202	18 th and 19 th Century Novels	CC	4	0	0	4
MEG203	English Romantic Poetry	CC	4	0	0	4

MEG204	Victorian Literature	CC	4	0	0	4
MEG 250	Project Work on Script Writing	NTCC	0	0	0	8
BSS 211	Behavioral science-II (Behavioral Communication and Relationship Management)	VA	1	0	0	1
AND002	Anandam	NTCC	0	2	0	2
FLN 211	Foreign Language-I(Select any one) French	VA	2	0	0	2
FLG 211	German					
FLS 211	Spanish					
FLC 211	Chinese					
Open Elective-2		OE	3	0	0	3
TOTAL						32

THIRD SEMESTER

11

SUMMER PROJECT

Code	Course	Category	L	T	P/FW	Credits
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MEG301	20 th Century Poetry	CC	4	0	0	4
MEG302	20 th Century Drama	CC	4	0	0	4
MEG303	20 th Century Novel	CC	4	0	0	4
MEG 304	Select any one Literary Criticism	DE	4	0	0	4
MEG 305	20 TH Century Indian English Literature					
MEG 306	Indian Drama & Theatre					
MEG 360	Summer Internship Project	NTCC		0		11
BSS 311	Behavioral Science – III, (Leading Through Teams)	VA	1	0	0	1
AND003	Anandam	NTCC	0	2	0	2
	Foreign Language(Select anyone)	VA	2	0	0	2
FLN 311	French					
FLG 311	German					
FLS 311	Spanish					
FLC 311	Chinese					

Open Elective-3		OE	3	0	0	3
	TOTAL					35

FOURTH SEMESTER 7

Code	Course	Category	L	T	P/FW	Credits
MEG 401	Literary Theory	CC	4	0	0	4
MEG 402	Linguistics and English Language Teaching	CC	4	0	0	4
MEG403	Indian Literature in Translation	CC	4	0	0	4
MEG 404	Select anyone- American Literature	DE	4	0	0	4
MEG 405	European Comedy					
MEG 406	Postmodern Indian English Drama					
MEG 450	Dissertation	NTCC		0		14
TOTAL CREDITS						30

Programme learning outcome (PLO)

1. Intends to make efficient academician through meticulous study/ analysis/evaluation of literary genres- Prose, Poetry, Drama, and Fiction
2. Wish to train you to become experts having the expertise in writing skills, sharpen your writing capacity in the form of, critic, analyst, reviewer, content writer.
3. You will have contextual knowledge relating to society, culture and history, thereby having in depth knowledge of social sciences may develop into a social scientist by contextualizing the text read.
4. Purpose to guide you through given tasks/assignments/ projects/presentation/ which will help you become a genuine researcher. In-depth knowledge of the area will help you becoming a good research associate.
5. You will have opportunity to expose yourself as global citizen.

SYLLABUS

ANCIENT GREEK AND LATIN LITERATURE IN TRANSLATION

Course Code: MEG101

Credit Units: 04

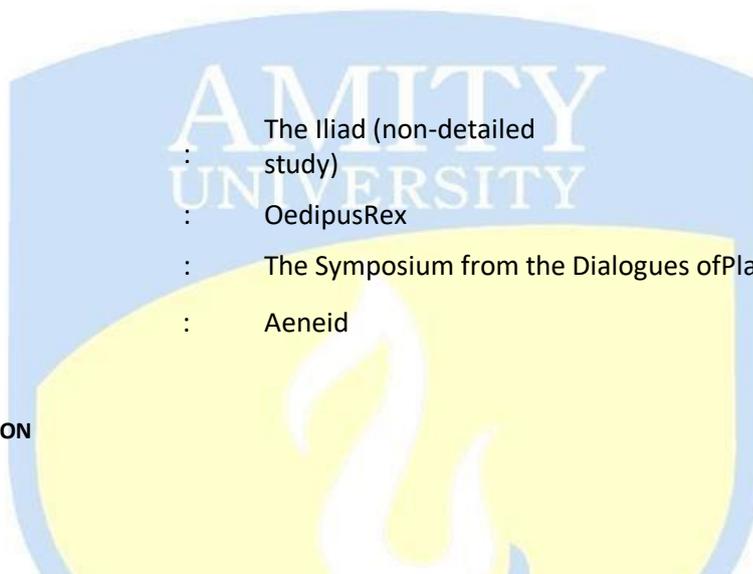
Course Objective:

Identify texts, contexts, and authors—and thematic, genre-based and stylistic hallmarks of those texts and authors within the early literary traditions. Understand, discuss and interpret key texts, ideas, themes, and aesthetic modalities and explain how the texts, ideas, themes and modalities arose within a given cultural or historic context. Recognize and discuss significant genre and stylistic aspects of those texts. Relate their knowledge of ancient texts and belief systems to enduring issues and values in contemporary societies, including their own.

Text:

Homer	:	The Iliad (non-detailed study)
Sophocles	:	Oedipus Rex
Plato	:	The Symposium from the Dialogues of Plato
Virgil	:	Aeneid

CONTINUOUS EVALUATION



COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz;MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM

COMPONENTS	EE
WEIGHTAGE %	50

(EE- End Term Exam)

Recommended Readings

- A Companion to Greek Tragedy by Justina Gregory, BlackwellPublishing
- The Cambridge Companion to Greek Tragedy (Cambridge Companions to Literature) (Paperback) by P. E.Easterling
- Greek Tragedy in Action, Oliver Taplin, Routledge,2003
- Gender and Politics in Greek Tragedy, Michael X. Zelenak, Peter Lang Publishing,1998
- Greek Tragedy: A Literary Study, H. D. F. Kitto, Methuen,1939
- **Greek and Roman Comedy**: Translations and Interpretations of Four Representative Plays, Edited by Shawn O'Bryhim, Translated by George Fredric Franko, Timothy Moore, Shawn O'Bryhim, and DouglasOlson

ENGLISH LITERATURE FROM MEDIEVAL PERIOD TO 17TH CENTURY

CourseCode: MEG102

Credit Units:04

Course Objective:

The student will study select authors and texts from Anglo-Saxon Period through the Middle Ages till the seventeenth century and with an aim to develop an understanding of the historical cultural and philosophical influences that shaped the literatures of thosetimes.

Text:

- ThomasMalory : Morte d’Arthur

- Chaucer : The Canterbury Tales: The Prologue, Nun’s Priest Tale, Wife of Bath’sTale. ThomasWyatt : Farewell Love and all thy Laws for ever; In Spain; TheLong Love that in My thought doth Harbour, Unstable Dream; What should Say
- Milton : Paradise Lost: Books I
- Donne : The Holy Sonnets I toX
- AndrewMarvell : To His CoyMistress

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM

COMPONENTS	EE
WEIGHTAGE %	50

(EE- End term Exam)

Recommended Readings:

- Peter S. Hawkins and Rachel Jacoff, *The Poets' Dante, Twentieth-Century Responses*, Edited.
- *The Riverside Chaucer*, Geoffrey Chaucer, Houghton Mifflin Company, 1987.
- Geoffrey Chaucer, *The Canterbury Tales*, Barnes & Noble Classics, 2006.
- George Williamson, *Six Metaphysical Poets: A Reader's Guide*, Syracuse University.
- John Bunyan, L. Edward Hazelbaker, *The Pilgrim's Progress in Modern English*, (Pure Gold Classics).

DRAMA FROM SHAKESPEARE TO BEN JONSON

CourseCode: MEG103

Credit Units: 04

Course Objective:

The course will provide the student with knowledge of the growth and development of drama in the Elizabethan period with Shakespeare as the representative poet through analysis of generic texts. Other representative texts of Thomas Middleton, Webster and Ben Jonson will be studied with Historical and cultural backgrounds. Students would also be encouraged to form a critical understanding of the different forms of drama like the tragedy, comedy, history, tragic-comedy, melodrama, farce etc.

Text:

Shakespeare : *The Tempest*, *Hamlet*

Webster : *The Duchess of Malfi*

Ben Jonson : *Alchemist*

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM

COMPONENTS	EE
WEIGHTAGE %	50

(EE- End term Exam)

Recommended Readings:

- A.C Bradley, Shakespearean Tragedy
- Wilson Knight, A Wheel of Fire
- G. Evans, Elizabethan Jacobean Drama: The Theatre in Its Time
- Ben Singer, Melodrama and Modernity: Early Sensational Cinema and Its Contexts, Columbia University Press, 2001

RESTORATION AND AUGUSTAN PROSE AND POETRY-

Course Code: MEG104

Credit Units:04

Course Objective:

The course will explore the major trends and some marginalized aspects in English prose and poetry of the Restoration and Augustan periods. A close reading and analysis of selected representative writers of the periods with their representative texts will be done. This will help to provide an understanding of the developments in varied literary styles in relation to political and cultural issues of these pivotal literary periods.

Text:

John Dryden : Absalom and Achitophel

Alexander Pope : The Rape of the Lock

John Dryden : Essay on Dramatic Poesy

Alexander Pope : Essay on Man

Jonathan Swift: The Battle of the Books

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM

COMPONENTS	EE
WEIGHTAGE %	50

(EE- End term Exam)

Recommended Readings:

- Paul Hammond, Restoration Literature: An Anthology, Oxford World's Classics
- Louis Kronenberger, An Eighteenth Century Miscellany: The Classics of the Eighteenth Century Which Typify and Reveal an Era.
- Kenneth Young, John Dryden: A Critical Biography.

- Mark Van Doren, The Poetry of John Dryden.
- Arthur C. Kirsch, Literary Criticism of John Dryden.
- Peter Dixon ed., Alexander Pope, London: G. Bell, 1972.

Project Work

Theatre Performance

Course Code: MEG150

Credit Units: 08

The project work is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of the Program.

Students will be expected to perform any **one** of the texts given below.

Oedipus Rex

Paradise Lost

Rape of the Lock

Tempest

Evaluation Scheme:



Components	Plot development	Characterization/Expression	Dramatic Execution(Memorization, Creativity)	Narration/ Voice Modulation
Weightage (%)	25	25	25	25

Suggested Reading:

M.H. Abrams, *The Mirror, and the Lamp: Romantic Theory and the Critical Tradition* (1958), on Romantic literary criticism and poetic theories

Mark Van Doren, *The Poetry of John Dryden*.

George Williamson, *Six Metaphysical Poets: A Reader's Guide*, Syracuse University.

Williams, Raymond, *Culture and Society, 1780-1950*. London: Chatto & Windus, 1958
 Brooke, Stopford. *The Poetry of Robert Browning*. 1902.

MacKenzie, R. S., *Life of Charles Dickens*. Philadelphia: T. B. Peterson, 1870.

Jones, Malcolm, *New Essays on Tolstoy*, Cambridge University Press, Cambridge

RESTORATION AND AUGUSTAN DRAMA

Course Code: MEG201

Credit Units: 04

Course Objective:

This course will make a close reading and analysis of the representative dramatic texts of the period, and introduce students to a variety of styles, genres and themes primarily through the works of five dominant figures: John Dryden, Aphra Behn, William Congreve, Richard Sheridan, and Oliver Goldsmith. The students will examine the genres and styles employed in the selected texts and also the political and social issues of the period.

Text:

Aphra Behn	:	The Rovers
William Congreve	:	The Way of the World
Richard Sheridan	:	The Rivals

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; CT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM

COMPONENTS	EE
WEIGHTAGE %	50

(EE- End term Exam)

Recommended Readings:

- J. M. Armistead, Four Restoration Playwrights: A Reference Guide to Thomas Shadwell, Aphra Behn, Nathaniel Lee, and Thomas Otway, Boston: G. K. Hall, 1984
- Scott McMillin, W.W., Restoration and Eighteenth-Century Comedy, Norton & Company
- Marcie Frank, Gender, Theatre, and the Origins of Criticism: From Dryden to Manley, Cambridge

18TH AND 19TH CENTURY NOVELS

Course Code:MEG202

Credit Units: 04

Course Objective:

This course will address the rise of the English novel. In addition to reading novels and understanding the historical milieu in which they are embedded, this course will present the central issues that have come up in novel genre as of the construction of subjectivity in terms of gender and culture.

Text:

Jane Austen : Emma
 Dickens: Hard Times
 Thomas Hardy: Mayor of Casterbridge

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz;MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Ian Watt, Rise of the Novel,Penguin.
- Walter Allen, History of the English Novel,Penguin
- Arnold Kettle, Introduction to the English Novel -I.
- George Lukacs, Essays in EuropeanRealism.
- R.F. Brissenden, Virtue in Distress: Studies in the Novel of Sentiment from Richardson to Sade, Basingstoke: Macmillan,1974.
- John Carroll (ed), Samuel Richardson: A Collection of Critical Essays, Englewood Cliffs: Prentice-Hall,1969.
- Margaret Anne Doody and Peter Sabor (eds), Samuel Richardson: Tercentenary Essays, Cambridge: Cambridge University Press,1989.
- Sala, George A., Charles Dickens: An Essay. London: Routledge,1870.

- Watkins, William. Charles Dickens. London,1870.
- Mackenzie, R. S., Life of Charles Dickens. Philadelphia: T. B. Peterson,1870.
- Burritt, Elihu, The Life and Writings of Charles Dickens: A Memorial Volume. 1870; NewSala, George A. Charles Dickens: An Essay. London: Routledge,1870.
- Watkins, William. Charles Dickens. London,1870.
- MacKenzie, R. S., Life of Charles Dickens. Philadelphia: T. B. Peterson,1870.
- Jones, Malcolm, New Essays on Tolstoy, Cambridge University Press, Cambridge,1978.
- Mandelker, Amy, "The Judgment of Anna Karenina." A Plot of Her Own: The Female Protagonist in Russian Literature. Ed. Sona Stephan Hoisington. Chicago: Northwestern University Press,1995.
- Tolstoy, Leo, Anna Karenina, Trans. Richard Pevear and Larissa Volohonsky. New York: Viking Penguin, 2001.

ENGLISH ROMANTIC POETRY

Course Code: MEG203 Credit Units:04

CourseObjective

This course will introduce students to the representative English Romantic poets and their selected works. This course will help students to develop a tentative definition of the term Romanticism by identifying major social, political and cultural influences on poetry and poetic subjects and critical theories espoused by the poets themselves regarding poetry.

Text:

Wordsworth : The Prelude Books I
Coleridge : Dejection: An Ode, The Rime of the
Ancient Mariner
Keats : Ode to Autumn, ode to Chapman's Homer Ode to a
Nightingale, Ode on a Grecian Urn
Shelley : Ode to West Wind, Skylark

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- M.H. Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (1958), on Romantic literary criticism and poetic theories
- M. H. Abrams, *The Correspondent Breeze: Essays on English Romanticism* (1984), includes "Structure and Style in the Greater Romantic Lyric"
- Harold Bloom (ed.), *Romanticism and Consciousness*, 1970.
- CM Bowra, *The Romantic Imagination*
- Abraham, Shane. "John Keats and the Fever of Creation." Thesis. Coe College, 1994. WordCat.

Online. OCLC. 22 Sept.1997.

- Austin, Allen C. "Toward Resolving Keat's Grecian Urn Ode." Context for Criticism. ed. Donald Keesey. Mountain View: Mayfield, 1994.48-58.
- Bennett, Andrew. Keats, Narrative and Audience: The Posthumous Life of Writing. Cambridge, Eng.: Cambridge UP1994.

VICTORIAN LITERATURE

Course Code: MEG204

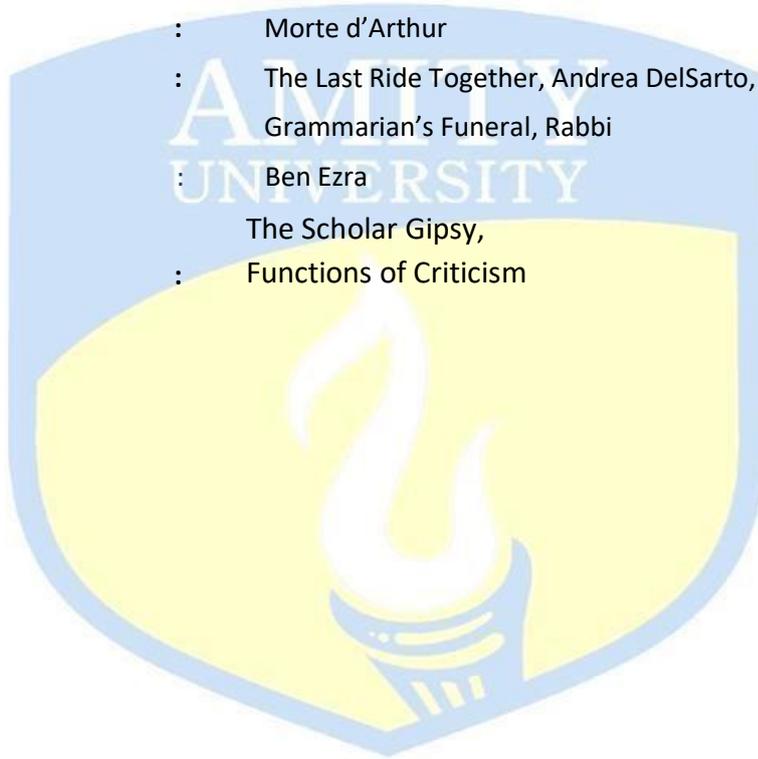
Credit Units: 04

Course Objective:

This course will introduce students to a wide range of prose and poetry written during the Victorian period, as well as to social and intellectual concerns that define and preoccupy these works. The course will closely consider formal and historical aspects of these texts, especially as they correspond with Victorian debates surrounding religious belief, anxieties of nation.

Text:

Tennyson	:	Morte d'Arthur
Robert Browning	:	The Last Ride Together, Andrea DelSarto, Grammarian's Funeral, Rabbi Ben Ezra
Matthew Arnold	:	The Scholar Gipsy, Functions of Criticism



Rossetti : The Blessed Damozel

Aldous Huxley : Tragedy and the Whole Truth

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Altick, Richard D, Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature. New York: Norton,1973.
- Buckley, Jerome Hamilton, The Victorian Temper: A Study in Literary Culture. Cambridge: Harvard University Press,1951.
- Gilmour, Robin, The Victorian Period: The Intellectual and Cultural Context of English Literature, 1830-1890. London: Longman,1993.
- Houghton, Walter Edwards, The Victorian Frame of Mind, 1830-1870. New Haven: Yale University Press, 1957.
- Tucker, Herbert F., A Companion to Victorian Literature and Culture. Malden, MA: Blackwell,1999.
- Williams, Raymond, Culture and Society, 1780-1950. London: Chatto & Windus, 1958 Brooke, Stopford. The Poetry of Robert Browning.1902.

Project Work on Script Writing

Course Code: MEG250

Credit Units: 08

The project work is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. For this project students have to select one text from the following and prepare Script of it.

Hard Times

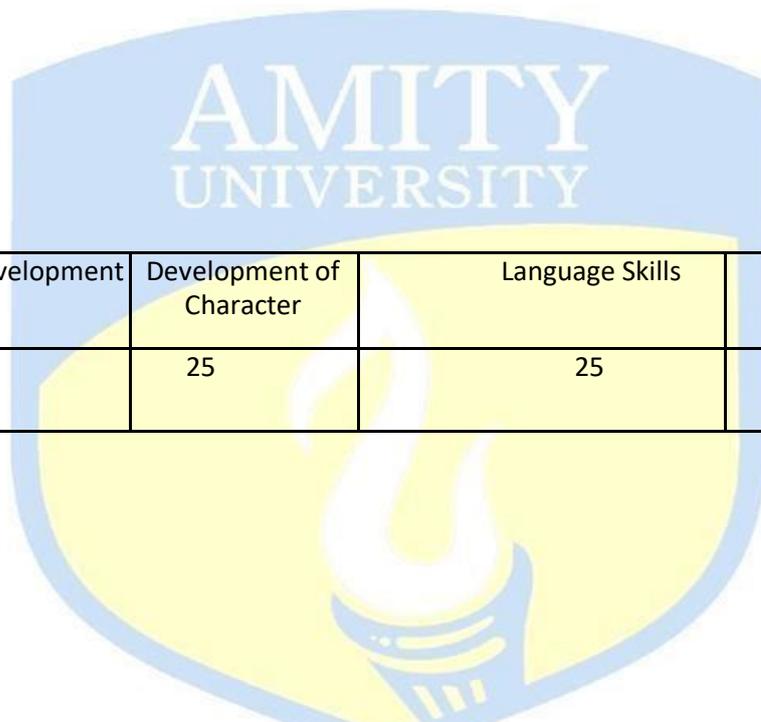
The Rivals

Mayor of Casterbridge

Morte D' Arthur

Evaluation Scheme:

Components	Plot development	Development of Character	Language Skills	Length
Weightage (%)	25	25	25	25



Syllabus – Third Semester

20TH CENTURY POETRY

Course Code: MEG301

Credit Units: 04

Course Objective:

The course aims to introduce the 20th century developments in poetry that characterized the culmination of literary modernism. Representative texts would be discussed with an objective to encourage the students to examine various formal and technical innovations of the period.

Text:

- T.S.Eliot : The Wasteland
- Pablo Neruda : Tonight I Can Write the Saddest Lines; Your Laughter
- W.B.Yeats : Easter 1916; Sailing to Byzantium; The Second Coming, A Prayer for my daughter.
- Philip Larkin : Aubade
- Ted Hughes : Toads, Toads Revisited
- Sylvia Plath : Ariel;
- GM Hopkins : Church Going; Aubade.
- Adrienne Rich : Diving into The Wreck

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE

WEIGHTAGE %	50
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Recommended Readings:

- Harvester Wheatsheaf, *English Poetry of the First World War: Contexts and Themes*,1990.
- Michael Levenson, *The Cambridge Companion to Modernism*, Cambridge UP,1999.
- Vassiliki Kolocotroni, *Modernism: An Anthology of Sources and Documents*, Edinburgh,1998.
- Peter Nicholls, *Modernisms: A Literary Guide*, Macmillan,1995.
- Dukore, Bernard F. *Bernard Shaw, Playwright. Aspects of Shavian Drama*. University of Missouri Press: Columbia,1973.
- Gordon, David. *Bernard Shaw and the Comic Sublime*, St. Martin`s: New York,1990.
- Harold Bloom, ed., *T. S. Eliot's "The Waste Land,"*1986.
- Jewel Spears Brooker and Joseph Bentley, *Reading "The Waste Land": Modernism and the Limits of Interpretation*, 1990.
- Richard Ellmann, *Yeats, the Man and the Masks*,1948.
- R. F. Foster, *W. B. Yeats: A Life*,1997.
- Harold Bloom, *Criticism*,1970.

20TH CENTURY DRAMA

Course Code: MEG302

Credit Units: 04

Course Objective:

The course aims at developing the students' response to the post World War developments in English drama. English drama post Second World War betrays a great deal of sociological and aesthetic peculiarities, and the prescribed texts would mark an interesting discussion in the ways in which the fall of the Empire affected literature back in England, among other things.

Text:

Samuel Beckett	:	Endgame
Harold Pinter	:	The Birthday Party
Eugen Ionesco	:	Rhinoceros
Vijay Tendulkar	:	Ghasiram Kotwal
Henrik Ibsen	:	The Doll's House

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Lawrence Cahoon ed., From Modernism to Post-Modernism: An Anthology, Blackwell, 2003.
- Camus, Albert. The Myth of Sisyphus and Other Essays. Translated by Justin O'Brien. New York: Vintage Books, 1961.
- Coe, Richard N. Beckett.: Oliver and Boyd, Glasgow, 1964.
- Cohn, Ruby, ed. Casebook on Waiting for Godot: The Impact of Beckett's Modern Classic: Reviews, Reflections, and Interpretations. New York: Grove Press, 1967.
- Peter Bary Ed., The Cambridge Companion to Harold Pinter, Homerton College, Cambridge
- D. Daiches Ed., The Penguin Companion to English Literature, 1972.

- Sarat Babu. Vijay Tendulkar's Ghashiram Kotwal A Reader's Companion,2003

20TH CENTURY NOVEL

Course Code: MEG303

Credit Units: 04

Course Objective:

The course will study a selection of twentieth-century novels which will initiate students to participate in certain of the major debates that have animated twentieth-century literature and criticism. In addition to the focus on _texts and debates ', the course attends in detail to the variety of historical contexts in which the literary texts and the critical debates have arisen.

Text:

Franz Kafka	:	The Trial
DH Lawrence	:	Sons and Lovers
F.Scott Fitzgerald	:	The Great Gatsby
Mulk Raj Anand	:	The Untouchable

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz;MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Dominic Head, The Cambridge Introduction to Modern British Fiction, 1950–2000, Brunel

University.

- William Lyon Phelps, *Essays on Russian Novelists*, Macmillan, 1916.
- Gabriel García Márquez: *A Critical Companion* / Pelayo, Rubén., 1991
- Gabriel García Márquez: *A Study of The Short Fiction* / Oberhelman, Harley D., 1991
- Chinua Achebe, "An Image of Africa."
- John Batchelor, *The Life of Joseph Conrad: A Critical Biography*, 1993.
- Ted Billy, ed., *Critical Essays on Joseph Conrad*, 1987.
- Harold Bloom, ed., *Joseph Conrad's "Heart of Darkness"*, 1987.
- Harold Bloom, ed., *Joseph Conrad*, 1986.
- Harold Bloom, *Marlow*, 1992.
- Bernard McKenna, *James Joyce's Ulysses: A Reference Guide*, Greenwood Press, 2002.
- Margot Norris, *A Companion to James Joyce's Ulysses*. St. Martins, 1998.
- Hubben, William, *Dostoevsky Kierkegaard Nietzsche and Kafka: Four Prophets of our Destiny*, New York: Collier Books, 1967.
- Mulk Raj Anand. *Untouchable*. Penguin India; New edition edition, 2001.

LITERARY CRITICISM(Domain Elective)

Course Code: MEG304

Credit Units: 04

Course Objective:

The course focuses on critical theory as it applies to literature and culture. Review of classical Greek origins of issues concerning the nature of literature and criticism and English literary theory and criticism. Students will be able to comment on theories and apply various these to works of literature.

Text:

Baudrillard	:	Simulacra & Simulations
Longinus	:	On the Sublime
Matthew Arnold	:	The Function of Criticism in the Present time; The Study of Poetry
T.S. Eliot	:	The Metaphysical Poets
William Empson	:	Seven Types of Ambiguity

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Davis, Michael. Aristotle's Poetics: The Poetry Of Philosophy. Lanham: Rowman & Littlefield Publishers, 1992.
- Empson, William Seven Types of Ambiguity, New Directions Publishing Corporation
- I.A. Richards, Practical Criticism, Kegan Paul, London, 1929.
- Keith Hanley, Wordsworth's Revolution in Poetic Language
- M.A.R. Habib, A History of Literary Criticism From Plato to the Present, Rutgers University.
- Marshall Brown Ed. Cambridge History of Literary Criticism. New York: Cambridge UP, 1989
- Ransom, J C Poetry, A Note on Ontology Critical Theory Since Plato, 3rd Edition, Cengage,

2005

- Wellek, Rene. A History of Modern Criticism 1750-1950. New Haven: Yale UP,1955

20TH CENTURY INDIAN ENGLISH LITERATURE(Domain Elective)

Course Code: MEG305

Credit Units:04

Course Objective:

This course will attempt to explore issues of contemporary Indian English. The aim is to open the students to the varieties of social and literary provocation at work in the texts prescribed and at the same time trace the changes in style, themes and its ideologies in the contemporary Indian English Writings. Students will be encouraged to - appreciate the sheer linguistic vitality of Indian English Writings; understand how the Indian subcontinent has been imaginatively reworked in recent Indian English writing and assess the cross- cultural impact of such reinvention.

Text:

Raja Rao : Kanthapura
AmitavGhosh : Hungry Tide
SalmanRushdie : Midnights Children
VikramSeth : The Frog and The Nightingale; The Tale of Melon City
AK Ramanaujan: Obituary; A River
Kamla Das: The Descendants; A Hot Noon inMalabar.

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz;MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Singh, R. S. Indian Novel in English. Rep. Humanities Press Inc. Atlantic Highlands, New Jersey. 1978
- Iyengar, K. R. Srinivasa. Indian Writing in English. Rep Asia Publishing House. New York, New York. 1973.
- Krishnaswamy, Shantha. The Woman in Indian Fiction in English (1950-80). Ashish Publishing House. New Delhi, India.1984.
- Sara Suleri, The Rhetoric of English India, University of Chicago Press,1993.
- M. D. Fletcher ed., Reading Rushdie: Perspectives on the Fiction of Salman Rushdie, ISBN, Netherlands,1994
- Tabish Kahir, Babu Fictions: Alienation in Contemporary Indian English Novels, Oxford UP,2001.

- T.S. Anand edited, Modern Indian English Fiction. New Delhi, Creative Books,2002.
- K.V. Surendran, Indian English Fiction: New Perspectives, New Delhi, Sarup & Sons,2002.
- Walsh, William. Indian Literature in English. Longman, London.1990
- N. S. Pradham Ed. Major Indian Novels: An Evaluation. Rep by Humanities Press Inc., Atlantic Highlands, New Jersey.1986.

Indian Drama & Theatre (Domain Elective)

Course Code: MEG306

Credit Units: 04

Course Objective:

The students will be learning introduction to Indian theatre and drama. The course aims to enrich the students with the rich knowledge and literary culture of Indian theatre. and will get an objective insight into the traditions and practices of India. They will delve deeply to ascertain how these teachings may inform and benefit them in future. History of Indian theatre and drama will awaken them for the literature of their own land. Major literary movements (Nai Kahani Movement) and developments in their respective areas will be dealt with in detail.

Text:

Bhasa: Urubhanga

Bhavbhuti: Uttaramcharita

Rabindra Nath Tagore: Mukta-Dhara

Mohan Rakesh: One Day Before Rainy Season

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Suggested Readings:

- Varadpande, M. History of Indian Theatre and Drama
- Gupta Jyotirindra Das. Indian Theatre
- Bhasa. Urubhanga
- Tagore, Rabindra Nath. Chitra
- Suresh Awasthi "Traditional Theatre Practices and Conventions" Sangeet Natak Akademi.
- Dhanamjaya; Haas, George C.O.(tr. from Sanskrit by) (1912). The Dasarupa or Treatise on Ten Forms of Drama – A Treatise on Hindu Dramaturgy. Columbia University.
- ., Nandikeśvara; Coomaraswamy, Ananda Kentish (tr by); Duggirala, Gopala Kristnayya (tr by) (1917). The Mirror of Gesture – Being the Abhinaya Darpana of Nandikeśvara. Harvard University Press.
- Shaw, Albert (1914). [Review of Reviews and World's Work, Volume 49](#). Review of Reviews company. p. [503](#). Chitra Rabindranath Tagore.

PROJECT WORK

Course Code:MEG350

Credit Units:05

The work involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of theProgram.

GUIDELINES FOR SUMMER PROJECTREPORT

Topic

The topic of the paper will be of the student's choice with consent of the Supervisor. It must be relevant to the content of the course, but it should be treated in greater depth than it is covered in class. Focus is of the utmost importance. Too broad a topic will either lead to superficial treatment or an unnecessarily long paper; too narrow a topic will lead to a lack of source material and redundancy. Make sure the subject focuses on one question or topic so that the paper has a definite purpose. Composing an

introduction and conclusion can be a good test of the cohesiveness of the subject. The domain can include Literature, Linguistics, Applied Linguistics, English Language Teaching and other related areas.

Synopsis of Summer Project Report

A Synopsis of the Summer Project Report should be submitted to the Board of Studies of the Institute. The Board, after deliberation, will suggest changes and modifications and will assign a supervisor from amongst the teaching faculty of the Institute. The synopsis should include the following–

1. Title of Summer Project Report
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

Source Material and References

Presenting your own ideas in a Summer Project Report is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher,

volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must

also obtain permission from the Supervisor before using your Summer Project Report for more than one course.

Length and Format

Length is not important; 40 to 60 pages of 1.5 spaced text is a good target. The title, author, course, and date should be typed onto a cover sheet.. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

Grading

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is *not* to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Summer Project Report more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have a gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Summer Project Report look and sound professional.

Evaluation of Project Work

Sl. No.	Evaluated by	Criteria	Marks
1	Institution	<ul style="list-style-type: none"> ✓ Quality ✓ Depth & Breadth of analysis ✓ Coverage, Scope and content ✓ Project fulfillment ✓ Data collection ability in the field (if any) ✓ Scope of Implementation. 	50
2	Board of Examiners	Viva-voce Examination	50
3		Total	100

Project Schedule

1. Registration

First week of the last academic month

Allotment of Faculty Guide takes place in accordance to the area of interest / stream chosen by the student at the time of registration.

2. Approval of Project Topic

Week following the 1st week of registration'

3. Submission Of Synopsis To Faculty Guide

Prior to the completion of End -Term Examination. The synopsis could be submitted any time after the allotment of project topic but certainly must be before completion of last examination.

4. Duration of Project

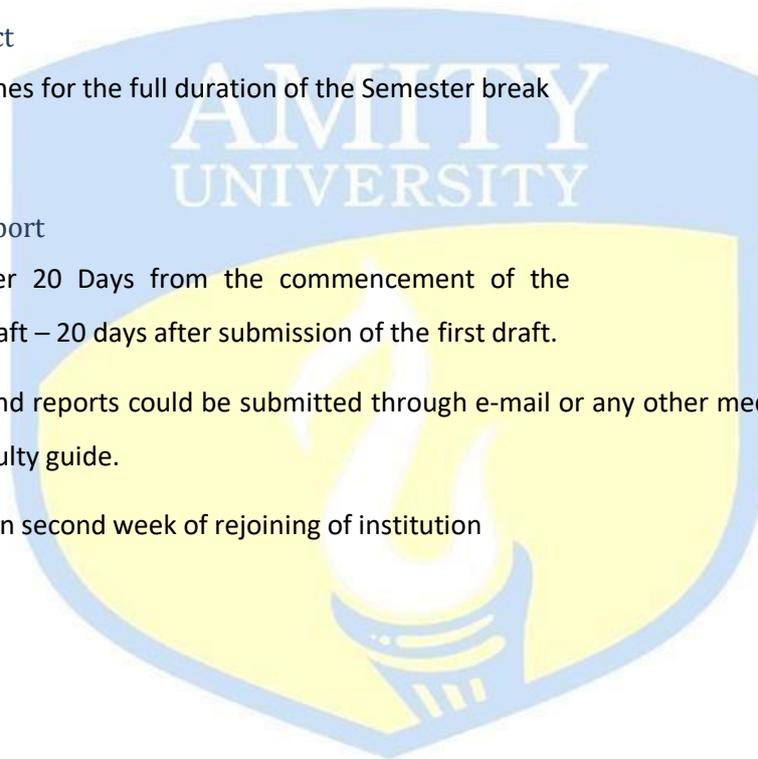
The project stretches for the full duration of the Semester break

5. Submission of Report

First Draft – After 20 Days from the commencement of the project
Second Draft – 20 days after submission of the first draft.

The first and second reports could be submitted through e-mail or any other medium as per the consent of faculty guide.

Final Draft – Within second week of rejoining of institution



LITERARY THEORY

Course Code: MEG401

Credit Units:04

Course Objective:

This course will familiarize students with the study of major twentieth-century theories and applications. In this course, Historical, formalist, archetypal, psychoanalytic, Marxist, reader-response, New Historicist, feminist, postcolonial perspectives will be dealt. The course will enable students to comment on various theories and apply them to works of literature and aspects of contemporary culture.

Text:

Immanuel Kant : —What Is Enlightenment?|| SimoneDeBeauvoir :
=Introduction' of *The SecondSex*

SalmanRushdie :

Introduction to Imaginary Homelands

EdwardSaid : *Orientalism:Introduction.*

Homi Bhabha : *'How Newness enters the world: Postmodern space, Post Colonial times and the trials of cultural translation', in the Location Of Culture*

Gayatri Chakraborti

Spivak : *Can the SubalternSpeak?*

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz;MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

RecommendedReadings:

- Amritjit Singh, Peter Schmidt, Postcolonial Theory and the United States: Race, Ethnicity, and Literature, 2000

- Henry Schwarz, Sangeeta Ray edited, *A Companion to Postcolonial Studies*.
- J A Cuddon, *A Dictionary of Literary Terms and Literary Theory*, 1998
- Leroy Searle & Hazard Adams *Critical Theory Since Plato*, 3rd Edition, Cengage, 2005
- Bhabha, Homi, *Location of Culture*, Routledge; 1 edition 1994
- Beauvoir Simone De Introduction of *The Second Sex*, Vintage
- Saussure Ferdinand de *Course in General Linguistics*, McGraw-Hill, 1965
- Said Edward, *Orientalism*, Vintage 1969.
- Spivak Gayatri Chakrabarti *Can the Subaltern Speak?* Turia & Kant, 2007

LINGUISTICS AND ENGLISH LANGUAGE TEACHING

Course Code: MEG402

Credit Units: 04

Course Objective:

This paper aims to provide the learner the basic knowledge of Linguistics. This course will introduce the intricacies of language and linguistics to the students focusing on the application of linguistic knowledge in language teaching. The focus of the paper is also to introduce the learners with difference in language learning and language acquisition.

Introduction: What is language? Characteristics of human language; Linguistics: Definition and explanation; Importance and applications of linguistics; Levels of language study.

Phonetics and Phonology: Difference between Phonetics and Phonology; Classification of sound system; Articulation and Production of sounds; Tone, Accent and Stress.

Sociolinguistics: Language; Dialect; Registers; Bilingualism; Multilingualism.

Psycholinguistics: Chomsky's Performance and Competence:

Methods of Language Teaching and Learning: Grammar Translation; Audio – Visual; Immersion (Total and Partial); Direct Method; Communicative Language Teaching..

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz;MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Adams ,V.1973. *An Introduction to Modern English Word Formation*. London:Longman
- Chomsky,N.,and M.Halle.1968. *The sound pattern of English*. New York: Harper andRow.
- Lyons J, 1977. *Semantics*. 2 Vols. Cambridge: Cambridge UniversityPress.
- Crystal D.1997. *Encyclopedia of Language: 2nd Vol.*, Cambridge: Cambridge University Press

INDIAN LITERATURE IN TRANSLATION

CourseCode:MEG403

Credit Units: 04

Course Objective:

The course aims at introducing certain key texts of the ancient and modern Indian traditions for detailed reading and critical analysis. The course had become a critical addition to M.A programme in English, considering the recent emphasis put on the native traditions in understanding literature and the related disciplines. The texts delineate the importance of the oral traditions and give important perspectives on the literary issues like author and reader, text and textuality, literature and society, literature and genre, language and literature et al.

Text:

VedVyas	:	TheMahabharata
Bhasa	:	The Vision of Vasavadatta(Svapna-vasavadattam)
BharataMuni	:	Natyashastra
Mira	:	Life without Hari is no life', Today your friendiscoming', Murli , sounds on the banks of the Jumna''The Bil woman tasted them, plum after plum', 'I have talked to you', 'Go to where my loved one lives',
Kabir	:	
Poems : 'Hey Qazi , what's the book you're preaching from?', 'Tellme, Ram; what will happen to me? 'If cast was what the Creator had in mind?, Why be so proud of this useless, used –up body? Pundit, so well-read,goask God'.Epigrams : 'The true master', 'Your chance of human birth', ' Scorched by the forest fire', 'They burn', 'Kabir: My mind was soothed', 'God is the jewel', 'Kabir: The hut was made of 'The pundits have taken',.		
Ghalib	:	Charagh I Dair (Temple
Lamps)RabindraNathTagore	:	The PostOffice
PremChand	:	Godan
Shrilal Shukla	:	RaagDarbari

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz;MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

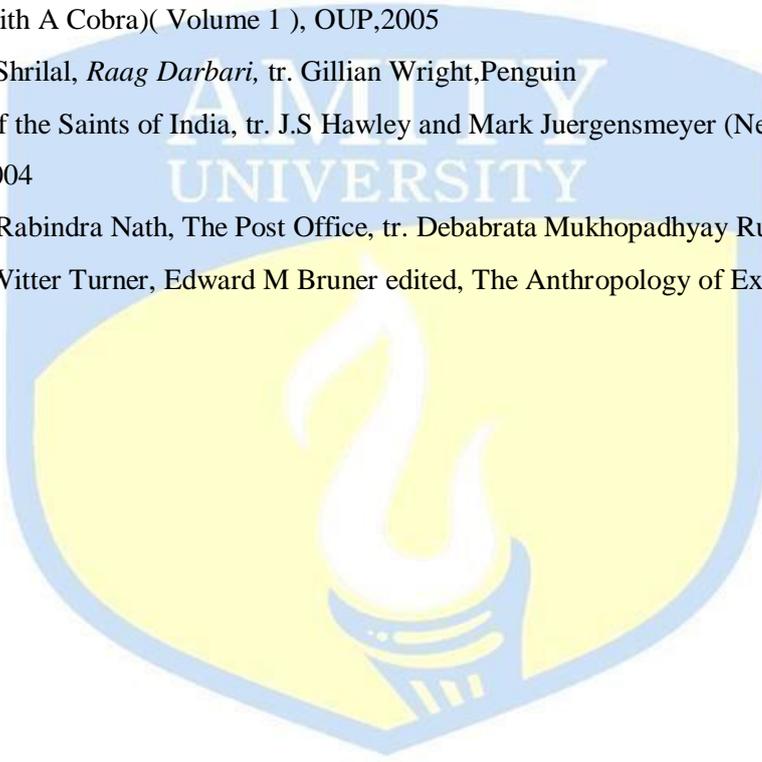
END TERM EXAM (EE)

COMPONENTS	EE

WEIGHTAGE %	50
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Recommended Readings:

- Ananta Ch Sukla edited, Art and Representation: Contributions to Contemporary Aesthetics,2000
- Ananta Ch. Sukla edited, Art and Representation: Contributions to Contemporary Aesthetic,2000
- Arthur A Macdonell, [A History Of Sanskrit Literature](#)
- Bharata Muni, Madhusudana Sastri, Abhinavagupta, Natyasastram, Kasi Hindu Visvidyalaya Samsk,1971.
- Jafri, Sardar & Q Hyder, *Ghalib and His Poetry*, Popular Prakshan, Bombay,1970
- Karnad, Girish, Tuglaq in ,Collected Plays: Tughlaq, Hayavadana, Bali : The Sacrifice, Naga- Mandala (play With A Cobra)(Volume 1), OUP,2005
- Shukla Shrilal, *Raag Darbari*, tr. Gillian Wright,Penguin
- Songs of the Saints of India, tr. J.S Hawley and Mark Juergensmeyer (New Delhi: Oxford University Press,2004
- Tagore Rabindra Nath, The Post Office, tr. Debabrata Mukhopadhyay Rupa & Co.2002
- Victor Witter Turner, Edward M Bruner edited, The Anthropology of Experience,1986.



AMERICAN LITERATURE(Domain Elective)

Course Code: MEG404 Credit Units: 04

Course Objective:

This course will examine American Literature from the late 18th through the 19th century till the 20th century. In particular, it will focus on the relation of aesthetic innovation to the cultural milieu. The course will address these in the context of questions of genre and forms and changing understandings of gender, race, and nationalism.

Text:

Edgar Allan Poe	:	Philosophy of Composition, The Raven The Glass
Tennessee Williams	:	Menagerie
Henry Thoreau	:	Walden
Mark Twain	:	Adventures of Huckleberry Finn
Edward Albee	:	Who's Afraid of Virginia Woolf?
Ernest Hemingway	:	Farewell to Arms

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

(Q- Quiz; MT-Class Test-; PPT-Power Point Presentation; VV-Viva Voce; A- Attendance)

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Winthrop, Jordan D., et. al. The Americans: The History of a People and a Nation. Evanston: McDougal, Littell & Co., 1989.
- P. Zweig, Walt Whitman: The Making of a Poet (1984); D. S. Reynolds, Walt Whitman's America (1995).
- Bell, Michael Davitt. The Problem of American Realism. Chicago: U of Chicago P, 1993.
- Becker, George, ed. and introd. Documents of Modern Literary Realism. Princeton: Princeton University Press, 1963.
- Berthoff, Werner. The Ferment of Realism: American Literature, 1884-1919. New York: Free Press, 1965.
- Chase, Richard. The American Novel and Its Tradition. Garden City, N. Y.: Doubleday Anchor, 1957.

- Anderson and K. M. Sanderson, ed., *Mark Twain: The Critical Heritage*(1972).
- Stuart Levine and Susan Levine ed., *The Short Fiction of Edgar Allan Poe*, Urbana: University of Illinois, 1976,1990.
- ☐ Linda Wagner-Martin ed., *Hemingway: Eight Decades of Criticism*. Michigan State University Press, 2009.

EUROPEAN COMEDY(Domain Elective)

Course Code: MEG405

Credit Units: 04

Course Objective:

The course will introduce trends and issues related to European drama through study of the prescribed texts; develop critical arguments of local issues in relation to wider structures of individual plays and to generically structured theatre. The students will also be encouraged to make critical understanding of national and cross-national concepts of dramatic practice and identify the relationships between drama and wider philosophical, cultural and political issues.

Text:

Rabelais : The Histories of Gargantua and Pantagorel
Moliere : The Misanthrope
Bakhtin : The Grotesque
Milan Kundera : The Book of Laughter and
Forgetting George Meredith : Comedy

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

END TERM EXAM (EE)

COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Gregory Dobrov, Figures of Play: Greek Drama & Metafictional Poetics, 2000.
- Ian Watt, Myths of Modern Individualism: Faust, Don Quixote, Don Juan, Robinson Crusoe, 97

Postmodern Indian English Theatre & Drama (DE)

Course Code: MEG406

CreditUnits: 04

Course Objective:

The need of the hour is knowing our (Indian) culture. National Education policy also focuses on incorporating Indian texts in education system. The course aims at developing the learners' interest in Indian theatre and drama. Students will be learning Postmodern drama, its trends and movements. Development of New Theatre Movement and other literary changes in the field of drama. In depth of study of the prescribed texts will enable them to the technicalities of Postmodern theatre & drama.

Text:

Badal Sircar: Indian History Made Easy

Vijay Tendulkar

Silence! The Court is in Session

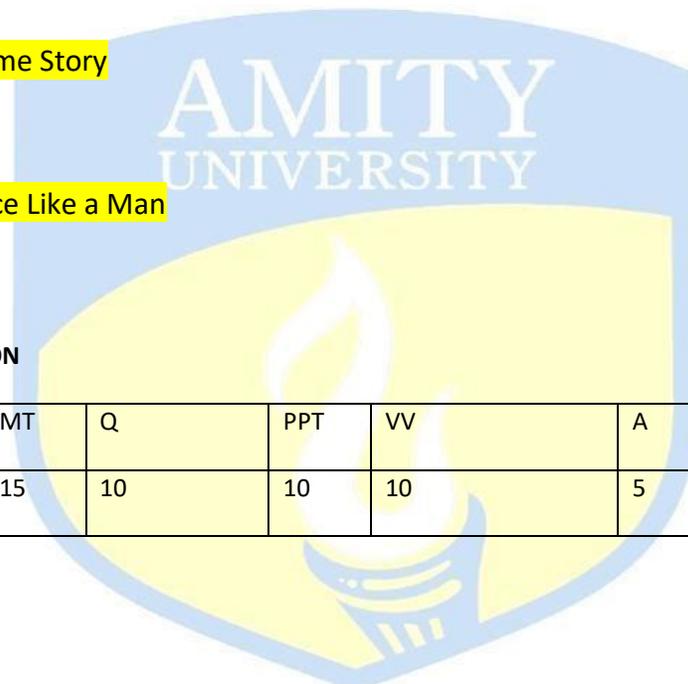
Kiran Nagarkar: Bedtime Story

Mahesh Dattani: Dance Like a Man

CONTINUOUS EVALUATION

COMPONENTS	MT	Q	PPT	VV	A
WEIGHTAGE%	15	10	10	10	5

END TERM EXAM (EE)



COMPONENTS	EE
WEIGHTAGE %	50

Recommended Readings:

- Banham, Martin, ed. 1998. *The Cambridge Guide to Theatre*. Cambridge: Cambridge UP.
- Brandon, James R. 1981. Introduction. In Baumer and Brandon
- Brockett, Oscar G. and Franklin J. Hildy. 2003. *History of the Theatre*. Ninth edition, International edition. Boston: Allyn and Bacon.
- Baumer, Rachel Van M., and James R. Brandon, eds. 1981. *Sanskrit Theatre in Performance*. Delhi: Motilal Banarsidass, 1993.
- Richmond, Farley. 1998. "India." In Banham (1998, 516–525).
- Richmond, Farley P., Darius L. Swann, and Phillip B. Zarrilli, eds. 1993. *Indian Theatre: Traditions of Performance*. U of Hawaii P.
- Sharma, Shrikrishna, ed. 1996. *Rangkarmi*. Cultural Societies of Rajasthan. (1996, 139)
- Sarcar, Badal. Indian History Made Easy and other plays. Amazon.in
- Nagarkar, Kiran. Bedtime Story.

Dissertation

Course Code:MEG450

Credit Units: 14

GUIDELINES

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Selecting the Dissertation Topic

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for sometime.

It is important to distinguish here between ‘_dissertation topic’ and ‘_dissertation title’. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to business, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

The Dissertation plan or outline

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.
- It provides your faculty-guide with an opportunity, at an early stage of your work, to make constructive comments and help guide the direction of your research.
- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

Keeping records

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct quotation and what is your paraphrase.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: *Executive Summary*.
- Next is the acknowledgement.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions,

possibly with a suggestion of the direction of future research on the area.

- After this concluding chapter, you should give a list of all the references you have used. These should be cross-references with your text. For articles from journals, the following details are required e.g.

Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.

For books, the following details are required:

Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996

- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

The Layout Guidelines for the Dissertation:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3cm

Guidelines for the Assessment of the Dissertation

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion from the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.

Assessment Scheme:

Continuous Evaluation:	40
	%
(Based on Abstract, Regularity, Adherence to initial plan, Records etc.)	
Final Evaluation: Based on,	60
	%
Contents & Layout of the Report,	25
Conceptual Framework,	10
Objectives & Methodology and	10
Implications & Conclusions	15

Course Title: Anandam

Type: Compulsory

Semester I

Course Code:AND001

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading **“Group Community Service Project”**, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester II

Course Code:AND002

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society

- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).

2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester III

Course Code:AND003

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants** are to be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any

- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to <=54hrs (30-40 marks)**
- **O grade >54 hrs to <=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.

2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

BEHAVIOURAL SCIENCE - I (SELF-DEVELOPMENT AND INTERPERSONAL SKILLS)

Course Code: BSS111

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Develop your understanding of who you are; what your core purpose is, what your values are and what limits your success
2. Manage your emotions and feelings more effectively to have the impact that you need
3. Develop the way that you regulate and control your emotions
4. Learn about your behavioral preferences to become more self-awareness

Develop and build your emotional intelligence.

Course Objective:

This course aims at imparting an understanding of:

Self and the process of self exploration

Learning strategies for development of a healthy self esteem

Importance of attitudes and their effect on work behavior

Effective management of emotions and building interpersonal competence.

Course Contents:

Module I: Understanding Self

Formation of self concept

Dimension of Self

Components of self

Self Competency

Module II: Self-Esteem: Sense of Worth

Meaning and Nature of Self Esteem

Characteristics of High and Low Self Esteem

Importance & need of Self Esteem

Self Esteem at work

Steps to enhance Self Esteem

Module III: Emotional Intelligence: Brain Power

Introduction to EI

Difference between IQ, EQ and SQ

Relevance of EI at workplace

Self assessment, analysis and action plan

Module IV: Managing Emotions and Building Interpersonal Competence

Need and importance of Emotions

Healthy and Unhealthy expression of emotions

Anger: Conceptualization and Cycle

Developing emotional and interpersonal competence

Self assessment, analysis and action plan

Module V: Leading Through Positive Attitude

Understanding Attitudes

Formation of Attitudes

Types of Attitudes

Effects of Attitude on

Behavior

Perception

Motivation

Stress

Adjustment

Time Management

Effective Performance

Building Positive Attitude

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

Text & References:

- Towers, Marc: Self Esteem, 1st Edition 1997, American Media
- Pedler Mike, Burgoyne John, Boydell Tom, A Manager's Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.
- Khera Shiv: You Can Win, 1st Edition, 1999, Macmillan
- Gegax Tom, Winning in the Game of Life: 1st Edition, Harmony Books
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt. Ltd.
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.

(BEHAVIOURAL COMMUNICATION AND RELATIONSHIP MANAGEMENT)

Course Code: BSS211

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate an understanding of interpersonal skills as part of effective communication processes.
2. Identify the effects of behaviour on interpersonal communication
3. Demonstrate a range of effective interpersonal communication skills
4. Use assertiveness and interpersonal skills in the workplace team
5. Utilise effective communication skills to build strong relationships
6. Develop, implement and promote effective communication techniques

Course Objective:

This course aims at imparting an understanding of:

Process of Behavioral communication

Aspects of interpersonal communication and relationship

Management of individual differences as important dimension of IPR

Course Contents:

Module I: Behavioral Communication

Scope of Behavioral Communication

Process – Personal, Impersonal and Interpersonal Communication

Guidelines for developing Human Communication skills

Relevance of Behavioral Communication in relationship management

Module II: Managing Individual Differences in Relationships

Principles

Types of issues

Approaches

Understanding and importance of self disclosure

Guidelines for effective communication during conflicts

Module III: Communication Climate: Foundation of Interpersonal Relationships

Elements of satisfying relationships

Conforming and Disconfirming Communication

Culturally Relevant Communication

Guideline for Creating and Sustaining Healthy Climate

Module IV: Interpersonal Communication

Imperatives for Interpersonal Communication

Models – Linear, Interaction and Transaction

Patterns – Complementary, Symmetrical and Parallel

Types – Self and Other Oriented

Steps to improve Interpersonal Communication

Module V: Interpersonal Relationship Development

Relationship circle – Peer/ Colleague, Superior and Subordinate

Initiating and establishing IPR

Escalating, maintaining and terminating IPR

Direct and indirect strategies of terminating relationship

Model of ending relationship

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS-** Journal of Success; **HA-** Home Assignment; **P-** Presentation; **V-** Viva; **Q-** Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **A-** Attendance

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassell
- HarvardBusinessSchool, Effective Communication: United States of America
Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers

BEHAVIOURAL SCIENCE - III (LEADING THROUGH TEAMS)

Course Code: BSS 311

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Describe team design features and the difference between team and group, and components of the concept.
2. Identify the patterns of interaction in a team, method of studying attractions and repulsions in groups sociometry and construction of socio-gram for studying interpersonal relations in a Team.
3. Analyze various stages of team growth, team performance curve profiling a team: Role of leadership in managing team.
4. Differentiate between management values, pragmatic spirituality in life and organization building global teams through universal human values.
5. Demonstrate the leaning of teams, leadership and values, pragmatic spirituality in life and organization building global teams.

Course Objective:

This course aims to enable students to:

Understand the concept and building of teams

Manage conflict and stress within team

Facilitate better team management and organizational effectiveness through universal human values.

Course Contents:

Module I: Teams: An Overview

Team Design Features: team vs. group

Effective Team Mission and Vision

Life Cycle of a Project Team

Rationale of a Team, Goal Analysis and Team Roles

Module II: Team & Sociometry

Patterns of Interaction in a Team

Sociometry: Method of studying attractions and repulsions in groups

Construction of sociogram for studying interpersonal relations in a Team

Module III: Team Building

Types and Development of Team Building

Stages of team growth

Team performance curve

Profiling your Team: Internal & External Dynamics

Team Strategies for organizational vision

Team communication

Module IV: Team Leadership & Conflict Management

Leadership styles in organizations

Self Authorized team leadership

Causes of team conflict

Conflict management strategies

Stress and Coping in teams

Module V: Global Teams and Universal Values

Management by values

Pragmatic spirituality in life and organization

Building global teams through universal human values

Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc.

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

Text & References:

Organizational Behaviour, Davis, K.

- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Dick, McCann & Margerison, Charles: Team Management, 1992 Edition, viva books
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, HarperCollins College Publishers

Semester I

Course Code: FLC- 101/111

Credit Units : 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Aim: The Aims of Chinese language course at AUR is to equip students with the basic knowledge & skills in Chinese language so as to enable them to interact with Chinese speaking people and efficiently work in the Chinese environment and also to build a solid foundation for further studies in the language.

Course Learning Objectives:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

On the completion of first semester the students will be able to:

- Understand the nature and characteristics of Chinese language.
- Read Chinese Pinyin and Chinese Characters.
- Write Chinese Characters and sentences related to greetings & personal information.
- Speak Chinese dialogues related to greetings & personal information.
- Listen and understand simple Chinese words and dialogues of the text.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use; approx 70 Characters including 50 characters of HSK level -I.
- Understand China as a powerful nation.

COURSE CONTENT

1. Introduction to Chinese Language
2. Introduction to the Sound System , Initials and Finals
3. Table of sounds of Beijing Dialect
4. Tones
5. Writing System & Basic Strokes of Chinese Character
6. Rules of Stroke-Order of Chinese Character,
7. Expression of Greetings & Good wishes
8. Farewell
9. Asking & telling Personal Information : Name & Age
10. Personal Information : Residence
11. Personal Information : Family Members

12. Listening Skill & Practice
13. Conversation based on dialogues
14. China; an emerging world power (In English)

VOCABULARY CONTENT

Vocabulary will have approx 70 Characters including 50 characters of HSK-I level.

1. Vocab related to greetings & farewell; 你好, 再见。。。
2. Vocab related to personal information; 名字, 年纪, 家住, 爸爸。。。

GRAMMATICAL CONTENT

1. Introduction to the sound system, initials and finals, sound table & tones.
2. Basic strokes of Chinese Character & stroke- order.
3. Conjunction 和
4. Word order in Chinese sentence.
5. Adjective Predicate sentence.
6. 是sentence type (1).
7. Interrogative sentence with 吗
8. Attributive & structural particle 的

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Elementary Chinese Reader Book-I (suggested reading)

FOREIGN LANGUAGE CHINESE

Semester - II

Course Code: 201/211

Credit Units: 02

Course Learning Objectives:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

On the completion of second semester the students will be able to:

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues with correct pronunciation & tone.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Manipulate basic grammatical structures such as questions type (2), 有 sentence, verbal predicate, 们, numeration, time etc.
- Master and use most essential vocabulary items of day to day use; approx 110 Characters including 50 characters of HSK level -I.
- Understand Sino-Indian Relations.

COURSE CONTENT

1. Personal information : hobbies & habits
2. Personal information : abilities
3. Expression of gratitude
4. Expression of apology
5. Numbers & currencies
6. Expression of time
7. Description of weather
8. Description of direction,
9. Listening of dialogues
10. Conversation based on dialogues
11. Chinese CBT package /video clipping
12. Sino-Indian relations (in English)

VOCABULARY CONTENT

Vocabulary will include approx 110 Characters including 50 Characters of HSK-I level.

1. Vocab related to hobbies, abilities, gratitude, apology numbers, time, weather, direction, etc will be covered.

GRAMMAR CONTENT

1. Question of type (2) & (3)

2. 有sentence
3. Auxiliary verbs:要会能 可以
3. The sentence with a verb as its predicate.
4. 们 a plural suffix
5. Numeration
6. Interrogative pronoun 多少
7. Counting Money
8. A numeral-measure word as the attributive
9. Time words: Time, month, day & date
10. The demonstrative pronoun as the attributive
11. The adverbial adjunct:
12. Words of location

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I (suggested reading)
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Practical Chinese Grammar for foreigners (suggested reading)

FOREIGN LANGUAGE CHINESE

Semester - III

Course Code: FLC- 301/311

Credit Units: 02

Course Learning Objectives:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc

On the completion of third semester the students will be able to attain the proficiency of HSK-I and they will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language.
- Manipulate basic grammatical structures such as: 在, 是, 有 sentence, etc.
- Master and use most essential vocabulary items of day to day use and programme specific vocabulary; approx 100 Characters including 50 characters of HSK level -I.

COURSE CONTENTS

1. Description of size
2. Description of quantity
3. Asking and replying questions on shopping
4. Asking and replying questions on Communication
5. Conversation Related to Study
6. Conversation Related to Work
7. Expression of Simple Feelings
8. Listening of dialogues
9. Conversation based on dialogues
10. Programme Specific Vocabulary & Expressions
11. Chinese CBT Package
12. Chinese Festivals (In English)

VOCABULARY CONTENTS

1. Vocabulary will include approx 100 Characters including 50 Characters of HSK-I level.
2. Vocab related to size, quantity, shopping, communication, study, work and simple feelings and Programme Specific Vocabulary will be covered during this semester.
3. By the end of third semester the students will be able to master all 150 characters set for the HSK level-I.

GRAMMATICAL CONTENTS

1. Antonyms
2. Prepositional phrases
3. The object of 在 从
4. Complement of degree
5. Preposed object
6. Verb 在
7. 有 and 是 indicating existence
8. Question of type (4)
9. The 是 sentence type (2).
10. Sentence with a verb taking two objects

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I
2. Chinese reader (HSK Based) book-I
3. Module on Programme specific vocab.

Foreign Language Spanish

Semester 1: Course Code: FLS 101/111 Credit units : 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.

- To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing. Students will be able to:

- Greet Formally and Informally
- Talk about gender, numbers and articles.
- Deal with basic Phonetics
- Introduce oneself and others
- Talk about Professions and nationalities
- Count from 1 To 20
- Get introduced to Hispanic Culture

Course Contents:

Vocabulary: Passport Form, personal information, age, Interrogative pronouns, Alphabets, to be able to spell names, surnames, Good morning, good afternoon, Good bye Etc. different professions, countries, nationalities, languages.

Grammar:

Subject pronouns

Use of verbs SER/ESTAR/TENER in simple present tense

Use of regular AR /ER/IR ending verbs.

Llámarse y dedicarse

Simple Negativesentences

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					EndSem Evaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) byMatideCerralozza Aragón, oscarCerralozza Gilli, Begoña Llovet Barquero, EdelsaGroup didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 2: Course Code: FLS 201/211 Credit units : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.
- To enhance all five skills of the language: Reading, Writing, Listening, Interacting and speaking.
- Adjectives to describe people
- To talk about locations and places.
- To be able to form basic questions
- Counting till 100
- To be able to speak about daily Routine and verbs of daily usage both regular & irregular verbs.

Course Content:

Vocabulary:

Home, Classroom, Neighborhood, hotel, Restaurant, Market, Days name, Months name, Colors names etc. Interrogatives.

Grammar:

Use of SER/ESTAR/TENER/ HAY

Difference between Estar and Hay

Demonstrative pronouns

Interrogatives – what, which, why, how, who, when

Introduction of irregular verbs

Possessive pronouns

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 3: Course Code: FLS 301/311 Credit units : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.
 - To enable the students to talk about a place like, class room, market, neighborhood and location of thing with the use of prepositions.
 - To talk about one's likes/dislikes, how one is feeling, to express opinions, pain and illness.
 - Time and date
 - Speaking about prices/currency/ market and quantity.
 - Counting above 100,
 - To discuss near future plans

Course Content**Vocabulary:**

Vocabulary pertaining to describe people/ place /objects, Illness, Currency, Market etc. preferences, opinions , body parts etc.

Grammar:

Introduction of stem changing irregular verbs

Introduction of prepositions (Cerca de/ lejos de/ encima de etc.)

Present continuous tense (**Estar+ gerundio**)

Introduction of third person verbs Gustar/Parecer/Encantar/ Doler etc

Interrogatives – How much/ How many

Introduction of irregular verbs.

Immediate future plans (Ir a + verbo)

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) byMatideCerralozza Aragón, oscarCerralozza Gilli, Begoña Llovet Barquero, EdelsaGroup didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language German

Semester 1:Course Code: FLG 101/111

Credit units : 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .

- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing German language.

After successful completion of this semester, students will be able to:

- greeting formally and informally.
- self introduction
- countings from 1 To 100
- make simple sentences using present tense
- spelling names.
- describing objects with articles in the classroom

Course Contents:

Vocabulary:

- Personal information like age, name etc.
- Alphabets
- Greetings: Good morning, good afternoon, good evening,
- parting good bye Etc.
- describing objects with articles in the classroom

Grammar:

- Personal Pronouns
- Use of verbs >to be< and >to have< in simple present tense
- Use of regular verbs like to live, to go, to learn etc.
- Using definite and indefinite article in German in nominative case
- Interrogative pronouns > **who, what, where, where from, where to**<
- talk about gender, numbers and articles.
- Singular and plural
- Basic Phonetics: Consonants and Vowels

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007
Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013
Dictionaries for reference: Studio D: Glossar A1 - Deutsch – Englisch, Cornelsen, 2013
<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language German

Semester 2: Course Code: FLG 201/211

Credit units : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- Recognizing geographical locations.
- Know famous places in Germany and Europe.
- To be able to form basic questions
- use of past participle of verb was/were and make sentences.
- able to conjugate irregular verbs
- use possessive article for the nominative case
- Use of adjectives in sentences.
- They can describe their house like number of bedroom, kitchen etc
-

Course Content:

Vocabulary

- Verb was/were
- Types of Houses and Apartments,
- State and cities
- directions like north, south etc.,
- Neighboring countries of Germany and their respective languages.
- Description of house: Bedroom, bathroom, kitchen etc.

Grammar:

- Interrogatives – what, which, why, how, who, when
- Yes - no question
- Introduction of irregular verbs
- Article in accusative (definite and indefinite)
- Possessive article

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lesson 11 onwards from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –English**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language German

Semester 3: Course Code: FLG 301/311

Credit units : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- describe furniture in a room.
- ask question related to time like when, from when etc.
- tell time (formal and informal)
- how to make calls on phone
- can excuse for cancel appointments.
- speak about their daily routine.

Course Contents

Vocabulary:

- Furniture
- Days and months name
- Time vocabulary like 15 min, quarter, minute, seconds.
- Adjectives use to describe furniture.

Grammar:

- Past participle of verb had
- Usage of negation like **not = nicht; kein= not a single.**
- Preposition of time.
- Use of adjective in sentences.
- Introduction and use of separable verbs

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

ForeignLanguage (Non Technology)

Semester1: (français.com (Débutant)) Course Code: FLN 101/111Creditunits: 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing French language.

Familiarize the students of French Language with:

1. addressing someone
2. to present oneself and someone else
3. formal and informal addressal to others
4. work place

Course Contents:

Unit 1: Pg: 9-24

A. Lexical:

- Transparent words
- Formulas of politeness: Hello, please, thankyou etc.
- salutations, excuses
- Numbers from 0 to 99.

- Adjectives of nationalities
- alphabets
- professions
- activities of the enterprises
- Personal details like phone number, address etc.

B. Grammar:

- Definite and indefinite articles
- Masculine, feminine and plural of nouns
- Subject pronouns : I, You, He, She etc. (je, tu, il, elle, vous etc.)
- verbs: To be, to have, to speak, to live, to call oneself, to do, to know, to sell
- masculine and feminine of the nationalities
- It's me and it's you
- This is/ It is + Profession
- Who is this? What is this?
- Complement of noun with « of » example : the house of Ram
- Interrogative word which/what "Quel"

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Semester2:(français.com (Débutant))Course Code: FLN 101/111CreditUnits : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etcTo familiarize the students of French Language with:

1. to identify the objects and to explain their usage.
2. to do a purchasing in a market, to discuss the price etc.
3. Comparison of the objects.

Course Contents

Unit 2: Pg: 26-40

a. Lexical:

- Everyday small objects
- Numbers from 0 to 1000
- To ask the price of a thing
- Furniture of office
- Adjectives for describing the objects
- colours

b. Grammar:

- Possessive adjectives
- for + infinitive form of the verb
- verb: to have
- negative : not/don't (ne-pas)
- question with « do »formation « est-ce que »?
- question with the “Si”
- prepositions of place
- There is, there are/is there? Are there?
- Placing of the adjectives

- There is a shortage of/Something is missing
- comparatives and superlatives
- tonic pronouns
- pronoun « on »

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penformis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Semester3:(français.com (Débutant)) Course Code: FLN 301/311Credit Units: 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etcTo familiarize the students of French Language with:

1. the time
2. daily routine
3. the date
4. the work & the hobbies

Course Contents

Unit 3: (français.com (Débutant))Pg: 42-56

A. Lexical:

- time
- verbs : open, close, start, finish
- the stage of a day
- games and sports
- daily activities at work, division of work-hobbies
- the calendar: months, seasons, dates, days of the week
- climate, weather
- expressions on telephone
- salutations in an e-mail

B. Grammar:

- Questions with « at what time »?
- demonstrative adjectives
- pronominal verbs in present
- les prepositions of: to go to or to come from
- adverbs de frequency
- Why...? Because...
- expressions indicating the date
- impersonal verbs
- verb “can” (+ infinitive)

- Monday, next Monday

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

FOREIGN LANGUAGE **CHINESE**

Semester - 1

Course Code: FLC A2111

Credit Units : 02

Program Learning Outcomes:

- To produce global citizens speaking an International language in keeping with the institutional vision.
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning Objectives:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

To familiarize the students of Chinese language with:

1. Shopping at Chinese shops/stores.
2. Using public transportation.
3. Taking medical assistance
4. Talk in Chinese on such topics as sports and entertainment
5. Conversation at hotel.

COURSE CONTENT

1. Conversation related to Shopping
2. Using various modes of Transportation
3. Expressions related to Medical care
4. Talking about Sports
5. Asking questions and answering simple questions: Entertainment
6. Conversation related to staying at hotel
7. Topic related Video clippings

VOCABULARY CONTENTS

1. Vocabulary will include approx 90 Characters related to such topics as shopping, transportation, medical care, sports, entertainment, at hotel etc.

GRAMMAR CONTENTS

1. Multi-verbal sentences; 每 ; structural particle, 的 ; 从。。起 ; 从。。到 , 地
2. Simple directional complement
3. 是。。的。
4. Complement of result; 到 dao, 上 shang ; pivotal sentence; action in progress.
5. Aspectual particle 着

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Assignment	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Professionals Handbook for Learning Chinese Vol II (Major Text book), Goyal Publishers
2. Learn Chinese with me book-II (suggested reading), People's Education Press
3. Elementary Chinese Reader Book-II (suggested reading)

**Foreign Language
Chinese**

Semester - 2

Course Code: FLC A2211

Credit Units: 02

Course Learning Objectives:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

On the completion of second semester the students will be able to:

1. Engage in conversation at Chinese restaurant.
2. Express Simple Emotions and Ideas in Chinese.
3. Seek opinion of others, make suggestions, do comparison and explain reason in Chinese language.

COURSE CONTENT

1.	Dining at Restaurant (eating & drinking)
2.	Expressing Simple Emotions and Ideas
3.	Seeking opinions of others
4.	Making Suggestions
5.	Making Comparison
6.	Explaining the reason
7.	Topic related video clippings

VOCABULARY CONTENT

1. Vocabulary will include approx 80 Characters covering such fields as ‘At restaurant’, Expressing Simple Emotions and Ideas; Seeking opinion of others; Making Suggestions; Making Comparison and Explaining the reason.

GRAMMAR CONTENT

1. The compound directional complement
2. Sentence with implied passive voice
3. 被 sentences; 比 sentences
4. Potential complement; duplication of adjectives.
5. 一点儿, yi dian er; 有一点儿 you Yi dian er 。一 yi 。 。就 jiu ; compound sentences

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Assignment	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Professionals Handbook for Learning Chinese Vol II (Major Text book), Goyal Publishers
2. Learn Chinese with me book-II (suggested reading), People’s Education Press

3. Elementary Chinese Reader Book-II (suggested reading)
4. Topic related Video clippings

FOREIGN LANGUAGE **CHINESE**

Semester - 3

Course Code: FLC A2311

Credit Units: 02

Course Learning Objectives:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

On the completion of third semester the students will be able to:

1. Communicate in Chinese at workplace.
2. Attend meeting and talk on telephone using Chinese language.
3. Understand official work and send emails in Chinese.
4. Communicate in Chinese while attending job interview and joining new post.

COURSE CONTENT

1. Conversation at work place.
2. Conversation at meeting
3. Making a telephone call
4. Official work
5. Email writing
6. Joining New post
7. Job Interview

VOCABULARY CONTENT

1. Vocabulary will include approx 80 Characters covering fields related to work, meetings , telephone call, official work etc.

2. At the end of third semesters students will be able to master 600 Characters related to day to day life.

GRAMMAR CONTENT

1. Progressive aspect of action using 在。。。呢
2. Completion of action With 过 & 了。
3. Actions going to take place: “要……了”
4. continuous aspect of action with “着”

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Assignment	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Professionals Handbook for Learning Chinese Vol II (Major Text book), Goyal Publishers
2. Learn Chinese with me book-II (suggested reading), People’s Education Press
3. Elementary Chinese Reader Book-II (suggested reading)
4. Video Clipping

Foreign Language Spanish

Semester 1: Course Code: FLS A2111

Credit units: 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences

To familiarize the students of Spanish Language with

- To talk about incidents in past
- To narrate your past habits, childhood experiences etc.
- To describe major historical & cultural events.
- To familiarize students with important Hispanic personalities
- Typical question/Answer preparation for a job interview & CV

Course Content:

Unidad 10, 11 from Nuevo Español Sin Fronteras

Vocabulary Content:

Vocabulary of Curriculum vitae- Personal information, academic data, work experience, designation, area of interest, career objectives etc.

Grammar Content:

Preterito indefinido tense,

Preterito Imperfecto Tense.

Practice exercises on both the tenses as the usage is completely different in comparison with English

Object Pronouns

Imperatives

Examination Scheme

Total; 100 Marks

- **Internal evaluation : 50 Marks**
- **Following are the components of Internal Evaluation.**
- **EXAMINATION SCHEME**
- **Total: 100 marks**

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralozza Aragón, Oscar Cerralozza Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 2: Course Code: FLS A2211

Credit units : 02

Course Learning objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences

- Narrating actions and incidents in past.
- Pluscuamperfecto Tense
- To be able to write job letters/formal letters.
- Typical Questions/answers for job interview preparation
- Spanish Food habits and culinary traditions

Course Content:

Unidad 11 & 12 from Nuevo Español Sin Fronteras

Vocabulary content: Vocabulary related to Past tenses, culinary, cultural traditions

Grammar Content:

Preterito Indefinido

Preterito imperfect tense

Pluscuamperfecto tense

Object Pronouns

Regular and Irregular Imperatives

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matide Cerralzoza Aragón, oscar Cerralzoza Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 3: Course Code: FLS A2311

Credit units : 02

Course Learning objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences
- To be able to write formal and informal, business letters/ E-mails
- Translating basic technical texts from Spanish to English
- Essay writing on different issues.
- Spanish for specific purposes

Course Content:

Unidad 12 from Nuevo Español Sin Fronteras and additional materials to be provided from Contemporary Spanish websites/newspapers

Vocabulary:

Interview related vocabulary : Formal greetings, qualification, work experience, Training, Business Spanish, Report writing etc.

Grammar:

Revision of all the tenses:

Presente de Indicativo

Estar + Gerundio

Preterito perfecto

Futuro de indicativo

Preterito indicativo

Preterito imperfecto

Imperatives.

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A. 2005

Pasaporte Nivel (A1) by Matilde Cerralzoza Aragón, Oscar Cerralzoza Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language German

Semester 93: Course Code: FLG A2111

Credit units : 02

Course Objective:

After successful completion of this semester, students will be able to:

- able to form dialogue between doctor and patient.
- give order, request, suggestions and commands in positive and negative both.(formal and informal)
- use of imperative in different types of situation: In a bar/ Classroom/ Market etc. and express prohibitions and permissions
- make a curriculum vitae.
- write job letters/formal letters and deal typical question answer preparation of a job interview

Course Content:

Vocabulary:

- Body parts
- Diseases
- Qualifications
- Courses
- Professions
- Formal greetings

Grammar:

- Imperative regular and irregular verbs
- Modal verb to allow and should
- Personal pronoun in accusative
- Comparative and superlative

Course Learning Objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.
- Modal verb to allow and should
- Personal pronoun in accusative
- Comparative and superlative

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Course Learning Objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

After successful completion of this semester, students will be able to:

- talk about their family members and relatives
- describe family fest like birthday, marriage etc.
- write Informal letter (to invite for and occasions or to decline the invitation)

Course Content:

Vocabulary:

- Family members
- Festivals
- Gifts
- Cloths

Grammar:

- Use of because in sentences
- Use of that and so that
- W-questiion why
- Adjective ending in dativ
- Genitive with of
- Possessive pronoun in dative

Course Learning Objective :

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Semester 3: Course Code: FLG A2311

Credit units : 02

Course Learning Objective :

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

After successful completion of this semester, students will be able to:

- Can make sentences in past present and future
- Talk about journey
- Express their assumption

- Plan and book the journey
- Express opposition(but) and alternative (or)

Course Content:

Vocabulary:

- Travelling: luggage, tickets, camera etc.
- Means of transportation
- Public places
- Tourist places

Grammar:

- Future tense with verb will
- Perfect tense
- Connector but
- Connector or , either

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Foreign Language French

Semester 1:(français.com intermediate)
Credit Units :02

Course Code: FLFA2111

Program Learning Outcomes:

- To produce global citizens speaking an International language in keeping with the institutional vision.
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

To familiarize the students of French Language with:

1. Initiating a discussion in French
2. To welcome a guest
3. To draft an email
4. To note an rendez-vous
5. To change one's rendez-vous

Course Contents

Unit 1 and Unit 2 (Chapters 1 and 2): Pg: 9-25

a. Lexical:

1. To present oneself, to take notes
2. To initiate a conversation
3. To welcome a traveler, to draft an email
4. To update one's diary
5. To postpone, cancel a meeting

b. Grammar:

- Present of the indicative
- Preposition of place
- Direct interrogation

- Complements of personal pronouns
- numbers
- simple future
- past tense(revision)
- conditional mode

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (intermédiaire). Paris: CLE International

Français.com (intermédiaire), livre de professeur <http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Course Learning Objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

To familiarize the students of French Language with:

1. Organizing a timetable
2. Share one's timetable
3. Details about a place
4. Travelling in a city and finding a way
5. Tourism

Course Contents

Unit 2 (chapter 3 and 4) and Unit 3: Pg: 26-40

A. Lexical:

- working conditions of the work
- Organize one's job timings
- To communicate one's timetable
- collect, present some information (history , geography, climate etc)
- inform oneself on the conditions of transport
- explain the Itinerary in the street
- visit an area, a touristic site

B. Grammar:

- recent past
- direct interrogation
- Present conditional form: formation and use
- expression of the future
- Expressions of time: at, since, during, for, it's been etc.
- Indirect Speech (in present)
- imperative
- imperfect et past tense
- Expressions of places: in front of, facing, straight etc.
- Passive form of the past tense

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (intermédiaire). Paris: CLE International

Français.com (intermédiaire), livre de professeur <http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Course Learning Objective:

- Students will hone advanced language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of advance level.
- Students will be able to communicate with complex sentences.

To familiarize the students of French Language with:

- Choose ahotel and reserve a room
- Stay in ahotel
- Toreclaim
- To adapt oneself to thetraditions
- To order in arestaurant

Course Contents

Unit 4 and Unit 5 (Chapter 1 and 2) : Pg:46-61

A.Lexical:

- Hotelconcepts
- Appreciation and comments
- Letter ofreclamation
- Meals at home and at restaurant indetail
- Menu

B.Grammar:

- Relativepronouns
- Ypronouns
- Demonstratieadjectives
- Connectors in aletter
- Neither/nor

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Penfornis, J. (2007), Français.com (intermédiaire). Paris: CLE International
Français.com (intermédiaire), livre de professeur <http://apprendre.tv5monde.com/>
Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal
Supplementary Materials are given in form of photocopies



Bachelor of Arts English (Honors)

Programme Code: BEG

Duration – 3 Years Full Time

Programme Structure

And

Curriculum & Scheme of Examination

2021

Amity School of Languages

AMITY UNIVERSITY RAJASTHAN

JAIPUR

Program Learning Outcomes

1. Clearly express ideas orally and in writing
2. Demonstrate an understanding of, and appreciation of multicultural, including global perspectives
3. Conduct research demonstrating information literacy
4. Produce effective research papers and presentations
5. Appropriately apply skills and knowledge
6. 6.Analyze broad range of literature(s)

ProgrammeStructureBA(Hons.) English

(2021-24)

Bachelorof Arts English (Honors)						
CC	DE	VA	OE	NTCC	EVS	Total
09	3	4	0	7	0	23
09	3	4	3	7	4	30
09	3	4	3	8	0	27
09	3	4	3	9	0	28
09	3	4	3	12	0	31
06	3	0	0	9	0	18
51	18	20	12	52	4	157

FirstSemester

Code	Course	Category	L	T	P/FW	Credit
BEG101	HistoryofEnglishLiterature	CC	3	0	0	3
BEG102	EnglishPoetryfromChaucerto Blake	CC	3	0	0	3
BEG103	DramafromElizabethanto Restoration Age	CC	3	0	0	3
SelectanyoneoftheDEs						
BEG104	ClassicalLiteratureinTranslation	DE	3	0	0	3
BEG105	AmericanShortFiction					
BEG106	AnIntroductionto FolkLiterature					
BEG150	ProjectWork on Theatre	NTCC	0	0	5	5
AND001	Anandam	NTCC	0	0	2	2
ForeignLanguage(Selectany1)						
BCS101	English	VA	1	0	0	1
BSS103	Behavioral Science- UnderstandingSelffor Effectiveness	VA	1	0	0	1
ForeignLanguage(Selectany1)						
FLN101	French-1	VA	2	0	0	2
FLG101	German-1					
FLS101	Spanish-1					
FLC101	Chinese-1					
TotalCredits	23					

Second Semester

Code	Course	Category	L	T	P/FW	Credit
BEG201	History of English Language	CC	3	0	0	3
BEG202	English Poetry From Wordsworth to Tennyson	CC	3	0	0	3
BEG203	Modern Drama	CC	3	0	0	3
Choose any one of the DEs						
BEG204	Introduction to Linguistics	DE	3	0	0	3
BEG205	Indian Short Fiction					
BEG206	Tradition, Identity and Culture: Various Approaches					
AND002	Anandam	NTCC	0	0	2	2
BEG250	Project Work on Script Writing	NTCC	0	0	5	5
BCS 201	English	VA	1	0	0	1
BSS203	Behavioral Science- II Understanding Self and Effectiveness	VA	1	0	0	1
EVS 001	Environmental Science	VA	4	0	0	4
Foreign Language (Select any 1)		VA	2	0	0	2
FLN201	French-					
FLG201	German					
FLS201	Spanish					
FLC201	Chinese					
Open Elective						3

TotalCredits	30
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Third Semester

Code	Course	Category	L	T	P/FW	Credit
BEG301	20 th CenturyIndianEnglish Writing	CC	3	0	0	3
BEG302	EnglishNovel	CC	3	0	0	3
BEG303	LiteraryCriticism	CC	3	0	0	3
BEG350	ProjectWork on Story Writing	NTCC	0	0	6	6
AND003	Anandam	NTCC	0	0	2	2
ChooseanyoneoftheDEs						
BEG305	PostcolonialLiterature	DE	3	0	0	3
BEG306	British,AmericanandDiaspora Writings					
BEG307	TheFolkandModernNarratives					
BSS303	Behavioral Science- IIIInterpersonalCommunicationandRelationship Management	VA	1	0	0	1
BCS 301	CommunicationSkills	VA	1	0	0	1
ForeignLanguage(Selectany1)		VA	2	0	0	2
FLN301	French-					
FLG301	German					
FLS301	Spanish					
FLC301	Chinese					
OpenElective						3
TotalCredits						27

Fourth Semester

Code	Course	Category	L	T	P/FW	Credit
BEG401	Literary Criticism	CC	3	0	0	3
BEG402	Prose Down the Ages	CC	3	0	0	3
BEG 403	20 th Century Indian English Novel	CC	3	0	0	3
Choose any one of the DEs						
BEG404 BEG405 BEG406	Modern European Drama African American Writing Exploration of Folk Tradition and Conservation of Folklore	DE	3	0	0	3
BEG450	Project Work on Digital Media Content	NTCC	0	0	7	7
AND004	Anandam	NTCC	0	0	2	2
Behavioral Science-IV						
BSS404	Behavioral Science-IV Group Dynamics and Team Building	VA	1	0	0	1
BCS 401	Communication Skills-II	VA	1	0	0	1
Foreign Language (Select any 1)		VA	2	0	0	2
FLN401	French-					
FLG401	German					
FLS401	Spanish					
FLC401	Chinese					
Open Elective						3
Total Credits						28

FifthSemester

Code	Course	Category	L	T	P/FW	Credit
BEG501	ModernEnglishPoetry	CC	3	0	0	3
BEG502	ContemporaryLiterature-1	CC	3	0	0	3
BEG503	Fiction:Science&MysteryPlays	CC	3	0		3
Chooseanyoneofthe Des						
BEG504	IndianWomenWriting	DE	0	0	3	3
BEG505 BEG506	Women Writing in GeneralDimensionsofFolklore Studies					
BEG550	SummerInternshipProject	NTCC	0	0	10	10
AND005	Anandam	NTCC	0	0	2	2
BSS505	BehavioralScience-VIndividual, SocietyandNation	VA	1	0	0	1
BCS 501	CommunicationSkills-III	VA	1	0	0	1
Foreign Language(Selectany1)		VA	2	0	0	2
FLN501	French-					
FLG501	German					
FLS501	Spanish					
FLC501	Chinese					
OpenElective						3
TotalCredits						31

SixthSemester

Code	Course	Category	L	T	P/FW	Credit	
BEG601	Linguistics	CC	3	0	0	3	
BEG602	ContemporaryLiterature-II	CC	3	0	0	3	
BEG603	Dissertation	NTCC	0	0	9	9	
ChooseanyoneofDEs							
BEG604 BEG605	American Literature Regional Literature in Translation	DE	0	0	3	3	
TotalCredits							18

FIRST SEMESTER



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AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
History of English Literature	BEG 101	3:0:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify texts, its socio-political background, authors and genres of different ages and the development of literary traditions
CLO 2	Interpret and discuss key ideas, themes, and aesthetic modalities of different ages.
CLO 3	Explain how the texts, ideas, themes, and modalities arose within a given cultural or historic context.

CLO 4	Relate your knowledge of Socio-historical background on the classical texts of those times
CLO 5	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of classical texts and the writers.

B. SYLLABUS

Module I: - An Introduction to Middle English Literature

Module II: - An Overview: From Elizabethan to Puritan age and effect of Renaissance

Module III: -A brief study of age of Neo-classical age (Social and Political Background)

Module IV: Romantic Movement and French Revolution

Module V: - An Introduction to Victorian Age and Modern Period- Emergence of New Literatures in English

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Harry Blamires. 1984. A Short History of English Literature Second Edition. London. Rutledge
- David Daiches. 1979. History of English Literature, Vol. I, II, III. Allied Publishers.
- Jesse Matz. 2004. The Modern Novel: A Short Introduction. Wiley-Blackwell.
- Krishna, Arvind. An Illustrated History of Indian Literature In English. Orient Black Swan.
- Sanders, Andrew. Short Oxford History of English Literature. Oxford Univ. Press, London



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
English Poetry from Chaucer to Blake	BEG 102	3:0:0	2	1

A. COURSE LEARNING OUTCOMES (CLO)

After completion of the course, student will be able to

CLO 1	Identify texts contexts, authors and genre based stylistic hallmarks of those texts and authors within the early literary traditions
CLO 2	Explore poetic and dramatic representations of Greek and Indian literature
CLO 3	Explain how the texts, ideas, themes and modalities arose within a given cultural or historic context.
CLO4	Relate your knowledge of ancient texts and belief systems to enduring issues and values in contemporary societies, including your own.

B. SYLLABUS

Unit I- 16th century

1. Geoffrey Chaucer

2. William Shakespeare

- Prologue to the Canterbury Tales (Overview)
True Love (Sonnet No. 116)

Unit II-17th century

1. John Donne - Death be not proud, A Valediction: forbidden Mourning
2. John Milton - On his blindness

Unit III-18th Century

1. Pope - Ode on Solitude :Setting of the poem; theme analysis, textual analysis
2. Thomas Gray - Elegy Written in a Country Churchyard
3. William Blake - London Setting of the poem; theme analysis, textual analysis

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Fowler, Alistair & Scot-Kilvert, Ian: Edmund Spenser. Longman.
- Thomas, C.T. (Ed): Rape of the Lock. Orient Black Swan.
- Guibbory: The Cambridge Companion to John Donne. Cambridge University Press.
- Danielson, Dennis (Ed): Cambridge Companion to Milton. Cambridge University Press.
- De Grazia, Margreta & Wells, Stanley: Cambridge Companion to Shakespeare. Cambridge University Press.
- Zunder, William: Paradise Lost: J Milton. Macmillan.
- Bottrall, Margaret: William Blake: Songs of Innocence and Experience. Octava



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— R A J A S T H A N —

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Course Name	Course Code	LTP	Credit	Semester
Drama from Elizabethan to Restoration Age	BEG 103	3:0:0	3	1

B. COURSE LEARNING OUTCOMES (CLO)

After completion of the course, student will be able to

CLO 1	Identify the socio-political background of the dramatists, texts and the dramatic techniques.
CLO 2	Interpret and discuss the texts, themes, and the nuances of the writers.
CLO 3	Explain how the texts are exemplary of their own times, their ideas, and themes.

CLO4	Relate the knowledge of tools and techniques of drama with the contemporary texts of their times.
CLO 5	Create term paper based on knowledge conferred on them

B. SYLLABUS

Module I

Introduction to Drama Elizabethan Age:, its chief characteristics, chief Writers,trends, Movements, Shakespearean Comedy

1. Shakespeare: As you Like It; Merchant of Venice
Setting, Background, Plot, Theme, Characters, Techniques,
Textual analysis, Explanation (Act and scene wise)

Module II

Restoration age: Comedy of manners, Traits, Writers, Influence, Movements

1. Ben Jonson Everyman in his Humor (Non –detailed study)
Setting, Background, Characters, Theme, Techniques
2. Sheridan ‘The School for Scandal’ (Non-detailed Study)
Setting, Background, Characters, Theme, Techniques
3. Congreve ‘The Way of the World’
Setting, Background, Plot, Characters, Theme, Explanation Act and Scene wise)

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Ali, Amir. Basic Introduction to Shakespeare. Oxford University Press.
- Bloom, Harold. William Shakespeare. New York: Chelsea House, 1986.
- Clemen, Wolfgang. Shakespeare’s Dramatic Art: Collected Essays. New York: Routledge, 2005.
- Holdsworth, Roger Victor. Jonson: Everyman IN HIS Humor and The Alchemist: A Casebook. Macmillan.
- Lyons, Patric. Congreve: Comedies. Macmillan.
- Morwood, James and David Crane. Eds., Sheridan Studies. Cambridge University Press,

1995.

- Taylor, D. Crane. William Congreve. Oxford University Press, 1931.



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Course Name	Course Code	LTP	Credit	Semester
Classical Literature in Translation	BEG 104	3:0:0	2	1

C. COURSE LEARNING OUTCOMES (CLO)

After completion of the course, student will be able to

CLO 1	Identify texts contexts, authors and genre based stylistic hallmarks of those texts and authors within the early literary traditions
CLO 2	Explore poetic and dramatic representations of Greek and Indian literature
CLO 3	Explain how the texts, ideas, themes and modalities arose within a given cultural or historic context.
CLO4	Relate your knowledge of ancient texts and belief systems to enduring issues and values in contemporary societies, including your own.

B. SYLLABUS

Module I

Greek Literature: Introduction to Greek Poetry

Traits, trends, Movements

1. Homer **The Iliad** (An Over view)

Setting, Background, theme,

Characters, techniques

2. Virgil **Aeneid**

Setting, Background, theme, characters, techniques,

Explanation (Act & Scene wise)

Module II

Indian Literature: Introduction to Indian Drama and Poetry/Upanishads

Traits, Trends, Theories

1. Ved Vyas **Bhagwadgeeta Chapter VIII** (Translated by Fitzgerald)
2. Kabir Some Selected poems of Kabir translated by Rabindra Nath Tagore

Or

3. Kalidasa **Abhigyan Shakuntalam**

Setting, Background, Theme, Plot, Characters, Techniques

EXAMINATION SCHEME:

Components	CT/Mid-	Presentation	Viva	Quiz	Attendance	EE
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	term					
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- A Companion to Greek Tragedy by Justina Gregory, Blackwell Publishing
- Kabir tran. By Tagore
- The Cambridge Companion to Greek Tragedy (Cambridge Companions to Literature) (Paperback) by P. E. Easterling
- Greek Tragedy in Action, Oliver Taplin, Routledge, 2003
- **Greek and Roman Comedy**: Translations and Interpretations of Four Representative Plays, Edited by Shawn O'Bryhim, Translated by George Fredric Franko, Timothy Moore, Shawn O'Bryhim, and Douglas Olson.
- Kālidāsa. [The Recognition of Sakuntala: A Play In Seven Acts](#). Oxford University Press.(2001)
- Palshikar, Sanjay. Evil and the Philosophy of Retribution: Modern Commentaries on the Bhagavad-Gita, Routledge (2015).



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (Domain Elective)

Course Name	Course Code	LTP	Credit	Semester
An Introduction to Folk Literature (DE)	BEG 106	3:0:0	3	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify texts, its socio-political background, authors and genres of different ages and the development of literary traditions
CLO 2	Interpret and discuss key ideas, themes, and aesthetic modalities of different ages.
CLO 3	Explain how the texts, ideas, themes, and modalities arose within a given cultural or historic context.
CLO 4	Relate your knowledge of Socio-historical background on the classical texts of those times
CLO 5	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of classical texts and the writers.

B. SYLLABUS

Module I: - Folklore: Definition and Various Genres

- Oral literature, Material culture, Social Folk custom, Performing folk arts

Module II: - Folklore: Issues and Methods

- Folklore Studies: An Overview
- Folklore and Allied Disciplines
- Folklore as Discourse

Module III: -Culture Studies

- Meaning and Types of Culture
- Tribal Folk and Classical Cultures

Module IV: Introduction to Vocational Training (field Tour)

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Harry Blamires. 1984. A Short History of English Literature Second Edition. London. Rutledge
- David Daiches. 1979. History of English Literature, Vol. I, II, III. Allied Publishers.
- Jesse Matz. 2004. The Modern Novel: A Short Introduction. Wiley-Blackwell.
- Krishna, Arvind. An Illustrated History of Indian Literature In English. Orient Black Swan.
- Sanders, Andrew. Short Oxford History of English Literature. Oxford Univ. Press, London



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGUAGES (ASL)

Course Name	Course Code	LTP	Credit	Semester
NTCC Project on Theatre	BEG 150	0	5	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the basic features of theatre performance.
CLO 2	Apply the knowledge of theatre performance.
CLO 3	Create a theatre performance from the original text and student participation.

B. SYLLABUS

NTCC is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of the Program.

Students will be expected to perform any **one** of the texts given below.

- Merchant of Venice
- As You Like It
- School for Scandals
- Way of the World

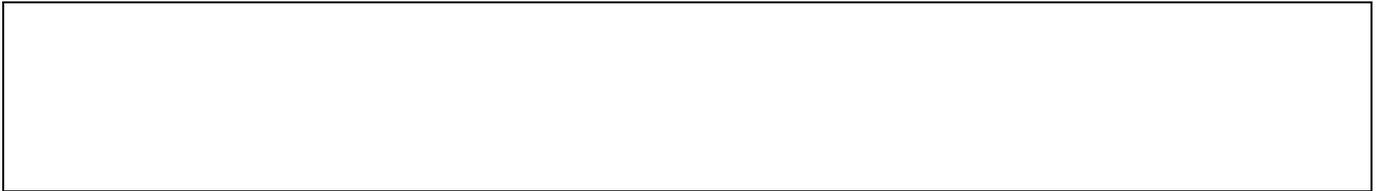
Evaluation Scheme:

Components	Plot development	Characterization/ Expression	Dramatic Execution (Memorization, Creativity)	Narration/ Voice Modulation
Weightage (%)	25	25	25	25

References:

- <https://www.youtube.com/watch?v=wVaeXnk1tGE>
<https://www.youtube.com/watch?v=EmqWX0jPFo4>
<https://www.youtube.com/watch?v=Y1frdtY2OCs>

SECOND SEMESTER



AMITY UNIVERSITY
— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
History of English Language	BEG 201	3:0:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the mechanism and reasons for loan words in English language.
CLO 2	Interpret and discuss the growth and development of English Language.
CLO 3	Explain how the structures of English Language were significant in different ages.
CLO 4	Relate the laws of English Language study in understanding the overall mechanism of the same.
CLO 5	Create term paper on the basis of usage of language in real life situations.

B. SYLLABUS

Module I: - The English Language- Old English,
 ▪ Foreign Influences on English; 450- 1066,
 ▪ Middle English, Renaissance. 1066- 1485

Module II: - Theories on the Origin of Language
 ▪ Indo European family of languages
 ▪ Grimm's Law; Verner's Law
 ▪ The Great Vowel Shift

Module III: - Characteristics of English
 Structure
 Word formation processes
 Phonetic Change.

Module IV: From Island Tongue to World Language
 Indian English and American English.

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE

Weightage (%)	15	10	10	10	5	50
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SUGGESTED READINGS

- Gerry Knowles. 1997. A Cultural History of the English Language. London. Arnold.
- Albert C Baugh. 2002. A History of the English Language. Fifth edition. London. Rutledge.
- Crystal, David. 2003. English as a Global Language. Cambridge University Press.
- Crystal, David. Cambridge Encyclopaedia of the English Language. Cambridge Univ. Press
- Ramanathan, Vaidehi. English Vernacular Divide, The: Postcolonial Language Politics and Practice. Orient Black Swan
- Wood F T. An Outline History of the English Language. Macmillan

- Bloomfield, Leonard. An Introduction to the Study of Language. John Benjamin

4. Shelley Ode to the West Wind

Setting, Background, Theme, Language, Textual analysis and Explanation

5. Keats Ode on a Grecian Urn; Ode to Nightingale

Setting, Background, Theme, Language,
Textual analysis and Explanation

6. Byron She Walks in Beauty

Setting, Background, Theme,
Textual analysis and Explanation

Module II

1. 19th century: Introduction to the Age; Victorian Compromise, theories, Movements

2. Browning My Last Duchess; ‘The Last Ride Together’

Setting, Background, Theme,
Textual analysis and Explanation

3. Arnold Dover Beach

Setting, Background, Theme,
Textual analysis and Explanation

4. Tennyson Ulysses

Setting, Background, Theme, Textual analysis and Explanation

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Roe, Nichole: Romanticism. Oxford University Press.
- Wolfson, Susan J: Cambridge Companion to Keats. Cambridge University Press.
- Fraser, George Sutherland: John Keats: Odes: A Casebook. Macmillan.
- Robinson, Daniel: A Century of Sonnets: The Romantic Era Revival. Oxford University Press.
- Palmer, David John: Tennyson. Ohio University Press.



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Modern Drama	BEG 203	3:0:0	3	2

E. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify texts, its socio-political background, authors and genres of the modern age and the flowering of drama in the Modern age.
CLO 2	Interpret and discuss key ideas, themes, and aesthetic modalities of the Modern Age in English literature.
CLO 3	Explain how the texts, ideas, themes and modalities arose within cultural and historical contexts of the Modern Age.

CLO 4	Relate your knowledge of socio-historical background on the significant texts of the Modern Age..
CLO 5	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of classical texts and the writers of the Modern drama.

B. SYLLABUS

Module I

1. British Literature: Introduction to 20th Century Drama

2. G.B Shaw **Pygmalion**

Setting, Plot, Character, Theme, Genre

Textual Analysis and explanation

(Act and Scene Wise)

1. John Osborne **Look Back in Anger**

Setting, Plot, Character, Theme, Genre,

Textual Analysis and explanation

(Act and Scene Wise)

Module II

1. Indian Literature Introduction to Indian Drama

2. Girish Karnad **Taledana**

Setting, Plot, Character, Theme, Genre,

Textual Analysis and explanation

(Act and Scene Wise)

3. Mahesh Dattani **Tara**

Setting, Plot, Character, Theme, Genre,

Textual Analysis and explanation

(Act and Scene Wise)

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Brown, John R. Theatre Language: A Study of Arden, Osborne, Pinter and Wesker. London: Allen Lane, 1972.
- Dillon, Cynthia Bishop. The Playwriting Self of Bernard Shaw. Southern Illinois University Press, 1991.
- Malamud, Randy. T. S. Eliot's drama: A Research and Production Sourcebook. London: Greenwood Press, 1992.
- Raby, Peter. Ed., The Cambridge Companion to Harold Pinter. Homerton College: Cambridge

University Press, 2001



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (Domain Elective)

Course Name	Course Code	LTP	Credit	Semester
Introduction to Linguistics (DE)	BEG 204	3:0:0	3	2

F. COURSE LEARNING OUTCOMES (CLO)

After completion of the course, student will be able to

CLO 1	Provide the basic knowledge of Linguistics
CLO 2	Comprehend various aspects of languages
CLO 3	Analyze nuances of vowel and consonant sounds
CLO4	Enables to speak with correct articulation

B. SYLLABUS

Module I:

1. Introduction: What is language?
2. Characteristics of human language.
3. Linguistics: Definition and explanation.
4. Importance and applications of linguistics.
5. Levels of language study.

Module II:

1. Phonetics and Phonology
2. Difference between Phonetics and Phonology.
3. Classification of sound system.
4. Articulation and Production of sounds.
5. , Accent and Stress.

Module III:

1. Morphology
2. Suffixes and Prefixes
3. Word Formation

Module IV: Syntax

Theories of Sentence structure

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Adams ,V.1973. An Introduction to Modern English Word Formation. London: Longman
- Chomsky, N., and M.Halle.1968. The sound pattern of English. New York: Harper and Row.
- Lyons J, 1977. Semantics. 2 Vols. Cambridge: Cambridge University Press.
- Crystal D.1997. Encyclopedia of Language: 2nd Vol., Cambridge: Cambridge University Press



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (Domain Elective)

Course Name	Course Code	LTP	Credit	Semester
Indian Short Fiction (DE)	BEG 205	3:0:0	3	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify texts, its socio-political background, authors and genres of different ages and the development of literary traditions
CLO 2	Interpret and discuss key ideas, themes, and aesthetic modalities of different ages.
CLO 3	Explain how the texts, ideas, themes, and modalities arose within a given cultural or historic context.
CLO 4	Relate your knowledge of Socio-historical background on the classical texts of those times
CLO 5	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of classical texts and the writers.

B. SYLLABUS

Module I: - Rabindra Nath Tagore: ‘The Home Coming’, ‘The Postmaster’
Setting, Background, theme,
Textual Analysis, Critical Study

Module II: - R.K. Narayan : Malgudi Days(the Astrologer’s Day,
The Grandmother’s Tale,
Under the Banyan Tree

Module III: -Khushwant Singh: ‘The Mark of Vishnu’
Setting, Background, theme,
Textual Analysis, Critical Study

Module IV: Jhumpa Lahiri: Interpreter of maladies, Unaccustomed Earth
Setting, Background, theme,
Textual Analysis, Critical Study

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Tagore, Rabindranath; Alam, F. (editor); Chakravarty, R. (editor) (2011), The Essential Tagore, Harvard University Press
- Tagore, Rabindranath; Ray, M. K. (editor) (2007), The English Writings of Rabindranath Tagore, 1, Atlantic Publishing
- The Mark of Vishnu and Other Stories, (Short Story) 1950
- Interpreter of Maladies (1999)



AMITY UNIVERSITY
— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
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Tradition, Identity and Culture: Various Approaches (DE)	BEG 206	3:0:0	3	2
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A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Enables the learners to understand what tradition and relationship with Identity.
CLO 2	Discusses the genres of Oral Tradition in detail.
CLO 3	Helps to identify and classify aspects of performance in tradition i.e. music, dance, theatre and games; and classify knowledge-based tradition.
CLO 4	Enables the learners to identify the social and traditional context of folklore.
CLO5	Aims to Identify different types of folk genres and list out the functions of folklore.

B. SYLLABUS

Module 1: Folklore and Culture Studies in India: Approaches

- Sanskritization and ‘Palace Paradigm’
- Folk Forms as Protest

Module 2: Tradition and Identity

- Meaning and Significance
- Approaches to Tradition and Identity

Module 3: Introduction to Folk Tradition of India

- Jokes, Proverb, Riddles, Ballads, Myths, Oral Narratives, Tongue Twisters etc.
- Dance, Games, Ballad
- Folk Beliefs and Folk Medicines

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Barnard, Alan and Spencer Jonathan ed. Encyclopedia of Social and Cultural Anthropology. Routledge: London, 1996.
- Dorson, Richard M. 1950. 'Folklore and Fakelore', American Mercury. 70. 335-345
- Edward Shils. Tradition, University of Chicago Press, 2006.
- Eliot, T. S. (1919) 1953. 'Tradition and the Individual Talent'. Selected Essays. Harcourt: New York.

2



AMITY UNIVERSITY

RAJASTHAN

AMITY SCHOOL OF LANGUAGES (ASL) NTCC

Course Name	Course Code	LTP	Credit	Semester
NTCC Project on Script Writing	BEG 250	0	5	2

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the basic features of script writing.
CLO 2	Apply the knowledge of script writing
CLO 3	Create a script from the original text to be used for dramatic performance

B. SYLLABUS

NTCC is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of the Program.

Students will be preparing a Script of any one of the following texts.

- **Home Coming**
- **Interpreter of Maladies**

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- **The Last Ride Together**
 - **The Last Leaf**

Evaluation Scheme:

Components	Plot development	Development of Character	Language Skills	Length
Weightage (%)	25	25	25	25

Text & References:

- History of Indian Literature. Adams ,V.1973.
- An Introduction to Modern English Word Formation. London: Longman
- Chomsky, N., and M.Halle.1968. The sound pattern of English. New York: Harper and Row.
- Lyons J, 1977. Semantics. 2 Vols. Cambridge: Cambridge University Press.
- Roe, Nichole: Romanticism. Oxford University Press. Brown,
- John R. Theatre Language: A Study of Arden, Osborne, Pinter and Wesker. London: Allen Lane, 1972.

THIRD SEMESTER



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
20 th Century Indian Writing in English	BEG 301	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the twentieth century Indian writings in translation and its background.
CLO 2	Explain how the texts, ideas, themes, and modalities arose within a given cultural or historic context.
CLO 3	Relate your knowledge of socio-historical background of IWE.
CLO 4	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of Indian writing in English and the writers.

B. SYLLABUS

Module I: - Rabindra Nath Tagore: 'The Home Coming', 'The Postmaster'
Setting, Background, theme,
Textual Analysis, Critical Study

Module II: - R.K. Narayan : Malgudi Days(the Astrologer’s Day,
The Grandmother’s Tale,
Under the Banyan Tree

Module III: -Khushwant Singh: ‘The Mark of Vishnu’
Setting, Background, theme,
Textual Analysis, Critical Study

Module IV: Jhumpa Lahiri: Interpreter of maladies, Unaccustomed Earth
Setting, Background, theme,
Textual Analysis, Critical Study

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Tagore, Rabindranath; Alam, F. (editor); Chakravarty, R. (editor) (2011), The Essential Tagore, Harvard University Press
- Tagore, Rabindranath; Ray, M. K. (editor) (2007), The English Writings of Rabindranath Tagore, 1, Atlantic Publishing
- The Mark of Vishnu and Other Stories, (Short Story) 1950
- Interpreter of Maladies (1999)



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
English Novel	BEG 302	3:0:0	3	3

G. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Investigate the reasons and conditions for the rise of the novel.
CLO 2	Create answers and dialogues that generate clear understanding of the genre that novel is and its significance.
CLO 3	Apply the theoretical knowledge of cultural and literary dimensions that are represented through the novel.
CLO 4	Develop an understanding of the techniques used in the English novel.
CLO 5	Investigate the reasons and conditions for the rise of the novel.

B. SYLLABUS

Module I –19th Century Novel

1. Introduction to Romantic Age
2. Introduction to Jane Austen
3. Pride and Prejudice – Text , Discussion
4. Analyzing P&P- Title, Characters, Significance, Themes, Feminism

Module II – Victorian Novel

1. Introduction to Victorian Age
2. Introduction to Charles Dickens
3. Great expectations
4. Analyzing GE - Title, Characters, Significance, Themes, Gothicism

Module III- Modern Novel

1. Introduction to Modern Novel
2. Introduction to E.M.Forster
3. A Passage to India –Text, Discussion
4. Analyzing API –Title, Characters, Significance, Themes

Module IV – Post-modern Indian English Novel

1. Introduction to Post-modernism
2. Introduction to Chitra Divakaruni Banerjee
3. Introduction to Mahabharata
4. The Palace of Illusion – Text, Discussion
5. Analyzing TPI - Title, Characters, Significance, Themes

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- John Richetti. Cambridge Companion to the Eighteenth Century Novel. Cambridge Univ. Press
- Wilbur L Cross. Development of The English Novel.



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AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Literary Criticism	BEG 303	3:0:0	3	3

H. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Investigate the background to the History of literary criticism
CLO 2	Explain the various principles laid down by the theorists
CLO 3	Apply the theories laid down by them on famous works of English Literature
CLO 4	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of these theories and the writers

B. SYLLABUS

Module I –

1. Introduction to Literary Criticism: Greek Concepts, theories
2. Aristotle: On Poetics: Theory; formative Elements, Catharsis, Hamartia, Concept of Tragic Hero
Concept of Tragedy, Textual analysis

Module II

1. 18th Century Literary Criticism: Theory, concepts, Movements
2. Wordsworth: Preface to Lyrical Ballads: Definition of Poetry, Concept of Poetry, Analysis of the text
3. Coleridge: Fancy & Imagination: Theory, Concept, Types of Fancy and Imagination, Textual analysis

Module III

1. 19th Century Criticism: Theory, Concepts, Trends, Movements, Schools and Groups
2. Matthew Arnold: Study of Poetry: Theory, Concept, Trends, Movements
3. T.S. Eliot: Tradition and the Individual Talent: theory, Concept, Movements, Textual analysis

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Amian Das Gupta, Poetics. Pearson Education.
- John R. Willingham, A Handbook of Critical Approaches to Literature. Oxford University Press.
- Lodge, Modern Criticism and Theory: A Readers, 2/E. Pearson Education.
- Patric Waugh, Literary Theory and Criticism. Oxford University Pre



AMITY UNIVERSITY

RAJASTHAN

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
Postcolonial Literature (DE)	BEG 305	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify texts, its socio-political background, authors and genres of different ages and the development of literary traditions.
CLO 2	Explain how the texts, ideas, themes and modalities arose within a given cultural or historic context.
CLO 3	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of Postcolonial texts and the writers.
CLO 4	Relate your knowledge of Socio-historical background on the classical texts of those times

B. SYLLABUS

Module I: Postcolonial Literature: (Indian & American)
Development, Theories, Movements,

Influences, Concepts

Module II: - Indian Novel: Introduction to Indian Fiction Writing; Characteristics.

Popularity; Influence

Module III: -Amitav Ghosh: The Shadow Lines

Theme, Story analysis,

Textual Analysis,Critical Study,

R.K.Narayan: The Man Eater of Malgudi

Theme, Story analysis,

Textual Analysis,Critical Study,

Jhumpa Lahiri: Interpreter of maladies, Unaccustomed Earth

Setting, Background, theme,

Textual Analysis, Critical Study

Module IV: -American Fiction: Development, Theories, Movements, Influences, Concepts

Toni Morrison: Beloved

Theme, Story analysis,

Textual Analysis,Critical Study

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Beloved by Toni Morrison
- The Empire Writes Back: Theory and Practices in Post-Colonial Literature by Bill Ashcroft, Gareth Griffiths and Helen Tiffin
- Toni Morrison: Critical and Theoretical Approaches by Nancy J. Peterson
- The Man eater of Malgudi by R.K.Narayan



AMITY UNIVERSITY

RAJASTHAN

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
British, American and Diaspora Writings (DE)	BEG 306	3:0:0	3	3

I. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Be acquainted with Diaspora concept
CLO 2	Study the themes and characteristics of Diaspora writings of British, American
CLO 3	Know study the efficacy of Diaspora on twentieth century writing
CLO 4	Design and create texts/ posters for a variety of purposes and audiences, evaluating and assessing the importance of diaspora writings and the writers

B. SYLLABUS

Module I:

1. Introduction to Diaspora Writings in literature

Meaning, Characteristics, Influence on the age, Society and Literature, Chief writers , Chief works

Module II

1. British Diaspora
- 2.
3. Graham Greene: Human Factor
Textual Analysis
Thematic analysis
Critical Study
4. Salman Rushdie: 'The Courter'
Textual Analysis
Thematic analysis
Critical Study

Module III

1. American Diaspora
2. William Faulkner: 'Dry September':
Textual Analysis,
Thematic analysis,
Critical Study
3. Ernest Hemingway: 'A Clean Well-Lighted Place':
Textual Analysis,
Thematic analysis
Critical Study

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Amian Das Gupta, Poetics. Pearson Education.
- John R. Willingham, A Handbook of Critical Approaches to Literature. Oxford University Press.
- Lodge, Modern Criticism and Theory: A Readers, 2/E. Pearson Education.
- Patric Waugh, Literary Theory and Criticism. Oxford University Pre



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
The Folk and Modern Narratives (DE)	BEG 307	3:0:0	3	3

A. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, students will be able to

CLO 1	Enable the learners to discuss the relation between folk forms and modern narratives.
CLO 2	Help to list out the problems in classification of 'folk' and 'modern' in literature.
CLO 3	Examine the nature, concept, and function of 'folk' in modern Indian literature.
CLO 4	Enable the learners to know about Indian literature and how is it different from pre-modern Indian literature.

CLO 5	Relate with it to the prescribed texts.
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B. SYLLABUS

Module 1: The ‘Folk’ and Modern Narratives

- Representation of ‘Folk’ in World Literature

Module 2: Folktales of India: Motifs, Modes and Mores

- Folktales from India by A K Ramanujan (Punjabi, Rajasthani, Garhwali, Kashmiri, Dogri, Marathi, Maithili and Bhojpuri and Bengali Tales)

Module 3: Folk and British/American Literature

- Impact of Folk on American or British Literature (of various genres)

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Blackburn, S. and Ramanujan, A. K. (eds). Another Harmony: New Essays on the Folklore of India. University of California Press: California. 1986.
- Goody, Jack, “Oral Culture” in Folklore, Cultural Performances, and Popular Entertainments, ed. by Richard Bauman. Oxford University Press: New York. 1992.
- Islam, Mazharul. Folklore, the Pulse of the People, Concept Publishing Company: New Delhi, 1985.
- Jameson, Frederic. 1981. The Political Unconscious: Narrative as a Socially Symbolic Act. Methuen: London. 1981.
- Macherey, Pierre. A Theory on Literary Production. Routledge and Kegan & Paul: London. 1978.
- Ramanujan, A.K. Selections from Folktales from India. Penguin, 1994.



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGUAGES

NTCC

<u>Course Name</u>	<u>Course Code</u>	<u>LTP</u>	<u>Credit</u>	<u>Semester</u>
<u>NTCC Project on Story Writing</u>	<u>BEG 350</u>	<u>0</u>	<u>5</u>	<u>3</u>

A. COURSE LEARNING OUTCOMES (CLO)

<u>CLO 1</u>	<u>Identify the basic features of story writing</u>
<u>CLO 2</u>	<u>Apply the knowledge of story writing</u>
<u>CLO 3</u>	<u>Create a story from the original resource provided</u>

B. SYLLABUS

NTCC is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of the Program.

Material will be given by the concerned teacher.

Evaluation Scheme:

Components	Plot structure	Characterization	Style, Vocabulary, Grammar	Theme/Story Impact
Weightage (%)	25	25	25	25

Recommended readings:

- Tennenhouse, Leonard. *The Importance of Feeling: American Literature and the British Diaspora 1750- 1850*
- Bridge, Carl. *The British World: Diaspora, Culture and Identity*
- Amian Das Gupta, *Poetics*. Pearson Education.
- John R. Willingham, *A Handbook of Critical Approaches to Literature*. Oxford University Press. John Richetti. *Cambridge Companion to the Eighteenth Century Novel*. Cambridge Univ. Press

FOURTH SEMESTER



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Literary Theory	BEG 401	3:0:0	3	4

J. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Investigate the reasons and conditions for the rise of the literary theory in the postmodern age.
CLO 2	Create answers and dialogues that generate clear understanding about various literary theories
CLO 3	Apply the theoretical knowledge of cultural and literary dimensions that are represented through theoretical texts.
CLO 4	Develop an understanding of the social concerns in the postmodern times.

B. SYLLABUS

Module I:

1. Introduction to British Literary Theory
2. Concepts & Theory
3. Raymond Williams: Dominant, Residual and Emergent
4. Spatial Analysis, Marxism and literature

Module II:

1. Introduction to American Literary Theory
2. Edward Said: Introduction to Orientalism

Geopolitics and cultural hierarchy
Post-culturalism

3. Elaine Showalter: Towards A feminist Poetics
Gynocriticism
Feminism

Module III

1. French literary Theory
 - Intentional Fallacy
 - Postmodernism
2. Death of the Author
 - Post structuralism
 - Post modernism

Module IV

1. Indian Literary Theory
2. Chandra Talpade Mohanty
 - Transnational feminist theory
 - Anti-capitalist feminist
3. Under Western Eyes
 - Introduction to UWE
 - Western Feminism
 - Third World Woman

Components	MT	Presentation	Viva	Quiz	A	EE
Weightage (%)	15	15	10	10	5	50

(MT-Class Test; V-Viva Voce; A-attendance; EE-End term exam)

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Lodge, Modern Criticism and Theory: A Readers,2/E. Pearson Education.
- Patric Waugh, Literary Theory and Criticism. Oxford University Press.
- Peter Barry, The Beginning Theory.
- Seldon, A Reader's Guide to Contemporary Literary Theory, 5/E. Pearson Education.
- Terry Eagleton, Literary Theory: An Introduction, 2nd ed. (Oxford: Blackwell).
- Young, Robert J C, Postcolonialism: A Very Short Introduction. Oxford.

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AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Prose from 16 TH to 20 TH Century	BEG 402	3:0:0	3	4

K. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify texts contexts, authors and genre based stylistic hallmarks of those texts and authors within the literary traditions
CLO 2	Interpret and discuss key texts, ideas, themes, and emerging trends of the Victorian age modalities.
CLO 3	Explain how the texts, ideas, themes and modalities arose within a given cultural, historic and political context.

CLO 4	Relate your knowledge of poetry to the texts and authors read and interpret them in your own words
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B. SYLLABUS

Module I: Introduction to the Prose of 16th century: Related Movements, theories, characteristics

Francis Bacon (1561–1626): Of Studies

: Of Great Place

Detailed study of the essay, Critical Study

Bacon’s Style of Writing

Module II: Introduction to 17th & 18th Century Prose: Periodicals, Related movements,

Joseph Addison (1672-1719): Reflections in Westminster Abbey, Lady’s Head Dress

Sir Richard Steele (1672 –1729): The Spectator Club

Oliver Goldsmith (1730 –1774): National Prejudices

Charles Lamb (1775–1834): Dream-Children; a Reverie

Detailed study of the essays: Explanation of the Essay, Critical Study, Style of writing.

Module III: Introduction to 19th Century Prose: Related movements, Characteristics

William Hazlitt (1778 – 1830) – On Going Journey

Detailed study of the essay, Critical Study

Hazlitt’s Style of Writing

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- W. E. Williams (Editor). 1943. A Book of English Essays (Penguin English Library). Penguin Books Ltd
- Department of English and Modern European Languages. 1998. Forms of English Prose. Oxford
- Ashok Thorat. 1998. Poetry and Minor Forms of English Literature. Oxford
- John J. Gross. 1998. The new Oxford book of English prose. Oxford



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
20 TH Century Indian English Novel	BEG 403	3:0:0	3	4

L. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Investigate the reasons and conditions for the rise of the Indian English novel.
CLO 2	Create answers and dialogues that generate clear understanding of the genre that Indian English novel is and its significance.

CLO 3	Apply the theoretical knowledge of cultural and literary dimensions that are represented through the Indian English novel.
CLO 4	Develop an understanding of the techniques used in the Indian English novel.

B. SYLLABUS

Module I:

1. History of Indian English Novel
2. Concerns and issues in Indian English Novel

Module II

1. Introduction to R.K.Narayan
2. The Guide – Text and Discussion
3. Analyzing The Guide – Title, Characters, Themes
4. Introduction to KamlaMarkandaya
5. Nectar in a Sieve – Text , Discussion
6. Analyzing NIS – Title, Characters, Themes

Module III

1. Introduction to U.R. Ananthmurthy
2. Samskara – Text and Discussion
3. Analyzing Samskara- Title, Characters, Themes
4. Introduction to Anita Desai
5. Where Shall We Go This Summer – Text, Discussion
7. Analysing WSWGTS - Title, Characters, Themes, Feminism

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Iyengar K.R. Srinivas. Indian Writing in English. Advent Books Division
- Daiches D. Critical Approaches to English Literature. Orient Black Swan.

- V. Padma. Fiction as Window: Critiquing the Indian Literary Cultural Ethos since the1980.Orient Blackswan.
- DodiyaJaydesinh. Indian Women Novelists in English. Sarup and sons.
- Text- Where Shall we go This summer by Anita Desai
- Text-Samskara by U.R. Ananthmurthy
- Text- The Guide By R. K. Narayan





AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
Modern European Drama (DE)	BEG 404	3:0:0	3	4

M. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Investigate the reasons and conditions for the rise of the Modern European Drama.
CLO 2	Create answers and dialogues that generate clear understanding of the genre that Modern European Drama is and its significance.
CLO 3	Apply the theoretical knowledge of cultural and literary dimensions that are represented through the European Drama.
CLO 4	Develop an understanding of the techniques used in the Modern European Drama.

B. SYLLABUS

Module I: A DOLL'S HOUSE

1. Introduction to Modern Drama, Henrik Ibsen
2. Realistic Drama
3. A Doll's House – Text Reading and Discussion
4. Analyzing A Doll's House – Title, Themes, Characters, Feminism in 19th Century

Module –II – THE IMPORTANCE OF BEING EARNEST

1. Introduction to Oscar Wilde
2. Theory of Aestheticism
3. TIOBE – Text and Discussion
4. Analyzing TIOBE – Title, Themes, Characters, 19th Century Comedy, English Comedy

Module III- SIX CHARACTERS IN SEARCH OF AN AUTHOR

1. Introduction to Luigi Pirandello

2. Meta theatre in English Drama
3. SCISOAA – Text and Discussion
4. Analyzing SCISOAA – Title, themes, characters, Play within play, Postmodern theatre

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Styan, J. L. Modern Drama In theory and Practice: Vol. I, Realism and Naturalism, Cambridge University Press, UK, 1983.
- Monaco, Paul, Modern European culture and Consciousness, 1870 – 1970, State University of New York Press, Albany, 1983.



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
African American Writings (DE)	BEG 405	3:0:0	3	4

N. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Be acquainted with the Afro- American writer.
CLO 2	Create knowledge about the writers' age and writing techniques.
CLO 3	Analyze impact of various age on literature and society and emerging trends in Afro American Literature
CLO 4	Develop an understanding of the techniques used in the Afro American Wiritngs.

B. SYLLABUS

Module I: INTRODUCTION TO AFRICAN AMERICAN WRITING

1. Introduction to African American Writing
2. Short History of African American Writing

Module II – SHORT STORIES

1. The Best of Simple – Text, Discussion, Title, Significance, Themes, Characters
2. Going to Meet the Man - Text, Discussion, Title, Significance, Themes, Characters
3. Girl - Text, Discussion, Title, Significance, Themes, Characters

Module III – DRAMA

1. Color Struck- Text, Discussion, Title, Significance, Themes, Characters

Module IV – POETRY

1. The Caged Bird – Text, Discussion, Title, Significance
2. Sympathy - Text, Discussion, Title, Significance

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Langston Hughes: The Best of Simple
- Zora Neale Hurston: Color Struck
- Paul Lawrence Dunbar: Sympathy
- Maya Angelou: The Caged Bird
- James Baldwin: I am going to meet the Man
- Jamaica Kinkaid: Girl
- Audrey Golden: A brief History of Afro American Literature
- <http://www.pbs.org/wnet/americanmasters/blog/american-masters-shaped-black-history/>



AMITY UNIVERSITY
— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
Exploration of Folk Tradition and Conservation of Folklore (DE)	BEG 406	3:0:0	3	4

B. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, students will be able to

CLO 1	Enables the learner about Folk Theatre and various folk forms of Rajasthan.
CLO 2	Helps to introduce the cause of language death and decaying of folk culture methods of preservation of language and culture.
CLO 3	Aims to teach the various methods to conserve and preserve folklore.
CLO 4	Helps the learner to learn various ways of documentation.
CLO 5	Introduces the cause of language death and decaying of folk culture.

B. SYLLABUS

Module 1: Different Approaches to Folklore and Cultural Preservation

- Language Death
- Conservation and Preservation Methods
- Documentation and other methods

Module 2: Folk Theatre

- Appropriation of Folk in Indian Theatre: Jatra, Kathakali, Tamasha, Nautanki and Pala
- Folk, and Popular Films
- Habib Tanveer's *Charan Das Chor* (optional)

Module 3: Folklore of Rajasthan

- Songs, Ballads, Theatre, etc .

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

Text & References:

- Detha, Vijaydan. Puffin Classics: Timeless Tales from Marwar.
- Pagel, Mark. Contribution to the Conservation of Endangered Languages seminar; University of Bristol, 21 April 1995. Iatiku 1.6.
- Wurm, Stephen A. Language Death and Disappearance: Cause and Circumstances. In Robins and Uhlenbeck (eds.). 1-18. Methods of language maintenance and revival, with selected cases of language endangerment in the world. In Matsumura (ed.). 191-211. 1991.
- Rhydwen, Mari. Strategies for Doing the Impossible. In Ostler (ed.). 101-6. 1998.
- Crystal, David. 'Language Death' Cambridge University Press. 2000.
- <http://www.endangeredlanguagefund.org/request.html>
- Samar, Devilal. Folk Theatres of Rajasthan. Book Treasure. Jodhpur, 2018.
- Habib Tanveer's *Charan Das Chor* translated by Anjum Katyal, Seagull Books Pvt.Ltd , 2004.



AMITY UNIVERSITY

RAJASTHAN

AMITY SCHOOL OF LANGUAGES (ASL)

NTCC

Course Name	Course Code	LTP	Credit	Semester
NTCC Project Work on Digital Media Content	BEG 450	0	5	4

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the basic features of digital media content
CLO 2	Apply the knowledge of digital media content
CLO 3	Create digital media content in the forms required

B. SYLLABUS

NTCC is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of the Program.

- Blog Writing
- Content Writing
- Video Making
- Film/ Book Review

Evaluation Scheme:

Components	Writing Skills: Accuracy, Brevity, Clarity	Innovation	Presentatio n for Video/ Expressions	File Work
Weightage (%)	25	25	25	25

FIFTH SEMESTER



AMITY UNIVERSITY

RAJASTHAN

AMITY SCHOOL OF LANGAUGES Domain Elective

Course Name	Course Code	LTP	Credit	Semester
Modern English Poetry	BEG 501	3:0:0	3	5

O. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify the socio-political background of the poets, texts and the poetic techniques in the Modern Age.
CLO 2	Interpret and discuss the texts, themes and the nuances of the writers living and writing in the first half of the twentieth century.
CLO 3	Explain how the texts are exemplary of the times, the ideas and the themes of the poets.
CLO 4	Relate the knowledge of tools and techniques of modern poets with the contemporary texts of their times.
CLO 5	Create term papers on the basis of knowledge conferred on them



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Contemporary Literature-I	BEG 502	3:0:0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify texts contexts, authors and genre based stylistic hallmarks of those texts and authors within the early literary traditions.
CLO 2	Explore poetic and dramatic representations of African, Canadian and Indian literature.
CLO 3	Explain how the texts, ideas, themes, and modalities arose within a given cultural or historic context.
CLO 4	Relate your knowledge of ancient texts and belief systems to enduring issues and

	values in contemporary societies, including your own.
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B. SYLLABUS

Module I: - Canadian Literature:

Introduction to Canadian Poetry
 Margaret Atwood: Siren Song; Women Work, Sad child
 Background and setting of the poem
 Explanation of the poem
 Thematic and Critical study

Module II: - Indian Literature:

Introduction to Indian Novel
 V.S.Naipaul: A House for Mr. Biswas
 Background& Setting of the novel
 Analysis of the text based on theme and structure
 Critical study of the novel

Module III: -Arundhati Roy: The God of Small Things

Background& Setting of the novel
 Analysis of the text based on theme and structure
 Critical study of the novel

Module IV: African Literature: Introduction to African Literature

Chinua Achebe: Things Fall apart
 Background& Setting of the novel
 Analysis of the text based on theme and structure
 Critical study of the novel

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Binod Mishra, Explorations in Australian Literature. Sarup&Sons.
- Elleke Boehmer, Colonial and Postcolonial Literatures: Migrant Metaphors. Oxford.
- Lazarus, The Cambridge Companion to Postcolonial Studies. Cambridge University Press.



AMITY UNIVERSITY
— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Fiction: Science and Mysteries	BEG 503	3:0:0	3	5

P. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify key elements that are distinctive to the artistic achievement of detective fictionwriters
CLO 2	Interpret and discuss key texts, ideas, themes, and aesthetic modalities
CLO 3	Apply knowledge of the historical, fictional, and cultural contexts of the literature of thisto some major authors, works, and genres.
CLO 4	Reflect and write analytically about the literary texts and their contexts.
CLO 5	Develop your own skills for critical analysis

B. SYLLABUS

Module I

1. Introduction to Modern Novel
2. George Orwell – Life, Works, Style
3. Animal Farm - Text, Themes, Characters, Critical Views

Module II

1. Introduction to Children’s Fiction
2. Lewis Carroll - Life, Works, Style
3. Through the Looking Glass - Text, Themes, Characters, Critical Views

Module III

1. Intorduction to Detective Novel
2. Agatha Christie – Life, Works, Style
3. The Murder of Roger Ackroyd - Text, Themes, Characters, Critical Views
4. SharadinduBandhyapadhyaya -Life, Works, Style
5. Byomkesh Bakshi - Text, Themes, Characters, Critical Views

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Christopher Pawling, 'Popular Fiction: Ideology or Utopia?', *Popular Fiction and Social Change*, ed. Christopher Pawling (London: Macmillan, 1984).
- Umberto Eco, 'Narrative Structure in Fleming,' in *the Study of Popular Culture: A Sourcebook*, ed. Bob Ashley (London: Pinter, 1989), pp. 124-34.
- Darko Suvin, 'On Teaching SF Critically,' from *Positions and Presuppositions in Science Fiction*, (London: Macmillan), pp. 86 – 96.
- Felicity Hughes, 'Children's Literature: Theory and Practice,' *ELH*. 45 (1978), pp. 542-62.



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Indian Women Writing (DE)	BEG 504	3:0:0	3	5

Q. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify key elements that are distinctive to the artistic achievement of IWW
CLO 2	Interpret and discuss key texts, ideas, themes, and aesthetic modalities
CLO 3	Apply knowledge of the historical, fictional, and cultural contexts of the literature of thisto some major authors, works, and genres.
CLO 4	Reflect and write analytically about the literary texts and their contexts.
CLO 5	Develop your own skills for critical analysis

B. SYLLABUS

Module I

1. Introduction to Indian Women Novelists
2. History of Indian Women Novelists
3. Major Concerns of Indian Women Novelists

Module II

1. Anita Desai – Life, Works, Style
2. Voices in the City – Themes, Characters, Critical Views

3. Shashi Deshpande - Life, Works, Style
4. The Binding Vine - Themes, Characters, Critical Views
5. Nayantara Sehgal – Life, Works, Style
6. Storm in Chandigarh - Themes, Characters, Critical Views

Module III

1. Introduction to Diasporic Women Writers
2. Jhumpa Lahiri - Life, Works, Style
7. The Namesake - Themes, Characters, Critical Views

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Christopher Pawling, ‘Popular Fiction: Ideology or Utopia?’, Popular Fiction and Social Change, ed. Christopher Pawling (London: Macmillan, 1984).
- Umberto Eco, ‘Narrative Structure in Fleming,’ in the Study of Popular Culture: A Sourcebook, ed. Bob Ashley (London: Pinter, 1989), pp. 124-34.
- Darko Suvin, ‘On Teaching SF Critically,’ from Positions and Presuppositions in Science Fiction, (London: Macmillan), pp. 86 – 96.
- Felicity Hughes, ‘Children’s Literature: Theory and Practice,’ ELH. 45 (1978), pp. 542-62.



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
Women's Writing in general in the Nineteenth and Twentieth centuries (DE)	BEG 505	3:0:0	3	5

R. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify the socio-political and cultural background of the women writers, texts and the techniques they have adopted to voice their concerns.
CLO 2	Interpret and discuss the texts, themes and the nuances of the women writers living and

	writing in 19 th and 20 th century.
CLO 3	Explain how the texts written by the women writers are representative of their times, the ideas and the themes.
CLO 4	Relate the knowledge of tools and techniques of women writers with the women writers of the contemporary times.
CLO 5	Create term papers based on knowledge conferred on them

B. SYLLABUS

Module I

1. Emily Dickinson – Life, Works, Style
2. Text and Analysis- ‘Because I Could not Stop for Death’, ‘Elysium is as Far as to’, ‘I had no Time to Hate’, ‘I Felt a Funeral in My Brain’, ‘I Heard a Fly Buzz’, ‘The Soul Selects Her Own Society’.
3. Sylvia Plath - Life, Works, Style
4. Text and Analysis- ‘Daddy’, ‘Lady Lazarus’, ‘Soliloquy of a Solipsist’, ‘Mirror’

Module II

1. Kate Chopin ‘The Story of an Hour’ – Text and Analysis
2. Katherine Mansfield ‘Bliss’ – Text and Analysis
3. Walla Cather ‘Coming Aphrodite’ – Text and Analysis
4. Mahasweta Devi ‘Draupadi’, in Gayatri Chakravarty Spivak, In Other Worlds, pp. 179-96 – Text and Analysis

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

1. Ammons, Elizabeth. *Conflicting Stories: American Women Writers at the Turn of the Century*. 2008.
2. Coultrap-McQuinn, Susan. *Doing Literary Business: American Women Writers in the Nineteenth Century*
3. Thompson, Nicole Diane. *Victorian Writers and the Women Question*. 2006.



AMITY UNIVERSITY
— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES (DE)

Course Name	Course Code	LTP	Credit	Semester
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Dimensions of Folklore Studies (DE)	BEG 506	3:0:0	3	1
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C. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, students will be able to

CLO 1	Helps the learners to establish relationship between gender and folklore in detail.
CLO 2	Creates awareness about dynamics of various media and folklore.
CLO 3	Provides a comprehensive knowledge on nature of folklore in arts, films etc.
CLO 4	Endeavors to equip the learners with basic knowledge of various functions that human language plays in the society via various cultural platforms.
CLO 5	Helps the learners to establish relationship between gender and folklore in detail.

B. SYLLABUS

Module 1: Gender and Folklore (India and abroad)

- Women in patriarchy
- Women's tales
- Role reversals and other characterizations

Module 2: Folklore in arts/music/ paintings/films etc.

Module 3: Media & Folklore

- Folklore and Radio
- Folklore and television
- Folklore and Print media

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Arya, S.P. A Sociological Study of Folklore, Calcutta: Indian Publications, 1975.

- Bausinger, Hermann. 1990. *Folk Culture in a World of Technology*. Bloomington: Indiana University Press.
- Barkataki, S.N. [ed.]. *Tribal Folk-Tales of Assam*, Gauhati: Publications Board Assam, 1970.
- Das, Yogesh. *AssamerLoksamskriti*. New Delhi: NBT India, 1983
- Dégh, Linda. 1994. *American Folklore and the Mass Media*. Bloomington: Indiana University Press.
- Handoo, J. 2000. *Thoeritical Essays in Indian Folklore*. Mysore: Zooni Publications.
- Tarpan Movie by Ministry of Information Technology, Govt. of India.



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGUAGES (ASL) NTCC

Course Name	Course Code	LTP	Credit	Semester
Summer Internship Evaluation	BEG 550	0	3	5

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the requirements of workplace and related behaviour.
CLO 2	Apply the knowledge of internship and internship report writing
CLO 3	Create an internship report based on skills acquired during the internship

B. SYLLABUS

Summer Internship Evaluation is based on a report created after pursuing internship during the summer break.

Submission of Report

First Draft – After 20 Days from the commencement of the project

Second Draft – 20 days after submission of the first draft.

The first and second reports could be submitted through e-mail or any other medium as per the consent of faculty guide.

Final Draft – Within second week of rejoining of institution

Evaluation of Project Work

Sl. No.	Evaluated by	Criteria	Marks
1	Institution	Quality Depth & Breadth of analysis,	50

		Coverage, Scope and content Project fulfillment Data collection ability in the field (if any) Scope of Implementation.	
2	Board of Examiners	Viva-voce Examination	50
3		Total	100

SIXTH SEMESTER



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Linguistics	BEG 601	3:0:0	3	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Know about human language, importance of linguistics and levels of language study.
CLO 2	Classify the sounds and articulation of speech sounds.
CLO 3	Know about the different techniques of word formation.
CLO 4	Comprehend implications of Transformational Generative Grammar and Phrase Structure Grammar

CLO5	Know about the theories of sentence formation and the methods of the same.
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B. SYLLABUS

Module I: - LANGUAGE AND PHONOLOGY

Human language: form and functions; Acquisition versus learning, Speech production; articulatory, auditory, and acoustic phonetics, Elementary phonetics and phonology; consonants and vowels, tone, stress and accent; phone, phoneme, allophone.

Module II: - MORPHOSYNTACTIC PROCESSES

Morphology and Syntax- morph, morpheme and allomorph; inflection versus derivation; grammatical categories; word formational processes

Module III: -MODERN APPROACHES TO SYNTAX

Syntactical Structures, Immediate Constituency Analysis, Phrase Structure Grammar, Transformational Grammar

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Plag, Ingo.Brawn.Schramn, Introduction to Linguistics. Mouton de Gruyter. New York. 2007
- Plag,Ingo. Morphological productivity.Mouton de Gruyter.New York. 1999
- F.Meyer,Carles.Introduction to Linguistics.Cambridge University Press. U.K.2009
- Chomsky, Naom. Syntactic Structures. Mouton &Company.The Hague. 1957



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES

Course Name	Course Code	LTP	Credit	Semester
Contemporary Writings-II	BEG 602	3:0:0	3	6

S. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify key elements of that area distinctive to the artistic achievement of African American Writers
CLO 2	Interpret and discuss key texts, ideas, themes, and aesthetic modalities.
CLO 3	Apply knowledge of the historical and cultural contexts of the literature of this period to some major authors, works, and genres.
CLO 4	Reflect and write analytically about the literary texts and their contexts.

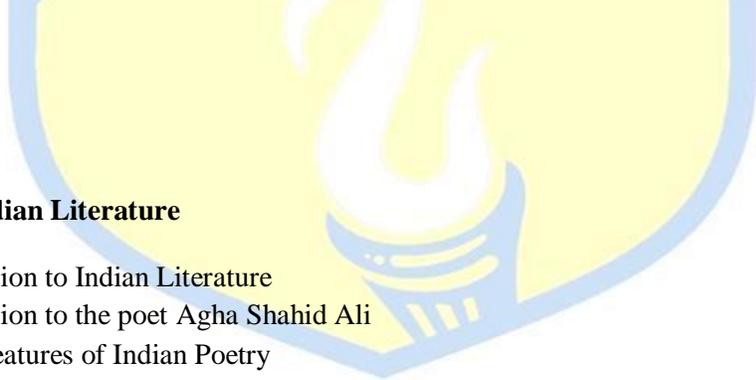
B. SYLLABUS

Module I South African Literature

1. Introduction to South African Literature
2. Introduction to **Nadine Gordimer** and her art of writing
3. Introduction to **My Son's Story**
4. Introduction to Derek Walcott and his writing
5. Poems by **Derek Walcott-The Sea is History; Names; A Far Cry from Africa**
6. Background/setting/of the texts prescribed
7. Critical study of the novel and Poems

Module II- Latin American Literature

1. Introduction to Latin American Literature
2. Literary Movement and trends
3. Introduction to the Poet Pablo Neruda
4. Textual analysis and critical study of the Prescribed poems-**Tonight I can Write; Discoverers of Chile**



Module III- Indian Literature

1. Introduction to Indian Literature
2. Introduction to the poet Agha Shahid Ali
3. Salient features of Indian Poetry
4. Critical study and analysis of the text prescribed

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Attridge, Derek and Rosemary Jolly, eds. 1998. *Writing South Africa: Literature, Apartheid, and Democracy, 1970–1995*. Cambridge: Cambridge UP.
- Chapman, Michael. 1996. *Southern African Literatures*. London: Longman.
- Smith, David (15 July 2014). "[Nadine Gordimer dies aged 90](#)". *The Guardian*. Retrieved 15 July 2014
- Colean Jacobson, "[Nadine Gordimer awarded Legion of Honour](#)" [Archived](#) 27 Gordimer, Nadine. *Chronicles of Death Foretold*
- Baer, William, ed. *Conversations with Derek Walcott*. Jackson: University Press of Mississippi, 1996.
- Selected poems by Derek Walcott
- Selected poems by Agha Shahid Ali



AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES Domain Elective

Course Name	Course Code	LTP	Credit	Semester
American Literature (DE)	BEG 604	3:0:0	3	6

T. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify key elements of that area distinctive to the artistic achievement of American Writers
CLO 2	Interpret and discuss key texts, ideas, themes, and aesthetic modalities.
CLO 3	Apply knowledge of the historical and cultural contexts of the literature of this period to some major authors, works, and genres.
CLO 4	Reflect and write analytically about the literary texts and their contexts.
CLO 5	Know the Anglo-American Writing in relation to contemporary culture and issues.

B. SYLLABUS

Module IPOETRY

1. Introduction to American Poetry
2. Themes used in American Poetry
3. Explanation and critical study of the text prescribed: After Apple Picking; Birches; Stopping by the Woods on a Snowy Evening

ModuleII- NOVEL

1. Introduction to American novel
2. Introduction to Nathaniel Hawthorne
3. Introduction to Scarlet Letter
4. Introduction to Earnest Hemmingway
5. Introduction to Old man and the Sea
6. Theme/ setting/plot and detailed analysis of the prescribed texts

Module -III – DRAMA

1. Introduction to the Drama of American Literature
2. Introduction to Arthur Miller
3. Dramatic Techniques used in The Play
4. Theme/ Plot/Character Analysis
5. Detailed study of the text

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- History of American Literature. Richard Grey. Wiley Blackwell. 2011
- Hawthorne, Nathaniel. Scarlet Letter. Ticknor Reed And Fields. 1850
- Hemmingway, Earnest. Old Man & the Sea. Charles Scribners's Sons.1952
- Frost, Robert. Selected Poems. Gail Harvey. Gramercy. 2001
- Miller, Arthur. Death of A Salesman. Viking.1949



AMITY UNIVERSITY
— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES
Domain Elective

Course Name	Course Code	LTP	Credit	Semester
American Literature (DE)	BEG 604	3:0:0	3	6

U. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify key elements of that area distinctive to the artistic achievement of American Writers
CLO 2	Interpret and discuss key texts, ideas, themes, and aesthetic modalities.
CLO 3	Apply knowledge of the historical and cultural contexts of the literature of this period to some major authors, works, and genres.
CLO 4	Reflect and write analytically about the literary texts and their contexts.
CLO 5	Know the Anglo-American Writing in relation to contemporary culture and issues.

B. SYLLABUS

Module IPOETRY

4. Introduction to American Poetry
5. Themes used in American Poetry
6. Explanation and critical study of the text prescribed: After Apple Picking; Birches; Stopping by the Woods on a Snowy Evening

ModuleII- NOVEL

7. Introduction to American novel
8. Introduction to Nathaniel Hawthorne
9. Introduction to Scarlet Letter
10. Introduction to Earnest Hemmingway
11. Introduction to Old man and the Sea
12. Theme/ setting/plot and detailed analysis of the prescribed texts

Module -III – DRAMA

6. Introduction to the Drama of American Literature
7. Introduction to Arthur Miller
8. Dramatic Techniques used in The Play
9. Theme/ Plot/Character Analysis
10. Detailed study of the text

EXAMINATION SCHEME:

Components	CT/Mid-	Presentation	Viva	Quiz	Attendance	EE
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	term					
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- History of American Literature. Richard Grey. Wiley Blackwell. 2011
- Hawthorne, Nathaniel. Scarlet Letter. Ticknor Reed And Fields. 1850
- Hemmingway, Earnest. Old Man & the Sea. Charles Scribners's Sons.1952
- Frost, Robert. Selected Poems. Gail Harvey. Gramercy. 2001
- Miller, Arthur. Death of A Salesman. Viking.1949





AMITY UNIVERSITY

— R A J A S T H A N —

AMITY SCHOOL OF LANGAUGES Domain Elective

Course Name	Course Code	LTP	Credit	Semester
Regional Literature in Translation (DE)	BEG 605	3:0:0	3	6

V. COURSE LEARNING OUTCOMES (CLOs)

After completion of the course, student will be able to

CLO 1	Identify key elements of that area distinctive to the artistic achievement of regional literature in translation
CLO 2	Interpret and discuss key texts, ideas, themes, and aesthetic modalities.
CLO 3	Apply knowledge of the historical and cultural contexts of the literature of this period to some major authors, works, and genres.
CLO 4	Develop the familiarity with the socio-cultural and linguistic nuances of the language
CLO 5	Equip with analytical skills which will enable them to respond to texts in different languages

B. SYLLABUS

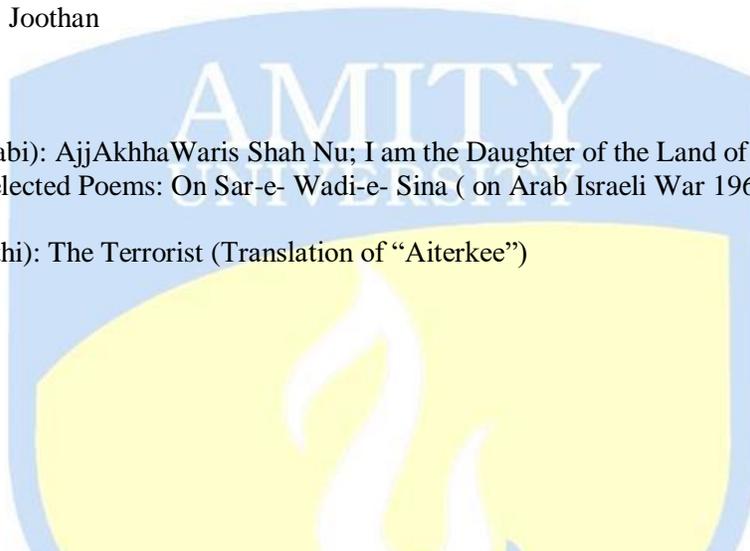
Module I

Introduction to Regional Literature
Scope of Regional Literature
Themes and Motifs in Regional Literatures
Omprakash Valmiki: Joothan

Module-II

Poetry:
Amrita Pritam (Punjabi): AjjAkhhaWaris Shah Nu; I am the Daughter of the Land of Dravida
Faiz Ahmed Faiz: Selected Poems: On Sar-e- Wadi-e- Sina (on Arab Israeli War 1967)
Drama:
Satish Alekar (Marathi): The Terrorist (Translation of “Aiterkee”)

Module III



Fiction:

QurratulainHyder (Urdu): Confessions of St Flora of Georgia

Perumal Murugan: The Goat Thief; A Lonely Harvest

EXAMINATION SCHEME:

Components	CT/Mid-term	Presentation	Viva	Quiz	Attendance	EE
Weightage (%)	15	10	10	10	5	50

SUGGESTED READINGS

- Collected Plays of Satish Alekar, new Delhi. OUP. 2009
- Contemporary Indian Short Stories, Bhabam Bhattacharya, Delhi, Sahitya Akedmi, 1959
- Indian Writings in English by K Srinivas Ayengar. 1945
- Natarajan, ed. by Nalini *Handbook of twentieth century literatures of India*(1. publ. ed.). Westport. Greenwood press. 1996.
- Collin Masica P. The Indian Languages. Cambridge University Press. 1993
- Digital Library of Amrita Protam: <https://archive.org/details/in.ernet.dli.2015.380988>
- Andreas Rieck, The Shias of Pakistan: An Assertive and Beleaguered Minority, Oxford University Press, 2016,
- Sisir Kumar Das, *History of Indian Literature: 1911-1956, struggle for freedom : triumph and tragedy*, Sahitya Akademi, 2005
- Perumal Murugan". Penguin Books of India.
- Srilata, K. "Perumal Murugan: The Before and the After". thewire.in.



AMITY UNIVERSITY

RAJASTHAN

AMITY SCHOOL OF LANGUAGES (ASL)

Course Name	Course Code	LTP	Credit	Semester
DISSERTATION	BEG 650	0	9	6

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify the basics of research writing
CLO 2	Apply the knowledge of research writing
CLO 3	Create a dissertation report with substantial theoretical foundation

B. SYLLABUS

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report. The Dissertation will help students deal with literary problems and issues and they will learn to demonstrate critical thinking in research and writing.

The Components of a Dissertation

A Dissertation should have the following components:

- 1) **Cover Page:** This should contain the title of the, to whom it is submitted, for which degree, the name of the author, name of the supervisor, year of submission of the work and name of the University.
- 2) **Acknowledgement:** Various organizations and individuals who might have provided assistance/co-operation during the process of carrying out the study.
- 3) **Table of Content:** Page-wise listing of the main contents in the report, i.e., different Chapters and its main Sections along with their page numbers.

4) Body of the Report: The body of the report should have these four logical divisions

a) Introduction: This will cover the background, rationale/ need / justification, brief review of literature, objectives, methodology (the area of the study, sample, type of study, tools for data collection, and method of analysis), Limitations of the Study, and Chapter Planning.

b) Conceptual Framework / National and International Scenario:(relating to the topic of the Dissertation).

c) Presentation of Data, Analysis and Findings:(using the tools and techniques mentioned in the methodology).

d) Conclusion and Recommendations: In this section, the concluding observations based on the main findings and suggestions are to be provided.

5) Bibliography or References: This section will include the list of books and articles which have been used in the work, and in writing the report.

6) Annexures: Questionnaires (if any), relevant reports, etc.

(The main text of the Dissertation should normally be in the range of 5000 words. However, there may be an annexure in addition to the main text)

Guidelines for Evaluation:

- Each of the students has to undertake a topic individually under the supervision of a teacher and to submit the same following the guidelines stated below.
- Language of Dissertation and Viva-Voce Examination has to be English. The Dissertation must be typed and hard bound.
- Failure to submit the Dissertation or failure to appear at the Viva-voce Examination will be treated as —Absent in the Examination. He /she has to submit the Dissertation and appear at the Viva-Voce Examination in the subsequent years (within the time period as per University Rules).
- No marks will be allotted on the Dissertation unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits his/her Dissertation.
- Evaluation of the Dissertation to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.
- A candidate has to qualify in the Dissertation separately, obtaining a minimum marks of 40 (Dissertation and Viva-Voce taken together) in paper 3.5.
- Marking Scheme for Dissertation and Viva-Voce Examination:

Dissertation	Power Point Presentation & Viva
75 marks	25 marks

Course Title: Anandam

Type: Compulsory

Semester I

Course Code: AND001

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted

- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- C grade =32 hrs (Below 20 marks)
- B grade >32 hrs to <=44hrs (20-30 marks)
- A grade >44 hrs to<=54hrs (30-40 marks)
- O grade >54 hrs to<=64hrs (40-50 marks)

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester II

Course Code:AND002

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
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- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

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 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester III

Course Code:AND003

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.

- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
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GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

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 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
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- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
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3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester IV

Course Code:AND004

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society

- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
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- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

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GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

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 - c) Duty of the government
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 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
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- **A grade >44 hrs to<=54hrs (30-40 marks)**
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Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

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2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester V

Course Code:AND005

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
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Course Contents:

The project report should be guided by the mentor and shall contain:

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GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

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Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
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- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

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3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester VI

Course Code:AND006

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
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- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
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GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

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 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
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3. Conclusion is clearly stated. The underlying logic is explicit.

BEHAVIOURAL SCIENCE - I (UNDERSTANDING SELF FOR EFFECTIVENESS)

Course Code: BSS103

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate awareness of self and the process of self-exploration.
2. Demonstrate knowledge of strategies for developing a healthy self-esteem.
3. Recognize the importance of attitudes and its effect on personality.
4. Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for personal and professional life.

Course Objective:

This course aims at imparting an understanding of:
Self and the process of self exploration
Learning strategies for development of a healthy self esteem
Importance of attitudes and its effect on personality
Building emotional competence

Course Contents:

Module I: Self: Core Competency

Understanding of Self
Components of Self – Self identity
Self concept
Self confidence
Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window
Mapping the key characteristics of self
Framing a charter for self
Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning & Importance
Components of self esteem
High and low self esteem
Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and Nature of Attitude
Components and Types of Attitudes
Relevance and Importance of Attitudes

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, Components, Importance and Relevance

Positive and Negative Emotions

Healthy and Unhealthy expression of Emotions

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

**BEHAVIOURAL SCIENCE - II
(PROBLEM SOLVING AND CREATIVE THINKING)**

Course Code: BSS203

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) would be able to:

1. Recognize the relation critical thinking with various mental processes.
2. Identify hindrance to problem solving processes.
3. Analyze the steps in problem-solving process.
4. Create plan of action applying creative thinking.

Course Objective:

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: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

Module II: Hindrances to Problem Solving

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving Process

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

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
 - Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

BEHAVIOURAL SCIENCE - III

(INTERPERSONAL COMMUNICATION AND RELATIONSHIP MANAGEMENT)

Course Code: BSS303

CreditUnits: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate knowledge of strategies for developing a healthy interpersonal communication
2. Recognize the importance of transactional analysis, script analysis

3. Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for conflict resolution and impression management.
4. Demonstrate knowledge of strategies for developing a healthy interpersonal relationship.

Course Objective:

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

Course Contents:

Module I: Interpersonal Communication

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Interpersonal Styles

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interactional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

Module III: Conflict Management and Negotiation

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

Module IV: Interpersonal Relationship Development

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

Module V: Impression Management

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

BEHAVIOURAL SCIENCE - IV**(GROUP DYNAMICS AND TEAM BUILDING)****Course Code: BSS403****CreditUnits: 01****Course learning outcomes (CLOs)**

At the successful completion of this course you (the student) would be able to:

1. Compare the difference between the groups and teams and their strength and weaknesses. Also, the internal and external factors that affect their functioning.
2. Access when there is a need of group formation and when it is needed to be transformed into team.
3. Identify the characteristics of leaders and the power practiced by them.
4. Apply the type of leadership style power practiced in different situation.

Course Objective:

To inculcate an elementary level of understanding of group/team functions

To develop team-spirit and to know the importance of working in teams

Course Contents:**Module I: Group formation**

Definition and Characteristics

Importance of groups

Classification of groups

Stages of group formation

Benefits of group formation

Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.

Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.

Group Cohesiveness and Group Conflict

Adjustment in Groups

Module III: Teams

Meaning and nature of teams

External and Internal factors effecting team

Building Effective Teams

Consensus Building

Collaboration

Module IV: Leadership

Meaning, Nature and Functions

Self leadership

Leadership styles in organization

Leadership in Teams

Module V: Power to empower: Individual and Teams

Meaning and Nature

Types of power

Relevance in organization and Society

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS-Journal of Success; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A-Attendance

Text & References:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, McCann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

BEHAVIOURAL SCIENCE - V

(INDIVIDUAL, SOCIETY AND NATION)

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Recognize their personality and individual differences and identify its importance of diversity at workplace and ways to enhance it.
2. Recognize effective socialization strategies and importance of patriotism and taking accountability of integrity.
3. Recognize different types of human rights and its importance.
4. Identify Indian values taught by different religions.
5. Identify long term goals and recognize their talent, strengths and styles to achieve them.

Course Objective:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

Course Contents:

Module I: Individual differences& Personality

Personality: Definition& Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

Module II: Socialization

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

Module III: Patriotism and National Pride

Sense of Pride and Patriotism
Importance of Discipline and hard work
Integrity and accountability

Module IV: Human Rights, Values and Ethics

Meaning of Human Rights
Human Rights Awareness
Importance of human rights
Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

Module V: Personal and Professional Excellence

- Personal excellence:
 - Identifying Long-term choices and goals
 - Uncovering talent, strength and style

Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

Text & References:

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B. Stephen;. Organizational Behavior

BEHAVIOURAL SCIENCE - VI

(STRESS AND COPING STRATEGIES)

Course Code: BSS 603

Credit Unit: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) would be able to:

1. Identify stress and that an individual come across.
2. Recognize the causes of stress in their lives.
3. Analyze symptoms and how they are affecting lives.
4. Create ways to effectively cope with it.

Course Objective:

- To develop an understanding the concept of stress its causes, symptoms and consequences.
- To develop an understanding the consequences of the stress on one's wellness, health, and work performance.

Module I: Stress

Meaning & Nature

Characteristics

Types of stress

Module II: Stages and Models of Stress

Stages of stress

The physiology of stress

Stimulus-oriented approach.

Response-oriented approach.

The transactional and interactional model.

Pressure – environment fit model of stress.

Module III: Causes and symptoms of stress

Personal

Organizational

Environmental

Module IV: Consequences of stress

Effect on behaviour and personality

Effect of stress on performance

Individual and Organizational consequences with special focus on health

Module V: Strategies for stress management

Importance of stress management

Healthy and Unhealthy strategies

Peer group and social support

Happiness and well-being

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; **JOS**-Journal of Success; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **A**-Attendance

Text & References:

- Blonna, Richard; Coping with Stress in a Changing World: Second edition
- Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management
- Pestonjee, D.M.; Stress and Coping: The Indian Experience
- Clegg, Brian; Instant Stress Management – Bring calm to your life now

AMITY School of Languages
Communication Skill

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS401	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify steps to professional communication
CLO 2	Identify the key components of meeting, agendas and meeting minutes
CLO 3	Understand the key skills and behaviors required to facilitate a group discussion/presentation
CLO 4	Polish current affairs& rapport building

B. SYLLABUS

Topic
Enhancing Speaking Skills (Public Speaking)
Resume Building-1

GD-2 (Specifically: Social & Political)
Presentations-2

EXAMINATION SCHEME:

Components	Public Speaking	GD	Poster Presentation	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS501	1:0:0	1	1

B. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Create right selection of words and ideas while also choosing the appropriate channel of formal communication.
CLO 2	Demonstrate the ability to analyse a problem and devise a solution in a group.
CLO 3	Demonstrate proficiency in the use of written communication.
CLO 4	Recognize the mannerisms and methodology of Interview and GD to become more expressive in their body language and verbal performance.

B. SYLLABUS

Topic
Email Writing (Briefing, Do's & Don'ts & Practice)
Corporate Dressing & Body Language (Verbal & Non-Verbal Cues & its role in Interview Selection)
Interview-1 (Briefing, Do's & Don'ts, Questions, Mock Sessions)
GD-3(Practice Sessions)

EXAMINATION SCHEME:

Components	Email Writing	GD	Personal Interview	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria&Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N,*Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007

FOREIGN LANGUAGE CHINESE

Semester I

Course Code: FLC- 101/111

Credit Units : 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .

- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Aim: The Aims of Chinese language course at AUR is to equip students with the basic knowledge & skills in Chinese language so as to enable them to interact with Chinese speaking people and efficiently work in the Chinese environment and also to build a solid foundation for further studies in the language.

Course Learning Objectives:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

On the completion of first semester the students will be able to:

- Understand the nature and characteristics of Chinese language.
- Read Chinese Pinyin and Chinese Characters.
- Write Chinese Characters and sentences related to greetings & personal information.
- Speak Chinese dialogues related to greetings & personal information.
- Listen and understand simple Chinese words and dialogues of the text.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use; approx 70 Characters including 50 characters of HSK level -I.
- Understand China as a powerful nation.

COURSE CONTENT

1. Introduction to Chinese Language
2. Introduction to the Sound System , Initials and Finals
3. Table of sounds of Beijing Dialect
4. Tones
5. Writing System & Basic Strokes of Chinese Character
6. Rules of Stroke-Order of Chinese Character,
7. Expression of Greetings & Good wishes
8. Farewell
9. Asking & telling Personal Information : Name & Age
10. Personal Information : Residence
11. Personal Information : Family Members
12. Listening Skill & Practice
13. Conversation based on dialogues
14. China; an emerging world power (In English)

VOCABULARY CONTENT

Vocabulary will have approx 70 Characters including 50 characters of HSK-I level.

1. Vocab related to greetings & farewell; 你, 好, 再见。。
2. Vocab related to personal information; 名字, 年纪, 家, 住, 爸爸。。

GRAMMATICAL CONTENT

1. Introduction to the sound system, initials and finals, sound table & tones.
2. Basic strokes of Chinese Character & stroke- order.
3. Conjunction 和.
4. Word order in Chinese sentence.
5. Adjective Predicate sentence.
6. 是 sentence type (1).
7. Interrogative sentence with 吗.
8. Attributive & structural particle 的.

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Elementary Chinese Reader Book-I (suggested reading)

FOREIGN LANGUAGE CHINESE

Semester - II

Course Code: 201/211

Credit Units: 02

Course Learning Objectives:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

On the completion of second semester the students will be able to:

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues with correct pronunciation & tone.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Manipulate basic grammatical structures such as questions type (2), 有 sentence, verbal predicate, 的, numeration, time etc.
- Master and use most essential vocabulary items of day to day use; approx 110 Characters including 50 characters of HSK level -I.
- Understand Sino-Indian Relations.

COURSE CONTENT

1. Personal information : hobbies & habits
2. Personal information : abilities
3. Expression of gratitude
4. Expression of apology
5. Numbers & currencies
6. Expression of time
7. Description of weather
8. Description of direction,
9. Listening of dialogues
10. Conversation based on dialogues
11. Chinese CBT package /video clipping
12. Sino-Indian relations (in English)

VOCABULARY CONTENT

Vocabulary will include approx 110 Characters including 50 Characters of HSK-I level.

1. Vocab related to hobbies, abilities, gratitude, apology numbers, time, weather, direction, etc will be covered.

GRAMMAR CONTENT

1. Question of type (2) & (3)
2. 有 sentence
3. Auxiliary verbs:要,会,能, 可以
3. The sentence with a verb as its predicate.
4. 们: a plural suffix
5. Numeration
6. Interrogative pronoun 多少
7. Counting Money
8. A numeral-measure word as the attributive
9. Time words: Time, month, day & date
10. The demonstrative pronoun as the attributive
11. The adverbial adjunct:
12. Words of location

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I (suggested reading)
2. Chinese Reader (HSK Based) book-I (suggested reading)
3. Practical Chinese Grammar for foreigners (suggested reading)

FOREIGN LANGUAGE CHINESE

Semester - III

Course Code: FLC- 301/311

Credit Units: 02

Course Learning Objectives:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc

On the completion of third semester the students will be able to attain the proficiency of HSK-I and they will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters and sentences.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language.
- Manipulate basic grammatical structures such as: 在, 是, 有 sentence, etc.
- Master and use most essential vocabulary items of day to day use and programme specific vocabulary; approx 100 Characters including 50 characters of HSK level -I.

COURSE CONTENTS

1. Description of size
2. Description of quantity
3. Asking and replying questions on shopping
4. Asking and replying questions on Communication
5. Conversation Related to Study
6. Conversation Related to Work
7. Expression of Simple Feelings
8. Listening of dialogues
9. Conversation based on dialogues
10. Programme Specific Vocabulary & Expressions
11. Chinese CBT Package
12. Chinese Festivals (In English)

VOCABULARY CONTENTS

1. Vocabulary will include approx 100 Characters including 50 Characters of HSK-I level.
2. Vocab related to size, quantity, shopping, communication, study, work and simple feelings and Programme Specific Vocabulary will be covered during this semester.

3. By the end of third semester the students will be able to master all 150 characters set for the HSK level-I.

GRAMMATICAL CONTENTS

1. Antonyms
2. Prepositional phrases
3. The object of 在, 从
4. Complement of degree
5. Preposed object
6. Verb 在
7. 有 and 是 indicating existence
8. Question of type (4)
9. The 是 sentence type (2).
10. Sentence with a verb taking two objects

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References

1. Learn Chinese with me book-I (Major Text book), People's Education Press
2. Elementary Chinese Reader Book-I
2. Chinese reader (HSK Based) book-I
3. Module on Programme specific vocab.

Foreign Language Chinese

Semester - IV

Course Code: FLC- 401/411

Credit Units: 02

Course Learning Objectives:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses .
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

On the completion of Fourth semester the students will be able to consolidate their proficiency of HSK-I and will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters, sentences and small paragraphs.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language.
- Manipulate basic grammatical structures such as: 疑问代词.etc.
- Master and use most essential vocabulary items of day to day use and office related vocabulary; approx 70 Characters including 50 characters of HSK level –II
- Refer Chinese dictionaries.
- Translate a Chinese paragraph with the help of dictionaries and translation software.

COURSE CONTENTS

1. Revision of Important expressions
2. Expression of welcome
3. Expression of time: past, present & future
4. Expression of right or wrong.
5. Questioning and answering simple questions about medical care
6. Questioning and answering simple questions about sports & entertainment
7. Office related vocabulary , expressions & email writing
8. Referring Chinese dictionaries (hard and electronic dictionaries)
9. Translation with the help of dictionaries & translation software
10. Practice of model test series of HSK-I
11. CBT package
12. Listening
13. Conversation based on above topics
14. Chinese poetry

VOCABULARY CONTENT

1. Vocabulary will include approx 70 Characters including 50 Characters of HSK-II level.

1. Vocab related to welcome, tenses, right wrong etc and office related vocabulary will be covered during this semester.

GRAMMATICAL CONTENT

1. Interrogative pronouns 疑问代词: 什么, 哪儿, 谁, 为什么, 怎么样, 哪, 什么时候, 多少, 几,

2. Money 表示钱数

3. Weight 表示重量

4. Measure words 量词

5. Adverbs 副词

6. 时间副词: 正在

7. 频率副词: 再

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-II. (Major Text Book)

2. Module on HSK-II. (suggested reading)

3. Practical Chinese Grammar for foreigners. (suggested reading)

4. Chinese Dictionaries: Chinese to English & English to Chinese. (reference books)

5. Office Talk (suggested reading)

Foreign Language Chinese

Semester - V

Course Code: FLC- 501/511

Credit Units: 02

Course Learning Objectives:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

On the completion of Fifth semester the students will be able to

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters and sentences and small paragraphs.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out conversation in the target language based on the topics learnt.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use, programme specific and internet related vocabulary; approx 80 Characters including 50 characters of HSK level –II
- Type Chinese document.
- Express their opinion and ask opinion of others in Chinese

COURSE CONTENT

1. Revision of vocabulary
2. Detailed study of greetings, farewell & personal information (HSK-II topics 1& 2)
3. A brief description of mood & colours
4. Expression of opinions
5. Asking the opinion of the others
6. Listening of dialogues
7. Conversation based on topics learnt
8. CBT package
9. Programme specific vocabulary and expressions
10. Chinese typing and making soft copy of a Chinese document
11. Important Chinese sites and internet related vocabulary

GRAMMAR CONTENT

1. Pattern: 因为.....所以.....

2. Preposition 介词: 在
3. Auxiliary verbs; 助动词
4. Modal Particle 语气助词: 了

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text Books & References

1. Learn Chinese with me book-II. (Major Text Book)
2. Module on HSK-II. (suggested reading)
3. Practical Chinese Grammar for foreigners. (suggested reading)
4. Internet Chinese. (suggested reading)
5. Office Talk (suggested reading)
6. Elementary Chinese Reader Book-I (suggested reading)

Foreign Language Chinese

Semester - VI

Course Code: FLC-601

Credit Units: 2

Course Learning Objectives:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

On the completion of Sixth semester the students will be able to attain the proficiency of **HSK-II**. They will be able to:

- Read Chinese words, phrases and simple sentences both in Pin Yin and Characters given in the text.
- Write Chinese Characters and sentences and small paragraphs.
- Speak Chinese dialogues from various fields of day to day life.
- Listen and understand simple Chinese words and dialogues used in syllabi.
- Carry out effective conversation in the target language.
- Manipulate basic grammatical structures.
- Master and use most essential vocabulary items of day to day use: approx 70 Characters including 50 characters of HSK level –II
- Put up suggestions, explain reason, and do comparison.
- Do translation with the help of dictionaries and translation software.

COURSE CONTENT

1. Revision
2. Put up suggestions
3. Making comparison
4. Explaining the reason
5. Grammar points & exercises
6. Listening practice
7. Conversation based on dialogues
8. CBT package
9. Translation of small passages from English to Chinese
10. Practice of model test series of HSK-II
11. Chinese government system (in English)

VOCABULARY CONTENTS

1. Vocabulary will include approx 80 Characters including 50 Characters of HSK-II level.

1. Vocab related to suggestions, comparison, reason, will be covered during this semester.
2. By the end of sixth semester the students will be able to master **300 characters set for the HSK level-II**.

GRAMMAR CONTENTS

1. Aspectual particle 动态助词：着
2. Interjection 叹词: 喂
3. Overlapping verbs 动词的重叠
4. Affirmative sentences 肯定句
5. Negative Sentences 否定句

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text books & References

1. Learn Chinese with me book-II. (Major Text Book), People's Education Press
 2. Module on HSK-II. (suggested reading)
 3. Practical Chinese Grammar for foreigners. (suggested reading)
 4. Spoken Chinese Vol-I &II . (suggested reading)
 5. Elementary Chinese Reader Book-I (suggested reading)
-

Foreign Language Spanish

Semester 1: Course Code: FLS 101/111 Credit units : 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing. Students will be able to:

- Greet Formally and Informally
- Talk about gender, numbers and articles.
- Deal with basic Phonetics
- Introduce oneself and others
- Talk about Professions and nationalities
- Count from 1 To 20
- Get introduced to Hispanic Culture

Course Contents:

Vocabulary: Passport Form, personal information, age, Interrogative pronouns, Alphabets, to be able to spell names, surnames, Good morning, good afternoon, Good bye Etc. different professions, countries, nationalities, languages.

Grammar:

Subject pronouns

Use of verbs SER/ESTAR/TENER in simple present tense
Use of regular AR /ER/IR ending verbs.
Llamarse y dedicarse
Simple Negativesentences

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) byMatideCerralozza Aragón, oscarCerralozza Gilli, Begoña Llovet Barquero, EdelsaGroup didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 2: Course Code: FLS 201/211 Credit units : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.
- To enhance all five skills of the language: Reading, Writing, Listening, Interacting and speaking.
- Adjectives to describe people
- To talk about locations and places.
- To be able to form basic questions
- Counting till 100
- To be able to speak about daily Routine and verbs of daily usage both regular & irregular verbs.

Course Content:

Vocabulary:

Home, Classroom, Neighborhood, hotel, Restaurant, Market, Days name, Months name, Colors names etc. Interrogatives.

Grammar:

Use of SER/ESTAR/TENER/ HAY
Difference between Estar and Hay
Demonstrative pronouns
Interrogatives – what, which, why, how, who, when
Introduction of irregular verbs
Possessive pronouns

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam

10	15	10	10	5	50
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Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) byMatideCerralozza Aragón, oscarCerralozza Gilli, Begoña Llovet Barquero, EdelsaGroup didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 3: Course Code: FLS 301/311 Credit units : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.
 - To enable the students to talk about a place like, class room, market, neighborhood and location of thing with the use of prepositions.
 - To talk about one’s likes/dislikes, how one is feeling, to express opinions, pain and illness.
 - Time and date
 - Speaking about prices/currency/ market and quantity.
 - Counting above 100,
 - To discuss near future plans

Course Content

Vocabulary:

Vocabulary pertaining to describe people/ place /objects, Illness, Currency, Market etc. preferences, opinions , body parts etc.

Grammar:

Introduction of stem changing irregular verbs

Introduction of prepositions (Cerca de/ lejos de/ encima de etc.)

Present continuous tense (**Estar+ gerundio**)

Introduction of third person verbs Gustar/Parecer/Encantar/ Doler etc

Interrogatives – How much/ How many

Introduction of irregular verbs.

Immediate future plans (Ir a + verbo)

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 4: Course Code: FLS 401/411 Credit units : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.
- To talk about relations
- To express obligation
- To enquire about direction
- To be able to describe your locality
- Telephonic conversation etiquettes
- Dialogue between two friends/sales man and client etc.

Course Content:

Vocabulary Content:

Family, friends, directions, way(going straight, left, right etc.) Temple, hospital, restaurant, church, hospital, Town hall, parks, shopping mall, etc.

Grammar Content:

Revision of present indefinite, continuous and near future tense.

Double negation – No Nunca, Ningun/a, Nada, nadie etc.

Tener que / Hay que

Expressions with Tener and Estar.

Use of Apetecer, Llevarse bien o mal con alguien / Caer +bien/mal + a alguien

Examination Scheme

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					EndSem Evaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Skills Evaluated: Writing, Comprehension, grammar, and Vocabulary

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005
Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005
Dictionaries for reference: Collins, www.wordreferences.com.
Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 5: Course Code: FLS 501/511 Credit units : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.
- To talk about a pre decided plan
- To talk about a plan yet to materialize
- To propose a plan
- To talk about what they have done today/during vacations etc.
- Reading texts about Spanish festivals
- Writing composition about Festivals

Course Content:

Vocabulary:

Vocabulary related to leisure time, going out with friends, traveling, shopping, club, transport, decoration and celebration.

Grammar:

Introduction of direct/indirect object pronouns
(Pensar + infinitive),

(Estar pensando en + infinitive)
(Por qué no + verbo / Te Parece + Infinitivo.. etc)
(Haber + participio Pasado)
Introduction of pretérito perfecto

Examination Scheme:

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Text & References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005
Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begoña Llovet Barquero, Edelsa Group didascalía, S.A. 2005
Dictionaries for reference: Collins, www.wordreferences.com.
Essential materials are given in the form of photocopies.

Foreign Language Spanish

Semester 6: Course Code: 601

Credit Units : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.
- To express future plans and intentions
- To talk about tourist destination in Spain and India
- Reading texts about Spanish historical monuments
- To talk about dance and music.
- Reading text about Spanish Cities
- Writing email to your friend/family members

Course Content:

Vocabulary: Names of the famous Spanish cities, monuments, dance forms (Flamenco, salsa, tango) informal greeting in letter writing.

Grammar:

Revision of Indefinite/ continuous /perfect tense
Introduction of Future Tense.

ExaminationScheme:

Total: 100 marks

ContinuousEvaluation (Total 50 Marks)					EndSemEvaluation (Total 50 Marks)
Quiz	MidTerm Test	Presentation	Viva Voce	Attendance	End-TermExam
10	15	10	10	5	50

Text &References:

Nuevo Español Sin Fronteras (ESF1) by Jesús Sánchez Lobato, Concha Moreno Garcia, Concha Moreno Garcia, Isabel Santos Gargallo, Sociedad General Española De Librería, S.A 2005

Pasaporte Nivel (A1) by Matilde Cerralzo Aragón, Oscar Cerralzo Gilli, Begoña Llovet Barquero, Edelsa Group Didascalia, S.A. 2005

Dictionaries for reference: Collins, www.wordreferences.com.

Essential materials are given in the form of photocopies.

Foreign Language German

Semester 1: Course Code: FLG 101/111

Credit units : 02

Program Learning Outcomes :

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing German language.

After successful completion of this semester, students will be able to:

- greeting formally and informally.
- self introduction

- countings from 1 To 100
- make simple sentences using present tense
- spelling names.
- describing objects with articles in the classroom

Course Contents:

Vocabulary:

- Personal information like age, name etc.
- Alphabets
- Greetings: Good morning, good afternoon, good evening,
- partinggood bye Etc.
- describing objects with articles in the classroom

Grammar:

- Personal Pronouns
- Use of verbs>**to be**< and >**to have**<in simple present tense
- Use of regular verbs liketo live, to go, to learn etc.
- Using definite and indefinite article in German in nominative case
- Interrogative pronouns> **who, what, where, where from, where to**<
- talk about gender, numbers and articles.
- Singular and plural
- Basic Phonetics: Consonants and Vowels

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book:First 10 LessonsfromDeutschalsFremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: Studio D: Glossar A1 - Deutsch – Englisch, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language German

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- Recognizing geographical locations.
- Know famous places in Germany and Europe.
- To be able to form basic questions
- use of past participle of verb was/were and make sentences.
- able to conjugate irregular verbs
- use possessive article for the nominative case
- Use of adjectives in sentences.
- They can describe their house like number of bedroom, kitchen etc
-

Course Content:

Vocabulary

- Verb was/were
- Types of Houses and Apartments,
- State and cities
- directions like north, south etc.,
- Neighboring countries of Germany and their respective languages.
- Description of house: Bedroom, bathroom, kitchen etc.

Grammar:

- Interrogatives – what, which, why, how, who, when
- Yes - no question
- Introduction of irregular verbs
- Article in accusative (definite and indefinite)
- Possessive article

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)	End Sem Evaluation
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					(Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lesson 11 onwards from Deutsch als Fremdsprache -1A, IBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –English**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language German

Semester 3: Course Code: FLG 301/311

Credit units : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of this semester, students will be able to:

- describe furniture in a room.
- ask question related to time like when, from when etc.
- tell time (formal and informal)
- how to make calls on phone
- can excuse for cancel appointments.
- speak about their daily routine.

Course Contents

Vocabulary:

- Furniture
- Days and months name
- Time vocabulary like 15 min, quarter, minute, seconds.
- Adjectives use to describe furniture.

Grammar:

- Past participle of verb had
- Usage of negation like **not = nicht; kein= not a single.**
- Preposition of time.
- Use of adjective in sentences.
- Introduction and use of separable verbs

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: First 10 Lessons from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language German

Semester 4: Course Code: FLG 401/411

Credit units : 02

Credit Units : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses .
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

After successful completion of this semester, students will be able to:

- talk about different professions
- express positive and negative aspect of different professions.
- talk about daily routine of a job
- enquire about direction.
- use preposition in sentences.
- understand the visiting cards etc.

Course Content:

Vocabulary Content:

- Professions
- Workplaces
- Professional Tasks like writing mail, make phone calls etc.
- Locations (right left, etc.)
- Public places

Grammar Content:

- Possessive article in accusative.
- Introducing prepositions in dative, accusativ cases and changing prepositions in dat + acc.
- Usage of preposition : in through, to , at etc

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)	End Sem Evaluation
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					(Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Lessons from 11 onwards from Deutsch als Fremdsprache -1B, INBH & Oxford, New Delhi, 1977

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language German

Semester 5: Course Code: FLG 501/511

Credit units : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

After successful completion of this semester, students will be able to:

- tell where they work and live
- tell location of their offices and house
- explain, how they reach their work place
- ask and tell the location of thing or person in a house like behind, in front of etc.
- describe the office things like printer, files etc

Course Content:

Vocabulary:

- Workplace
- Location like 1st floor, ground floor.
- Ordinal numbers
- Things and furniture in a office
- Means of transportation

Grammar:

- changing preposition in dative and accusative case
- Verbs related to changing prepositions like to put, to lay etc
- Dative and accusative preposition
- Modal verb : must and can

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Zielsprache Deutsch als Fremdsprache Part 1

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Foreign Language German

Semester 6:Course Code: FLG 601

Credit units : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

After successful completion of this semester, students will be able to:

- express their likes and dislikes (buying groceries)
- ask price and quantity
- express their likes and dislikes in terms of cloths
- buy cloths in the shopping mall

Course Content:

Vocabulary:

- How often- every day, sometime daily etc.
- Cloths
- Colours
- Groceries : fruits , vergetablesetc
- Groceries materials : packets, bottle etc.
- quantity and weight
- currency

Grammar:

- Make question with which, how many etc
- Comparative many, good etc
- Introduction of adjective ending in accusative with definite and indefinite article
- Verb like

- Demonstrative

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Text-Book: Zielsprache Deutsch als Fremdsprache Part 2

References: Studio D A1 by Hermann Funk, Christina Kuhn and Silke Demme, Cornelsen, 2013

Tangram A1 by Rosa Maria Dallapiazza, Eduard von Jan & Till Schoenherr, Max Hueber, 2007

Sprachtraining A1 by Rita Maria Niemann, Dong Ha Kim, Cornelsen, 2013

Dictionaries for reference: **Studio D: Glossar A1 - Deutsch –Englisch**, Cornelsen, 2013

<http://www.duden.de/woerterbuch>

Materials are given in form of photocopies if felt to be necessary

Forgien Langage (Non Technologie)

Semester1: (français.com (Débutant)) Course Code: FLN 101/111 Credit units: 02

Program Learning Outcomes:

- To produce global citizens speaking an International language in keeping with the institutional vision .
- To give students a platform to understand Culture and Society of a different world.
- To enhance the possibilities of jobs in MNCs established in/outside the country.
- To enhance the possibilities of Studying Abroad

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.
- Students will be able to communicate in small sentences in oral, self introduction, family description etc.

After successful completion of the course, students will be able to express simple vocabulary in oral and writing French language.

Familiarize the students of French Language with:

1. addressing someone
2. to present oneself and someone else
3. formal and informal addressal to others
4. work place

Course Contents:**Unit 1: Pg: 9-24****A. Lexical:**

- Transparent words
- Formulas of politeness: Hello, please, thankyou etc.
- salutations, excuses
- Numbers from 0 to 99.
- Adjectives of nationalities
- alphabets
- professions
- activities of the enterprises
- Personal details like phone number, address etc.

B. Grammar:

- Definite and indefinite articles
- Masculine, feminine and plural of nouns
- Subject pronouns : I, You, He, She etc. (je, tu, il, elle, vous etc.)
- verbs: To be, to have, to speak, to live, to call oneself, to do, to know, to sell
- masculine and feminine of the nationalities
- It's me and it's you

- This is/ It is + Profession
- Who is this? What is this?
- Complement of noun with « of » example : the house of Ram
- Interrogative word which/what “Quel”

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Semester2:(français.com (Débutant))Course Code: FLN 101/111CreditUnits : 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc To familiarize the students of French Language with:

1. to identify the objects and to explain their usage.
2. to do a purchasing in a market, to discuss the price etc.
3. Comparison of the objects.

Course Contents

Unit 2: Pg: 26-40

a. Lexical:

- Everyday small objects
- Numbers from 0 to 1000
- To ask the price of a thing
- Furniture of office
- Adjectives for describing the objects
- colours

b. Grammar:

- Possessive adjectives
- for + infinitive form of the verb
- verb: to have
- negative : not/don't (ne-pas)
- question with « do »formation « est-ce que »?
- question with the “Si”
- prepositions of place
- There is, there are/is there? Are there?
- Placing of the adjectives

- There is a shortage of/Something is missing
- comparatives and superlatives
- tonic pronouns
- pronoun « on »

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International
 Français.com (Débutant), livre de professeur
<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal
 Supplementary Materials are given in form of photocopies

Semester3:(français.com (Débutant)) Course Code: FLN 301/311Credit Units: 02

Course Learning Objective:

- Students will hone Basic language skills such as reading, writing, speaking, listening & interactive in the language
- Students will be able to read and interpret small texts .
- Students will be able to communicate in small sentences in writing, self introduction, family description etc.

Students will be able to communicate in small sentences in oral, self introduction, family description etc To familiarize the students of French Language with:

1. the time
2. daily routine
3. the date
4. the work & the hobbies

Course Contents

Unit 3: (français.com (Débutant))Pg: 42-56

A. Lexical:

- time
- verbs : open, close, start, finish
- the stage of a day
- games and sports
- daily activities at work, division of work-hobbies
- the calendar: months, seasons, dates, days of the week
- climate, weather
- expressions on telephone
- salutations in an e-mail

B. Grammar:

- Questions with « at what time »?
- demonstrative adjectives
- pronominal verbs in present
- les prepositions of: to go to or to come from
- adverbs de frequency
- Why...? Because...
- expressions indicating the date
- impersonal verbs

- verb “can” (+ infinitive)
- Monday, next Monday

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Semester4: (français.com (Débutant)) Course Code: FLN 401/411CreditUnits : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses .
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

To familiarize the students of French Language with:

1. telephonic conversation (1)
2. booking of a table in a restaurant/ room in a hotel etc
3. giving an advice, an order, an obligation etc

Course Contents

Unit 4: Pg: 58-72

a. Lexical:

- Equipments and hotel services
- Urban space
- Means of transport
- cardinal points
- building of an enterprise
- visit to a city : public places, centre of interests
- train ticket
- public messages at the station

b. Grammar:

- possessive adjectives(2)
- adjective “ tout” i.e. all
- imperative present (1)
- numbers ordinal
- question with « est- ce que »
- (by) à and en + means of transport
- (in and at) en / au + Country
- verbe: must+ infinitive, to go , to come , to leave
- il faut + infinitive (It is necessary + infinitive)

- it is prohibited to + infinitive
- questions with from where, where, through where, at what, from what

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Semester5:(français.com (Débutant))Course Code: FLN 501/511Credit Units: 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses .
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

To familiarize the students of French Language with:

1. to understand a menu
2. telephonic conversation (2)
3. speaking of an experience, competence
4. past events
5. Replying to a mail or to a message.

Course Contents

Unit 5: (français.com (Débutant)) Pg: 74-88

A. Lexical:

- Food products
- Order in French language in a restaurant
- expressions on telephone (2)
- Job offer
- Profile of a candidate for the job
- Events at the job: promotion, resignation, journey, etc.
- Usual expressions in an e-mail.

B. Grammar:

- Near future
- partitif articles
- a bit of, a lot of, a lot of , a piece of....
- Pronouns for complement of Direct object and Indirect object
- Recent Past (venir de+ infinitif)
- verbs: appeler (to call), savoir(to know), connaître (to know).
- Past tense with normal and motion verbs.
- Accord of the past participle

- questions with the verbs in the past tense
- negation in the past tense
- to be in the process of

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies

Semester6: (français.com (Débutant))Course Code: FLN 601CreditUnits : 02

Course Learning Objective:

- Students will hone intermediate language skills such as reading, writing, speaking, listening & interactive) in the language
- Students will be able to read and interpret small texts of intermediate level.
- Students will be able to communicate in small sentences in Simple Future and Past tenses
- Students will be able to communicate in oral in small sentences in Simple Future and Past tenses. etc.

To familiarize the students of French Language with:

1. asking for a help by telephone or by mail
2. giving the instructions
3. Explaining a problem and giving a solution..

Course Contents

Unit 6: Pg: 94-104

a. Lexical:

- relational problems at the work and in the private life
- unforeseen events and the management of time
- Computers
- Do it Yourself instruments
- regular problems: financial problems, health, security, noise etc

b. Grammar:

- (Nothing) ne...rien, (No-one) ne....personne
- (What)Qu'est-ce que/ (What)qu'est-ce qui/ (Who)qui est-ce que/ (Who)qui est-ce qui..
- Past tense of pronominal verbs
- si/ quand (if/when) + present tense
- (Not anymore) ne...plus, (Not yet) ne.... pas encore
- imperative present (2) : place of the pronoun and the pronominal verbs
- (too/not enough) trop/ pas assez
- verb devoir in present conditional form

EXAMINATION SCHEME

Total: 100 marks

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text &References:

Penfornis, J. (2007), Français.com (Débutant). Paris: CLE International

Français.com (Débutant), livre de professeur

<http://apprendre.tv5monde.com/>

Larousse Dictionnaire français-anglais anglais-français (French Dictionary), W.R.Goyal

Supplementary Materials are given in form of photocopies



Bachelor of Arts French (Honours)

Programme Code: BFR

Duration – 3 Years Full Time

Programme Syllabus

And

Scheme of Examination

2021

Amity School of Languages

AMITY UNIVERSITY RAJASTHAN

JAIPUR

Program Learning Outcomes - PLO

- Understand French texts and express in standard French.
- Acquire general and domain specific vocabulary
- Explore and understand culture and civilization of France and Francophone countries
- Engage in project writing and in creative research related activities

Credits Summary

Bachelor of Arts (Honours) – French (2021)

Semester	CC	DE	VA	OE	EVS	NTCC	Total
I	12	0	2	0	0	9	23
II	12	0	2	3	4	9	30
III	12	0	2	3	0	9	26
IV	12	3	2	3	0	8	28
V	12	3	2	3	0	12	32
VI	12	3	0	0	0	5	20
Total	72	9	10	12	4	52	159

Core	CC
Domain Electives	DE
Value Added Course	VA
Open Electives	OE
Environmental Science	EVS
Project Work	NTCC
Anandam Project	ANDP

Programme Structure BA(Hons) French2021

First Semester 7

Code	Course	Category	L	T	P/FW	Credit
BFR 101	Written Communication-I	CC	2	2	0	4
BFR 102	Oral Communication-I	CC	1	1	2	4
BFR 103	French for Hotel and Restaurant Industry	CC	4	0	0	4
BFR 150	Project work	NTCC	0	0	7	7
AND 001	Anandam Project	ANDP	0	0	2	2
BCS 101	English	VA	1	0	0	1
BSS 103	Behavioural Science-I Understanding Self for Effectiveness	VA	1	0	0	1
Total Credits						23

Second Semester 9

Code	Course	Category	L	T	P/FW	Credit
BFR 201	Written Communication-II	CC	2	2	0	4
BFR 202	Oral Communication-II	CC	1	1	2	4
BFR 203	French for Tourism Industry	CC	4	0	0	4
BFR 250	Project Work	NTCC	0	0	7	7
BCS 201	English		1	0	0	1
AND 002	Anandam Project	ANDP	0	0	2	2
BSS 203	Behavioural Science-II Problem solving and creative thinking		1	0	0	1
EVS 001	Environmental Science		4	0	0	4
Open Elective-1		OE	3	0	0	3
Total						30

Third Semester 8

Code	Course	Category	L	T	P/FW	Credit
BFR 301	Written Communication-III	CC	2	2	0	4
BFR 302	Oral Communication-III	CC	1	1	2	4
BFR 303	Overview of French Culture and Civilization-I	CC	4	0	0	4
BFR 350	Project Work	NTCC	0	0	7	7
AND 003	Anandam Project	ANDP	0	0	2	2
BCS 301	Communication Skills	VA	1	0	0	1
BSS 303	Behavioural Science-III Interpersonal Communication & Relationship Management	VA	1	0	0	1
Open Elective-2		OE	3	0	0	3
Total			1	1	1	26

Fourth Semester 11

Code	Course	Category	L	T	P/FW	Credit
BFR 401	Written Communication-IV	CC	2	2	0	4
BFR 402	Oral Communication-IV	CC	1	1	2	4
BFR 403	French through Literary Texts	CC	3	1	0	4
Domain Elective (Any one DE to be chosen)						
BFR 404	Technology French	DE	3	0	0	3
BFR 405	Professional and Business French	DE	3	0	0	
BFR 406	Contemporary French and Francophone Literature- I	DE	3	0	0	
BFR 450	Project Work	NTCC			6	6
BCS 401	Communication Skill	VA	1	0	0	1
AND 004	Anandam Project	ANDP	0	0	2	2
BSS 403	Behavioural Science-IV Group Dynamics and Team Building	VA	1	0	0	1
Open Elective-3		OE	3	0	0	3
Total			1	1	1	28

Semester**SUMMER INTERNSHIP PROJECT 13**

Code	Course	Category	L	T	P/FW	Credit
BFR 501	Written Communication– V	CC	2	2	0	4
BFR 502	Oral Communication-V	CC	1	1	2	4
BFR 503	Introduction to French literary Movements & Typology of literary genres	CC	3	1	0	4
Domain Elective (Any one DE to be chosen)						
BFR 504	Literary Text : le petit prince by St. Exupéry	DE	3	0	0	3
BFR 505	Literary Text :l'Etrangerby Albert Camus	DE	3	0	0	
BFR 506	Contemporary French and Francophone Literature- II	DE	3	0	0	
BFR 550	Summer Internship Project	NTCC	0	0	10	10
BCS 501	Communication Skill	VA	1	0	0	1
AND 005	Anandam Project	ANDP	0	0	2	2
BSS 503	Behavioural science V Individual, Society and Nation	VA	1	0	0	1
Open Elective-4		OE	3	0	0	3
Total						32

Sixth Semester

Code	Course	Category	L	T	P/FW	Credit
BFR 601	Introduction to Linguistics	CC	2	2	0	4
BFR 602	Overview of French Culture and Civilization-II	CC	3	1	0	4
BFR 603	Oral Communications- VI	CC	1	1	2	4
Domain Elective (Any one DE to be chosen)						
BFR 604	Introduction to Translation	DE	2	1	0	3
BFR 605	Consecutive Interpretation	DE	2	1	0	
BFR 650	Project Work	NTCC	0	0	5	5
Total			1	1	1	20

FIRST SEMESTER

B.A (Hons.) French **Syllabus – First Semester**

Compétences Langagières à l'écrit - I – Written Communication – I

Course Code: BFR101

Credit Units: 04

Course Learning Objective (CLO)

CLO 1 Identify and express in French vocabulary and grammatical norms

CLO 2 Interpret different types of texts as well as French civilizational ideas and theme

CLO 3 Demonstrate comprehension of nuance between script and sound in French

CLO 4 Express clearly ideas, themes in simple standard French

On completion of the course students will be able:

- to present oneself and others, to ask and give personal information
- to give directions, to describe one's surrounding
- to talk about likes and dislikes, hobbies
- to tell time and date, to talk about daily routine to describe weather
- to talk about events in past, to talk about one's experiences

Course Content:

Unité 1 : Apprendre ensemble

Actes de Communication :

Saluer, se présenter, identifier une personne ou un objet, exprimer ses goûts, demander quelque chose, parler de ses activités de loisirs, raconter un emploi du temps passé

Unité 2 : Survivre en français

Actes de Communication :

Choisir, négocier une activité commune, situations pratiques relatives au voyage, à l'hôtel et au restaurant, demander des nouvelles de quelqu'un, choisir, acheter, payer un objet, raconter sa journée, décrire un repas ou une fête, décrire d'un cadre de vie, décrire son logement, demander de l'aide

Unité 3 : Etablir des contacts

Actes de Communication :

Présenter sa famille, faire brièvement la biographie d'une personne, interroger quelqu'un sur ses projets, exprimer une opinion sur la vérité d'un fait, parler de ses activités de loisirs, téléphoner, prendre rendez-vous, exposer un problème

Grammaire :

1. Le genre des noms
2. Les articles indéfinis, définis, partitifs
3. Les verbes – être, avoir, aller, faire, vivre, sortir, prendre, en –er au présent, les verbes pronominaux
4. Les adjectifs possessifs, qualificatifs, interrogatifs, démonstratifs
5. L'interrogation, Les quantificatifs
6. Les prépositions et adverbess de lieu, La négation
7. Les adjectifs de nationalité et de couleur – le nombre et le genre
8. Les pronoms COD
9. Le futur proche : aller + infinitif
10. Le passé composé et les marqueurs temporels du passé
11. L'imparfait
12. L'impératif

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Le livre à suivre:

J. Pecheur, J. Girardet, *Echo (A1)* Livre de l'élève. Paris, Cle International, 2009.

J. Pecheur, J. Girardet, *Echo (A1)* Cahier d'exercices. Paris, Cle International, 2009.

Références :

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

Compétences Langagières à l'Oral I - Oral Communication -I

Course Code: BFR102

Credit Units: 04

Course Learning Outcome (CLO)

CLO 1 Express in standard French

CLO 2 Describe persons, things, and places

CLO 3 Ask questions about things, persons, and places

CLO 4 Compare things, persons, and places

On completion of the course students will be able:

- to understand the French phonetic system

- to develop strategies of listening comprehension

- to pass from written to oral, from oral to written easily

- to be sensitized to nuances of speech, dialectical variations, and "registre de langage"

- to overcome the fear of speaking a foreign language and take position as a foreigner speaking French

Course Content:

Listening exercises and speaking tasks (imagining dialogues, role plays, telephone conversations) of:

J. Pecheur, J.Girardet , *Echo* (A1) Livre de l'élève. Paris, Cle International, 2009.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

J. Pecheur, J.Girardot , *Echo* (A1) Livre de l'élève. Paris, Cle International, 2009.

Français sur Objectif Spécifique: Le Français de l'Hôtellerie et la Restauration - French for Hotel and Restaurant Industry

Course Code: BFR103

Credit Units: 04

Course Objective:

To familiarize the students with the essentials of French for hotel and catering sector

To enable the students to understand how they communicate in French in simple, common professional situations of the hotel and catering sector

To initiate the students in the techniques of reception and services like reservation, house-keeping, catering, handling claims, preparing for departure

Course Contents: Unités 1--6

Module 1

Bienvenue à l'hôtel de la paix : Le personnel-l'établissement

Module 2

Réservation: réserver une chambre par téléphone, remplir une fiche de réservation, réserver une table au restaurant, réserver par Internet, confirmer une réservation, refuser une réservation, modifier ou annuler une réservation.

Module 3

Accueil: accueillir un client et un groupe (prendre contact, prendre en charge le client, prendre congé, prendre contact avec le responsable du groupe), installer un client dans sa chambre, comprendre et écrire des messages d'accueil, accueillir au restaurant, accueillir au téléphone.

Module 4

Services: informer les clients sur les différents services et équipements de l'hôtel, prendre note d'une commande par téléphone, caractériser les tâches professionnelles du métier de concierge, assurer les services à l'étage, décrire un plat, prendre une commande au restaurant.

Module 5

Réclamations: comprendre les requêtes des clients, savoir dresser une table, comprendre les messages électroniques de réclamations des clients, s'excuser et envisager une réparation, faire face à des dysfonctionnements, s'excuser et proposer une réparation, comprendre le travail du personnel d'étage, rédiger une lettre d'excuse.

Module 6

Départ: préparer le départ du client, présenter la note au client et répondre à ses demandes de précisions, évaluer des prestations, toujours en contact !

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Le livre à suivre: Corbeau, Sophie., et al. *Hôtellerie-restauration.com*. Paris: CLE International, 2006. Print.

Référence : Chandrasekar, Rajeswari et al. *A votre service*. Paris :Hachette, 2011. Print

Project Work

Course Code : BFR150

Credit Units: 07

Course Learning Objective (CLO)

CLO 1 Encourage independent work and research

CLO 2 Acquire knowledge about French culture and civilization

CLO 3 Groom oral skill and presentation

CLO 4 Self learning of areas not treated in the course

Students are to make projects on the topics pertaining to the topics covered in BFR 101, BFR102,BFR 103 such as given below:

- France in the World Map
- France and the Francophone World
- Family System in France
- Hotel and Restaurant Industry in India and in France
- A French Menu
- Oral presentation

Texts&References:

Le livre à suivre:

1. J.Pecheur, J. Girardet, *Echo* (A1) Livre de l'élève. Paris, Cle International, 2009.Print.
2. Corbeau, Sophie., et al .*Hôtellerie-restauration.com*.Paris: CLE International, 2006.Print.
3. Chandrasekar, Rajeswari et al.*A votre service*. Paris :Hachette, 2011. Print
4. Internet Resources.

Evaluation Scheme:

Components	Presentation Content	Oral Presentation Skills	Viva	File Work
Weightage (%)	25	25	25	25

SECOND SEMESTER

Syllabus-Second Semester

Compétences Langagières à l'écrit - II – Written Communication - II

Course Code: BFR 201

Credit Units: 04

Course Learning Objective (CLO)

CLO 1 Identify and express in French vocabulary and grammatical norms

CLO 2 Interpret different types of texts as well as French civilizational ideas and theme

CLO 3 Demonstrate comprehension of nuance between script and sound in French

CLO 4 Express clearly ideas, themes in simple standard French

On completion of the course students will be able :

- to express one's point of view, difficulties, emotions, motivation, preferences etc.
- to describe lodgings, objects
- to talk about or narrate events in past and future, to talk about health, express pain and symptoms to ask and to give advices, to give instructions
- to compare objects and people, to describe daily activities

Course Content

Unité 1 : S'adapter à de nouvelles réalités

Actes de Communication :

Faire des projets, exprimer l'inquiétude, faire une proposition, choix et achat d'un vêtement, faire des suppositions, exprimer des préférences, accuser/défendre quelqu'un proposer de faire quelque chose, donner des instructions, accueillir quelqu'un raconter une histoire, choisir un programme

Unité 2 : Entretenir des relations

Actes de Communication :

Demander et donner des nouvelles de quelqu'un, choisir une activité de loisir, retrouver quelqu'un, aborder quelqu'un, réagir ç une proposition, exprimer l'incompréhension, exprimer l'accord, désaccord, se dire au revoir

Unité 3 : Se débrouiller au quotidien

Actes de Communication :

Donner des directives, prendre contact avec quelqu'un, avoir un entretien d'embauche, exprimer la confiance ou la méfiance, exprimer une opinion sur une personne, se débrouiller dans une banque, défendre quelqu'un, réagir en cas d'accident

Grammaire :

1. les adverbes
2. les prépositions de lieu
3. Les pronoms COD, COI, y, en, relatifs (**qui, que, ou**), le pronom **personnel on**, les pronoms démonstratifs
4. La comparaison de l'adjectif et de l'adverbe (plus, moins, aussi, autant que...)
5. L'impératif, la forme et la place des pronoms réfléchis à l'impératif
6. Le futur proche et les marqueurs temporels du futur
7. Les adjectifs et les pronoms indéfinis
8. Les adjectifs qualificatifs et leur place
9. La subordonnée temporelle avec **quand**
10. Devoir (au conditionnel), Etre en train de + infinitif
11. le subjonctif
12. le discours rapporté

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Text:

Le livre à suivre:

J. Pecheur, J.Girardet , *Echo* (A2) Livre de l'élève. Paris, Cle International, 2009

J. Pecheur, J.Girardet , *Echo* (A2) Cahier d'exercices. Paris, Cle International, 2009.

Références :

· Girardeau, Bruno et Nelly Mous. Réussir le DELF A2. Paris: Didier, 2010.

Compétences Langagières à l'Oral II - Oral Communication -II

Course Code: BFR202

Credit Units: 04

Course Learning Outcome (CLO)

CLO 1 Express in standard French

CLO 2 Describe persons, things, and places

CLO 3 Ask questions about things, persons, and places

CLO 4 Compare things, persons, and places

On completion of the course students will be able:

- to provide the students with the know-how
- to understand the French phonetic system
- to develop strategies of listening comprehension
- to pass from written to oral, from oral to written easily
- to be sensitized to nuances of speech, dialectical variations, and “registre de langage”
- to overcome the fear of speaking a foreign language and take position as a foreigner speaking French

Course Content:

Listening exercises and speaking tasks (imagining dialogues, role plays, telephone conversations) of:

J. Pecheur, J.Girardet , *Echo* (A2) Livre de l'élève. Paris, Cle International, 2009.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

J. Pecheur, J.Girardet , *Echo* (A1) Livre de l'élève. Paris, Cle International, 2009.

Français sur Objectif Spécifique : Le Français du Tourisme - French for Tourism Industry

Course Code: BFR203

Credit Units: 04

Course Learning Outcome (CLO)

CLO1. To familiarize the students with the basic essentials of French for tourism industry

CLO2. To enable the students to understand how they communicate in French in simple, common professional situations of the tourism industry

CLO3. To familiarize them with services like organizing event in a tourist site, promoting a destination, conceiving the design and sale of a product, accompanying and providing support.

Course Contents

Unité 1 : Premiers contacts

Actes de Communication : se présenter et parler de son métier, présenter une entreprise touristique, savoir répondre au téléphone et prendre un message, comprendre et rédiger un CV, le qui fait quoi dans le tourisme en France

Unité 2 : Accueil

Actes de Communication : lire un plan, indiquer la direction, accueillir et servir les passagers à bord

d'un avion, lire un indicateur horaire et informer sur les horaires, expliquer un billet de train, prendre une réservation, un bon comportement pour un bon accueil

Unité 3 : Animation

Actes de Communication : concevoir, rédiger et présenter un programme, concevoir et proposer des animations, connaître le calendrier des jours fériés, renseigner sur le programme des manifestations, évaluer une prestation touristique, les différentes formes de tourisme

Unité 4 : Promotion d'une destination

Actes de Communication : renseigner sur les activités proposées par une ville, rédiger une lettre commerciale : mise en forme et formules, rédiger une lettre publipostage, comprendre la demande d'un visiteur et proposer une documentation adéquate, l'organisation de la promotion touristique en France

Unité 5 : Vente d'un produit touristique

Actes de Communication : connaître les caractéristiques techniques des produits touristiques, se familiariser avec la mise en forme, le style des brochures de voyagistes, connaître les différentes étapes d'un entretien de vente, annuler une réservation et proposer des solutions de remplacement, les produits touristiques de demain

Unité 6 : Guide

Actes de Communication : utiliser des outils documentaires : guides et cartographie, préparer une visite

guidée, décrire un monument : son histoire, son architecture et les anecdotes qui lui sont liées, adapter commentaires et attitudes au groupe, les guides touristiques en ligne

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text&References:

Le livre à suivre:Corbeau, Sophie., et al.tourisme.com. Paris: CLE International, 2004. Print.

References:Marion, Juliette, Baptiste Chauveau et Léo Bézies-Gros. Carnet de Voyage. Delhi : GoyalPublishers and Distributors, 2013. Print.

Project Work

Course Code : BFR 250

CreditUnits: 07

Course Learning Objective (CLO)

CLO 1 Encourage independent work and research

CLO 2 Acquire knowledge about French culture and civilization

CLO 3 Groom oral skill and presentation

CLO 4 Self learning of areas not treated in the course

Students are to make projects on the topics pertaining to the topics covered in BFR 201, BFR202,BFR 203 such as given below:

- French Education System
- Administrative System of France
- Festival in France
- French Food
- Tourist Itinerary in India
- Oral presentation

Texts&References:

Le livre à suivre:

1 J.Pecheur, J. Girardet, *Echo* (A2) Livre de l'élève. Paris, Cle International, 2009.Print.

2 Corbeau, Sophie., et al.tourisme.com. Paris: CLE International, 2004. Print. Corbeau, Sophie., et al *.Hôtellerie-restauration.com*.Paris: CLE International, 2006.Print.

3 Chandrasekar, Rajeswari et al.*A votre service*. Paris : Hachette, 2011. Print

4. Internet Resources.

Evaluation Scheme:

Components	Presentation Content	Oral Presentation Skills	Viva	File Work
Weightage (%)	25	25	25	25

THIRD SEMESTER

Syllabus-ThirdSemester

Compétences Langagières à l'écrit - III – Written Communication - III

Course Code: BFR 301

Credit Units: 04

Course Learning Objective (CLO)

CLO 1 Identify and express in French vocabulary and grammatical norms

CLO 2 Interpret different types of texts as well as French civilizational ideas and theme

CLO 3 Demonstrate comprehension of nuance between script and sound in French

CLO 4 Express clearly ideas, themes in simple standard French

Course Content:

ECHO B1 (Vol. 1)

Unité 1 : S'informer

Actes de Communication :

Demander des informations sur les circonstances d'un événement (lieu, moment, etc..), exprimer l'intérêt ou l'indifférence, faire des hypothèses, des promesses, donner des assurances, exprimer la surprise, rapporter les paroles de quelqu'un, demander et donner des explications à propos du comportement de quelqu'un, exprimer un espoir ou une déception

Unité 2 : S'intégrer dans la société

Actes de Communication :

Présenter quelqu'un, prendre congé de quelqu'un, demander quelque chose, refuser, convaincre quelqu'un de faire quelque chose, menacer, interdire, demander une autorisation, donner des instructions, accuser, se défendre, commencer une réunion, présenter les participants, enchaîner des idées

Unité 3 : S'affirmer au quotidien

Actes de Communication :

Raconter son adaptation à une nouvelle situation ; parler des relations qu'on a avec les autres, réagir dans des situations embarrassantes, raconter une rencontre, présenter une personne, raconter un rêve, exprimer une opinion, lancer un débat, poser un problème, se débrouiller en cas de problème de santé.

Grammaire :

1. Le plus que parfait, le récit au passé simple, le conditionnel passé, le subjonctif passé

2. La forme passive

3. L'expression de la certitude, de la possibilité, de l'impossibilité

4. Le futur antérieur

5. Les pronoms relatifs simples et composés
6. Les expressions de la cause et de la conséquence et du but
7. Le subjonctif dans l'expression de l'opinion

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Text:

Le livre à suivre:

J. Pecheur, J.Girardet , *Echo* (B1.1) Livre de l'élève. Paris, Cle International, 2010.

J. Pecheur, J.Girardet , *Echo* (B1.1) Cahier d'exercices. Paris, Cle International, 2010.

Références :

· Girardeau, Bruno et Nelly Mous. Réussir le DELF A2. Paris: Didier, 2010.

Girardeau, Bruno et Nelly Mous. Réussir le DELF B1. Paris: Didier, 2010

Compétences Langagières à l'Oral III - Oral Communication –III

Course Code : BFR302

Credit Units: 04

Course Learning Outcome (CLO)

CLO 1. Express in more complex sentences in standard French

CLO 2. Describe in detail persons, things, and places

CLO 3. Ask questions about things, persons, and places

CLO 4. Compare things, persons, and places

On completion of the course students will be able :

- to understand the French phonetic system
- to develop strategies of listening comprehension
- to pass from written to oral, from oral to written easily
- to be sensitized to nuances of speech, dialectical variations, and “registre de langage”
- to master the current social communication skills in oral
- to enrich the formulations, the linguistic tools and vary the sentence structure

Course Content:

Listening exercises and speaking tasks (imagining dialogues, role plays, telephone conversations, participating in debates, and discussions) of:

J. Pecheur, J.Girardet , *Echo* (B2.1) Livre de l'élève. Paris, Cle International, 2010.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

J. Pecheur, J.Girardet , *Echo* (B1.1) Livre de l'élève. Paris, Cle International, 2009.

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Introduction à la civilisation et à la culture française et francophone-Overview of French and Francophone Culture and Civilisation - I

Course Code: BFR303

Credit Units: 04

Course Learning Objective (CLO):

CLO1.The course is designed to give a broad geographical, historical, cultural and social background of France.

CLO2.It will give the students an insight into the major events- historical, political and cultural- of French society extending from French Revolution till today.

CLO3.This course explores how today's France came into existence and what role it plays in the world, especially in Europe.

CLO4.The course will highlight the various other cultural aspects like French festivals, cuisine, cinema, music and theatre.

Course Content

Module I

Repère géographique : carte de France relief (frontières, montagnes, rivières, grandes villes), régions de France, Départements d'Outre-Mer, pays francophones.

Module II

Repère historique : la monarchie et la Révolution Française, la Révolution Française et ses suites ; les Républiques

Module III

Repère politique : la République des Présidents, le choix de l'Europe, vers la France d'aujourd'hui

Module IV

Repère société : la citoyenneté, la place des femmes, les religions, l'individualisme

Module V

Repère culturel : les pratiques culturelles (les fêtes, la gastronomie, le cinéma, la peinture, la musique et la danse)

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Mauchamp, Nelly. La France de Toujours : Civilisation. Paris : CLE Internationale, 2005. Print.

Bourel, Guillaume et Marielle Chevallier, Histoire. Paris :Hatier, 2002. Print.

Pecheur, Jacques. Civilisation Progressive du Français. Paris :CLE Internationale, 2010. Print

Project Work

Course Code :BFR 350

Credit Units: 07

Course Learning Objective (CLO)

- CLO 1 Encourage independent work and research
- CLO 2 Acquire knowledge about French culture and civilization
- CLO 3 Groom oral skill and presentation
- CLO 4 Self learning of areas not treated in the course

Students are to make projects on the topics pertaining to the topics covered in BFR 301, BFR302, BFR 303 such as given below:

- French Political System
- Technological Development in France
- Geographical Division in France
- French Society
- French novelists
- Oral Presentation

Texts&References:

Le livre à suivre:

1. Mauchamp, Nelly. La France de Toujours : Civilisation. Paris : CLE Internationale, 2005. Print.
2. Pecheur, Jacques. Civilisation Progressive du Français. Paris :CLE Internationale, 2010. Print
3. J.Pecheur, J. Girardet, *Echo* (B1.1) Livre de l"élève. Paris, Cle International, 2009.Print.
4. Itinéraire littéraire, Hatier.
5. Internet Resources.

Evaluation Scheme:

Components	Presentation Content	Oral Presentation Skills	Viva	File Work
Weightage (%)	25	25	25	25

FOURTH SEMESTER

Syllabus-FourthSemester

Compétences Langagières à l'écrit - IV – Written Communication - IV

Course Code: BFR401

Credit Units: 04

Course Learning Objective (CLO)

CLO 1 Identify and express in French vocabulary and grammatical norms

CLO 2 Interpret different types of texts as well as French civilizational ideas and theme

CLO 3 Demonstrate comprehension of nuance between script and sound in French

CLO 4 Express clearly ideas, themes in simple standard French

On completion of the course students will be able:

-to express sentiments, obligation,
possibility -to present a person, to narrate
a story

-to give or to justify one's opinion,

-to describe a festival, a folkloric activity

- to participate in a job interview, to present a professional
experience, to give opinion on a literary work or film, to
present a hobby

Course Content

Unité 1 : Découvrir un environnement

Actes de Communication :

Décrire des impressions, des sensations, Décrire une fête ou une activité folklorique,
raconter une légende, demander et donner la définition d'une notion, exprimer
l'obligation, et l'interdiction, commenter un sondage sur la sécurité routières débrouiller
en cas de problèmes lors d'un voyage

Unité 2 : S'intégrer dans un milieu professionnel

Actes de Communication :

Raconter un parcours professionnel, participer à un entretien d'embauche, présenter un objet,
décrire son aspect physique et son fonctionnement, présenter un projet à caractère économique
ou commercial, présenter une entreprise, participer à une réunion.

Unité 3 : Se distraire et se cultiver

Actes de Communication :

Raconter une affaire judiciaire, raconter un épisode de l'histoire, présenter la règle d'un jeu,
s'exprimer en jouant, jouer avec les mots, raconter l'intrigue d'une œuvre de fiction, donner son

opinion sur une œuvre littéraire, sur une pièce de théâtre, présenter une activité de loisir, discuter ses avantages et ses inconvénients

Grammaire :

1. Constructions et mode des verbes de sentiments, des verbes impersonnels
2. Le futur, le futur antérieur, le passé simple, le passé antérieur
3. Les pronoms COD, COI, la double pronominalisation
4. Le pronom relatif- ce que, ce qui, ce dont
5. Les prépositions et les adverbes de localisation
6. Le discours rapporté, la concordance des temps dans le discours rapporte au passe
7. Expression de la condition et de la dépendance, de la concession, de la restriction
8. La comparaison
9. Les registres de langues, les figures de style
10. La forme passive
11. Constructions négatives.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text&References:

Text:

Le livre à suivre:

J. Pecheur, J.Girardot , *Echo* (B1.2) Livre de l'élève. Paris, Cle International, 2009.

J. Pecheur, J.Girardot , *Echo* (B1.2) Cahier d'exercices. Paris, Cle International, 2009.

Références :

· Girardeau, Bruno et Nelly Mous. Réussir le DELF B1. Paris: Didier, 2010

Compétences Langagières à l'Oral IV – Oral Communication IV

Course Code: BFR402

Credit Units: 04

Course Learning Outcome (CLO)

CLO 1. Express in more complex sentences in standard French

CLO 2. Describe in detail persons, things, and places

CLO 3. Ask questions about things, persons, and places

CLO 4. Compare things, persons, and places

On completion of the course students will be able:

- to understand the French phonetic system
- to develop strategies of listening comprehension
- to pass from written to oral, from oral to written easily
- to be sensitized to nuances of speech, dialectical variations, and “registre de langage”
- to master the current social communication skills in oral
- to enrich the formulations, the linguistic tools and vary the sentence structure

Course Content:

Listening exercises and speaking tasks (imagining dialogues, role plays, telephone conversations, participating in debates, and discussions) of:

J. Pecheur, J. Girardet ,*Echo* (B1.2) Livre de l'élève. Paris, Cle International, 2009.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

J. Pecheur, J. Girardet ,*Echo* (B1.2) Livre de l'élève. Paris, Cle International, 2009.

References

Girardeau, Bruno et Nelly Mous. Réussir le DELF B1. Paris: Didier, 2010.

Français à travers des textes littéraires - French through literary texts

Course Code: BFR403

Credit Units: 04

Course Learning Objective (CLO)

CLO1. Identify different genres of French literature

CLO2. Interpret different types of texts, cultural ideas and themes.

CLO3. Demonstrate comprehension of messages of literary texts

CLO4. Express clearly ideas, themes in simple standard French

On completion of the course the students will be able:

- To introduce students to French literature through a study of extracts of select literary works
- To enable them to read and understand literary texts and find new meanings through analysis, evaluation, synthesis
- To understand the nuances of the langue, figures of speech, stylistics
- To empower them to develop critical/ creative thinking

Course Content

Module I: Le français à travers des poèmes

Victor Hugo : Demain dès l'aube

Jacques Prévert : Déjeuner du matin

Alphonse de Lamartine : Le Lac

Alfred de Vigny : L'Age d'or de l'avenir

Module 2: Le français à travers des romans / nouvelles / récits

Extraits des œuvres de:

Guy de Maupassant : La Parure

Albert Camus : L'Étranger

Module 3: Le français à travers des écrits philosophiques

Extraits des œuvres de:

Voltaire : Candide

Rousseau : Discours sur les Sciences et les Arts

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text&References:

Castex, P.G., P. Surer et G. Becker. Histoire de la Littérature Française. Paris : Hachette, 1974.Print.

Itinéraires Littéraires. (Moyen Age XVIe, XVIIe, XVIIIe) Paris: Collection Hatier. Print.

Dix Siècles de Littérature Française. Paris :Collection Bordas, 1991. Print.

Français de la technologie-French for Technology(Domain Elective)

Course Code: BFR 404

Credit Units: 03

Course Learning Objective(CLO)

CLO 1. Develop the linguistic and professional competence to communicate in writing as well as verbal in technical field

CLO 2. Demonstrate and Display the linguistic and professional skills pertaining to various jobs in Engineering domain.

CLO 3. Communicate in common situation in the profession of technical industry regarding services and facilities amenities

CLO 4 Apply the knowledge management and communication skills in the real situation

On completion of the course students will be able :

- to understand the sorting and recycling system in France
- to use the compliment of the direct object
- to understand the recycling process in French
- to grasp exams preparation in France as a topic

Course Content: Tech French Chapters 19-24, Pages: 122-159

Lesson 19: le tri, mais pour quoi faire?

Exprimer l'obligation, suggérer et donner des conseils, parler du recyclage

Lesson 20 : Des ondes dans le cerveau

Comprendre une interview et un projet de recherche, faire un sondage

Lesson 21 : La préparation des examens

Préparer l'oral, faire des fiches, comprendre et donner des conseils

Lesson 22 : Le jour des examens

Ecrire et comprendre un sms, comprendre une interdiction, donnez des consignes, comprendre et parler d'actions passées

Lesson 23 : La recherche de stage

Comprendre une offre de stage, comprendre et réaliser un CV, comprendre une lettre de motivation

Lesson 24 : Le rapport de stage et le domaine des carburante

Comprendre la structure d'un rapport de stage, trouver ses mots clés, comprendre un texte technique, relever des arguments dans un texte

Grammar :

- Object of direct compliment
- Must verb
- Imperatives
- « y » pronoun
- Object of indirect compliment
- Past tense

Text & References:

Le Gargasson,I., Naik,S., Chaize,C. (2011) Tech French .Delhi Goyal Publisher's & Distributors Pvt. Ltd.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Le Français Professionnel et des Affaires – Professional and Business French (Domain Elective)

Course Code: BFR405

Credit Units: 03

Course Learning Objective(CLO)

CLO1.To familiarize the students with the essentials of professional French

CLO2.To enable the students to communicate in French on business topic

CLO3. To understand common situations related to the business and corporate world

CLO4. To prepare CVs and face interviews

Course Contents:*français.com- intermédiaire Unités 6–9*

Unité 6 : Entreprises

Actes de Communication : identifier une entreprise, lire /expliquer/ dessiner un graphique,analyser/ comparer des résultats et des tendances, analyser des techniques de vente, lancer un produit, analyser un secteur économique

Unité 7: Travail

Actes de Communication : identifier les différents services de l'entreprise, les tâches dusecrétariat, examiner différentes façons d'aménager un lieu de travail, rédiger un rapport, analyser les relations du travail, comparer les conditions de travail d'un pays à l'autre, rédiger un e-mai

Unité 8: Recherche d'emploi

Actes de Communication : consulter/ analyser/ expliquer une petite annonce/ ses motivationsrédiger une petite annonce/ une lettre de motivation/ un curriculum vitae Passer un entretien d'embauche

Unité 9:Prise de parole

Actes de Communication:pratiquer l'écoute active : analyser/ comparer des types deconversations, reformuler, questionner, interrompre, répliquer avec tact, présenter des objections, faire une présentation – établir une grille d'évaluation, faire/ évaluer un exposé, prendre de notes, maîtriser les techniques d'interview, poser les bonnes questions et collecter des informations

Text&References:

Le livre à suivre:Penfornis, Jean-Luc. français.com- intermédiaire .Paris: CLE International,2002.Print.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam

10	15	10	10	5	50
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Contemporary French and Francophone Literature- I

Course Code: BFR406

Course Credit:03

Course Learning Objective(CLO):

CLO1. To enable students to do a thorough study of 2 literary works with main excerpts

CLO2. To enable students to understand it with respect to the author and with respect to his other works

CLO3. To provide a broad perspective of the thoughts and philosophy of the period and contemporary works thereby

CLO4. To develop a critical approach in that area

Course Content:

Module 1

Samuel Beckett : *En attendant Godot* (extracts)

Module 2

Ahmadou Kourouma: *Les Soleils des indépendances* (extracts)

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text&References:

- Beckett, S. *En attendant Godot*. Paris: Les Editions de Minuit, 1952
- Kourouma, A. *Les Soleils des indépendances*. Presses de l'Université de Montréal, 1968

Project Work

Course Code :BFR 450

Credit Units: 06

Course Learning Objective (CLO)

CLO 1 Encourage independent work and research

CLO 2 Acquire knowledge about French culture and civilization

CLO 3 Groom oral skill and presentation

CLO 4 Self learning of areas not treated in the course

Students are to make projects on the topics pertaining to the topics covered in BFR 401, BFR 402, BFR 403 such as given below:

- Jobs in France
- Different French Companies
- Professional Profiles
- French Fiction
- Levels of French Languages
- Hobbies
- French plays
- French films
- French Folklores
- Oral presentation

Texts&References:

Le livre à suivre:

J.Pecheur, J. Girardet, *Echo* (B1.1) Livre de l'élève. Paris, Cle International, 2009.Print.

Corbeau, Sophie., et al.tourisme.com. Paris: CLE International, 2004. Print.
Corbeau, Sophie., et al *Hôtellerie-restauration.com*.Paris: CLE International, 2006.Print.

Chanderasekar, Rajeswari et al.*A votre service*. Paris : Hachette, 2011. Print

Internet Resources.

Evaluation Scheme:

Components	Presentation Content	Oral Skills	Presentation Viva	File Work
Weightage (%)	25	25	25	25

FIFTH SEMESTER

Compétences Langagières à l'écrit - V – Written Communication – V

Course Code: BFR501

Credit Units: 04

Course Learning Objective (CLO)

CLO 1 Identify and express in French vocabulary and grammatical norms

CLO 2 Interpret different types of texts as well as French civilizational ideas and theme

CLO 3 Demonstrate comprehension of nuance between script and sound in French

CLO 4 Express clearly ideas, themes in simple standard French

On completion of the course students will be able:

- To report speech, to express one's point of view
- To analyze an editorial, to compare information given in different texts
- To express an opposition, a hypothesis, a goal, probabilities
- To present an experience or an educational project
- To present a political or social project, to talk about a technological innovation
- To debate on an issue
- To talk about one's hobby/passion, a restaurant, a dish
- To comment on/discuss a literary work

Course Content:

Unité 1 : Se former

Actes de Communication :

Présenter une expérience ou un projet éducatif, présenter ses compétences, exprimer son opinion sur la fiabilité des moyens d'information, faire un exposé sur un point d'histoire, donner son avis sur des méthodes d'apprentissage, réagir à une information de presse

Unité 2 : Comprendre et expliquer le monde

Actes de Communication :

Explication de différences culturelles, rapporter le contenu d'un texte d'informations, présenter un projet de défense du patrimoine, décrire une innovation technologique, participer à un débat, présenter un projet politique ou social

Unité 3 : Vivre ses loisirs

Actes de Communication :

Parler d'une passion, d'un jardin secret, réagir à un événement agréable ou désagréable, raconter et commenter une œuvre de fiction, opinions à propos des médias, parler d'un plat, d'un restaurant

Unité 4 : Participer à la vie citoyenne

Actes de Communication :

Commenter un article sur la politique de l'immigration, présenter un projet de charte pour le multiculturalisme, débattre d'une politique de coopération, défendre, présenter, critiquer un projet à caractère politique

Grammaire :

1. Les phrases nominales
2. La synthèse d'informations, présentation d'idées et leurs progrès prépositions de lieu
3. Le discours rapporté
4. L'hypothèse (les phrases avec si), l'opposition, le raisonnement
5. Les formes du compte rendu

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:**Text:****Le livre à suivre:**

J Pecheur, J. Girardot, Echo (B2), livre de l'élève, CLE International, Paris, 2009

J Pecheur, J. Girardot, Echo (B2), cahier d'exercices, CLE International, Paris, 2009

Références :

· Girardeau, Bruno et Nelly Mous. Réussir le DELF B2. Paris: Didier, 2010.

Compétences Langagières à l'Oral V - Oral Communication V

Course Code: BFR502

Credit Units: 04

Course Learning Outcome (CLO)

CLO 1. Express in more complex sentences in standard French

CLO 2. Describe in detail persons, things, and places

CLO 3. Ask questions about things, persons, and places

CLO 4. Compare things, persons, and places

On completion of the course students will be able:

- to understand the French phonetic system
- to develop strategies of listening comprehension
- to pass from written to oral, from oral to written easily
- to be sensitized to nuances of speech, dialectical variations, and "registre de langage"
- to master the current social communication skills in oral
- to enrich the formulations, the linguistic tools and vary the sentence structure
- to present facts, projects, plans with precision
- to develop logical thinking, to speak, argue and debate in a coherent and cohesive manner employing appropriate words of liaison, and transition

Course Content:

Preparing presentations, exposés on any topic, developing the techniques of debates, discussions; mastering the art of convincing through logical arguments

M. Denyer, A. Garmendia, C. Royer, Marie-Laure Lions-Olivieri, Version Originale 4 (B2) Livre de l'élève. Paris: Maison des Langues, 2009.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

J Pecheur, J. Girardot, Echo (B2), livre de l'élève, CLE International, Paris, 2009

Introduction à la littérature française: Typologie des genres littéraires français - Introduction to French Literature

Course Code: BFR503

Credit Units: 04

Course Learning Outcome((CLO))

CLO1. Introduce the students to French literature across the centuries

CLO2. Explore various literary genres

CLO3. Interpret different themes and message

CLO4. Demonstrate comprehension of the text

Course Content: (Material compiled by the Department)

Module 1: Roman (extraits)

Flaubert : Madame Bovary

André Gide : La symphonie pastorale

Albert Camus : La Peste

Marguerite Duras : Moderato cantabile

Module 2: Théâtre

Racine : Phèdre

Molière: Le malade imaginaire

Beaumarchais : Le Barbier de Séville

Eugène Ionesco : Rhinocéros

Module 3: Poésie

Ronsard : Quand vous serez bien vieille...

Victor Hugo : Vieille Chanson du Jeune Temps (Les Contemplations)

Baudelaire : Correspondances

Paul Eluard : Liberté

Mallarmé : Le cygne

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

- Castex, P.G., P. Surer et G. Becker. Histoire de la Littérature Française. Paris : Hachette, 1974. Print.
- Itinéraires Littéraires. (Moyen Age XVIe, XVIIe, XVIIIe) Paris: Collection Hatier. Print.
- Dix Siècles de Littérature Française. Paris :CollectionBordas, 1991. Print.

Le petit prince d'Antoine de Saint –Exupéry–une étude approfondie d'une œuvre complète(A detailedstudy) -Domain Elective

Course Code: BFR504

Course Credit:03

Course Learning Outcome(CLO)

CLO1. Enable students to do a thorough study of a literary work(*Le Petit Prince*)

CLO2. Introduce the students to 19th century literature and authors

CLO3. Interpret different themes and message

CLO4.Demonstrate comprehension of the text

On completion of the course

- To understand it with respect to the author and with respect to his other works
- To provide a broad perspective of the thoughts and philosophy of the period, and contemporary works

Course Content:

Module 1

The author (Saint-Exupéry), his biography, his works

Module 2

Era of Saint-Exupéry, Contemporary authors and their works

Module 3

Analytical study of *Le Petit Prince*

Module 4

The concept of childhood, wisdom and love in the works of Saint-Exupery and his contemporary authors

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

DE SAINT EXUPERY Antoine, *Le Petit Prince*, La Pléiade, Gallimard, 1994.

DES VALLIERES Natalie, *Saint – Éxupéry : L'archange et l'écrivain*, Découvertes Gallimard, 2013

L'Etranger de Albert Camus—une étude approfondie d'une œuvre complète(A detailedstudy)-Domain Elective

Course Code: BFR505

Course Credit:03

Course Learning Outcome (CLO)

CLO1. Enable students to do a thorough study of a literary work(*L'Etranger*)

CLO2. Introduce the students to 19th century literature and authors

CLO3. Interpret different themes and message

CLO4.Demonstrate comprehension of the text

On completion of the course students will be:

To do a thorough study of a literary work-*L'Etranger*de Albert Camus

To understand it with respect to the author and with respect to his other works

To have a broad perspective of the thoughts and philosophy of the period, and contemporary works

Course Content:

Module 1

The author (Albert Camus), his biography, his works

Module 2

Era of Albert Camus, Contemporary authors and their works

Module 3

Analytical study of *L'Etranger*

Module 4

The concept of absurdity, loneliness and sadness in the works of Albert Camus and his contemporary authors

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

- Camus, Albert, 1913-1960. *L'Étranger*. [Paris] :Gallimard, 1990.
- McCarthy, Patrick (2004). *The Stranger (Albert Camus)*. New York: Cambridge University Press. p. 12. ISBN 0-521-8321-01.

Contemporary French and Francophone Literature- II

Course Code: BFR506

Course Credit:03

Course Learning Outcome(CLO)

CLO1. To enable students to do a thorough study of 2 literary works with main excerpts-

CLO2. To enable students to understand it with respect to the author and his other works.

CLO3. To provide a broad perspective of the thoughts and philosophy of the period, and contemporary works thereby developing a critical approach in that area.

Course Content:

Module 1

- Le Clézio: Le chercheur d'or (extracts)

Module 2

- Anne Hébert: Kamouraska(extracts)

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text&References:

- Hébert, Anne. *Kamouraska*. Paris: Editions du Seuil, 1970
- Le Clézio, J. M. G. *Le Chercheur d'or*. Paris: Gallimard, 1985

SUMMER INTERNSHIP PROJECT

Course Code: BFR550

Credit Units: 10

Course Learning

Outcome:

CLO1. Summer Internship Project is primarily a research work and its primary objective is to gain knowledge through practical experience.

CLO2. Sound appreciation and understanding of the theoretical principles learnt during the semesters

CLO3. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program.

CLO4. It is a scholarly inquiry into academic problems or issues.

CLO5. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report.

CLO6. The research topic should hold significant academic value commensurate with level of the Program.

GUIDELINES FOR SUMMER INTERNSHIP PROJECT

Topic

The topic of the paper will be of the student's choice with consent of the Supervisor. It must be relevant to the content of the course, but it should be treated in greater depth than it is covered in class. Make sure the subject focuses on one question or topic so that the paper has a definite purpose. Composing an introduction and conclusion can be a good test of the cohesiveness of the subject. The domain can include literature, culture, civilization or any other related areas.

Synopsis of Summer Internship Project.

A Synopsis of the Summer Internship Project Report should be submitted to the Board of Studies of the Institute. The Board, after deliberation, will suggest changes and modifications and will assign a supervisor from amongst the teaching faculty of the Institute. The synopsis should include the following –

Title of Summer Internship Project Report Introduction

Problems of Research/Presenting the topic/Problems/Issues of Research

Objectives of Research Tentative Subheadings

Suggested readings

Source Material and References

Presenting your own ideas in a Summer Internship Project Report is encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources should be cited. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases. There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet. Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Summer Internship Project Report for more than one course.

Length and Format

Length is not important; 20 to 25 pages of 2 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

Grading

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. It will read by the supervisor carefully, who may offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This will make the writing of a Summer Internship Project Report more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Summer Internship Project Report look and sound professional.

Evaluation Scheme:

Components	Presentation Content	Oral Presentation Skills	Viva	File Work
Weightage (%)	25	25	25	25

Project Schedule Registration

First week of the last academic month

Allotment of Faculty Guide takes place in accordance to the area of interest / stream chosen by the student at the time of registration.

Approval of Project Topic

Week following the week of registration

Submission of Synopsis To Faculty Guide

Prior to the completion of End-Term Examination. The synopsis could be submitted any time after the allotment of project topic but certainly must be before completion of last examination.

Duration of Project

The project stretches for the full duration of the Semester break

Submission of Report

First Draft – After 20 Days from the commencement of the project

Second Draft – 20 days after submission of the first draft.

The first and second reports could be submitted through e-mail or any other medium as per the consent of faculty guide.

Final Draft – Within second week of rejoining of institution

SIXTH SEMESTER

Introduction à linguistique - Introduction to Linguistics

Course Code: BFR601

Credit Units: 04

Course Objective:

CLO1. To provide the students the basic knowledge of Linguistics and its various branches of study.

CLO2. To provide an understanding of the science of language

CLO3. To help them analyze linguistically the French language.

Course Contents:

Module I: Introduction

What is language and linguistics?

Design features of human language.

Various branches of Linguistics and their application.

Module II: Phonetics and Phonology

Anatomy and physiology of speech production

Classification of sounds through IPA symbols

Difference between Phonetics and Phonology.

Module III: Morphology

Basic concepts of morphology

Word Formation processes

Module IV: Syntax

Theories and concepts of Syntactic structure.

Analysis of sentence structure

Module V: Semantics

Basic concepts of Semantics

Meaning and types of Meaning

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Text:

Fromkin, V., and R. Rodman. 1974 (9th Edition).. An Introduction to Language. New York: Holt, Rinehart and Winston.

Introduction à la civilisation et la culture française et francophone- Overview of French and Francophone Culture and Civilisation - II

Course Code: BFR602

Credit Units: 04

Course Learning Outcome(CLO)

CLO1. To give a broad geographical, historical, cultural and social background of France.

CLO2. To give an insight into the major events- historical, political and cultural of French society extending from French Revolution till today.

CLO3. To explore how France came into existence and what role it plays in the world, especially in Europe.

CLO4. To highlight the various cultural aspects like French festivals, cuisine, cinema, music and theatre.

Course Content

Module I

Repère géographique : carte de France relief (frontières, montagnes, rivières, grandes villes), régions de France, Départements d'Outre-Mer, pays francophones.

Module II

Repère historique : la monarchie et la Révolution Française, la Révolution Française et ses suites ; les Républiques

Module III

Repère politique : la République des Présidents, le choix de l'Europe, vers la France d'aujourd'hui

Module IV

Repère société: la citoyenneté, la place des femmes, les religions, l'individualisme

Module V

Repère culturel : les pratiques culturelles (les fêtes, la gastronomie, le cinéma, la peinture, la musique et la danse)

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

Mauchamp, Nelly. La France de Toujours : Civilisation. Paris : CLE Internationale, 2005. Print.

Bourel, Guillaume et Marielle Chevallier, Histoire. Paris :Hatier, 2002. Print.

Pecheur, Jacques. Civilisation Progressive du Français. Paris :CLE Internationale, 2010. Print

Compétences Langagières à l'Oral VI - Oral Communication-VI

Course Code: BFR603

Credit Units: 04

Course Learning Outcome (CLO)

CLO1. To develop strategies of listening comprehension

CLO2. To be sensitized to nuances of speech, dialectical variations, and “registre de langage”

CLO3. To enrich the formulations, the linguistic tools and vary the sentence structure

CLO4. To develop logical thinking, to speak, argue and debate in a coherent and cohesive manner employing appropriate words of liaison, and transition

Course Content:

Preparing presentations, exposés on any topic, developing the techniques of debates, discussions; mastering the art of convincing through logical arguments

Exposé : présentation, appréciation et critique du texte et débat sur l'exposé

Genres littéraires: Présenter un texte littéraire

Se présenter à une interview

ExaminationScheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text & References:

J Pecheur, J Girardot, Echo (B2), CLE International, Paris, 2009

Introduction à la Traduction -Introduction To Translation(Domain Elective)

Credits : 3

Course Code : BFR604

Course Learning Outcome (CLO)

CLO1. Acquainting students with basics of translation theories

CLO2. Understand the process of translation

CLO3. Practical training in techniques of translation

On completion of the course students will be able:

- Understand terminologies in Translation
- Use concepts of *Equivalence, Translation product and process* etc.
- Understand translation theories (skopos, polysystem...)
- Hands on training in Translation

Course Content:

Module 1: Introduction to Translation Concepts (source and target language; inter lingual and intra lingual translations...)

Module 2: Translation Studies: History of the Discipline

Module 3: Basic Translation Theories

Module 4: Translation practice: Basic texts (Literary, scientific and commercial) Students shall be made to translate texts from print/internet sources on different domains and shall be encouraged to dwell upon problems of translation (determining meaning, finding equivalents, translating “faithfully” etc...)

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Prescribed Textbook

- Munday, Jeremy, *Introducing Translation Studies. Theories and Applications*, Routledge, London, New York, 2012.

References:

- Vinay, Jean-Paul and Jean Darbelnet. *Comparative Stylistics of French and English : A methodology for translation*. Trans. Sagar, Juan C., and M.-J. Hamel. Amsterdam/ Philadelphia: Jean Benjamins Publishing Company, 1995. Print.
- Newmark, Peter. *A textbook of translation*. New York: Prentice-Hall International, 1988. Print.

Initiation à l'Interprétation-Initiation to Interprétation Consecutive (Domain Elective)

Course Code: BFR605

Credit Units: 03

Course Learning Outcome (CLO)

CLO1. To introduce students to Consecutive Modes of interpretation

CLO 2. To instruct them on Note taking techniques

CLO 3. Practical training on Interpretation

Course Contents:

Module 1

Defining Interpretation, distinguishing translation and Interpretation. Introducing modes of Interpretation: consecutive

Module 2

Methods of taking notes for Interpretation.

Module 3

Practicing Interpretation.

Examination Scheme:

Continuous Evaluation (Total 50 Marks)					End Sem Evaluation (Total 50 Marks)
Quiz	Mid Term Test	Presentation	Viva Voce	Attendance	End-Term Exam
10	15	10	10	5	50

Text:

Seleskovitch, Danica, Lederer, Marianne, Pédagogie raisonnée de l'interprétation, Didier, Paris, 1988.

References

Seleskovitch, Danica, Lederer, Marianne, Interpréter pour traduire, Didier, Paris, 1986.

Course Title: Anandam

Type: Compulsory

Semester I

Course Code: AND001

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project) ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.

3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester II

Course Code:AND002

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)
ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester III

Course Code:AND003

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)

ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester IV

Course Code:AND004

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
- Media coverage of the projects should be attached if any
- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.
- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)
ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading **“Group Community Service Project”**, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
- **B grade >32 hrs to <=44hrs (20-30 marks)**
- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

Course Title: Anandam

Type: Compulsory

Semester V

Course Code:AND005

Credit Units: 02

Course Learning Outcomes:

The student should develop:

- Awareness and empathy regarding community issues
- Interaction with the community and impact on society
- Interaction with mentor and development of Student teacher relationship
- Interaction among students, enlarge social network
- Cooperative and Communication skills and leadership qualities
- Critical thinking, Confidence and Efficiency

Course Objectives:

After the completion of this course, students will be able to:

- apply their knowledge and skills to solve specific community problem
- learn to plan, lead, and organize community events have a sense of belonging to their college campus and community and find something they are interested in doing during their free time
- make new friends, expand social network, and boost social skills and mental health.
- be useful to society as it will protect them against stress, frustration, and depression

Course Contents:

The project report should be guided by the mentor and shall contain:

- **Synopsis:** clearly stating objectives and activities to be undertaken. Problem identifying and problem-solving projects to be taken up.
- Details of the **Mentor and the Participants are to** be given (name of mentor, name of participants, phone number/mobile no, email, and address)
- Location / community where the work was carried out
- Details of Activities performed are to be given with date
- Number of beneficiaries and impact on the society (the object should be to empower the community and make them self-reliant)
- Photographs taken for documentation of work should be submitted
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- The Group Community Service Project Report will be submitted by the Student group leader under the guidance of the mentor to the Director/HoIs of the Department.
- The Director/HoIs should get the best report (more than one if required) of the Group Community Service Project uploaded on the HTE website and on the University page
- The Director/HoIs will forward the best report of the department to the Nodal Officer of the University.

- University will forward the report to the state level committee.

GUIDELINES FOR GCSP (Group Community Service Project)
ASSIGNMENT OF ANANDAM FOR SOCIAL AWARENESS (for students)

1. Each member of the group shall write one blog about the decided topic of 500 words (minimum) along with any relevant photos/diagrams/statistical data (with reference).
2. The group member shall write his/her name at the end of the blog.
3. The blog shall be posted on Instagram and Facebook (apart from these any other website wherever the group seems necessary).
4. Print out of the blog where date of when the content is posted, number of followers, comments, name of the writer shall be visible will be taken and file will be maintained for the same.
5. In the cover page of the project mention heading “**Group Community Service Project**”, and the filled format of final project report given by Anandam Scheme.
6. For the topic chosen by the group, students are recommended to cover the following points:
 - a) Current scenario (Regional, national and international level as applicable)
 - b) Future predictions
 - c) Duty of the government
 - d) Government policies (related to the topic), if any
 - e) Duty of public
 - f) Conclusion

Evaluation Scheme:

Project Participation: 2 hours X 8 days (per month) X 4 months = 64 hours

- **C grade =32 hrs (Below 20 marks)**
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- **A grade >44 hrs to<=54hrs (30-40 marks)**
- **O grade >54 hrs to<=64hrs (40-50 marks)**

Evaluation Criteria:

Respective Departmental Anandam mentors are requested to evaluate the project (out of 50) as per the following criteria:

1. Position and exceptions, if any, are clearly stated. The organization of the blog is completely and clearly outlined and implemented.
2. The body of the blog is coherently organized, original and the logic is easy to follow. There is no spelling or grammatical errors and terminology is clearly defined. Writing is clear, concise, and persuasive.
3. Conclusion is clearly stated. The underlying logic is explicit.

BEHAVIOURAL SCIENCE - I **(UNDERSTANDING SELF FOR EFFECTIVENESS)**

Course Code: BSS103

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate awareness of self and the process of self-exploration.
2. Demonstrate knowledge of strategies for developing a healthy self-esteem.
3. Recognize the importance of attitudes and its effect on personality.
4. Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for personal and professional life.

Course Objective:

This course aims at imparting an understanding of:

Self and the process of self exploration

Learning strategies for development of a healthy self esteem

Importance of attitudes and its effect on personality

Building emotional competence

Course Contents:

Module I: Self: Core Competency

Understanding of Self

Components of Self – Self identity

Self concept

Self confidence

Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window

Mapping the key characteristics of self

Framing a charter for self

Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning & Importance

Components of self esteem

High and low self esteem

Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and Nature of Attitude

Components and Types of Attitudes

Relevance and Importance of Attitudes

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, Components, Importance and Relevance

Positive and Negative Emotions
Healthy and Unhealthy expression of Emotions

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

Text & References:

- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company

BEHAVIOURAL SCIENCE - II (PROBLEM SOLVING AND CREATIVE THINKING)

Course Code: BSS203

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) would be able to:

1. Recognize the relation critical thinking with various mental processes.
2. Identify hindrance to problem solving processes.
3. Analyze the steps in problem-solving process.
4. Create plan of action applying creative thinking.

Course Objective:

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: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Thinking skills

Critical Thinking and Learning:

Making Predictions and Reasoning

Memory and Critical Thinking

Emotions and Critical Thinking

Module II: Hindrances to Problem Solving

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving Process

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

Convergent and Divergent thinking

Idea generation and evaluation (Brain Storming)

Image generation and evaluation

Debating

The six-phase model of Creative Thinking: ICEDIP model

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

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

• Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996

Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

BEHAVIOURAL SCIENCE - III

(INTERPERSONAL COMMUNICATION AND RELATIONSHIP MANAGEMENT)

Course Code: BSS303

CreditUnits: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate knowledge of strategies for developing a healthy interpersonal communication
2. Recognize the importance of transactional analysis, script analysis
3. Identify the difference between healthy and unhealthy expression of emotions and develop emotional competence necessary for conflict resolution and impression management.
4. Demonstrate knowledge of strategies for developing a healthy interpersonal relationship.

Course Objective:

This course aims at imparting an understanding of:

- Interpersonal communication and relationship.
- Strategies for healthy interpersonal relationship
- Effective management of emotions.
- Building interpersonal competence.

Course Contents:

Module I: Interpersonal Communication

Importance of Behavioural/ Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Interpersonal Styles

Transactional Analysis

Life Position/Script Analysis

Games Analysis

Interactional and Transactional Styles

Bridging differences in Interpersonal Relationship through TA

Communication Styles

Module III: Conflict Management and Negotiation

Meaning and Nature of conflicts

Styles and techniques of conflict management

Meaning of Negotiation

Process and Strategies of Negotiation

Interpersonal Communication: Conflict Management and Negotiation

Module IV: Interpersonal Relationship Development

Importance of Interpersonal Relationships

Interpersonal Relationship Skills

Types of Interpersonal Relationships

Relevance of Interpersonal Communication in Relationship Development

Module V: Impression Management

Meaning & Components of Impression Management

Impression Management Techniques

Impression Management Training-Self help and Formal approaches

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.
- Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

BEHAVIOURAL SCIENCE - IV (GROUP DYNAMICS AND TEAM BUILDING)

Course Code: BSS403

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) would be able to:

1. Compare the difference between the groups and teams and their strength and weaknesses. Also, the internal and external factors that affect their functioning.
2. Access when there is a need of group formation and when it is needed to be transformed into team.
3. Identify the characteristics of leaders and the power practiced by them.
4. Apply the type of leadership style power practiced in different situation.

Course Objective:

To inculcate an elementary level of understanding of group/team functions

To develop team-spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation

Definition and Characteristics

Importance of groups

Classification of groups

Stages of group formation

Benefits of group formation

Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.

Group Cohesiveness and Group Conflict

Adjustment in Groups

Module III: Teams

Meaning and nature of teams

External and Internal factors effecting team

Building Effective Teams

Consensus Building

Collaboration

Module IV: Leadership

Meaning, Nature and Functions

Self leadership

Leadership styles in organization

Leadership in Teams

Module V: Power to empower: Individual and Teams

Meaning and Nature

Types of power

Relevance in organization and Society

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

Text & References:

- Organizational Behaviour, Davis, K.
- Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, McCann & Margerison, Charles: Team Management, 1992 Edition, viva books
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

BEHAVIOURAL SCIENCE - V
(INDIVIDUAL, SOCIETY AND NATION)

Course Code: BSS503

Credit Units: 01

Course learning outcomes (CLOs)

At the successful completion of this course you (the student) should be able to:

1. Recognize their personality and individual differences and identify its importance of diversity at workplace and ways to enhance it.
2. Recognize effective socialization strategies and importance of patriotism and taking accountability of integrity.
3. Recognize different types of human rights and its importance.
4. Identify Indian values taught by different religions.
5. Identify long term goals and recognize their talent, strengths and styles to achieve them.

Course Objective:

This course aims at enabling students towards:

- Understand the importance of individual differences
- Better understanding of self in relation to society and nation
- Facilitation for a meaningful existence and adjustment in society
- To inculcate patriotism and National pride.
- To enhance personal and professional excellence

Course Contents:

Module I: Individual differences & Personality

Personality: Definition & Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences (Adjustment Mechanisms)

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

Module II: Socialization

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society & Nation

Module III: Patriotism and National Pride

Sense of Pride and Patriotism

Importance of Discipline and hard work

Integrity and accountability

Module IV: Human Rights, Values and Ethics

Meaning of Human Rights

Human Rights Awareness

Importance of human rights

Values and Ethics- Learning based on project work on Scriptures like Ramayana, Mahabharata, Gita etc

Module V: Personal and Professional Excellence

- Personal excellence:
 - Identifying Long-term choices and goals
 - Uncovering talent, strength and style

Alan P. Rossiter's eight aspects of Professional Excellence

Resilience during challenge and loss

Continued Reflection (Placements, Events, Seminars, Conferences, Projects, Extracurricular Activities, etc.)

Examination Scheme:

Components	SAP	JOS	FC/MA/CS/HA	P/V/Q	A
Weightage (%)	25	15	30	25	05

SAP- Social Awareness Programme; JOS- Journal of Success; HA- Home Assignment; P- Presentation; V- Viva; Q- Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; A- Attendance

Text & References:

- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- Robbins O.B. Stephen.; Organizational Behavior

AMITY School of Languages Communication Skill

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS401	1:0:0	1	1

A. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Identify steps to professional communication
CLO 2	Identify the key components of meeting, agendas and meeting minutes
CLO 3	Understand the key skills and behaviors required to facilitate a group discussion/presentation
CLO 4	Polish current affairs & rapport building

B. SYLLABUS

Topic

Enhancing Speaking Skills (Public Speaking)
Resume Building-1
GD-2 (Specifically: Social & Political)
Presentations-2

EXAMINATION SCHEME:

Components	Public Speaking	GD	Poster Presentation	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*.S.K.Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007.

Course Name	Course Code	LTP	Credit	Semester
Professional Communication Skills	BCS501	1:0:0	1	1

B. COURSE LEARNING OUTCOMES (CLO)

CLO 1	Create right selection of words and ideas while also choosing the appropriate channel of formal communication.
CLO 2	Demonstrate the ability to analyse a problem and devise a solution in a group.
CLO 3	Demonstrate proficiency in the use of written communication.
CLO 4	Recognize the mannerisms and methodology of Interview and GD to become more expressive in their body language and verbal performance.

B. SYLLABUS

Topic
Email Writing (Briefing, Do's & Don'ts & Practice)
Corporate Dressing & Body Language (Verbal & Non-Verbal Cues & its role in Interview Selection)
Interview-1 (Briefing, Do's & Don'ts, Questions, Mock Sessions)
GD-3(Practice Sessions)

EXAMINATION SCHEME:

Components	Email Writing	GD	Personal Interview	Attendance
Weightage (%)	30	30	35	5

SUGGESTED READINGS

- Essential Telephoning in English, Garside/Garside, Cambridge
- Working in English, Jones, Cambridge
- Dr. P.Prasad. *Communication Skills*. S.K. Kataria & Sons
- Koneru, Aruna. *Professional Communication*. The McGraw Hill: New Delhi, 2008. Print
- Krishnaswamy N, *Creative English for Communication*. Delhi: Macmillan Publishers India Ltd. Print. 2007

