

दिल्लीविश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Arts (Hons) French

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

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Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Hons) French offer [few statements on the specific programme by HoD]

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons) French will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Programme

The B.A. (Honours) French programme has been designed adopting the Task based and Communicative Approaches that are the latest Foreign Language Teaching methodologies adopted across the world in order to enable learners to attain the language competency levels specified by the internationally accepted Common European Frame of Reference for Languages (CEF), developed by the European Council. Each module aims at imparting specific linguistic skills as well as life skills that would help learners to communicate effectively in real life situations. The curriculum intends to integrate real life communicative situations in the language class rooms with the help of concrete tasks and project based collaborative teaching-learning.

2. Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) French

2.1 Nature and Extent of the Programme in B.A. (Hons) French

The B.A. (Honours) French program seeks to cover three key areas of study, i.e. Study of the French Lang through development of 4 core skills, reading, writing, listening and speaking, study of the language for specific purposes such as Business French, French for Tourism, Translation etc. and study of socio-political institutions, literary, history and cultural movements of the French and Latin-American world.

The Programme seeks to develop both theoretical and practical knowledge in each of these fields in an interdisciplinary manner so as to develop a comprehensive understanding of the complexities of the language and its social, cultural, historical and professional specificities.

2.2 Aims of Bachelor Degree Programme in B.A. (Hons) French

The overall aims of B.A. (Honours) French are to:

- Develop the capacity to comprehend, analyse and synthesize complex written and oral information in French.
- Enable learners to communicate in an independent manner with little or no help from the native speaker and to attain communicative fluency in French, to have an advanced knowledge of morphosyntactic, lexical and phonological aspects of the language.
- Develop the ability to apply their knowledge and linguistic skills in a vast and varied range of real-life situations in a French context.
- Equip learners with appropriate and adequate tools to understand and analyse various issues related to socio-politic cultural, historical and literary movements of French and Latin American Literature.

- Provide learners with the knowledge to undertake further studies in French or to develop required skill sets relevant wage employment, self-employment and entrepreneurship.

3. Graduate Attributes in B.A. (Hons) French

Disciplinary knowledge

- Capable of attaining communicative level in French equivalent to B2 as specified by the Common European Framework.
- Demonstrate a comprehensive knowledge and understanding of the society, history, culture, literature and all other related aspects of the French and Latin-American world.

Communication Skills

- Demonstrate advanced reading, writing, listening and speaking competences in French.
- Capable of comprehending complex oral and written texts in French.
- Capable of presenting complex information in written and oral form in a clear and concise manner.
- Capable of interacting and mediating in French in an independent manner in a large variety of real-life situations.
- Capable of communicating in French through print, audio-visual and virtual media.

Critical thinking

- Ability to critically assess not only different types of language both written and oral but also texts pertaining to social, cultural, political economic, historical and literary domains.
- Ability to identify, discuss and present problems in each of the above-mentioned domains.

Problem solving

- Capable of using problem solving abilities in real life situations acquired through task-based learning.
- Ability to use strategic competence to complete a task or attain a communicative goal by integrating declarative, procedural and conditional knowledge.

Analytical reasoning

- Develops the capacity to critically analyse and evaluate written and oral texts in French.
- Capacity to produce structured argumentative texts in French in a cohesive and coherent manner.
- Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what comes next.

Research-related skills

- Ability to collect, process and evaluate relevant information obtained through various media.
- Capacity to problematize, synthesize and articulate the outcomes of the research in an appropriately structured manner

Cooperation/Team work

- Capable of working in a team, taking on leadership role when required while participating in the collaborative teaching-learning process and task-based activities both within and outside the classroom situation.

Scientific reasoning

- Ability to analyse, interpret and draw objective conclusions from various texts, linguistic corpora and socio-linguistic experiences to identify, extract and generalise on existing linguistic and behavioural patterns.

Reflective thinking

- Demonstrates intercultural and co-cultural competences to generate an awareness of the self and the target culture.

Information/digital literacy

- Ability to use various language learning apps and tools for completing projects.
- Capacity to effectively communicate across various social media platforms using the target language.

Self-directed learning

- Capacity to reflect on and evaluate one's learning process through structured self-evaluation provided by the teacher or available in the course material (text book) prescribed.
- Capacity to adapt to the flipped classroom model by taking responsibility and ownership of one's learning outside the classroom environment.

Multicultural competence

- Develop awareness and understanding of the values, beliefs, practices of the target cultures and accept cultural differences not only with the target culture but within one's own multicultural society.

Moral and ethical awareness/reasoning

- Ability to take an informed position regarding various social and ethical issues such as discrimination, exclusions, marginalisation of various genders, castes, ethno-religious communities and social groups.
- Capacity to adopt and generate awareness of environment friendly practices.

- Develop an awareness of ethical practices to respect intellectual property rights by avoiding plagiarism.

Leadership readiness/qualities

- Capable of planning, mapping, identifying and mobilising resources to complete projects by demonstrating skills in organising, delegating tasks amongst fellow group members.

Lifelong learning

- Capacity to put in practice communicative, strategic, socio-linguistic and intercultural competences in learn other foreign languages.
- Ability to enhance various specialised skills of professional domains, such as tourism, media, commerce and industry using the knowledge of the language.

4. Qualification Descriptors for Graduates B.A. (Hons) French

- Capacity to interact with a considerable degree of fluency and spontaneity with a native speaker without a strain for either party.
- Ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various alternatives.
- Demonstrate understanding about history, society, culture and literature of Spain.
- Capacity to effectively communicate and establish a social interaction in a multicultural context.
- Use knowledge, understanding and skills required to carry forward basic research on pertinent issues related to various relevant domains, collection of data, processing, analysing, documenting and reporting them in an appropriate format.
- Capacity to undertake professional assignments in a number of fields requiring knowledge of French such as, tourism, media, commerce and industry, translation, interpretation, teaching French as a foreign language and printing and publishing industry.

5. Programme Learning Outcomes for in B.A. (Hons) French

- Develop communication skills in the chosen language and help to acquire a broad understanding of the socio history and culture within which these languages have developed and are used.
- Integrate knowledge of social and political institutions, historical events, and literary and cultural movements into the acquisition of the four linguistic skills - reading, writing, listening and speaking. Develop language skills and critical thinking.
- Enable students to partially attain B2 level at the end of the program by completing stages of language learning specified by the internationally accepted Common European Framework of Reference for Languages (CEF), developed by the European Council.
- Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies.

- Provide students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, tourism, foreign language teaching at the school and equivalent levels, publishing, the print and electronic media, and in other emerging areas in the corporate world where knowledge of a foreign language is either required seen as an advantage).

6. Structure of in B.A. (Hons) French

6.1 Credit Distribution for B.A. (Hons) French

Course Type & Description	Credits assigned
CC – Core Courses in the Discipline	6
AECC: Ability Enhancement Compulsory Courses	
SEC: Skill-enhancement Elective Courses or Ability Enhancement Elective Courses (AECC) chosen from a pool of courses designed to provide value-based and/or skill-based instruction	4
DSE: Discipline Specific Elective courses chosen from a pool of courses offered by the main discipline/subject of study.	6
GE: Generic Elective courses chosen generally from an unrelated discipline/subject, with an intention to seek exposure. A core course offered in a discipline/subject may be treated as an elective by other disciplines/subjects and vice versa and such electives may also be referred to as Generic Elective.	

6.2 Semester-wise Distribution of Courses

Semester	Core Courses	Other Courses	
I	C-1 : 6 credits	AECC-1	GE-1
	C-2 : 6 credits		
II	C-3 : 6 credits	AECC-1	GE-2
	C-4 : 6 credits		
III	C-5 : 6 credits	SEC-1	GE-3
	C-6 : 6 credits		

	C-7 : 6 credits		
IV	C-8 : 6 credits	SEC-2	GE-4
	C-9 : 6 credits		
	C-10 : 6 credits		
V	C-11 : 6 credits	DSE 1	
	C-12 : 6 credits	DSE 2	
VI	C-13 : 6 credits	DSE 3	
	C-14 : 6 credits	DSE 4	

7. Courses for Programme - B.A. (Hons) French

Core Courses - (CC) Credit: 6

Developing reading and writing skills 1 (Fr-C1)

[Core Course - (CC) Credit: 6]

Course Learning Outcomes

- Enable students to partially attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Unit 1

Reading: Reading simple texts related to one's immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

Unit 2

Writing: Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations, etc.) on everyday topics.

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Basic vocabulary related to the Learner's immediate environment, such as the classroom, campus, place and area of residence etc.

Basic simple grammatical structures required to communicate personal information and information related to the immediate environment.

Basic rules of pronunciation in French.

Unit 4:

Co-cultural and Intercultural Competence: Basic socio-cultural know-how to handle simple social interaction in the French and Hispanic context.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*. Madrid, Madrid: SGEL.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 1 Libro de alumno*. Salamanca. Salamanca: Grupo Anaya.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bítacora 1 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.

- Campo, Cristina, Cuadrado, Charo et.al. (2017) *Protagonistas A1- Libro de alumno*. Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula Internacional 1*. Barcelona. Barcelona: Editorial Difusión.

Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Cuaderno de ejercicios*. Madrid, Madrid: SGEL.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 1 Cuaderno de ejercicios*. Salamanca. Salamanca: Grupo Anaya.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bítacora 1 Cuaderno de ejercicios*. Barcelona, Barcelona: Editorial Difusión.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom; Learners are expected to perform certain tasks in day-to-day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheet
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, project presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for level by CEF

Keywords

Immediate environment, simple structures, basic reading and writing skills, simple social interaction

Developing listening and speaking skills 1(Fr-C2)

[Core Course - (CC) Credit: 6]

Course Learning Outcomes

- Enable students to partially attain A1 Level of listening and speaking skills in the concerned language.
- Equip students to listen to simple texts and to answer questions on them.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

Unit 1 Listening:

Understanding familiar words and very basic phrases concerning of himself, of his family, and immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

Unit 2 Speaking:

Monologue: Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Asking simple questions on familiar topics or matters related to one's immediate environment.

Making simple purchases in shops or obtaining services that one requires

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Basic vocabulary related to the most immediate environment of the learner, such as the classroom, campus, place and area of residence etc.

Basic simple grammatical structures required to communicate personal information and information related to the immediate environment.

Basic rules of pronunciation in French

Unit 4

Co-cultural and Intercultural Competence:

Basic socio-cultural know-how to handle simple social interaction in the French and Hispano-american context.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*. Madrid, Madrid: SGEL.
- Alvarez Martinez, Maria Angeles. Canales, Ana Blanco. et al. (2017). *Suena 1 Libro de alumno*. Salamanca. Salamanca: Grupo Anaya.

- Baulenas, Neus Sans. Peris, Ernesto Martin. et al. (2016). *Bitacora 1 Libro de alumno*. Barcelona, Barcelona: Editorial Difusion.
- Campo, Cristina, Cuadrado, Charo et.al. (2017) *Protagonistas A1- Libro de alumno*. Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula International 1*. Barcelona. Barcelona: Editorial Difusion.

Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Cuaderno de ejercicios*. Madrid, Madrid: SGEL.
- Alvarez Martinez, Maria Angeles. Canales, Ana Blanco. et al. (2017). *Suena 1 Cuaderno de ejercicios*. Salamanca. Salamanca: Grupo Anaya.
- Baulenas, Neus Sans. Peris, Ernesto Martin. et al. (2016). *Bitacora 1 Cuaderno de ejercicios*. Barcelona, Barcelona: Editorial Difusion.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through oral tests, tasks, projects, presentations, assignme using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for level by CEF

Keywords

Immediate environment, simple structures, basic listening and speaking skills, simple social interaction

Developing reading and writing skills 2(Fr-C3)

[Core Course - (CC) Credit: 6]

Course Learning Outcomes

- Enable learners to partially attain A2 Level of reading and writing skills in the concerned language
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, goods and services
- Equip students to write short personal texts describing past and present events and specific needs of the learner.

Unit 1

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums, posters (of events, theatre, film, books), email logs, short simple personal letters and messages.

Unit 2

Writing:

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need, writing simple personal letters, preparing posters (events, theatre, films, books)

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing a repertoire of lexical items essential corresponding to basic communicative and survival needs, frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment)

Grammatical structures required to describe past, present and future events, simple connectors to organise personal information and information related to the relevant environment, structures to express various moods, basic usage of pronouns and prepositions.

Developing sufficient understanding of phonological specificities of French to help the learner articulate more clearly.

Unit 4

Co-cultural and Intercultural Competence:

Carrying out and responding to basic language functions, such as information exchange and requests. Capacity to express opinions and attitudes.

Simple but effective interaction using the common expressions and following basic exchange patterns.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*, Madrid, Madrid: SGEL.

- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bitacora 1 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bitacora 2 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
- Campo, Cristina, Cuadrado, Charo et. al.(2017) *Protagonistas A1- Libro de alumno*. Madrid, Madrid: Ediciones SM.
- Campo, Cristina, Melero, Pilar. et. al.(2017) *Protagonistas A2- Libro de alumno*. Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula Internacional 1*. Barcelona. Barcelona: Editorial Difusión.
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Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Cuaderno de ejercicios*. Madrid, Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bitacora 1 Cuaderno de ejercicios*. Barcelona, Barcelona: Editorial Difusión.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bitacora 2 Cuaderno de ejercicios*. Barcelona: Editorial Difusión.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day-to-day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to the based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning a exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for A2 level by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, project presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for level by CEF

Keywords

Environment of immediate relevance, sufficient skills for survival

Developing listening and speaking skills 2(Fr-C4)

[Core Course - (CC) Credit: 6]

Course Objectives

- To listen to and understand short simple texts related to day to day situations.
- To answer questions based on the text.
- To ask and answer questions related to everyday situations
- To complete A1 level and partially attain level A2 of the CEF

Course Learning Outcomes:

- Enable students to partially attain A2 Level of listening and speaking skills in the concerned language
- Develop the capacity to understand essential points of simple oral text provided speech is clearly and slowly articulated.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite noticeable hesitation.

Unit 1

Listening:

Identifying the main points in short, clear, simple messages and announcements.

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

Unit 2

Speaking:

Monologue: Can describe in simple terms aspects of his/her background relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)

Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc., making and responding to suggestions, agreeing and disagreeing with others etc.

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing repertoire of sufficient vocabulary for the expression of basic communicative and survival needs, frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)

Grammatical structures required to describe past, present and future events, simple connectors to organise personal information and information related to the relevant environment, structures to express various moods, basic usage of pronouns and prepositions

Developing sufficient understanding of phonological specificities of French to help learners to articulate more clearly.

Unit 4

Co-cultural and Intercultural Competence:

Carrying out and responding to basic language functions, such as information exchange and requests. Capacity to express opinions and attitudes.

Simple but effective interaction using the common expressions and following basic exchange patterns.

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Any of the following textbooks may be prescribed and will be partially completed.

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*, Madrid, Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bitacora 1 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bitacora 2 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
- Campo, Cristina, Cuadrado, Charo et. al.(2017) *Protagonistas A1- Libro de alumno*. Madrid, Madrid: Ediciones SM.
- Campo, Cristina, Melero, Pilar. et. al.(2017) *Protagonistas A2- Libro de alumno*. Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula Internacional 1*. Barcelona. Barcelona: Editorial Difusión.
- Sanz, N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.

Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Cuaderno de ejercicios*. Madrid, Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bitacora 1 Cuaderno de ejercicios*. Barcelona, Barcelona: Editorial Difusión.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bitacora 2 Cuaderno de ejercicios*. Barcelona: Editorial Difusión.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day-to-day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for A2 level by CEF.

- 25% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, project presentations, assignments using the target language.
- 75% weightage on End Semester Viva-voce Examination adopting the descriptors and components specified for level by CEF

Keywords

Matters of immediate need, Routine tasks, short and direct exchange of information

Intermediate reading and writing skills 1(Fr-C5)

[Core Course - (CC) Credit: 6]

Course Objectives

- To read and understand texts related to the learner's field of interest. To answer questions on the text.
- To write texts describing and relating events, expressing one's feelings and opinion. To complete level A2 and partially attain Level B1 of the CEF

Course Learning Outcomes

- Enables students to attain A2/ B1 Level of reading and writing skills in the concerned language
- Develops competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- Equips the learners to write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.

Unit 1

Reading: Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognise significant points and line of argument in the treatment of the issue presented

Unit 2

Writing: Writing personal letters describing experiences, feelings and events in some detail, writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story/anecdote and writing about feelings/impressions

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing repertoire of good range of vocabulary for matters connected to one's field of interest and most general topics related to the socio-cultural milieu.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.

Developing sufficient understanding of phonological specificities of French to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural Competence: Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the French and Latin American world.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Castro, F. et. al. (2004). *Nuevo Ven 2*, Madrid, Madrid: Editorial Edelsa.
- Cerrolaza, M et. al. (2001) *Planet@ 2 & 3*. Madrid, Madrid: Editorial Edelsa.
- Garmendía Agusin et. al. (2017). *Aula Internacional 2 & 3*. Barcelona, Barcelona: Editorial Difusión.
- Moreno, Concha. et. al. (2005). *Español sin fronteras 2*, Madrid, Madrid: SGEL.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for A2/B1 levels by CEF

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for A2/B1 levels by CEF

Keywords

Understanding of straightforward factual texts, expression of feelings and experiences

Intermediate listening and speaking skills 1(Fr-C6)

[Core Course - (CC) Credit: 6]

Course Objectives

- To listen to and understand texts related to the learner's field of interest.
- To answer questions on the text.
- To describe and relate events, to express one's feelings and opinion.
- To ask and answer questions related to one's field of interest.
- To complete level A2 and partially attain Level B1 of the CEF

Course Learning Outcomes

- Enables learners to attain A2/B1 Level of listening and speaking skills in the concerned language
- Equips learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Develops the capacity to present and discuss topics, moving out of the immediate environment of the learners.
- Can cope with less routine situations in public spaces while obtaining goods and availing services.

Unit 1

Listening: understanding the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear

Unit 2

Speaking:

Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence

Discussing topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc.

Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing repertoire of sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to one's everyday life such as family, hobbies and interests, work, travel, and current events.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.

Developing sufficient understanding of phonological specificities of French to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural Competence: Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the French and Latin American (Hispanic) world.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Castro, F. et. al. (2004). *Nuevo Ven 2*, Madrid, Madrid: Editorial Edelsa.
- Cerrolaza, M et. al. (2001) *Planet@ 2 & 3*. Madrid, Madrid: Editorial Edelsa.
- Garmendía Agusin et. al. (2017). *Aula Internacional 2 & 3*. Barcelona, Barcelona: Editorial Difusión.
- Moreno, Concha. et. al. (2005). *Español sin fronteras 2*, Madrid, Madrid: SGEL.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for A2/B1 levels by CEF.

- 25% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, projects, presentations, assignments, activities using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified f A2/B1 levels by CEF

Keywords

Moving away from immediate environment, speaking about non-routine matters, Coping with less-familiar situations

Studying Different text types 1 (Fr-C7)

[Core Course - (CC) Credit: 6]

Course Objectives

- To introduce and familiarize the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts.

Course Learning Outcomes

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

Unit 1

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Ex. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

Unit 2

Poetry: Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

Unit 3

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Merino, José María. (1998). *Cien años de cuentos (1989-1998)* Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.

- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

Text types, Prose, poetry, intermedial and semi-literary texts, analytical study

Intermediate reading and writing skills 2 (Fr-C8)

[Core Course - (CC) Credit: 6]

Course Objectives

- To read and understand longer texts related to socio-cultural issues.
- To answer questions in one's own words on tests related to socio-cultural issues.
- To write detailed descriptions.
- To attain B1 level partially of the CEF.

Course Learning Outcomes

- Gives training to write straightforward connected texts on a range of familiar subjects within ones field of interest, by linking a series of shorter discrete elements into a linear sequence
- Enables learners to partially attain B1 Level of reading and writing skills in the concerned language
- Equips learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.

Unit 1

Reading: Reading and scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment

Reading, analysing and summarising texts/articles on different social issues or current affairs.

Unit 2

Writing: Writing detailed descriptions on a range of familiar subjects within one's field of interest, /writing accounts of experiences/describing feelings and reactions in simple connected text/Writing a description of an event, a recent trip - real or imagined.

Describing and comparing education systems/ writing an open letter to the authorities/ writing a petition/ describing and analysing cultural representations/ writing a short story/ writing blogs/writing short, simple essays on topics of interest, etc.

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.

Developing sufficient understanding of phonological specificities and intonations of French to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural Competence: Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.

Awareness of the salient politeness conventions and acting and responding appropriately.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Coto Bautista, B. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.
- Fernández López, Sonsoles. (2001) *Tareas y proyectos en clase*, Madrid: Editorial Edinumen.
- Garmendía Agusin. *Aula Internacional 4*, (2017) Barcelona, Barcelona: Editorial Difusión.

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom.
- Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating w their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for B1 levels by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for levels by CEF

Keywords

Reading and analysing longer texts, write about topics of interest

Intermediate listening and speaking skills 2(Fr-C9)

[Core Course - (CC) Credit: 6]

Course Objectives

- To listen and to understand radio and TV programs.
- To answer questions on programmes recorded across various audio-visual media.
- To express one's opinion and give one's point of view in a structured manner.
- To attain partially Level B1 of CEF.

Course Learning Outcomes

- Enables learners to partially attain B1 Level of listening and speaking skills in the concerned language
- Equips learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly
- Provides learners with basic debating and presentation skills

Unit 1

Listening

Understanding main points presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.

Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.

Unit 2

Speaking

Giving detailed accounts of experiences, feelings and reactions, relating details of unpredictable occurrences, e.g., an accident/relating the plot of a book or film and describing his/her reactions/describing dreams, hopes, ambitions, events, real or imagined/ preparing, conducting and presenting results of opinion polls on various social issues/ preparing and presenting skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving

brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.

Developing sufficient understanding of phonological specificities and intonations of French to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural Competence: Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.

Awareness of the salient politeness conventions and acting and responding appropriately.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Coto Bautista, B. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.
- Fernández López, Sonsoles. (2001) *Tareas y proyectos en clase*, Madrid: Editorial Edinumen.
- Garmendía Agusin. *Aula Internacional 4*, (2017) Barcelona, Barcelona: Editorial Difusión.

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for A2/B1 levels by CEF.

- 25% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, projects, presentations, assignments, activities using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for A2/B1 levels by CEF

Keywords

Detailed accounts of experiences, debating and presentation skills

Studying different text types 2 (Fr-C10)

[Core Course - (CC) Credit: 6]

Course Objectives

- To study in-depth different types of literary and non-literary texts.
- To critically evaluate the form and content of literary and non-literary texts

Course Learning Outcomes

- Develops skills to do an in-depth study of different text types in order to familiarize oneself with different kinds of writing styles, themes and issues treated in the text.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Trains learners to understand the context in which the texts were written and the literary/discursive/generic devices that shape them.

Unit 1

Prose: In-depth study of both form and content of a variety of texts literary texts written in prose form such as shorter and longer Narrative genres, (Eg. short story, conte, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

Unit 2

Poetry: In-depth study of both form and content of various types of poetic texts, songs, slams etc.

Unit 3

Intermedial and semi-literary texts: In-depth study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Merino, José María. (1998). *Cien años de cuentos (1989-1998)* Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

Keywords

In-depth study, Prose, poetry, intermedial and semi-literary texts, literary/discursive/ generic devices

Advanced reading and writing skills 1 (Fr-C11)

[Core Course - (CC) Credit: 6]

Course Objectives

- To read and understand argumentative texts related to contemporary issues.
- To identify and summarize the main arguments in texts related to contemporary issues in one's own words.
- To write a text on contemporary issues presenting and defending one's point of view.
- To complete level B1 and partially attain level B2 of the CEF.

Course Learning Outcomes

- Enable learners to attain B1/B2 Level of reading and writing skills in the concerned language.
- Develop skills to read and identify the content of news items, articles and reports on a wide range of cultural, social, academic, professional topics, deciding whether closer study is worthwhile.
- Train learners to formulate structured and coherent texts (formal/informal) on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples

Unit 1

Reading: Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation, articles

and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints.

Unit 2

Writing: Writing formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views/writing argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples/Conducting surveys and preparing questionnaires using Internet resources/preparing bibliographies/reading indexes/formatting projects/composing

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as French and Francophone contexts.

Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns and connectors to compose complex sentences and structured texts in a coherent and cohesive manner.

Developing good understanding of phonological specificities and intonations of French to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.

Unit 4

Co-cultural Competence: Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations and reformulations depending on the communicative contexts.

Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of French and Latin American communities

References

Any of the following textbooks may be prescribed and will be partially completed.

- Aranda, Jose Carlos. (2010) *Manual de Ortografía y Redacción*. Madrid: Ed. Berenice.
- Cervera, Angel. (1999). *El comentario de textos*. Madrid: Espasa.
- Cassany, Daniel. (1995). *La cocina de la escritura*. Madrid: Anagrama.
- Garmendía, Agusin. (2017) *Aula Internacional 4*, Barcelona: Editorial Difusion.
- Garmendía, Agusin. (2017) *Aula Internacional 5*, Barcelona: Editorial Difusion.
- Hermoso, Ana. (2013). *Nuevo Prisma Fusion B1 + B2*. Madrid: Editorial Edinumen.
- Martin Peris, Ernesto. *Gente hoy 3*. Barcelona: Editorial Difusion.
- Posner, Richard. (2013). *El pequeño libro del plagio*. Madrid: El hombre del tres.

Additional texts by representative authors will be provided by the department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for B1/B2 levels by C

25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

75% weightage on End Semester written Examination adopting the descriptors and components specified for B1/B2 levels by CEF

Keywords

Wide range of socio-cultural topics, structured argumentative texts, good range of vocabulary

Advanced Listening and Speaking Skills 1(Fr-C12)

[Core Course - (CC) Credit: 6]

Course Objectives

- To listen and to understand radio and TV programs of long duration related to contemporary social issues.
- To identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner
- To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner
- To complete Level B1 of CEF and partially attain Level B2

Course Learning Outcomes

- Enable learners to attain B1/B2 Level of listening and speaking skills in the concerned language.

- Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics.
- Train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples

Unit 1

Listening:

Understanding the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect

Unit 2

Speaking: Engaging in extended conversation on most general topics in a clearly participatory fashion /Debating and presenting on various issues of importance by sustaining a chain of reasoned argument /Taking notes/ Preparing minutes/Commentary on audio-visual material

Unit 3

Lexical, Morpho-syntactic and Phonological Competences:

Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as French and Latin American contexts.

Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns and connectors to compose complex sentences and structured texts in a coherent and cohesive manner.

Developing good understanding of phonological specificities and intonations of French to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.

Unit 4

Co-cultural Competence: Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts.

Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of French and Latin American communities

References

Any of the following textbooks may be prescribed and will be partially completed.

- Hirschsprung, N. Tricot, T. Leroux, A. V. Rodrigues, S. A. *Cosmopolite 4, Niveau B2*, (2019). Paris. Hachette.
- Benoit, E. M. Reboul, A. Mater, A. Leroux, A. V. *Cosmopolite 4, Niveau B2, Cahier d'activités*. (2019). Paris. Hachette.
- Girardet, J. Pécheur, J. Gibbe, C. Parizet, M-L. *Tendances B2*. (2017). Paris. Clé International.

- Girardet, J. Pécheur, J. *Tendances B2, Cahier d'activités*. (2017). Paris. Clé International
- Heu, E. Mabilat, J-J. *Edito Niveau B2*. (2015). Paris. Editions Didier.
- Heu, E. Mabilat, J-J. *Edito Niveau B2, Cahier d'activités*. (2015). Paris. Editions Didier.
- Bonenfant, J. Chort, G. Antier, M. Guilloux, M. Dollez, C. Pons, S. *Alter Ego + 4 : Livre de l'élève*. (2015). Paris. Hachette.
- Bonenfant, J, Lainé, E. Richard, D. *Alter Ego + 4 : Cahier d'activités*. (2015). Paris Hachette.
- Dupleix, D. Durietz, S. Martin, P. Mraz, C. Ripaud, D. Cocton, M-N. *Saison 4 : Livre de l'élève*. (2015). Paris. Didier.
- Dintilhac, A. *Saison 4 Cahier d'activités*. (2015). Paris. Didier.
- Barthélémy, F. Kleszewski, C. Perrichon, E. Wuattier, S. *Version Originale – 4 Livre de l'eleve* (Unités 1-5). (2012). Paris. Editions Maisons des Langues.
- Pancrazi, L. *Version Originale –4 Cahier d'exercices* (Unités 1-5). (2012). Paris. Editions Maisons des Langues
- *Compréhension orale 4*, Michele Barfety Cle International, Paris, 2010.
- Barfety. M. *Expression orale 4*. (2009). Paris. Cle International.

Note: Teachers may recommend supplementary language manuals.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for B1/B2 levels by CEF.

- 25% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, projects, presentations, assignments, activities using the target language.

- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B1/B2 levels by CEF

Keywords

Chain of reasoned argument, taking notes, preparing minutes, commentary

Advanced reading and writing skills 2(Fr-C13)

[Core Course - (CC) Credit: 6]

Course Objectives

- To read and understand a number of specialized texts dealing with the same subject. Related or not related to the learner's field of interest.
- To summarize the main points of the read texts in writing in one's own words
- To present a written synthesis of the texts read in a structured manner.
- To write texts on a wide range of topics whether they are related or not to the learner's field of interest
- To attain partially Level B2 of the CEF.

Course Learning Outcomes

- Enable learners to partially attain B2 Level of reading and writing skills in the concerned language.
- Develop required skill to understand specialised articles within and outside his/her field with the help of dictionary.
- Develop required skills to prepare specialised written documents/reports/term papers for academic and professional needs.

Unit 1

Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

Unit 2

Writing: Writing term papers on various topics/project reports/Preparing news reports/blog writing/writing applications/wall magazines/editorials/brochures/newsletters etc.

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in French

Unit 4

Co-cultural and Inter Cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Spain and Latin America.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Hirschsprung, N. Tricot, T. Leroux, A. V. Rodrigues, S. A. *Cosmopolite 4, Niveau B2*, (2019). Paris. Hachette.
- Benoit, E. M. Reboul, A. Mater, A. Leroux, A. V. *Cosmopolite 4, Niveau B2, Cahier d'activités*. (2019). Paris. Hachette.
- Girardet, J. Pécheur, J. Gibbe, C. Parizet, M-L. *Tendances B2*. (2017). Paris. Clé International.
- Girardet, J. Pécheur, J. *Tendances B2, Cahier d'activités*. (2017). Paris. Clé International
- Cislaru, G. Claudel, C. Vlad, M. De B. *L'écrit universitaire en pratique*. (2017). Université, Bruxelles.
- Charnet, C. Robin-Nipi, J. *Activités - rédiger un résumé, un compte rendu, une synthèse*. (2017). Paris. Hachette.
- Adam, J-M. Colin, A. *Les textes types et prototypes*. (2015). Paris. La Linguistique textuelle.
- Heu, E. Mabilat, J-J. *Edito Niveau B2*. (2015). Paris. Editions Didier.
- Heu, E. Mabilat, J-J. *Edito Niveau B2, Cahier d'activités*. (2015). Paris. Editions Didier.
- Bonenfant, J. Chort, G. Antier, M. Guilloux, M. Dollez, C. Pons, S. *Alter Ego + 4 : Livre de l'élève*. (2015). Paris. Hachette.
- Bonenfant, J, Lainé, E. Richard, D. *Alter Ego + 4 : Cahier d'activités*. (2015). Paris Hachette.
- Dupleix, D. Durietz, S. Martin, P. Mraz, C. Ripaud, D. Cocton, M-N. *Saison 4 : Livre de l'élève*. (2015). Paris. Didier.
- Dintilhac, A. *Saison 4 Cahier d'activités*. (2015). Paris. Didier.
- Pancrazi, L. *Version Originale –4 Cahier d'exercices (Unités 1-5)*. (2012). Paris. Editions Maisons des Langues.
- Liakin, Denis. Liakina, N. *Tendances C1/C2*. (2019). Paris. Clé International.
- Brito, A. Bucher, E. *Tendances C1/C2, Cahier d'activités*. (2019). Paris. Clé International.
- Dollez, C. Guillou, M. Herry, C. Pons, S. Chapiro, L. *Alter ego 5 Livre de l'élève*. (2010). Paris. Hachette.
- Berthet, A. Louvel, C. *Alter Ego 5 - Cahier de perfectionnement*. (2009). Hachette.

- Morfaux, L-M. Prévost, R. *Résumé et Synthèse de textes : Méthode et Exercices corrigés*, (2004). Paris. Armand Colin.

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for B2 level by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for level by CEF

Keywords

Understand specialised documents, writing specialised texts, Wide range of topic

Advanced listening and speaking skills 2(Fr-C14)

[Core Course - (CC) Credit: 6]

Course Objectives

- To listen to and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.
- To discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.
- To debate in depth on a wide range of issues related or not related to the learner's field of interest.

Course Learning Outcomes

- Enable learners to partially attain B2 Level of listening and speaking skills in the concerned language.
- Impart required skill to understand specialised audio-visual material within and outside his/her field
- Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Develops the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression

Unit 1

Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content.

Unit 2

Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas related to the Hispanic World/ Production of audio-video clips/ Making detailed oral presentations/ Drama and songs

Unit 3

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in French

Unit 4

Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Hirschsprung, N. Tricot, T. Leroux, A. V. Rodrigues, S. A. *Cosmopolite 4, Niveau B2*, (2019). Paris. Hachette.
- Benoit, E. M. Reboul, A. Mater, A. Leroux, A. V. *Cosmopolite 4, Niveau B2, Cahier d'activités*. (2019). Paris. Hachette.
- Girardet, J. Pécheur, J. Gibbe, C. Parizet, M-L. *Tendances B2*. (2017). Paris. Clé International.
- Girardet, J. Pécheur, J. *Tendances B2, Cahier d'activités*. (2017). Paris. Clé International

- Heu, E. Mabilat, J-J. *Edito Niveau B2*. (2015). Paris. Editions Didier.
- Heu, E. Mabilat, J-J. *Edito Niveau B2, Cahier d'activités*. (2015). Paris. Editions Didier.
- Bonenfant, J. Chort, G. Antier, M. Guilloux, M. Dollez, C. Pons, S. *Alter Ego + 4 : Livre de l'élève*. (2015). Paris. Hachette.
- Bonenfant, J, Lainé, E. Richard, D. *Alter Ego + 4 : Cahier d'activités*. (2015). Paris Hachette.
- Dupleix, D. Durietz, S. Martin, P. Mraz, C. Ripaud, D. Cocton, M-N. *Saison 4 : Livre de l'élève*. (2015). Paris. Didier.
- Dintilhac, A. *Saison 4 Cahier d'activités*. (2015). Paris. Didier.
- Barthélémy, F. Kleszewski, C. Perrichon, E. Wuattier, S. *Version Originale – 4 Livre de l'eleve (Unités 1-5)*. (2012). Paris. Editions Maisons des Langues.
- Pancrazi, L. *Version Originale –4 Cahier d'exercices (Unités 1-5)*. (2012). Paris. Editions Maisons des Langues Liakin, Denis.
- Liakina, N. *Tendances C1/C2*. (2019). Paris. Clé International.
- Brito, A. Bucher, E. *Tendances C1/C2, Cahier d'activités*. (2019). Paris. Clé International.
- Dollez, C. Guillou, M. Herry, C. Pons, S. Chapiro, L. *Alter ego 5 Livre de l'élève*. (2010). Paris. Hachette.
- Berthet, A. Louvel, C. *Alter Ego 5 - Cahier de perfectionnement*. (2009). Hachette.

Barfety. M. *Expression orale 4*. (2009). Paris. Clé International. Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for B2 level by CEF.

- 25% weightage on Formative Internal assessment through oral closed-book, open-book tests, tasks, projects, presentations, assignments using the target language

- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B2 level by CEF

Keywords

Understanding of a wide range of audio-visual material, Spontaneous oral communication

Skill Enhancement Elective Courses (SEC) Credits – 4

History and Tourism (Fr-SEC 1)

[Skill Enhancement Elective Courses (SEC) Credits – 4]

Course Objectives

- To impart knowledge and understanding of cultural history of the French Speaking world in order to enhance skills required for the Travel and Tourism sector.
- To impart knowledge of the geography of the French speaking world in order to enhance skills required for the travel and tourism sector.

Course Learning Outcomes

- Provide knowledge about cultural history and geography through the perspective of Tourism in Spain and Latin America/and India incorporating the vocabulary of travel and tourism.
- Inform about historical monuments and places.
- Enable students to plan an itinerary by air, ship, train.
- Prepare students for the profession of tour guide and travel agent.

Unit 1

Introduction to cultural history and geography through Tourism in Spain and Latin America incorporating vocabulary of Travel and Tourism; History, government Interventions in the tourism sector in Spain and Latin America and India in the post-war years..

Unit 2

Information about historical monuments and places

Unit 3

Preparing an itinerary by air, ship, train; Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories; Develop an understanding of the Hotel Industry in Spain and Latin America/ India, important hotel chains, Language used in hotel industry, airports and by airlines.

Unit 4

Introduction to the profession of tour guide and travel agent

References

Any of the following textbooks may be prescribed and will be partially completed.

- Corbeau, S. Dubois, C. Penfornis, J-L. *Tourisme.com*, (2014).Clé International.
- Peyrouet, C. Bouthier, C. *Le tourisme en France*. (2010).Nathan.
- Guides du Routard
- Guides Michelin
- <http://www.incredibleindia.org/en/>
- Websites of State Tourism Departments

Additional material will be provided by the Department

Teaching Learning Process

- The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, Making an audio-guide, preparing brochures/itineraries/writing blog entries on historical monuments, museums, events etc.
- 50% weightage on written internal test

Keywords

Cultural History and Geography, Vocabulary of Travel and Tourism, Planning Itinerary and travel

Business French (Fr-SEC2)

[Skill Enhancement Elective Courses (SEC) Credits – 4]

Course Objectives

- To develop skills and knowledge related to commercial and industrial domains.

Course Learning Outcomes

- Provide knowledge about investments in India from Spain and Latin America and Indian investments/business interests in these countries.
- Develop knowledge about Multinationals and business houses from French speaking countries, headquarters of companies, Chambers of Commerce
- Familiarize with products of import and export between Spain, Latin America and India. Areas of potential business growth. International brands.
- Impart skills to write job applications
- Equip students with tools to write letters of acknowledgements, complaints, tenders for companies.
- Generate awareness about business codes, protocol and Industrial espionage.
- Help to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
- Enable students to create websites for business houses and prepare publicity materials. Hone marketing skills

Unit 1

Investments in India from Spain and Latin America and Indian investments/business interests in these countries.

Unit 2

Multinationals and business houses from French speaking countries. Company headquarters of companies. Chambers of Commerce.

Unit 3

Products of import and export between French speaking countries and India. Areas of potential business growth. International brands.

Unit 4

Writing job applications/Making a curriculum vitae/Writing letters of acknowledgements/complaints/writing tenders for companies.

Unit 5

Business codes and protocol, Industrial espionage.

Unit 6

Developing marketing skills through role play on buying and selling products, talking about one's skills

References

- Demaret, M. Maccotta, P. Rosillo, M. P. Quartier d'affaires 1 – 2. (2013). CLE
- Tauzin, B. et Dubois, A-L. *Objectif express. Le monde professionnel en français* (2013). Hachette, coll. FLE.
- Penfornis, J-L. *Communication progressive du français des affaires*. (2010). C International.
- Penfornis, J-L. *Vocabulaire progressive du français des affaires avec 250 exce* (2013). CLE International

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study. The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, creating websites for business house/preparing publicity materials/brochures/ Making

glossaries of vocabulary used in telemarketing, banking law, finance, real estate transactions, felonies.

- 50% weightage on written internal test

Keywords

Investments, Multinational companies and Business Houses, Products of Import Export, Job Application, CV, Complaint letters, Tenders, publicity materials, Marketing skills

Food and Social Life in the French Speaking World (Fr-SEC 3)

[Skill Enhancement Elective Courses (SEC) Credits – 4]

Course Objectives

- To impart skills related to food and hospitality sectors

Course Learning Outcomes

- Familiarize students with the concept of cooking and dining as social rituals. Hospitality, "table manners" and the tool for forging of social relationships
- Sensitize students about dining as an intercultural experience
- Provide knowledge about food staples and food choices in history in Spain and Latin America.
- Introduce students to famous contemporary cuisines and specialities from Spain and Latin America, signature chefs, Michelin Guides to restaurants.
- Provide references to food in the literatures of Spain and Latin America.

Unit 1

The concept of cooking and dining as social rituals. Hospitality, "table manners" and the forging of social relationships. The idea of food as "intangible cultural heritage".

Culinary diplomacy. "Conflict Kitchens" (Breaking bread to win hearts and minds).

Nationalism, tradition and food.

Dining as an intercultural experience

Unit 2

Food staples and choices in history in the French speaking world.

Products introduced by the Romans (grapes) Muslims (saffron) and from the New World to Europe after discovery of America, (coffee, cocoa, tobacco etc.).

Processed regional French food, brands of bread, cheese, wine etc. (Wines, Cheeses, Mustard, Couscous...)

Unit 3

Famous contemporary cuisines from French and French speaking worlds (regional specialities, Cuisine provençale, Senegalese and Moroccan cuisines), signature chefs, Michelin Guides to restaurants.

Unit 4

References to food in the literatures of France and the French Speaking-(Francois Rabelais, Gustave Flaubert, Theophile Gautier, Calyxthe Beyer)

References

Escoffier, A. *Souvenirs culinaires*, (2014). Mercure de France.
Faerber, J. et Delachair, E. *La cuisine des écrivains*. (2012). Editio
Brillat-Savarin, J-A. *Physiologie du goût*, (8 mai 2009). Editions FI
Miano, L. *Soul food equatoriale*, (2009). Nils.
Levi Strauss, C. *The Raw and the Cooked*, (1969). New York. Harpe
Michelin Guides.

Additional material will be provided by the Department

Teaching Learning Process

- The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, creating menus, publicity materials for restaurants/reviews of Cafes, restaurants and food joints/ preparing catalogues of food and beverages/ making glossaries of vocabulary used in the culinary world/Reports on Industry Visit etc.
- 50% weightage on written internal test

Keywords

Dining as social rituals. Hospitality, table manners, food staples, Michelin guides

Media Skills (Fr-SEC4)

[Skill Enhancement Elective Courses (SEC) Credits – 4]

Course Objectives

- To provide knowledge and skills related to various audio-visual and print media.

Course Learning Outcomes

- Provide knowledge about a brief History of journalism in French and French-speaking world. Familiarize with print and audio-visual media of Spain and Latin America
Develop an understanding of various types of journalism

- Help to compare news items on different channels in order to analyse ideological Differences in news presentations.
- Generate awareness about Censorship laws in various countries Make students aware about the professional Risks involved in Journalism
- Develop skills to read, compare and analyse articles/reports/editorials/programmes/ information across various types of media
- Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.
- Familiarize with basic editing skills

Unit 1 Print Media

Magazines, current affairs, fashion, children's films.

Brief History of journalism in the Hispanic world. Famous and French and French-speaking world. Famous newspapers of the French and French-speaking world. (Le Monde Libération, France; Le Messager, Senegal; El Watan, Algeria; etc) Bilingual Regional Press. (Le Dauphiné Libéré, Le Parisien). Unit 2

Audio-visual media

Radio and T.V. news channels in France and French speaking world, National and international Multimedia journalism, TV5.

Unit 3

Different types of Journalism

New or Narrative "Gonzo" Journalism.Embedded Journalism.

Study of examples of Travel and Environmental Journalism Sports, Cultural and Economic journalism

Unit 4

Evaluating news items

Comparison of news items on different channels. Ideological Differences in news presentations.

Unit 5

Issues related to new-age journalism

Censorship laws in various countries. Yellow Journalism.Internet and journalism.

Unit 6

Journalism as a profession

Professional Risks in Journalism. War and underworld reporting.Reporters without Borders.

References

- Charadeau, Patrick. *La conquête du pouvoir. Opinion, Persuasion, discours d'une nouvelle donne politique.* (2013).Paris. L'Harmatta
- Amossy, R.. *L'argumentation dans le discours.* (2010). Paris. Colin
- GUÉRY L. *Visages de la presse. La présentation des journaux des onos jours.* (1997). CFPJ.
- www.totallygonzo.org

- <http://www.lepointdufle.net/>
- <http://enseigner.tv5monde.com/>

Teaching Learning Process

- The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, Comparing headlines and presentation of news in various newspapers/Summarizing an article/Analyzing an editorial/Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc.)/Writing a report on an opinion poll/Preparing a flyer/Analyzing & writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on Internet; (TV/University life)/ managing interactions/Editing assignments
- 50% weightage on written internal test

Keywords

Print media, audio-visual media, types of journalism, new-age journalism, professional risks of journalism

Culture and Tourism (Fr-SEC 5)

[Skill Enhancement Elective Courses (SEC) Credits – 4]

Course Objectives

- To impart advanced knowledge and understanding of various aspects of society and culture of the French Speaking world in order to develop advanced skills required for the Travel and Tourism sector.

Course Learning Outcomes

- Provide knowledge of various cultural movements of France and Francophone countries to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities.
- Provide knowledge of Cultural Codes and Protocol in France and French-countries. Familiarize about museums of France and Francophone Countries and their contents.

Unit 1

Study various cultural movements of France and Francophone countries starting from Renaissance till the contemporary period to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities.

Unit 2

Knowledge of Cultural Codes and Protocol in France and French-speaking countries and the course of history in these countries

Unit 3

Familiarize students with major museums of France and Francophone countries and their contents through virtual tours of museums, documentaries, presentations, etc.

References

- Guillaume P. *L'Histoire de France expliquée par la peinture*. (2016). Larousse.
- Dimitri, C., Beyeler, C. *L'Histoire de France par la peinture*, (2015). Fleurus.
- Carlo, C. Causa, M., *Civilisation progressive du français - Niveau d* (2010). Paris. Clé International.
- Sallois, J. *Les Musées de France, Que sais-je?* (1998). Paris. PUF.

Additional material will be provided by the Department

Teaching Learning Process

- The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, preparing brochures on museums, writing blog entries/Preparing guided tours of monuments/writing projects on various cultural movements/ artists, personalities/musicians etc.
- 50% weightage on written internal test

Keywords

Cultural movements, Cultural codes, institutions, museums

Discipline Specific Elective - (DSE) Credit: 6

History of the French Language (Fr-DSE 1)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To present the various stages in the development of the French language
- To introduce and familiarize students with different language registers.

Course Learning Outcomes

- Acquaint students with the History of French language from the medieval period till present times. Develop understanding of the Status of regional dialects in the 19th century, Explore History of the French language in the colonies. Help to understand different registers.
- Enable students to compare colloquial French with the language of literary texts.
- Sensitize students to the differences in French articulation/pronunciation within France from that of French speakers from different Francophone countries with the help of film and, TV and YouTube resources.

Unit 1

- To present the various stages in the development of the French language.
- To introduce and familiarize students with different language registers.

Unit 2

History of the French language in the colonies.
Understanding different registers.

Unit 3

Comparison of colloquial French and the language of literary texts.

Unit 4

Differences in French articulation/pronunciation within France as well as with relation to the French speaking-world with the help of film and, TV and U-Tube resources.

References

- Cerquiglioni, B. *La naissance du français*. (2013). PUF, Que sais-je ?
- Perret, M. Introduction à l'histoire de la langue française, (2008). Armand Colin.
- Calvet, L-J. Linguistique et colonialisme. (2002). Payot,
- <http://www.axl.cefan.ulaval.ca/francophonie/francophonieacc.htm>.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

Keywords

History of French Language, Status of regional dialects, Different language registers, colloquial French

Introduction to consecutive and simultaneous interpretation from French to Hindi/English/Regional Languages(Fr-DSE2)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce students to different types of interpretation
- To define and differentiate between different types of interpretation
- To develop basic skills required for consecutive and simultaneous interpretation

Course Learning Outcomes

- Acquaint with basic aspects of interpretation such as Booth behaviour, microphone manners, Economising voice, etc.
- Create awareness about Protocol and Etiquette, Languages in demand
- Develop understanding of cognitive psychology and psycho linguistics and its link with interpretation
- Impart knowledge about United Nations and European Union
- Equip students with tool for specialized interpretations such as Interpretation in Press Conferences, Interpretation in Courts.
- Generate awareness about fidelity Issues

Unit 1

Teaching different Modes of Interpretation / Booth behaviour and microphone manners /Practical Component

Unit 2

Economising voice / Protocol and Etiquette / Languages in demand /Translation and Interpretation links to cognitive psychology and psycho linguistics / Practical component

Unit 3

Knowledge about United Nations and European Union / Interpretation in Press Conferences / Interpretation in Courts / Fidelity Issues / Practical component

References

- Teyssier, F. de. and Baudier, G. *La Construction de l'Europe*. (2014). Presses Universitaires de France, Coll. Que sais-je ?
- Gillies, A. *Note Taking for Consecutive Interpreting. A Short Course*, (2014). Routledge Gillies, A.. *Conference Interpreting: A Student's Practice Boo*. (2013). Routledge.
- Bouladon, V. T. *Conference Interpreting, Principles and Practice*. (2007). Book Surge Publishing

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations and hands on experience of interpretation
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to improve their skills in interpretation even beyond classroom
- Real life experience of translation through industry visits

Assessment Methods

Modality of Evaluation: Oral

- 25% weightage on Formative Internal assessment through various interpretative tasks, projects, presentation
- 75% weightage on End Semester practical Examination of interpretation

Keywords

Modes of Interpretation, Booth behaviour, microphone manners, fidelity issues

Introduction to Methodology to Foreign Language teaching: Theory and Practice (French in the classroom)(Fr-DSE3)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To create basic awareness about a foreign language classroom and textbook.
- To establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching

Course Learning Outcomes

- Successfully creating basic awareness about a foreign language classroom and textbook
- Establishing a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching

Unit 1

What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a foreign language. Introduction to the four skills. Evaluation.

Unit 2

What is a text book? Issues in material production, Self-Instruction Material

Unit 3

Ludic function of language: Teaching through games.

References

- Martinez, P. *La didactique des langues*, (2014). Presses Universitaires de France.
- Germain, C.: *Evolution de l'enseignement des langues: 5000 ans d'histoire*. (1993). CLE International..
- Moirand, S.: *Enseigner à communiquer en langue étrangère*. (1982). Paris. Ed. Hache

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations and hands on experience of classroom observation and module based practice teaching
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology and learning apps the learners will be expected to create teaching materials.

Assessment Methods

- 25% weightage on Formative Internal assessment through classroom observation reports, lesson plans, practice teaching of short modules, projects, presentations, analysis of textbooks etc.
- 75% weightage on End Semester Written Examination on theoretical and practical aspects of foreign language teaching

Keywords

Classroom, Textbooks, Four Skills, methods and approaches of teaching foreign language

Introduction to Translation (Fr-DSE 4)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- Familiarizes students with language for specific purposes
- Familiarize students to the techniques of translation;

Course Learning Outcomes

- Initiate learners to the culture and civilization of France and French speaking countries. Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries. •
- Introduce the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.
- Enable students to understand and analyse cultural aspects of the French and Francophone Countries and develop intercultural competence amongst students.
- Enable students to do Scientific and Technical translation, and translation of sacred texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Develop awareness about Ethics and accountability in translation.

Unit 1

Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets). Scientific and Technical translation. Translation of sacred texts.

Unit 2

Introducing the student to the techniques of translation

Making of word glossaries in above fields.

Unit 3

Machine translation and its limitations

Ethics and accountability in translation.

Unit 4

Reading of parallel literature on texts chosen for translation

Role of Translation in Multimedia contexts.

References

- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). *Translation Studies*. London, NY: Routledge.
- Child, Jack. (2009). *Introduction to French Translation* Lanham, Maryland: UPA.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam, Philadelphia: John Benjamin Publishing.
- Haywood, Louise. (2009). *Thinking French Translation: A Course in French Translation, French to English* London, New York: Routledge.
- Malmkaer Kirsten, Windle, Kevin. (2011). *The Oxford Handbook of Translation Studies* Oxford: OUP

- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*, London, New York: Routledge.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers, translations assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments on translations using the target language.
- 75% weightage on End Semester Written Examination

Keywords

Techniques of Translation, scientific, technical, commercial translation, Word glossary, machine translation

History of France and Francophone Countries in Relation to Europe (Fr-DSE5)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

To introduce students to major social, political and cultural events in French and Francophone countries.

To study the impact of these social, political and cultural events in the Francophone world and in Europe.

Course Learning Outcomes

Familiarize students with the major social, political and cultural events from the medieval to contemporary period. Provide a good understanding of contemporary France and its relations with the French speaking world including its policy towards immigration.

Unit 1

The Gauls and the Franks.

The making of the Kingdom of France (987-1453) and consolidation of the French monarchy.

Unit 2

French Revolution and the Napoleonic era.

Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.

France and its colonies.

Unit 3

Contemporary France and its relations with the French speaking world/European Union including its policy towards immigration.

References

Blanchard, P. *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France.* (2012). Editions de la Découverte.

Devin, G. and Courty, G., *La construction européenne.* (2010). La Découverte, coll. Repères

Ferro, M. *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle.* (1996). Seuil.

Meyer, J. Tarrade, J. Rey-Goldzeiguer, A. *Histoire de la France coloniale, en trois volumes.* (1991). Armand Colin, coll. Agora.

Thoraval, J. et al. *Les Grandes Etapes De La Civilisation Française.* (1967). Bordas.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Life in France and Francophone countries (Fr-DSE 6)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in France and francophone countries.

Course Learning Outcomes

- To initiate learners to the culture and civilization of France and francophone countries.
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and francophone countries.
- To introduce the students to the great thinkers of France and francophone countries in the areas of literature, cinema, art, etc.
- To Enable students to understand and analyse cultural aspects of France and francophone countries. and develop an intercultural competence among students

Unit 1

Basic knowledge of various cultural and civilisational aspects of France and Francophone countries, such as, daily lives and routines of the people, education systems, home, family leisure activities, festivals, politics, tourism, physical geography... in the areas of literature cinema, art, etc.

Unit 2

Great thinkers of France and other Francophone countries

Unit 3

Introduction to literature, cinema, art of France and other Francophone countries.

.

References

Excerpts from

Mauchamp, N. *La France De Toujours – Civilisation*. (2014). Paris. CLE International
Jeffroy, G. et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, A2-C1 (2013). PUG,

Belhabib, A. *Langues, littératures, civilisations des pays francophones*. (2008). Ponts/Ponti 7 : Présences du mythe. Le français à l'université

Ochoa, H. *Langues, littératures, civilisations des pays francophones*. (2007). Ponts/Ponti 5. Enfances. Le français à l'université

Noutchié Njiké, J. *Civilisation progressive de la Francophonie* avec 350 activités,

Niveau avancé. , (2005). Paris. CLE International
Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

Keywords

Culture, civilisation, Intercultural Competence

History of European Art (From Renaissance to Contemporary Period)(Fr-DSE7)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce students to the various major Art Movements in Europe from the renaissance to the Contemporary Period
- To study artworks of painters representative of the major Art Movements in Europe

Course Learning Outcomes

- Develop an understanding of structures and Perspectives of Everyday life as seen by painters.
- Equip with tools to analyse artworks

Unit 1

Introduction to the Civilization of Europe during the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559)

The Rape of Europa Sebastian (1588) Queen Europa.

Unit 2

Maps of Europe.

The idea of Europe.

Unit 3

Overview of important European Art Movements, representative artists and their artworks : Spanish Baroque, Italian Renaissance, Flemish School, French Impressionists, Spanish Surrealists etc.

References

Hughes, R. *Goya*. (2006). New York. Alfred Knopf

Burckhardt, J. *The Civilization of the Renaissance in Italy* (1855), (2004). New York. Penguin.

Arnason, H. *History of Modern Art: Painting, Sculpture, Architecture, Photography*. (2003). New York. Prentice Hall.

Hopkins, D. *After Modern Art 1945-2000 (Oxford History of Art)*. (2000). NY: OUP.

Adams, L. S. *The Methodologies of Art: An Introduction*. (1996). NY. Westview Press.
Boime, A. *A Social History of Modern Art, Volumes 5*. (1990). Chicago. University of Chicago Press.
Stassinopoulos Huffington, A. *Picasso Creator and Destroyer*. (1988). London. Pan Books.
Secret, M.. *Salvador Dalí The Surrealist Jester*. (1986).
London. Paladin Read, H.: *Meaning of Art*. (1984). London: Faber & Faber.
Blog by Shatarriah Godwin, *People of Color in European Art History*.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, ter papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

Keywords

European Art Movements, Painters, Artworks, Tools to analyse Artworks

Life Writing: Autobiography/Biography/Travelogue(Fr-DSE 8)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- Help to analyse the characteristics of Autobiographical and biographical texts
- Familiarize students with Diaries and Letters
- Equip students to analyse and write about Travel experiences

Course Learning Outcomes

- The students are able to identify the various kinds of life writings.

Unit 1

Reading, writing and analysing Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs

Unit 2

Reading, writing and analysing Diaries and Letters

Unit 3

Reading, writing and analysing Travelogues, travelogues and other forms of travel narratives

References

Extracts from

Simone de Beauvoir, *Mémoires d'une jeune fille rangée*, Nouvelle edition, Folio,(20

Leonora Miano, *Afropean Soul et autres nouvelles*, Flammarion (2008).

Bernard B. Dadie, *Climbié*, Nouvelles éditions africaines (2003).

Additional materials will be provided by the department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments and a variety of creative writings texts describing personal experiences us the target language.
- 75% weightage on End Semester Written Examination

Keywords

Biography, Autobiography, Memoir, Diary

Children and Adolescent Literature (Fr-DSE-9)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To define what is Children's Literature and distinguish it from Literature for Adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read and understand Children and adolescent literature texts.

Course Learning Outcomes

- Introduce students to the changing conceptions of children's literature:
- Help students in analyzing various genres meant for young children and adolescents.
- Sensitize students about the role of children's literature in transmitting values.

Unit 1

Changing conceptions of children's literature: Literature for children and /or adult readers?

Unit 2

Folklore, fables and fairy tales for young children Theater for children

Unit 3

Children's literature and transmission of values

References

Selection to be made from the following texts:

- Jean de la Fontaine, Charles Perrault, Mme d'Aulnoy, Mme de Montpensier, Alphonse Daudet, George Sand, Hector Malot, Jules Verne, Antoine de Saint Exupéry, Michel Tournier, Marcel Aymé, Claude Roy, Philippe Claudel, René Fallet, Marguerite Yourcenar, Andrée Chédid, Maryse Condé, Birago Diop.

Suggested Readings:•

- Gourévitch, J-P. *Abcdaire illustré de la Littérature Jeunesse*. (2013).Le Puy-en-Velay, L'atelier du poisson soluble.
- Prince, N. *La Littérature de jeunesse*. (2010). Paris. Armand Colin.
- Nières-Chevrel, I. *Introduction à la littérature de jeunesse*. (2009). Paris Didier jeunesse, « Passeurs d'histoires »
- Tsimbidy, M. *Enseigner la littérature de jeunesse*. (2008). Toulouse. Presses Universitaires du Mirail Chelebourg, C. et Marcoin, F.*La Littérature de jeunesse*. (2006). Paris. Armand Colin, "128" Soriano, M. *Guide de la littérature pour la jeunesse*. (2002). Paris, Hachette, 1974. Rééd. Delagrave

Additional Resources:

Primary Texts:

- *Contes des Fées, suivis des Contes nouveaux ou Les Fées à la mode*, Nadine Jasmin (éd.), Paris, Champion, « Bibliothèque des génies et des fées », (2004).
- Michel Tournier, *Vendredi ou la Vie sauvage*, Éditions Gallimard, (1971).

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

Keywords

Literature for young children and adolescents, transmitting values

History of French and Francophone Literature 1(Fr-DSE 10)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce the learner to different cultural and intellectual movements in French and Francophone Literature from its origins to the 18th century.
- To read both French and Francophone literary texts representing major cultural and intellectual movements from the beginning to the 18th century.

Course Learning Outcomes

- Familiarize students with literary texts written in French with focus on the major cultural and intellectual movements from the origins to the eighteenth century.
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

Unit 1

Develop an understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, etc.

Unit 2

Understanding and analysing major literary movements such as Baroque and Neoclassicism

Unit 3

Major cultural and intellectual movements from the origins to the eighteenth century

References

Selection of literary texts to be provided by the Department

A selection of following literary texts will be studied.

Long Texts:

Anonymous, *Le roman de Renart*.

Rabelais, *Pantagruel*.

Voltaire, *Candide ou l'optimisme*

Rousseau, *Les rêveries du promeneur solitaire*.

Mme de La Fayette, *La Princesse de Clèves*

Plays :

Anonymous, *La Farce de Maitre Pathelin*.

• Corneille, P. *Le Cid*.

• Molière, *Le Bourgeois gentilhomme*.

- Racine, J. *Phaedra and Figaro: Racine's Phèdre*. (1961). New York, Farrar, Straus and Cudahy.
- Beaumarchais, *Le Mariage de Figaro*.

Short texts and Poetry:

- Ronsard, P. de. *Sonnets pour Hélène*.
- Du Bellay, J. *Les Regrets*.
- Navarre, M. de. *L'Heptaméron*.
- Fontaine, J. de la. *Fables*.
- Perrault. *Conte de ma mère l'Oye*.

Additional Resources:

Secondary Material:

- Joubert, J-L. *Litterature Francophone Anthologie*, Cideb, (1997)
- *Anthologie de la littérature française et européenne*, Valette,
- Giovaacchini et al, F. Nathan, (1993).
- *Du Moyen-âge au XVIIIe siècle, 3 volumes, Itinéraires littéraires*, collection dirigée par G. Décole, Hatier, (1988).
- *Littérature, textes et documents*, D. Renée and B. Lecherbonnier, Du Moyen Age au 20e siècle, 5 volumes, collection dirigée par Henri Mitterand, Nathan. (1986).
- Ferdinand N. *Le langage – le théâtre, la parole et l'image*, Vol 1, Ferdinand Nathan, (1974).
- Ferdinand N. *Le Conte – la poésie, Vol.2*, (1974).
- *Le Roman-le récit non romanesque, le cinéma*, Vol. 3, (1974).

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

Literary, cultural and intellectual movements, Medieval period till French Enlightenment

History of French and Francophone Literature 2(Fr-DSE 11)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce the learner to different cultural and intellectual movements in French and Francophone Literature in the XIX century and up to the present (XXI century)
- To read both French and Francophone literary texts representing major cultural and intellectual movements from the XIX century to the present (XXI century)

Course Learning Outcomes

- Familiarize students with literary texts written in French with focus on the major cultural and intellectual movements from the XIX Century till the Contemporary Period
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

Unit 1

A selection of literary texts with focus on the major cultural and intellectual movements from the XIX Century till the Contemporary Period, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc.

Unit 2

Exotic, travel and Colonial writing which raise questions on French encounter with otherness.

Unit 3

Texts of major Francophone writers.

References

Selection of literary texts to be provided by the Department

Chateaubriand, Alphonse de Lamartine, Alfred de Vigny, Victor Hugo, Prosper Mérimée, Honoré de Balzac, Stendhal, George Sand, Gustave Flaubert, Guy de Maupassant, Emile Zola, Marcel Proust, Guillaume Apollinaire, André Breton, Louis Aragon, Paul Eluard, Jean-Paul Sartre, Albert Camus, Jacques Prévert, Eugène Ionesco, Samuel Becket, Marguerite Duras, Marguerite Yourcenar, Simone de Beauvoir, Nathalie Sarraute, Michel Tournier, Alain Robbe Grillet, Marcel Aymé, Georges Perec, Raymond Queneau, Patricik Modiano, Anna Gavalda, Jean-Marie Gustave Le Clézio, Aimé Césaire, Mariama Bâ, Maryse Condé, Patrick Chamoiseau, Ananda Dévi, Mongo Béti, Assia Djébar, Tahar Ben Jelloun, Alain Mabanckou, Azouz Bégag etc.

Suggested readings:

Joubert, J-L. *Litterature Francophone Anthologie*. (1997).Cideb.

Valette, G. et al, *Anthologie de la littérature française et européenne*. (1993). F. Nathan.

Du XIXe au XXe siècle, 2 volumes, Itinéraires littéraires, collection dirigée par G. Décole. (1988). Hatier. Renée, D. and Lecherbonnier, B. *Littérature, textes et documents, Du Moyen Age au 20e siècle*, 5 volumes, (1986). Collection dirigée par Henri Mitterand, Nathan.

Laufer R. LECHERBONNIER B. *Le langage – le théâtre, la parole et l'image*, Vol 1, (1974).

Ferdinand, N. *Le Conte – la poésie*, Vol.2, (1974).

Ferdinand, N. *Le Roman-le récit non romanesque, le cinéma*, Vol. 3. (1974)

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

Keywords

Literary, Cultural and Intellectual movements, XIX Century, Contemporary Period, French Writers, Latin American Writers

Reading Literature-1 (Fr-DSE12)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce the learner to different literary movements and genres in French and Francophone Literature in the XX and XXI centuries
- To read and analyse both French and Francophone literary texts representing movements and genres of the XX and XXI century

Course Learning Outcomes

- Enable students to understand and identify characteristics of French and Francophone literary texts produced in the 20th and 21st Century.
- Familiarize students with literary movements, genres and literary conventions of this period.

- Train students to analyse new literary genres that emerged in this period.

Unit 1

Advanced study of literary texts of 20th and 21st Century in order to analyse form and content of these works in a critical manner.

Unit 2

Familiarise students with various literary movements of this period along with the representative writers who contributed in shaping these movements.

Unit 3

Analysing new literary genres that emerged during this period.

References

Selection of literary texts from the following:

- Suggested Authors:
- Guillaume Apollinaire, Jules Romain, Marcel Proust, André Breton, Paul Eluard, Jean Cocteau, Jacques Prévert, Jules Romains, Marcel Pagnol, Jean Giono, Francis Ponge, Eugène Ionesco, Samuel Becket, Jean Anouilh, Françoise Sagan, Jean Paul Sartre, Albert Camus, J.M.G. Le Clézio, Anna Gavalda, Michel Tournier, Marcel Aymé, Mariama Bâ, Azouz Bégag, Maryse Co Fatou Diome, Tahar Ben Jelloun etc.

Suggested Readings:

- Mitterrand, H. *La littérature française du XXe siècle*. (2017). Paris. Armand Co
- Narreau, C. Nouailhac, I. *La littérature française : Le XXe siècle*. (2009). Paris. Librio.
- Brunel, P. *La littérature française du XXe siècle*. (2005). Paris. Armand Colin.

Additional materials will be provided by the department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

20th and 21st century literary movements, New literary genres

Reading Literature-2 (Fr-DSE 13)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce the learner to different literary movements and genres in French and Francophone Literature in the XIX century.
- To read and analyze both French and Francophone literary texts representing movements and genres of the XIX century.

Course Learning Outcomes

- Enable students to understand and identify characteristics of French and Francophone literary texts produced in 19th Century
- Familiarize students with literary movements, genres and literary conventions of this period.
- Train students to analyse literary genres that emerged in this period.

Unit 1

Advanced study of literary texts of XIX Century in order to analyse form and content of these works in a critical manner.

Unit 2

Familiarise students with various literary movements of this period along with the representative writers who contributed in shaping these movements.

Unit 3

Analysing new literary genres/devices/conventions that emerged during this period.

References

Selection of literary texts from the following:

- Chateaubriand, Victor Hugo, Prosper Merimée, Alphonse de Lamartine, Alfred de Vigny
- Stendhal, Alfred de Musset, Georges Sand, Alexandre Dumas, Honoré de Balzac, Gustave Flaubert, Hector Malot, Guy de Maupassant, Alphonse Daudet, Charles Baudelaire, T. Gautier, Stéphane Mallarmé, Jules Verne, Paul Verlaine, Arthur Rimbaud etc.

Suggested Readings:

- Narteau, C. Nouailhac, I. *La littérature française : Le XXe siècle*. (2009). Librio.
- Alain Vaillant, Bertrand, J-P. Régnier, P. *Histoire de la littérature f du XIXe siècle. (2007)*. Paris. PU Rennes.
- Rey, P-L. *Littérature Française du XIXe Siècle*. (1993). Paris. Armand Colin. Debolsillo

Additional materials will be provided by the department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

20th and 21st century literary movements, New literary genres/devices/conventions

Rhetorics and Composition (Fr-DSE 14)

[Discipline Specific Elective - (DSE) Credit: 6]

Course Objectives

- To introduce the learner to commonly used figures of speech.
- To define the commonly used figures of speech
- To identify the commonly used figures of speech in both literary and non-literary texts
- To introduce the learner to literary tropes
- To present the historical origin of commonly used idioms and proverbs.
- To teach the learner how to write a critical essay and a commentary

Course Learning Outcomes

- Introduce students to common figures of speech, Familiarize students with Literary Tropes
- Develop understanding of Idioms and Proverbs with their historical origin. Develop knowledge about different literary genres:

Unit 1

Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.

Unit 2

Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Cliches, Euphemism, Climax and Anticlimax, Paradox, Analogies.

Unit 3

Idioms and Proverbs with their historical origin.

Unit 4

Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

References

Coutant-Defer, D. *Comment rédiger un commentaire composé?* (2Editeur : Le Petit Litteraire.

Coutant-Defer, D. Comment rédiger une fiche de lecture?. (2014).Petit Litteraire

Chabot, A. *Culture générale : Méthodologie de la dissertation.* (20Ellipses Marketing

Beckson, K. and Ganz, A. *Literary Terms, A Dictionary.* (1960)

Additional materials will be provided by the department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

Figures of Speech, Literary Tropes, Idioms, Proverbs, Literary Genres

Generic Elective Courses (GE) – Credits – 6

Introduction to German 1(Fr-GE-Gr1)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework

Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

Unit 1

Listening

- Understanding familiar words and very basic phrases concerning himself, of family, and immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Reading

- Reading simple texts related to one's immediate environment such as notices, posters, catalogues, fliers, personal messages or emails and answering questions on them.

Unit 3

Speaking

Monologue

- Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue

- Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

Writing

- Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages etc.) on everyday topics.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Burger, Elke. Fleer, Sarah. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Ernst Klett Sprachen GmbH.
- Dengler, Tefanie. Rusch, Paul. Schmitz, Helen. & 2 mehr, (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio-CDs*. Delhi:Goyal Saab Publishers and Distributors Pvt. Ltd.
- Höldrich,Bettina. (2010). *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. Hueber Vlg.
- Klein, Andre. (2013). *Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German)*. Learn OutLiveVlg.
- Knirsch, Monja. (2010). *Hören & Sprechen A1: deutsch üben, (A1)*. Hueber Vlg.
- Rusch,Paul. Schmitz,Helen. (2012). *Einfach Grammatik Deutsch A1 bis B1*. Langenscheidt.
- Sander, Ilse. Braun, Birgit. Fügert, Nadja. Kotas, Ondřej. u.a. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Ernst Klett Sprachen GmbH.

Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks)
- Written Comprehension and Expression (25 marks)
- Oral Comprehension and Expression (25 marks)
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Reading, Writing, listening, Speaking, Immediate Environment

Introduction to German 2 (Fr-GE-Gr2)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in German and include communicative activities like narrating of experiences and events, to ask for and give information, to talk of their daily routine, etc.
- By the end of this semester students will become basic users of German by partially completing A1 level

Course Learning Outcomes

- Enable students to partially attain A1.2 Level of reading and writing skills in the concerned language
- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language
- Equip students to read and write about experiences and events related to one's immediate environment.

- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

Unit 1

Listening

- Understanding most important information related to one's immediate concrete surroundings,
- Understanding very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

Unit 2

Reading

- Reading simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3

Speaking

Monologue

- Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences.

Dialogue

- To ask for and give information related to one's immediate environment.
- Making simple purchases in shops and obtaining services that one requires.

Unit 4

Writing

- Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences.

References

Suggested Readings

Any of the following books may be prescribed and will be partially completed.

- Aufderstraße, Hartmut. Müller, Jutta. Thomas, Storz. (2001, 2005). *Tangram aktuell 1 and 2*. Max Hueber Verlag, Ismaning and GOYAL Publishers, Delhi, Rechtschreibung, Lehrbuch, m. 2 Audio-CDs Taschenbuch – , Hueber Vlg.
- Dengler, Stefanie. Rusch, Paul. Schmitz, Helen. & 2 mehr. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio— CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Funk, Hermann. Von Funk, Hermann. Kuhn, Christina. Winzer-Kiontke. (2015). *Studio [21] - Grundstufe A2: Gesamtband. Das Deutschbuch (Kurs- und Übungsbuch mit DVD-ROM) Bd. A2*. Herausgeber: Britta Klett Vlg.
- Jacobs, Anne. (2012). *Deutsch üben: Lesen & Schreiben (A2.)* Hueber Vlg.
- Kaufmann, Susan. Rohrmann, Lutz. Scarpa-Diewald, Annalisa. (2016). *Bitte einsteigen! Deutsch in der Erstintegration*. Klett Vlg.
- Klein, Andre. (2013). *Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German)*. Learn OutLive Vlg.
- Mohamed, Natalia. Peter, Palme. (2014). *Deutsch fehlerfrei A1/A2. Teil 3.2 Nominativ. Akkusativ. Dativ: Die deutsche Grammatik in mündlichen Übungen. Übungsheft mit 3 Audio von; Cds*.
- Sieber, Tanja. (2016). *Deutsch Hören und Sprechen: Intensivtrainer Neu A1/A2*. Klett-Langenscheidt GmbH.
- Sander, Ilse. Braun, Birgit. Fügert, Nadja. Kotas, Ondřej. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Ernst Klett Sprachen GmbH.
- Wortschatz u. Landeskunde. Hahn, Romy. (2018). *PONS 250 Rätsel Deutsch als Fremdsprache: Fit durch Rätsel-Übungen mit Quiz-Block zu Grammatik*. Taschenbuch.

Additional Resources

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.

- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks)
- Written Comprehension and Expression (25 marks)
- Oral comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Important information, describing objects/events/experiences

Intermediate German 1 (Sp GE-Gr3)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

Unit 2 : Reading

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

Unit 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

Any of the following books may be prescribed and will be partially completed.

- Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio—CDs, Stefanie Dengler, Paul Rusch, Helen Schmitz, & 2 mehr, Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi 2013.
- DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch, Use Sander, Birgit Braun, Nadja Fugert, Ondrej Kotas, u.a. Ernst Klett Sprachen GmbH, 2016
- Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1, Sandra Hohmann, Ernst Klett Sprachen GmbH, 2015
- Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLive Vlg. 2013
- Deutsch üben: Lesen & Schreiben (A1.1) Herta Müller, Hueber Vlg. 2017
- Tangram aktuell 2 & 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.
- Sandra Hohmann: Einfach sprechen! A2-B1 Übungsbuch + Audio-CD; Klett Vlg.2018
- Leonhard Thoma; Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009
- Franz Specht: Rumpelstilzchen Jugendbuch; Leichte Lesetexte Hueber 2010 (A1.2)
Silvin,Thomas: Vera, Heidelberg Jugendbuch Leichte Lesetexte Hueber 2008. (A1.2)
Luger,Urs: Fraulein Else Jugendbuch/Leichte Lesetexte Hueber 2010 (A1.2)
- Ulrike Moritz, Margret Rodi, Lutz Rohrmann : Linie 1 A2.1 Deutsch in Alltag und Beruf; Klett Vlg. 2016 Horen und Sprechen (A2), Anneli Billina, Hueber Vlg.2012
Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners; are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Relevant environment, areas of immediate need, communicating in routine tasks

Intermediate German 2 (Sp-GE-Gr4)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on imparting communicative competences required for survival needs. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion o acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things. The Learner will partially attain A2.2 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

Unit 1: Listening

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

Unit 2: Reading:

Reading very short, simple texts to find specific, predictable information in simple everyday material such as Posters of events (theatre, film, books), email logs, short simple personal letters and messages.

Unit 3: Speaking

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

Unit 4: Writing

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

References

- Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio—CDs, Stefanie Dengler, Paul Rusch, Helen Schmitz, & 2 mehr, Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi 2013.
- DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch, Use Sander, Birgit Braun, Nadja Fugert, Ondrej Kotas, u.a. Ernst Klett Sprachen GmbH, 2016
- Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1, Sandra Hohmann, Ernst Klett Sprachen GmbH, 2015
- Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLive Vlg. 2013
- Deutsch üben: Lesen & Schreiben (A1.1) Herta Müller, Hueber Vlg. 2017
- Tangram aktuell 2 & 3, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.
- Sandra Hohmann: Einfach sprechen! A2-B1 Übungsbuch + Audio-CD; Klett Vlg. 2018
- Leonhard Thoma; Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009
- Franz Specht: Rumpelstilzchen Jugendbuch; Leichte Lesetexte Hueber 2010
- Silvin, Thomas: Vera, Heidelberg Jugendbuch Leichte Lesetexte Hueber 2008.
- Luger, Urs: Fraulein Else Jugendbuch/Leichte Lesetexte Hueber 2010
- Ulrike Moritz, Margret Rodi, Lutz Rohrmann : Linie 1 A2.1 Deutsch in Alltag und Beruf; Klett Vlg. 2016
- Hören und Sprechen (A2), Anneli Billina, Hueber Vlg. 2012
- Schreiben Intensivtrainer NEU A1/A2; Elke Burger, Sarah Fleer; Klett Vlg 2018.
- Lesen & Schreiben A2; Anneli Billina; Hueber Vlg. 2015
- Hörtexte zum Training, Hören und Sprechen; Buchel, Elsbeth, Label Vlg; 2009
- Hören - sprechen - richtig schreiben: Übungsprogramm zu Phonetik und Rechtschreibung für den Unterricht Deutsch als Fremdsprache Taschenbuch; Endrik Schiemann, Martina Bolck; Schmetterling Vlg. 2009.
- Leonhard Thoma: Die Blaumacherin. Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009

- Erich Kastner Till Eulenspiegel, Marchen und Sagen, Klassiker Hueber Vlg, 2000.
- Uwe Timm: Rennschwein Rudi Russel; Kinderbuch Hueber Vlg, 2002.

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Areas of immediate relevance, familiar topics, Routine tasks

Introduction to Spanish 1 (Fr-GE-Sp1)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things.
- At the end of semester 1, the student will attain A1.1 level of the Common European Framework.

Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language

- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

Unit 1

Listening

- Understanding familiar words and very basic phrases concerning oneself, one's family, and immediate surroundings.
- Understanding very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Reading

- Reading simple texts related to one's immediate environment such as notices, posters, catalogues, fliers, personal messages or emails and answering questions on them.

Unit 3

Speaking

Monologue

- Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue

- Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

Writing

- Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages etc.) on everyday topics.

References

Any of the following textbooks may be prescribed and will be partially completed.

- AA. VV. (2016). *Aula Internacional 1, Co-od. Neus Sanz*. Barcelona:Editorial Difusión. (Indian Edition Available)
- Alondo, Encina. (2018). *Diverso A1-A2 (Libro de alumno y Cuaderno de ejercicios)*. Madrid: Jaime Corpas et al, SGEL.
- Angeles, María. Alvarez, Martinez. Canales, Ana Blanco et al. (2017). *Sueña 1 (Libro de alumno y Cuaderno de ejercicios)*. Grupo Anaya.
- Baulenas, Neus Sans. Peris, Ernesto Martín. (2016). *Bitacora 1 (Libro de alumno y Cuaderno de ejercicios)*. Barcelona: Editorial Difusión.
- Campo, Cristina. (2017). *Protagonistas A1- (Libro de alumno y Cuaderno de ejercicios)*. Madrid: Charo Cuadrado et al (Indian Edition Available).

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks),
- Written Comprehension and Expression (25 marks).
- Oral Comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Reading, Writing, listening, Speaking, Immediate Environment

Introduction to Spanish 2 (Fr-GE-Sp2)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in Spanish and include communicative activities like
- To narrate experiences and events.
- To ask for and give information.
- To talk of their daily routine, etc.
- By the end of this semester students will become basic users of Spanish by partially completing A1.2 level

Course Learning Outcomes

- Enable students to partially attain A1.2 level of reading and writing skills in the concerned language
- Enable students to partially attain A1.2 level of listening and speaking skills in the concerned language
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

Unit 1

Listening

- Understanding most important information related to one's immediate concrete surroundings.
- Understanding very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

Unit 2

Reading

- Reading simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3

Speaking

Monologue

- Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences.

Dialogue

- To ask for and give information related to one's immediate environment.
- Making simple purchases in shops or obtaining services that one requires

Unit 4

Writing

- Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences.

References

Any of the following textbooks may be prescribed and will be partially completed.

- (2016). *Aula Internacional 1, Co-od. Neus Sanz*. Barcelona: Editorial Difusión. (Indian Edition Available).
- Alondo, Encina. (2018). *Diverso A1-A2 (Libro de alumno y Cuaderno de ejercicios)*. Madrid: Jaime Corpas et al, SGEL.
- Angeles, María. Alvarez, Martinez. Canales, Ana Blanco et al. (2017). *Sueña 1 (Libro de alumno y Cuaderno de ejercicios)*. Grupo Anaya.
- Baulenas, Neus Sans. Peris, Ernesto Martín. (2016). *Bitacora 1 (Libro de alumno y Cuaderno de ejercicios)*. Barcelona: Editorial Difusión.
- Campo, Cristina. (2017). *Protagonistas A1- (Libro de alumno y Cuaderno de ejercicios)*. Madrid: Charo Cuadrado et al (Indian Edition Available).

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks),
- Written Comprehension and Expression (25 marks)
- Oral comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Important information, describing objects/events/experiences

Intermediate Spanish 1 (Fr-GE-Sp3)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as

- To give small instructions and simple opinions,
- To make plans and programs,
- To build adequate lexicon on various topics,
- To carry out small meaningful conversations, etc.
- By the end of this semester the students will partially attain A2.1 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language

- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfill the needs of everyday life.

Unit 1

Listening

- Identifying the main points in short, clear, simple messages and announcements.

Unit 2

Reading

- Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3

Speaking

Monologue

- Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.

Dialogue

Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as

- Asking for and giving instructions
- Discussing what to do in the evening/at the weekend etc.

Unit 4

Writing

- Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

- Cristina, Campo. Pilar Melero et al. (2017). *Protagonistas A2*-(Libro de alumno y Cuaderno de ejercicios). Madrid(Indian Edition Available).
- Alondo, Encina. Corpas et al, Jaime. (2018). *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios). Madrid:SGEL.
- Baulenas,Neus Sans. Peris, Ernesto Martín et al. (2017). *Bítacora 2* (Libro de alumno y Cuaderno de ejercicios). Barcelona:Editorial Difusión.
- Sanz, Neus. (2017). *Aula Internacional 2*, Co-od. Barcelona: Editorial Difusión.(Indian Edition Available).
- Angeles, María. Martinez, Alvarez. Blanco Canales, Ana et al. (2017). *Sueña 2* (Libro de alumno y Cuaderno de ejercicios). Grupo Anaya.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks)
- Written Comprehension and Expression (25 marks)
- Oral comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Relevant environment, areas of immediate need, communicating in routine tasks

Intermediate Spanish 2 (Fr-GE-Sp4)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course focuses on imparting communicative competences required for survival needs. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills.
- By the end of this semester, students
- can hold regular conversations
- Can express desires, doubts, as well as give advice, recommendations, opinions, etc.
- Learner will partially attain A2.2 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

Unit 1

Listening

- Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters,

Unit 2

Reading

- Reading very short, simple texts to find specific, predictable information in simple everyday material such as. Posters of events (theater, film, books), email logs, short simple personal letters and messages.

Unit 3

Speaking

Monologue

Can describe matters in areas of immediate need such as

- Narrating past events and future plans
- Commenting on and presenting simple texts
- Describing visual materials (photos, pictures, etc.)

Dialogue:

Communicating in simple and routine tasks, such as

- Making and responding to suggestions
- Agreeing and disagreeing with others,
- Describing past, present and future events
- Expressing doubts, desire etc.

Unit 4

Writing

- Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance
- Writing simple personal letters, preparing posters (events, theater, films, books).

References

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- Alondo, Encina. Corpas et al, Jaime. (2018). *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios). Madrid:SGEL.
- Sans Baulenas, Neus. Martín Peris, Ernesto et al. (2017). *Bitacora 2* (Libro de alumno y Cuaderno de ejercicios). Barcelona:Editorial Difusión.
- Sanz, Neus. (2017). *Aula Internacional 2*. Co-od. Barcelona: Editorial Difusión.(Indian Edition Available).
- Angeles, María. Martinez, Alvarez. Blanco Canales, Ana. et al. (2017). *Sueña 2* (Libro de alumno y Cuaderno de ejercicios). Grupo Anaya.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.

- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks)
- Written Comprehension and Expression (25 marks)
- Oral comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Areas of immediate relevance, familiar topics, Routine tasks

Introduction to Italian 1 (Fr-GE-It1)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework

Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

Unit 1: Listening

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

Unit 2: Reading

Reading simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3: Speaking

Monologue: Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences.

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

Unit 4: Writing

Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences.

References

Any of the following books may be prescribed and will be partially completed.

- Espresso 1, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal SaabPublishers and DistributorsPvt. Ltd, Delhi, 2012.
- Grammatica pratica della lingua italiana, Susanna Nocchi, Alma edizioni, Firenze.
- La mia cartella, TanyaRoy, Langers International, Delhi, 2016.
- NuovoRete! Al, Paolo E. Balboni, Guerra Edizioni, Perugia, 2009.
- Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002.
- Arrivo in Italia: Corso di lingua italiana per student! stranieri di livello A1-A2, M.Teresa Frattegiani/Valentina Gigliarelli, Guerra Edizioni, Perugia, 2011
- Grammatica essenziale della lingua italiana con esercizi: testo di grammatica per studenti stranieri dal livello elementare all'intermedio, Marco Mezzadri, Guerra Edizioni, Perugia, 2000

Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Reading, Writing, listening, Speaking, Immediate Environment

Introduction to Italian 2 (Fr-GE-It 2)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in German and include communicative activities like narrating of experiences and events, to ask for and give information, to talk of their daily routine, etc., among other things. By the end of this semester students will become basic users of German by partially completing A1 level

Course Learning Outcomes

- Enable students to partially attain A1.2 Level of reading and writing skills in the concerned language
- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

Unit 1: Listening

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

Unit 2: Reading

Reading simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3: Speaking

Monologue: Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences.

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

Unit 4: Writing

Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences.

References

Any of the following books may be prescribed and will be partially completed.

- Espresso 2, Maria Ball, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi, 2012.
- Giocare con la scrittura, Carlo Guastalla, Alma Edizioni, Firenze, 2004.
- NuovoRete! A1, Paolo E. Balboni, Guerra Edizioni, Perugia, 2009.
- Nuovo Rete! A2, Paolo E. Balboni, Guerra Edizioni, Perugia, 2009.
- Arrivo in Italia : Corso di lingua italiana per student! stranieri di livello A1-A2, M.Teresa Frattegiani/Valentina Gliarelli, Guerra Edizioni, Perugia, 2011
- Grammatica essenziale della lingua italiana con esercizi: testo di grammatica per studenti stranieri dal livello elementare all'intermedio, Marco Mezzadri, Guerra Edizioni, Perugia, 2000
- La mia cartella, Tanya Roy, Langers, Delhi, 2016

Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keyword

Important information, describing objects/events/experiences

Intermediate Italian 1 (Fr GE-It 3)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

Unit 2 : Reading

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

Unit 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

Any of the following books may be prescribed and will be partially completed.

- Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002.
- Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci editore, 2003.
- Arrivo in Italia: Corso di lingua italiana per student! stranieri di livello B1, M.Teresa Frattegiani/Valentina Gigliarelli, Guerra Edizioni, Perugia, 2011
- Espresso 2, Maria Ball, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishersand DistributorsPvt. Ltd, Delhi, 2012.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Relevant environment, areas of immediate need, communicating in routine tasks

Intermediate Italian 2 (Fr-GE-It 4)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on imparting communicative competences required for survival needs. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion o acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things. The Learner will partially attain A2.2 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

Unit 1: Listening

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

Unit 2 : Reading:

Reading very short, simple texts to find specific, predictable information in simple everyday material such as.Posters of events (theatre, film, books), email logs, short simple personal letters and messages.

Unit 3: Speaking

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

Unit 4: Writing

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

References

- Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011. L'italiano nella societa della comunicazione, G. Antonelli, il Mulino, 2007.
- Arrivo in Italia: Corso di lingua italiana per student! stranieri di livello B1, M.Teresa Frattegiani/Valentina Gigliarelli, Guerra Edizioni, Perugia, 2011
- Espresso 2, Maria Ball, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi, 2012.
- Espresso 3, Maria Ball, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi, 2012.

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Areas of immediate relevance, familiar topics, Routine tasks

Introduction to Portuguese 1 (Fr-GE- Port 1)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. At the end of semester 1, the student will attain A1.1 level of the Common European Framework.

Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

Unit 1

Listening

- Understanding familiar words and very basic phrases concerning oneself, one's family, and immediate surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Reading

- Reading simple texts related to one's immediate environment such as notices, posters, catalogues, fliers, personal messages or emails and answering questions on them.

Unit 3

Speaking

Monologue

- Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue

- Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

Writing

- Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages etc.) on everyday topics.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Coimbra, Isabel. & Coimbra, Olga Mata. (2011). *Gramática Ativa 1*. Lisboa: Lidel.
- Tavares, Ana. (2012). *Português XXI 1 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, Ana. (2012). *Português XXI 1 – Caderno de Exercícios*. Lisboa: Lidel.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

- The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral Comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Reading, Writing, listening, Speaking, Immediate Environment

Introduction to Portuguese 2 (Fr-GE-Port2)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in Portuguese and include communicative activities like
- Narrating of experiences and events
- To ask for and give information
- To talk of their daily routine, etc.
- By the end of this semester students will become basic users of Portuguese by partially completing A1.2 level

Course Learning Outcomes

- Enable students to partially attain A1.2 level of reading and writing skills in the concerned language
- Enable students to partially attain A1.2 level of listening and speaking skills in the concerned language
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

Unit 1

Listening

- Understanding most important information related to one's immediate concrete surroundings, such as
- Very brief announcements in public spaces
- Short, simple formal/informal conversation,
- Questions and instructions when speakers are speaking at a slower pace.

Unit 2

Reading

- Reading simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3

Speaking

Monologue

- Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences.

Dialogue

- To ask for and give information related to one's immediate environment.
- Making simple purchases in shops or obtaining services that one requires

Unit 4

Writing

- Guided writing will include activities such as, writing informal emails, letters, messages, invitations,
- Describing objects/events/experiences.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Coimbra, Isabel. Coimbra, Olga Mata. (2009). *Gramática Ativa 1*. Lisboa: Lidel.
- Tavares, Ana. (2012). *Português XXI 1 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, Ana. (2012). *Português XXI 1 – Caderno de Exercícios*. Lisboa: Lidel.
- Tavares, Ana. (2013). *Português XXI 2 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, Ana. (2013). *Português XXI 2 – Caderno de Exercícios*. Lisboa: Lidel.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks),
- Written Comprehension and Expression (25 marks)
- Oral comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Important information, describing objects/events/experiences

Intermediate Portuguese 1 (Fr GE-Port 3)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

Unit 2 : Reading

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

Unit 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

Any of the following books may be prescribed and will be partially completed.

- Portugues XXI 2 - Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2013
- Portugues XXI 2 - Caderno de Exercfcios, Ana Tavares, Lidel, Lisboa, 2013
- Gramatica Ativa 1, Isabel Coimbra& Olga Mata Coimbra, Lidel, Lisboa, 2011
- Gramatica Ativa 2, Isabel Coimbra& Olga Mata Coimbra, Lidel, Lisboa, 2012

Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Relevant environment, areas of immediate need, communicating in routine tasks

Intermediate Portuguese 2 (Fr-GE-Port 4)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on imparting communicative competences required for survival needs. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion o acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things. The Learner will partially attain A2.2 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

Unit 1: Listening

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

Unit 2: Reading:

Reading very short, simple texts to find specific, predictable information in simple everyday material such as Posters of events (theatre, film, books), email logs, short simple personal letters and messages.

Unit 3: Speaking

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

Unit 4: Writing

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

References

Any of the following books may be prescribed and will be partially completed.

- Portugues XXI 2 - Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2013
- Portugues XXI 2 - Caderno de Exercfcios, Ana Tavares, Lidel, Lisboa, 2013
- Gramatica Ativa 1, Isabel Coimbra& Olga Mata Coimbra, Lidel, Lisboa, 2011
- Gramatica Ativa 2, Isabel Coimbra& Olga Mata Coimbra, Lidel, Lisboa, 2012

Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Areas of immediate relevance, familiar topics, Routine tasks

Introduction to Romanian 1 (Fr-GE-Rom 1)

[Generic Elective - (GE) Credit: 6]

Course Objectives

- The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like
- To introduce themselves and others,
- To describe places, talk about their surroundings,
- To express their likes and interests, etc., among other things.
- At the end of semester 1, the student will attain A1.1 level of the Common European Framework.

Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

Unit 1

Listening

- Understanding familiar words and very basic phrases concerning oneself, one's family, and immediate surroundings
- Understanding very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Reading

- Reading simple texts related to one's immediate environment such as notices, posters, catalogues, fliers, personal messages or emails and answering questions on them.

Unit 3

Speaking

Monologue

- Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue

- Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

Writing

- Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages etc.) on everyday topics.

References

The following textbook may be prescribed and will be partially completed.

- Valentina, Cristina. Dafinoiu. Elena, Laura. Pascale. (2015). *Limba romana. Manual pentru studentii straini din anul pregatitor A1-A2*. Editura Universitara: București.

Teaching Learning Process

- Task Based learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components:

- Communicative Grammar (25 marks)
- Written Comprehension and Expression (25 marks)
- Oral Comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Reading, Writing, listening, Speaking, Immediate Environment

Introduction to Romanian 2 (Fr-GE-Rom2)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in Romanian and include communicative activities like

- To narrate of experiences and events.
- To ask for and give information.
- To talk of their daily routine, etc.
- By the end of this semester students will become basic users of Romanian by partially completing A1.2 level

Course Learning Outcomes

- Enable students to partially attain A1.2 level of reading and writing skills in the concerned language
- Enable students to partially attain A1.2 level of listening and speaking skills in the concerned language
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

Unit 1

Listening:

- Understanding most important information related to one's immediate concrete surroundings.
- Understanding very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

Unit 2

Reading:

- Reading simple texts related to one's immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3

Speaking

Monologue

- Describing objects, events or experiences related to one's immediate environment using simple phrases and sentences.

Dialogue

- To ask for and give information related to one's immediate environment.
- Making simple purchases in shops or obtaining services that one requires

Unit 4

Writing

- Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences

References

The following textbook may be prescribed and will be partially completed.

- Valentina, Cristina. Dafinoiu, Laura. Elena, Pascale. (2015). *Limba romana. Manual pentru studentii straini din anul pregatitor A1-A2*. Editura Universitara, București.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components

- Communicative Grammar (25 marks).
- Written Comprehension and Expression (25 marks).
- Oral comprehension and Expression (25 marks).
- Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Important information, describing objects/events/experiences

Intermediate Romanian 1 (Fr- GE-Rom 3)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

Unit 2 : Reading

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.

- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

Unit 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

The following textbook may be prescribed and will be partially completed.

- Limba romana. Manual pentru studentii strain! din anul pregatitor A1-A2, Cristina Valentina, Dafinoiu, Laura Elena, Pascale, Editura Universitara, Bucure § ti (2015).

Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Relevant environment, areas of immediate need, communicating in routine tasks

Intermediate Romanian 2 (Fr-GE-Rom 4)

[Generic Elective - (GE) Credit: 6]

Course Objectives

The course focuses on imparting communicative competences required for survival needs. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion o acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things. The Learner will partially attain A2.2 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

Unit 1: Listening

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

Unit 2: Reading:

Reading very short, simple texts to find specific, predictable information in simple everyday material such as Posters of events (theatre, film, books), email logs, short simple personal letters and messages.

Unit 3: Speaking

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

Unit 4: Writing

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

References

The following textbook may be prescribed and will be partially completed.

- Limba romana. Manual pentru studentii strain! din anul pregatitor A1-A2, Cristina Valentina, Dafinoiu, Laura Elena, Pascale, Editura Universitara, Bucure § ti (2015).

Additional material will be provided by the Department.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Keywords

Areas of immediate relevance, familiar topics, Routine tasks