Introduction

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

Learning Outcome based approach to Curriculum Planning

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

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

Learning Outcome based approach to Curriculum Planning

>> Aims of Bachelor’s degree programme in s(CBCS) B.A.(HONS.) ITALIAN

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

Graduate Attributes in Subject

>> Disciplinary knowledge

Content: • Capable of attaining communicative level in Italian equivalent to B2 as specified by the Common European Framework.
• Demonstrate a comprehensive knowledge and understanding of the society, history, culture, literature and all other related aspects of the Italian.
Graduate Attributes in Subject
>> Communication Skills

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

Graduate Attributes in Subject
>> Critical thinking

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

Graduate Attributes in Subject
>> Problem solving

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

Graduate Attributes in Subject
>> Analytical reasoning

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

Graduate Attributes in Subject
>> Research-related skills

Content: • Ability to collect, process and evaluate relevant information obtained through various media.
• Capacity to problematize, synthesize and articulate the outcomes of the research in an appropriately structured manner.
Graduate Attributes in Subject

>> Cooperation/Team work

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

Graduate Attributes in Subject

>> Scientific reasoning

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

Graduate Attributes in Subject

>> Reflective thinking

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

Graduate Attributes in Subject

>> Information/digital literacy

Content: • Ability to use various language learning apps and tools provided by the teacher or available in the course material (text book) prescribed.
• Capacity to effectively communicate across various social media platforms using the target language.

Graduate Attributes in Subject

>> Self-directed learning

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

Graduate Attributes in Subject

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

Graduate Attributes in Subject

>> Moral and ethical awareness/reasoning

Content: • Ability to take an informed position regarding various social and ethical issues such as discrimination, exclusions, marginalisation of various genders, castes, ethno-religious communities and social groups.
• Capacity to adopt and generate awareness of environment friendly practices.
• Develop an awareness of ethical practices to respect intellectual property rights by avoiding plagiarism.

Graduate Attributes in Subject

>> Leadership readiness/qualities

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

Graduate Attributes in Subject

>> Lifelong learning

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

Qualification Description

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

Content: • Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture within which these languages have developed and are used.

• Integrate knowledge of social and political institutions, historical events, and literary and cultural movements into the acquisition of the four linguistic skills - reading, writing, listening and speaking. Develop language skills and critical thinking.

• Enable students to partially attain B2 level at the end of the program by completing stages of language learning specified by the internationally accepted Common European Framework of Reference for Languages (CEF), developed by the European Council.

• Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies.

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

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

Course Objective(2-3)

Aims and Objectives

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

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

Course Learning Outcomes
Course Learning Outcomes:

- Enable learners to attain B1/B2 Level of listening and speaking skills in the concerned language.
- Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics.
- Train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one’s viewpoints with concrete details and examples.

Unit 1

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

Unit 2

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

Unit 3

Lexical, Morphosyntactic and Phonological Competences:
Developing a good range of vocabulary for matters connected to one’s field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as Italian and Italophone contexts.

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

Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one’s intonation according to the relevant context of communication

Unit 4

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

Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities

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


*Ascoltare per studiare: cittadinanza e costituzione (B1)*, Antonella Cortese, Guerra Edizioni, 2011


**Additional Resources:**

Note: Teachers are free to recommend supplementary language manuals.

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### Teaching Learning Process

**Teaching Learning Process**

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

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### Assessment Methods

**Assessment Methods:**

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

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

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

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**Advanced listening and speaking skills 2**

(It-C14)

Core Course - (CC) Credit: 6

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**Course Objective(2-3)**

Aims and Objectives

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

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

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**Course Learning Outcomes**

**Course Learning Outcomes:**

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

Unit 1

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

Unit 2

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

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

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

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

Developing clear, natural, pronunciation and intonation in Italian

Unit 4

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

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

References
Canta che ti passa, Naddeo & Ginlina, ALMA Edizioni, Firenze, Italy, 2000.


L'Italiano con le canzoni, Lidia Costamagna/ M. Valentina Marasco/ Nicoletta Santeusanio, Guerra edizioni, Perugia, 2010

Additional Resources:

Note: Teachers are free to recommend supplementary language manuals.

Teaching Learning Process

Teaching Learning Process

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

Assessment Methods

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

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

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

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

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

Course Objective(2-3)

Aims and Objectives

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

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

Course Learning Outcomes

1.1. Course Learning Outcomes:

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

Unit 1

Reading: Understanding and summarizing the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialization, articles and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints.
Unit 2

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

Unit 3

Unit 3

Lexical, Morphosyntactic and Phonological **Competences:**

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

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

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

Unit 4

Unit 4:

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

Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities

References


Additional Resources:

Note: Teachers are free to recommend supplementary study material.

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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.
- 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/B2 levels by CEF.

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

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

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

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

Course Objective(2-3)

Aims and Objectives

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

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

Course Learning Outcomes

Course Learning Outcomes:

- Enable learners to partially attain B2 Level of reading and writing skills in the concerned language.
- Develop required skill to understand specialized articles within and outside his/her field with the help of dictionary.
- Develop required skills to prepare specialized written documents/reports/term papers for academic and professional needs.
Reading: Reading, analyzing and synthesizing information, ideas and opinions from highly specialized sources within his/her field/understanding specialized articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.

Unit 2
Writing: Writing term papers on various topics/project reports/Preparing news reports/blog writing/writing applications/wall magazines/editorials/brochures/newsletters etc.

Unit 3
Lexical, Morphosyntactic and Phonological Competences:
Developing a good range of vocabulary for expressing one’s views on matters connected to professional, academic, social and cultural domains.
Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.
Developing clear, natural, pronunciation and intonation in Italian

Unit 4
Co-cultural and inter-cultural competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy and Italophone countries.

References


Additional Resources:

Note: Teachers are free to recommend supplementary language manuals.

Teaching Learning Process

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

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

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

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

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

Assessment Methods

Assessment Methods:

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

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

75% weightage on End Semester written Examination adopting the descriptors and components specified for B2 level by CE

Keywords

Keywords

Understand specialized documents, writing specialized texts, Wide range of topic
Developing listening and speaking skills 1
(It-C2)
Core Course - (CC) Credit:6

Course Objective (2-3)
- To listen to and understand simple texts related to the learner’s immediate environment provided that the text is read slowly and clearly.
- To answer questions on the text.
- To speak about oneself and subjects related to the learner’s immediate environment.
- To answer simple questions about oneself.
- To attain partially Level A1 of the CEF

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

Unit 1

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

Unit 2

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

Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.
Asking simple questions on familiar topics or matters related to one's immediate environment.
Making simple purchases in shops or obtaining services that one requires

Unit 3

Lexical, Morphosyntactic and Phonological Competences:
Basic vocabulary related to the most immediate environment of the learner, such as the classroom, campus, place and area of residence etc.
Basic simple grammatical structures required to communicate personal information and information related to the immediate environment.
Basic rules of pronunciation in Italian.

Unit 4

Co-cultural Competence and Inter-cultural competence: Basicsocio-cultural know-how to handle simple social interaction in the Italian and Italophone context.

References


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


Ricette per parlare

, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002.


Additional Resources:

Note: Teachers are free to recommend supplementary language manuals.

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

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

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

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

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

Assessment Methods

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

25% weightage on Formative Internal assessment through oral tests, tasks, projects, presentations, assignments using the target language.

75% weightage on End Semester viva-voice Examination adopting the descriptors and components specified for A1 level by CEF

Keywords

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

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

Course Objective(2-3)
Course objectives:
- To listen to and understand short simple texts related to day to day situations.
- To answer questions based on the text.
- To ask and answer questions related to every day situations
- To complete A1 level and partially attain level A2 of the CEF

Course Learning Outcomes

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

Unit 1

**Listening:** Identifying the main points in short, clear, simple messages and announcements.
Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters

Unit 2

**Speaking:**
- **Monologue:** Can describe in simple terms aspects of his/her background relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- **Dialogue:** Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc., making and responding to suggestions, agreeing and disagreeing with others etc.

Unit 3
Lexical, Morphosyntactic and Phonological Competences:

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

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

Developing sufficient understanding of phonological specificity of Italian to help learners to articulate more clearly.

Unit 4

Co-cultural and Inter-cultural Competence: Carrying out and responding to basic language functions, such as information exchange and requests.

Capacity to express opinions and attitudes.

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

References


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


Nuovo Rete! A2

, Paolo E. Balboni, Guerra Edizioni, Perugia, 2009.


Additional Resources:

Note: Teachers are free to recommend supplementary language manuals.

Teaching Learning Process

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

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

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

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

Assessment Methods

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

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

75% weightage on End Semester Viva-voice Examination adopting the descriptors and components specified for A2 level by CEF

Keywords

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

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

Course Objective(2-3)

Course objectives:

- To read and understand simple texts related to the learner’s immediate environment.
Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

Lexical, Morphosyntactic and Phonological Competences:
Basic vocabulary related to the Learner’s immediate environment, such as the classroom, campus, place and area of residence etc.
Basic simple grammatical structures required to communicate personal information and information related to the immediate environment.
Basic rules of pronunciation in Italian.
Unit 4

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

References


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


Additional Resources:

Note: Teachers may recommend supplementary language manuals.

Teaching Learning Process

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

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

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

75% weightage on End Semester written Examination adopting the descriptors and components specified for A1 level by CEF

Keywords

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

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

Course Objective(2-3)

Course objectives:
- To read and understand short simple texts related to basic everyday situations.
- To answer questions based on simple texts related to basic everyday situations
- To write simple texts related to personal and routine matters.

-To complete A1 level and partially attain level A2 of the CEF
Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

**Lexical, Morphosyntactic and Phonological Competences:**
Developing a repertoire of lexical items essential corresponding to basic communicative and survival needs, frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)
Grammatical structures required to describe past, present and future events, simple connectors to organize personal information and information related to the relevant environment, structures to express various moods, basic usage of pronouns and prepositions
Developing sufficient understanding of phonological specificity of Italian to help the learner articulate more clearly.

Unit 4

**Co-cultural and Inter-cultural competence:** Carrying out and responding to basic language functions, such as information exchange and requests.
Capacity to express opinions and attitudes.

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

References


Additional Resources:

Note: Teachers are free to recommend supplementary language manuals.

Teaching Learning Process

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

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

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

75% weightage on End Semester written Examination adopting the descriptors and components specified for A2 level by CEF

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**Keywords**

*Environment of immediate relevance, sufficient skills for survival*

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**Intermediate listening and speaking skills 1 (It-C6)**

**Core Course - (CC) Credit:6**

**Course Objective(2-3)**

Course objectives:

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

1.1. Course Learning Outcomes:

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

Unit 1

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

Unit 2

Speaking:

- Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one’s field with some confidence
- Discussing topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc.
- Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

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

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

Developing sufficient understanding of phonological specificities of French to help learners articulate and read more independently predicting pronunciation of unknown words.
Unit 4

**Co-cultural and Intercultural Competences:** Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the French and Francophone world.

References

**Suggested Readings:**


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

Additional Resources:

Note: Teachers are free to recommend supplementary language manuals.

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**Teaching Learning Process**

**Teaching Learning Process**

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

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

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

75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for A2/B1 levels by CEF

Keywords

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

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

Course Objective(2-3)

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

1.1. Course Learning Outcomes:

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

Unit 1

Listening

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

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

Unit 2

Speaking

Giving detailed accounts of experiences, feelings and reactions, relating details of unpredictable occurrences, e.g., an accident/relating the plot of a book or film and describing his/her reactions/describing dreams, hopes, ambitions, events, real or imagined/

preparing, conducting and presenting results of opinion polls on various social issues/ preparing and presenting skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/ comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose

Unit 3

Lexical, Morphosyntactic and Phonological Competences:

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

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

Unit 4

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

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

References

- **Nuovo Magari,** Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.
- Voci di autori italiani: Interviste e brani scelti, Cristina Mattedi, Stampa, Guerra Edizioni- Perugia, 2012
- **Vivere in Italia : Corso di lingua italiana per studenti stranieri di livello B1,** M. Teresa Frattegiani/ Valentina Gigliarelli, Guerra Edizioni, perugia, 2011

Additional Resources:

Note: Teachers are free to recommend supplementary study material.

Teaching Learning Process

**Teaching Learning Process**

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

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

Assessment Methods

Assessment Methods:

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

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

75% weightage on End Semester viva-voice Examination adopting the descriptors and components specified for A2/B1 levels by CEF

Keywords

Detailed accounts of experiences, debating and presentation skills

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

Course Objective(2-3)

- To read and understand texts related to the learner’s field of interest.
- to answer questions on the text.
Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

Lexical, Morphosyntactic and Phonological Competences:
Developing a fairly wide repertoire of vocabulary for matters connected to one’s field of interest and general topics related to the socio-cultural milieu.

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

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

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Unit 4

**Co-cultural and Inter-Cultural Competence:** Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world.

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**References**


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


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

**Additional Resources:**

Note: Teachers are free to recommend supplementary language manuals.

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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, inquiry based, co-cultural, problem-solving and other skills that they need to acquire.
• The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
• By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
• Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

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

Keywords

Understanding of straightforward factual texts, expression of feelings and experiences

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

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

Reading: Reading longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task, identifying the main conclusions in clearly signaled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment
Reading, analyzing and summarizing texts/articles on different social issues or current affairs

Unit 2

Writing: Writing detailed descriptions on a range of familiar subjects within one’s field of interest, /writing accounts of experiences/describing feelings and reactions in simple connected text/Writing a description of an event, a recent trip - real or imagined.
Describing and comparing education systems/ writing an open letter to the authorities/ describing and analyzing cultural representations/ writing a short story/ writing blogs/writing short, simple essays on topics of interest. etc.

Unit 3

Lexical, Morphosyntactic and Phonological Competences:
Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization.

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

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

Unit 4

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

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

References


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


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

Voci di autori italiani: Interviste e brani scelti, Cristina Mattedi, Stampa, Guerra Edizioni- Perugia, 2012

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

Additional Resources:
Teaching Learning Process

Teaching Learning Process

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

Assessment Methods

Assessment Methods:

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

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

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

Keywords

Reading and analyzing longer texts, write about topics of interest

Course Objective(2-3)
To read and understand longer texts related to socio-cultural issues.
- To answer questions in one’s own words on tests related to socio-cultural issues.
- To write detailed descriptions.
- To attain B1 level partially of the CEF.

Course Learning Outcomes

1.1.
- Enables learner to partially attain B1 Level of reading and writing skills in the concerned language
- Equip learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.
- Gives training to write straightforward connected texts on a range of familiar subjects within one’s field of interest.

Unit 1

Reading: Reading longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task, identifying the main conclusions in clearly signaled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment Reading, analyzing and summarizing texts/articles on different social issues or current affairs

Unit 2

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

Describing and comparing education systems/ writing an open letter to the authorities/ writing a petition/ describing and analyzing cultural representations/ writing a short story/ writing blogs/writing short, simple essays on topics of interest. etc.
**Unit 3**

**Lexical, Morphosyntactic and Phonological Competences:**
Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization.

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

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

**Unit 4**

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

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

**References**


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

Voci di autori italiani: Interviste e brani scelti, Cristina Mattedi, Stampa, Guerra Edizioni- Perugia, 2012

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

**Additional Resources:**

Note: Teachers are free to recommend supplementary study material.

**Teaching Learning Process**
Teaching Learning Process

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

Assessment Methods

Assessment Methods:

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

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

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

Keywords

Reading and analyzing longer texts, write about topics of interest

Studying different text types 1
(It-C7)
Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

Poetry: Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc, written in a simple and accessible language.
Intermediate and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

References


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


Nuovo Espresso 3 La nuova storia d’Italia a fumetti: dall’impero romano ai giorni nostri, Enzo Biagi
giocare con la letteratura, Carlo Guastella, Alma Edizioni, Firenze, 2002

Additional Resources:

Note: Teachers are free to recommend supplementary study material.

Teaching Learning Process

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

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

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

Course Objective(2-3)

Course objectives:
- To study in-depth different types of literary and non-literary texts.
- To critically evaluate the form and content of literary and non-literary texts.
Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

References

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


**La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri**, Enzo Biagi
giocare con la letteratura, Carlo Guastella, Alma Edizioni, Firenze, 2002

**Additional Resources:**

Note: Teachers are free to recommend supplementary study material.

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**Teaching Learning Process**

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.

By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

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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

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**Keywords**

In-depth study, Prose, poetry, intermediate and semi-literary texts, literary/discursive/ generic devices
Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2
Unit 3

Children’s literature and transmission of values.

References

**Suggested Readings:**


Note: Teachers are free to recommend supplementary study material.
Teaching Learning Process

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

Assessment Methods

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

Keywords

Literature for young children and adolescents, transmitting values

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

Course Objective(2-3)

Aims and Objectives
The overall aims of B.A. (Honours) Italian are to:
Develop the capacity to comprehend, analyse and synthesize complex written and oral information in Italian.

Enable learners to communicate in an independent manner with little or no help from the native speaker and to attain communicative fluency in Italian, to have an advanced knowledge of morphosyntactic, lexical and phonological aspects of the language.

Develop the ability to apply their knowledge and linguistic skills in a vast and varied range of real-life situations in an italophone context.

Equip learners with appropriate and adequate tools to understand and analyse various issues related to socio-political, cultural, historical and literary movements of Italy and the italophone world.

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

Course Learning Outcomes

Aims and Objectives

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

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

Unit 1

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters.

Unit 2

Understanding of structures and Perspectives of Everyday life as seen by painters.
Unit 3

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

References

3. Shatarriah Godwin, *People of Color in European Art History*

Additional Resources:

Note: Teachers are free to recommend supplementary study material.

Teaching Learning Process

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

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

Keywords

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

Course Objective(2-3)

Course objectives:
- To introduce the learner to different cultural and intellectual movements in Italian and Italophone Literature from its origins to the 18th century.
- To read both Italian and Italophone literary texts representing major cultural and intellectual movements from the beginning to the 18th century.
1.1. Course Learning Outcomes:

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

Unit 1

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

Unit 2

Understanding and analysing major literary movements after renaissance til Italian Enlightenment, such as classicisme, préciosité, libertinage etc.

Unit 3

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

References

Suggested Readings:

Novels

Ugo Foscolo: *Le ultime lettere di Jacopo Ortis*

Plays

Niccolò Machiavelli: *La mandragola*, Carlo Goldoni: *La locandiera, Il ventaglio*

Short texts and Poetry


Note: Teachers are free to recommend supplementary study material.
Teaching Learning Process

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

Assessment Methods

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

Keywords

- Literary, cultural and intellectual movements, Medieval period till Italian Enlightenment

History of Italian Literature-2
(It-DSE11)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)
Course objectives:

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

Course Learning Outcomes

1.1. Course Learning Outcomes:

- Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

Unit 1

A selection of literary texts with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc.

Unit 2

Exotic, travel and Colonial writing will raise questions on Italian encounter with otherness.

Unit 3

Texts of major Italophone writers
References

**Suggested Readings:**


Note: Teachers are free to recommend supplementary study material.

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**Teaching Learning Process**

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

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**Assessment Methods**

**Assessment Methods**

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

75% weightage on End Semester Written Examination
Keywords

Literary, Cultural and Intellectual movements, XIX Century, Contemporary Period, Italophone Writers

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History of Italy in Relation to Europe

(It-DSE5)

Discipline Specific Elective - (DSE) Credit:6

**Course Objective(2-3)**

Aims and Objectives

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

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

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**Course Learning Outcomes**

**Course Learning Outcomes:**

- Familiarize students with the major social, political and cultural events from the medieval to contemporary period.

Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration.
Unit 1

Content

Unit 1

1.1 The Gauls and the Franks.

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

Unit 2

2.1 Italian Revolution and the Napoleonic era.

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

2.3 Italy and its colonies.

Unit 3

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

References

Cantarella-Guidorizzi, Dall’impero romano alla crisi del Trecento, Einaudi scuola, 2010.


Che Storia: la storia italiana raccontata in modo semplice, Gabriele pallotti/ Giorgio Cavadi, Bonacci editore, 2014
Additional Resources:
Note: Teachers are free to recommend supplementary study material.

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

Italian Monarchy, Italian Revolution, Italian Colonies, Italy in the Contemporary World
Aims and Objectives

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

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

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

History of the Italian language from the medieval period till present times. The status of the regional dialects in the 19th century, after the Italian Revolution.
Unit 2

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

Unit 3

Comparison of colloquial Italian and the language of literary texts.

Unit 4

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

References

Tullio De mauro, Storia linguistica dell’Italia unita, Editori Laterza, Roma-bari, 2005
Arturo Tosi, Language and society in a changing Italy, Multilingual matters Ltd, Celvedon, 2001

Additional Resources:

Note: Teachers are free to recommend supplementary study material.
Teaching Learning Process

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

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

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

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

Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)
Aims and Objectives

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

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

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

Different Modes of Interpretation / Booth behaviour and microphone manners /Practical Component

Unit 2

Economising voice / Protocol and Etiquette / Languages in demand /Translation and Interpretation links to cognitive psychology and psycho linguistics / Practical component
Unit 3

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

References

Nolan, James, Interpretation, Techniques and Exercises, Multilingual Matters, 2005.


Note: Teachers are free to recommend supplementary study material.

Teaching Learning Process

Teaching Learning Process

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

Assessment Methods

Assessment Methods

25% weightage on Formative Internal assessment through various interpretative tasks, projects, presentations.

75% weightage on End Semester practical Examination of interpretation
Keywords

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

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

Aims and Objectives

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

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

Course Learning Outcomes

- Create basic awareness about a foreign language classroom and textbook.
Unit 1


Unit 2

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

Unit 3

Ludic function of language: Teaching through games.

References

*C'era una volta il metodo*, Carlo Serra Borneto, Carocci, 1998.

Teaching Learning Process
Assessment Methods

Assessment Methods

25% weightage on Formative Internal assessment through classroom observation reports, lesson plans, practice teaching of short modules, projects, presentations, analysis of textbooks etc.

75% weightage on End Semester Written Examination on theoretical and practical aspects of foreign language teaching.

Keywords

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

Introduction to Translation

(It-DSE4)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

Aims and Objectives

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

Course Learning Outcomes

1.1. Course Learning Outcomes:
• Familiarizes students with language for specific purposes
• Familiarize students to the techniques of translation;
• Enable students to do Scientific and Technical translation, and translation of sacred texts.
• Help students to make word glossaries in above fields.
• Enable students to read parallel literature on texts chosen for translation.
• Sensitizes students to Cowards Machine translation and its limitations.
• Develops awareness about Ethics and accountability in translation.

Unit 1

1.2. Content
Unit 1
1.1 Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets).
1.2 Scientific and Technical translation.
Unit 2

2.1. Introducing the student to the techniques of translation
2.2. Making of word glossaries in above fields.

Unit 3

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

Unit 4

4.1 Reading of parallel literature on texts chosen for translation.
4.2 Role of Translation in Multimedia contexts.

References


Note: Teachers are free to recommend supplementary study material.
Teaching Learning Process

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

Assessment Methods

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

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

Life in Italy, Elements of History, Culture and Civilization (It-DSE6)
Discipline Specific Elective - (DSE) Credit: 6
Aims and Objectives

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

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

Course Learning Outcomes

1.1. Course Learning Outcomes:

Content

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

Unit 1

1.1. Content

Unit 1
Basic knowledge of various cultural and civilizational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.

Unit 2

Great thinkers of Italy and other Italophone countries

Unit 3

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

References

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

Teaching Learning Process

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
Assessment Methods

Culture, civilisation, Intercultural Competence

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Life Writing: Autobiography/Biography/Travelogue
(It-DSE8)
Discipline Specific Elective - (DSE) Credit: 6

Course Objective(2-3)

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

Course Learning Outcomes

1.1. Course Learning Outcomes:
- Help to analyse the characteristics of Autobiographical and biographical texts
- Familiarize students with Diaries and Letters
- Equip students to analyse and write about Travel experiences

Unit 1

Reading, writing and analysing Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs
Unit 2

Reading, writing and analysing Diaries and Letters

Unit 3

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

References

**Suggested Readings:**


Note: Teachers are free to recommend supplementary study material.

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**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 and a variety of creative writings texts describing personal experiences using the target language.

75% weightage on End Semester Written Examination

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**Keywords**

Biography, Autobiography, Memoir, Diary
Reading Literature-1  
(It-DSE12)  
Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

Analysing new literary genres that emerged during this period.
References

Suggested Authors:

Suggested Readings:

Note: Teachers are free to recommend supplementary study material.

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

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

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

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Reading Literature-2
(It-DSE-13)
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course objectives:

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

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Course Learning Outcomes

1.1. Course Learning Outcomes:

- Enable students to understand and identify characteristics of Italian and Italophone literary texts produced in 19th Century
- Familiarize students with literary movements, genres and literary conventions of this period.
- Train students to analyse literary genres that emerged in this period.
Unit 1

Advanced study of literary texts of 19th Century in order to analyse form and content of these works in a critical manner.

Unit 2

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

Unit 3

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

References

Suggested Authors:

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

Suggested Readings:

Storia e testi di letteratura italiana per stranieri, Paolo E. Balboni e Mario Cardona, Guerra Edizioni, Perugia, 2004.

Prosciutti, Ottavio, Lineamenti di letteratura italiana, Grafica, Perugia, 1980.


Note: Teachers are free to recommend supplementary study material.

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

Rhetorics and Composition
(It-DSE14)  
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course objectives:
- To introduce the learner to commonly used figures of speech.
- To define the commonly used figures of speech.
- To identify the commonly used figures of speech in both literary and non-literary texts.
Course Learning Outcomes

1.1. Course Learning Outcomes:

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

Unit 1

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

Unit 2

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

Unit 3

Idioms and Proverbs with their historical origin.
Unit 4

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

References

**Suggested Readings:**


Note: Teachers are free to recommend supplementary study material.

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**Teaching Learning Process**

**Teaching Learning Process**

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

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**Assessment Methods**
Assessment Methods

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

Keywords

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

Business Italian (It-SEC2)
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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

Business codes and protocol, Industrial espionage.

Unit 6

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

Anna Costantino, Antonella Rivieccio, *Obiettivo professione: Corso di Italiano per scopi professionali*, Bonacci, Messina-Firenze, 2011.

Additional Resources:

Note: Teachers are free to recommend supplementary study material.

Teaching Learning Process

The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.

Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.

The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.

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

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

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**Keywords**

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

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**Culture and Tourism (It-SEC-5)**

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

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**Course Objective (2-3)**

Course Objectives: The course intends to impart advanced knowledge and understanding of various aspects of society and culture of the Italian Speaking world in order to develop advanced skills required for the Travel and Tourism sector.

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**Course Learning Outcomes**

1.1. Provide knowledge of various cultural movements of Italy and Italophone countries to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities.

Provide knowledge of Cultural Codes and Protocol in Italy and Italian-speaking countries.

Familiarize about museums of Italy and Italophone Countries and their contents.
Unit 1

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

Unit 2

Knowledge of Cultural Codes and Protocol in Italy and Italian-speaking countries, course of history in these countries.

Unit 3

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

References


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Additional Resources:

Note: Teachers are free to recommend supplementary study material.
Teaching Learning Process

The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.

Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.

The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.

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

Assessment Methods

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

50% weightage on written internal test

Keywords

Cultural movement, Cultural codes, institutions, museums

Food and Social Life in the Italian Speaking World
(It-SEC3)
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)
Course Objectives: The course intends to impart skills related to food and hospitality sectors.

Course Learning Outcomes

- Familiarize students with the concept of cooking and dining as social rituals. Hospitality, "table manners" and the tool for forging of social relationships.
- Sensitize students about dining as an intercultural experience
- Provide knowledge about food staples and food choices in history in the Italian and Italian-speaking world.
- Introduce students to famous contemporary cuisines and specialties from Italy and the Italian-speaking world, signature chefs, Michelin Guides to restaurants.
- Provide references to food in the literature of Italy and the Italian Speaking-world

Unit 1

- The concept of cooking and dining as social rituals. Hospitality, "table manners" and the forging of social relationships. The idea of food as "intangible cultural heritage".
- Culinary diplomacy. "Conflict Kitchens” (Breaking bread to win hearts and minds).
- Nationalism, tradition and food.
- Dining as an intercultural experience

Unit 2

- Food staples and choices in history (olives, oranges, grapes etc.) in the Italian and Italian-speaking world.
- Products introduced by the Romans (grapes) Muslims (saffron) and from the New World to Europe after discovery of America. (coffee, cocoa, tobacco etc.).
- Processed regional food brands of bread, cheese, wine etc from Italy and the Italian-speaking world (Wines, Cheeses, Mustard, Couscous,)
Unit 3

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

Unit 4

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

References


Evans, Matthew; Cossi, Gabriella; D’Onghia, Peter, *World Food Italy*, Lonely Planet Publications Pty Ltd, CA, 2000.


Additional Resources:

Note: Teachers are free to recommend supplementary study material.

**Teaching Learning Process**

The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.

Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.

The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.

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

**Assessment Methods**

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

50% weightage on written internal test
Keywords

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

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**History and Tourism**  
(It-SEC1)  
Skill-Enhancement Elective Course - (SEC) Credit: 4

**Course Objective (2-3)**

Course Objectives: The course imparts knowledge and understanding of cultural history and geography of the Italian Speaking world in order to enhance skills required for the Travel and Tourism sector.

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**Course Learning Outcomes**

1.1.
- Provide knowledge about cultural history and geography through the perspective of Tourism in Italy and Italian-speaking countries/and India incorporating the vocabulary of travel and tourism.
- 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 Italy and Italian-speaking countries incorporating vocabulary of Travel and Tourism

1.2 History, government Interventions in the tourism sector in Italy and Italian-speaking countries/and India in the post-war years..

Unit 2

Information about historical monuments and places.

Unit 3

3.1 Preparing n itinerary by air, ship, train.

3.2 Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.

3.3 Develop an understanding of the Hotel Industry in Italy and Italian-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.

Unit 4

Introduction to the profession of tour guide and travel agent.

References

Anna Costantino, Antonella Rivieccio, Obiettivo professione: Corso di italiano per scopiprofessionali, Loescher, 2014.

Christa Kernberger, Nuovo Italiano nel turismo, Guerra, Perugia, 2012.

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

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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

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Keywords

Cultural History and Geography, Vocabulary of Travel and Tourism, Planning Itinerary and travel
Course Objective (2-3)

Course Objectives: The course intends to provide knowledge and skills related to various audio-visual and print media.

Course Learning Outcomes

1.1.
- Provide knowledge about a brief History of journalism in the Italian and Italian-speaking world.
- Familiarize with print and audio-visual media of the Italian and Italian-speaking world.
- Develop an understanding of various types of journalism.
- Help to compare news items on different channels in order to analyse ideological Differences in news presentations.
- Generate awareness about Censorship laws in various countries.
- Make students aware about the professional Risks involved in Journalism.
- Develop skills to read, compare and analyse articles/reports/editorials/program/ information across various types of media.
- Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.
- Familiarize with basic editing skills.

Unit 1

Print Media
- Brief History of journalism in the Italian and Italian-speaking world.
- Famous newspapers of the Italian and Italian-speaking world, Il corriere della sera, la Repubblica, La Stampa, Il Messaggero etc etc.)
Unit 2

Audio-visual media

- Radio and T.V. news channels in Italy and Italian speaking world,
- National and international Multimedia journalism, TV5.

Unit 3

Different types of Journalism

- New or Narrative “Gonzo” Journalism.
- Embedded Journalism.
- Study of examples of Travel and Environmental Journalism
- Sports, Cultural and Economic journalism

Unit 4

Evaluating news items

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

Unit 5
Issues related to new-age journalism

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

Unit 6

Journalism as a profession

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

References

www.totallygonzo.org
http://www.holdenmagazine.it/tag/gonzo-giornalismo/


**Additional Resources:**

Note: Teachers are free to recommend supplementary study material.

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**Teaching Learning Process**

The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.

Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.

The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.

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

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**Assessment Methods**

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

50% weightage on written internal test
Keywords

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

Intermediate French 1
(It-GE-Fr3)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1
Unit 1: Listening
Identifying the main points in short, clear, simple messages and announcements.

Unit 2

Unit 2: Reading
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3

Unit 3: Speaking
• Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
• Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

Unit 4

Unit 4: Writing
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

References
• *Alter Ego + 2 : Livre de l'élève et Cahier d'activités*, Annie Berthet, Monique Waendendries, CatherineHugot, Emmanuelle Daill, Véronique M Kizirian, Hachette, Paris 2012
• *Latitudes 2, (Livre de l'élève & Cahier d'exercices)*, Emmanuel Lainé, Yves Loiseau, Régine Mérieux, Didier, Paris, 2009
• *Saison 2, (Livre de l’élève & Cahier d’exercices)*, Marie- Noëlle Cocton, Anneline Dintilhac, DorothéeDupleix, Delphine Ripaud, Anouchka Oliveira, Didier, Paris, 2014
Teaching Learning Process

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

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

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

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

Assessment Methods

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

Keywords:

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

Intermediate French 2
(It-GE-Fr4)
Course Objectives (2-3)

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1: Listening

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

Unit 2

Unit 2: Reading:

Reading very short, simple texts to find specific, predictable information in simple everyday material such as. Posters of events (theater, film, books), email logs, short simple personal letters and messages.
Unit 3

Unit 3: Speaking

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

Unit 4

Unit 4: Writing

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

References

- Latitudes 2, (Livre de l’élève & Cahier d’exercices), Emmanuel Lainé, Yves Loiseau, Régine Mérieux, Didier, Paris, 2009

Teaching Learning Process

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

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

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

Assessment Methods

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

Keywords

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

Course Objective(2-3)

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

**Learning Outcomes:**

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

**Unit 1**

**Unit 1: Listening**
Identifying the main points in short, clear, simple messages and announcements.

**Unit 2**

**Unit 2: Reading**
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

**Unit 3**

**Unit 3: Speaking**
- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.
Unit 4

Unit 4: Writing
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

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

- Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1, Sandra Hohmann, Ernst Klett Sprachen GmbH, 2015
- Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLiveVlg. 2013
- Deutsch üben: Lesen & Schreiben (A1.1) Herta Muller, Hueber Vlg. 2017
- Sandra Hohmann: Einfach sprechen! A2-B1Übungsbuch + Audio-CD; Klett Vlg.2018
- Leonhard Thoma; Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009 (A1)
- Franz Specht: Rumpelstilzchen Jugendbuch / Leichte Lesetexte Hueber 2010 (A1.2)
- Silvin,Thomas: Vera, Heidelberg Jugendbuch Leichte Lesetexte Hueber 2008. (A1.2)
- Luger,Urs: Fräulein Else Jugendbuch/Leichte Lesetexte Hueber 2010 (A1.2)
- Ulrike Moritz, Margret Rodi, Lutz Rohrmann : Linie 1 A2.1Deutsch in Alltag und Beruf; Klett Vlg. 2016
- Additional material will be provided by the Department.

Teaching Learning Process
Teaching Learning Process

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

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

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

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

Assessment Methods

Assessment Methods

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

Keywords

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

Intermediate German 2
(It-GE-Gr4)
Generic Elective - (GE) Credit:6

Course Objective(2-3)
**Course Objectives:** The course focuses on imparting communicative competences required for survival needs. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things. The Learner will partially attain A2.2 level of CEF.

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**Course Learning Outcomes**

**Learning Outcomes:**

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

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**Unit 1**

**Unit 1: Listening**

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

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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. Posters of events (theater, film, books), email logs, short simple personal letters and messages.

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**Unit 3**
Unit 3: Speaking

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

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

Unit 4: Writing

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

References

Suggested Readings:


- Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1, Sandra Hohmann, Ernst Klett Sprachen GmbH, 2015

- Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLiveVlg. 2013

- Deutsch üben: Lesen & Schreiben (A1.1) Herta Muller, Hueber Vlg. 2017


- Sandra Hohmann: Einfach sprechen! A2-B1 Übungsbuch + Audio-CD; Klett Vlg.2018

- Leonhard Thoma; Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte. Hueber Vlg, 2009

- Franz Specht: Rumpelstilzchen Jugendbuch; Leichte Lesetexte Hueber 2010

- Luger, Urs: Fräulein Else Jugendbuch / Leichte Lesetexte Hueber 2010
- Ulrike Moritz, Margret Rodi, Lutz Rohrmann: Linie 1 A2.1 Deutsch in Alltag und Beruf; Klett Vlg. 2016
- Schreiben Intensivtrainer NEU A1/A2; Elke Burger, Sarah Fleer; Klett Vlg. 2018.
- Lesen & Schreiben A2; Anneli Billina; Hueber Vlg. 2015
- Hörtexte zum Training, Hören und Sprechen; Büchel, Elsbeth, Label Vlg; 2009
- hören - sprechen - richtig schreiben: Übungsprogramm zu Phonetik und Rechtschreibung für den Unterricht Deutsch als Fremdsprache; Taschenbuch; Endrik Schiemann, Martina Bölck; Schmetterling Vlg. 2009.

Additional material will be provided by the Department

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*Teaching Learning Process*

**Teaching Learning Process**

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

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*Assessment Methods*
Assessment Methods

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

Keywords

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

Intermediate Portuguese 1
(It-GE-Port3)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

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

**Unit 1 : Listening**
Identifying the main points in short, clear, simple messages and announcements.

Unit 2

**Unit 2 : Reading**
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3

**Unit 3: Speaking**
- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

Unit 4

**Unit 4: Writing**
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

Keywords: Relevant environment, areas of immediate need, communicating in routine tasks
Course Objective(2-3)

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1: Listening

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.
Unit 2

Unit 2 : Reading:
Reading very short, simple texts to find specific, predictable information in simple everyday material such as. Posters of events (theater, film, books), email logs, short simple personal letters and messages.

Unit 3

Unit 3: Speaking

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

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

Unit 4

Unit 4: Writing
Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theater, films, books).

References

Any of the following textbooks may be prescribed and will be partially completed.
Português XXI 2 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2013
Português XXI 3 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2014
Gramática Ativa 1, Isabel Coimbra& Olga Mata Coimbra, Lidel, Lisboa, 2011
Teaching Learning Process

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

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

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

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

Assessment Methods

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

Keywords

Keywords: Areas of immediate relevance, familiar topics, Routine tasks
Intermediate Romanian 1  
(It-GE-Rom3)  
Generic Elective - (GE) Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1: Listening
Identifying the main points in short, clear, simple messages and announcements.

Unit 2

Unit 2: Reading
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.
Unit 3

Unit 3: Speaking

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

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

Unit 4

Unit 4: Writing

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

References

References

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


Teaching Learning Process

Teaching Learning Process

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

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

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

Assessment Methods

Assessment Methods

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

Keywords

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

Intermediate Romanian 2
(It-GE-Rom4)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Learning Outcomes:

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

Unit 1

Unit 1: Listening
Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters,

Unit 2

Unit 2: Reading:
Reading very short, simple texts to find specific, predictable information in simple everyday material such as. Posters of events (theater, film, books), email logs, short simple personal letters and messages

Unit 3

Unit 3: Speaking
• Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
• Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

Unit 4

Unit 4: Writing

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

References

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


Teaching Learning Process

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

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

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

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

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

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

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

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

Unit 1: Listening
Identifying the main points in short, clear, simple messages and announcements.

Unit 2

Unit 2: Reading
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

Unit 3

Unit 3: Speaking
• Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
• Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

Unit 4

Unit 4: Writing
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References
Teaching Learning Process

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

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

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

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

Assessment Methods

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

Keywords

**Keywords**: Relevant environment, areas of immediate need, communicating in routine tasks
Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

Unit 1 : Listening
Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters,
Unit 2

Unit 2: Reading:
Reading very short, simple texts to find specific, predictable information in simple everyday material such as. Posters of events (theater, film, books), email logs, short simple personal letters and messages.

Unit 3

Unit 3: Speaking
• Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
• Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

Unit 4

Unit 4: Writing
Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theater, films, books).

References

References
• 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 Martin Peris, et al., Editorial Difusión, Barcelona (2017)
• Sueña 2 (Libro de alumno y Cuaderno de ejercicios), María Angeles Alvarez Martinez, Ana Blanco Canales, et al., Grupo Anaya, (2017)
Teaching Learning Process

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

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

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

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

Assessment Methods

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

Keywords

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

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

No content added
Introduction to French (It-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. At the end of semester 1, the student will attain A1.1 level of the Common European Framework

Course Learning Outcomes

Learning Outcomes:

· Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language
· Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language
· Equip students to read and write very short texts about oneself and his/her immediate environment.

Prepare learners to communicate orally on subjects concerning his/her immediate environment

Unit 1

Unit 1: Listening

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

Unit 2
Unit 2: Reading
Reading simple texts related to one’s immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

Unit 3: Speaking
Monologue: Describing and presenting oneself, one’s immediate environment and the people s/he knows using simple phrases and sentences.
Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

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

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

• Alter Ego + 1, Véronique M Kizirian, Emmanuelle Daill, Annie Berthet, Catherine Hugot, Monique Waendendries, Hachette, Paris, 2012

• Latitudes 1, (Livre de l’élève & Cahier d’exercices), Yves Loiseau, Régine Mérieux, Didier, Paris, 2008

• Saison 1, (Livre de l’élève & Cahier d’exercices), Marie-Noëlle Cocton, Dorothée Dupleix, Elodie Heu, Emilie Kasazian, Delphine Ripaud, Didier, Paris, 2015


Teaching Learning Process

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

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

Assessment Methods

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

Keywords

- Keywords: Reading, Writing, listening, Speaking, Immediate Environment
Introduction to French 2  
(It-GE-Fr2)  
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1 : Listening

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

Unit 2

Unit 2 : Reading
Reading simple texts related to one’s immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3

Unit 3: Speaking

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

Dialogue: To ask for and give information related to one’s immediate environment.

Making simple purchases in shops or obtaining services that one requires

Unit 4

Unit 4: Writing

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

References

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

• Alter Ego + 1, Véronique M Kizirian, Emmanuelle Dail, Annie Berthet, Catherine Hugot, Monique Waendendries, Hachette, Paris, 2012
• Latitudes 1, (Livre de l’élève & Cahier d’exercices), Yves Loiseau, Régine Mérieux, Didier, Paris, 2008
• Saison 1, (Livre de l’élève & Cahier d’exercices), Marie-Noëlle Cocton, Dorothée Dupleix, Elodie Heu, Emilie Kasazian, Delphine Ripaud, Didier, Paris, 2015

Teaching Learning Process
Teaching Learning Process

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

Assessment Methods

Assessment Methods

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

Keywords

Keyword: Important information, describing objects/events/experiences

Introduction to French-1
(It-GE-Fr1)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1 : Listening

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

Unit 2

Unit 2 : Reading

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

Unit 3

Unit 3: Speaking

Monologue: Describing and presenting oneself, one’s immediate environment and the people s/he knows using simple phrases and sentences.
Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

Unit 4: Writing

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

References

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

• Alter Ego + 1, Véronique M Kizirian, Emmanuelle Daill, Annie Berthet, Catherine Hugot, Monique Waendendries, Hachette, Paris, 2012

• Latitudes 1, (Livre de l’élève & Cahier d’exercices), Yves Loiseau, Régine Mérieux, Didier, Paris, 2008

• Saison 1, (Livre de l’élève & Cahier d’exercices), Marie-Noëlle Cocton, Dorothée Dupleix, Elodie Heu, Emilie Kasazian, Delphine Ripaud, Didier, Paris, 2015


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

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

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

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

Assessment Methods

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) 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 German (It-GE2)
Generic Elective - (GE) Credit:6

Course Objectives:

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

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**Course Learning Outcomes**

**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.

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**Unit 1**

**Unit 1 : Listening**

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

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**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.

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**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.

- Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLiveVlg. 2013
- Einfach Grammatik Deutsch A1 bis B1, Paul Rusch, Helen Schmitz,

Additional material will be provided by the Department.

Teaching Learning Process

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

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

**Assessment Methods**

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

**Keywords**

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

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**Introduction to German 1**

*(It-GE-Gr1)*

**Generic Elective - (GE) Credit: 6**

**Course Objective(2-3)**

**Course Objectives:**

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

**Learning Outcomes:**

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

**Unit 1**

**Unit 1: Listening**

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

**Unit 2**

**Unit 2: Reading**

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

**Unit 3**

**Unit 3: Speaking**

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

Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.
Unit 4: Writing

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

References

Suggested Readings:

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

- Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLiveVlg. 2013
- Einfach Grammatik Deutsch A1 bis B1, Paul Rusch, Helen Schmitz,

Additional material will be provided by the Department.

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

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

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

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

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**Assessment Methods**

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

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**Keywords**

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

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**Introduction to German 2**  
(It-GE-Gr2)  
*Generic Elective - (GE) Credit:6*

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**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 German and include communicative activities like narrating of experiences and events, to ask for and give information, to talk of their daily routine, etc., among other things. By the end of this semester students will become basic users of German by partially completing A1 level

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1: Listening

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

Unit 2

Unit 2: Reading

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

Unit 3

Unit 3: Speaking
Monologue: Describing objects, events or experiences related to one’s immediate environment using simple phrases and sentences.

Dialogue: To ask for and give information related to one’s immediate environment.

Making simple purchases in shops and obtaining services that one requires.

Unit 4

Unit 4: Writing

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

References

Suggested Readings:

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

- Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German) Andre Klein, Learn OutLiveVlg. 2013.
- Tangram aktuell 1 and 2, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005 Rechtschreibung, Lehrbuch, m. 2 Audio--CDs, Taschenbuch – Hartmut Aufderstraße, Jutta Müller, ThomasStorz, Hueber Vlg. 2001.
- PONS 250 Rätsel Deutsch als Fremdsprache: Fit durch Rätsel-Übungen mit Quiz-Block zu Grammatik, Wortschatz u. Landeskunde; Romy Hahn; Taschenbuch – 2018.
Additional material will be provided by the Department

Teaching Learning Process

Teaching Learning Process

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

Assessment Methods

Assessment Methods

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

Keywords

Keyword: Important information, describing objects/events/experiences
Introduction to Portuguese  
(It-GE5)  
Generic Elective - (GE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1 : Listening
Understanding familiar words and very basic phrases concerning oneself, one’s family, and immediate surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.
Unit 2: 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: Speaking
Monologue: Describing and presenting oneself, one’s immediate environment and the people s/he knows using simple phrases and sentences.
Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

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

References
Any of the following textbooks may be prescribed and will be partially completed.
- Português XXI 1 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2012
- GramáticaAtiva 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011

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

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

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

Assessment Methods

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

Keywords

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

Course Objective

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1

Unit 1 : Listening
Understanding familiar words and very basic phrases concerning oneself, one's family, and immediate surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Unit 2 : Reading
Reading simple texts related to one's immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

Unit 3

Unit 3: Speaking
Monologue: Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.
Unit 4

**Unit 4: Writing**

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

**References**

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

- Português XXI 1 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2012
- GramáticaAtiva 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011

**Teaching Learning Process**

**Teaching Learning Process**

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

**Assessment Methods**
Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) 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 Portuguese 2
(It-GE-Port2)
Generic Elective - (GE) Credit:6

Course Objective(2-3)

Course Objectives: The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in Portuguese and include communicative activities like 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 Portuguese by partially completing A1.2 level

Course Learning Outcomes

Learning Outcomes:
Enable students to partially attain A1.2 level of reading and writing skills in the concerned language

Enable students to partially attain A1.2 level of listening and speaking skills in the concerned language

Equip students to read and write about experiences and events related to one’s immediate environment.

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

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**Unit 1**

**Unit 1 : Listening**

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

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**Unit 2**

**Unit 2 : Reading**

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

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**Unit 3**

**Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one’s immediate environment.

Making simple purchases in shops or obtaining services that one requires

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**Unit 4**

**Unit 4: Writing**

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

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


Teaching Learning Process

Teaching Learning Process

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

Assessment Methods

Assessment Methods

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

Keyword: Important information, describing objects/events/experiences

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

Course Objective(2-3)

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1
Unit 1: Listening
Understanding familiar words and very basic phrases concerning oneself, one’s family, and immediate surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Unit 2: Reading
Reading simple texts related to one’s immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

Unit 3

Unit 3: Speaking
Monologue: Describing and presenting oneself, one’s immediate environment and the people s/he knows using simple phrases and sentences.
Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

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

References

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

Teaching Learning Process

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

Assessment Methods

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) 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 Romanian 1
(It-GE-Rom1)
Generic Elective - (GE) Credit:6
Course Objectives:
The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. At the end of semester 1, the student will attain A1.1 level of the Common European Framework.

Course Learning Outcomes

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

Unit 1

Unit 1: Listening
Understanding familiar words and very basic phrases concerning oneself, one’s family, and immediate surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Unit 2: Reading
Reading simple texts related to one’s immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.
Unit 3: 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

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


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

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

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

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### Assessment Methods

**Assessment Methods**

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

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### Keywords

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

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### Introduction to Romanian 2

*(It-GE-Rom2)*

**Generic Elective - (GE) Credit: 6**

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### Course Objective (2-3)

**Course Objectives:**

The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in Romanian and include communicative activities like 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 Romanian by partially completing A1.2 level.
Course Learning Outcomes

Learning Outcomes:

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

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

Unit 1

Unit 1 : Listening

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

Unit 2

Unit 2 : Reading

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

Unit 3

Unit 3: Speaking

Monologue: Describing objects, events or experiences related to one’s immediate environment using simple phrases and sentences.
Dialogue: To ask for and give information related to one’s immediate environment.
Making simple purchases in shops or obtaining services that one requires.
Unit 4

Unit 4: Writing

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

References

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


Teaching Learning Process

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

Assessment Methods

The course comprises of three components: Communicative Grammar (25 marks), Written Comprehension and Expression (25 marks) and Oral comprehension and Expression (25 marks). Internal assessment will be 25 marks out of a total of 100 marks.
Course Objective(2-3)

**Course Objectives:**

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

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

Unit 1

Unit 1: Listening
Understanding familiar words and very basic phrases concerning oneself, one’s family, and immediate surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Unit 2: Reading
Reading simple texts related to one’s immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

Unit 3

Unit 3: Speaking
Monologue: Describing and presenting oneself, one’s immediate environment and the people s/he knows using simple phrases and sentences.
Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

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

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

- *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)

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

Assessment Methods

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

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

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

Course Objective(2-3)

Course Objectives:

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

Course Learning Outcomes

Learning Outcomes:

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

Unit 1 : Listening
Understanding familiar words and very basic phrases concerning oneself, one’s family, and immediate surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation when speakers are speaking at a slower pace.

Unit 2

Unit 2 : Reading
Reading simple texts related to one’s immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

Unit 3

Unit 3: Speaking
Monologue: Describing and presenting oneself, one’s immediate environment and the people s/he knows using simple phrases and sentences.
Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Unit 4

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

References

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

Teaching Learning Process

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

Assessment Methods

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

Keywords

Keywords: Reading, Writing, Listening, Speaking, Immediate Environment
Introduction to Spanish 2  
(It-GE-Sp2)  
Generic Elective - (GE) Credit:6

Course Objective(2-3)

Course Objectives: The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It will continue the progression of communicative competence in Spanish and include communicative activities like 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 partially completing A1.2 level

Course Learning Outcomes

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

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

Unit 1

Unit 1 : Listening
Understanding most important information related to one’s immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.
Unit 2: Reading
Reading simple texts related to one’s immediate environment such as informal messages, emails, notices, posters, brochures, menu cards, time tables etc. and answering questions on them.

Unit 3

Unit 3: Speaking
Monologue: Describing objects, events or experiences related to one’s immediate environment using simple phrases and sentences.
Dialogue: To ask for and give information related to one’s immediate environment.
Making simple purchases in shops or obtaining services that one requires

Unit 4

Unit 4: Writing
Guided writing will include activities such as, writing informal emails, letters, messages, invitations, describing objects/events/experiences.

References

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

- Bítacora 1 (Libro de alumno y Cuaderno de ejercicios), Neus Sans Baulenas, Ernesto Martín Peris, et al., Editorial Difusión, Barcelona (2016)
- Sueña 1 (Libro de alumno y Cuaderno de ejercicios), María Angeles Alvarez Martinez, Ana Blanco Canales, et al., Grupo Anaya, (2017)

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

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

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

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

Assessment Methods

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

Keywords

Keyword: Important information, describing objects/events/experiences