
Study of the Language (1) **(Sp(P)-C1)** **Core Course - (CC) Credit:6**

Course Objective(2-3)

Course Objectives: 1.1. 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 partially A1 level of the Common European Framework.

Course Learning Outcomes

1.2. Course Learning Outcomes: • Enable students to partially attain A1 Level of listening, speaking, reading and writing skills in the concerned language. • Reading simple texts and answering questions on them. • Equip students to write about subjects pertaining to his/her immediate environment.

Unit 1

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

Unit 3

Unit 3 Writing: Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations etc) on everyday topics.

Unit 4

Unit 4 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.

References

References • 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) • Diverso A1-A2 (Libro de alumno y Cuaderno de ejercicios), Encina Alondo, Jaime Corpas et al, SGEL, Madrid (2018) • 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) Additional material can be also used.

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 and oral 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. 55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF 20% weightage on End Semester oral examination.

Keywords

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

Study of the Language (4) (Gr-BA(P)C4) Core Course - (CC) Credit:6

Course Objective(2-3)

- imparting communicative competences required for survival needs.
- develop the ability to hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things.
- develop the ability to express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production.

The Learner will complete A2 level and partially attain B1 level of CEF.

Course Learning Outcomes

- Enables learner to complete A2 level and partially attain B1 Level of reading, listening, writing and speaking skills in the concerned language
 - Equip learners to follow much of what is said around him/her on general topics.
 - Give training to write straightforward connected texts on a range of familiar subjects within ones's field of interest.
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Unit 1

Reading

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

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.

Unit 3

Listening: Understanding main points presented in an audio/video Text.

Unit 4

Speaking:

Expressing experiences, feelings and reactions in different situations. Describing dreams, hopes, ambitions, events, real or imagined. Narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/ discussing what to do, where to go, who or which to choose.

References

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

- *Netzwerk B1(Chapters 4-12)*
- *Tangram B 1/1 (Chapter 7-8) and Tangram B1/2), (Max Hueber Verlag 2005 Ismaning)*
- Linie 1 B1: Deutsch in Alltag und Beruf. Kurs- und Übungsbuch mit DVD-ROM
- Pluspunkt Deutsch - Leben in Deutschland - Allgemeine Ausgabe: B1: Gesamtband - Arbeitsbuch und Kursbuch: 120557-7 und 120765-6 i

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.

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

Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

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

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

55% weightage on End Semester written Examination adopting the descriptors and components specified for B1 level by CEF

20% weightage on End Semester oral Examination.

Keywords

detailed accounts of experiences, debating and presentation skills, reading and analysing simple literary texts, write about topics of interest

Study of the language (4) (Sp-BA(P)C4) Core Course - (CC) 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 can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The Learner will complete A2 level and partially attain B1 level of CEF.

Course Learning Outcomes

Course Learning Outcomes: • Enables learner to complete A2 level and partially attain B1 Level of reading, listening, writing and speaking skills in the concerned language • Equip learners to follow much of what is said around him/her on general topics. • Give training to write straightforward connected texts on a range of familiar subjects within one's field of interest.

Unit 1

Unit 1 Reading: Reading texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment

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.

Unit 3

Unit 3 Listening Understanding main points presented in an audio/video Text.

Unit 4

Unit 4 Speaking • Expressing experiences, feelings and reactions in different situations. • Describing dreams, hopes, ambitions, events, real or imagined. • Narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/ discussing what to do, where to go, who or which to choose.

References

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) • Bitacora 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) • Aula Internacional 3, Co-od. Neus Sanz, Editorial Difusión, Barcelona (2015) (Indian Edition Available) • Protagonistas B1-(Libro de alumno y Cuaderno de ejercicios), Cristina Campo, Pilar Melero et al, Madrid (2017) Additional material can be also used.

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. • 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. 55% weightage on End Semester written Examination adopting the descriptors and components specified for B1 level by CEF 20% weightage on End Semester Oral Examination.

Keywords

Keywords Detailed accounts of experiences, debating and presentation skills, write about topics of interest.

Study of the language (4) (Fr-BA(P)C4) Core Course - (CC) 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 can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production.
 - The Learner will complete A2 level and partially attain B1 level of CEF.
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Course Learning Outcomes

Course Learning Outcomes:

- Enables learner to complete A2 level and partially attain B1 Level of reading, listening, writing and speaking skills in the concerned language.
 - Equip learners to follow much of what is said around him/her on general topics.
 - Give training to write straightforward connected texts on a range of familiar subjects within ones's field of interest.
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Unit 1

Unit 1

Reading:

- Reading 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.
 - To identify the main conclusions in clearly signaled argumentative texts.
 - To understand clearly written, straightforward instructions for a piece of equipment.
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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.
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Unit 3

Unit 3

Listening:

- Understanding main points presented in an audio/video Text.

Unit 4

Unit 4

Speaking:

- Expressing experiences, feelings and reactions in different situations.
- Describing dreams, hopes, ambitions, events, real or imagined.
- Narrating one's experiences of foreign language learning.
- Explaining why something is a problem.
- Giving brief comments on the views of others.
- Discussing what to do, where to go, who or what to choose.

References

References:

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

- *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'eleve*: 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.
- *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'eleve* (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.

•**Additional material can be also used.**

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.

- 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.
- 55% weightage on End Semester written Examination adopting the descriptors and components specified for B1 level by CEF
- 20% weightage on End Semester Oral Examination.

Keywords

Keywords:

Detailed accounts of experiences, debating and presentation skills, write about topics of interest.

Study of the Language 1 (Fr(P)-C1) Core Course - (CC) 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 partially A1 level of the Common European Framework.

Course Learning Outcomes

Course Learning Outcomes:

- Enable students to partially attain A1 Level of listening, speaking, reading and writing skills in the concerned language.
 - Reading simple texts and answering questions on them.
 - Equip students to write about subjects pertaining to his/her immediate environment.
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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.
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Unit 2

Unit 2**Listening:**

- Understanding familiar words and very basic phrases about oneself, one's family, and immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.
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Unit 3

Unit 3**Writing:**

- Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations etc) on everyday topics.
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Unit 4

Unit 4**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.

References

References:

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

- Saison 1, (Livre de l'élève & Cahier d'exercices), Marie-Noëlle Cocton, Dorothée Duplex, 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.

Additional material can be also used.

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 and oral 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.
- 55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF.
- 20% weightage on End Semester oral Examination.

Keywords:

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

Study of the Language 1 (Gr(P)-C1) Core Course - (CC) 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 partially A1 level of the Common European Framework.

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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.

References

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

Netzwerk 1 (Chapters 1-8) Tangram aktuell 1 (Niveau A 1/1 and A1/2 (Chapter 5-6), (Max Hueber Verlag 2005 Ismaning)

Sprachkurs Deutsch 1,

Studio d A1

Themen Neu 1.

Teachers are free to select supplementary language manuals

Teaching Learning Process

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

Assessment Methods

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.

55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF

20% weightage on End Semester oral examination

Keywords

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

Study of the Language 2 (Fr(P)-C2) Core Course - (CC) 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 completing A1 level.
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Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to attain A1 Level of reading, writing, listening and speaking 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 events and related to specific needs of the learner.
- 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.

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, Internet forums 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 in areas of immediate need.

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.

- Saison 1, (Livre de l'élève & Cahier d'exercices), Marie-Noëlle Cocton, Dorothée Duplex, 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.

Additional material can be also used.

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 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.
- 55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF.
- 20% weightage on End Semester oral Examination.

Keywords

Keywords:

Environment of immediate relevance, sufficient skills for survival , matters of immediate need, routine tasks, short and direct exchange of information.

Study of the Language 2 (Gr(P)-C2) Core Course - (CC) 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 completing A1 level.

Course Learning Outcomes

- - Enable learners to attain A1 Level of reading, writing, listening and speaking 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 events and related to specific needs of the learner.
 - 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

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

Unit 2

Reading

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

Unit 3

Speaking

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

Dialogue: To ask for and give information related to one's immediate environment, communicating in simple and routine tasks and direct exchange of information on familiar and routine matters

Unit 4

Writing

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

References

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Netzwerk A 1 (Chapters 9-12) and Netzwerk A2 (Chapters 1-6)

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Tangram aktuell 1 Niveau A1/2 (Chapter 7-8) and Tangram aktuell 2 Niveau A 2/1), (Max Hueber Verlag 2005 Ismaning)

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Sprachkurs Deutsch 1 und 2,

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Studio d A 1, Studio d A 2,

Themen Neu (1,2)

Additional material can be also used.

Additional Resources:

Sprachkurs Deutsch 1 und 2,

Studio d A 1, Studio d A 2,

Themen Neu (1,2)

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

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.

55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF

20% weightage on End Semester oral Examination.

Keywords

Environment of immediate relevance, sufficient skills for survival , matters of immediate need, routine tasks, short and direct exchange of information

Study of the Language 2 (Sp(P)-C2) Core Course - (CC) 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 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 Spanish by completing A1 level.

Course Learning Outcomes

Course Learning Outcomes: • Enable learners to attain A1 Level of reading, writing, listening and speaking 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 events and related to specific needs of the learner. • 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.

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, Internet forums 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 in areas of immediate need. Dialogue: To ask for and give information related to one's immediate environment, communicating in simple and routine tasks and direct exchange of information on familiar and routine matters.

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. • 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) • Diverso A1-A2 (Libro de alumno y Cuaderno de ejercicios), Encina Alondo, Jaime Corpas et al, SGEL, Madrid (2018) • 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) Additional material can be also used.

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 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. 55% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF 20% weightage on End Semester oral Examination.

Keywords

Keywords Environment of immediate relevance, sufficient skills for survival , matters of immediate need, routine tasks, short and direct exchange of information

Study of the Language 3
(Sp(P)-C3)
Core Course - (CC) 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 level of CEF.

Course Learning Outcomes

Course Learning Outcomes: • Enable learners to partially attain A2 Level of reading, listening, writing and speaking skills in the concerned language • Develop competence to read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance. • Equip the learners to write short personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail. • Develops skills to read and understand simple texts of immediate relevance related to family, local environment, employment, and other routine matters. • Equip learners to understand the main points of simple audio messages or recorded material about familiar subjects delivered relatively slowly and clearly. • Develop the capacity to describe topics in simple terms on different aspects of the immediate environment of the learners and on matters in areas of immediate needs. • Develop strategies to cope with simple situations related to routine matters in public spaces.

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

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: Capable of describing, using simple language, different aspects of his or 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, making and responding to suggestions, agreeing and disagreeing with others, 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 • 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) • Bitacora 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) Additional material can be also used.

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 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. 55% weightage on End Semester written Examination adopting the descriptors and components specified for A2 level by CEF 20% weightage on End Semester oral Examination.

Keywords

Understanding of straightforward factual texts, expression of feelings and experiences. Moving away from immediate environment, speaking about non-routine matters, coping with less familiar situations.

Study of the Language 3 (Fr(P)-C3) Core Course - (CC) 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 level of CEF.
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Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to partially attain A2 Level of reading, listening, writing and speaking skills in the concerned language
 - Develop competence to read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance.
 - Equip the learners to write short 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 simple texts of immediate relevance related to family, local environment, employment, and other routine matters.
 - Equip learners to understand the main points of simple audio messages or recorded material about familiar subjects delivered relatively slowly and clearly.
 - Develop the capacity to describe topics in simple terms on different aspects of the immediate environment of the learners and on matters in areas of immediate needs.
 - Develop strategies to cope with simple situations related to routine matters in public spaces.
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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.
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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:

- Capable of describing, using simple language, different aspects of his or 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, making and responding to suggestions, agreeing and disagreeing with others, 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

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 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.
 - 55% weightage on End Semester written Examination adopting the descriptors and components specified for A2 level by CEF
 - 20% weightage on End Semester oral Examination.
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Keywords

Keywords:

Simple familiar and routine matters , aspects of relevant environment and matters in areas of immediate need.

Study of the Language 3 (Gr(P)-C3) Core Course - (CC) Credit:6

Course Objective(2-3)

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 level of CEF.

Course Learning Outcomes

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Enable learners to partially attain A2 Level of reading, listening, writing and speaking skills in the concerned language.

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Develop competence to read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance.

.

Equip the learners to write short 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 simple texts of immediate relevance related to family, local environment, employment, and other routine matters.

.

Equip learners to understand the main points of simple audio messages or recorded material about familiar subjects delivered relatively slowly and clearly.

.

Develop the capacity to describe topics in simple terms on different aspects of the immediate environment of the learners and on matters in areas of immediate needs.

.

Develop strategies to cope with simple situations related to routine matters in public spaces.

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

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

Ability to describe, using simple language, different aspects of his or 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: Ability to communicate 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, making and responding to suggestions, agreeing and disagreeing with others, etc.

Unit 4

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

References

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

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

- *Netzwerk A2 (Chapters 6-12) and Netzwerk B1(Chapters 1-3)*
- *Tangram aktuell 2 Niveau A/2/2, B 1/1 (Chapter 5-6), (Max Hueber Verlag 2005 Ismaning)*
- Sprachkurs Deutsch 2 and 3
- Studio d A2, Studio d B1
- Themen Neu (2,3)

- o Additional material can be also used.

Teaching Learning Process

- - o 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.
 - o The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

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

Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

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

55% weightage on End Semester written Examination adopting the descriptors and components specified for A2 level by CEF

20% weightage on End Semester oral Examination.

Keywords

Understanding of straightforward factual texts, expression of feelings and experiences, moving away from immediate environment, speaking about non-routine matters, coping with less-familiar situations

Study of the language, culture and literature (Gr(P)-C4) Core Course - (CC) Credit:6

Course Objective(2-3)

Course Learning Outcomes

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Unit 1

Unit 2

Unit 3

Unit 4

References

Teaching Learning Process

Assessment Methods

Keywords

**Study of the language, culture and literature
(Sp(P)-C4)
Core Course - (CC) Credit:6**

Course Objective(2-3)

Course Learning Outcomes

Unit 1

Unit 2

Unit 3

Unit 4

References

Teaching Learning Process

Assessment Methods

Keywords

Study of the language, culture and literature (Fr(P)-C4) Core Course - (CC) 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 can express the main point they want to make comprehensibly and keep a conversation going, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production.
 - The Learner will complete A2 level and partially attain B1 level of CEF.
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Course Learning Outcomes

- Enables learner to complete A2 level and partially attain B1 Level of reading, listening, writing and speaking skills in the concerned language
- Equip learners to follow much of what is said around him/her on general topics.
- Give training to write straightforward connected texts on a range of familiar subjects within ones's field of interest.

Unit 1

Unit 1

Reading:

- Reading 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.

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.

Unit 3

Unit 2

Listening:

- Understanding main points presented in an audio/video Text.

Unit 4

Unit 4

Speaking:

- Expressing experiences, feelings and reactions in different situations.
- Describing dreams, hopes, ambitions, events, real or imagined.
- Narrating one's experiences of foreign language learning.
- Explaining why something is a problem
- Giving brief comments on the views of others.
- Discussing what to do, where to go, who or what to choose.

References

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.
 - 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 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.
 - 55% weightage on End Semester written Examination adopting the descriptors and components specified for B1 level by CEF
 - 20% weightage on End Semester Oral Examination.
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Keywords

Keywords:

Detailed accounts of experiences, debating and presentation skills, write about topics of interest.

Advanced Study of the Language (1)
(Sp-BA(P)-DSE1)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives: • The course focuses on building upon the abilities acquired in the earlier semesters making the learners more proficient and fluent in the target language. • It enables them to read and comprehend short literary texts, identifying and summarizing the main arguments in a text in their own words as also relate to various aspects of the concerned culture. • It enables them to acquire the ability to translate sentences, passages and short texts using the various learnt grammatical structures. • The learners complete level B1 and partially attain level B2 of the CEF.

Course Learning Outcomes

Course Learning Outcomes: • Enables learner to attain B1/partial B2 Level through study of advanced grammar, translation and short literary texts. • Familiarizes students with language usages in literary texts and various aspects of the concerned culture • Enables students to be more proficient and fluent in the language

Unit 1

Unit 1 • Consolidation of grammar learnt in the previous semesters • Study of advanced Grammar • Study of texts with learnt advanced grammatical structures

Unit 2

Unit 2 • Introducing the student to the techniques of translation • Translation of short texts using advanced grammatical structures • Making of word glossaries pertaining to language for specific purposes.

Unit 3

Unit 3 • Introduction and analytical study of both form and content of a variety of texts written in simple prose form (eg. short story, fable, etc) and poems

Unit 4

Unit 4 Oral Skills • Expressing experiences, feelings and reactions in different situations. • Describing dreams, hopes, ambitions, events, real or imagined.

References

References Any of the following textbooks may be prescribed and partially completed and selections from the following literary texts may be included. Aula Internacional 3, Editorial difusión, Barcelona, 2017 (Indian Edition Available). Tema a Tema B1, Editorial Edelsa, Madrid (2011). Tareas y proyectos en clase, Editorial Edinumen (2001) Nuevo Ven 2, Editorial Edelsa, Madrid (2004). Español sin Fronteras 2, SGEL, Madrid (2005). Planet@ 2, Editorial Edelsa, Madrid (2001). Planet@ 3, Editorial Edelsa, Madrid (2001). García Lorca, Federico; Ramón Jiménez; Alberto, Rafael. Mi primer libro de poemas, Anaya Madrid (2004). ISBN: 978-84-207-7763-4 Monterroso Augusto La oveja negra y demás fábulas, 1969. Neruda Pablo Las Odas Elementales, 1954. Additional material can be used.

Teaching Learning Process

Teaching Learning Process The learners are encouraged to complete specific projects, assignments and translations assigned to them.

Assessment Methods

Assessment Methods: Assessment of written comprehension and production adopting the descriptors specified for B1 and partial 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 and partial B2 level by CEF.

Keywords

Keywords Narrating experiences, debating and presentation skills, reading and analysing simple literary texts.

Advanced Study of the Language (1) (Fr-BA(P)-DSE1) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

- The course focuses on building upon the abilities acquired in the earlier semesters making the learners more proficient and fluent in the target language.
 - It enables them to read and comprehend short literary texts, identifying and summarizing the main arguments in a text in their own words as also relate to various aspects of the concerned culture.
 - It enables them to acquire the ability to translate sentences, passages and short texts using the various learnt grammatical structures.
 - The learners complete level B1 and partially attain level B2 of the CEF.
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Course Learning Outcomes

Course Learning Outcomes:

- Enables learner to attain B1/partial B2 Level through study of advanced grammar, translation and short literary texts.
 - Familiarizes students with language usages in literary texts and various aspects of the concerned culture.
 - Enables students to be more proficient and fluent in the language
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Unit 1

Unit 1

- Consolidation of grammar learnt in the previous semesters.
 - Study of advanced Grammar.
 - Study of texts with learnt advanced grammatical structures.
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Unit 2

Unit 2

- Introducing the student to the techniques of translation.
 - Translation of short texts using advanced grammatical structures.
 - Making of word glossaries pertaining to language for specific purposes.
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Unit 3

Unit 3

- Introduction and analytical study of both form and content of a variety of texts written in simple prose form (eg. short story, fable, etc) and poems.
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Unit 4

Unit 4**Oral Skills:**

- Expressing experiences, feelings and reactions in different situations.
- Describing dreams, hopes, ambitions, events, real or imagined.

References

References:

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

- *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.
- *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

Additional material may also be used.

Teaching Learning Process

Teaching Learning Process:

- The learners are encouraged to complete specific projects, assignments, translations assigned to them.
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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 level by CEF
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Keywords

Keywords:

Detailed accounts of experiences, debating and presentation skills, reading and analysing simple literary texts, write about topics of interest.

Advanced Study of the Language (1) (Gr-BA(P)-DSE1) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The courses focuses on

- understanding and translating texts
- identifying and summarizing the main arguments in texts in one's own words
- sensitizing the students towards language usages in literary texts and various aspects of the concerned culture..

The learner completes level B1 and partially attains level B2 of the CEF.

Course Learning Outcomes

- Enable the learner to attain B1/partial B2 Level through study of advanced grammar, translation and short literary texts.
 - Familiarize the learner with language usages in literary texts and various aspects of the concerned culture.
 - Enable the learner to be more proficient and fluent in the language.
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Unit 1

- Consolidation of grammar learnt in the previous semesters
- Study of advanced Grammar
- Study of texts with learnt advanced grammatical structures

Unit 2

- Introducing the student to the techniques of translation.
- Translation of short texts using advanced grammatical structures.
- Making of word glossaries pertaining to language for specific purposes.

Unit 3

- Introduction and analytical study of both form and content of a variety of texts written in simple prose form (eg. short story, fable, etc) and poems.

Unit 4

Oral Skills

- Expressing experiences, feelings and reactions in different situations.
- Describing dreams, hopes, ambitions, events, real or imagined.

References

1. Netzwerk Grammatik A1-B1;Deutsch als Fremdsprache;Übungsbuch; Stefanie Dengler, Tanja Sieber; Klett Vlg, 2015
2. Tangram aktuell 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.
3. Aspekte 2, Langenscheidt Verlag, Berlin, 2005 and GOYAL Publishers, Delhi, 2010.
4. Da fehlen mir die Worte: Systematischer Wortschatzerwerb für fortgeschrittene Lerner in Deutsch als Fremdsprache Taschenbuch; Wiebke Strank – Schubert Vlg. 2010.

5. Short stories: Jan Lorenzen: das Luxushotel, Peter Bichsel: die Tochter (1964),

Additional material can be also used.

Additional Resources:

- Wolfgang Borchert: Das Brot (1946)
 - Christa Reinig: Skorpion (1968)
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Teaching Learning Process

The learners are encouraged to complete specific projects, assignments, translations assigned to them

Assessment Methods

Assessment of written comprehension and translation adopting the descriptors specified for B1 and partial B2 levels by CEF.

25% weightage on Formative Internal assessment through tests, tasks, translation projects, presentations, assignments.

75% weightage on End Semester written Examination adopting the descriptors and components specified for B1 and partial B2 level by CEF.

Keywords

narrating experiences, debating and presentation skills, reading and analysing simple literary texts

Advanced Study of the Language (2) (Fr-BA(P)-DSE4) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

- The course continues progressively and builds upon the abilities acquired in the previous semester of advanced study of the language leading to the acquisition of advanced language skills.
- It enables the learners to present their viewpoints with details and examples on a wide range of topics.
- The learners partially attain B2 Level of the CEF.

Course Learning Outcomes

Course Learning Outcomes:

- To build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills which shall enable the learner to partially attain B2 Level in the concerned language.
- To 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

- To continue with the study of advanced grammar and further build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills.

Unit 2

Unit 2

Translation of fictional and non fictional texts.

Unit 3

Unit 3

To continue with the analytical study of both form and content of a variety of texts written in prose form (eg. short story, fable, etc) and poems.

Unit 4

Unit 4

- To discuss the literary texts and make a presentation of the same.
- To narrate the storyline of the texts discussed in the class.

References

References:

Any of the following textbooks may be prescribed and partially completed and literary texts may include the following .

- *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.
- *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

Additional material can be used.

Teaching Learning Process

Teaching Learning Process:

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

Assessment Methods

Assessment Methods:

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

Keywords

Keywords:

Advanced grammatical structures, debating and presentation skills, reading and analysing simple literary texts, translation.

Advanced Study of the Language (2) (Gr-BA(P)-DSE4) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The course continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of skills to -

- analyse literary texts from Germany and German speaking countries representing movements and genres of the 20th and 21st century and summarize the main points of a texts in one's own words.
 - express oneself through spoken or written words on any known or unknown topic.
 - attain partially Level B2 of the CEF..
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Course Learning Outcomes

- To build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills which shall enable the learner to partially attain B2 Level in the concerned language.
 - To 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

To continue with the study of advanced grammar and further build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills.

Unit 2

Translation of fictional and non fictional texts.

Unit 3

To continue with the analytical study of both form and content of a variety of texts written in prose form (eg. short story, fable, etc) and poems.

Unit 4

- To discuss the literary texts and make presentation of the same.
- To narrate the storyline of the texts discussed in the class.

References

Any of the following textbooks may be prescribed and partially completed

1. Mittelstufe Deutsch. Kommunikatives Lehrwerk für Fortgeschrittene: Mittelstufe Deutsch, Neubearbeitung, neue Rechtschreibung, Arbeitsbuch mit Prüfungsvorbereitung; Friederike Frühwirth, Hanni Holthaus ; Hueber Vlg. 2003
2. Übungen zum Wortschatz der deutschen Schriftsprache: Niveau A2 - C1; Ursula Turtur – Liebaug Dartmann Vlg. 2006.
3. Briefe, E-Mails & Co.: Beispiele und Übungen/Buch; Lilli Marlen Brill, Marion Techmer; Hueber Vlg.2009.
4. Training berufliche Kommunikation: B2-C1 - Erfolgreich am Telefon und bei Gesprächen im Büro: Kursbuch mit CD; Volker Eismann, Cornelsen Vlg. 2006.

and literary texts may include the following :

Short stories:

1. Wolfdietrich Schnurre: Auf der Flucht (1966)
2. Bertolt Brecht: Die Geschichten von Herrn Keuner,
3. Die unwürdige Greisin (1939)
4. Heinrich Böll: Es wird etwas geschehen (1956)
5. Johannes Bobrowski: Brief aus Amerika (1963)
6. Additional material can be used.

Additional Resources:

1. Kilian, Susanne, "Nie wieder"
 2. Novak, Helga M., "Schlittenfahren" (1968)
 3. Gunter Grass: Im Tunnel (1959)
 4. Ilse Aichinger : Wo ich wohne (1963)
 5. Rainer Maria Rilke : Der Panther (1902)
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Teaching Learning Process

Teaching Learning Process

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

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

Keywords

Advanced grammatical structures, debating and presentation skills, reading and analysing simple literary texts, translation.

Advanced Study of the Language (2) **(Sp-BA(P)-DSE4)** **Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

Course Objectives: • The course continues progressively and builds upon the abilities acquired in the previous semester of advanced study of the language leading to the acquisition of advanced language skills. • It enables the learners to present their viewpoints with details and examples on a wide range of topics. • The learners partially attain B2 Level of the CEF.

Course Learning Outcomes

Course Learning Outcomes: • To build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills which shall enable the learner to partially attain B2 Level in the concerned language • To 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 • To continue with the study of advanced grammar and further build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills

Unit 2

Unit 2 • Translation of fictional and non fictional texts

Unit 3

Unit 3 • To continue with the analytical study of both form and content of a variety of texts written in prose form (eg. short story, fable, etc) and poems.

Unit 4

Unit 4 • To discuss the literary texts and make presentation of the same • To narrate the storyline of the texts discussed in the class

References

References Any of the following textbooks may be prescribed and partially completed and selections from the following literary texts may be included. Aula Internacional 3, Editorial difusión, Barcelona, 2017 (Indian Edition Available). Aula Internacional 4, Editorial difusión, Barcelona, 2016 (Indian Edition Available). Tema a Tema B1, Editorial Edelsa, Madrid (2011). Tema a Tema B2, Editorial Edelsa, Madrid (2011). Tareas y proyectos en clase, Editorial Edinumen (2001) Español sin Fronteras 3, Sanchez Lobato, et al, SGEL, Madrid, 1999 García Lorca, Federico; Ramón Jiménez; Alberto, Rafael. Mi primer libro de poemas, Anaya Madrid (2004). ISBN: 978-84-207-7763-4 Neruda Pablo Las Odas Elementales, 1954. Darío Rubén Prosas Profanas y otros Poemas, 1896. Gallegos Rómulo Cuentos Completos, 1984. Borges Jorge Luis El libro de arena, 1975. Cuentos hispanoamericanos del siglo XX, Anaya.2002. Antología de cuentos, 1998. Additional material can be used.

Teaching Learning Process

Teaching Learning Process • The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers, translations assigned to them. • By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned.

Assessment Methods

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

Keywords

Keywords Advanced grammatical structures, debating and presentation skills, reading and analysing simple literary texts, translation.

Children and Adolescent Literature (Gr(P)-DSE4) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- to develop the student's ability for analytical reading of various genres of children and adolescent literature.
 - to sensitize students to the role of literature in transmitting and preserving cultural values of German speaking Europe.
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Course Learning Outcomes

- Read and analyze Literature for children and /or adult readers
- Introduction to folklore, fables and fairy tales for young children.
- Help students to analyze various genres meant for young children and adolescents
- Sensitize students to the role of children's literature in transmitting ethical values

Unit 1

Literature for children and /or adult readers

Unit 2

Folklore, fables and fairy tales for young children

Unit 3

Children's literature and transmission of ethical values

References

Suggested authors and works:

·Brueder Grimm: *Kinder- und Hausmärchen*.

·Achim von Arnim, Clemens Brentano: *Des Knaben Wunderhorn*.

·Wilhelm Busch: *Max und Moritz*.

·Erich Kästner: *Emil und die Detektive*.

·Hans Peter Richter: *Damals war es Friedrich*.

·Kindergeschichten by Peter Bichsel

Gottfried Keller : *Kleider machen Leute* (1874)

Gudrun Pausewang : *Der Makkaronifresser* (1987), Wolfgang Borchert : *die Küchenuhr*,(1947) Luise Rinser : *die rote Katze* (1948), Bertolt Brecht: *die unwürdige Greisin* (1939)

Additional material can also be used.

Additional Resources:

·Der Struwwelpeter, first published in 1845 as a kind of cautionary tale, is available on Project Gutenberg.

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

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

75% weightage on End Semester Written Examination

Keywords

Literature for young children and adolescents, transmitting values

Children and Adolescent Literature (Sp(P)-DSE4) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives: • To develop the student's ability for analytical reading of various genres in Children and Adolescent literary texts. • To sensitize students about the role of literature in transmitting and preserving values of concerned culture.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Read and analyze Literature for children and /or adult readers • Introduction to folklore, fables and fairy tales for young children. • Help students in analyzing various genres meant for young children and adolsecnts. • Sensitize students about the role of children's literature in transmitting values.

Unit 1

Unit 1 Literature for children and /or adult readers

Unit 2

Unit 2 Folklore, fables and fairy tales for young children

Unit 3

Unit 3 Children's literature and transmission of values.

References

References 1.3. Selections from the following Texts: • García Lorca, Federico; Ramón Jiménez; Alberto, Rafael. Mi primer libro de poemas. Madrid Anaya (2004). ISBN: 978-84-207-7763-4 • Fuertes, Gloria. Versos Fritos. EDICIONES SUSAEETA, S.A., 2008. ISBN: 978-84-305-6593-1. • Fuertes, Gloria. El libro de Gloria Fuertes: Antología de Poemas y Vida. Ed. BLACKIE Books, 2017. ISBN: 8416290733. • Muñoz Martín, Juan. Fray Perico y su borrico. EDICIONES SM, 2003. • Quiroga, Horacio. Cuentos de la Selva y otros relatos. Ed. Alianza, ES, 2008. ISBN: 9788420636917. • Nazoa, Aquiles. La fábula de la Ratoncita presumida. Caracas: Ed. Ekare, 2002. • Andruetto Teresa, María. El árbol de lilas. Córdoba: Ed. Comunicarte, 2008. ISBN 9789876020152. • Sacristán Pablo, Pedro. Las Arrugas. 3ra Primaria Casa de la Virgen 2013-14: Cuento "Las Arrugas". <https://3primariacv2013.blogspot.com/2013/09/cuento-las-arrugas.html> Additional material can be used.

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 Literature for young children and adolescents, transmitting values

Children and Adolescent Literature (Fr(P)-DSE4) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

- To develop the student's ability for analytical reading of various literary genres in Children and Adolescent literature.
 - To sensitize students about the role of literature in transmitting and preserving values of concerned culture.
-

Course Learning Outcomes

Course Learning Outcomes:

- Read and analyze Literature for children and /or adult readers.
 - Introduction to folklore, fables and fairy tales for young children.
 - 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

- Literature for children and /or adult readers.
-

Unit 2

Unit 2

- Folklore, fables and fairy tales for young 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).
- 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).

Isabelle Nières-Chevrel, *Introduction à la littérature de jeunesse*, Didier jeunesse, « Passeurs d'histoires », Paris 2009

Primary Texts:

Contes des Fées, suivis des Contes nouveaux ou Les Fées à la mode, Nadine Jasmin (éd.), Paris, Champion, « Bibliothèque des génies et des fées », 2004.

Michel Tournier, *Vendredi ou la Vie sauvage*, Éditions Gallimard, 1971.

Additional material can be used.

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:

Literature for young children and adolescents, transmitting values.

**French Media Studies
(Fr(P)-DSE2)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

Course Objectives:

The course intends to provide the basic knowledge and skills related to news audio-visual and print media.

Course Learning Outcomes**Course Learning Outcomes:**

- Familiarize with print and audio-visual media of the French speaking world.
 - Generate awareness about Censorship laws in various countries.
 - Make students aware about the professional Risks involved in Journalism.
 - Develop skills to read, compare and analyse articles/reports/editorials/programmes/ information across various types of media.
 - Develop skills to prepare report/blogs/articles on internet etc.
 - Familiarise students with basic editing skills.
-

Unit 1**Unit 1****Print Media**

- Famous newspapers of the French and French-speaking world. (Le Monde, La Libération, France; Le Messenger, Senegal; El Watan, Algeria ; etc)
 - Magazines, current affairs, fashion.
-

Unit 2**Unit 2****Audio-visual media:**

- Radio and T.V. news channels in France and French speaking world, children's films.
-

Unit 3**Unit 3**

Project Work:

- Comparing headlines and presentation of news in various newspapers.
- Summarizing an article.
- Analyzing an editorial.
- Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc.).
- Writing a report on an opinion poll.
- Preparing a flyer.
- Analyzing & writing blogs.
- Reporting crime.
- Preparing a weather report.
- Writing a small report on a given topic for the wall- newspaper.
- Preparing a forum on Internet; (TV/University life);
- Managing interactions.
- Editing Skills.

References**References:****Suggested Readings:**

- Patrick Charaudeau, *La conquête du pouvoir. Opinion, Persuasion, Valeurs, les discours d'une nouvelle donne politique*, Paris, L'Harmattan (2013).
- Amossy, Ruth. *L'argumentation dans le discours*, Paris : Colin (2010).
- GUÉRY Louis, *Visages de la presse. La présentation des journaux des origines à nos jours*, CFPJ (1997).
- <http://www.lepointdufle.net/>
- <http://enseigner.tv5monde.com/>
- www.totallygonzo.org

Additional material can be used.

Teaching Learning Process

Teaching Learning Process:

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

Assessment Methods

Assessment Methods:

50% weightage on internal assessment based on Project Work such as:

- Presentation of news in various newspapers.
- Summarizing an article.
- Analyzing texts/articles on social issues.
- Preparing a flyer.
- Analyzing & writing blogs.
- Preparing a weather report.
- Writing a small report on a given topic for the wall-newspaper.
- Editing assignments.

50% weightage on End semester written examination.

Keywords

Keywords:

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

German Media Studies (Gr(P)-DSE2) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- provide the students basic skills of news reporting and editing for audio-visual and print media.

- teach them to prepare articles etc. for blogs and websites.
-

Course Learning Outcomes

- Familiarize with print and audio-visual media of the German and German-speaking world
 - Generate awareness about censorship laws in various countries
 - Make students aware about the professional risks involved in Journalism
 - Develop skills to read, compare and analyse articles/reports/editorials/programmes/ information across various types of media
 - Develop skills to prepare report/blogs/articles on internet etc.
 - Familiarize with basic editing and text reviewing skills
-

Unit 1

Print Media

- Famous newspapers of the German and German-speaking world. (like Frankfurter Allgemeine, Bild Zeitung, etc.)
 - Magazines, magazines available online for eg. Der Spiegel.
-

Unit 2

Radio and T.V. news channels in Germany and German speaking world

Unit 3

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

Unit 4

- Issues related to new-age journalism
- Internet and journalism.

References

- Famous German Newspapers like Frankfurter Allgemeiner, Bild Zeitung, etc.
- Famous German magazines available online for eg. Der Spiegel.
- Frank Bösch: Mediengeschichte: Vom asiatischen Buchdruck zum Fernsehen. Frankfurt a.M.: Campus Verlag, 2011
- Jürgen Wilke: Grundzüge der Medien- und Kommunikationsgeschichte. 2. durchgesehene und ergänzte Aufl. Köln, Weimar, Wien: Böhlau, 2008

Additional material can be used.

Teaching Learning Process

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

25% weightage on internal assessment based on Project Work such as presentation of news in various newspapers/Summarizing an article/ analyzing texts/articles on social issues / Preparing a flyer/Analyzing & writing blogs/ Preparing a weather report/Writing a small report on a given topic for the wall-newspaper /Editing assignments.

75% weightage on written examination.

Keywords

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

Hispanic Media Studies (Sp(P)-DSE2) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives: The course aims at providing the students basic skills of news reporting and editing for audio-visual and print media. They also learn to prepare articles etc. for blogs and websites.

Course Learning Outcomes

Course Learning Outcomes: • Familiarize with print and audio-visual media of the Spanish speaking world • Generate awareness about Censorship laws in various countries • Make students aware about the professional Risks involved in Journalism • Develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media • Develop skills to prepare report/blogs/articles on internet etc. • Familiarize with basic editing skills

Unit 1

Unit 1 Print Media • Famous newspapers of the Spanish speaking world. (El País, Spain ; Clarin, Argentina, La Jornada, Mexico, etc.) • Magazines, current affairs, fashion, children's films.

Unit 2

Unit 2 Audio-visual media • Radio and T.V. news channels in Spain and Latin American countries.

Unit 3

Different types of Journalism • Study of examples of Travel and Environmental Journalism, Sports, and Cultural journalism

Unit 4

Unit 4 Issues related to new-age journalism • Internet and journalism.

References

1.2. References Suggested Readings: • www.totallygonzo.org • www.periodismogonzoargentina.blogspot.in • Luis Cebrián, Juan. La prensa en la calle. Escritos sobre Periodismo Madrid: Taurus, (1980). • Martín Vivaldi, G.: Géneros periodísticos, Madrid: Paraninfo (1977). • Núñez Ladeveze, L.: Manual para periodismo, Barcelona: Ariel (1991). • Rodríguez Ruibal, Antonio: Periodismo turístico. Análisis del turismo a través de las portadas. Barcelona: Editorial UOC (2009). Additional material can be used.

Teaching Learning Process

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

Assessment Methods

Assessment Methods 50% weightage on internal assessment based on Project Work such as presentation of news in various newspapers/Summarizing an article/ analyzing texts/articles on social issues / Preparing a flyer/Analyzing & writing blogs/ Preparing a weather report/Writing a small report on a given topic for the wall-newspaper /Editing assignments 50% weightage on written internal test

Keywords

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

Introduction to Translation (Sp(P)-DSE3) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives: Aims to impart to the students the techniques of translation to enable them to translate varied texts. Students are also made aware about the ethics and accountability in translation as also the limitations of machine translation.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Familiarize students with language for specific purposes • Familiarize students to the techniques of translation; • Help students to make word glossaries for specific texts. • Sensitizes students towards Machine translation and its limitations • Develops awareness about Ethics and accountability in translation.

Unit 1

Unit 1 Study of language used in industries such as hospitality, tourism, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets).

Unit 2

Unit 2 2.1. Introducing the student to the techniques of translation 2.2. Making of word glossaries for specific texts.

Unit 3

Unit 3 3.1 Machine translation and its limitations 3.2 Ethics and accountability in translation.

References

References Suggested Readings • Extracts from Susan Bassnett McGuire: Translation Studies (2002). • Daniel Gile, Basic Concepts and Models for Interpreter and Translator Training John Benjamins Publishing(2009). • Jeremy Munday, Introducing Translation Studies, Theories and Applications New York: Routledge (2012) • Malmkaer Kirsten, Windle, Kevin. The Oxford Handbook of Translation Studies Oxford: OUP (2011). • Baker, Mona. In Other Words.A Course Book in Translation. New York: Routledge (2011). • López Guix, Juan Gabriel. Manual de Traducción Inglés – Castellano Madrid: Gedisa, 2012 • Child, Jack. Introduction to Spanish Translation UPA, 2009 • Haywood, Louise. Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English New York: Routledge, 2009 • Lunn, Patricia. Et.al En otras palabras: perfeccionamiento del español por medio de la traducción Washington: Georgetown University Press, 2013. • Additional material can be used.

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, translations assigned to them. • By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Assessment Methods

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

Keywords

Keywords Techniques of Translation, commercial translation, Word glossary, machine translation

Introduction to Translation (Fr(P)-DSE3) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

- The Course aims to familiarise students with the techniques of translation to enable them to translate a variety of texts.
 - Students are also made aware about the ethics and accountability in translation.
 - The limitations of machine translation.
-

Course Learning Outcomes

Course Learning Outcomes:

- Familiarize students with language for specific purposes
 - Familiarize students to the techniques of translation;
 - Help students to make word glossaries for specific texts.
 - Sensitizes students towards Machine translation and its limitations
 - Develops awareness about Ethics and accountability in translation.
-

Unit 1

Unit 1

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

Unit 2

Unit 2

- Introducing the student to the techniques of translation
 - Making of word glossaries for specific texts.
-

Unit 3

Unit 3

- Machine translation and its limitations.
- Ethics and accountability in translation.

References

References:

- Jeremy Munday, *Introducing Translation Studies, Theories and Applications* New York: Routledge (2012.)
- Malmkaer Kirsten, Windle, Kevin. *The Oxford Handbook of Translation Studies* Oxford: OUP (2011).
- Baker, Mona. *In Other Words. A Course Book in Translation.* New York: Routledge (2011).
- Daniel Gile, *Basic Concepts and Models for Interpreter and Translator Training* John Benjamins Publishing(2009).
- Extracts from Susan Bassnett McGuire: *Translation Studies* (2002).

Additional material can be used.

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, translations assigned to them.
 - By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned
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Assessment Methods

Assessment Methods:

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

Keywords:

Techniques of Translation, commercial translation, Word glossary, machine translation.

Introduction to Translation (Gr(P)-DSE3) Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

- Familiarize students with language for specific purposes
- Familiarize students to the techniques of translation;
- Help students to make word glossaries for specific texts.
- Sensitize students towards Machine translation and its limitations
- Develop awareness about Ethics and accountability in translation

Unit 1

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

Unit 2

- Introducing the student to the different methodologies of translation
- Making word glossaries for different text typologies

Unit 3

- Machine translation and its limitations

- Ethics, accountability and the role of the original text in translation.

Unit 4

Role of Translation in Multimedia contexts

References

- Extracts from Susan Bassnett McGuire: *Translation Studies* (2002).
- Daniel Gile, *Basic Concepts and Models for Interpreter and Translator Training*, John Benjamins Publishing(2009).
- Jeremy Munday, *Introducing Translation Studies, Theories and Applications* New York: Routledge (2012)
- Malmkaer Kirsten, Windle, Kevin. *The Oxford Handbook of Translation Studies* Oxford: OUP (2011).
- Baker, Mona. *In Other Words. A Course Book in Translation*. New York: Routledge (2011).
- Vinay (J.-P.) et Darbelnet (J.). *Stylistique comparée du français et de l'anglais*, Paris,Montréal : Beachemin (1958)
- Humphery, R. *Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch*, Berlin: Klett, Berlin, 2010.
- Gallagher Desmond, John. *German-English Translation*. München, Wien,1982.

Teaching Learning Process

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

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

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

Life in France and Francophone Countries (Fr(P)-DSE1) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

- The course aims to give an overview of major developments in France and French speaking countries introducing them to some of the salient social, political and cultural events through a survey of literature and politics.
 - It provides knowledge on various aspects of contemporary culture (films, art, education system...) in French and Francophone countries.
-

Course Learning Outcomes

Course Learning Outcomes:

- An overview of major developments in the French speaking countries through a survey of literature and politics.
 - Familiarise students with the major social, political and cultural events of the French speaking countries.
 - Provide basic understanding of the Contemporary French world.
 - Initiate learners to the culture and civilisation of the French speaking countries.
 - Provide knowledge about education systems, home, family, leisure activities, festivals, dance forms, politics, tourism, physical geography of the French speaking countries.
-

Unit 1

Unit 1

Some of the key Events in French History:

- The French Revolution
- Declaration of the Fifth Republic
- Crisis of May 1968

Unit 2

Unit 2

- Political and physical geographical features of France
- Contemporary France and its relations with the French speaking world/European Union, including its policy towards immigration.

Unit 3

Unit 3

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

References

Suggested Readings : Excerpts from :

- 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)

Teaching Learning Process

Teaching Learning Methods:

- 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:

French countries in the Contemporary World, Culture, civilisation, Intercultural Competence.

Life in German speaking Countries, Elements of History, Culture and Civilization (Gr(P)-DSE1) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The course introduces students to

- major social, political and cultural events in Germany and German speaking countries starting from nineteenth century till date and also studies the impact of these events on these countries.
- Light is also thrown on various aspects of contemporary culture (films, art, education system...) in Germany and German speaking countries.

Course Learning Outcomes

- An overview of major developments in the German speaking world through a survey of literature and politics.
 - Familiarize students with the major social, political and cultural events of Germany and German speaking countries.
 - Provide a basic understanding of Contemporary Germany and its relations with the German speaking world.
 - Initiate learners to the culture and civilization of Germany and German speaking countries.
 - Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Germany and the German speaking countries.
-

Unit 1

1.1 Unification of Germany

1.2 An overview of German history from 1848 to 1945, society in post-war Germany, rebuilding of Germany, and unification of Germany

Unit 2

Contemporary Germany and its relations with the German speaking world/European Union, including its policy towards immigration.

Unit 3

Basic knowledge of various cultural and civilisational aspects of Germany and German speaking countries, such as, daily lives and routines of an average person, home, family, leisure activities, festivals, politics, tourism etc.

References

1. Das zweite Reich
2. *Deutsche Geschichte*, 3 Bd., Göttingen: Vandenhoeck u. Ruprecht (1985).
3. Abiturwissen Geschichte. *Das Dritte Reich*, Stuttgart: Klett(2009).
4. Abiturwissen Geschichte. *Deutschland nach 1945*, Stuttgart: Klett(2009).

5. Youtube resources : short films about German History, Festival and carnivals.

Additional material can be used

Additional Resources:

Website: www.geschichte-abitur.de

Teaching Learning Process

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

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

German Monarchy, German Revolution, German Colonies, Germany in the Contemporary World, Culture, Civilisation, Intercultural Competence

**Life in Spain and Latin American Countries, Elements of History, Culture and Civilization
(Sp(P)-DSE1)
Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

Course Objectives • The course aims to give an overview of major developments in the Spanish speaking countries introducing them to some of the salient social, political and cultural events through a survey of literature and politics. • It provides knowledge on various aspects of contemporary culture (films, art, education system...) in Spain and Latin American countries.

Course Learning Outcomes

1.1. Course Learning Outcomes: • An overview of major developments in the Spanish speaking countries through a survey of literature and politics. • Familiarize students with the major social, political and cultural events of the Spanish speaking countries. • Provide basic understanding of the Contemporary Hispanic world. • Initiate learners to the culture and civilization of the Spanish speaking countries. • Provide knowledge about education systems, home, family, leisure activities, festivals, dance forms, politics, tourism, physical geography of the Spanish speaking countries.

Unit 1

Unit 1 1.1 A brief overview of the main historical events in Spain and the Latin American Countries 1.2 Some salient aspects of each of the Spanish speaking countries with regard to the physical geography, principal industries, tourism, music and dance, etc. 1.3 The Hispanic presence in the United States of America

Unit 2

Unit 2 2.1 The Spanish Civil War (1936-1939) 2.2 Story related to the Civil War: El Desaparecido of Julio Llamazares 2.3 Post-war poem: Nanas de la cebolla of Miguel Hernández.

Unit 3

Unit 3 3.1 A brief sketch of The Mexican Revolution (1910 -1920) 3.2 Poem related to the Mexican revolution: Una Gran Revolución of Leonardo Antivero 3.3 Story related to the Mexican Revolution: Nos han dado la tierra of Juan Rulfo.

Unit 4

Unit 4 4.1 The military regime in Chile (1973-1990) 4.2 Story related to the military regime in Chile: Mi hermano cruza la plaza of Luis Alberto Tamayo.

Unit 5

Unit 5 Cultural forms and National Identity: Flamenco (Spain), Merengue (Dominican Republic), Tango (Argentina), "The Madrid Scene" (La Movida Madrileña), Festivals of Spain and Latin American countries.

References

References Suggested Readings : Excerpts from : Chasteen, John Charles. Born in Blood and Fire, A Concise History of Latin America (New York: Norton, 2001) Manuel Fernandez Alvarez, Pequeña historia de España Madrid: Espasa Libros SLU (2008). Samaniego A. Fabián, et al, ¡Dímelo tú! Fortworth: Holt, Rinchart and Winston, 1998. ISBN: 003020078-4. Alonso E. et al, Gente Joven: Curso de Español para Jóvenes, Barcelona: difusión, 2007. Youtube resources : América latina en el siglo XIX Youtube resources: Democracias en América Latina: entre la ficción y la esperanza. Youtube resources: La era de los caciques- Llanquetrutz (2015) Additional material can be used.

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 Spanish Civil War, Mexican Revolution, the Hispanic countries in the Contemporary World, Culture, civilisation, Intercultural Competence

Business French (Fr(P)-SEC4) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives:

- The course intends to develop skills and knowledge related to commercial and industrial domains.
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Course Learning Outcomes

Course Learning Outcomes:

- Develop knowledge about Multinationals and business houses from French speaking countries, headquarters of companies, Chambers of Commerce.
 - Equip students with tools to write letters of acknowledgements, complaints, tenders for companies.
 - Help to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
 - Enable students to create websites for business houses and prepare publicity materials.
 - Hone marketing skills
-

Unit 1

Unit 1

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

Unit 2

Unit 2

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

Unit 3

Unit 3

- Writing letters of acknowledgements/ complaints/writing tenders for companies.

Unit 4

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

Unit 5

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

References

References:

- M Demaret, P Maccotta, MP Rosillo, *Quartier d'affaires 1 – 2*, CLE (2013).
- Beatrice Tauzin et Anne-Lyse Dubois, *Objectif express. Le monde professionnel en français, 1 et 2*, Hachette, coll. FLE (2013).
- Jean-Luc Penfornis, *Vocabulaire progressive du français des affaires avec 250 exercices*, CLE International (2013).
- Jean Luc Penfornis, *Communication progressive du français des affaires*, CLE International (2010).

Additional material can be used.

Teaching Learning Process

Teaching Learning Process:

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

Assessment Methods:

- 50% weightage on internal assessment based on Project Work such as:
 - Creating websites for business house
 - Preparing publicity materials/brochures
 - Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
 - 50% weightage on written internal test.
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Keywords

Keywords:

Business German (Gr(P)-SEC4) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Aims at making the student

- adept at business letter writing.
 - conversant with the different protocols observed in the German speaking world in commerce and industry.
-

Course Learning Outcomes

- Provide knowledge about investments in India from Germany and German 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 German speaking countries, headquarters of companies, Chambers of Commerce
 - Familiarize with products of import and export between German speaking countries and India. Areas of potential business growth. International brands and formulation of product profiles and knowledge of management structures of German companies
 - Impart skills to write job applications
 - Equip students with tools to write letters of acknowledgements, complaints, tenders for companies
 - Help to make glossaries of vocabulary used in telemarketing, banking, law, finance etc.
 - Hone marketing skills
-

Unit 1

Investments in India from Germany and German speaking countries and Indian investments/business interests in these countries

Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

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

References

Suggested Readings:

Wirtschaftsdeutsch von A bis Z, Langenscheidt, Berlin (2008).

Briefe Schreiben leicht gemacht, Halm, et al, Dudenverlag, Mannheim (2003).

Kontakt Deutsch. Deutsch für berufliche Situationen, Miebs, et al, Langenscheidt, Köln, Berlin (1997)

Teaching Learning Process

- The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.

- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

Assessment Methods

50% weightage on internal assessment based on Project Work such as, creating websites for business house/preparing publicity materials/brochures/ Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.

50% weightage on written internal test

Keywords

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

Business Spanish (Sp(P)-SEC4) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives: Aims at making the student adept at business letter writing and also conversant with the different protocols observed in the Spanish speaking world in commerce and industry.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Provide knowledge about investments in India from the Spanish-speaking countries and Indian investments/business interests in these countries. • Develop knowledge about Multinationals and business houses from Spanish speaking countries, headquarters of companies, Chambers of Commerce. • Familiarize with products of import and export between the Spanish 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

Unit 1

Unit 1 Investments in India from the Spanish-speaking countries and Indian investments/business interests in these countries.

Unit 2

Unit 2 Multinationals and business houses from Spanish speaking countries. Company headquarters of companies. Chambers of Commerce.

Unit 3

Unit 3 Products of import and export between Spanish speaking countries and India. Areas of potential business growth. International brands.

Unit 4

Unit 4 Writing job applications/Making a curriculum vitae/Writing letters of acknowledgements/ complaints/writing tenders for companies.

Unit 5

Unit 5 Business codes and protocol, Industrial espionage.

Unit 6

Unit 6 Developing marketing skills through role play on buying and selling products, talking about one's skills

References

1.3. Suggested Readings: 1. Aguirre Beltran B. Introducción al español de los negocios Madrid(2011). 2. Pérez Matilde, Alonso. Innovando en el mundo de los negocios. Madrid: September Ediciones (2011). 3. Nevaer, Louis. Speak Business Spanish like an Executive: Avoiding the Common Mistakes that hold Latinos back. New York: Hispanic Economics (2012). Additional material can be used T

Teaching Learning Process

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

Assessment Methods

Assessment Methods 50% weightage on internal assessment based on Project Work such as, creating websites for business house/preparing publicity materials/brochures/ Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies. 50% weightage on written internal test

Keywords

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

French in the Travel and Tourism Sector (Fr(P)-SEC3) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives:

The course intends to impart basic knowledge and understanding of various aspects of society and culture of the French Speaking world in order to develop basic skills required for the Travel and Tourism sector.

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

- Introduction to cultural history and geography through Tourism in the French-speaking countries incorporating vocabulary of Travel and Tourism.
-

Unit 2

Unit 2

- Information about historical monuments and places.
 - Introduction to the profession of tour guide and travel agent.
-

Unit 3

Unit 3

- Preparing an itinerary by air, ship, train.
 - Develop an understanding of the Hotel Industry in the French-speaking countries/India.
 - Important hotel chains
 - Language used in hotel industry, airports and by airlines.
-

References

References:

- Sophie Corbeau, Chantal Dubois, Jean-Luc Penfornis, *Tourisme.com*, Clé International, (2013).
 - Claude Peyrouet, Claude Bouthier, *Le tourisme en France*, Nathan (2010).
 - Guides du Routard,
 - Guides Michelin
 - <http://www.incredibleindia.org/en/>
 - Websites of various State Tourism Departments
-
-

Teaching Learning Process

Teaching and Learning Process:

- The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.

- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.
-

Assessment Methods

Assessment Methods:

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

Keywords

Keywords:

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

French through audio visual methods: Films (Fr(P)-SEC2) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives:

- To use films as tools for language learning.
-

Course Learning Outcomes

Course Learning Outcomes:

- Improving Oral comprehension and expression through the Cinema of the French speaking countries.
- Using films to discover cultural and historical aspects of the French speaking countries.
- Acquainting students with conversational French and the wide variations of pronunciation and intonation in the French speaking world.
- Providing basic tools to analyse films and make very short films.

Unit 1

Unit 1

- Improving oral comprehension through films.

Unit 2

Unit 2

Improving oral communication using specific scenes, by learning of new speech acts and conversational phrases and using them in role plays.

Unit 3

Unit 3

Basic tools to analyse a film and make very short films.

References

Suggested Resources:

1. <http://www.reseau-canope.fr/>
2. <http://www.crdp-strasbourg.fr/cddp-68>. École et cinéma.

Additional material can be used

Teaching Learning Process

Teaching Learning Process

- Learning will be based on screening of films.
 - The learners will be encouraged to enact roles and present dialogues from specific scenes of the film.
 - Analysing themes, characters and various other components of films.
 - The learners will be encouraged to make their own short films using basic ICT and phone/video camera available with them.
-

Assessment Methods

Assessment Methods:

- 50% weightage on internal assessment based on role plays/presentations on films/film poster making/synopsis writing/making short films.
 - 50% weightage on written internal test.
-

Keywords

Keywords:

Films, subtitles, culture, history, role playing, dialogues.

French through audio visual methods: Songs and Lyrics (Fr(P)-SEC1) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives:

- To exploit songs, rhymes and lyrics as tools for language learning.
 - To focus on written/oral expression and comprehension through songs and rhymes..
-

Course Learning Outcomes

Course Learning Outcomes:

- Enable students to attain different nuances of language through poetic as well as colloquial songs, popular rhymes and slams
 - Improving grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts.
 - Improving pronunciation and articulation and thereby fluency in the language.
-

Unit 1

Unit 1

- Introduction to famous songs, poems and rhymes as written or audio-video texts.
-

Unit 2

Unit 2

- Identification of specific words and structure
 - Analysis of grammar used and vocabulary, alternatives for the same can be suggested.
 - Analysis of the Song lyrics which can be later used for writing and speaking.
-

Unit 3

Writing and presenting poems, songs and rhymes.

References

Suggested songs:

- Pink Martini, "Sympathique".
- Pink Martini, "Où est ma tête?".
- Edith Piaf, "Non, je ne regrette rien".
- Yves Montand, "Sous le ciel de Paris".
- MC Solaar, "Gangster Moderne"

Songs are available for very basic language learning i.e. alphabets, days of the week, animals etc.

<http://www.songsforteaching.com/frenchsongs.htm>

Teaching Learning Process

Teaching Learning Process:

- The Learning will be based on presentation of audio-visual and virtual teaching aids.
 - The learners are encouraged to sing songs and recite poems in the classroom.
 - The learners are encouraged to collaborate with their peers to make a group presentation as part of co-curricular activities.
 - The learners are encouraged to compose poems/songs/rhymes.
-

Assessment Methods

Assessment Methods:

- 50% weightage on internal assessment based on written and oral presentations of songs and rhymes.
 - 50% weightage on written internal test.
-

Keywords

Keywords:

Songs, rhymes, poems, lyrics, articulation, pronunciation.

Course Objective(2-3)

Course Objectives:

- To exploit songs, rhymes and lyrics as tools for language learning.
 - To focus on written/oral expression and comprehension through songs and rhymes..
-

Course Learning Outcomes

Course Learning Outcomes:

- Enable students to attain different nuances of language through poetic as well as colloquial songs, popular rhymes and slams
 - Improving grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts.
 - Improving pronunciation and articulation and thereby fluency in the language.
-

Unit 1

Unit 1

- Introduction to famous songs, poems and rhymes as written or audio-video texts.
-

Unit 2

Unit 2

- Identification of specific words and structure
 - Analysis of grammar used and vocabulary, alternatives for the same can be suggested.
 - Analysis of the Song lyrics which can be later used for writing and speaking.
-

Unit 3

Writing and presenting poems, songs and rhymes.

References

Suggested songs:

- Pink Martini, "Sympathique".
- Pink Martini, "Où est ma tête?".
- Edith Piaf, "Non, je ne regrette rien".
- Yves Montand, "Sous le ciel de Paris".
- MC Solaar, "Gangster Moderne"

Songs are available for very basic language learning i.e. alphabets, days of the week, animals etc.

<http://www.songsforteaching.com/frenchsongs.htm>

Teaching Learning Process

Teaching Learning Process:

- The Learning will be based on presentation of audio-visual and virtual teaching aids.
 - The learners are encouraged to sing songs and recite poems in the classroom.
 - The learners are encouraged to collaborate with their peers to make a group presentation as part of co-curricular activities.
 - The learners are encouraged to compose poems/songs/rhymes.
-

Assessment Methods

Assessment Methods:

- 50% weightage on internal assessment based on written and oral presentations of songs and rhymes.
 - 50% weightage on written internal test.
-

Keywords

Keywords:

Songs, rhymes, poems, lyrics, articulation, pronunciation.

German in the Travel and Tourism Sector (Gr(P)-SEC3) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To prepare the student for a profession in travel and tourism sector.
 - To increase his knowledge about tourist attraction of India and Germany.
-

Course Learning Outcomes

- Provide knowledge about cultural history and geography through the perspective of Tourism in Germany and German speaking countries/and India incorporating the vocabulary of travel and tourism
 - Impart information about historical monuments and places
 - Enable students to plan an itinerary by air, ship, train and bus
 - Prepare students for the profession of tour guide and travel agent
-

Course Objective(2-3)

- To prepare the student for a profession in travel and tourism sector.
 - To increase his knowledge about tourist attraction of India and Germany.
-

Course Objective(2-3)

- To prepare the student for a profession in travel and tourism sector.
 - To increase his knowledge about tourist attraction of India and Germany.
-

Course Learning Outcomes

- Provide knowledge about cultural history and geography through the perspective of Tourism in Germany and German speaking countries/and India incorporating the vocabulary of travel and tourism
 - Impart information about historical monuments and places
 - Enable students to plan an itinerary by air, ship, train and bus
 - Prepare students for the profession of tour guide and travel agent
-

Course Learning Outcomes

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

Unit 1

- 1.1 Introduction to cultural history and geography through Tourism in the German speaking countries incorporating vocabulary of Travel and Tourism
 - 1.2 Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
-

Unit 2

- 2.1 Information about historical monuments, places and hospitality industries.

2.2 Introduction to the profession of tour guide and travel agent.

Unit 3

3.1 Preparing an itinerary by air, ship, train and bus.

3.2 Develop an understanding of the Hotel Industry in the German speaking countries/India, important hotel chains, language used in hotel industry, airports and by airlines.

References

Suggested Readings:

- Deutsch im Hotel, Valperga, E, et al., Max Hueber Verlag, Ismaning (2005).
- *Kommunikation im Tourismus*, Conelson, Berlin (2005)

Additional Resources:

Websites of various State Tourism Departments

Teaching Learning Process

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

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

50% weightage on written internal test

Keywords

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

German through audio visual methods: Films (Gr(P)-SEC2) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To improve oral comprehension and expression through films.
 - To acquaint the students with concerned culture through films.
-

Course Learning Outcomes

Improving Oral comprehension and expression through German Cinema,

Using films to discover cultural and historical aspects of German speaking countries.

Acquainting students with conversational German and the wide variations of pronunciation and intonation in the German speaking world.

Providing basic tools to analyse film

Unit 1

Improving the oral, aural, reading and written comprehension skills of the learner through films.

Unit 2

Improving oral comprehension using specific scenes by learning of new speech acts and conversational phrases and using them in role play

Unit 3

Provide language structures and vocabulary for film analysis and also make own short films.

References

Suggested Films:

- Die weiße Rose (1982)
 - Momo (1986)
 - Das Leben der Anderen "The Lives of Others" (2006)
 - Das Experiment "The Experiment" (2001)
 - Die fetten Jahre sind vorbei "The Edukators" (2004)
 - Goodbye Lenin (2003)
 - Ein Baby zum Verlieben (2004)
 - Unter dem Sand- das Versprechen der Freiheit (2015)
 - Susanne –made by BBC and Goethe Institute
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Teaching Learning Process

- The Learning will be based on screening of films
 - The learners will be encouraged to enact roles and present dialogues from specific scenes of the films
 - Analysing themes, characters and various other components of the film
 - The learners will be encouraged to make their own short films using basic ITC and phone/video camera available with them.
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Assessment Methods

50% weightage on internal assessment based on role plays/presentations on films, poster making/synopsis writing

50% weightage on written internal test

Keywords

Films, subtitles, culture, history, role playing, dialogues

German through audio visual methods: Songs and Lyrics (Gr(P)-SEC1) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- To improve language learning through songs, rhymes and lyrics by analyzing the grammatical structures used in them and by increasing vocabulary.
 - To improve pronunciation and articulation and thereby fluency in the language.
-

Course Learning Outcomes

- Intensifying language learning through poetic as well as colloquial songs, popular rhymes and slams
 - Improving grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts.
 - Improving clear pronunciation and articulation and thereby fluency in the language
-

Unit 1

Introduction to famous songs, poems and rhymes as written or audio-video texts

Unit 2

Identification of specific words and structures

- Analysis of grammar used and vocabulary, alternatives for the same can be suggest
 - Analysis of the Song lyrics which can be later used for writing and speaking
-

Unit 3

Writing and presenting poems, songs and rhymes

References

Suggested Song and Rhymes:

Children's rhymes available online.

"99 Luftballons" (1983) by Nena

Wie schön, dass du geboren bist

Der Herbst ist da

Alle Vögel sind schon da

Backe, backe Kuchen

Liebe ist alles

"Im wunderschönen Monat Mai," Dichterliebe (1840) by Robert Schumann

"Du Hast" (1997) by Rammstein

"Wir Sind Wir" (2004) by Paul Van Dyk and Peter Heppner

"Lili Marlene" (1944) by Marlene Dietrich

Teaching Learning Process

- The Learning will be based on presentation of audio-visual and virtual teaching aids
 - The learners are encouraged to sing songs and recite poems in the classroom
 - The learners are encouraged to collaborate with their peers to make a group presentation as part of co-curricular activities
 - The learners are encouraged to compose poems/songs/rhymes
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Assessment Methods

25% weightage on internal assessment based on written and oral presentations of songs and rhymes

75% weightage on written internal test

Keywords

Songs, rhymes, poems, lyrics, articulation, pronunciation

Intermediate oral skills (1) (Fr-BA(P)-SEC5) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives:

- To enhance oral comprehension and expression skills in order to enable the learners to communicate more effectively and confidently.
-

Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to partially attain B1 Level of reading,listening and speaking skills in the concerned language.
-

Unit 1

Unit 1

- Listening, analysing and synthesizing information, ideas presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
 - Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
 - Reading, analysing and summarising texts/articles on different social issues or current affairs.Giving detailed accounts of experiences, feelings and reactions, relating details of unpredictable occurrences, e.g., an accident.
 - Relating the plot of a book or film and describing his/her reactions.
 - Describing dreams, hopes, ambitions, events, real or imagined/preparing.
 - Conducting and presenting results of opinion polls on various social issues.
 - Preparing and presenting skit/debating or making oral presentations on various social issues.
 - Narrating one's experiences of foreign language learning.
 - Explaining why something is a problem.
 - giving brief comments on the views of others
 - Comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.
-

Unit 2

Unit 2

- Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics realted 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 usgae 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.
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Unit 3

Unit 3

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

- *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.

Note: Additional material may be used.

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 B1 level by CEF.
 - 50% weightage on Formative Internal assessment adopting the descriptors specified for B1 level by CEF.
 - 50% weightage on End Semester written examination adopting the descriptors and components specified for B1 level by CEF.
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Keywords

Keywords:

Socio-cultural issues, routine and non-routine matters, culture and civilisation.

Intermediate oral skills (1) (Gr-BA(P)-SEC5) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Aims to build upon the oral skills acquired by the students in the previous two semesters so as to reach the intermediate level of oral expression and comprehension and be able to carry out small meaningful conversation.

Course Learning Outcomes

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

- Enable learners to partially attain B1 Level of reading, listening and speaking 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.

Unit 1

Listening:

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

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

Unit 2

Reading:

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

Unit 3

Giving detailed accounts of experiences, feelings and reactions, relating details of unpredictable occurrences, e.g., an accident/relating the plot of a book or film and describing his/her reactions/describing dreams, hopes, ambitions, events, real or imagined/preparing, conducting and presenting results of opinion polls on various social issues/ preparing and presenting skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.

Unit 4

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 German to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 5

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

Basic knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of German speaking countries.

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

References

Any of the following may be used and will be partially completed

- DW resources:
- Harry gefangen in der Zeit
- Das Sagt man so!
- Das Bandtagebuch mit EINSHOCH6
- Deutsch Interaktiv
- Deutsch – warum nicht?
- langsam gesprochene Nachrichten
- Marktplatz
- Video-Thema

Note: Supplementary language manuals can be recommended.

Teaching Learning Process

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

Assessment Methods

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

50% 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.

50% weightage on End Semester viva voce Examination adopting the descriptors and components specified for B1 level by CEF

Keywords

socio-cultural issues, routine and non-routine matters, culture and civilisation.

Intermediate Oral Skills (1) (Sp-BA(P)-SEC5) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives : Aims to build upon the oral skills acquired by the students in the previous two semesters so as to reach the intermediate level of oral expression and comprehension and be able to carry out small meaningful conversation.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Enable learners to partially attain B1 Level of reading, listening and speaking skills in the concerned language. • Develop upon the linguistic skill sets already acquired with enhanced focus on oral comprehension and expression. • Produce simple coherent and structured texts on topics that are familiar to them or of personal interest. • Tackle effectively most situations likely to arise while travelling in an area where the language is spoken. • Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence.

Unit 1

Unit 1 -Listening, analysing and synthesizing information, ideas presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. -Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. -Reading, analysing and summarising texts/articles on different social issues or current affairs. -Giving detailed accounts of experiences, feelings and reactions, relating details of unpredictable occurrences, e.g., an accident/relating the plot of a book or film and describing his/her reactions/describing dreams, hopes, ambitions, events, real or imagined/preparing, conducting and presenting results of opinion polls on various social issues/ preparing and presenting skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose

Unit 2

Unit 2 -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 Spanish to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 3

Unit 3 Co-cultural Competence: Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. Basic knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of the Spanish speaking countries. 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. • 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) Nuevo Ven 2, Castro F. et al, Edelsa, Madrid, Spain, 2004 • Nuevo Ven 2, Castro F. et al, Edelsa, Madrid, Spain, 2004 • Español sin Fronteras 2, Sanchez Lobato, et al, SGEL, Madrid, 1998. • Youtube Resources: 46 Minutes of Intermediate Spanish Listening Comprehension <https://www.bing.com/videos/search?q=46+minutes+of+intermediate+spanish+listening+comprehension> Additional material/YouTube Resources can be also used.

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 level by CEF. 50% weightage on Formative Internal assessment adopting the descriptors specified for B1 level by CEF. 50% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B1 level by CEF

Keywords

Keywords socio-cultural issues, routine and non-routine matters, culture and civilisation.

Intermediate Oral Skills (2) (Gr-BA(P)-SEC7) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Aims to continue progressively and build upon the oral skills acquired in the earlier semesters leading to the completion of acquisition of intermediate oral skills making the learners independent users of German.

Course Learning Outcomes

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

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

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 3

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 4

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 German speaking 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 German to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.

Unit 5

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

Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of German speaking communities

References

Any of the following may be used and will be partially completed

DW resources:

Harry gefangen in der Zeit

Das Sagt man so!

Das Bandtagebuch mit EINSHOCH6

Deutsch Interaktiv

Deutsch – warum nicht?

langsam gesprochene Nachrichten

Marktplatz

Video-Thema

Note: Supplementary language manuals can be recommended.

Teaching Learning Process

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

Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for B1 level by CEF.

50% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, projects, presentations, assignments using the target language.

Keywords

understanding of a wide range of audio-visual material, wide range of socio-cultural topics, Structured argumentative texts, good range of vocabulary

Intermediate Oral Skills (2) (Sp-BA(P)-SEC7) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives: Aims to continue progressively and build upon the oral skills acquired in the earlier semesters leading to the completion of acquisition of intermediate oral skills making the learners independent users of Spanish.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Enable learners to attain B1 Level of listening, reading and speaking skills in the concerned language. • Develop upon the linguistic skill sets already acquired with enhanced focus on oral comprehension and expression. • Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly • Provide learners with basic debating and presentation skills • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Unit 1

Unit 1 -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 -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. -Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Unit 2

Unit 2 -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 Hispanic 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 Spanish to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.

Unit 3

Unit 3: Co-cultural Competence: Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts. Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of the Hispanic communities.

References

References Any of the following textbooks may be prescribed and will be partially completed. • 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) • Protagonistas B1-(Libro de alumno y Cuaderno de ejercicios), Cristina Campo, Pilar Melero et al, Madrid (2017) • Nuevo Ven 2, Castro F. et al, Edelsa, Madrid, Spain, 2004 • Español sin Fronteras 2, Sanchez Lobato, et al, SGEL, Madrid, 1998. • Youtube Resources: Intermediate Spanish – Language Learning Podcast (Feb 22, 2018) <https://www.youtube.com/watch?v=IbyodH8OmWg> • YoutubeResources: Intermediate Spanish – Listen to Trending News in slow Spanish (Jan 25, 2018) Resources www.bing.com/videos/search?q=Intermediate+Spanish+-+Listen+to+Tranding+News+in+slow+Spanish Additional material/YouTube Resources can be also used.

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 level by CEF. 50% weightage on Formative Internal assessment adopting the descriptors specified for B1 level by CEF. 50% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B1 level by CEF

Keywords

Keywords Understanding of a wide range of audio-visual material, wide range of socio-cultural topics, Structured argumentative texts, good range of vocabulary

Intermediate Oral Skills (2) **(Fr-BA(P)-SEC7)** **Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective(2-3)

Course Objectives:

- To enhance oral comprehension and expression skills in order to enable the learners to communicate more effectively and confidently.
-

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

Unit 1

- 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.
 - 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.
 - Describing experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
-

Unit 2

Unit 2

- 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.

Unit 3

Unit 3

- 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.

- *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.

Note: Additional material may be used.

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 level by CEF.
 - 50% weightage on Formative Internal assessment adopting the descriptors specified for B1 level by CEF.
 - 50% weightage on End Semester written examination adopting the descriptors and components specified for B1 level by CEF.
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Keywords

Keywords:

Understanding of a wide range of audio-visual material, wide range of socio-cultural topics, Structured argumentative texts, good range of vocabulary

Oral skills (1) (Sp-BA(P)-SEC1) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives: The course aims to bring proficiency and fluency in the oral expression and comprehension of the students in the basic language skills so as to enable them to carry out basic communicative transactions fluently.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Enable learners to attain A1/A2 Level of reading ,listening and speaking skills in the concerned language. • Develop upon the linguistic skills sets already acquired in Sem I & II with enhanced focus on oral comprehension and expression such that they can use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Train learners to formulate simple sentences so that they can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have.

Unit 1

Unit 1: -Listen and identify the main points in short, clear, simple messages and announcements. -Understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters and reading simple texts related to one's immediate environment. -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 2

Unit 2: -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 for simple usages of moods, tenses and voices, usages of prepositions, pronouns to compose simple sentences with focus on oral expression in form of monologues and dialogues so that the learner can communicate effectively simple and routine tasks and can describe in simple terms aspects of his/her background relevant environment. -Developing sufficient understanding of phonological specificities of Spanish to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 3

Unit 3: -Interacting with peers and native speakers in the appropriate communicative contexts. -Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Hispanic world.

References

1.3. References Any of the following textbooks may be prescribed and will be partially completed. • Protagonistas A1- (Libro de alumno y Cuaderno de ejercicios), Cristina Campo, Charo Cuadrado 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) • Bitacora 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) • Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003 • Español sin fronteras, 1, Sánchez Lobato et al, SGEL, Madrid, 1998. • You tube Resource: Speak Spanish – Become fluent fast – Easy Spanish speaking drills <https://www.bing.com/videos/search?q=Speak+Spanish+-+Become+fluent+fast+-+Easy+Spanish+speaking+drills+by+maria+fernandez> Additional material/YouTube Resources can be also used.

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 A1/A2 levels by CEF. 50% weightage on Formative Internal assessment adopting the descriptors and components specified for A1/A2 levels by CEF 50% weightage to viva-voce Examination adopting the descriptors and components specified for A1/A2 levels by CEF

Keywords

Keywords Environment of immediate relevance, sufficient skills for survival , matters of immediate need, Routine tasks, Short and direct exchange of information

Oral skills (1) (Fr-BA(P)SEC-1) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives:

- To enhance oral comprehension and expression skills in order to enable the learners to communicate more effectively and confidently.
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Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to attain A1/A2 Level of reading ,listening and speaking skills in the concerned language.
 - Develop upon the linguistic skills sets already acquired in Semesters I & II with enhanced focus on oral comprehension and expression such that they can use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
 - Train learners to formulate simple sentences so that they can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have.
-

Unit 1

Unit 1

- Listen and identify the main points in short, clear, simple messages and announcements.
 - Understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters and reading simple texts related to one's immediate environment.
 - 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 2

Unit 2

- 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 for simple usages of moods, tenses and voices, usages of prepositions, pronouns to compose simple sentences with focus on oral expression in form of monologues and dialogues so that the learner can communicate effectively simple and routine tasks and can describe in simple terms aspects of his/her background relevant environment.
-

Unit 3

Unit 3

- Interacting with peers and native speakers in the appropriate communicative contexts.
 - Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the French and Francophone world.
-

References

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

- *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'eleve*: 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

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 oral comprehension and production adopting the descriptors specified for A1/A2 levels by CEF.
 - 50% weightage on Formative Internal assessment adopting the descriptors and components specified for A1/A2 levels by CEF.
 - 50% weightage to End semester written examination adopting the descriptors and components specified for A1/A2 levels by CEF.
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Keywords

Keywords:

Environment of immediate relevance, sufficient skills for survival , matters of immediate need, Routine tasks, Short and direct exchange of information.

Oral Skills (1)
(Gr-BA(P)-SEC1)
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

The course aims to bring proficiency and fluency in the oral expression and comprehension of the students in the basic language skills so as to enable them to carry out basic communicative transactions fluently.

Course Learning Outcomes

- Enable learners to attain A1/A2 Level of reading, listening and speaking skills in German language.
 - Develop skills to read, listen and identify the content related to family and immediate environment such as brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions.
 - Train learners to formulate simple yet structured and coherent texts(formal/informal).
-

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

Reading:

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

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 4

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 for simple usages of moods, tenses and voices, usages of prepositions, pronouns to compose simple sentences with focus on oral expression in form of monologues and dialogues so that the learner can communicate effectively simple and routine tasks and can describe in simple terms aspects of his/her background relevant environment.

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

Unit 5

Co-cultural Competence: Interacting with peers and native speakers in the appropriate communicative contexts.

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

References

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

DW resources:

- Das Deutschlandlabor
- Harry gefangen in der Zeit
- Deutsch Interaktiv
- Deutsch – warum nicht?

Note: Supplementary language manuals can be recommended.

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 of written comprehension and production adopting the descriptors specified for A1/A2 levels by CEF.

50% 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.

50% weightage on End Semester Viva-Voce Examination.

Keywords

Environment of immediate relevance, sufficient skills for survival , matters of immediate need, Routine tasks, Short and direct exchange of information

Oral Skills (2)
(Fr-BA(P)-SEC3)
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives:

- To enhance oral comprehension and expression skills in order to enable the learners to communicate more effectively and confidently.
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Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to attain A2 Level of reading, listening and speaking skills in the concerned language.
 - Develop upon the linguistic skill sets already acquired with enhanced focus on oral comprehension and expression.
 - Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
 - Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
-

Unit 1

Unit 1

- Understand and identify sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
 - Reading and comprehending relevant information that one encounters in routine situations 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.
 - Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters as well as non-routine matters and thereby, 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, films etc.
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Unit 2

Unit 2

- 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 3

Unit 3

- Interacting more confidently with peers and native speakers.
- Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the French and Francophone world.

References

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

- *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'eleve*: 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.

Note: Additional material may be used.

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 levels by CEF.
 - 50% weightage on Formative Internal assessment adopting the descriptors and components specified for A2 levels by CEF
 - 50% weightage on End semester written examination adopting the descriptors and components specified for A2 levels by CEF
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Keywords

Keywords:

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

Oral Skills (2) (Gr-BA(P)-SEC3) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

The course aims to build upon the oral skills attained in the earlier semester so as to further improve fluency in the oral expression of the students leading to the acquisition of elementary language skills.

Course Learning Outcomes

- Enable learners to attain A2 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.
 - Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
 - Prepare to cope with less routine situations in public spaces while obtaining goods and availing services.
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Unit 1

Listening:

Listening and 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

Reading:

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

Unit 3

Speaking:

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

Discussing topics related to routine as well as non-routine matters and thereby, 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, films etc.

Unit 4

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 Oral skills – 02 German to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 5

Co-cultural Competence: Interacting more confidently with peers and native speakers.

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

References

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

DW resources:

- Das Deutschlandlabor
- Harry gefangen in der Zeit
- Deutsch Interaktiv
- Deutsch – warum nicht?

Note: Supplementary language manuals can be recommended.

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

50% weightage on Formative Internal assessment through oral closed-book/open-book tests, tasks, projects, presentations, assignments, activities using the target language.

50% weightage on End Semester Viva-Voce Examination adopting the descriptors and components specified for A2 levels by CEF

Keywords

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

Oral Skills (2) (Sp-BA(P)-SEC3) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives : The course aims to build upon the oral skills attained in the earlier semester so as to further improve fluency in the oral expression of the students leading to the acquisition of elementary language skills.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Enable learners to attain A2 Level of reading, listening and speaking skills in the concerned language. • Develop upon the linguistic skill sets already acquired with enhanced focus on oral comprehension and expression. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. • Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Unit 1

Unit 1 -Understand and identify sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). -Reading and comprehending relevant information that one encounters in routine situations 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 -Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters as well as non-routine matters and thereby, 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, films etc.

Unit 2

Unit 2 -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 Spanish to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 3

Unit 3: - Interacting more confidently with peers and native speakers. -Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Hispanic world.

References

References Any of the following textbooks may be prescribed and will be partially completed. • Protagonistas A1- (Libro de alumno y Cuaderno de ejercicios), Cristina Campo, Charo Cuadrado 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 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) Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003 Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003 • Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003 • Español sin fronteras, 1, Sánchez Lobato et al, SGEL, Madrid, 1998. • Youtube Resources: 32 Minutes of Spanish Listening Comprehension for Beginners <https://www.youtube.com/watch?v=dY2tjhBVAp> Additional material/YouTube Resources can be also used.

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 levels by CEF. 50% weightage on Formative Internal assessment adopting the descriptors and components specified for A2 levels by CEF 50% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for A2 levels by CEF

Keywords

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

Spanish in the Travel and Tourism Sector (Sp(P)-SEC3) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives: • To prepare the student for a profession in travel and tourism sector. • To increase his knowledge about tourist attractions of India and the Spanish speaking countries.

Course Learning Outcomes

Course Learning Outcomes: • Provide knowledge about cultural history and geography through the perspective of Tourism in the Spanish-speaking countries/and India incorporating the vocabulary of travel and tourism. • Inform about historical monuments and places. • Enable students to plan an itinerary by air, ship, train. • Prepare students for the profession of tour guide and travel agent.

Unit 1

Unit 1 1.1 Introduction to cultural history and geography through Tourism in the Spanish-speaking countries incorporating vocabulary of Travel and Tourism 1.2 Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.

Unit 2

Unit 2 2.1 Information about historical monuments and places. 2.2 Introduction to the profession of tour guide and travel agent.

Unit 3

Unit 3 3.1 Preparing an itinerary by air, ship, train. 3.3 Develop an understanding of the Hotel Industry in the Spanish-speaking countries/India, important hotel chains, language used in hotel industry, airports and by airlines.

References

Suggested Readings: 1. González, Marisa et.al. Socios, Curso de español orientado al mundo del trabajo Barcelona: Difusión (2007). 2. Felipe Gallego, Jesús. Diccionario de Hostelería: Hostelería y Turismo, Restaurante y Gastronomía, Cafetería y Bar, Madrid: Ed. Paraninfo (2004). 3. López Collado, Asunción. Hostelería: Curso Completo de Servicios Madrid: Ed. Paraninfo (2001) Additional material can be used

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

Spanish through audio visual methods: Films (Sp(P)-SEC2) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

Course Objectives: • To improve oral comprehension and expression through films. • To acquaint the students with concerned culture through films.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Improving Oral comprehension and expression through the Cinema of the Spanish speaking countries. • Using films to discover cultural and historical aspects of the Spanish speaking countries. • Acquainting students with conversational Spanish and the wide variations of pronunciation and intonation in the Spanish speaking world. • Providing basic tools to analyse films and make very short films.

Unit 1

Unit 1 Improving oral comprehension through films.

Unit 2

Unit 2 Improving oral communication using specific scenes, by learning of new speech acts and conversational phrases and using them in role plays.

Unit 3

Unit 3 Basic tools to analyse a film and make very short films. .

References

Suggested Films: 1. Flamenco de Carlos Saura, 1995. 2. El Laberinto de Fauno de Guillermo del Toro, 2006. 3. Hable con ella de Pedro Almodóvar, 2002. 4. Los Olvidados de Luis Buñuel, 1950. Additional material can be used

Teaching Learning Process

Teaching Learning Process • The Learning will be based on screening of films. • The learners will be encouraged to enact roles and present dialogues from specific scenes of the films. • Analysing, themes characters and various other components of films. • The learners will be encouraged to make their own short films using basic ITC and phone/video camera available with them.

Assessment Methods

Assessment Methods 50% weightage on internal assessment based on role plays/presentations on films/film poster making/synopsis writing/making short films. 50% weightage on written internal test.

Keywords

Keywords Films, subtitles, culture, history, role playing, dialogues

Spanish through audio visual methods: Songs and Lyrics (Sp(P)-SEC1)

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

Course Objective(2-3)

Course objectives: • To improve language learning through songs, rhymes and lyrics by analyzing the grammatical structures used in them and by increasing vocabulary. • To improve pronunciation and articulation and thereby fluency in the language.

Course Learning Outcomes

1.1. Course Learning Outcomes: • Enable students to attain different nuances of language through poetic as well as colloquial songs, popular rhymes and slams • Improving grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts. • Improving pronunciation and articulation and thereby fluency in the language.

Unit 1

Unit 1 1.1 Introduction to famous songs, poems and rhymes as written or audio-video texts.

Unit 2

Unit 2 Identification of specific words and structures. 2.1 Analysis of grammar used and vocabulary, alternatives for the same can be suggested. 2.2 Analysis of the Song lyrics which can be later used for writing and speaking.

Unit 3

Unit 3 3.1 Writing and presenting poems, songs and rhymes.

References

Suggested Songs and Rhymes: 1. Chavela Vargas, Somos 2. Marc Anthony, Vivir mi vida. 3. Amparanoia, La vida te da 4. José Feliciano, Feliz Navidad 5. Youtube resources : Canciones Infantiles

Teaching Learning Process

Teaching Learning Process • The Learning will be based on presentation of audio-visual and virtual teaching aids. • The learners are encouraged to sing songs and recite poems in the classroom. • The learners are encouraged to collaborate with their peers to make a group presentation as part of co-curricular activities. • The learners are encouraged to compose poems/songs/rhymes.

Assessment Methods

Assessment Methods 50% weightage on internal assessment based on written and oral presentations of songs and rhymes. 50% weightage on written internal test.

Keywords

Keywords Songs, rhymes, poems, lyrics, articulation, pronunciation

Introduction to French (Fr(P)-GE1) 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 partially A1 level of the Common European Framework.
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Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

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**Listening:**

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

Unit 3

Unit 3**Writing:**

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

Unit 4

Unit 4**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.

References

References:

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

- *Saison 1, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Dorothée Duplex, 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.

Additional material can be also used.

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 and oral 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.

- 50% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF
 - 25% weightage on End Semester oral examination.
-

Keywords

Keywords:

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

Introduction to French 2 (Fr(P)-GE2) 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 completing A1 level.
-

Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to attain A1 Level of reading, writing, listening and speaking 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 events and related to specific needs of the learner.
 - 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.
-

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, Internet forums 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 in areas of immediate need.

Dialogue:

To ask for and give information related to one's immediate environment, communicating in simple and routine tasks and direct exchange of information on familiar and routine matters.

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.

- *Saison 1, (Livre de l'élève & Cahier d'exercices)*, Marie-Noëlle Cocton, Dorothée Duplex, 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, EditionsMaisons des Langues, Paris, 2010.
- *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*, Yves Loiseau, Régine Mérieux, Didier, Paris,2008.
- *Saison 2 , (Livre de l'élève & Cahier d'exercices)*, Marie- Noëlle Cocton, Anneline Dintilhac, DorothéeDuplex, 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'eleve*: 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.

• **Additional material can be also used.**

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 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.
 - 50% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF.
 - 25% weightage on End Semester oral Examination.
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Keywords

Keywords:

Environment of immediate relevance, sufficient skills for survival , matters of immediate need, routine tasks, short and direct exchange of information.

Introduction to German (Gr(P)-GE1) 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 partially A1 level of the Common European Framework.

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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.

References

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

- *Netzwerk 1 (Chapters 1-8) Tangram aktuell 1 (Niveau A 1/1 and A1/2 (Chapter 5-6), (Max Hueber Verlag 2005 Ismaning)*
- Sprachkurs Deutsch 1,
- Studio d A1
- Themen Neu 1.

Teachers are free to select supplementary language manuals

Teaching Learning Process

- o 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.
 - o 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.
 - o The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
 - o 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.
 - o 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

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

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

Introduction to German 2 (Gr(P)-GE2) 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 completing A1 level.

Course Learning Outcomes

- Enable learners to attain A1 Level of reading, writing, listening and speaking 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 events and related to specific needs of the learner.
 - 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

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

Unit 2

Reading

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

Unit 3

Speaking

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

Dialogue: To ask for and give information related to one's immediate environment, communicating in simple and routine tasks and direct exchange of information on familiar and routine matters

Unit 4

Writing

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

References

Netzwerk A 1 (Chapters 9-12) and Netzwerk A2 (Chapters 1-6)

.

Tangram aktuell 1 Niveau A1/2 (Chapter 7-8) and Tangram aktuell 2 Niveau A 2/1), (Max Hueber Verlag 2005 Ismaning)

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Sprachkurs Deutsch 1 und 2,

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Studio d A 1, Studio d A 2,

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Themen Neu (1,2)

Additional material can be also used.

Additional Resources:

Sprachkurs Deutsch 1 und 2,

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

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

Environment of immediate relevance, sufficient skills for survival , matters of immediate need, routine tasks, short and direct exchange of information

**Introduction to Spanish
(Sp(P)-GE1)
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 of himself, of his 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

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)
 - *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios), Encina Alondo, Jaime Corpas et al, SGEL, Madrid (2018)
 - *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)
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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: Reading, Writing, listening, Speaking, Immediate Environment

Introduction to Spanish 2 (Sp(P)-GE2) 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 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 Spanish by completing A1 level.

Course Learning Outcomes

Course Learning Outcomes: • Enable learners to attain A1 Level of reading, writing, listening and speaking 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 events and related to specific needs of the learner. • 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.

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, Internet forums 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 in areas of immediate need. Dialogue: To ask for and give information related to one's immediate environment, communicating in simple and routine tasks and direct exchange of information on familiar and routine matters.

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. • 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) • Diverso A1-A2 (Libro de alumno y Cuaderno de ejercicios), Encina Alondo, Jaime Corpas et al, SGEL, Madrid (2018) • 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) Additional material can be also used.

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

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 Environment of immediate relevance, sufficient skills for survival , matters of immediate need, routine tasks, short and direct exchange of information ;



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