

Introduction

Content: The B.A. (Honours) French programme has been designed adopting the Task based and Communicative Approaches that are the latest Foreign Language Teaching methodologies adopted across the world in order to enable learners to attain the language competency levels specified by the internationally accepted Common European 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.

Learning Outcome based approach to Curriculum Planning

>> Nature and extent of the B.Sc/B.A./B.Com Programme

Content: The B.A. (Honours) French program seeks to cover three key areas of study, i.e. Study of the French Language through development of 4 core skills, reading, writing, listening and speaking, study of the language for specific purposes, such as Business French, French for Tourism, Translation etc. and study of socio-political institutions, literary, historical and cultural movements of the French and Francophone world. The Programme seeks to develop both theoretical and practical knowledge in each of these fields in an interdisciplinary manner so as to develop a comprehensive understanding of the complexities of the language and its social, cultural, historical and professional specificities.

Learning Outcome based approach to Curriculum Planning

>> Aims of Bachelor's degree programme in (CBCS) B.A.(HONS.) FRENCH

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

- Develop the capacity to comprehend, analyse and synthesize complex written and oral information in French.
- Enable learners to communicate in an independent manner with little or no help from the native speaker and to attain communicative fluency in French, to have an advanced knowledge of morphosyntactic, lexical and phonological aspects of the language.
- Develop the ability to apply their knowledge and linguistic skills in a vast and varied range of real-life situations in a francophone context.
- Equip learners with appropriate and adequate tools to understand and analyse various issues related to socio-political, cultural, historical and literary movements of France and the francophone world.
- Provide learners with the knowledge to undertake further studies in French or to develop required skill sets relevant to wage employment, self-employment and entrepreneurship.

Graduate Attributes in Subject

>> Disciplinary knowledge

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

Graduate Attributes in Subject**>> Communication Skills**

Content: • Demonstrate advanced reading, writing, listening and speaking competences in French.

- Capable of comprehending complex oral and written texts in French.
 - Capable of presenting complex information in written and oral form in a clear and concise manner.
 - Capable of interacting and mediating in French in an independent manner
 - in a large variety of real-life situations.
 - Capable of communicating in French through print, audio-visual and virtual media.
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Graduate Attributes in Subject**>> Critical thinking**

Content: • 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.
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Graduate Attributes in Subject**>> Problem solving**

Content: • 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.
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Graduate Attributes in Subject**>> Analytical reasoning**

Content: • Develop the capacity to critically analyse and evaluate written and oral texts in French.

- Capacity to produce coherent, well-structured argumentative texts in French in a cohesive manner.
 - Skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will follow.
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Graduate Attributes in Subject**>> Research-related skills**

Content: • 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.

Graduate Attributes in Subject**>> Cooperation/Team work**

Content: 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.

Graduate Attributes in Subject**>> Scientific reasoning**

Content: 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.

Graduate Attributes in Subject**>> Reflective thinking**

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

Graduate Attributes in Subject**>> Information/digital literacy**

Content: • 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.

Graduate Attributes in Subject**>> Self-directed learning**

Content: • 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

Graduate Attributes in Subject**>> Multicultural competence**

Content: 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.

Graduate Attributes in Subject

>> Moral and ethical awareness/reasoning

Content: • Ability to take an informed position regarding various social and ethical issues such as discrimination, exclusions, marginalisation of various genders, castes, ethno-religious communities and social groups.

- Capacity to adopt and generate awareness of environment friendly practices.
 - Develop an awareness of ethical practices to respect intellectual property rights by avoiding plagiarism.
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Graduate Attributes in Subject

>> Leadership readiness/qualities

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

Graduate Attributes in Subject

>> Lifelong learning

Content: • 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.

Qualification Description

Content: • The qualification descriptors for B.A. (Honours) programme in French may include the following:

- Understanding and identifying the main ideas in a complex text dealing with both abstract and concrete subjects, including technical discussions related to his/her field of specialisation.
- 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 France and the French speaking world
- Capacity to effectively communicate and establish a social interaction in a multicultural context.
- Use knowledge, understanding and skills required to carry forward basic research on pertinent issues related to various relevant domains, collection of data, processing, analysing, documenting and reporting them in an appropriate format.

- Capacity to undertake professional assignments in a number of fields requiring knowledge of French such as, tourism, media, commerce and industry, translation, interpretation, teaching French as a foreign language and printing and publishing industry.

Programme Learning Outcome in course

Content: • 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).

Advanced listening and speaking skills 1 (Fr-C12) Core Course - (CC) Credit:6

Course Objective(2-3)

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

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

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

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

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

- Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as French and Francophone contexts.
- Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns and connectors to compose complex sentences and structured texts in a coherent and cohesive manner.
- Developing good understanding of phonological specificities and intonations of French to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.

Unit 4

Unit 4

Co-cultural and Intercultural Competences:

- Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts.
- Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of French and Francophone communities.

References**References:**

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

- *Cosmopolite 4, Niveau B2*, Nathalie Hirschsprung, Tony Tricot, Anne Veillon Leroux, Sara Azevedo Rodrigues, Hachette, Paris, 2019.
- *Cosmopolite 4, Niveau B2, Cahier d'activités*, Emilie Mathieu Benoit, Alice Reboul, Anais Mater, Anne Veillon Leroux, Hachette, Paris 2019
- *Tendances B2*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2017.
- *Tendances B2, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2017.
- *Edito Niveau B2*, Jean-Jacques Mabilat, Elodie Heu - Boulaht Didier, Paris, 2015.
- *Edito Niveau B2, Cahier d'activités*, Jean-Jacques Mabilat Elodie Heu-Boulaht, Didier, Paris, 2015.
- *Alter Ego + 4 : Livre de l'élève*, Joëlle Bonenfant, Gabrielle Chort, Marine Antier, Michel Guilloux, Catherine Dollez, Sylvie Pons, Hachette, Paris 2015.
- *Alter Ego + 4 : Cahier d'activités*, Joëlle Bonenfant, Emmanuel Lainé, Dominique Richard, Hachette, Paris, 2015.
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- *Saison 4 Cahier d'activités*, Anneline Dintilhac, Didier, Paris, 2015.
- *Version Originale – 4 Livre de l'élève* (Unités 1-5) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.
- *Version Originale – 4 Cahier d'exercices* (Unités 1-5): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.
- *Compréhension orale 4*, Michele Barfety Cle International, Paris, 2010.
- *Expression orale 4*, Michele Barfety Cle International, Paris, 2009.

Note: Teachers may recommend supplementary language manuals.

Teaching Learning Process

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 Methods:

- Assessment of oral comprehension and production adopting the descriptors specified for B1/B2 levels by CEF.
- 25% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, projects, presentations, assignments, activities using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B1/B2 levels by CEF.

Keywords

Keywords:

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

Advanced listening and speaking skills 2 (Fr-C14) Core Course - (CC) Credit:6

Course Objective(2-3)

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.
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Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to partially attain B2 Level of listening and speaking skills in the concerned language.
 - Impart required skill to understand specialised audio-visual material within and outside his/her field.
 - Develop the capacity to give a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail.
 - Develop 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.
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Unit 1

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.
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Unit 2

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.
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Unit 3

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 French

Unit 4

Unit 4

Co-cultural and Intercultural Competences:

- Developing the capacity to express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
- Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries.

References

References:

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

- *Cosmopolite 4, Niveau B2*, Nathalie Hirschsprung, Tony Tricot, Anne Veillon Leroux, Sara Azevedo Rodrigues, Hachette, Paris, 2019.
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- *Version Originale –4 Cahier d'exercices* (Unités 1-5): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.
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- *Tendances C1/C2, Cahier d'activités*, Amélie, Brito, Emilie Bucher, Clé International, Paris 2019.
- *Alter Ego 5 Livre de l'élève*, Catherine Dollez , Michel Guillou, Cécile Herry, Sylvie Pons, Lucile Chapiro, Hachette, Paris, 2010.
- *Alter Ego 5 - Cahier de perfectionnement*, Annie Berthet, Cédric Louvel, Hachette, Paris, 2009.
- *Compréhension orale 4*, Michele Barfety Cle International, Paris, 2010.
- *Expression orale 4*, Michele Barfety Cle International, Paris, 2009.

Note: Teachers may recommend supplementary language manuals.

Teaching Learning Process

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 Methods:

- Assessment of oral comprehension and production adopting the descriptors specified for B2 level by CEF.
- 25% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, projects, presentations, assignments using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B2 level by CEF.

Keywords

Keywords:

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

Advanced reading and writing skills 1 (Fr-C11) Core Course - (CC) Credit:6

Course Objective(2-3)

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

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

Unit 1

Reading:

- Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation, articles and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints.

Unit 2

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.
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Unit 3

Unit 3**Lexical, Morphosyntactic and Phonological Competences:**

- Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as French and Francophone contexts.
 - Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns and connectors to compose complex sentences and structured texts in a coherent and cohesive manner.
 - Developing good understanding of phonological specificities and intonations of French to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.
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Unit 4

Co-cultural and Intercultural Competences:

- Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register. Formulations and reformulations depending on the communicative contexts.
 - Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of French and Francophone communities.
-

References

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- *Tendances B2, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2017.
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- *Alter Ego + 4 : Livre de l'élève*, Joëlle Bonenfant, Gabrielle Chort, Marine Antier, Michel Guilloux, Catherine Dollez, Sylvie Pons, Hachette, Paris 2015.
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- *Saison 4 : Livre de l'élève*, Dorothée Dupleix, Sébastien Durietz, Pauline Martin, Caroline Mraz Delphine Ripaud, Marie-Noëlle Cocton, Didier, Paris, 2015.
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- *Rédiger un texte académique en français : Niveau B2 à C1*, Sylvie Garnier, Alan Savage, Ophrys Editions, Paris, 201.
- *Expression et style B2-C1 : Français de perfectionnement* Bernadette Chovelon, Marie Barthe, , Presses Universitaires de Grenoble, Grenoble, 2009

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Teaching Learning Process

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 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

Keywords:

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

Advanced reading and writing skills 2 (Fr-C13) Core Course - (CC) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes:

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

Unit 1

Unit 1

Reading :

- Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field.
 - Understanding specialised articles outside his/her field, provided he/she can use a dictionary.
 - Understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.
 - Scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.
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Unit 2

Unit 2**Writing:**

- Writing term papers on various topics/project reports.
 - Preparing news reports/blog writing/writing applications/wall magazines/editorials/brochures/newsletters etc.
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Unit 3

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 French.
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Unit 4

Unit 4**Co-cultural and Intercultural Competences:**

- Developing the capacity to express him/ herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
 - Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries.
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References

References:

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

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- *Cosmopolite 4, Niveau B2, Cahier d'activités*, Emilie Mathieu Benoit, Alice Reboul, Anais Mater, Anne Veillon Leroux, Hachette, Paris 2019.
- *Tendances B2*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2017.
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- *Saison 4 : Livre de l'élève*, Dorothee Dupleix, Sébastien Durietz, Pauline Martin, Caroline Mraz Delphine Ripaud, Marie-Noëlle Cocton, Didier, Paris, 2015.
- *Saison 4 Cahier d'activités*, Anneline Dintilhac, Didier, Paris, 2015.
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- *Tendances C1/C2, Cahier d'activités*, Amélie Brito, Emilie Bucher, Clé International, Paris 2019.
- *Alter ego 5 Livre de l'élève*, Catherine Dollez, Michel Guillou, Cécile Herry, Sylvie Pons, Lucile Chapiro, Hachette, Paris, 2010.
- *Alter Ego 5 - Cahier de perfectionnement*, Annie Berthet, Cédric Louvel, Hachette, Paris, 2009.
- *Résumé et Synthèse de textes : Méthode et Exercices corrigés*, Louis-Marie Morfaux, Roger Prévost, Armand Colin, Paris, 2004.

Note: Teachers may recommend supplementary language manuals.

Teaching Learning Process

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.
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Assessment Methods

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

Keywords:

Understand specialised documents, writing specialised texts on a wide range of topics.

Course Learning Outcomes

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

Unit 1

Listening:

- Understanding familiar words and very basic phrases concerning himself/herself, his/her family, and immediate 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

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**Unit 3****Lexical, Morphosyntactic and Phonological Competences:**

- Basic vocabulary related to the most immediate environment of the learner, such as the classroom, campus, place and area of residence etc.
- Basic simple grammatical structures required to communicate personal information and information related to the immediate environment.
- Basic rules of pronunciation in French.

Unit 4**Unit 4****Co-cultural and Intercultural Competences:**

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

References

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

- *Cosmopolite 1*, Nathalie Hirschsprun, Tony Tricot, Hachette FLE, Paris, 2017.
- *Cosmopolite 1, Cahier d'activités*, Nathalie Hirschsprun, Anais Mater, Emilie Mathieu-Benoit, Nelly Mous, Tony Tricot, Hachette FLE, Paris, 2017.
- *Tendances A1*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2016.
- *Tendances A1, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2016.
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- *Saison 1, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Dorothée Dupleix, Elodie Heu, Emilie Kasazian, Delphine Ripaud, Didier, Paris, 2015.
 - *Alter Ego + 1*, Véronique M Kizirian, Emmanuelle Daill, Annie Berthet, Catherine Hugot, Monique Waendendries, Hachette, Paris, 2012.
 - *Version Originale – 1 Livre de l'élève*: Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2009.
 - *Version Originale – 1 Cahier d'exercices*: Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010
 - *.Latitudes 1, (Livre de l'élève & Cahier d'exercices)*, Yves Loiseau, Régine Mérieux, Didier, Paris, 2008.
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Teaching Learning Process

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.
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Assessment Methods

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-voce Examination adopting the descriptors and components specified for A1 level by CEF.
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Keywords

Keywords:

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

Developing listening and speaking skills 2 (Fr-C4) Core Course - (CC) Credit:6

Course Objective(2-3)

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 every day situations.
- To complete A1 level and partially attain level A2 of the CEF.

Course Learning Outcomes

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

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

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

- Developing a repertoire of sufficient vocabulary for the expression of basic communicative and survival needs, frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Grammatical structures required to describe past, present and future events, simple connectors to organise personal information and information related to the relevant environment, structures to express various moods, basic usage of pronouns and prepositions.
- Developing sufficient understanding of phonological specificity of French to help learners to articulate more clearly.

Unit 4

Unit 4

Co-cultural and Intercultural Competences:

- 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 common expressions and following basic exchange patterns.

References

References:

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

- Cosmopolite 2, Nathalie Hirschsprung, Tony Tricot, Anne Veillon Leroux, Emilie Pardo, Nelly Mous, Hachette FLE, Paris 2017.
- Cosmopolite 2, *Cahier d'activités*, Anais Mater, Emilie Mathieu Benoit, Nelly Mous, Hachette FLE, Paris 2017.
- *Tendances A2*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2016.
- *Tendances A2, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2016.
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- *Version Originale – 2 Livre de l'élève*: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.
- *Version Originale –2: Cahier d'exercices*: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.
- *Latitudes 2, (Livre de l'élève & Cahier d'exercices)*, Emmanuel Lainé, Yves Loiseau, Régine Mérieux, Didier, Paris, 2009.

Teaching Learning Process

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 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-voce Examination adopting the descriptors and components specified for A2 level by CEF.

Keywords

Keywords:

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

Developing reading and writing skills 1 (Fr-C1) Core Course - (CC) Credit:6

Course Objective(2-3)

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.
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Course Learning Outcomes

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 their immediate environment.
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Unit 1

Unit 1

Reading:

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

Unit 2**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**Unit 3****Lexical, Morphosyntactic and Phonological Competences:**

- Basic vocabulary related to the Learner's immediate environment, such as the classroom, campus, place and area of residence etc.
- Basic simple grammatical structures required to communicate personal information and information related to the immediate environment.
- Basic rules of pronunciation in French.

Unit 4**Unit 4****Co-cultural and Intercultural Competences:**

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

References**References:**

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

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- *Cosmopolite 1*, Nathalie Hirschsprung, Anais Mater, Emilie Mathieu-Benoit, Nelly Mous, Tony Tricot, Hachette FLE, Paris, 2017.

- *Tendances A1*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2016.
- *Tendances A1, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2016.
- *Edito Niveau A1*, Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Pinson Cécile, Vidal Sandrine, Editions Didier, Paris, 2016.
- *Edito Niveau A1, Cahier d'activités*, Pinson Cécile, Baylocq Sassoubre Marie-Pierre, Cheilan Clara, Campopiano Stefano, Dambrine Erwan, Editions Didier, Paris, 2016.
- *Saison 1, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Dorothée Dupleix, ElodieHeu, Emilie Kasazian, Delphine Ripaud, Didier, Paris, 2015.
- *Alter Ego + 1*, Véronique M Kizirian, Emmanuelle Daill, Annie Berthet, Catherine Hugot, MoniqueWaendendries, Hachette, Paris, 2012.
- *Version Originale – 1 Livre de l'élève*: Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2009.
- *Version Originale – 1 Cahier d'exercices*: Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2.
- *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*, Yves Loiseau, Régine Mérieux, Didier, Paris 2008.

Teaching Learning Process

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 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

Keywords:

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

Developing reading and writing skills 2 (Fr-C3) Core Course - (CC) Credit:6

Course Objective(2-3)

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
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Course Learning Outcomes

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.
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Unit 1

Unit 1**Reading:**

- Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums, posters of (events, theatre, film, books), email logs, short simple personal letters and messages.
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Unit 2

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 of (events, theatre, films, books)
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Unit 3

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 organise personal information and information related to the relevant environment, structures to express various moods, basic usage of pronouns and prepositions
 - Developing sufficient understanding of phonological specificities of French to help the learner articulate more clearly.
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Unit 4

Unit 4**Co-cultural and Intercultural Competences:**

- 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 common expressions and following basic exchange patterns.
-

References

References:

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

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- *Cosmopolite 1, Cahier d'activités*, Nathalie Hirschsprung, Anais Mater, Emilie-Mathieu Benoit, Nelly Mous, Tony Tricot, Hachette FLE, Paris, 2017.
- *Tendances A1*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2016.
- *Tendances A1, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2016.
- *Edito Niveau A1*, Marion Alcaez, Celine Braud, Aurélien Calvez, Guillaume Corneau, Anne Jacob Cécile Pinson, Sandrine Vidal, Didier, Paris, 2016.
- *Edito Niveau A1, Cahier d'activités*, Marie-Pierre Baylocq, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan. Erwan Dambrine, Cécile Pinson, Didier, Paris, 2016.
- *Saison 1, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Dorothée Duplex, Elodie Heu, Emilie Kasazian, Delphine Ripaud, Didier, Paris, 2015.
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- *Version Originale – 1 Cahier d'exercices*: Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.
- *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*, Yves Loiseau, Régine Mérieux, Didier, Paris, 2008.
- *Cosmopolite 2*, Nathalie Hirschsprung, Tony Tricot, Anne Veillon Leroux, Emilie Pardo, Nelly Mous, Hachette FLE, Paris, 2017.
- *Cosmopolite 2, Cahier d'activités*, Anais Mater, Emilie-Mathieu Benoit, Nelly Mous, Hachette FLE, Paris, 2017.
- *Tendances A2*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2016.
- *Tendances A2, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2016.
- *Edito Niveau A2*, Elodie Heu, Myriam Abou-Samra, Celine Braud (phonétique), Michelle Brunelle, Marion Perrard, Cécile Pinson (DELF), Didier, Paris, 2016.
- *Edito Niveau A2, Cahier d'activités*, Marie-Pierre Baylocq, Stéphanie Brémaud, Clara Cheilan. Serguei Opatski, Didier, Paris, 2016.
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- *Alter Ego + 2 : Livre de l'élève et Cahier d'activités*, Annie Berthet, Monique Waendendries, Catherine Hugot, Emmanuelle Daill, Véronique M Kizirian, Hachette, Paris 2012.
- *Version Originale – 2 Livre de l'élève*: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.
- *Version Originale – 2: Cahier d'exercices*: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.
- *Latitudes 2, (Livre de l'élève & Cahier d'exercices)*, Emmanuel Lainé, Yves Loiseau, Régine Mérieux, Didier, Paris, 2009.

Teaching Learning Process

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.
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Assessment Methods

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.
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Keywords

Keywords:

Environment of immediate relevance, sufficient skills for survival.

Intermediate listening and speaking skills 1 (Fr-C6) Core Course - (CC) Credit:6

Course Objective(2-3)

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

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 learners to cope with less routine situations in public spaces while obtaining goods and availing services.

Unit 1

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

Unit 2

Speaking:

- Exchanging, checking and confirming accumulated factual information on 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

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 French to help learners articulate and read more independently predicting pronunciation of unknown words.
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Unit 4

Unit 4**Co-cultural and Intercultural Competences:**

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Teaching Learning Process

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.
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Assessment Methods

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

Keywords:

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

Intermediate listening and speaking skills 2 (Fr-C9) Core Course - (CC) Credit:6

Course Objective(2-3)

Course objectives:

- To listen and to understand radio and TV programs.
 - To answer questions on programs 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.
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Course Learning Outcomes

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 intensive idiomatic usage and articulate clearly.
 - Provide learners with basic debating and presentation skills.
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Unit 1

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 storyline, and which are delivered clearly in straightforward language.
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Unit 2

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

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 civilisation.
- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.
- Developing sufficient understanding of phonological specificities and intonations of French to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 4

Unit 4

Co-cultural and Intercultural Competences:

- 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

References:

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

- *Cosmopolite 3, Livre de l'élève*, Nathalie Hirschsprung, Tony Tricot, Emanuelle Garcia, Mathias Van der Meulen, Marine Antier, Anne Veillon Leroux, Nelly Mous, Hachette, Paris, 2018.
- *Cosmopolite 3, Cahier d'activités*, Anais Mater, Emilie Mathieu Benoit, Nelly Briet-Peslin Hachette, Paris, 2018.
- *Edito Niveau B1*, Marion Dufour, Julie Mainguet, Eugénie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau, Didier, Paris 2018.
- *Edito Niveau B1, Cahier d'activités*, Elodie Heu Bouhalt, Marion Perrard, Serguei Opatski, Julie Mainguet, Eugénie Mottironi, Didier, Paris, 2018.
- *Tendances B1*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2017.
- *Tendances B1, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2017.
- *Saison 3, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Isabelle Cros, Dorothée Dupleix, Caroline Mraz, Delphine Ripaud, Didier, Paris, 2015.
- *Alter Ego+3*, Catherine Dollez, Sylvie Pons, Hachette, Paris 2013.
- *Alter Ego + 3 : Cahier d'activités*, Sylvie Pons, Catherine Dollez, Pascale Trévisiol, Hachette, Paris 2013
- *Version Originale – 3 Livre de l'élève* (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.
- *Version Originale – 3 Cahier d'exercices* (Unités 6-9): Laetitia Pancrazi, Stéphanie Templier Editions Maisons des Langues, Paris, 2011.
- *Latitudes 3, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Anneline Dintilhac, Yves Loiseau, Mathilde Landier, Didier, Paris, 2010.

Teaching Learning Process

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 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

Keywords:

Detailed accounts of experiences, debating and presentation skills.

Intermediate reading and writing skills 1 (Fr-C5) Core Course - (CC) Credit:6

Course Objective(2-3)

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

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.
 - Develop skills to read and understand journalistic texts
-

Unit 1

Unit 1

Reading:

- Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognise significant points and line of argument in the treatment of the issue presented.
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Unit 2

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

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 specificities of French to help learners articulate and read more independently predicting pronunciation of unknown words.
-

Unit 4

Unit 4

Co-cultural and Intercultural Competences:

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

References

References:

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

- *Cosmopolite 2*, Nathalie Hirschsprung, Tony Tricot, Anne Veillon Leroux, Emilie Pardo, Nelly Mous, Hachette FLE, Paris 2017.
- *Cosmopolite 2, Cahier d'activités*, Anais Mater, Emilie, Mathieu-Benoit, Nelly Mous, Hachette FLE, Paris 2017
- *Tendances A2*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2016.
- *Tendances A2, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2016.
- *Edito Niveau A2*, Elodie Heu, Myriam Abou-Samra Celine Braud (phonétique), Michelle Brunelle, Marion Perrard, Cécile Pinson (DELFI), Didier, Paris, 2016.
- *Edito Niveau A2, Cahier d'activités*, Marie-Pierre Baylocq, Stéphanie Brémaud, Clara Cheilan. Serguei Opatski, Didier, Paris, 2016.
- *Saison 2*, (Livre de l'élève & Cahier d'exercices), Marie- Noëlle Cocton, Anneline Dintilhac, DorothéeDupleix, Delphine Ripaud, Anouchka Oliveira, Didier, Paris, 2014.
- *Alter Ego + 2 : Livre de l'élève et Cahier d'activités*, Annie Berthet, Monique Waendendries, CatherineHugot, Emmanuelle Daill, Véronique M Kizirian, Hachette, Paris 2012
- *Version Originale – 2 Livre de l'élève*: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-LaureLions-Olivieri, Editions Maisons des Langues, Paris, 2010.
- *Version Originale –2: Cahier d'exercices*: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.
- *Latitudes 2*, (Livre de l'élève & Cahier d'exercices), Emmanuel Lainé, Yves Loiseau, Régine Mérieux,Didier, Paris, 2009.
- *Cosmopolite 3*, Nathalie Hirschsprung, Tony Tricot, Emanuelle Garcia Mathias, Van der Meulen, Marine Antier,Anne Veillon Leroux,Nelly Mous, Hachette FLE, Paris 2018.
- *Cosmopolite 3,Cahier d'activités*, Anais Mater, Emilie, Mathieu-Benoit, Nelly Briet-Peslin, Hachette FLE, Paris 2018.

- *Edito Niveau B1*, Marion Dufour, Julie Mainguet, Eugénie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau, Didier, Paris 2018.
- *Edito Niveau B1, Cahier d'activités*, Elodie Heu-Bouhalt, Marion Perrard, Serguei Opatski, Julie Mainguet, Eugénie Mottironi, Didier, Paris, 2018.
- *Tendances B1*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2017.
- *Tendances B1, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2017.
- *Saison 3, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Isabelle Cros, Dorothée Duplex, Caroline Mraz, Delphine Ripaud, Didier, Paris, 2015.
- *Alter Ego+3*, Catherine Dollez, Sylvie Pons, Hachette, Paris 2013.
- *Alter Ego + 3 : Cahier d'activités*, Sylvie Pons, Catherine Dollez, Pascale Trévisiol, Hachette, Paris 2013
- *Latitudes 3, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Anneline Dintilhac, Yves Loiseau Mathilde Landier, Didier, Paris, 2010.
- *Le Nouvel Edito Niveau B1*, Elodie Heu, Myriam Abou-Samra, Marion Perrard, Cécile Pinson, Didier, Paris, 2012.
- *Le Nouvel Edito Niveau B1, Cahier d'activités*, Elodie Heu, Didier, Paris, 2012.
- *Version Originale – 3 Livre de l'élève (Unités 6-9)* Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.
- *Version Originale – 3 Cahier d'exercices (Unités 6-9)*: Laetitia Pancrazi, Stéphanie Templier Editions Maisons des Langues, Paris, 2011.
- *Latitudes 3, (Livre de l'élève et Cahier d'exercices)*, Cocton Marie-Noëlle, Dintilhac Anneline, Landier Mathilde, Loiseau Yves, Editions Didier, Paris, 2010.

Teaching Learning Process

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 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

Keywords:

Understanding of straightforward factual texts, expression of feelings and experiences.

Intermediate reading and writing skills 2 (Fr-C8) Core Course - (CC) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes:

- Enable 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.
 - Train learners to write straightforward connected texts on a range of familiar subjects within ones's field of interest.
-

Unit 1

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

Unit 2

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

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 civilisation.
- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.
- Developing sufficient understanding of phonological specificities and intonations of French to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 4

Unit 4

Co-cultural and Intercultural Competences:

- 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

References:

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

- *Cosmopolite 3, Livre de l'élève*, Nathalie Hirschsprung, Tony Tricot, Emanuelle Garcia, Mathias Van der Meulen, Marine Antier, Anne Veillon Leroux, Nelly Mous, Hachette, Paris, 2018.
 - *Cosmopolite 3, Cahier d'activités*, Anais Mater, Emilie Mathieu Benoit, Nelly Briet-Peslin *Hachette, Paris, 2018.*,
 - *Edito Niveau B1*, Marion Dufour, Julie Mainguet, Eugénie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau, Didier, Paris 2018.
 - *Edito Niveau B1, Cahier d'activités*, Elodie Heu-Bouhalt, Marion Perrard, Serguei Opatski, Julie Mainguet, Eugénie Mottironi, Didier, Paris, 2018.
 - *Tendances B1*, Jacky Girardet, Jacques Pécheur, Colette Gibbe, Marie-Louise Parizet, Clé International, Paris, 2017.
 - *Tendances B1, Cahier d'activités*, Jacky Girardet, Jacques Pécheur, Clé International, Paris, 2017.
 - *Saison 3, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Isabelle Cros, Dorothée Dupleix, Caroline Mraz, Delphine Ripaud, Didier, Paris, 2015.
 - *Alter Ego+3*, Catherine Dollez, Sylvie Pons, Hachette, Paris 2013.
 - *Alter Ego + 3 : Cahier d'activités*, Sylvie Pons, Catherine Dollez, Pascale Trévisiol, Hachette, Paris 2013
 - *Version Originale – 3 Livre de l'élève* (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.
 - *Version Originale – 3 Cahier d'exercices* (Unités 6-9): Laetitia Pancrazi, Stéphanie Templier Editions Maisons des Langues, Paris, 2011.
 - *Latitudes 3, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Anneline Dintilhac, Yves Loiseau, Mathilde Landier, Didier, Paris, 2010.
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Teaching Learning Process

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 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

Key Words:

Reading and analysing longer texts, write about topics of interest.

Studying Different text types 1 (Fr-C7) Core Course - (CC) Credit:6

Course Objective(2-3)

Course objectives:

- To introduce and familiarize the learner to different types of literary and non-literary texts.

- To identify the linguistic, discursive and formal specificities of literary and non-literary texts.
 - To analyze the form and content of literary and non-literary texts.
-

Course Learning Outcomes

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

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.), plays etc.
-

Unit 2

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

Unit 3

Intermedial and semi-literary texts:

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

References

References:

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

- *ABC DELF B1*, Corinne Kober-Kleinert, Marie-Louise Parizet, Clé International, Paris 2017.
- *Civilisation progressive du français - Niveau débutant*, Catherine Carlo, Mariella Causa, Clé International, Paris, 2016.
- *Civilisation progressive de la francophonie - Niveau débutant*, Jackson Noutchié-Njiké, Clé International, Paris, 2016.
- *Littérature progressive du Français - Niveau débutant*, Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, Clé International, Paris, 2016.
- *Littérature progressive de la francophonie - Niveau débutant*, F. Allouache, N. Blondeau, Clé International, Paris, 2016.
- *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 La Linguistique textuelle, Jean-Michel Adam, Armand Colin, Paris, 2015.

Teaching Learning Process

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

Assessment

- 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

Keywords:

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

Studying different text types 2 (Fr-C10) Core Course - (CC) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes:

- Develop 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.
 - Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
 - Train learners to understand the context in which the texts were written and the literary/discursive/generic devices that shape them.
-

Unit 1

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, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

Unit 2

Unit 2

Poetry :

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

Unit 3

Unit 3

Intermedial and semi-literary texts:

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

References

References:

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

- *ABC DELF B1*, Corinne Kober-Kleinert, Marie-Louise Parizet, Clé International, Paris, 2018.
- *Civilisation progressive du français - Niveau débutant*, Catherine Carlo, Mariella Causa, Clé International, Paris, 2016.
- *Civilisation progressive de la francophonie - Niveau débutant*, Jackson Noutchié-Njiké, Clé International, Paris, 2016.
- *Littérature progressive du Français - Niveau débutant*, Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, Clé International, Paris, 2016.
- *Littérature progressive de la francophonie - Niveau débutant*, F. Allouache, N. Blondeau, Clé International, Paris, 2016.
- *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 La Linguistique textuelle, Jean-Michel Adam, Armand Colin, Paris, 2015.

Teaching Learning Process

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

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

Keywords:

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

Children and Adolescent Literature (Fr-DSE9) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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

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

Unit 1

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

Unit 2

Unit 2

- Folklore, fables and fairy tales for young children.
- Theatre for children

Unit 3

Unit 3

- Children's literature and transmission of values.

References

References:

Suggested authors :

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

Suggested Readings:

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

Additional Resources:**Primary Texts:**

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

Teaching Learning Process

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

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.
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Keywords

Keywords:

Literature for young children and adolescents, transmitting values.

History of European Art (From Renaissance to Contemporary Period) (Fr-DSE7) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes:

- Provide an overview of important European Art Movements, representative painters and their artworks. : Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists.
 - Develop an understanding of structures and Perspectives of Everyday life as seen by painters.
 - Equip with tools to analyse artworks.
-

Unit 1

Unit 1

- Introduction to the Civilization of Europe during the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa.
 - Maps of Europe.
 - The idea of Europe.
-

Unit 3

Unit 3

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

References

References:

- Hughes, Robert. *Goya* New York: Alfred Knopf (2006).
 - Burckhardt, Jacob. *The Civilization of the Renaissance in Italy* (1855), New York: Penguin (2004).
 - Arnason, H. H.: *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall, (2003).
 - Hopkins, David: *After Modern Art 1945-2000* (Oxford History of Art), NY: OUP, (2000).
 - Adams, Laurie Schneider: *The Methodologies of Art: An Introduction*, NY: Westview Press, (1996).
 - Boime, Albert: *A Social History of Modern Art, Volumes 5*, Chicago: University of Chicago Press, (1990).
 - Stassinopoulos Huffington, Arianna. *Picasso Creator and Destroyer* London: Pan Books (1988).
 - Secrest, Meryle. *Salvador Dalí The Surrealist Jester* London: Paladin (1986).
 - Read, Herbert: *Meaning of Art*, London: Faber & Faber, (1984).
 - Blog by Shatarriah Godwin, People of Color in European Art History.
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Teaching Learning Process

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.
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Assessment Methods

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.
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Keywords

Keywords:

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

History of France and Francophone Countries in Relation to Europe (Fr-DSE5) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

- To introduce students to major social, political and cultural events in French and Francophone countries.
 - To study the impact of these social, political and cultural events in the Francophone world and in Europe.
-

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

Unit 1

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

Unit 2

Unit 2

- French Revolution and the Napoleonic era.
 - Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
 - France and its colonies.
-

Unit 3

Unit 3

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

References

References:

- Pascal Blanchard, *La France noire : Présences et migrations des Afriques, des Amériques et de l'océan indien en France*, Editions de la Découverte (2012).
 - Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010)
 - Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle*, Seuil, (1996).
 - Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale, en trois volumes*, Armand Colin, coll. Agora (1991).
 - Jean Thoraval et al, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).
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Teaching Learning Process

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.
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Assessment Methods

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.
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Keywords

Keywords:

French Monarchy, French Revolution, French Colonies, France in the Contemporary World.

History of French and Francophone Literature-1 (Fr-DSE10) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

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

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

Unit 1

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

Unit 2

Unit 2

- Understanding and analysing major literary movements after Renaissance till French Enlightenment, such as classicisme, préciosité, libertinage etc.
-

Unit 3

Unit 3

- Reflections on French encounter with otherness by introducing excerpts from the works of Francophone writers.
-

References

1.1. References

A selection of following literary texts will be studied.

Long Texts:

- Anonymous, *Le roman de Renart*.
- Rabelais, *Pantagruel*.
- Voltaire, *Candide ou l'optimisme*
- Rousseau, *Les rêveries du promeneur solitaire*.
- Mme de La Fayette, *La Princesse de Clèves*.

Plays :

- Anonymous, *La Farce de Maître Pathelin*.
- Pierre Corneille, *Le Cid*.
- Molière, *Le Bourgeois gentilhomme*.
- Racine, *Phèdre*.
- Beaumarchais, *Le Mariage de Figaro*.

Short texts and Poetry:

- Pierre de Ronsard, *Sonnets pour Hélène*.
- Joachim Du Bellay, *Les Regrets*.
- Marguerite de Navarre, *L'Heptaméron*.
- Jean de la Fontaine, *Fables*.
- Charles Perrault, *Conte de ma mère l'Oye*

Additional Resources:**Secondary Material:**

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

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.
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Assessment Methods

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.
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Keywords

Keywords:

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

History of French and Francophone Literature-2 (Fr-DSE11) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

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

Course Learning Outcomes

Course Learning Outcomes:

- Familiarize students with literary texts written in French 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

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

Unit 2

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

Unit 3

Unit 3

- Texts of major Francophone writers.

References

References:

Suggested authors:

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

Suggested readings:

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

Teaching Learning Process

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

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.
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Keywords

Keywords:

Literary, Cultural and Intellectual movements, XIXth Century, Contemporary Period, Francophone Writers.

History of the French language (Fr-DSE1) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

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

Unit 2

Unit 2

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

Unit 3

Unit 3

- **Comparison of colloquial French and the language of literary texts.**

Unit 4

Unit 4

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

References

References:

- Bernard Cerquiglini, *La naissance du français*, PUF, Que sais-je ? (2013).
- Michèle Perret, *Introduction à l'histoire de la langue française*, Armand Colin (2008).
- Louis-Jean Calvet, *Linguistique et colonialisme*, Payot, 2002.
- <http://www.axl.cefam.ulaval.ca/francophonie/francophonieacc.htm>.

Introduction to consecutive and simultaneous interpretation from French to Hindi/English/Regional Languages (Fr-DSE2) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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.

Unit 2

Unit 2

- Economising voice.
 - Protocol and Etiquette.
 - Languages in demand.
 - Translation and Interpretation links to cognitive psychology and psycholinguistics.
 - Practical component
-

Unit 3**Unit 3**

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

References**References:**

- François de Teyssier and Gilles Baudier, *La Construction de l'Europe*, Presses Universitaires de France, Coll. Que sais-je ?(2014).
 - Gillies, Andrew. *Note Taking for Consecutive Interpreting. A Short Course*, Routledge (2014).
 - Gillies, Andrew. *Conference Interpreting: A Student's Practice Book*, Routledge (2013).
 - Valerie Taylor Bouladon, *Conference Interpreting, Principles and Practice*, Book Surge Publishing (2007).
 - Nolan, James. *Interpretation, Techniques and Exercises*, Multilingual Matters (2005).
 - Danica Seleskovitch, Marianne Lederer, *Pédagogie raisonnée de l'interprétation*, in collaboration with Marianne Lederer, coedited by Office des publications officielles des communautés européennes and Didier Érudition, Luxembourg-Paris, 2nd edition revised and augmented (2002).
 - Eugene Nida and C.R. Taber, *The Theory and Practice of Translation*, Brill (1969).
-

Teaching Learning Process**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 interpretation through industry visits.

Introduction to Methodology to Foreign Language teaching: Theory and Practice (French in the classroom) (Fr-DSE3) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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

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

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

Unit 2

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

Unit 3

Unit 3

- Ludic function of language: Teaching through games.

References

References:

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

Teaching Learning Process

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

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.**
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Keywords

Keywords:

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

Introduction to Translation (Fr-DSE4) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes:

- Familiarize students with language for specific purposes.
- Familiarize students to the techniques of translation.
- Enable students to do Scientific and Technical translation.

- **Help students to make word glossaries in above fields.**
 - **Enable students to read parallel literature on texts chosen for translation.**
 - **Sensitize student towards Machine translation and its limitations.**
 - **Develop awareness about Ethics and accountability in translation.**
-

Unit 1

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

Unit 2

- **Introducing the student to the techniques of translation.**
 - **Making of word glossaries in above fields.**
-

Course Learning Outcomes

Course Learning Outcomes:

- **Initiate learners to the culture and civilization of France and French speaking countries.**
 - **Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.**
 - **Introduce the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.**
 - **Enable students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students**
-

Unit 1

Unit 1

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

Unit 2

Unit 2

- **Great thinkers of France and other Francophone countries**
-

Unit 3

Unit 3

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

References

References:

- **Mauchamp, Nelly , *La France De Toujours – Civilisation*, CLE International, Paris, (2014).**
 - **Jeffroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, A2-C1, PUG, (2013).**
 - **Belhabib, Assia *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université (2008).**
 - **Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Ponti 5 : Enfances. Le français à l'université, (2007).**
 - **Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie* avec 350 activités, Niveau avancé, CLE International, Paris, (2005)**
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Teaching Learning Process

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.**
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Assessment Methods

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

Keywords:

Culture, civilisation, Intercultural Competence.

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

Unit 1

Reading, writing and analysing

- **Autobiographies, Confessions, Memoirs.**
 - **Fictional Autobiographies.**
 - **Autobiographical Songs.**
-

Unit 2

Unit 2

- Reading, writing and analysing Diaries and Letters.
-

Unit 3**Unit 3**

- Reading, writing and analysing travelogues and other forms of travel narratives.
-

References**Additional Resources:****Primary Texts:**

- Simone de Beauvoir, *Mémoires d'une jeune fille rangée*, Nouvelle edition, Folio,(2008).
 - Leonora Miano, *Afropean Soul et autres nouvelles*, Flammarion (2008).
 - Bernard B. Dadie, *Climbié*, Nouvelles editions africaines (2003).
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Teaching Learning Process**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.
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Assessment Methods**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.**
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Keywords

Keywords:

Biography, Autobiography, Memoir, Diary.

Reading Literature-1 (Fr-DSE12) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

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

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

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

Unit 2

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

Unit 3

Unit 3

- **Analysing new literary genres that emerged during this period.**
-

References

References:

Suggested Authors:

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

Suggested Readings:

- **Henri Mitterrand, *La littérature française du XXe siècle*, Armand Colin, Paris, (2017).**
 - **Carole Narteau, Irène Nouailhac, *La littérature française : Le XXe siècle*, Libro, Paris, (2009).**
 - **Patrick Brunel, *La littérature française du XXe siècle*, Armand Colin, Paris, (2005).**
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Teaching Learning Process

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

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

Keywords:

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

Unit 2

Unit 2

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

Unit 3

Unit 3

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

References

References:

Suggested Authors:

Chateaubriand, Victor Hugo, Prosper Merimée, Alphonse de Lamartine, Alfred de Vigny, Stendhal, Alfred de Musset, Georges Sand, Alexandre Dumas, Honoré de Balzac, Gustave Flaubert, Hector Malot, Guy de Maupassant, Alphonse Daudet, Charles Baudelaire, Théophile Gautier, Stéphane Mallarmé, Jules

Verne, Paul Verlaine, Arthur Rimbaud etc.

Suggested Readings:

- Carole Narteau, Irène Nouailhac, *La littérature française : Le XIX^e siècle*, Librio, Paris, (2009).
 - Alain Vaillant, Jean-Pierre Bertrand, Philippe Régnier, *Histoire de la littérature française du XIX^e siècle*, Paris, PU Rennes, (2007).
 - Pierre-Louis Rey, *Littérature Française du XIX^e Siècle*, Armand Colin, Paris, (1993).
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Teaching Learning Process

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.
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Assessment Methods

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

Keywords:

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

Course Learning Outcomes

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**Unit 1**

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

Unit 2**Unit 2**

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

Unit 3**Unit 3**

- **Idioms and Proverbs with their historical origin.**
-

Unit 4**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

References:

- Dominique Coutant-Defer, *Comment rédiger un commentaire composé?*, Editeur : Le Petit Litteraire(2014).
 - Dominique Coutant-Defer, *Comment rédiger une fiche de lecture?*, Editeur : le Petit Litteraire(2014).Alexis Chabot, *Culture générale : Méthodologie de la dissertation*, Ellipses Marketing (2004).
 - Beckson, Karl and Ganz, Arthur, *Literary Terms, A Dictionary*, Delhi: Rupa (1960, 1991).
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Teaching Learning Process

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.
-
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Assessment Methods

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.
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-

Keywords

Keywords:

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

Business French (Fr-SEC2)

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

Course Objective(2-3)

Course Objectives:

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

Course Learning Outcomes

Course Learning Outcomes:

- Provide knowledge about investments in India from France and French-speaking countries and Indian investments/business interests in these countries, including those under The New Partnership for Africa's Development (NEPAD).
 - Develop knowledge about Multinationals and business houses from French speaking countries, headquarters of companies, Chambers of Commerce.
 - Familiarize with products of import and export between France, French 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, felonies.
 - Enable students to create websites for business houses and prepare publicity materials.
 - Hone marketing skills.
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Unit 1

Unit 1

- Investments in India from France and French Speaking countries.
- Indian investments/business interests in these countries.

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- Any of the following books can be prescribed and will be partially completed:

- **Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs, Stefanie Dengler, Paul Rusch, Helen Schmitz, & 2 mehr, Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi 2013.**
- **DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch, Ilse Sander, Birgit Braun, Nadja Fügert, Ondřej Kotas, u.a. Ernst Klett Sprachen GmbH, 2016**
- **Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1, Sandra Hohmann, Ernst Klett Sprachen GmbH, 2015**
- **Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLive Vlg. 2013**
- **Deutsch üben: Lesen & Schreiben (A1.1) Herta Muller, Hueber Vlg. 2017**
- **Tangram aktuell 2 & 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.**
- **Sandra Hohmann: Einfach sprechen! A2-B1 Übungsbuch + Audio-CD; Klett Vlg.2018**
- **Leonhard Thoma; Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009**
- **Franz Specht: Rumpelstilzchen Jugendbuch; Leichte Lesetexte Hueber 2010**
- **Silvin,Thomas: Vera, Heidelberg Jugendbuch Leichte Lesetexte Hueber 2008.**
- **Luger,Urs: Fräulein Else Jugendbuch/Leichte Lesetexte Hueber 2010**
- **Ulrike Moritz, Margret Rodi, Lutz Rohrmann : Linie 1 A2.1 Deutsch in Alltag und Beruf; Klett Vlg. 2016**
- **Hören und Sprechen (A2), Anneli Billina, Hueber Vlg.2012**
- **Schreiben Intensivtrainer NEU A1/A2; Elke Burger, Sarah Fleer; Klett Vlg 2018.**
- **Lesen & Schreiben A2; Anneli Billina; Hueber Vlg.2015**
- **Hörtexte zum Training, Hören und Sprechen; Büchel, Elsbeth, Label Vlg; 2009**
- hören - sprechen - richtig schreiben: Übungsprogramm zu Phonetik und Rechtschreibung für den Unterricht Deutsch als FremdspracheTaschenbuch; Endrik Schiemann, Martina Bölck; Schmetterling Vlg. 2009.**
- **Leonhard Thoma: Die Blaumacherin. Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009**
- **Erich Kästner Till Eulenspiegel, Märchen und Sagen, Klassiker Hueber Vlg, 2000.**
- **Uwe Timm: Rennschwein Rudi Rüssel; Kinderbuch Hueber Vlg, 2002.**

H

- **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.
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Assessment Methods

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

Keywords

Areas of immediate relevance, familiar topics, Routine tasks

Intermediate German 2 (GE GR 4) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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., among other things. The Learner will partially attain A2.2 level of CEF.

Course Learning Outcomes

- **Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language**
 - **Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language**
 - **Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.**
 - **Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services**
 - **Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.**
 - **Equip students to write short personal texts describing opinions, desires, doubts etc.**
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Unit 1

Unit1: Listening

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

Unit 2

Unit 2 Reading:

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

Unit 3

Unit 3: Speaking

● **Monologue:** Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)

● **Dialogue:** Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

Unit 4

Unit 4: Writing

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

References

Suggested Readings:

- **Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs, Stefanie Dengler, Paul Rusch, Helen Schmitz, & 2 mehr, Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi 2013.**
- **DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch, Ilse Sander, Birgit Braun, Nadja Fügert, Ondřej Kotas, u.a. Ernst Klett Sprachen GmbH, 2016**
- **Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1, Sandra Hohmann, Ernst Klett Sprachen GmbH, 2015**
- **Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLiveVlg. 2013**
- **Deutsch üben: Lesen & Schreiben (A1.1) Herta Muller, Hueber Vlg. 2017**
- **Tangram aktuell 2 & 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.**
- **Sandra Hohmann:Einfach sprechen! A2-B1 Übungsbuch + Audio-CD;Klett Vlg.2018**
- **Leonhard Thoma; Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009**
- **Franz Specht: Rumpelstilzchen Jugendbuch; Leichte Lesetexte Hueber 2010**
- **Silvin,Thomas: Vera, Heidelberg Jugendbuch Leichte Lesetexte Hueber 2008.**
- **Luger,Urs: Fräulein Else Jugendbuch/Leichte Lesetexte Hueber 2010**
- **Ulrike Moritz, Margret Rodi, Lutz Rohrmann : Linie 1 A2.1Deutsch in Alltag und Beruf; Klett Vlg. 2016**
- **Hören und Sprechen (A2), Anneli Billina, Hueber Vlg.2012**
- **Schreiben Intensivtrainer NEU A1/A2; Elke Burger, Sarah Fleer;Klett Vlg 2018.**
- **Lesen & Schreiben A2;Anneli Billina; Hueber Vlg.2015**
- **Hörtex te zum Training, Hören und Sprechen; Büchel, Elsbeth, Label Vlg; 2009**
- **hören - sprechen - richtig schreiben: Übungsprogramm zu Phonetik und Rechtschreibung für den Unterricht Deutsch als FremdspracheTaschenbuch; Endrik Schiemann, Martina Bölc k;Schmetterling Vlg. 2009.**
- **Leonhard Thoma: Die Blaumacherin. Jugendbuch / Kurzgeschichten / Leichte Lesetexte. HueberVlg, 2009**
- **Erich Kästner Till Eulenspiegel, Märchen und Sagen, Klassiker Hueber Vlg, 2000.**
- **Uwe Timm: Rennschwein Rudi Rüssel; Kinderbuch Hueber Vlg, 2002.**

Additional material will be provided by the Department

Teaching Learning Process

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

Assessment Methods

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

Keywords

Areas of immediate relevance, familiar topics, Routine tasks

Intermediate Italian 1
(GE IT 3)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

Unit 1 : Listening

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

Unit 2

Unit 2 : Reading

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

Unit 3

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

Unit 4: Writing

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

References

References

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008.

Domani 3, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.

Scrivere e comunicare, Dario Corno, Bruno Mondadori, 2002

Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002.

Domani 2, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.

Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci editore, 2003.

Arrivo in Italia : Corso di lingua italiana per studenti stranieri di livello B1, M.Teresa Frattegiani/Valentina Gigliarelli, Guerra Edizioni, Perugia, 2011

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.**
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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

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

Intermediate Italian 1 (Fr-GE-It3) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

Unit 1

Listening:

- Identifying the main points in short, clear, simple messages and announcements.
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Unit 2

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.
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Unit 3

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/on the weekend etc.

Unit 4**Unit 4****Writing:**

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

References**References:**

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

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

Teaching Learning Process**Teaching and 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.
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Assessment Methods

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.
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Keywords

Keywords:

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

Intermediate Italian 2 (Ge It 4) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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., among other things. The Learner will partially attain A2.2 level of CEF.

Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language
 - Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language
 - Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
 - Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services
 - Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
 - Equip students to write short personal texts describing opinions, desires, doubts etc.
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Unit 1

Unit 1 : Listening

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

Unit 2

Unit 2 : Reading:

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

Unit 3

Unit 3: Speaking

- **Monologue:** Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
 - **Dialogue:** Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.
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Unit 4**Unit 4: Writing**

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

References

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008.

Domani 3, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.

Scrivere e comunicare, Dario Corno, Bruno Mondadori, 2002.

L'italiano nella società della comunicazione, G. Antonelli, il Mulino, 2007.

Arrivo in Italia : Corso di lingua italiana per studenti stranieri di livello B1, M.Teresa Frattegiani/Valentina Gigliarelli, Guerra Edizioni, Perugia, 2011

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.
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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

Keywords: Areas of immediate relevance, familiar topics, Routine tasks

Intermediate Italian 2 (Fr-GE-It4) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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.
 - Give advice, recommendations, opinions, etc.
 - The Learner will partially attain A2.2 level of CEF.
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Course Learning Outcomes

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

Unit 1

Listening:

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

Unit 2

Unit 2

Reading:

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

Unit 3

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**Unit 4****Writing:**

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

References**References:**

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

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

Teaching Learning Process

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.
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Assessment Methods

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

Keywords:

Areas of immediate relevance, familiar topics, Routine tasks.

**Intermediate Portuguese 1
(GE PORT 3)
Generic Elective - (GE) Credit:6**

Course Objective(2-3)

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

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

Unit 1

Listening:

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

Unit 2

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

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/on the weekend etc.**
-

Unit 4

Unit 4

Writing:

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

References

References:

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

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

Teaching Learning Process

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

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

Keywords:

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

Intermediate Portuguese 2 (GE PORT 4) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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, doubt.
 - Give advice, recommendations, opinions, etc.
 - The Learner will partially attain A2.2 level of CEF.
-

Course Learning Outcomes

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

Unit 1

Listening:

- Understanding simple directions.

- **Understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.**
-

Unit 2

Unit 2

Reading:

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

Unit 3

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

Unit 4

Writing:

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

References

References:

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

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

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

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

Keywords:

Areas of immediate relevance, familiar topics, Routine tasks.

Intermediate Romanian 1 (GE ROM 3) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

Unit 1

Listening:

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

Unit 2

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

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/on the weekend etc.**
-

Unit 4

Unit 4**Writing:**

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

References**References:**

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

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

Teaching Learning Process**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**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

Keywords:

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

Intermediate Romanian 2 (GE ROM 4) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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.**
 - **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

Unit 1

Listening:

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

Unit 2

Unit 2

Reading:

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

Unit 3

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**Unit 4****Writing:**

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

References**References:**

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

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

Teaching Learning Process**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

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.
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-

Keywords

Keywords:

Areas of immediate relevance, familiar topics, Routine tasks.

**Intermediate Spanish 1
(GE SP 3)
Generic Elective - (GE) Credit:6**

No content added

**Intermediate Spanish 1
(Fr-GE-Sp3)
Generic Elective - (GE) Credit:6**

Course Objective(2-3)

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**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**Unit 1****Listening:**

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

Unit 2**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

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

Unit 4

Writing:

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

References

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

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

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

Keywords:

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

**Intermediate Spanish 2
(GE SP 4)
Generic Elective - (GE) Credit:6**

No content added

Intermediate Spanish 2 (Fr-GE-Sp4) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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.**
 - **give advice, recommendations, opinions, etc.**
 - **The Learner will partially attain A2.2 level of CEF.**
-

Course Learning Outcomes

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

Unit 1

Listening:

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

Unit 2**Unit 2****Reading:**

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

Unit 3**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**Unit 4****Writing:**

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

References

References:

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

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

Teaching Learning Process

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

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

Keywords:

Areas of immediate relevance, familiar topics, Routine tasks.

Introduction to French (Fr-GE1) Generic Elective - (GE) Credit:6

No content added

Introduction to German (Fr-GE2) Generic Elective - (GE) Credit:6

No content added

Introduction to German 1 (Fr-GE-Gr1) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

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

Unit 2

Reading:

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

Unit 3

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**Unit 4****Writing:**

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

References**References:**

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

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

Teaching Learning Process

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

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

Keywords:

Reading, Writing, listening, Speaking, Immediate Environment.

Introduction to German 1 (GE GR 1)

Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

Unit 2 : Reading

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

Unit 3

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

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.

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

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.**
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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 German 2 (GE GR 2) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

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

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

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

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.

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

Additional material will be provided by the Department.

Teaching Learning Process

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

Assessment Methods

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

Keywords

Important information, describing objects/events/experiences

Introduction to Italian (Fr-GE3) Generic Elective - (GE) Credit:6

No content added

Introduction to Italian 1 (Fr-GE-It1) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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.**
- **At the end of semester 1, the student will attain A1.1 level of the Common European Framework.**

Course Learning Outcomes

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

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

Unit 2

Reading:

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

Unit 3

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**Unit 4****Writing:**

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

References**References:**

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

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

Teaching Learning Process**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.
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Assessment Methods

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.
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-

Keywords

Keywords:

Reading, Writing, listening, Speaking, Immediate Environment.

Introduction to Italian 1
(GE IT 1)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

Unit 2 : Reading

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

Unit 3

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

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.

***Espresso 1*, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal SaabPublishers and DistributorsPvt. Ltd, Delhi, 2012.**

***Domani 1*, Carlo Guastalla , Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2010.**

***Grammatica pratica della lingua italiana*, Susanna Nocchi, Alma edizioni, Firenze.**

***La mia cartella*, TanyaRoy, Langers International, Delhi, 2016.**

***NuovoRete! A1*, Paolo E. Balboni, Guerra Edizioni, Perugia, 2009.**

***Ricette per parlare*, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002.**

Arrivo in Italia : Corso di lingua italiana per studenti stranieri di livello A1-A2 M.Teresa Frattegiani/Valentina Gigliarelli, Guerra Edizioni, Perugia, 2011

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

Keywords: Reading, Writing, listening, Speaking, Immediate Environment

Introduction to Italian 2 (GE IT 2) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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., among other things. By the end of this semester students will become basic users of French by partially completing A1.2 level

Course Learning Outcomes

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**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**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**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**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.

Espresso 2, Maria Balì, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi, 2012.

Domani 2, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.

Giocare con la scrittura, Carlo Guastalla, Alma Edizioni, Firenze, 2004.

Nuovo Rete! A1, Paolo E. Balboni, Guerra Edizioni, Perugia, 2009.

Nuovo Rete! A2, Paolo E. Balboni, Guerra Edizioni, Perugia, 2009.

Teaching Learning Process

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.
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Assessment Methods

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

Keyword: Important information, describing objects/events/experiences

Introduction to Italian 2 (Fr-GE-IT2) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

- 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 French by partially completing A1.2 level
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Course Learning Outcomes

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**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**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**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**Unit 4**

Writing:

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

References**References:**

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

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

Teaching Learning Process

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

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

Keywords:

Important information, describing objects/events/experiences.

Introduction to Portuguese (Fr-GE5) Generic Elective - (GE) Credit:6

No content added

Introduction to Portuguese 1 (GE PORT 1) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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.**
 - **At the end of semester 1, the student will attain A1.1 level of the Common European Framework.**
-

Course Learning Outcomes

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

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

Unit 2

Reading:

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

Unit 3

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**Unit 4****Writing:**

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

References**References:**

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

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

Teaching Learning Process**Teaching and 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

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

Keywords:

Reading, Writing, listening, Speaking, Immediate Environment.

Introduction to Portuguese 2 (GE PORT 2) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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**
- **To narrate of experiences and event.**

- **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

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

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

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

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**Unit 4****Writing:**

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

References**References:**

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

- Português XXI 1 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2012.
- Português XXI 1 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2012.
- Português XXI 2 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2013.
- Português XXI 2 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2013.
- GramáticaAtiva 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011.

Teaching Learning Process**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

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

Keywords:

Important information, describing objects/events/experiences.

Introduction to Romanian (Fr-GE6) Generic Elective - (GE) Credit:6

No content added

Introduction to Romanian 1

(GE ROM 1)

Generic Elective - (GE) Credit:6

Course Objective(2-3)

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.
 - At the end of semester 1, the student will attain A1.1 level of the Common European Framework.
-

Course Learning Outcomes

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

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

Unit 2

Reading:

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

Unit 3

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

Unit 4

Writing:

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

References

References:

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

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

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

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

Keywords:

Reading, Writing, listening, Speaking, Immediate Environment.

Introduction to Romanian 2 (GE ROM 2) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

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

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

Unit 4

Writing:

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

References

References:

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

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

Teaching Learning Process

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

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

Keywords:

Important information, describing objects/events/experiences.

**Introduction to Spanish
(Fr-GE4)
Generic Elective - (GE) Credit:6**

No content added

**Introduction to Spanish 1
(Fr-GE-Sp1)
Generic Elective - (GE) Credit:6**

Course Objective(2-3)

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.
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Course Learning Outcomes

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**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**Unit 2****Reading:**

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

Unit 3**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**Unit 4****Writing:**

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

References

References:

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

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

Teaching Learning Process

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

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

Keywords:

Reading, Writing, listening, Speaking, Immediate Environment.

Introduction to Spanish 1 (GE SP 1) Generic Elective - (GE) Credit:6

No content added

Introduction to Spanish 1 (GE SP1) Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

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

Unit 2

Reading:

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

Unit 3

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**Unit 4****Writing:**

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

References**References:**

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- **Protagonistas A1-** (Libro de alumno y Cuaderno de ejercicios), Cristina Campo, Charo Cuadrado et al, Madrid (2017) (Indian Edition Available)
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Teaching Learning Process**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

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

Keywords:

Reading, Writing, listening, Speaking, Immediate Environment.

**Introduction to Spanish 2
(GE SP 2)
Generic Elective - (GE) Credit:6**

No content added

**Introduction to Spanish 2
(Fr-GE-Sp2)**

Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

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

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

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**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**Unit 4****Writing:**

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

References**References:**

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Teaching Learning Process

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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

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

Keywords:

Important information, describing objects/events/experiences.

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