

## **KADAMB**

### **DEPARTMENT OF STUDY ABROAD PROGRAM**

**From the VC's Desk:**

Gujarat University has become the growth engine of education in Gujarat. A number of projects have given a new shape to the caliber of Gujarat University and there are many more which are in pipeline. WE have already introduced Credit based semester system across the University from June 2010. The satellite Post graduate centers are also included in imparting the parallel mode of study as available at the Schools of University.

*Today GU caters around 279 students from different countries like USA, UK, Belgium, Spain, Japan, Yemen, Iraq, Afghanistan, Nepal, Bhutan and Egypt. The Ministries and Embassies of different countries as well as ICCR, IIAS and Ed. CIL. (MHRD Sponsored agency to sponsor foreign and NRI/ PIO students) have been sponsoring their incumbents to study at Gujarat University. A number of self financing students have also chosen Gujarat University to advance their educational skills.*

As the largest University in western India, Gujarat University has already proposed to introduce a CHOICE BASED CREDIT SYSTEM in under graduate level from next year of all the affiliated under graduate colleges as well. through which students will be taught in the semester system.

This offers a larger number of courses with wider choices.

GU proposes to come up with a GU FM radio centre. There are plans of setting up internet access centre so that every student gets access to the internet. There are proposals to create more recreation centres, refreshment and amusement centres among others. Its campus planning has attracted many admirers and school students come for special visit to its Kargil park, medicinal park and emerging labs and departments.

Its an unstoppable journey for Gujarat University and once moved its going to increase its pace in many more directions. Near future shall realize many more dreams and soon Gujarat University shall be *Numero Uno* destination for stakeholders.

***Dr. Parimal H. Trivedi***

***Vice Chancellor***

## **STUDY ABROAD PROGRAM**

The Gujarat University (GU) has turned into a hub of knowledge for the State. Today it not only boasts of scores of new courses but also has range of crucial facilities for students. The new look of the buildings, the rising number of foreign students as well as the technology up gradation that the university has carried out have revitalized the institution. Dr Parimal Trivedi, the Vice-Chancellor of Gujarat University, is credited with introducing innovations in the existing infrastructure, courses, technology and administrative system.

### **SPECIAL INDIA COURSES**

The courses is not the only benchmark that the Gujarat University has been able to set up in the last few years, the increased interest in the number of foreign students have also been a reason of enthusiasm. The number of foreign students at the university is now 400. And to keep the foreign students glued to the university curriculum, the university has seen to it that they have courses like

- Studies in Gandhian Philosophy
- Studies in Tribal Culture of Gujarat
- Indian Languages
- Indian Poetics
- Yoga and Meditation
- Indian Rural Management Skills
- Classical and Folk Dances of India
- Indian folk music
- Indian Mythology
- Indian films
- Art of Rangoli
- Indian Cuisine
- Indian Literature
- Religions of India
- Traditions and Home stay in Indian background

### **GU'S GLOBAL INITIATIVE - 'WORLD LANGUAGE LABORATORY'**

With the increased demand of foreign languages across the globe, the university does not want to be left behind hence there are certificate level courses for languages like

- French • German • Spanish • Russian • Japanese • Greek • Italian • Chinese

### **MoUs with foreign universities and MHRD.**

- Gujarat University is the only university in the country to sign a Memorandum of understanding (MoU) with the Ministry of Human Resources Development (MHRD) undertaking for inviting foreign, NRI students under the Study Abroad Programme
- Birmingham College
- UK Wroclaw University of Technology, Poland
- Fair Leigh Dickensens University, USA
- Grenada University, Spain
- Regina University, Canada
- British Petroleum International Limited, London – This MoU will enable exchange for development of research of renewable sources of energy particularly bio-fuels.

# WORLD LANGUAGES PROGRAM

## *CERTIFICATE/ ADVANCED DIPLOMA SPECIALIZED COURSES*

**French**

**German**

**Russian**

**Spanish**

**Arabic**

**Organizational Communication**

The FOREIGN LANGUAGES Program is a rigorous course of studies, leading to three months/ six months/ graduate and post graduate examinations, that meets the needs of highly motivated sectors like language faculty, translators, medical tourism, interpreters and business associates. open for under graduate onwards the program is designed as a comprehensive r curriculum that allows its graduates to fulfill requirements of various national education systems, The Programme is available in English, French, German, Russian, Arabic and Spanish at present and soon shall include Japanese and Chinese. The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core.

## Foreign Languages Program

The study of a modern language entails acquiring a language system and applying it in four active and interrelated ways: through listening, speaking, reading and writing. These four skills involve exchanging ideas and effective communication. Effective communication, in turn, involves the intellectual process of understanding how ideas can best be expressed to the audience concerned. Understanding ideas, and expressing them clearly and convincingly, demands an awareness of the cultural characteristics of the audience. The study of a modern language, at any level, should enable students to use it spontaneously and appropriately in unfamiliar as well as in familiar circumstances. Each of the group of foreign language courses is generally set in different communicative and interactive situations, thus reflecting the different expectations of language proficiency. The situations hypothesized at *ab initio* level are, of necessity, more mundane and everyday than their relatively sophisticated equivalents in a language. At *ab initio* there is an emphasis on practical utility; the domains covered by language L2 range from the practical and social, to the expressive and intellectual; while at advanced level the student explores the subtleties of the language in a wide variety of contexts, including literature. For example, with the *Certificate Course* student should be able to give clear directions to someone looking for the beach, and understand the information in a tourist brochure. The advanced student, on the other hand, should be able to describe in detail the beauty of the waves, and critically analyze the misleading use of language in the brochure.

## Target Students: Which Course?

<i>Ab initio</i> SL	<p>is for a beginner who:</p> <ul style="list-style-type: none"> <li>• has little or no previous experience of the language</li> <li>• is taught outside the country or countries where the language is spoken.</li> </ul>
Language B SL	<p>is for a language learner who may not intend continuing study of the language beyond the Diploma Programme and who:</p> <ul style="list-style-type: none"> <li>• has 2 to 5 years experience of the target language</li> <li>• is not taught other subjects in the target language</li> <li>• is normally taught outside a country where the language is spoken</li> <li>• is a beginner or near-beginner who lives in a country where the language is spoken.</li> </ul>
Language B HL	<p>is for a language learner who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who:</p> <ul style="list-style-type: none"> <li>• has 4 to 5 years experience of the target language</li> <li>• is not taught other subjects in the target language</li> <li>• is normally taught outside a country where the language is spoken.</li> </ul>
Language A2 SL	<p>is for a fluent language user who may not intend continuing study of the language beyond the Diploma Programme, and who:</p> <ul style="list-style-type: none"> <li>• is a native or near-native speaker wishing to study a different language as his or her language A1</li> <li>• is an almost bilingual student (in reading or writing or both)</li> <li>• lives in a country where the target language is spoken</li> <li>• is taught other subjects in the target language.</li> </ul>
Language A2 HL	<p>is for a fluent language user who intends to study the language at this level for a future career or to meet a Diploma Programme requirement, and who:</p> <ul style="list-style-type: none"> <li>• is a native or near-native speaker wishing to study a different language as his or her language A1</li> <li>• is a bilingual student (in reading or writing or both)</li> <li>• lives in a country where the target language is spoken</li> <li>• is taught other subjects in the target language.</li> </ul>
Classical languages HL & SL	<p>are for students who wish to study either Latin or Classical Greek as well as, or instead of, following one of the above courses.</p>

## French Course Descriptions

<b>Elementary French</b>
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Main elements of grammar and pronunciation, with work on the four basic skills of listening comprehension, speaking, reading and writing.

**French Conversation.**

Prerequisite: **Elementary French**

or equivalent. Colloquial speech, with discussion of French newspapers and magazines. Practice in brief public address in French.

**Intermediate Reading and Conversation .**

Prerequisite: **Elementary French** or equivalent competence. Reading and discussion of simpler French texts. Review and further presentation of grammar and pronunciation; consolidation of basic skills, with additional emphasis on writing.

**Advanced Diction and Phonetics.**

Prerequisite: **Elementary French** and **Intermediate Reading and Conversation** or equivalent.

Required course for teacher certification. French speech sounds and intonation patterns, with practice to improve the student's pronunciation.

**Introduction to Analysis of French Literature.** Close reading of shorter texts in a variety of literary genres, with presentation of French versification and literary terminology.

**History of French Literature I, II, III and IV.**

Historical survey of French literature of the eighteenth century, nineteenth century, and twentieth with reading of representative texts.

**Advanced Written Expression.** Prerequisite: 20 hours of French or equivalent. Practice in composition and stylistics, designed to bring students up to a high level of proficiency in writing.

**Advanced Grammar.** Conceptual framework and presentation of the finer points of French grammar.

**Business French.**

Prerequisite: **Intermediate Reading and Conversation** or equivalent.

Applied French for students in commercial and technical fields. Overview and strategies of business and economic climate in France.

## German Course Descriptions

**Elementary German I and II.**

Main elements of grammar and pronunciation, with work on the four basic skills of listening comprehension, speaking, reading and writing.

### **Intermediate Conversation and Composition**

Prerequisite: **Elementary German I and II** Colloquial speech patterns and grammar.

Selections from German newspapers and other contemporary material with further work in composition, conversation and grammar..

### **Advanced Grammar and Composition..**

Prerequisite: **Intermediate Conversation and Composition** or equivalent.

Practice in original composition in German. Problematic points of German grammar and stylistics.

### **Introduction to German Literature.**

Prerequisite: **Advanced Grammar and Composition.** or equivalent competence.

Reading and analysis of prose, drama and poetry; literary appreciation.

### **Orientation to Internship Abroad.**

Preparation for residential internship in a German-speaking country. Culture, civilization, and contemporary conditions, and communication for students accepted for international cooperative education program.

### **Business German.**

Introduction to business practices and economic environment in Germany. Study of specialized vocabulary.

### **Advanced Diction and Phonetics.**

German speech sounds and intonation patterns. Practice to improve the student's pronunciation. Required course for teacher certification.

### **(H,I)19th Century German Literature.**

Prose, lyric and drama from Romanticism to Naturalism.

### **(H,I) 20th Century German Literature.**

Main currents in German literature from Naturalism until present day.

# **Russian Course Descriptions**

## **LEVEL 1**

**Elementary Russian I.**

Understanding, speaking, reading and writing. Method of instruction is audio-lingual.

**LEVEL 2****Elementary Russian II.**

Prerequisite: LEVEL 1 OR equivalent. Continuation of LEVEL 1

**LEVEL 3**

**Intermediate Russian I.** Prerequisite: LEVEL 2 or equivalent. Continuation of 2. Russian grammar, composition and conversation.

**Intermediate Russian II.**

Prerequisite: LEVEL 3 or equivalent. Continuation of 3.

**Introduction to Central Asian Studies.** A comprehensive view of newly-emerged Central Asian states examining the history, politics, economics, geography, and culture of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan as reflected in their thoughts, religion, literature, and architecture, in the past, and the strategic importance of their natural wealth for the present and future.

**Business Russian or Russian Conversation.** Prerequisite: LEVEL 4 or equivalent. Development of conversational skills in formal and informal Russian language; study of oral communication and idioms; vocabulary enhancement.

**Russian Composition.** Prerequisite: LEVEL 5 or equivalent. The development of all forms of written communication in Russian through practice in writing compositions, letters, reports and other documents in Russian.

**Survey of Russian Literature .** Survey of Russian literature from its beginning to twentieth century with readings in Russian of representative texts. Course conducted in Russian.

**Russian Literature in Translation I.** Russian literature from its beginning to present century: Pushkin, Lermontov, Goncharov, Gogol, Turgenev and Dostoevsky and Tolstoy, Chekhov, Gorky, Zamiatin, Sholokhov, Pasternak, Bunin, Solzhenitsyn, Arzhak (Daniel), Tertz (Sinyavsky), Voznesensky and Evtushenko. Readings in English. Classes conducted in English.. Readings in English. Classes conducted in English.

## Spanish Course Descriptions

<p><b>Elementary Spanish.</b> Pronunciation, conversation, grammar and reading. Includes language lab work.</p>
<p><b>Intermediate Spanish.</b></p> <p>Prerequisite: <b>Elementary Spanish</b> or equivalent.</p> <p>Further development of speaking, listening, reading and writing skills, along with short cultural and literary readings. Skill consolidation with emphasis on composition and grammar, with some conversation.</p>
<p><b>Business or Advanced Conversation.</b></p> <p>Prerequisites: <b>Intermediate Spanish</b> or equivalent proficiency.</p> <p>Practice in conversation skills, designed to bring students to a high level of proficiency in speaking and listening. Class conducted in Spanish.</p>
<p><b>Advanced Grammar and Composition.</b></p> <p>Study of advanced grammar and stylistics with emphasis on composition skills, designed to bring students to a high level of proficiency in writing.</p>
<p><b>Advanced Diction and Phonetics.</b></p> <p>Required course for teacher certification/licensure. Spanish speech sounds and intonation patterns, with practice to improve the student's pronunciation.</p>
<p><b>Hispanic Poetry and Prose.</b></p> <p>Detailed study of representative poetry and prose work from Spain or Latin America.</p>
<p><b>Hispanic Drama.</b></p> <p>Reading and interpretation of dramatic works selected from the Hispanic literatures.</p>
<p><b>Masterpieces of Hispanic Literature</b></p> <p>Reading and analysis of classics selected from the Hispanic literatures.</p>

## Arabic Course Descriptions

**LEVEL 1****Elementary Arabic I.**

Understanding, speaking, reading and writing. Method of instruction is audio-lingual.

**LEVEL 2****Elementary Arabic II.**

Prerequisite: LEVEL 1 OR equivalent. Continuation of LEVEL 1

**LEVEL 3****Intermediate Arabic I and II.**

Prerequisite: LEVEL 2 or equivalent. Continuation of 2. Arabic grammar, composition and conversation.

**Introduction to Central Asian Studies.** A comprehensive view of newly-emerged Central Asian states examining the history, politics, economics, geography, and culture of Central Asia as reflected in their thoughts, religion, literature, and architecture, in the past, and the strategic importance of their natural wealth for the present and future.

**Business Arabic or Arabic Conversation.** Prerequisite: LEVEL 4 or equivalent. Development of conversational skills in formal and informal Arabic language; study of oral communication and idioms; vocabulary enhancement.

**Arabic Composition.** Prerequisite: LEVEL 5 or equivalent. The development of all forms of written communication in Arabic through practice in writing compositions, letters, reports and other documents in Arabic.

**Survey of Arabic Literature .** Survey of Arabic literature from its beginning to twentieth century with readings in Arabic of representative texts. Course conducted in Arabic.

**Arabic Literature in Translation**

Arabic literature from its beginning to present century.

# ORGANIZATIONAL COMMUNICATION SKILLS

# *Gujarat University introduces exclusive course in Organizational communication skills.*

## **Who Should Attend**

Those looking to strengthen their communication and collaboration skills and work confidently with others.

## **Course Benefits**

Communication skills are an essential element every employee and manager must have as part of their standard tool set. In this course, through interactive workshops, self-assessments, role-playing activities and video simulations, you gain practical experience initiating and responding to various forms of communication. You learn to handle situations based on a flexible, genuine and self-confident approach. You also gain the skills to collaborate with others and hone your communications toolkit.

## **You Will Learn How To**

- ❖ Achieve results in your communications with others
- ❖ Build collaborative relationships that emphasize trust and respect
- ❖ Communicate effectively using simple, concise and direct language
- ❖ Enhance your active listening skills to anticipate and avoid common misunderstandings
- ❖ Foster cross-cultural understanding in your workplace
- ❖ Eliminate the roadblocks that undermine your ability to communicate effectively

Activities throughout this course immerse you in an ongoing simulation including a media-rich experiential learning environment that allows you to practice the communication techniques, tools and strategies presented. Activities include:

- Experiencing the difference between one-way and two-way communication
- Defining your communication style
- Demonstrating active listening skills
- Dealing with challenging emotions through video scenarios
- Revealing personal filters with simulation games
- Overcoming cross-cultural barriers through case studies and role plays
- Assessing your relationship with others
- Generating checklists to enhance your performance back on the job

## **Listening for Improved Understanding**

### **Tools for active listening**

- Asking clarifying questions
- Confirming the message
- Demonstrating respect, empathy and sensitivity

Listening for the entire message

**Interpreting nonverbal cues**

Intonation

Rate of speech

Volume

Gestures

Facial expressions

Posture

Use of space

Dress

Eye contact

Silence

**1- Organizational Communication is a management process..**

With a specific business purpose and disciplined methods of development, implementation, and measurements. It is accomplished through a strategic communication plan reviewed and approved by senior management.

**2- Organizational Communication is a change agent.**

The purpose of communication is not just to convey information, but to influence behavior. It influences behavior by persuading people to take action toward the organization's objectives.

**3- The primary responsibility for internal communication lies with all managers and supervisors.**

The Organizational Communication unit is responsible for designing and delivering the system and tools that enable managers to play their role as communicators. Face to face communication with the immediate manager is the most effective form of communication, and is the way employees prefer to receive information relating to their job.

**4- Communication is a social process.**

Communication is a social process based on openness, sharing, and participation. Communication must recognize and leverage people's need for knowing and relating. Communication must be open, flowing vertically and horizontally throughout the organization. Communication must encourage and utilize user-created-content.

**5- To be understood, communication must be grounded in the interests and language of the receiver.**

While it seeks to achieve the organization's strategic objectives, it cannot do so effectively unless it uses a receiver-focused approach in both content and context.

## **6- To be noticed, communication must be compelling and continuous**

As it must compete for the receiver's attention, communication must use highly compelling and creative ways to deliver its message. To be remembered and internalized, communication needs to be continuous and consistent. We can not afford not to communicate.

## **7- To be influential, communication must be credible.**

Without a high degree of credibility, the integrity and believability of the message will be lost, and the whole communication process will be a waste of resources.

### **8 Working Constructively with Emotions**

#### **Dealing with anger**

Overcoming personal challenges

Expressing your anger constructively

Minimizing defensive reactions in others

### **9 Managing emotionally charged situations**

Defusing an emotional situation while maintaining your composure

Taking responsibility for your emotions

### **10 Cross-Cultural Communication**

#### **Navigating beyond cultural boundaries**

Developing greater sensitivity to cultural differences

Avoiding potential cross-cultural pitfalls

#### **Working with filters and assumptions**

Raising your awareness to avoid misunderstandings

Uncovering hidden assumptions

Recognizing filters in yourself and others

### **11 Achieving Genuine Communication**

#### **Creating openness**

Determining when to speak up and when not to

Identifying appropriate degrees of disclosure

Establishing value and trust

### **12 Working with a three-dimensional model of behavior**

Identifying how you interact with others and how to make improvements

Calibrating the variance between what you want and what you express

## **Application Form**



NAME OF THE LANGUAGE

NAME OF THE COURSE

Name of Applicant: (Mr. / Mrs. / MS/ Dr.) \_\_\_\_\_

Address .....

Country.....

Telephone (.....) (.....) .....(FAX) .....

Email

**Permanent address (if different from above)**

.....  
.....

**Name of Examination passed /degree / Years/ Name of Institution**

I agree: to comply with the rules on admission and enrolment of The Gujarat University SAP program

**I declare that the information I have given in this application is true and correct.**

Signature .....

Date .....

**Faculty:**

PHOTO AFFIX HERE
------------------------

Arabic

Prof. Jaferhusein I. Laliwala

French

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HERE

Prof. Lavanya Trivedi

German

PHOTO  
AFFIX  
HERE

Prof. Asad Malaviya

Russian

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HERE

Prof. Kailash Nath Tiwari

Spanish

PHOTO  
AFFIX  
HERE

Prof. Devang P. Patel

Contact details:

**Dr. Neerja Arun, Coordinator, Study Abroad Program,**

**By Snail mail:**

Kadamb

Study Abroad Program

Home Science building

Nr. EMRC Building

Gujarat University

Navrangpura

Ahmedabad. 380009

India

**By Email:**

**[drneerjaarun@yahoo.com](mailto:drneerjaarun@yahoo.com)**

**Application Form**



NAME OF THE COURSE

Name of Applicant: (Mr. / Mrs. / MS/) \_\_\_\_\_

Dept. ....

Country.....

Telephone (.....) (.....) .....(FAX) .....

Email

**Permanent address (if different from above)**

.....  
.....

**Name of Examination passed /degree /percentage / Years/ Name of Institution**

I agree: to comply with the rules on admission and enrolment of The Gujarat University SAP program

**I declare that the information I have given in this application is true and correct.**

Signature .....

Date.....

**Application Form**



.....Ten Months Diploma / Translation Studies

(1) NAME OF THE COURSE

(2) NAME OF THE LANGUAGE

Name of Applicant: (Mr. / Mrs. / MS/ Dr.) \_\_\_\_\_

Address .....

Country.....

Telephone (.....) (.....) .....(FAX) .....

Email

**Permanent address (if different from above)**

.....  
.....

**(1) Name of Examination passed /degree / Years/ Name of Institution**

**(2) Exam Passed in any Foreign Language**

**(I) Exam .....**

**(II) Language .....**

I agree: to comply with the rules on admission and enrolment of The Gujarat University SAP  
program

**I declare that the information I have given in this application is true and correct.**

Signature .....

Date .....

INSTITUTE OF INTERNATIONAL STUDIES

Affix one  
Passport Size  
Photo

Name of Applicant: \_\_\_\_\_

Country.....

Address.....

State .....

Postcode .....

Telephone (.....)(.....) ..... Mobile.....

Fax (if available) (.....) (.....) Email .....

Country in which you reside permanently .....

Passport number ..... Visa Expiry date.....

**Permanent address in home country (if different from above)**

.....

**Referee (In case of self sponsoring) / Sponsoring Agency**

Name of Referee / Sponsors: \_\_\_\_\_

Position/Title of Referee: \_\_\_\_\_

Signature cum date .....

Course .....

Duration .....

Local Residence required Yes ..... NO ..... No of persons.....

Date ..... / ..... / .....

I agree: to comply with the rules on admission and enrolment of The Gujarat  
University SAP program

Signature cum date .....

Official Seal, signature and detail of forwarding agency .....

.....

For Official Purpose only

**Contact:**

Dr. Neerja Arun  
Coordinator  
Study Abroad Program  
Home Science Building  
Nr. EMRC Gujarat University  
Navrangpura  
Ahmedabad 380009  
India

E-mail: [drneerjaarun@gmail.com](mailto:drneerjaarun@gmail.com),  
[drneerjaarun@yahoo.com](mailto:drneerjaarun@yahoo.com)  
[Phone: +91-79-26303153](tel:+91-79-26303153)