

दिल्ली विश्वविद्यालय

University of Delhi

Bachelor of Arts (Hons) Italian

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

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|--------------------------|-----|
| Academic Council | |
| Date: | No: |
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Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Contents

Page No.

Preamble

| | |
|---|----|
| 1. Introduction to Programme | 04 |
| 2. Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) Italian | |
| 2.1. Nature and Extent of the Programme in B.A. (Hons) Italian | 04 |
| 2.2. Aims of Bachelor Degree Programme in B.A. (Hons) Italian | 04 |
| 3. Graduate Attributes in B.A. (Hons) Italian | 05 |
| 4. Qualification Descriptors for Graduates B.A. (Hons) Italian | 07 |
| 5. Programme Learning Outcomes for in B.A. (Hons) Italian | 08 |
| 6. Structure of B.A. (Hons) Italian | |
| 6.1. Credit Distribution for B.A. (Hons) Italian | 08 |
| 6.2. Semester-wise Distribution of Courses. | 09 |
| 7. Courses for Programme B.A. (Hons) Italian | |
| 7.1. Course Learning Objective | |
| 7.2. Course Learning Outcomes | |
| 7.3. Course Teaching-Learning Process | |
| 7.4. Assessment Methods | |
| 8. Keywords | |

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 BA (Hons) Italian offers courses on skill enhancement through specially designed courses in the area of media studies, business and tourism sectors and the hotel industry. In addition, there are translation and interpretation courses which deal with the techniques and different language registers of each field. To acquaint students with Italian culture there is even a course on food and social life in Italian.

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

(CBCS) B.A. (HONS.) ITALIAN

1. Introduction to Programme

The B.A. (Honours) Italian 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 Framework 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.) Italian

2.1 Nature and extent of the B.A. (Hons.) Italian

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

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.) ITALIAN

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

- Develop the capacity to comprehend, analyse and synthesize complex written and oral information in Italian.
- Enable learners to communicate in an independent manner with little or no help from the native speaker and to attain communicative fluency in Italian, 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 Italian context.
- Equip learners with appropriate and adequate tools to understand and analyse various issues related to socio-political, cultural, historical and literary movements of Italian Literature.

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

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

Disciplinary knowledge

- Capable of attaining communicative level in Italian 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 Italian.

Communication Skills

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

- Develop the capacity to critically analyse and evaluate written and oral texts in Italian.
- Capacity to produce coherent, well-structured argumentative texts in Italian in a cohesive manner.
- Skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will follow.

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 provided by the teacher or available in the course material (text book) prescribed.
- 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, marginalization 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 learning 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.) Italian

- Capacity to interact with a considerable degree of fluency and spontaneity with a native speaker without any 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 Italy.
- 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 Italian such as, tourism, media, commerce and industry, translation, interpretation, teaching Italian as a foreign language and printing and publishing industry.

5. Programme Learning Outcome for B.A. (Hons.) Italian

- Develop communication skills in the chosen language and help to acquire a broad understanding of the society, 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 or seen as an advantage).

6. Structure of B.A. (Hons.) Italian

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

| 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 (AEEC) 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 (6 credits each) | Other Courses | |
|------------|--|---------------|-------------|
| I | C-1 Developing reading and writing skills 1 | 1 AECC | 1 GE |
| | C-2 Developing listening and speaking skills 1 | | |
| II | C-3 Developing reading and writing skills 2 | 2 AECC | 2 GE |
| | C-4 Developing listening and speaking skills 2 | | |
| III | C-5 Intermediate reading and writing skills 1 | 1 SEC | 3 GE |
| | C-6 Intermediate listening and speaking skills 1 | | |
| | C-7 Studying different text types 1 | | |
| IV | C-8 Intermediate reading and writing skills 2 | 2 SEC | 4 GE |
| | C-9 Intermediate listening and speaking skills 2 | | |
| | C-10 Studying different text types 2 | | |
| V | C-11 Advanced reading and writing skills 1 | 1 DSE | |
| | C-12 Advanced listening and speaking skills 1 | 2 DSE | |
| VI | C-13 Advanced reading and writing skills 2 | 3 DSE | |
| | C-14 Advanced listening and speaking skills 2 | 4 DSE | |

Other Courses

| AECC | Ability Enhancement Compulsory Courses | Semesters I & II | 4 credits each |
|---------------|---|-----------------------------|-----------------------|
| AECC-1 | Environmental Science | | |
| AECC-2 | English Communication / MIL Communication | | |

| SEC | Skill-Enhancement Elective Courses | Semesters III & IV | 4 credits each |
|--------------|--|-------------------------------|-----------------------|
| SEC-1 | History and Tourism | | |
| SEC-2 | Business Italian | | |
| SEC-3 | Food and Social Life in the Italian Speaking World | | |
| SEC-4 | Media Skills | | |
| SEC-5 | Culture and Tourism | | |

| DSE | Discipline Specific Electives | Semesters V & VI | 6 credits each |
|---------------|---|-----------------------------|-----------------------|
| DSE-1 | History of the Italian Language | | |
| DSE-2 | Introduction to Consecutive and Simultaneous Interpretation from Italian to Hindi/ English/Regional Languages | | |
| DSE-3 | Introduction to Methodology to Foreign Language Teaching: Theory and Practice (Italian in the classroom) | | |
| DSE-4 | Introduction to Translation | | |
| DSE-5 | History of Italy in Relation to Europe | | |
| DSE-6 | Life in Italy, Elements of History, Culture and Civilization | | |
| DSE-7 | History of European Art (From Renaissance to Contemporary Period) | | |
| DSE-8 | Life Writing: Autobiography/Biography/ Travelogue | | |
| DSE-9 | Children and Adolescent Literature | | |
| DSE-10 | History of Italian Literature-1 | | |
| DSE-11 | History of Italian Literature-2 | | |
| DSE-12 | Reading Literature-1 | | |
| DSE-13 | Reading Literature-2 | | |
| DSE-14 | Rhetorics and Composition | | |

| GE | Generic Electives | Semesters I, II, III & IV | 6 credits each |
|------------------|---------------------------------------|--------------------------------------|-----------------------|
| 4 courses | offered by other disciplines/subjects | | |

7. Courses for Programme – B.A. (Hons.) Italian

Core Courses - (CC) Credit: 6

Developing reading and writing skills 1 (It-C1)

[Core Course – (CC) Credit: 6]

Course Objectives

- To read and understand simple texts related to the learner's immediate environment.
- To answer questions based on the text.
- To write short simple texts on topics related to the learner's immediate environment.
- To attain partially Level A1 of the CEF.

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, catalogues, 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 Italian.

Unit 4

Co-cultural and inter-cultural competence

- Basic socio-cultural know-how to handle simple social interaction in the Italian and Italoophone context.

References

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

- Balboni, Paolo E.. (2009). *Nuovo Rete! A1*. Perugia: Guerra Edizioni.
- Frattegiani, M.Teresa. Baldelli, Rosella. (2009). *Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2*. Perugia: Guerra Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). *Domani 1*. Firenze: Alma Edizioni.
- Nocchi, Susanna. (2014). *Grammatica pratica della lingua italiana*. Firenze: Alma edizioni.
- Roy, Tanya. (2016). *La mia cartella*. Delhi: Langers International.
- Ziglio, Luciana. Rizzo, Giovanna. (2012). *Espresso 1*. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.

Note: Teachers may recommend supplementary/additional 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, inquiry 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 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, 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 A1 level by CEF

Keywords

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

Developing listening and speaking skills 1 (It-C2)

[Core Course - (CC) Credit: 6]

Course Objectives

- To listen to and understand simple texts related to the learner's immediate environment provided that the text is read slowly and clearly.
- To answer questions on the text.
- To speak about oneself and subjects related to the learner's immediate environment.
- To answer simple questions about oneself.
- To attain partially Level A1 of the CEF

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 Italian.

Unit 4

Co-cultural Competence and Inter-cultural competence

- Basic socio-cultural know-how to handle simple social interaction in the Italian and Italophone context.

References

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

- Bailini, Sonia. Consonno, Silvia. (2002). *Ricette per parlare*. Firenze: Alma edizioni.
- Balboni, Paolo E.. (2009). *Nuovo Rete! A1*. Perugia: Guerra Edizioni.
- Frattegiani, M.Teresa. Baldelli, Rosella. (2009). *Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2*. Perugia: Guerra Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). *Domani 1*. Firenze: Alma Edizioni.
- Ziglio, Luciana. Rizzo, Giovanna. (2012). *Espresso 1*. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.

Note: Teachers are free to recommend supplementary/additional 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, inquiry 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 their listening and speaking 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 A1 level by CEF.
- 25% weightage on Formative Internal assessment through oral tests, tasks, projects, presentations, assignments using the target language.
- 75% weightage on End Semester viva-voice Examination adopting the descriptors and components specified for A1 level by CEF

Keywords

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

Developing reading and writing skills 2 (It-C3)

[Core Course - (CC) Credit: 6]

Course Objectives

- To read and understand short simple texts related to basic everyday situations.
- To answer questions based on simple texts related to basic everyday situations
- To write simple texts related to personal and routine matters.
- To complete A1 level and partially attain level A2 of the CEF

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 expressing their specific needs.

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, theater, 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, theater, 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. very basic personal and family information, shopping, local geography, employment)

- Grammatical structures required to describe past, present and future events, simple connectors to organize 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 specificity of Italian to help the learner articulate more clearly.

Unit 4

Co-cultural and Inter-cultural 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.

- Balboni, Paolo E.. (2009). *Nuovo Rete! A1*. Perugia: Guerra Edizioni.
- Balboni, Paolo E., (2009). *Nuovo Rete! A2*. Perugia: Guerra Edizioni.
- Balì, Maria. Rizzo, Giovanna. (2012). *Espresso 2*. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Frattegiani, M. Teresa. Baldelli, Rosella. (2009). *Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2*. Perugia: Guerra Edizioni.
- Guastalla, Carlo. (2004). *Giocare con la scrittura*. Firenze: Alma Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Domani 2*. Firenze: Alma Edizioni.

Note: Teachers are free to recommend supplementary/additional 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, inquiry 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 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, 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 level by CEF

Keywords

Environment of immediate relevance, sufficient skills for survival

Developing listening and speaking skills 2 (It-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 very 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 organize 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 specificity of Italian to help learners to articulate more clearly.

Unit 4

Co-cultural and Inter-cultural 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.

- Balboni, Paolo E.. (2009). *Nuovo Rete! A2*. Perugia: Guerra Edizioni.
- Balboni,, Paolo E.. (2009). *Nuovo Rete! A1*. Perugia: Guerra Edizioni.
- Balì, Maria. Rizzo, Giovanna. (2012). *Espresso 2*. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi.
- Frattegiani, M. Teresa. Baldelli, Rosella. (2009). *Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2*. Perugia: Guerra Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Domani 2*. Firenze: Alma Edizioni.

Note: Teachers are free to recommend supplementary/additional 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, inquiry 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, projects, presentations, assignments using the target language.
- 75% weightage on End Semester Viva-voice Examination adopting the descriptors and components specified for A2 level by CEF

Keywords

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

Intermediate reading and writing skills 1 (It-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

- Enable learners to attain A2/B1 Level of reading and writing skills in the concerned language
- Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- Equip 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.
- Develops skills to read and understand journalistic texts

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 recognize 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.
- Writing about feelings/impressions.

Unit 3

Lexical, Morphosyntactic and Phonological Competences

- Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and 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 specificity of Italian to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural and Inter-Cultural Competence

- Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world.

References

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

- Balboni, Paolo E.. (2009). *Nuovo Rete! A1*. Perugia: Guerra Edizioni.
- Balboni, Paolo E.. (2009). *Nuovo Rete! A2*. Perugia: Guerra Edizioni.
- Balì, Maria. Rizzo, Giovanna. (2012). *Espresso 2*. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi.
- Corno, Dario. (2002). *Scrivere e comunicare*. Milano: Bruno Mondadori.
- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.

- Frattegiani, M. Teresa. Gliarelli, Valentina. (2011). *Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
- Guastalla, Carlo. (2004). *Giocare con la scrittura*. Firenze: Alma Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Domani 2*. Firenze: Alma Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Domani 3*, Firenze: Alma Edizioni.
- Marin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.

Note: Teachers are free to recommend supplementary/additional 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, inquiry 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 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 (It-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

- Enable learners to attain A2/B1 Level of listening and speaking skills in the concerned language
- Equip learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Develop the capacity to present and discuss topics, moving out of the immediate environment of the learners.
- Prepare to 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 a 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 Italian to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural and Intercultural Competences

- Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world.

References

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

- Bailini, Sonia. Consonno, Silvia. (2002). *Ricette per parlare*. Firenze: Alma edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). *Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
- Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). *Domani 2*. Firenze: Alma Edizioni.
- Tettamanti, Vittoria. Talini, Stefania. (2003). *Foto parlanti*. Roma: Bonacci editore.

Note: Teachers are free to recommend supplementary/additional 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 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

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

Studying different text types 1 (It-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 specificity of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts

Course Learning Outcomes

- Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non literary texts.
- Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Help 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, (Eg. 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

Intermediate 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

A selection of texts can be made from the following reference materials. The course instructor is free to include additional materials.

- Biagi, Enzo. (2004). *La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri*. Milano: Mondadori.

- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011) *Domani 3*. Firenze: Alma Edizioni.
- Guastella, Carlo. (2002). *Giocare con la letteratura*. Firenze: Alma Edizioni.
- Mengaldo, Pier Vincenzo. (2008). *Attraverso la prosa Italiana: analisi di testi esemplari*. Roma: Carocci editore.
- Mengaldo, Pier Vincenzo. (2008). *Attraverso la poesia Italiana: analisi di testi esemplari*. Roma: Carocci editore.
- Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) *Contesti italiani*. Perugia: Guerra Edizioni.
- Menzel, Rosangela Verri. (1989). *La bottega dell'italiano: antologia di scrittori italiani del Novecento*. Roma: Bonacci Editore.

Note: Teachers are free to recommend supplementary study material.

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, intermediate and semi-literary texts, analytical study.

Intermediate reading and writing skills 2 (It-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

- Enables learner to partially attain B1 Level of reading and writing skills in the concerned language
- Equip learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.
- Gives training to write straightforward connected texts on a range of familiar subjects within one's field of interest.

Unit 1

Reading

- Reading longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task, identifying the main conclusions in clearly signaled argumentative texts,.
- Understanding clearly written, straightforward instructions for a piece of equipment.
- Reading, analyzing and summarizing 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 a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization.
- 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 specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural and Inter-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.

- Corno, Dario. (2002). *Scrivere e comunicare*. Milano: Bruno Mondadori.
- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). *Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1*, Perugia: Guerra Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Domani 3*. Firenze: Alma Edizioni.
- Marin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.
- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.

Additional Resources

Note: Teachers are free to recommend supplementary/additional study material.

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, inquiry 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 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 B1 levels by CEF

Keywords

Reading and analyzing longer texts, write about topics of interest

Intermediate listening and speaking skills 2 (It-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

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

Unit 1

Listening

- Understanding main points presented in a talk/lecture/radio commentary/TV program 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 story line, 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 skits.
- Debating and/or making oral presentations on various social issues.
- Narrating one's experiences of foreign language learning.
- Explaining why something is a problem.
- Making brief comments on the views of others.
- Comparing and contrasting alternatives.
- Discussing what to do, where to go, who or what to choose.

Unit 3

Lexical, Morphosyntactic and Phonological Competences

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

- 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 specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 4

Co-cultural and Inter-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.

- Antonelli, G.. (2007). *L'italiano nella società della comunicazione*. Bologna: Mulino.
- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). *Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.
- Merin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.

Note: Teachers are free to recommend supplementary/additional study material.

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-voice 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 (It-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

Intermediate 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

A selection of texts can be made from the following reference materials. The course instructor is free to supply additional materials.

- Biagi, Enzo. (2004). *La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri*. Milano: Mondadori.
- Guastella, Carlo. (2002). *Giocare con la letteratura*. Firenze: Alma Edizioni.
- Mengaldo, Pier Vincenzo. (2008). *Attraverso la prosa Italiana: analisi di testi esemplari*. Roma, Carocci editore.
- Mengaldo, Pier Vincenzo. (2008). *Attraverso la poesia Italiana: analisi di testi esemplari*. Roma, Carocci editore.
- Menzel, Rosangela Verri. (1989). *La bottega dell'italiano: antologia di scrittori italiani del Novecento*. Roma: Bonacci Editore.
- Pichiassi, Mauro. Zagnanelli, Giovanna. (2003). *Contesti italiani*, Perugia: Guerra Edizioni.

- Roberts, Nick (ed.). (1999). *New Penguin Parallel Text: Short stories in Italian*. Penguin Books.

Note: Teachers are free to recommend supplementary study material.

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, intermediate and semi-literary texts, literary/discursive/ generic devices.

Advanced reading and writing skills 1 (It-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 summarizing the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialization, 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 Italian and Italoophone 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 specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.

Unit 4

Co-cultural and Inter-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 Italian and Italophone communities.

References

- Corno, Dario. (2012). *Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica*. Milano: Mondadori.
- Cotugno, A., Malagnini, F. (ed.). (2013). *Manuale di scrittura e comunicazione*. Bologna: Zanichelli.
- Degl'Innocenti, Elisabetta. (2002). *Il manuale della scrittura*. Torino: Paravia.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). *Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+*. Perugia: Guerra Edizioni.
- Garavelli, Bice Mortara. (2003). *Prontuario di punteggiatura*. Bari: Editori Laterza.
- Mengaldo, Pier Vincenzo. (2008). *Attraverso la prosa italiana: analisi di testi esemplari*. Roma: Carocci editore.
- Roncoroni, Angelo. (2009). *Manuale di scrittura. Teoria e pratica dello scrivere in italiano*. Milano: Carlo Signorelli Editore.
- Serafini, Maria Teresa. (2009). *Nuovo l'italiano: grammatica e scrittura*. Milano: Fabbri.
- Serafini, Maria Teresa. Arcidiacono, Luciana. (2006). *Comunicare con l'italiano: Testi e scritture*. Milano: Fabbri.

Note: Teachers are free to recommend supplementary study material.

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 written comprehension and production adopting the descriptors specified for B1/B2 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 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 (It-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, 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 Italian and Italophone 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 specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication

Unit 4

Co-cultural and Inter-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 Italian and Italoophone communities

References

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

- Antonelli, G.. (2007). *L'italiano nella società della comunicazione*. Bologna: il Mulino.
- Cortese, Antonella. (2011). *Ascoltare per studiare: cittadinanza e costituzione (B1)*. Perugia: Guerra Edizioni.
- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). *Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+*. Perugia: Guerra Edizioni.
- Marin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.

Note: Teachers are free to 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 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 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-voice 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 (It-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 specialized articles within and outside his/her field with the help of dictionary.
- Develop required skills to prepare specialized written documents/reports/term papers for academic and professional needs.

Unit 1

Reading

- Reading, analyzing and synthesizing information, ideas and opinions from highly specialized sources within his/her field/understanding specialized 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 fulfill 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 Italian.

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 Italy and Italophone countries.

References

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

- Antonelli, G.. (2007). *L'italiano nella società della comunicazione*. Bologna: il Mulino.
- Bettoni, Camilla. Vicentini, Giosi. (1997). *Passeggiate italiane: lezioni di italiano: Livello avanzato*. Roma: Bonacci editore.
- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.

- Frattegiani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). *Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+*. Perugia: Guerra Edizioni.
- Marin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.
- Mengaldo, Pier Vincenzo, (2008). *Attraverso la prosa Italiana: analisi di testi esemplari*. Roma: Carocci editore.

Note: Teachers are free to recommend supplementary language manuals.

Additional Resources

- Vittorini, Elio. (1941). *Conversazione in Sicilia*. Milano: Bompiani.
- Sciascia, Leonardo. (1961). *Il giorno della civetta*, Torino: Einaudi.
- Calvino, Italo. (1972). *Le città invisibili*. Torino: Einaudi.

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 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 B2 level by CEF

Keywords

Understand specialized documents, writing specialized texts, Wide range of topic.

Advanced listening and speaking skills 2 (It-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 specialized 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.
- 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 francophone World.
- Production of audio-video clips.
- Making detailed oral presentations.
- Drama and songs

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.
- Good knowledge 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 Italian.

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 Italy and Italophone countries.

References

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

- Costamagna, Lidia. (1990). *Cantare l'italiano: Audiocassetta con esercizi di fonetica*. Perugia: Guerra Edizioni.
- Costamagna, Lidia. Marasco, M. Valentina. Santeusano, Nicoletta. (2010). *L'Italiano con le canzoni*. Perugia: Guerra Edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). *Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+*. Perugia: Guerra Edizioni.
- Marin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.
- Trama, Giuliana. Naddeo, Ciro Massimo. (2001). *Canta che ti passa*. Firenze: Alma Edizioni.

Note: Teachers are free to 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 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-voice 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

Discipline Specific Electives - (DSE) Credit: 6

History of the Italian Language (It-DSE1)

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

Course Objectives

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

Course Learning Outcomes

- Acquaint students with the History of Italian language from the medieval period till present times.
- Develop understanding of the Status of regional dialects in the 19th century after the Italian Revolution.
- Explore History of the Italian language in the colonies.
- Help to understand different registers.
- Enable students to compare colloquial Italian with the language of literary texts.
- Sensitize students to the differences in Italian articulation/pronunciation within Italy as well as with relation to the Italian speaking-world with the help of film and, TV and YouTube resources.

Unit 1

- History of the Italian language from the medieval period till present times. The status of the regional dialects in the 19th century, after the Italian Revolution.

Unit 2

- History of the Italian language in the colonies.
- Understanding different registers.

Unit 3

- Comparison of colloquial Italian and the language of literary texts.

Unit 4

- Differences in Italian articulation/pronunciation within Italy as well as with relation to the Italian speaking-world with the help of film and, TV and U-Tube resource

References

- Baldelli, Ignazio (ed.). (1987). *La lingua italiana nel mondo: indagine sulle motivazioni allo studio dell'italiano*. Roma: Istituto della Enciclopedia Italiana.
- Berruto, Gaetano. (1987). *Sociolinguistica dell'italiano contemporaneo*. Roma: Carocci.
- De Mauro, Tullio. (2005). *Storia linguistica dell'Italia unita*. Roma-Bari: Laterza.
- Kinder, J.. (2008). *CLIC: Cultura e Lingua d'Italia in CD-ROM / Culture and Language of Italy on CD-ROM*. Novara: Interlinea.
- Morgana, S.. (2003). *Capitoli di Storia Linguistica Italiana*. Milano: LED Edizioni Universitarie.
- Serianni, Luca. (1988). *Grammatica italiana: italiano comune e lingua letteraria*. Torino: UTET.
- Serianni, Luca. (1997). *Italiano: Grammatica, sintassi, dubbi*. Milano: Garzanti.
- Simone, Raffaele (ed.). (2010). *Enciclopedia dell'italiano*. Roma: Treccani.
- Tosi, Arturo. (2001). *Language and society in a changing Italy*. Celvedon: Multilingual matters Ltd.
- Turchetta, Barbara. (2005). *Il mondo in italiano: varietà e usi internazionali della lingua*. Roma-Bari: Laterza.
- Villa, Franco. (1991). *Nuovo maiorumsermo*. Torino: Paravia.
- Vitale, M.. (1992). *Studi di Storia della Lingua Italiana*. Milano: LED Edizioni Universitarie.

Note: Teachers are free to recommend supplementary study material.

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 Italian Language, Status of regional dialects, Different language registers, colloquial Italian

Introduction to Consecutive and Simultaneous Interpretation from Italian to Hindi/English/Regional Languages (It-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

- Introduce students to different Modes of Interpretation
- Acquaint with basic aspects of interpretation such as Booth behavior, 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

- 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

- Gillies, Andrew. (2013). *Conference Interpreting: A Student's Practice Book*. London: Routledge.
- Gillies, Andrew. (2014). *Note Taking for Consecutive Interpreting: A Short Course*. London: Routledge.
- Nolan, James. (2006). *Interpretation, Techniques and Exercises*. Clevedon: Multilingual Matters Ltd.
- Taylor-Bouladon, Valerie. (2007). *Conference Interpreting: Principles and Practice*. BookSurge Publishing.

Note: Teachers are free to recommend supplementary study material.

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

- 25% weightage on Formative Internal assessment through various interpretative tasks, projects, presentations.
- 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 (Italian in the classroom) (It-DSE3)

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

Course Objectives

- To introduce and define basic notions related to Foreign Language teaching.
- To familiarize students with the evolution in foreign language teaching methods.

Course Learning Outcomes

- Create basic awareness about a foreign language classroom and textbook.
- Establish 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

- Andorno, Cecilia. (1999). *Dalla grammatica alla linguistica: Basi per uno studio dell'italiano*. Torino: Paravia Scriptorium.
- Andorno, Cecilia. Bosc, Franca. Ribotta, Paola. (2003). *Grammatica, Insegnarla e impararla*. Perugia: Guerra Edizioni.
- Bonvino, Elisabetta Bonvino et al. (1998). *C'era una volta il metodo: Tendenze attuali della didattica delle lingue straniere*. (ed.) Borneto, Carlo Serra. Roma: Carocci.
- Chini, Marina. (2005). *Che cos'è la linguistica acquisizionale*. Roma: Carocci.
- Richards, J.. Rogers, T.. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Serianni, Luca. (1998). *Lezioni di grammatica storica italiana*. Roma: Bulzoni.

Note: Teachers are free to recommend supplementary study material.

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 (It-DSE4)

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

Course Objectives

- To introduce and define different types of translation and basic concepts of translation.
- To acquaint and teach learners the basic translation techniques.
- To translate simple non- literary texts.

Course Learning Outcomes

- Familiarizes students with language for specific purposes.
- Familiarize students to the techniques of translation.
- 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.
- Sensitizes students towards Machine translation and its limitations.
- Develops 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.

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*. New York: Routledge.
- Bassnett-McGuire, Susan. (1980, 2013). *Translation Studies*. London: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam Philadelphia: John Benjamin Publishing.
- Munday, Jeremy. (2012), *Introducing Translation Studies, Theories and Applications*, New York: Routledge.
- Malmkjær, Kirsten. Windle, Kevin. (2011), *The Oxford Handbook of Translation Studies*, Oxford: OUP.

Note: Teachers are free to recommend supplementary study material.

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 Italy in Relation to Europe (It-DSE5)

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

Course Objectives

- To introduce students to major social, political and cultural events in Italy and Italophone countries.
- To study the impact of these social, political and cultural events in the Italophone 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 Italy and its relations with the Italian speaking world including its policy towards immigration.

Unit 1

- The Gauls and the Franks.
- The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy.

Unit 2

- Italian Revolution and the Napoleonic era.
- Rise of Republican thought in the 19th century and the Third Republic with special emphasis on its policy towards education.
- Italy and its colonies.

Unit 3

- Contemporary Italy and its relations with the Italian speaking world/European Union, including its policy towards immigration.

References

- Cantarella, Eva. Guidorizzi, Giulio. (2010). *Dall'impero romano alla crisi del Trecento*. Milano: Einaudi Scuola.
- Del Boca, Angelo. (1992). *L'Africa nella coscienza degli Italiani*. Roma-Bari: Laterza.

- Pallotti, Gabriele. Cavadi, Giorgio. (2014). *Che Storia: la storia italiana raccontata in modo semplice*. Roma: Bonacci.
- Prospero, Adriano. Viola, Paolo. (2004). 1. *Dalla peste del Trecento al Concilio di Trento*. 2. *Dalle guerre di religione alla guerra dei Trent'anni*. 3. *Dall'assolutismo alla rivoluzione francese*. 4. *Dal Congresso di Vienna al trionfo del capitalismo*. 5. *Dal 1870 alla seconda guerra mondiale*. Milano: Einaudi scuola.

Note: Teachers are free to recommend supplementary study material.

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

Italian Monarchy, Italian Revolution, Italian Colonies, Italy in the Contemporary World

Life in Italy, Elements of History, Culture and Civilization (It-DSE6)

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

Course Objectives

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

Course Learning Outcomes

- Initiate learners to the culture and civilization of Italy and Italian speaking countries.

- Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries.
- Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc.
- Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students

Unit 1

- Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.

Unit 2

- Great thinkers of Italy and other Italophone countries

Unit 3

- Introduction to literature, cinema, art of Italy and other Italophone countries

References

- Caprara, Mario. Semprini, Gianluca. (2012). *Neri! La storia mai raccontata della destra radicale, eversiva e terrorista*. Rome: Newton Compton Editori.
- Caprara, Mario. Semprini, Gianluca. (2007). *Destra estrema e criminale*. Rome: Newton Compton Editori.
- De Lutiis, Giuseppe. (1984). *Storia dei servizi segreti in Italia*. Roma: Editori Riuniti.
- De Rosa, Gabriele. et al. (2003). *L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni*. Soveria Mannelli: Rubbettino Editore.
- Ferraresi, Franco. (1995). *Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra*. Milano: Feltrinelli.
- <http://www.istat.it/it/archivio/129854>
- ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT.
- Rao, Nicola. (2009). *Il piombo e la celtica: Storie di terrorismo nero dalla guerra di strada allo spontaneismo armato*. Milano: Sperling & Kupfer.
- Viale, Guido. (1978). *Il Sessantotto: tra rivoluzione e restaurazione*. Rimini: Nda Press.

- Weinberg, Leonard. (1995). “Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right” in Bjórigo, Tore. (1995). *Terror from the Extreme Right*. London: 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 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) (It-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

- Provide an overview of important European Art Movements, representative painters and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc.
- 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 in the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa.
- Maps of Europe.
- The idea of Europe. Structures and Perspectives of Everyday life as seen by painters.

Unit 2

- Understanding of structures and Perspectives of Everyday life as seen by painters.

Unit 3

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

References

- Argan, Giulio Carlo. (1978). *Storia dell'arte italiana 1 2 3 4 5 volumi*. Firenze: Sansoni.
- Grave, Johannes. (2012). *Caspar David Friedrich*. Munich: Prestel Publishing.
- Sander, Joachim. (2013). *Albrecht Dürer: His Art in Context*. Munich: Prestel Verlag.

Note: Teachers are free to recommend supplementary study material.

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

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

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

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

Course Objectives

- To define and identify the characteristics of an autobiography, a biography and a travelogue.
- To distinguish between an autobiography, a biography and a travelogue.
- To read and analyse an autobiography, a biography and a travelogue.

Course Learning Outcomes

- 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.

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

- Caputo, Rino. Monaco, Matteo. (1997). *Scrivere la propria vita: l'autobiografia come problema critico e teorico*. Roma: Bulzoni.
- Cavarero, Adriana. (2001). *Tu che mi guardi, tu che mi racconti, Filosofia della narrazione*. Milano: Feltrinelli.
- De Botton, Alain. (May 11, 2004). *The Art of Travel*. New York: Vintage Books, A Division of Random House, Inc.
- Demetrio, Duccio. (1995). *Raccontarsi. L'autobiografia come cura di sé*. Milano: Raffaello Cortina.
- Derrida, Jacques. (1988). *The Ear of the Other Otobiography, Transference, Translation*. Lincoln: University of Nebraska Press (UNP).
- Fallaci, Oriana. (1997). *Lettera a un bambino mai nato*. Milano: Biblioteca Universale Rizzoli.
- Formenti, Laura. (1998). *La formazione autobiografica*. Milano: Guerini e associati.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Grisi, Cesare. (2011). *Il romanzo autobiografico. Un genere tra opera e autore*. Roma: Carocci.
- Guglielminetti, Marziano. "Biografia e autobiografia". in Rosa, Alberto Asor. (1986). *Letteratura Italiana Einaudi, vol. 5: Le questioni*. Torino: Einaudi, pp. 829–86.
- Ricoeur, Paul. (1993). *Sé come un altro*. Milano: Jaca Book.
- Segre, Cesare. (1985). *Avviamento allo studio del testo letterario*. Torino: Einaudi.
- Terzani, Tiziano. (2002). *Lettera contro la guerra*. Milano: Tascabili degli Editori Associati.

Note: Teachers are free to recommend supplementary study material.

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 using the target language.
- 75% weightage on End Semester Written Examination.

Keywords

Biography, Autobiography, Memoir, Diary

Children and Adolescent Literature (It-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 , understand and analyse 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
- Theatre for children

Unit 3

- Children's literature and transmission of values.

References

Suggested Readings

- Avanzini, Alessandra. (2013). *Linee europee di letteratura per l'infanzia, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito*. Milano: FrancoAngeli.
- Bruno, Bettelheim. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Collodi, Carlo. (2012). *Le avventure di Pinocchio*. Milano: Mondadori.
- Marazzi, Elisa. (2014). *Libri per diventare italiani. L'editoria per la scuola a Milano nel secondo Ottocento*. Milano: FrancoAngeli.
- Myers, Lindsay. (2012). *Making the Italians. Poetics and Politics of Italian Children's Fantasy*. Oxford: Peter Lang.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Paruolo, Elena. (Ed.). (2014). *Le letterature per l'infanzia*. Prefazione di Antonella Cagnolati. Roma: Aracne.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Rodari, Gianni. (1962). *Favole al telefono*. Torino: Einaudi.
- Salgari, Emilio. (2009). *Il corsaro nero*. Milano: Mondadori.
- Sciascia, Leonardo. (1973). *Il mare colore del vino*. Torino: Einaudi.

Note: Teachers are free to recommend supplementary study material.

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 Italian Literature-1 (IT-DSE 10)

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

Course Objectives

- To introduce the learner to different cultural and intellectual movements in Italian and Italophone Literature from its origins to the 18th century.
- To read both Italian and Italophone 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 Italian 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 understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, fabliaux etc.

Unit 2

- Understanding and analysing major literary movements after renaissance till Italian Enlightenment, such as classicism, baroque etc.

Unit 3

- Reflections on Italian encounter with otherness by introducing excerpts from the works of Italophone writers

References

Suggested Readings

Novels

- Foscolo, Ugo. *Le ultime lettere di Jacopo Ortis*, in Foscolo, Ugo. (1974). *Opere*. Milano-Napoli: Ricciardi Editore.

Plays

- Goldoni, Carlo. *La locandiera* and *Il ventaglio*. in Ortolani, Giuseppe. (1940). *Tutte le opere di Carlo Goldoni*. Milano: Mondadori Editore.
- Macchiavelli, Niccolò. *La mandragola*. ed. Stoppelli, Pasquale. (2016). Milano: Mondadori.

Short texts and Poetry

- Alighieri, Dante. *La divina commedia* in Borzi, I. (2015). *Tutte le opere di Dante Alighieri*. Rome: Newton Compton Editori.
- Ariosto, Ludovico. (1992). *L'orlando furioso*. 2 voll.. Torino: Giulio Einaudi editore.
- Boccaccio, Giovanni. *Decameron*. ed. Branca, Vittore. (1956). Torino: Utet. (http://www.letteraturaitaliana.net/pdf/Volume_2/t318.pdf)
- Petrarca, Francesco. *Il canzoniere*. ed. Contini, Giancarlo. (1964). Torino: Einaudi. (http://www.letteraturaitaliana.net/pdf/Volume_2/t319.pdf)
- Sacchetti, Franco. (1946). *Il Trecentonovelle*. ed. Pernicone, Vincenzo. Firenze: Sansoni.
- Tasso, Torquato. (1961). *Gerusalemme liberata*. Milano: Feltrinelli. [e-text available online, edited by Carini, Anna Maria. (https://www.liberliber.it/mediateca/libri/t/tasso/gerusalemme_liberata/pdf/gerusa_p.pdf)

Note: Teachers are free to recommend supplementary study material.

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 Italian Enlightenment

History of Italian Literature-2 (It-DSE11)

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

Course Objectives

- To introduce the learner to different cultural and intellectual movements in Italian and Italoophone Literature in the 19th century and up to the present (21st century)
- To read both Italian and Italoophone literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century)

Course Learning Outcomes

- Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the 19th 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 19th 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 will raise questions on Italian encounter with otherness.

Unit 3

- Texts of major Italoophone writers

References

- Pazzaglia, Mario. (1993). *Letteratura italiana 1 Dal medioevo all'umanesimo: testi e critica con lineamenti di storia letteratura*. Bologna: Zanichelli.
- Pazzaglia, Mario. (1993). *Letteratura italiana 2 Dal rinascimento all'illuminismo: testi e critica con lineamenti di storia letteratura*. Bologna: Zanichelli.
- Pazzaglia, Mario. (1993). *Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura*. Bologna: Zanichelli.
- Prosciutti, Ottavio. (1980). *Lineamenti di letteratura italiana*. Perugia: Grafica.
- Silvestrini, M., Bura, C.. (2000). *L'italiano e l'Italia*. Vol. 1: *Grammatica*. Vol. 2: *Esercizi*. Perugia: Guerra.

Note: Teachers are free to recommend supplementary study material.

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, Italophone Writers

Reading Literature-1 (It-DSE12)

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

Course Objectives

- To introduce the learner to different literary movements and genres in Italian and Italophone Literature in the 20th and 21st centuries.
- To read and analyse both Italian and Italophone literary texts representing movements and genres of the 20th and 21st century.

Course Learning Outcomes

- Enable students to understand and identify characteristics of Italian and Italophone 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

Suggested Authors

Gabriele D'Annunzio, Luigi Pirandello, Salvatore Quasimodo, Giuseppe Ungaretti, Filippo Tommaso Marinetti, Aldo Palazzeschi, Eugenio Montale, Federico Tozzi, Italo Svevo, Dino Buzzati, Vincenzo Cardarelli, Emilio Cecchi, Elio Vittorini, Giorgio Bassani, Ignazio Silone, Corrado Alvaro, Francesco Jovine, Vitaliano Brancati, Alberto Moravia, Italo Calvino, Leonardo Sciascia, Beppe Fenoglio, Cesare Pavese, Vasco Pratolini, Primo Levi, Pier Paolo Pasolini, Umberto Eco, Dacia Maraini, Ferdinando Camon, Giuseppe Pontiggia, Gianni Celati, Roberto Calasso, Antonio Tabucchi, Susanna Tamaro, Gianni Rodari, Gesualdo Bufalino, Vincenzo Consolo, Andrea Camilleri, Rossana Ombres, Amelia Rosselli, Sebastiano Addamo, Silvio Ramat, Giovanni Raboni, Valerio Magrelli, Giuseppe Conte, Roberto Mussapi, Dario Bellezza, Alda Merlini etc.

Suggested Readings

- Balboni, Paolo E.. Cardona, Mario. (2004). *Storia e testi di letteratura italiana per stranieri*. Perugia: Guerra Edizioni.
- Mengaldo, Pier Vincenzo. (2008). *Attraverso la prosa Italiana: analisi di testi esemplari*. Roma: Carocci editore.
- Prosciutti, Ottavio. (1980). *Lineamenti di letteratura italiana*. Perugia: Grafica.
- Silvestrini, M.. Bura, C.. (2000). *L'italiano e l'Italia*. Vol. 1: *Grammatica*. Vol. 2: *Esercizi*. Perugia: Guerra.
- Verri-Menzel, Rosangela. (1989). *La bottega dell'italiano: antologia di scrittori italiani del Novecento*. Rome: Bonacci Editore.

Note: Teachers are free to recommend supplementary study material.

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 (It-DSE-13)

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

Course Objectives

- To introduce the learner to different literary movements and genres in Italian and Italophone Literature in the 19th century.
- To read and analyze both Italian and Italophone literary texts representing movements and genres of the 19th century.

Course Learning Outcomes:

- Enable students to understand and identify characteristics of Italian and Italophone 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 19th 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

Suggested Authors

Vincenzo Monti, Ugo Foscolo, Giacomo Leopardi, Alessandro Manzoni, Giovanni Verga, Giosuè Carducci, Antonio Fogazzaro, Guido Gozzano, Giovanni Pascoli, Carlo Collodi etc.

Suggested Readings

- Balboni, Paolo E.. Cardona, Mario. (2004). *Storia e testi di letteratura italiana per stranieri*. Perugia: Guerra Edizioni.
- Pazzaglia, Mario. (1993). *Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura*. Bologna: Zanichelli.
- Prosciutti, Ottavio. (1980). *Lineamenti di letteratura italiana*. Perugia: Grafica.
- Silvestrini, M.. Bura, C.. (2000). *L'italiano e l'Italia*, Vol. 1: *Grammatica*, Vol. 2: *Esercizi*. Perugia: Guerra.

Note: Teachers are free to recommend supplementary study material.

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 (It-DSE14)

[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, Clichés, 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:

- Beckson, Karl. Ganz, Arthur. (1960, 1991). *Literary Terms, A Dictionary*. Delhi: Rupa.
- Berardi, Roberto. (1989). *Dizionario di termini della critica letteraria*. 2^a edizione, ottava ristampa. Firenze: Le Monnier.
- Brogna, Felice. (1991). *Guida all'analisi testuale*. Napoli: Marimar editrice.
- Cattani, Annalisa. (2009). *Pubblicità e Retorica*. Milano: Lupetti.
- Gruppo μ . Retorica generale. (1970). *Le figure della comunicazione*. traduzione di Mario Wolf. 3^a edizione. Milano: Bompiani.
- Marchese, Angelo. (1978). *Dizionario di retorica e di stilistica*. 4^a edizione, Milano: Arnoldo Mondadori Editore.
- Squarotti, Giorgio Barberi (ed.). (1995). *Dizionario di retorica e stilistica*, Torino: TEA.

Note: Teachers are free to recommend supplementary study material.

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

Skill-Enhancement Elective Course - (SEC) Credit: 4

History and Tourism (It-SEC1)

Skill-Enhancement Elective Course - (SEC) Credit: 4

Course Objectives

- The course imparts knowledge and understanding of cultural history and geography of the Italian 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 Italy and Italian-speaking countries/and India incorporating the vocabulary of travel and tourism.
- Information 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 Italy and Italian-speaking countries incorporating vocabulary of Travel and Tourism
- History, government Interventions in the tourism sector in Italy and Italian-speaking countries/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 Italy and Italian-speaking countries/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

- Azzarà, Vittorio. Scarpocchi, Roberta. Vincenti, Federica. (1997). *Viaggio in Italia: Testo di civiltà e cultura italiana per stranieri*. Perugia: Guerra.
- Costantino, Anna. Riviuccio, Antonella. (2014). *Obiettivo professione: Corso di italiano per scopi professionali*. Torino: Loescher.
- Jelardi, Andrea. (2012). *Storia del viaggio e del turismo in Italia*. Milano: Mursia.
- Kernberger, Christa. (2012). *Nuovo Italiano nel turismo*. Perugia: Guerra.
- <http://www.incredibleindia.org/en/>
- websites of various State Tourism Departments

Note: Teachers are free to recommend supplementary study material.

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 Italian (It-SEC2)

[Skill-Enhancement Elective Course - (SEC) Credit: 4]

Course Objectives

- The course intends to develop skills and knowledge related to commercial and industrial domains

Course Learning Outcomes

- Provide knowledge about investments in India from Italy and Italian-speaking countries and Indian investments/business interests in these countries.
- Develop knowledge about Multinationals and business houses from Italian speaking countries, headquarters of companies, Chambers of Commerce
- Familiarize with products of import and export between Italy, Italian speaking countries 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, and felonies.
- Enable students to create websites for business houses and prepare publicity materials.
- Hone marketing skills

Unit 1

- Investments in India from Italy and Italian-speaking countries and Indian investments/business interests in these countries.

Unit 2

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

Unit 3

- Products of import and export between Italian 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

- Cherubini, Nicoletta. (1992). *L'Italiano per gli Affari: Manuale di Lavoro (L'Italiano per stranieri)*. Roma: Bonacci.
- Cherubini, Nicoletta. (2012). *Convergenze: iperlibro di italiano per affari (libro + DVD-rom)*. Messina-Firenze: Bonacci.
- Costantino, Anna. Riviuccio, Antonella. (2011). *Obiettivo professione: Corso di Italiano per scopi professionali*. Messina-Firenze: Bonacci.
- Edwards, Vincent. Franca, Gian. Shepherd, Gessa. (1996). *Manual of Business Italian: A Comprehensive Language Guide*. London: Routledge.
- Pelizza, Giovanna. Mezzadri, Marco. (2014). *Un vero affare!*. Messina-Firenze: G.D'Anna.
- Pauli, P. (2002). *Incontri e affari: livello medio-superiore*. Primus Edizioni.
- Pelizza, Giovanna. Mezzadri, Marco. (2002). *L'italiano in Azienda*. Perugia: Guerra.

Note: Teachers are free to recommend supplementary study material.

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, 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 Italian Speaking World (It-SEC3)

[Skill-Enhancement Elective Course - (SEC) Credit: 4]

Course Objectives

- The course intends 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 the Italian and Italian-speaking world.
- Introduce students to famous contemporary cuisines and specialties from Italy and the Italian-speaking world, signature chefs, Michelin Guides to restaurants.
- Provide references to food in the literature of Italy and the Italian Speaking-world

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 (olives, oranges, grapes etc.) in the Italian and Italian-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 food brands of bread, cheese, wine etc. from Italy and the Italian-speaking world (Wines, Cheeses, Mustard, Couscous,)

Unit 3

- Famous contemporary cuisines and specialties from Italy and the Italian-speaking world (regional specialties, Cuisine Provençal, Senegalese and Moroccan cuisines)
- Signature chefs.
- Michelin Guides to restaurants.

Unit 4

- References to food in the literature of Italy and the Italian Speaking-world (Francois Rabelais, Gustav Flaubert, Theophile Gautier, Calyxthe Beyala)

References

- AAVV, (2004). *Alimentazione: Enciclopedia della cucina regionale italiana*. Boroli Editore.
- Barthes, Roland. (1986). *Mythologie*. New York: Hill and Wang.
- Calmanti, Chiara. Calmanti, Piero. (2000). *Appuntamento a...Folklore, tradizioni, storia, gastronomia delle regioni italiane*. Perugia: Guerra.
- Cozzi, Nazzarena. Tancorre, Adriana. Federico, Francesco. (2008). *Caffè Italia*. Recanati: ELI Edizioni.
- Capatti, Alberto. Montanari, Massimo. (2003). *Italian Cuisine: a Cultural History*. New York: Columbia University Press.
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Note: Teachers are free to recommend supplementary study material.

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 (It-SEC4)

[Skill-Enhancement Elective Course - (SEC) Credit: 4]

Course Objectives

- The course intends provide knowledge and skills related to various audio-visual and print media

Course Learning Outcomes

- Provide knowledge about a brief History of journalism in the Italian and Italian-speaking world
- Familiarize with print and audio-visual media of the Italian and Italian-speaking world
- 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 analyze articles/reports/editorials/program/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

- Brief History of journalism in the Italian and Italian-speaking world.

- Famous newspapers of the Italian and Italian-speaking world, Il corriere della sera, la Repubblica, La Stampa, Il Messaggero etc.)
- Bilingual Regional Press.
- Magazines, current affairs, fashion, children's films.

Unit 2

Audio-visual Media

- Radio and T.V. news channels in Italy and Italian 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

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Note: Teachers are free to recommend supplementary study material.

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 a

weather report/Writing a small report on a given topic for the 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 (It-SEC-5)

[Skill-Enhancement Elective Course - (SEC) Credit: 4]

Course Objectives

- The course intends to impart advanced knowledge and understanding of various aspects of society and culture of the Italian 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 Italy and Italophone 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 Italy and Italian-speaking countries
- Familiarize about museums of Italy and Italophone Countries and their contents

Unit 1

- Study of various cultural movements of Italy and Italophone 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 Italy and Italian-speaking countries. Course of history in these countries.

Unit 3

- Familiarize students with major museums of Italy and Italophone Countries and their contents through virtual tours of museums, documentaries, presentations, etc.

References

- Jelardi, Andrea. (2012). *Storia del viaggio e del turismo in Italia*. Milano: Mursia.
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Note: Teachers are free to recommend supplementary study material.

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 movement, Cultural codes, institutions, museums

Introduction to French (It-GE1)

[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.

- Cocton, Marie-Noëlle. Dupleix, Dorothee. Heu, Elodie. Kasazian, Emilie. Ripaud, Delphine. (2015). *Saison 1, (Livre de l'élève & Cahier d'exercices)*. Didier: Paris.
- Denyer, Monique. Garmendia, Agustin. Marie-Laure, Lions-Olivieri. (2009). *Version Originale – 1 Livre de l'élève*. Editions Maisons des Langues: Paris.
- Loiseau, Yves. Mérieux, Régine. (2008). *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*. Didier: Paris.
- M Kizirian, Véronique. Daill, Emmanuelle. Berthet, Annie. Hugot, Catherine. Waendendries, Monique. (2012). *Alter Ego + 1*. Hachette: Paris.
- Magne, Michael. Marie-Laure, Lions-Olivieri. (2010). *Version Originale – 1 Cahier d'exercices*. Editions Maisons des Langues: Paris.

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 (It-GE2)

[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 Spanish (It-GE4)

[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.
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- 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 Portuguese (It-GE5)

[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 Romanian (It-GE6)

[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 French-1 (It-GE-Fr1)

[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.
- 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.

- Cocton, Marie-Noëlle. Dupleix, Dorothee. Heu, Elodie. Kasazian, Emilie. Ripaud, Delphine. (2015). *Saison 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, Monique. Garmendia, Agustin. Marie-Laure, Lions-Olivieri. (2009). *Version Originale – 1 Livre de l'élève*. Paris: Editions Maisons des Langues.
- Magne, Michael. Marie-Laure, Lions-Olivieri. (2010). *Version Originale – 1 Cahier d'exercices*. Paris: Editions Maisons des Langues.
- M Kizirian, Véronique. Daill, Emmanuelle. Berthet, Annie. Hugot, Catherine. Waendendries, Monique. (2012). *Alter Ego + 1*. Paris: Hachette.
- Mérieux, Régine. Loiseau, Yves. (2008). *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.

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 French 2 (It-GE-Fr2)

[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 French 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 French 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.

- Cocton, Marie-Noëlle. Dupleix, Dorothee. Heu, Elodie. Kasazian, Emilie. Ripaud, Delphine. (2015). *Saison 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, Monique. Garmendia, Agustin. Marie-Laure, Lions-Olivieri. (2009). *Version Originale – 1 Livre de l'élève*. Paris: Editions Maisons des Langues.
- Magne, Michael. Marie-Laure, Lions-Olivieri. (2010). *Version Originale – 1 Cahier d'exercices*. Paris: Editions Maisons des Langues.
- M Kizirian, Véronique. Daill, Emmanuelle. Berthet, Annie. Hugot, Catherine. Waendendries, Monique. (2012). *Alter Ego + 1*. Paris: Hachette.
- Mérieux, Régine. Loiseau, Yves. (2008). *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.

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

Introduction to German 1 (It-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,
- 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

Suggested Readings

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

- Burger, Elke. Fler, Sarah. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Ernst KlettSprachen 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 (It-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

Introduction to Portuguese 1 (It-GE-Port1)

[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.
- 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.

- 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)
- 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 (It-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

Introduction to Romanian 1 (It-GE-Rom1)

[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,
- To 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, inquiry 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 (It-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

Introduction to Spanish 1 (It-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.
- To describe places, talk about their surroundings.
- To express their likes and interests, etc.
- 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.

- (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. Martinez, Alvarez. Blanco, Ana. Canales, et al. (2017). *Sueña 1 (Libro de alumno y Cuaderno de ejercicios)*. Grupo Anaya.
- Baulenas, Neus Sans. Peris, Ernesto Martín. (2016). *Bítacora 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 (It-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). *Bítacora 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 French 1 (It-GE-Fr3)

[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

- Berthet, Annie. Waendendries, Monique. Catherine, Hugot. Daill, Emmanuelle. M Kizirian, Véronique. (2012). *Alter Ego + 2: Livre de l'élève et Cahier d'activités*. Paris: Hachette.
- Cocton, Marie. Noëlle, Dintilhac. Anneline, Duplex. Dorothée, Ripaud. Delphine, Oliveira, Anouchka. (2014). *Saison 2, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, Monique. Garmendia, Agustin. Royer, Corinne. Olivieri, Marie-Laure Lions. (2010). *Version Originale – 2 Livre de l'élève*. Paris: Editions Maisons des Langues, Paris.
- Lainé, Emmanuel. Loiseau, Yves. Mérieux, Régine. (2009). *Latitudes 2, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Pancrazi, Laetitia. (2010). *Version Originale –2: Cahier d'exercices*. Paris: Editions Maisons des Langues.

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 French 2 (It-GE-Fr4)

[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
- Express desires, doubts, as well as give advice, recommendations, opinions, etc.
- 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 (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

- Berthet, Annie. Waendendries, Monique. Catherine, Hugot. Daill, Emmanuelle. M Kizirian, Véronique. (2012). *Alter Ego + 2: Livre de l'élève et Cahier d'activités*. Paris: Hachette.
- Lainé, Emmanuel. Loiseau, Yves. Mérieux, Régine. (2009). *Latitudes 2, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.

- Cocton, Marie Noëlle. Dintilhac, Anneline. Dupleix, Dorothée. Ripaud, Delphine. Oliveira, Anouchka. (2014). *Saison 2, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, Monique. Garmendia, Agustin. Royer, Corinne. Olivieri, Marie-Laure Lions. (2010). *Version Originale – 2 Livre de l'élève*. Paris: Editions Maisons des Langues, Paris.
- Pancrazi, Laetitia. (2010). *Version Originale –2: Cahier d'exercices*. Paris: Editions Maisons des Langues.

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

Intermediate German 1 (It-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
- 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

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

- Billina, Anneli. (2012). *Hören und Sprechen (A2)*. Hueber Vlg.
- Dengler, Stefanie. Rusch, Paul. Schmitz, Helen. & 2 mehr. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio—CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Franz Specht. (2010). *Rumpelstilzchen Jugendbuch (A1.2)*. Leichte Lesetexte Hueber.
- Hohmann, Sandra. (2018). *Einfach sprechen, A2-B1 Übungsbuch + Audio-CD*. Klett Vlg.
- Hohmann, Sandra. (2015). *Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1*. Ernst Klett Sprachen GmbH.
- Ilse, Sander. Birgit, Braun. Nadja, Fügert. Ondřej, Kotas u.a. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Ernst Klett Sprachen GmbH.
- Klein, Andre. (2013). *Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German)*. Learn OutLiveVlg.

- Leonhard, Thoma. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten (A1)*. Leichte Lesetexte. Hueber Vlg.
- Luger, Urs. (2010). *Fräulein Else Jugendbuch (A1.2)*. Leichte Lesetexte Hueber.
- Muller, Herta. (2017). *Deutsch üben: Lesen & Schreiben (A1.1)*. Hueber Vlg.
- Thomas, Silvin Vera. (2008). *Heidelberg Jugendbuch (A1.2)*. Leichte Lesetexte Hueber.
- Ulrike Moritz. Rodi, Margret. Rohrmann, Lutz. (2016). *Linie 1 A2.1 Deutsch in Alltag und Beruf*. Klett Vlg.
- (2005). *Tangram aktuell 2 & 3*, Max HueberVerlag. Ismaning, and Delhi: GOYAL Publisher.

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.
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- 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 German 2 (It-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 of 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.
- 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 (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

Suggested Readings

- Anneli, Billina. (2012). *Hören und Sprechen (A2)*. Hueber Vlg.
- Anneli, Billina. (2015). *Lesen & Schreiben A2*. Hueber Vlg.
- Büchel, Elsbeth. (2009). *Hörtex-te zum Training, Hören und Sprechen*. Label Vlg;
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- Dengler, Stefanie. Rusch, Paul. Schmitz, Helen & 2 mehr. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio—CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.

- Hohmann, Sandra. (2015). *Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1*. Ernst Klett Sprachen GmbH.
- Hohmann, Sandra. (2018). *Einfach sprechen, A2-B1 Übungsbuch + Audio-CD*. Klett Vlg.
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- Kästner, Erich. (2000). *Till Eulenspiegel, Märchen und Sagen*. Klassiker Hueber Vlg.
- Luger, Urs. (2010). *Fräulein Else Jugendbuch (A1.2)*. Leichte Lesetexte Hueber.
- Moritz, Ulrike. Rodi, Margret. Rohrman, Lutz. (2016). *Linie 1 A2.1 Deutsch in Alltag und Beruf*. Klett Vlg.
- Muller, Herta. (2017). *Deutsch üben: Lesen & Schreiben (A1.1)*. Hueber Vlg.
- (2005). *Tangram aktuell 2 & 3, Max Hueber Verlag*. Ismaning, and Delhi: GOYAL Publishers.
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- Silvin, Thomas: Vera. (2008). *Heidelberg Jugendbuch (A1.2)*. Leichte Lesetexte Hueber.
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- Schiemann, Endrik. Bölck, Martina. (2009). *hören - sprechen - richtig schreiben: Übungsprogramm zu Phonetik und Rechtschreibung für den Unterricht Deutsch als Fremdsprache Taschenbuch*. Schmetterling Vlg.
- Thoma, Leonhard. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten (A1)*. Leichte Lesetexte. Hueber Vlg.
- Thoma, Leonhard. (2009). *Die Blaumacherin. Jugendbuch / Kurzgeschichten*. Leichte Lesetexte. HueberVlg.
- Timm, Uwe. (2002). *Rennschwein Rudi Rüssel; Kinderbuch* Hueber Vlg.

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

Areas of immediate relevance, familiar topics, Routine tasks

Intermediate Portuguese 1 (It-GE-Port3)

[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

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

- Coimbra, Isabel & Coimbra, Olga Mata. (2011). *Gramática Ativa 1*. Lisboa: Lidel.
- Coimbra, Isabel & Coimbra, Olga Mata. (2012). *Gramática Ativa 2*. 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

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

Intermediate Portuguese 2 (It-GE-Port4)

[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.
- 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 (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

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

- Coimbra, Isabel & Coimbra, Olga Mata. (2011). *Gramática Ativa 1*. Lisboa: Lidel.
- Coimbra, Isabel & Coimbra, Olga Mata. (2012). *Gramática Ativa 2*. Lisboa: Lidel.
- Tavares, Ana. (2013). *Português XXI 2 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, Ana. (2013). *Português XXI 2 – Caderno de Exercícios*. Lisboa: Lidel.
- Tavares, Ana. (2014). *Português XXI 3 – Livro do Aluno*. Lisboa: Lidel.

- Tavares, Ana. (2014). *Português XXI 3 – 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

Areas of immediate relevance, familiar topics, Routine tasks

Intermediate Romanian 1 (It-GE-Rom3)

[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 fulfil 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

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

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

Intermediate Romanian 2 (It-GE-Rom4)

[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
- Express desires, doubts, as well as give advice, recommendations, opinions, etc.
- 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 (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

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

Areas of immediate relevance, familiar topics, Routine tasks

Intermediate Spanish 1 (It-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

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- Oral comprehension and Expression (25 marks).
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Keywords

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

Intermediate Spanish 2 (It-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.
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- can hold regular conversations
- Can express desires, doubts, as well as give advice, recommendations, opinions, etc.
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Dialogue:

Communicating in simple and routine tasks, such as

- Making and responding to suggestions
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Unit 4

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- Alondo, Encina. Corpas et al, Jaime. (2018). *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios). Madrid: SGEL.
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Keywords

Areas of immediate relevance, familiar topics, Routine tasks