

Centre for Modern European Languages, Literatures and Culture Studies (CMELLCS)
Bhasha – Bhavana, Visva-Bharati

Name of the Programme: **Four Year Undergraduate Programme – French (Major)**

Revised Syllabus (June 2025)

Semester	Course Title	No. of Credits	Full marks with break-up [Internal marks+Final Exam marks =Full marks]	Type of Course
Semester I	M1 – French through Written Expressions - I	04	20 + 80 = 100	Theory
	M2 – French through Oral Expressions – I (Oral)	04	20 + 80 = 100	Practical
	SEC1: Corrective Phonetics (Oral)	03	15 + 60 = 75	Practical
Semester II	M3 – French through Written Expressions - II	04	20 + 80 = 100	Theory
	M4 – French through Oral Expressions – II (Oral)	04	20 + 80 = 100	Practical
	SEC2: Life in France and Francophone Countries – I	03	15 + 60 = 75	Theory
Semester III	M5 – French through Written Expressions – III	04	20 + 80 = 100	Theory
	M6 – French through Oral Expressions – III (Oral)	04	20 + 80 = 100	Practical
	SEC3: Life in France and Francophone Countries – II	03	15 + 60 = 75	Theory
Semester IV	M7 – French through communicative approaches (Oral)	04	20 + 80 = 100	Practical
	M8 – Techniques of Written Expression - I	04	20 + 80 = 100	Theory
	M9 - French through Indian texts translated in French (IKS Module)	04	20 + 80 = 100	Theory
	M10 – Major Literary movements in France – I	04	20 + 80 = 100	Theory
Semester V	M11 – Techniques of Written Expressions - II	04	20 + 80 = 100	Theory

	M12 – Major Literary Movements in France – II	04	20 + 80 = 100	Theory
	M13 – Basic course in Translation: Theory and Practice	04	20 + 80 = 100	Theory
Semester VI	M14 – Introduction to Francophone Literature – I	04	20 + 80 = 100	Theory
	M15 – Advanced course in Translation: Theory and practice	04	20 + 80 = 100	Theory
	M16 - Introduction to Western and Indian Thought – I (IKS Module)	04	20 + 80 = 100	Theory
Semester VII	M17 – Introduction to Linguistics	04	20 + 80 = 100	Theory
	M18 – Introduction to Francophone Literature – II	04	20 + 80 = 100	Theory
	M19 – Introduction to Western and Indian Thought – II (IKS Module)	04	20 + 80 = 100	Theory
	R1- Research Methodology	04	20 + 80 = 100	Theory
	M22 – Tagore in French Translation	04	20 + 80 = 100	Theory
Semester VIII	M20 – Methodology of Teaching Foreign Language with Special Reference to French	04	20 + 80 = 100	Theory
	M21 – Western and Indian Literary Theories (IKS Module)	04	20 + 80 = 100	Theory
	R2 – Academic Writing	04	20 + 80 = 100	Theory
	R3 – Dissertation	04	100	Theory
	M-23 – Literary Translation*	04	20 + 80 = 100	Theory
	M24 – Scientific and Technical Translation*	04	20 + 80 = 100	Theory

***Note: As per the Memo Aca/NEP/2171/2023-24 dated 10/08/2023, the courses M22, M23 & M24 will be offered to those students who have got CGPA less than 75% in 3 years or have got CGPA equal to or more than 75% in 3 years but do not desire the Research degree.**

Details of the Courses:

Semester I

Course Summary

M1 – French through Written Expressions - I

M2 – French through Oral Expressions – I (Oral)

SEC1: Corrective Phonetics (Oral)

M1 – French through Written Expressions – I

Prescribed Textbook:

POISSON-QUINTON Sylvie, Expression Écrite – I, CLE International, 2004.

Reference Book:

SIREJOLS Évelyne & Giovanna TEMPESTA, Grammaire le nouvel Entraînez-vous avec 450 nouveaux exercices, CLE International, 1996.

1. Course Objectives

- To develop basic written communication skills in French through practical themes.
- To introduce students to everyday French writing forms: descriptions, invitations, apologies, and scheduling.
- To reinforce grammatical structures through contextual writing.
- To build vocabulary related to personal, social, and temporal contexts.
- To encourage clarity, coherence, and correctness in short written forms.

2. Intended Learning Outcomes (ILO)

- Fill out basic information forms and write personal descriptions (Unit 1).
- Express plans and fix appointments using days and dates in writing.
- Accept or refuse invitations with appropriate tone and expressions.
- Use basic structures of present, near future, and simple past tense in written form.
- Produce short personal messages, notes, and informal emails.
- Demonstrate grammatical accuracy in simple written interactions.

3. Pedagogical Approach

- Communicative Approach: Focus on writing as a means of communication, simulating real-life situations.
- Task-Based Learning: Each lesson will include tasks such as form-filling, writing invitations, and refusals.
- Inductive Grammar Integration: Grammar points will be taught contextually from writing activities and reinforced with reference book exercises.

- Collaborative Writing: Pair and group writing tasks to encourage peer learning.
- Scaffolded Writing: Activities will move from controlled to guided to free writing.

4. Unit-wise Breakdown

Unit 1: J'ai quelque chose à vous demander

Lesson 1: Remplissez une fiche description – Learning to complete personal data forms, describe self or others.

Lesson 2: J'arrive jeudi – Writing messages about arrivals and travel plans using time expressions.

Lesson 3: On se marie le 16 – Learning to write about future events and celebrations using dates.

Unit 2: J'aimerais venir mais c'est impossible

Lesson 4: Bravo, c'est super ! – Expressing congratulations and appreciation in writing.

Lesson 5: Tu viens dimanche ? – Writing informal invitations and questions about availability.

Lesson 6: Désolé, je ne peux pas. – Writing refusals and apologies with appropriate politeness.

5. Grammar Topics Covered

- Present tense of common verbs
- Near future (futur proche)
- Expressions of time and date
- Personal pronouns
- Agreement of adjectives
- Negation
- Basic sentence structure

6. Continuous Evaluation Criteria

Component
Class Participation
In-class Writing Tasks
Homework Assignments
Mid-Term Test (Written)

Details:

- Weekly short writing tasks (form filling, emails, invitations)

- Grammar quizzes based on reference book exercises
- Peer correction sessions

7. Assessment Tools

- Writing rubrics assessing clarity, vocabulary, grammar, coherence, and task completion.
- Formative feedback during peer reviews and individual corrections.
- Emphasis on revision and rewriting after feedback.

M2 – French through Oral Expressions – I (Oral)

Prescribed Textbook:

DENYER Monique, GARMENDIA Agustín, LIONS-OLIVIERI Marie-Laure, Version Originale: Méthode de Français – I, Éditions Maison des Langues, 2013.

Chapters to be Studied:

- Unit 1: Parlez-vous français.
- Unit 2: Elle s'appelle Laure.
- Unit 3: Mon quartier est un monde.
- Unit 4: Tes amis sont mes amis.
- Unit 5: Jour après Jour.
- Unit 6: On fait les boutiques.
- Unit 7: Et comme dessert ?
- Unit 8: Je sais bricoler.

1. Course Objectives

- To enable learners to engage in simple oral communication in French.
- To build basic oral interaction skills through listening and speaking activities.
- To strengthen pronunciation, fluency, and listening comprehension.
- To use authentic communicative contexts from everyday life.
- To familiarize learners with oral strategies: asking questions, giving information, expressing opinions.

2. Intended Learning Outcomes (ILO)

- Introduce oneself and others with appropriate expressions.
- Describe one's neighborhood, friends, daily routine, and shopping habits.
- Interact in simple dialogues in shops, cafes, and homes.
- Express likes, preferences, and opinions orally.
- Demonstrate understanding of everyday spoken French via listening activities.
- Engage in basic oral tasks: role plays, information gap tasks, and interviews.

3. Pedagogical Approach

- Spoken interaction approach with a strong focus on real-life conversations.
- Use of audio materials and role-playing from the textbook.
- Task-based learning: pair work, group discussions, and oral projects.
- Phonetic correction and pronunciation drills using authentic dialogues.
- Listening comprehension using video/audio clips from the textbook and external resources.

4. Unit-wise Breakdown (Themes & Oral Competencies)

Unit 1: Basic greetings, asking about languages spoken.

Unit 2: Introducing someone, spelling names, asking personal info.

Unit 3: Describing places, giving directions, locating on a map.

Unit 4: Talking about friends, relationships, and social life.

Unit 5: Talking about the routine and habits.

Unit 6: Shopping, asking prices, expressing preferences.

Unit 7: Talking about food, ordering at a restaurant.

Unit 8: Talking about hobbies and practical skills.

5. Continuous Evaluation Criteria

Component

Class Participation and Pronunciation Practice

Oral Interaction Tasks (Pair/Group work)

Listening Comprehension Exercises

Mid-Term Oral Test

Details:

- Regular oral practice using textbook dialogues and tasks
- Spontaneous conversations and guided role-plays
- Peer evaluations and feedback sessions
- Final task: Group dialogue, role-play or oral storytelling

6. Assessment Tools

- Rubrics focusing on fluency, pronunciation, vocabulary use, grammatical accuracy, and interaction quality.

- Teacher observation and peer feedback.
- Audio/video recordings for self-reflection and teacher review.

SEC1 – Corrective Phonetics (Oral)

Prescribed Material:

Course in charge may frame the course and choose the material as per availability and requirements of the students.

Reference Books:

- Charliac, Lucile et al., Phonétique progressive du français - Niveau débutant (A1/A2). Clé International.
- Charliac, Lucile, Annie-Claude Motron. Phonétique progressive du français - Niveau intermédiaire (A2/B1). Clé International.
- Charliac, Lucile, Annie-Claude Motron. Phonétique progressive du français - Niveau avancé (B2/C1). Clé International.

1. Course Objectives

- To improve students' pronunciation, intonation, and rhythm in spoken French.
- To correct common phonetic errors made by learners of French.
- To introduce phonetic symbols and basic concepts of French phonology.
- To help students distinguish and produce difficult French sounds.
- To enhance oral comprehension through phonetic awareness.

2. Intended Learning Outcomes (ILO)

- Identify and produce French phonemes (vowels, consonants, semi-vowels) accurately.
- Improve articulation and stress patterns appropriate to French.
- Understand and use the International Phonetic Alphabet (IPA) for French.
- Distinguish minimal pairs and sound contrasts in oral comprehension tasks.
- Demonstrate improved fluency and naturalness in spoken French.
- Develop autonomy in correcting one's own pronunciation errors.

3. Pedagogical Approach

- Audio-lingual approach emphasizing listening and repetition.
- Use of recordings, phonetic charts, and mirror drills for self-correction.
- Progressive exercises from the reference books adapted to learners' levels.
- Use of digital tools and software for phonetic practice (e.g., phonetic apps, speech analysis tools).
- Pair and group activities including reading aloud, tongue twisters, and phonetic games.

4. Continuous Evaluation Criteria

Component

Class Participation and Pronunciation Practice

Phonetic Exercises and Drills (Weekly)

Listening and Repetition Tasks

Mid-Term Pronunciation Test

Final Oral Performance / Phonetic Reading

Details:

- Practice with minimal pairs and phoneme recognition.
- Recording and self-analysis tasks.
- Corrective feedback from instructor and peers.
- Final task: Reading aloud with accurate pronunciation and intonation.

5. Assessment Tools

- Pronunciation rubrics assessing clarity, phoneme accuracy, rhythm, and intonation.
- Use of IPA for phonetic transcription.
- Recorded oral tasks evaluated by instructor.
- Self and peer assessment for improvement tracking.

Semester II

Course Summary

M3 – French through Written Expressions – II

M4 – French through Oral Expressions – II (Oral)

SEC2: Life in France and Francophone Countries – I

Course Details

M3 – French through Written Expressions – II

Prescribed Textbook:

POISSON-QUINTON Sylvie, Expression Écrite – I, CLE International, 2004.

Chapters to be Studied:

- Unit 3: Elle est comment ?

- Lesson 7: Je suis grande, brune...
- Lesson 8: Moi, je la trouve très jolie !
- Lesson 9: Elle n'est pas mal je préfère sa sœur !
- Unit 4: C'est un endroit fantastique !
 - Lesson 10: À louer gîte tout confort
 - Lesson 11: Embarquement immédiat porte 26
 - Lesson 12: Vive les vacances
- Unit 5: Fait divers
 - Lesson 13: Journée de rêve ou de cauchemar ?
 - Lesson 14: Où étiez-vous le 22 juin à 15 heures ?
 - Lesson 15: Nouvelle attaque d'une pharmacie en Aquitaine.

Reference Book:

SIREJOLS Évelyne et Giovanna TEMPESTA, Grammaire le nouvel Entraînez-vous avec 450 nouveaux exercices, CLE International, 1996.

1. Course Objectives

- To enhance written expression skills through extended personal and descriptive writing.
- To practice written narration and description using varied tenses and vocabulary.
- To produce more detailed and coherent writing on places, people, and events.
- To improve grammatical accuracy and sentence structure in written communication.
- To build confidence in writing short stories, advertisements, and travel narratives.

2. Intended Learning Outcomes (ILO)

- Write physical and character descriptions of people.
- Express opinions about people and preferences with justification.
- Describe places and events clearly and creatively.
- Compose personal narratives and travel accounts using appropriate connectors.
- Report past events or accidents using past tenses and detail.
- Use vocabulary and grammar appropriate to various written genres.

3. Pedagogical Approach

- Genre-based writing practice (description, narration, reports, ads).
- Grammar integration through writing tasks and targeted exercises from the reference book.
- Use of visual prompts (pictures, posters, ads) to trigger writing.
- Peer correction and collaborative writing projects.
- Scaffolded tasks: brainstorming, drafting, revising, and editing.

4. Continuous Evaluation Criteria

Component

Class Participation and Draft Submissions

Written Descriptive Tasks

Creative Story/Narrative Writing

Mid-Term Writing Test

Details:

- Descriptive writing based on prompts or visuals.
- Structured narrative writing exercises.
- Feedback and improvement based on correction sheets.
- Final story/report submission showcasing progress.

5. Assessment Tools

- Writing rubrics focusing on coherence, vocabulary, grammar, and creativity.
- Teacher feedback with emphasis on corrections and redrafting.
- Peer reviews and self-assessment checklists.
- Portfolios to track student writing development.

M4 – French through Oral Expressions – II (Oral)

Prescribed Textbook:

DENYER Monique, GARMENDIA Agustín, ROYER Corinne, LIONS-OLIVIERI Marie-Laure. Version Originale 2, Éditions Maison des Langues.

Chapters to be Studied:

- Unit 1: J'adore le français
- Unit 2: Faites comme chez vous
- Unit 3: Bien dans sa peau
- Unit 4: En ce temps-là

1. Course Objectives

- To strengthen learners' oral proficiency at an A2/B1 level.
- To develop the ability to discuss familiar topics with clarity and spontaneity.
- To improve pronunciation, fluency, and interactive strategies in oral communication.
- To enable students to participate in everyday conversations and express opinions.

- To integrate listening and speaking through contextualized oral tasks.

2. Intended Learning Outcomes (ILO)

- Express personal preferences and emotions in oral form.
- Engage in conversations about home, health, memories, and habits.
- Narrate past events and describe experiences using appropriate tenses.
- Demonstrate better fluency, pronunciation, and comprehension.
- Use conversational structures to ask, answer, explain, and interact spontaneously.
- Understand spoken French in familiar and semi-formal contexts.

3. Pedagogical Approach

- Interactive and communication-based learning using textbook dialogues and activities.
- Use of audio and video clips to reinforce listening and speaking skills.
- Role-plays, interviews, and group presentations to simulate real-life oral exchanges.
- Phonetic drills and corrective feedback for pronunciation enhancement.
- Integration of personal storytelling and thematic discussions.

4. Continuous Evaluation Criteria

Component

Class Participation and Fluency Practice

Role-Plays and Oral Tasks

Listening Comprehension Activities

Mid-Term Oral Interaction Test

Final Group Presentation / Monologue

Details:

- • Weekly oral tasks based on units studied.
- • Emphasis on spontaneity and pronunciation correction.
- • Listening logs and comprehension summaries.
- • Final presentation based on unit themes.

5. Assessment Tools

- Fluency and interaction rubrics including pronunciation, grammar, vocabulary, and clarity.
- Peer feedback and group evaluations.
- Recorded oral tasks for self-assessment and review.
- Teacher-led assessments based on real-life conversation models.

SEC2 – Life in France and Francophone Countries – I

Prescribed Textbook:

Whittaker, Andrew. *Speak the Culture: France*. Thorogood Publications, UK.

1. Course Objectives

- To introduce students to the cultural, historical, and societal aspects of France and Francophone countries.
 - To develop an understanding of French identity through literature, art, cuisine, fashion, and lifestyle.
 - To explore how culture shapes communication, behavior, and perspectives in French-speaking societies.
 - To raise awareness of Francophone diversity beyond France (Africa, Canada, the Caribbean, etc.).
 - To foster intercultural sensitivity and analytical skills through comparative cultural studies.
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2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify key historical and cultural milestones in France and selected Francophone countries.
 - Discuss elements of daily life such as cuisine, fashion, education, and media in French society.
 - Recognize and describe differences and similarities between French and other cultures.
 - Explain how French culture influences politics, economy, and the arts.
 - Develop intercultural competence through research and presentations.
 - Express personal reflections and critical analysis about cultural topics in writing or orally.
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3. Pedagogical Approach

- **Content-based instruction** using cultural texts, visuals, and videos.
 - **Student-centered learning** with discussions, group work, and peer collaboration.
 - **Comparative analysis of cultures** through case studies and themed projects.
 - Use of **authentic materials**: music, articles, documentaries, biographies, and art.
 - **Research-driven exploration** of Francophone regions using multimedia tools.
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4. Continuous Evaluation Criteria

Component

Class Participation and Discussions

Weekly Reading Responses or Reflections

Group Presentation on a Cultural Theme

Mid-Term Cultural Quiz / Assignment

Details:

- Thematic explorations of topics such as French cuisine, cinema, fashion, or art.
 - Oral presentations with visual aids (slides, posters, videos).
 - Comparative essays or reflection journals.
 - Final project (individual or group) focused on a Francophone region or theme.
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5. Assessment Tools

- Rubrics for presentations, written assignments, and group projects.
- Peer feedback and self-assessment tools.
- Instructor evaluations focusing on content understanding and cultural insight.
- Use of visual portfolios, infographics, or creative outputs for final assessment.

Semester III

Course Summary

M5 – French through Written Expressions – III

M6 – French through Oral Expressions – III (Oral)

SEC3: Life in France and Francophone Countries – II

Course Details

M5 – French through Written Expressions – III

Prescribed Textbook:

POISSON-QUINTON Sylvie, *Expression Écrite – II*, CLE International, 2004.

Chapters to be Studied:

Unit 1

- Lesson 1: Un nouveau travail
- Lesson 2: Vide-grenier à Coulommiers
- Lesson 3: Vive les vacances !

Unit 2

- Lesson 4: Les Bobos, les Branchés
- Lesson 5: Hum ! Ça sent bon ! Un nouveau parfum
- Lesson 6: Enfants/Ados : La tyrannie des marques

Unit 3

- Lesson 7: Des goûts et des couleurs
- Lesson 8: Dis-moi ce que tu manges
- Lesson 9: De quoi avez-vous peur ?

1. Course Objectives

- To enhance learners' ability to write opinion-based and thematic texts in French.
- To develop the skills to organize and articulate arguments in writing.
- To expand vocabulary related to work, consumption, lifestyle, food, and emotions.
- To reinforce use of different tenses, connectives, and complex sentence structures.
- To cultivate stylistic awareness in informal and semi-formal writing contexts.

2. Intended Learning Outcomes (ILO)

By the end of the course, learners will be able to:

- Describe personal experiences and narrate stories in writing.
 - Express opinions, preferences, and emotional responses through writing.
 - Discuss and write about topics such as work, fashion, food, and daily life.
 - Use a variety of tenses and connectors to structure coherent paragraphs.
 - Demonstrate improved grammatical and lexical accuracy.
 - Write with greater fluency and creativity, appropriate to the theme and context.
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3. Pedagogical Approach

- **Thematic writing approach** using real-life contexts such as jobs, trends, food, and emotions.
 - **Writing process pedagogy:** brainstorming, planning, drafting, peer reviewing, and revising.
 - **Use of visual prompts,** news headlines, ads, and literary excerpts for inspiration.
 - **Grammar integrated with writing** using targeted activities from the textbook and reference materials.
 - **Collaborative writing and peer feedback** to encourage critical thinking and correction.
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4. Continuous Evaluation Criteria

Component

Class Participation and Brainstorming

Thematic Writing Tasks

Mid-Term Written Assignment

Grammar Integration Exercises

Details:

- Tasks include writing opinion pieces, short essays, and creative texts.
 - Grammar quizzes based on frequent written errors.
 - Peer review and rewriting cycles.
 - Final project focused on a cultural or societal theme chosen by the student.
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5. Assessment Tools

- Rubrics assessing idea clarity, structure, vocabulary range, grammar, and creativity.
- Checklists for peer and self-assessment.
- Teacher-led correction with individual feedback.
- Portfolio of drafts and final versions to show progress.

M6 – French through Oral Expressions – III (Oral)

Prescribed Textbook:

DENYER Monique, GARMENDIA Agustín, ROYER Corinne, LIONS-OLIVIERI Marie-Laure.

Version Originale 2, Éditions Maison des Langues.

Chapters to be Studied:

- **Unit 5:** L’histoire, les histoires
 - **Unit 6:** Qui vivra verra...
 - **Unit 7:** Je vous en prie...
 - **Unit 8:** Apprendre en jouant
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1. Course Objectives

- To improve oral fluency and accuracy in semi-formal to informal contexts.
 - To strengthen narrative and descriptive abilities in speech.
 - To develop strategies for interaction, politeness, and expressing uncertainty.
 - To engage learners in meaningful communication through storytelling and role play.
 - To enhance listening comprehension of longer and more nuanced spoken inputs.
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2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Narrate real or imaginary events with clarity and expressiveness.
 - React politely in formal/informal social situations (inviting, excusing, thanking, etc.).
 - Use proverbs, expressions, and simple idioms in conversation.
 - Respond appropriately to spoken texts and extract key information.
 - Interact fluently using speech acts like advising, requesting, and persuading.
 - Demonstrate confidence and spontaneity in oral communication activities.
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3. Pedagogical Approach

- **Task-based learning:** emphasis on storytelling, debates, dialogues, and improvisation.
- **Phonetic correction and intonation practice** integrated into oral tasks.
- **Use of authentic videos, interviews, and radio segments** for listening and discussion.

- **Simulation of real-life situations** (customer service, conflict resolution, etc.).
- **Game-based learning and cooperative speaking activities** (e.g., role cards, memory games).

4. Continuous Evaluation Criteria

Component

Participation and Pronunciation Drills

Oral Tasks and Role-plays

Listening Comprehension Exercises

Mid-Term Interactive Oral Assessment

Details:

- Regular practice with vocabulary and expressions in context.
- Listening logs and oral reaction tasks.
- Peer interaction and group feedback sessions.
- Final task: storytelling, game-led interaction, or simulated conversation.

5. Assessment Tools

- Oral rubrics assessing pronunciation, fluency, vocabulary, grammar, and interaction.
- Self-assessment and peer-assessment forms.
- Audio/video recordings for performance reflection.
- Teacher feedback with specific oral improvement goals.

SEC3 – Life in France and Francophone Countries – II

Prescribed Material:

Notes to be prepared by the course in charge on the culture and civilization of various Francophone countries.

(As there is no single book dealing with all the Francophone regions and countries.)

Reference Book:

- BALTHAZAR Louis, Victor Howard & Joseph T. Jockel. *French-Canadian Civilisation*. Michigan State University Press, 1996.

1. Course Objectives

- To explore the cultural richness and diversity of selected Francophone countries and regions.
- To provide socio-historical context to contemporary Francophone societies.
- To highlight linguistic, religious, and cultural identities across the Francophone world.
- To understand the influence of colonial history on present-day Francophone nations.
- To foster intercultural understanding and respect for pluralism in Francophone societies.

2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Identify and describe the cultural and social features of various Francophone regions (e.g., Québec, West Africa, Maghreb, Caribbean, etc.).
- Compare the historical trajectories and cultural practices of different Francophone communities.
- Understand the post-colonial and multilingual realities of Francophone societies.
- Express personal views and critical reflections on Francophone civilization topics.
- Prepare informative and analytical presentations or written reports on cultural themes.
- Demonstrate basic knowledge of Francophone contributions to art, music, cinema, and literature.

3. Pedagogical Approach

- **Theme-based instruction** organized around geography, identity, language, and cultural traditions.
- **Comparative analysis** of different Francophone regions through case studies.
- **Use of multimedia resources** (videos, songs, documentaries, web content) for rich exposure.
- **Student-led research and presentations** on chosen Francophone countries.
- **Interactive discussions** to encourage reflection on intercultural themes.

4. Continuous Evaluation Criteria

Component

Class Participation and Cultural Discussions

Component

Weekly Thematic Reports or Response Papers

Research Presentation on a Francophone Country

Mid-Term Quiz or Comparative Essay

Details:

- Thematic modules: e.g., Identity and Language in Québec, French in Senegal, Creole culture in the Caribbean, etc.
 - Presentations and posters on Francophone history, traditions, or personalities.
 - Weekly response tasks to videos or readings.
 - Final project: documentary analysis, blog, or digital presentation on a cultural issue.
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5. Assessment Tools

- Presentation rubrics focusing on content, analysis, clarity, and creativity.
- Peer feedback sheets and group evaluation.
- Teacher evaluations for written and oral components.
- Final portfolio compilation of learning artifacts (notes, visuals, reflections).

Semester IV

Course Summary

M7 – French through communicative approaches (Oral)

M8 – Techniques of Written Expression - I

M9 - French through Indian texts translated in French

M10 – Major Literary movements in France - I

Course Details

M7 – French through Communicative Approaches (Oral)

Prescribed Material:

Les fiches pédagogiques choisies par l'instructeur de ce cours sur des sujets divers.
(*Instructor-selected pedagogical sheets covering various practical and thematic topics.*)

1. Course Objectives

- To develop spontaneous and functional oral communication in real-life situations.
 - To practice speaking through authentic, task-based activities in diverse everyday contexts.
 - To reinforce interactive skills such as asking for information, expressing opinions, and negotiating.
 - To increase fluency, accuracy, and sociolinguistic appropriateness in oral exchanges.
 - To encourage learner autonomy through practical usage of the language outside the textbook framework.
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2. Intended Learning Outcomes (ILO)

By the end of the course, learners will be able to:

- Communicate confidently and fluently in a wide range of daily life scenarios.
 - Handle real-world tasks (e.g., making reservations, giving advice, expressing agreement/disagreement).
 - Adapt their speech based on the context, audience, and level of formality.
 - Understand and use common idiomatic expressions and functional phrases.
 - Work collaboratively in simulations, role-plays, and interactive speaking tasks.
 - Demonstrate increased listening comprehension and oral responsiveness.
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3. Pedagogical Approach

- **Communicative language teaching (CLT)** with a focus on speaking over memorization.
 - Use of **authentic scenarios**, role plays, games, and problem-solving tasks.
 - **Spoken interaction in pairs or groups** to foster negotiation of meaning and correction in context.
 - **Audio-visual supports**: videos, podcasts, ads, dialogues, and short clips.
 - Emphasis on **fluency first**, then correction for accuracy through feedback.
 - **Student-generated content** and learner-led activities encouraged.
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4. Continuous Evaluation Criteria

Component

Class Participation and Interaction

Speaking Tasks and Role-plays

Listening-based Oral Response

Component

Mid-Term Oral Interview or Task

Details:

- Weekly practice using thematic fiches (e.g., shopping, health, travel, opinions, storytelling).
 - Peer interaction tasks with rotating partners.
 - Mid-term includes an interview or real-life simulation.
 - Final performance can be an interactive group project or recorded role-play.
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5. Assessment Tools

- Oral expression rubrics (fluency, accuracy, interaction, pronunciation).
- Peer/self-assessment checklists after speaking tasks.
- Feedback grids provided after each major oral performance.
- Continuous progress tracked through audio recordings or journals.

M8 – Techniques of Written Expression – I

Prescribed Material:

JEOFFROY Pierrette et Louis-Robert PLAZOLLES. *Techniques de l'expression et de la communication*, NATHAN.

Units to be Covered:

Unit 1: Recherche des informations

- Lesson 1 : Appréhensions
- Lesson 2 : Exploration

Unit 2: Traitement des informations dans les messages de structure simple

- Lesson 1 : Réduction et rédaction informative
 - Lesson 2 : Réduction et rédaction appréciative
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1. Course Objectives

- To introduce learners to techniques of written expression used in academic and professional communication.
 - To develop skills for gathering, analyzing, and organizing information from various sources.
 - To practice reducing complex content into clear, concise summaries and informative messages.
 - To enhance the ability to express evaluation and appreciation of texts or situations in writing.
 - To build awareness of written discourse structure and communication strategies.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Identify and extract relevant information from written and oral sources.
 - Summarize and restructure content while maintaining essential meaning.
 - Write informative texts using clear, objective language.
 - Write appreciative or evaluative texts expressing personal judgment appropriately.
 - Organize content logically, using connectors and discourse markers effectively.
 - Demonstrate improved stylistic control and grammatical precision in writing.
-

3. Pedagogical Approach

- **Functional approach to writing:** teaching writing as a tool for communication with a purpose.
 - **Analysis of models** followed by guided and independent practice.
 - Use of **reading and listening inputs** to extract and reduce information.
 - **Comparative activities** (before/after reduction) to develop editing skills.
 - **Writing workshops** for drafting, peer-review, and revision.
 - Integration of **grammar and vocabulary** relevant to informative and evaluative writing.
-

4. Continuous Evaluation Criteria

Component

Class Engagement and Information Analysis Tasks

Summarization and Note-Taking Exercises

Informative Writing Assignments

Component

Appreciative/Evaluative Texts

Details:

- Regular exercises in reducing and rephrasing texts.
 - Informative and appreciative writing assignments linked to real-world topics.
 - Mid-term written test with analysis + synthesis components.
 - Final dossier including 2–3 polished pieces of informative/appreciative writing.
-

5. Assessment Tools

- Rubrics focused on clarity, coherence, appropriateness, reduction, and evaluation.
- Teacher and peer feedback forms.
- Tracking of draft-to-final version progression for reflective learning.
- Self-assessment checklist to monitor skill development over time.

M9 – French through Indian Texts Translated in French (IKS Module)

Prescribed Material:

Literary texts to be chosen by the course instructor as per availability and expertise.

Suggested Materials:

1. *Ragmala : les littératures en langues indiennes traduites en français: anthologie.* L'Asiathèque, Paris, 2005.
 2. Kamala, N. et Claire Bathez. *Shakti – Quand les femmes indiennes ont leur mot à écrire en français.* Goyal Publishers, Delhi, 2013.
-

1. Course Objectives

- To introduce learners to Indian literature translated into French to build literary and cultural awareness.
 - To deepen linguistic knowledge through the analysis of translated texts.
 - To explore the themes, imagery, and narrative techniques of Indian authors in the Francophone literary space.
 - To develop reading, interpretation, and critical thinking skills in French.
 - To reflect on the process of translation as a bridge between cultures.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, learners will be able to:

- Read and interpret translated Indian literary texts in French.
 - Identify key themes such as identity, gender, tradition, modernity, and social change.
 - Analyze characters, style, tone, and cultural references within the texts.
 - Compare the cultural context of original Indian works and their French translations.
 - Express literary analysis and personal reflections in both written and oral form.
 - Understand translation choices and their implications on meaning and style.
-

3. Pedagogical Approach

- **Text-centered approach** focusing on close reading and discussion of selected works.
 - **Thematic modules** such as women's voices, mythology, resistance, and migration.
 - Use of **parallel texts** where possible for translation comparison.
 - **Classroom debates, creative writing**, and role-plays to engage with the texts.
 - **Lectures on translation theory basics** and the Francophone reception of Indian literature.
 - Encouraging **interdisciplinary perspectives** (sociology, gender, post-colonial studies).
-

4. Continuous Evaluation Criteria

Component

Reading Comprehension and Textual Discussions

Short Analytical Writing Tasks

Oral Presentation on a Theme or Author

Mid-Term Reflection Essay

Details:

- Weekly reading assignments with guided questions.
 - Oral and written commentary on selected passages.
 - Mid-term essay on translation and cultural representation.
 - Final project: personal response paper, comparative study, or mini-research dossier.
-

5. Assessment Tools

- Rubrics for literary analysis, clarity of expression, originality, and interpretation.
- Teacher feedback on both form and content.
- Self-reflection journals after key readings.
- Evaluation of both analytical and creative responses to texts.

M10 – Major Literary Movements in France – I

Prescribed Textbooks:

1. CASTEX P.-G., P. SURER, G. BECKER. *Manuel des études littéraires françaises: Moyen Âge*. Hachette, 1966
 2. CASTEX P.-G., P. SURER, G. BECKER. *Manuel des études littéraires françaises: XVIe siècle*. Hachette, 1966
 3. CASTEX P.-G., P. SURER, G. BECKER. *Manuel des études littéraires françaises: XVIIe siècle*. Hachette, 1966
-

1. Course Objectives

- To provide an overview of the major literary movements and trends from the Middle Ages to the 17th century in France.
 - To familiarize students with key literary genres, authors, and works of each historical period.
 - To explore the socio-political, cultural, and philosophical contexts influencing literary production.
 - To develop critical reading and literary analysis skills using French texts.
 - To trace the evolution of forms, styles, and themes across centuries in French literature.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify the characteristics and key figures of major literary movements from the 11th to the 17th century (e.g., Chanson de geste, Humanism, Classicism).
- Analyze representative texts from each era with attention to language, structure, and thematic content.
- Contextualize literature within its historical and cultural background.
- Compare literary ideologies and aesthetic priorities across time periods.
- Construct informed arguments about the role of literature in shaping French intellectual and artistic traditions.

- Demonstrate improved written and oral skills in presenting literary analysis in French.
-

3. Pedagogical Approach

- **Chronological teaching** of movements with thematic focus (e.g., heroism, love, religion, reason).
 - **Close reading and textual analysis** of selected extracts in class.
 - Use of **visual timelines, author profiles, and historical documents** to reinforce context.
 - Integration of **lecture, discussion, and student presentations**.
 - Emphasis on **intertextual connections** and comparative reading strategies.
 - Encouragement of **personal interpretation** supported by textual evidence.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Text Discussions

Short Commentaries or Literary Analysis

Oral Presentation on a Movement/Author

Mid-Term Test (Essay or Short Answers)

Details:

- Regular practice in identifying rhetorical and thematic elements in texts.
 - Presentation on a chosen author or literary trend.
 - Mid-term test combining factual and analytical questions.
 - Final project involving literary commentary or thematic synthesis.
-

5. Assessment Tools

- Rubrics for written analysis focusing on clarity, structure, critical insight, and use of references.
- Evaluation grids for oral presentations (content, pronunciation, coherence, creativity).
- Instructor and peer feedback mechanisms.
- Comparative and thematic essay frameworks for deeper understanding.

Semester V

Course Summary

M11 – Techniques of Written Expressions - II

M12 – Major Literary Movements in France - II

M13 – Basic course in Translation: Theory and Practice

Course Details

M11 – Techniques of Written Expressions – II

Prescribed Material:

JEOFFROY Pierrette et Louis-Robert PLAZOLLES. *Techniques de l'expression et de la communication*. NATHAN.

Units to be Covered:

Unit 3: Traitement des informations dans les messages de structure complexe

- Lesson 1 : Développements de dimensions restreintes
- Lesson 2 : Développements en éventail

Unit 4: Échanges des informations

- Lesson 1 : Échanges au service d'une action immédiate
 - Lesson 2 : Échanges au service de l'information
-

1. Course Objectives

- To refine students' writing skills for complex written communication in French.
 - To teach strategies for organizing and developing content in various formats (e.g., emails, reports, notes).
 - To train learners to manage multi-layered information and structure extended texts effectively.
 - To improve written interaction skills such as requesting, informing, proposing, and responding.
 - To foster clarity, coherence, and purpose in professional and academic writing.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Develop well-structured, concise, and purposeful texts in various communication contexts.
 - Use writing to carry out actions (e.g., making a complaint, scheduling a meeting, giving instructions).
 - Construct complex written messages adapted to different levels of information density and function.
 - Demonstrate the ability to summarize, expand, and sequence ideas clearly.
 - Apply correct tone, register, and vocabulary based on communication intent and recipient.
 - Display control of grammar, syntax, and stylistic coherence in extended writing.
-

3. Pedagogical Approach

- **Model-based writing tasks:** presentation of samples followed by guided practice.
 - **Incremental development** of complexity in writing: from simple exchanges to detailed messages.
 - **Use of communicative writing scenarios:** professional emails, notes, memos, project updates.
 - **Individual and collaborative writing exercises**, followed by peer review.
 - **Emphasis on function-specific writing:** informing, instructing, persuading, requesting.
 - Integration of **vocabulary, grammar, and discourse strategies** relevant to each task.
-

4. Continuous Evaluation Criteria

Component

In-class Participation and Draft Submissions

Writing Tasks (Short and Extended Formats)

Peer Review and Editing Activities

Mid-Term Written Test (Complex Message Tasks)

Details:

- Written exercises progressively moving from paragraph writing to structured documents.
- Peer-reviewed drafts leading to revised final versions.
- Mid-term assessment focused on real-world scenarios.

- Final dossier of student-written pieces demonstrating various techniques.
-

5. Assessment Tools

- Writing rubrics covering coherence, register, grammar, and functional success.
- Self-assessment checklists at multiple stages of task completion.
- Teacher commentary focused on organization, clarity, and style.
- Final portfolio demonstrating growth in handling complex writing tasks.

M12 – Major Literary Movements in France – II

Prescribed Textbooks:

1. CASTEX P.-G., P. SURER. *Manuel des études littéraires françaises: XVIIIe siècle.* Hachette, 1966
 2. CASTEX P.-G., P. SURER. *Manuel des études littéraires françaises: XIXe siècle.* Hachette, 1966
 3. CASTEX P.-G., P. SURER. *Manuel des études littéraires françaises: XXe siècle.* Hachette, 1966
-

1. Course Objectives

- To study the major literary trends and intellectual movements from the 18th to the 20th century in France.
 - To explore Enlightenment philosophy, Romanticism, Realism, Symbolism, Surrealism, Existentialism, and other significant schools of thought.
 - To analyze the evolution of literary forms and themes in response to socio-political changes in France.
 - To enhance students' ability to critically engage with literary texts from different genres (novel, poetry, drama, essay).
 - To build a deeper appreciation for the interconnection between literature, philosophy, and cultural transformation.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify key characteristics of literary movements such as the Lumières, Romantisme, Réalisme, Naturalisme, Symbolisme, and Surréalisme.
- Analyze representative texts and authors within their historical and aesthetic contexts.

- Demonstrate familiarity with the evolution of literary thought from Voltaire to Sartre and beyond.
 - Critically evaluate how French literature reflects and responds to the major events of the 18th–20th centuries.
 - Express well-structured literary commentary both orally and in writing.
 - Compare and contrast different movements and authors based on themes, styles, and ideologies.
-

3. Pedagogical Approach

- **Chronological and thematic progression**, starting with the Enlightenment and ending with Postmodernism.
 - **Close reading and textual commentary** of excerpts from primary texts.
 - **Lecture-discussion format** with historical and philosophical contextualization.
 - Use of **timelines, author biographies, and multimedia resources** to deepen understanding.
 - Encouraging **student presentations** on literary movements and their cultural implications.
 - Integration of **secondary critical texts** for advanced students to explore literary theory.
-

4. Continuous Evaluation Criteria

Component

Participation in Literary Discussions

Short Critical Commentaries / Reflections

Oral Presentation on Movement / Author / Theme

Mid-Term Essay / Comparative Analysis

Details:

- Assignments include written commentaries on selected excerpts.
 - Student-led seminars or presentations on authors like Rousseau, Hugo, Zola, Baudelaire, Camus, etc.
 - Mid-term essay comparing two authors/movements.
 - Final project could include a literary dossier, podcast, visual timeline, or long-form essay.
-

5. Assessment Tools

- Rubrics for literary analysis, structure, originality, argumentation, and language use.
- Peer feedback for presentations.
- Continuous feedback on writing drafts.
- Use of oral questioning to assess comprehension and engagement with texts.

M13 – Basic Course in Translation: Theory and Practice

Prescribed Textbook:

HERVEY Sándor et Ian HIGGINS. *Thinking French Translation: A Coursebook in Translation Method – French to English*. Routledge, 1992.

Prescribed Practical Material:

Authentic documents selected by the course instructor, based on the chosen domain(s) of translation (e.g., media, tourism, business, literature, technical).

1. Course Objectives

- To introduce students to the theoretical foundations and methods of French-to-English translation.
 - To familiarize learners with linguistic, semantic, cultural, and functional issues in translation.
 - To provide hands-on experience in translating varied authentic texts.
 - To cultivate critical awareness of equivalence, fidelity, and adaptation in translation practice.
 - To equip students with analytical and problem-solving strategies for real-world translation challenges.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Understand and apply key concepts in translation theory (e.g., transposition, modulation, equivalence, compensation).
- Translate short and medium-length texts from French into accurate, idiomatic English.
- Identify and resolve translation problems related to grammar, lexis, register, culture, and context.
- Evaluate different translation strategies and justify their choices.

- Reflect on the relationship between source and target texts in terms of meaning, form, and function.
 - Demonstrate increased precision and sensitivity to language in both French and English.
-

3. Pedagogical Approach

- **Integration of theory and practice:** theoretical modules aligned with practical exercises.
 - **Contrastive analysis** of French and English structures to anticipate common challenges.
 - **Guided translation exercises** from progressively complex texts.
 - **Genre-specific translation practice** (e.g., news article, brochure, editorial, business email).
 - **Class discussion and collaborative review** of translation versions.
 - **Introduction to translation tools** (terminology databases, bilingual dictionaries, basic CAT tools).
-

4. Continuous Evaluation Criteria

Component

Participation and In-class Exercises

Weekly Translation Assignments

Mid-Term Translation Test with Commentary

Analytical Reflections on Translation

Details:

- Weekly assignments based on selected authentic documents.
 - Mid-term test includes translation + critical commentary on choices made.
 - Analytical reflections on strategies, cultural adaptation, and equivalence.
 - Final portfolio includes a set of revised translations from various genres with commentary.
-

5. Assessment Tools

- Translation rubrics based on accuracy, fluency, register, terminology, and coherence.
- Written feedback on each submission highlighting errors and strategic improvements.
- Peer review of drafts with guided criteria.

- Self-reflection logs accompanying each translation in the portfolio.

Semester VI

Course Summary

M14 – Introduction to Francophone Literature - I

M15 – Advanced course in Translation: Theory and practice

M16- Introduction to Western and India thought - I

Course Details

M14 – Introduction to Francophone Literature – I

Prescribed Textbook:

NDIAYE Christiane (éd.). *Introduction aux littératures francophones*. Presses de l'Université de Montréal, 2004.

Prescribed Material:

Selected texts from Francophone literatures chosen by the course instructor.

Lessons to Be Covered:

- **Lesson 1:** Panorama des littératures francophones
- **Lesson 2:** L'Afrique subsaharienne
- **Lesson 3:** La Caraïbe
- **Lesson 4:** Le Maghreb

1. Course Objectives

- To introduce students to the richness and diversity of Francophone literatures beyond mainland France.
- To explore key themes such as identity, language, resistance, colonization, and cultural hybridity.
- To develop awareness of the historical and political contexts of literary production in Francophone regions.
- To encourage comparative readings across African, Caribbean, and Maghrebi Francophone traditions.
- To build reading comprehension and analytical writing skills in French.

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Define Francophone literature and explain its geopolitical and cultural contexts.
 - Identify major themes and stylistic features of texts from Sub-Saharan Africa, the Caribbean, and the Maghreb.
 - Analyze literary texts using appropriate critical vocabulary and cultural frameworks.
 - Appreciate the diversity of voices and experiences represented in Francophone literature.
 - Compare the postcolonial literary experiences across different Francophone regions.
 - Express personal and critical responses to texts both orally and in writing.
-

3. Pedagogical Approach

- **Thematic and regional modules** to ensure coherent progression across different Francophone areas.
 - **Close reading and literary analysis** of selected prose, poetry, and short texts.
 - **Classroom discussions** on historical background, authorship, and reception.
 - Use of **multimedia resources** (video clips, interviews, cultural documentaries).
 - Integration of **short lectures, group work, and student presentations**.
 - Emphasis on **comparative and cross-cultural reading practices**.
-

4. Continuous Evaluation Criteria

Component

Participation in Text Discussions

Reading Journals or Weekly Reflections

Oral Presentation on a Text/Region

Mid-Term Essay or Commentary

Details:

- Weekly reading and reflection assignments based on selected Francophone authors.
- Presentations on literary themes, regional contexts, or specific writers.
- Mid-term analysis of a single text.
- Final project may include a comparative essay or a creative response (e.g., literary blog, adaptation, visual presentation).

5. Assessment Tools

- Rubrics for literary analysis, originality, clarity, and depth of interpretation.
- Feedback on oral and written performance.
- Peer evaluation for group discussions and presentations.
- Portfolio assessment to reflect growth in reading and cultural understanding.

M15 – Advanced Course in Translation: Theory and Practice

Prescribed Textbook:

DELISLE Jean. *La traduction raisonnée: Manuel d'initiation à la traduction professionnelle de l'anglais vers le français*. Les Presses de l'Université d'Ottawa, 2013.

1. Course Objectives

- To develop advanced competencies in translation from English to French, with a focus on professional-level accuracy and appropriateness.
 - To apply translation methods and reasoning principles in handling complex, domain-specific texts.
 - To foster critical awareness of translation problems and develop strategies for solving them using a reasoned, methodological approach.
 - To explore linguistic, semantic, stylistic, and pragmatic aspects of translation in professional contexts.
 - To prepare students for real-world translation challenges in fields such as journalism, administration, literature, and technical writing.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Translate complex texts from English to French using professional techniques.
 - Identify and analyze linguistic and cultural challenges in translation.
 - Justify translation choices using appropriate terminology and theoretical reasoning.
 - Employ advanced strategies such as modulation, transposition, adaptation, and explicitation.
 - Produce target texts that meet professional standards in terms of clarity, fluency, and function.
 - Reflect critically on their own translation process and decisions.
-

3. Pedagogical Approach

- **Process-oriented approach** emphasizing translation as a decision-making and problem-solving activity.
 - In-depth study of **Delisle's translation typologies, procedures, and principles of equivalence**.
 - Regular practice through **authentic professional-level texts** (legal, journalistic, literary, administrative, etc.).
 - **Guided translation workshops**, peer review, and revision exercises.
 - **Use of translation commentary** (explication raisonnée) to accompany each major assignment.
 - **Comparative analysis** of published translations and alternative versions.
-

4. Continuous Evaluation Criteria

Component

Participation in Workshops and Class Discussions

Annotated Translation Exercises (with commentary)

Mid-Term Translation Test + Justification

Analytical Presentation on a Translation Problem

Details:

- Weekly translations of increasing difficulty, with commentary (analyse raisonnée).
 - Mid-term exam: unseen text for translation and accompanying rationale.
 - Oral presentations: problem-solving sessions focused on real translation dilemmas.
 - Final project: a dossier including a 2–3 page professional translation with critical analysis.
-

5. Assessment Tools

- Rubrics assessing accuracy, fidelity, idiomaticity, appropriateness, and justification of translation choices.
- Evaluation of both product (translation) and process (commentary).
- Peer feedback and collaborative reviews in class.
- Focus on growth through self-assessment and comparison with professional standards.

M16 – Introduction to Western and Indian Thought – I (IKS Module)

Prescribed Textbooks:

1. Pierre JACERME, *Introduction à la philosophie occidentale*, Éditions Pocket, 2008
2. Marc BALLANFAT, *Introduction aux philosophies de l'Inde*, Éditions Ellipses, 2017

Reference Book:

John SHAND, *Philosophy and Philosophers: An Introduction to Western Philosophy*, UCL Press, 1993

1. Course Objectives

- To introduce students to the foundational ideas, schools, and thinkers in both Western and Indian philosophical traditions.
 - To foster cross-cultural philosophical thinking through comparative study.
 - To provide historical and thematic overviews of key philosophical developments in India and the West.
 - To encourage reflection on human existence, ethics, knowledge, and metaphysics from multiple perspectives.
 - To equip students with tools for basic philosophical inquiry, argumentation, and analysis in French.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify and explain the central doctrines and historical significance of major Western and Indian philosophers.
 - Understand core philosophical themes such as the self, knowledge, reality, and morality across traditions.
 - Compare and contrast Indian and Western approaches to philosophical inquiry.
 - Express key philosophical ideas and debates clearly in French, both orally and in writing.
 - Analyze short philosophical texts and formulate personal interpretations or critiques.
 - Develop critical thinking skills relevant to ethical, epistemological, and metaphysical questions.
-

3. Pedagogical Approach

- **Comparative and thematic structure:** each theme explored from both Western and Indian perspectives.

- **Lectures supported by textual analysis**, video resources, and classroom debate.
- **Socratic questioning** to stimulate student participation and critical dialogue.
- **Short readings and reflective essays** to reinforce comprehension.
- **Visual timelines and conceptual maps** to track the development of key philosophical ideas.
- Encouragement of **interdisciplinary insights** (history, religion, literature, politics).

4. Continuous Evaluation Criteria

Component

Class Participation and Thematic Discussions

Reading Reflections or Short Reaction Papers

Group Presentation on a Philosophical Theme

Mid-Term Written Test (Short Essay + MCQs)

Details:

- Short weekly readings from the prescribed textbooks followed by guided reflection.
- Student presentations on themes like "la connaissance", "le moi", "la vérité", "la liberté".
- Mid-term test assessing comprehension and capacity for short-form analysis.
- Final paper comparing a Western and an Indian approach to a chosen topic (e.g., ethics, soul, suffering).

5. Assessment Tools

- Analytical rubrics assessing clarity, argumentation, use of references, and depth of comparison.
- Peer and teacher feedback for group presentations.
- Self-reflection forms to track learning progression.
- Oral questioning in class to assess grasp of philosophical vocabulary and ideas.

Semester VII

Course Summary

M17 – Introduction to Linguistics

M18 – Introduction to Francophone Literature – II

M19 – Introduction to Western and Indian Thought – II

R1- Research Methodology - I

M22 –Tagore in French Translation

Course Details

M17 – Introduction to Linguistics

Prescribed Textbook:

- Jacques MOESCHLER et Antoine AUCHLIN, *Introduction à la linguistique contemporaine*, Armand Colin, 2009.

Reference Book:

- Ferdinand de SAUSSURE, *Cours de linguistique générale*, Éditions Payot, 1995.
-

1. Course Objectives

- To introduce students to the fundamental concepts, theories, and methods of contemporary linguistics.
 - To develop an understanding of linguistic structures and the functioning of language systems.
 - To explore different levels of linguistic analysis: phonetics, phonology, morphology, syntax, semantics, and pragmatics.
 - To introduce the historical evolution of linguistic thought, including foundational contributions by Saussure.
 - To equip students with analytical tools for the observation and description of language data.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Define and explain key concepts in contemporary linguistics and structuralist theory.
- Identify and describe various levels of linguistic analysis.
- Analyze language structures (sounds, words, sentences, meanings) in a systematic way.
- Explain the historical evolution of linguistics, especially Saussure's role in the development of structuralism.
- Use basic linguistic terminology in French to discuss linguistic phenomena.
- Demonstrate the ability to observe, categorize, and analyze linguistic data critically.

3. Pedagogical Approach

- **Lectures supported by visual aids**, diagrams, and real-world language data.
- **Step-by-step approach**, starting from sound systems and moving to more abstract levels like meaning and discourse.
- **Use of examples from French and other languages** to illustrate universal and language-specific phenomena.
- **Interactive exercises and problem-solving tasks** based on phonetic transcription, word formation, sentence parsing, etc.
- **Discussion of classic readings** from Saussure and modern linguistic theory.
- Encouragement of **comparative analysis** and observation of students' native and target languages.

4. Continuous Evaluation Criteria

Component

Class Participation and Concept Check Quizzes

Weekly Exercises and Problem Sets

Mid-Term Test (MCQs + Short Analysis)

Group Project or Linguistic Case Study

Details:

- Exercises on phonetic transcription, morphological segmentation, syntactic tree structures.
- Group work on analyzing a linguistic phenomenon (e.g., language change, dialect variation, code-switching).
- Mid-term test on definitions, distinctions, and applied problems.
- Final exam includes theoretical questions and application of concepts to real data.

5. Assessment Tools

- Rubrics for exercises assessing accuracy, methodology, and clarity of analysis.
- Feedback sheets for group presentations or case studies.
- Periodic self-assessment and review quizzes.
- Oral questioning to reinforce core terminology and distinctions.

M18 – Introduction to Francophone Literature – II

Prescribed Textbooks:

1. HAMBLET Edwin, *La littérature canadienne francophone*, Livres Numériques Divers, 2019
2. PARFAIT Cynthia V., *Panorama des littératures francophones des îles de l'océan indien*, Nathan, 1993

Prescribed Material:

Selected texts from Francophone literatures chosen by the course instructor.

1. Course Objectives

- To expand students' knowledge of Francophone literary production beyond continental France, with a focus on Canada and the Indian Ocean islands.
 - To explore themes of identity, memory, resistance, diaspora, and postcoloniality in Francophone literature.
 - To introduce major authors, literary genres, and sociocultural issues from Canadian and island Francophone contexts.
 - To develop students' reading comprehension, literary analysis, and written/oral expression in French.
 - To encourage critical engagement with regional histories, languages, and cultural hybridity expressed in literature.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify the main features and historical development of Francophone literatures from Canada and the Indian Ocean region.
 - Analyze selected literary texts in terms of form, theme, context, and literary devices.
 - Explain the socio-cultural and political contexts that shape the production of literature in these regions.
 - Demonstrate the ability to compare Francophone literatures across continents and histories.
 - Present critical and personal responses to literary works, both orally and in writing.
 - Reflect on the diversity and richness of Francophone voices and the literary canon.
-

3. Pedagogical Approach

- **Regional thematic focus:** literature from Canada (Québec, Acadia) and Indian Ocean islands (Réunion, Madagascar, Mauritius, Comoros).
 - **Close reading of selected prose, poetry, and drama**, with attention to language and imagery.
 - **Historical and cultural contextualization** of each text and author.
 - **Interactive classroom discussions** supported by guiding questions and key vocabulary.
 - **Student-led presentations and comparative activities** between texts/regions.
 - Use of **multimedia resources**, including author interviews, documentaries, and short films to support contextual understanding.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Literary Discussions

Weekly Reading Reflections or Journals

Group Presentation on a Region/Theme

Mid-Term Literary Commentary or Thematic Essay

Details:

- Weekly guided reading responses on themes like exile, identity, language, and memory.
 - Presentations on cultural and literary trends in Canadian Francophone or island literatures.
 - Mid-term commentary on a selected passage or work.
 - Final project could include an essay, creative response, annotated portfolio, or literary map.
-

5. Assessment Tools

- Rubrics for written and oral assignments focusing on comprehension, analysis, and originality.
- Formative feedback during class discussions and after assignments.
- Peer review activities for group work and presentations.
- Summative evaluation based on analytical depth and ability to contextualize texts.

M19 – Introduction to Western and Indian Thought – II (IKS Module)

Prescribed Materials:

1. OLIVIER, Dekens. *La philosophie française contemporaine*. Éditions Ellipses, 2020.
 2. JAYASREE, K. *Contemporary Indian Philosophy*. University of Calicut, 2011 (*to be translated into French for academic use*)
-

1. Course Objectives

- To introduce students to contemporary developments in French and Indian philosophical thought.
 - To explore key concepts, thinkers, and debates in post-war French philosophy and modern Indian philosophy.
 - To encourage cross-cultural understanding through comparative study of Indian and Western traditions.
 - To develop philosophical literacy and critical thinking skills in French.
 - To train students in the reading and interpretation of contemporary philosophical texts in translation.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify major themes and schools in contemporary French philosophy (e.g., existentialism, post-structuralism, phenomenology).
 - Understand core ideas from contemporary Indian philosophical schools and figures (e.g., Sri Aurobindo, Gandhi, Vivekananda, Radhakrishnan).
 - Compare Western and Indian responses to modern questions of ethics, identity, freedom, and consciousness.
 - Analyze and explain complex philosophical arguments in French.
 - Demonstrate the ability to discuss philosophical ideas orally and in writing using appropriate terminology.
 - Reflect critically on philosophical issues from a global and intercultural perspective.
-

3. Pedagogical Approach

- **Comparative and thematic structure:** pairing thinkers or movements from each tradition around shared questions (e.g., freedom, morality, the self, society).
- **Lectures and guided text readings,** supplemented with multimedia (interviews, documentaries, visual timelines).
- **Translation-based engagement:** use of bilingual material where needed to support understanding.

- **Interactive discussions**, with emphasis on student questioning, reflection, and response.
 - **Written reflections and group presentations** to reinforce concepts and develop expressive capacity.
-

4. Continuous Evaluation Criteria

Component

Participation and Philosophical Discussions

Weekly Reflection Notes or Journals

Oral Presentation on a Philosopher or Theme

Mid-Term Essay / Textual Commentary

Details:

- Weekly reflection notes on philosophical readings and lectures.
 - Student-led presentations on philosophers such as Sartre, Merleau-Ponty, Derrida, Gandhi, Aurobindo, or Ambedkar.
 - Mid-term test: textual analysis or short essay comparing two schools or thinkers.
 - Final project may include a comparative essay or creative/philosophical dossier.
-

5. Assessment Tools

- Rubrics for oral and written expression assessing clarity, depth, coherence, and critical insight.
- Formative feedback on all assignments.
- Peer feedback for presentations and group activities.
- Optional self-evaluation forms to promote metacognitive learning.

R1 – Research Methodology – I

Prescribed Textbook:

GUIDÈRE Mathieu. *Méthodologie de la recherche: Guide du jeune chercheur en Lettres, Langues, Sciences humaines et sociales*. Éditions Ellipses, 2004.

1. Course Objectives

- To familiarize students with the fundamental principles, steps, and tools of academic research in the humanities and social sciences.
 - To introduce key methodological concepts such as problem identification, hypothesis formulation, source evaluation, and data collection.
 - To train students in structuring research projects: planning, documentation, writing, citation, and presentation.
 - To encourage ethical and critical practices in scholarly investigation.
 - To prepare students for future academic writing such as dissertations, papers, and reports.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Understand and apply the essential stages of the research process in their academic domain.
 - Formulate clear research questions and hypotheses related to a given topic.
 - Identify, evaluate, and organize primary and secondary sources.
 - Construct a coherent research plan including a bibliography and a working outline.
 - Write and present a basic research proposal following academic conventions.
 - Demonstrate awareness of academic ethics and plagiarism prevention.
-

3. Pedagogical Approach

- **Lecture-based and workshop-oriented approach** blending theory and practice.
 - **Step-by-step learning:** each week focuses on a phase of research (e.g., choosing a topic, building a corpus, reviewing literature).
 - **Hands-on activities:** building a research bibliography, developing keywords, evaluating sources.
 - **Guided drafting sessions:** constructing outlines, abstracts, and annotated bibliographies.
 - **Case studies and examples** from the humanities (literature, linguistics, cultural studies, etc.) to illustrate methodology.
 - **Peer review and feedback** for collaborative learning and refinement.
-

4. Continuous Evaluation Criteria

Component

Participation in Workshops and Discussions

Component

Research Logs or Process Notes

Mid-Term: Research Proposal Draft

Annotated Bibliography

Details:

- Research logs documenting progress, reflections, and challenges.
- Mid-term assignment includes a problem statement, objectives, and tentative structure.
- Annotated bibliography with at least 5–8 references.
- Final submission includes: title, introduction, problem, hypothesis, objectives, methodology, expected outcomes, and references.

5. Assessment Tools

- Rubrics for evaluating clarity, coherence, originality, structure, and research design.
- Feedback on proposal drafts and bibliographic quality.
- Peer and instructor review on presentation and writing style.
- Use of plagiarism detection tools for final proposals.

M22 – Tagore in French Translation (IKS Module)

(Course offered in lieu of dissertation)

Prescribed Materials:

1. **TAGORE, Rabindranath.** *Œuvres*. Trad. de l'anglais et du bengali par un collectif de traducteurs. Éd. Fabien Chartier. Gallimard, coll. « Quarto », p. 1632.
 2. **TAGORE, Rabindranath.** *Souvenirs d'enfance (Chelebelā, 1940, Boyhood Days)*, NRF, 1964. Traduit du bengali par C. Bossenec et R. Datta.
 3. **TAGORE, Rabindranath.** *La demeure de la paix*, Stock, Philosophie, 1998. Traduit du bengali par Renée Souchon.
-

1. Course Objectives

- To explore the literary, philosophical, and autobiographical writings of Rabindranath Tagore through their French translations.
 - To analyze the translational strategies and challenges involved in rendering Tagore's multilingual and multicultural voice into French.
 - To develop awareness of intercultural dialogue and postcolonial dynamics in translation.
 - To foster critical reading and interpretative skills applied to translated literary texts.
 - To prepare students for independent research and reflective writing based on translated works.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Demonstrate an in-depth understanding of selected works by Tagore in French translation.
 - Analyze the literary, cultural, and philosophical themes in Tagore's work.
 - Identify and evaluate the translation choices made by different translators.
 - Reflect critically on the role of translation in cultural transfer and reception.
 - Produce analytical writing and oral presentations on translated literature.
 - Prepare an academic paper or portfolio demonstrating research, synthesis, and literary critique.
-

3. Pedagogical Approach

- **Textual reading and discussion:** Close reading of translated passages with comparison to original (where possible).
 - **Thematic modules:** Tagore and childhood, spirituality, nationalism, aesthetics, humanism.
 - **Comparative analysis** of different translations (English–French, Bengali–French).
 - **Student-led presentations** on key themes, translators, and critical reception.
 - Integration of **historical and cultural context** of Tagore's life and influence in Europe.
 - **Supervised research component** to replace a traditional dissertation.
-

4. Continuous Evaluation Criteria

Component

Participation and Literary Discussions

Component

Analytical Notes on Translations

Oral Presentation on a Work/Theme

Mid-Term Critical Commentary (Text-based)

Details:

- Weekly reflective notes or commentaries on the translated text.
 - In-class presentations on specific translators, prefaces, or Tagore's reception in France.
 - Mid-term commentary on a selected passage (translation strategy, style, fidelity).
 - Final submission: a research paper or annotated portfolio (15–20 pages) with bibliography and analysis of selected works/themes.
-

5. Assessment Tools

- Rubrics for evaluating written work (structure, argumentation, translation analysis, originality).
- Instructor feedback on drafts and oral performance.
- Emphasis on **independent research**, citation practices, and synthesis of primary and secondary sources.
- Optional peer feedback on presentations or drafts.

Semester VIII

Course Summary

M20 – Methodology of Teaching Foreign Language with Special Reference to French

M21 – Western and Indian Literary Theories

R2 – Research Methodology - II

R3 – Dissertation

M23 – Literary Translation [Course offered in lieu of dissertation]

M24 – Scientific and Technical Translation [Course offered in lieu of dissertation]

Course Details

M20 – Methodology of Teaching Foreign Language with Special Reference to French

Prescribed Textbook:

Jean-Pierre Cuq et Isabelle Gruca, *Cours de didactique du français langue étrangère et seconde*, Éditions PUG.

1. Course Objectives

- To introduce key concepts, methods, and tools in the didactics of foreign languages, with a focus on French as a foreign and second language (FLE/FLS).
 - To explore the historical evolution of language teaching approaches (traditional, audio-lingual, communicative, action-oriented).
 - To analyze and evaluate teaching materials and classroom practices in the context of FLE.
 - To familiarize students with CEFR levels, skills integration, task-based learning, and intercultural competence.
 - To prepare students for designing, delivering, and evaluating FLE learning sequences.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Explain the principles and objectives of modern foreign language teaching, particularly for French.
 - Distinguish among various language teaching methods and their pedagogical underpinnings.
 - Apply didactic principles to the planning and execution of language lessons.
 - Create learning objectives, teaching materials, and evaluation tools aligned with the CEFR.
 - Reflect critically on language teaching practices and learner needs in diverse contexts.
 - Demonstrate familiarity with learner-centered and communicative approaches.
-

3. Pedagogical Approach

- **Theoretical lectures** supported by classroom examples, observation notes, and real-life case studies.
- **Comparative analysis** of traditional and modern methods (grammar–translation, direct, audio-visual, communicative, task-based, etc.).
- **Hands-on microteaching**: students design and present sample lessons.
- **Workshops** on CEFR descriptors, syllabus design, task creation, and error correction strategies.

- **Use of authentic teaching documents:** textbooks, videos, online resources, learner portfolios.
 - **Collaborative learning** through peer feedback and role-playing activities.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Pedagogical Discussions

Analysis of a Teaching Method or Lesson Plan

Mid-Term Assignment: Teaching Dossier

Microteaching (Lesson Plan + Delivery)

Details:

- Students analyze published FLE lesson plans or textbooks.
 - Mid-term dossier includes teaching goals, methods, learner profile, and evaluation ideas.
 - Microteaching: 10–15 min teaching session + self-reflection.
 - Final project: a full didactic sequence (1–3 lessons) with objectives, materials, and assessment tools.
-

5. Assessment Tools

- Rubrics evaluating clarity, coherence, relevance, adaptability, and CEFR alignment.
- Peer and instructor feedback on microteaching.
- Written reflections on teaching practices and learner-centered strategies.
- Observation and discussion of real or recorded language classes.

M21 – Western and Indian Literary Theories (IKS Module)

Prescribed Materials:

1. **BARSKY, Robert F.** *Introduction à la Théorie Littéraire*. Presses de l'Université du Québec, 1997.
2. **KAPOOR, Kapil.** *Literary Theory: Indian Conceptual Framework*. Affiliated East-West Press Pvt. Ltd., 2012.

Reference Materials:

1. **KAPOOR, Kapil.** *Comparative Literary Theory*. D.K. Printworld Pvt. Ltd., New Delhi, 2020.
 2. _____. *Text and Interpretation: The Indian Tradition*. D.K. Printworld Pvt. Ltd., New Delhi, 2005.
-

1. Course Objectives

- To introduce foundational concepts and frameworks of literary theory from both Western and Indian traditions.
 - To compare the historical evolution of literary criticism in Europe and India.
 - To explore the philosophical underpinnings, key texts, and critical vocabularies of each tradition.
 - To equip students with tools for textual analysis through multiple theoretical lenses.
 - To promote intercultural dialogue and comparative understanding of aesthetic and interpretative principles.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify major theoretical movements in the West (e.g., structuralism, post-structuralism, psychoanalysis, feminism) and Indian poetics (e.g., **Rasa, Dhvani, Alankara, Vakrokti**).
 - Articulate the philosophical and cultural premises of Indian and Western literary criticism.
 - Apply selected theoretical frameworks to the reading and interpretation of literary texts.
 - Reflect critically on the relevance and limitations of both traditions in contemporary literary studies.
 - Write analytical essays integrating theoretical perspectives from both traditions.
 - Demonstrate familiarity with key thinkers such as Aristotle, Derrida, Barthes, Anandavardhana, Bharata, and Abhinavagupta.
-

3. Pedagogical Approach

- **Chronological and comparative structure:** each unit introduces a pair of theories or theorists from East and West.
- **Lectures, textual analysis, and seminars** supported by translated excerpts and concept glossaries.
- **Concept-mapping exercises** to link terms like *Rasa* to Western equivalents (e.g., catharsis, affect).
- **Discussion-based learning**, encouraging student-led reflection and critique.

- **Application-oriented tasks:** students interpret a literary passage through multiple theoretical lenses.
 - Integration of **multimedia content:** video lectures, dramatized excerpts from *Natyashastra*, interviews with theorists.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Comparative Discussions

Weekly Concept Logs or Response Papers

Mid-Term Analytical Essay (Theory Application)

Group Presentation on a Theoretical School/Concept

Details:

- Concept logs or journals reflecting weekly understanding of terms and theorists.
 - Mid-term essay: application of one Indian and one Western theory to a text (poem, story, or excerpt).
 - Group presentations: focus on a major theory or thinker (e.g., Derrida vs. Bhartrihari).
 - Final project: 10–15 page comparative paper on themes such as "Text and Meaning", "Author and Reader", or "Emotion and Aesthetics".
-

5. Assessment Tools

- Analytical rubrics assessing depth of understanding, clarity, and originality.
- Peer feedback and collaborative evaluation for presentations.
- Instructor comments on each written submission for developmental learning.
- Oral Q&A and debates to gauge engagement and comprehension.

R2 – Academic Writing

Prescribed Textbooks:

1. **Garnier, Sylvie, & Savage, Alain D.** *Rédiger un texte académique en français*. Éditions Ophrys, 2018.
2. **Cislaru, Georgeta, Claudel, Chantal, & Vlad, Monica.** *L'écrit universitaire en pratique*. De Boeck Supérieur, 2020.

Reference Book:

- **Eco, Umberto.** *Comment écrire sa thèse*. Flammarion, 2018.
-

1. Course Objectives

- To train students in the principles and techniques of writing academic texts in French.
 - To develop students' competence in planning, organizing, and revising academic essays, reports, and theses.
 - To improve clarity, coherence, and critical thinking in scholarly expression.
 - To familiarize students with academic conventions (structure, citation, style) and genre-specific expectations.
 - To enhance autonomy and confidence in producing written academic work suitable for higher education and research.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify and understand the structure and linguistic features of various academic genres (e.g., dissertation, compte rendu, synthèse, mémoire).
 - Plan and produce coherent academic texts with well-structured arguments.
 - Employ appropriate rhetorical and grammatical tools for precision, objectivity, and cohesion in French.
 - Integrate citations and bibliographic references correctly using academic standards.
 - Edit and revise written work for clarity, consistency, and accuracy.
 - Demonstrate familiarity with academic discourse practices and ethical writing.
-

3. Pedagogical Approach

- **Workshop-based methodology:** students write in class and revise collaboratively.
 - **Genre-specific writing exercises:** summaries, argumentative texts, problem statements, thesis introductions.
 - **Progressive development:** from sentence structure to full-length essays.
 - **Peer review sessions** to improve editing and constructive criticism skills.
 - **Use of models and annotated examples** from textbooks and academic journals.
 - **Focus on functional grammar and discourse markers** relevant to academic writing.
 - **Digital tools** introduced for reference management (Zotero, Mendeley) and text revision (Antidote, Grammarly).
-

4. Continuous Evaluation Criteria

Component

Class Participation and Draft Submissions

Weekly Writing Tasks (Summaries, Arguments)

Mid-Term Assignment (Short Essay or Review)

Peer Feedback Reports

Details:

- Weekly tasks may include résumé de texte, note de synthèse, commentaire, or introduction de mémoire.
 - Mid-term assignment: short academic essay (~700 words) with clear thesis and structure.
 - Final portfolio: includes original drafts + revised versions + a reflection note on the writing process.
-

5. Assessment Tools

- Rubrics assessing clarity, structure, argumentation, coherence, and language accuracy.
- Instructor and peer feedback with written comments and suggestions.
- In-class diagnostics to identify common writing issues (e.g., transitions, verb tense, passive voice).
- Self-assessment sheets for students to reflect on progress and identify goals.

R3 – Dissertation

Supervised Individual Research Project

1. Course Description

This course is designed as an independent research component under the guidance of an assigned faculty supervisor. It allows the student to pursue a sustained inquiry into a topic of their choice related to French Studies, Linguistics, Literature, Translation, Francophone Culture, or another approved domain. The dissertation reflects the culmination of the research skills developed throughout the programme.

2. Course Objectives

- To enable students to conduct independent research using appropriate methodologies.
 - To develop academic writing, critical analysis, and argumentation skills.
 - To promote in-depth exploration of a focused research topic in French studies.
 - To encourage intellectual curiosity, scholarly rigor, and original thought.
 - To prepare students for academic or professional pathways that involve research, writing, and critical inquiry.
-

3. Intended Learning Outcomes (ILO)

By the end of the course, the student will be able to:

- Formulate a clear and researchable question or hypothesis in a chosen field of French or Francophone studies.
 - Demonstrate familiarity with relevant primary and secondary sources.
 - Design and apply an appropriate research methodology.
 - Present a well-structured, coherent, and critically informed argument.
 - Employ academic conventions such as referencing, bibliographies, and citation systems (MLA, APA, Chicago, etc.).
 - Produce a dissertation of 8,000–12,000 words (or as per institutional guidelines) meeting the standards of academic rigor.
-

4. Pedagogical Approach

- **Individual supervision:** Each student is assigned a faculty mentor to guide topic selection, methodology, structure, and writing.
 - **Regular meetings** to review progress, provide feedback, and set interim goals.
 - **Student-driven research** with supervisor support rather than directive teaching.
 - **Use of research tools:** databases, citation managers, style manuals, online archives.
 - **Model reading:** discussion of exemplary dissertations or scholarly articles in the field.
 - Emphasis on **drafting and redrafting**, reflection, and academic integrity.
-

5. Continuous Evaluation Criteria

Component

Research Proposal and Initial Bibliography

Progress Reports and Chapter Drafts

Supervisor Feedback and Consultations

Component

Oral Defense / Viva Voce

Final Dissertation Submission

Details:

- **Proposal** includes title, research question, objectives, literature review, and methodology.
 - **Progress reports:** submitted at intervals with chapter drafts and reflective commentary.
 - **Viva voce** or oral defense before a panel (where applicable).
 - Final evaluation includes **content, originality, structure, language quality**, and **adherence to academic conventions**.
-

6. Assessment Tools

- Evaluation rubric including:
 - Relevance and originality of topic
 - Clarity of research question and objectives
 - Depth of analysis and engagement with sources
 - Organization and structure of argument
 - Language, referencing, and formatting accuracy
- Written feedback from supervisor and/or evaluation panel.
- Anti-plagiarism checks and guidance on ethical research practices.

M23 – Literary Translation

(Course offered in lieu of dissertation)

Prescribed Textbook:

François Gallix & Michael Walsh. *La traduction littéraire : Textes anglais et français – XXe siècle*. Hachette, 1997.

1. Course Objectives

- To explore the theoretical, aesthetic, and practical aspects of literary translation from English into French and vice versa.

- To expose students to major literary forms (prose, poetry, drama) and their challenges in translation.
- To enhance students' capacity to recognize and preserve literary style, voice, rhythm, and nuance.
- To train students in critical reflection on their translational choices and strategies.
- To encourage students to develop a personal approach to literary translation grounded in both theory and practice.

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify key literary translation challenges such as metaphor, tone, wordplay, cultural references, and rhythm.
- Apply appropriate translation strategies depending on genre and stylistic constraints.
- Translate literary excerpts with fidelity to both content and aesthetic qualities.
- Reflect critically on their own translations and compare multiple versions of the same source text.
- Analyze literary texts in two languages from a translational and comparative perspective.
- Present a personal translation project accompanied by a critical introduction and commentary.

3. Pedagogical Approach

- **Workshop format:** weekly sessions focused on translating selected texts from the prescribed volume and beyond.
- **Comparative translation analysis:** comparing student versions with published ones, with discussion on differences.
- **Genre-based practice:** prose, poetry, and short theatrical extracts.
- **Reflexive commentary writing:** students explain their translation choices, dilemmas, and solutions.
- **Integration of translation theory:** brief theoretical readings to accompany practical tasks.
- **Peer feedback sessions** to refine translation and encourage collaborative critique.
- Emphasis on **stylistic precision, lexical creativity, and literary sensibility**.

4. Continuous Evaluation Criteria

Component

Participation in Workshops and Discussions

Component

Weekly Translation Assignments

Mid-Term Translation + Commentary (prose/poetry)

Oral Presentation of a Translation Extract

Details:

- Weekly assignments involve translating literary excerpts from English ↔ French.
 - Mid-term: one complete short text (or 2–3 pages) with a 1000-word commentary on translation process.
 - Oral presentation includes reading a translated passage and explaining translation choices.
 - Final project: a longer literary translation (6–10 pages) accompanied by a translator's preface and analytical commentary (1500–2000 words).
-

5. Assessment Tools

- Rubrics assessing:
 - **Accuracy and fidelity**
 - **Creativity and stylistic sensitivity**
 - **Consistency of register and tone**
 - **Critical reflection** in commentary and translator's note
- Feedback from instructor and peers.
- Evaluation of both product (translated text) and process (explanation of strategies).

M24 – Scientific and Technical Translation

(Course offered in lieu of dissertation)

Prescribed Textbooks:

1. **Claude Bédard.** *La traduction technique : principes et pratique.* Linguattech éditeur Inc., 1986.
2. **Claude Bédard.** *Guide d'enseignement de la traduction technique + solution des exercices.* Linguattech éditeur Inc., 1987.

Reference Book:

- **Christine Durieux.** *Fondement didactique de la traduction technique*. La Maison du dictionnaire, 2010.
-

1. Course Objectives

- To introduce students to the principles, challenges, and methodologies of scientific and technical translation.
 - To develop the linguistic, terminological, and stylistic skills required to translate texts in fields such as engineering, medicine, IT, and the sciences.
 - To raise awareness of the importance of precision, clarity, and standardization in specialized translation.
 - To train students in the use of documentation and technical resources, including databases, glossaries, and CAT tools.
 - To prepare students for real-world translation tasks in technical and professional environments.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Understand and apply the principles specific to technical and scientific translation.
 - Translate specialized documents accurately between French and English, maintaining terminological and stylistic consistency.
 - Use research tools effectively to identify reliable terminology and references.
 - Evaluate and revise translations for linguistic quality, precision, and adequacy of meaning.
 - Recognize the ethical and legal aspects related to confidentiality and accuracy in professional translation.
 - Present a professional-level translation project with appropriate documentation and commentary.
-

3. Pedagogical Approach

- **Task-based and project-oriented learning** centered on authentic or semi-authentic technical texts.
- **Translation workshops:** step-by-step translation of texts from various technical fields (manuals, scientific reports, patents, instructions).
- **Lexical and stylistic analysis** of specialized texts to identify domain-specific features.
- **Use of glossaries, terminology databases (e.g., IATE, Termium)** and CAT tools (where applicable).

- **Theoretical grounding** using Bédard’s translation principles and Durieux’s pedagogical models.
 - **Collaborative translation** and peer revision to simulate professional workflows.
-

4. Continuous Evaluation Criteria

Component

Participation and Weekly Practice Assignments

Mid-Term Test (Translation of a Technical Passage)

Terminology File and Translation Commentary

Oral Presentation of a Technical Document/Field

Details:

- **Weekly assignments** include translation of short technical texts with self-assessment.
 - **Mid-term test:** unseen technical text with limited dictionary use.
 - **Terminology file:** glossary of 30–50 key terms compiled from a selected field.
 - **Final project:** translation of a technical/scientific text (approx. 1000–1500 words) plus a commentary discussing translation strategies, terminology choices, and challenges.
-

5. Assessment Tools

- Rubrics assessing:
 - Accuracy and clarity of translation
 - Terminological consistency
 - Appropriateness of tone and format
 - Research and documentation quality
 - Quality of reflective analysis in the commentary
- Instructor feedback on draft submissions
- Peer review of selected assignments

NEP 2020: FYUP in German, CMELLCS, Bhasha-Bhavana, Visva-Bharati

Academic Year	Semester	Major Courses / Research	Course Title
FIRST YEAR	Semester I Total Credits / Marks: Major (MJGR): 2x4 = 8 / 100+100 SECC (SEGR): 1x3 = 3 / 75 Minor: 1x4 = 4 / 100* Multi.: 1x3 = 3 / 75* AEC: 1x2 = 2 / 50* VAC (TS): 1x2 = 2 / 50* TOTAL: 22 Credits / Marks: 550	MJGR01 - Written Expression 1 Credits: 4 / Marks: 100	Structural Study of Language 1: Grammar and Comprehension 1
		MJGR02 - Oral Expression 1 Credits: 4 / Marks: 100	Oral Expression and Communication 1
		SEGR01 – Developing Language Skills 1 Credits: 3 / Marks: 75	Reading and Writing
	Semester II Total Credits / Marks: Major (MJGR): 2x4 = 8 / 100+100 SECC (SEGR): 1x3 = 3 / 75 Minor: 1x4 = 4 / 100* Multi.: 1x3 = 3 / 75* AEC: 1x2 = 2 / 50* VAC (TS): 1x2 = 2 / 50* TOTAL: 22 Credits / Marks: 550	MJGR03- Written Expression 2 Credits: 4 / Marks: 100	Structural Study of Language 2: Grammar and Comprehension 2
		MJGR04 - Oral Expression 2 Credits: 4 / Marks: 100	Oral Expression and Communication 2
		SEGR02 – Developing Language Skills 2 Credits: 3 / Marks: 75	Verbal Communication and Conversation
SECOND YEAR	Semester III Major (MJGR): 2x4 = 8 / 100+100 SECC (SEGR): 1x3 = 3 / 75 Minor: 1x4 = 4 / 100* Multi.: 1x3 = 3 / 75* AEC: 1x2 = 2 / 50* VAC (TS): 1x2 = 2 / 50* TOTAL: 22 Credits / Marks: 550	MJGR05 - Grammar 1 Credits: 4 / Marks: 100	Advanced Study of Language 1: Advanced Grammar 1
		MJGR06 - Oral Expression 3 Credits: 4 / Marks: 100	Listening and Speaking 1
		SEGR03 – Developing Language Skills 3 Credits: 3 / Marks: 75	Writing and Communication
	Semester IV Total Credits / Marks: Major (MJGR): 4x4 = 16 (100x4= 400) Minor: 1x4 = 4 (100)* AEC: 1x2 = 2 (50)* TOTAL: 22 Credits / Marks: 550	MJGR07 - Grammar 2 Credits: 4 / Marks: 100	Advanced Study of Language 2: Advanced Grammar 2
		MJGR08 – Introduction to Literature 1 Credits: 4 / Marks: 100	Literary Concepts and Genres
		MJGR09 – Introduction to Literature 2 Credits: 4 / Marks: 100	Prose: Short Stories, Novellas, Essays, Reportages, Travelogues etc.
THIRD YEAR	Semester V Total Credits / Marks: Major (MJGR): 3x4 = 12 (100x3= 300) Minor: 1x4 = 4 (100)* TOTAL: 16 Credits / Marks: 400	MJGR10 – Introduction to Literature 3 Credits: 4 / Marks: 100	Poetry and Drama
		MJGR11 – Linguistics and Phonetics (Credits: 4) / Marks: 100	Phonetics, Phonology and Morphology, Syntax and Syntactical Analysis of German Language
		MJGR12 – History of Literature 1 Credits: 4 / Marks: 100	Enlightenment to Vormärz
	Semester VI Total Credits / Marks: Major (MJGR): 3x4 = 12 (100x3= 300) Minor: 1x4 = 4 (100)* TOTAL: 16 Credits / Marks: 400	MJGR13 – Translation 1 Credits: 4 / Marks: 100	Theory of Translation and Translation of Selected Texts 1
		MJGR14 – History of Literature 2 Credits: 4 / Marks: 100	Realism to Weimar Republic
		MJGR015 – Study of Authors 1 Credits: 4 / Marks: 100	Specialized Study of Authors from Austria and Switzerland
		MJGR16 – Translation 2 Credits: 4 / Marks: 100	Theory of Translation and Translation of Selected Texts 2

NOTES: * Students doing Major in German shall do Minor, Multi-disciplinary, AEC and Tagore Studies courses (all marked *) offered by other departments.

MAJOR in GERMAN shall have the code **MJGR** to avoid possible confusion without MAJOR in GEOGRAPHY

RESEARCH in GERMAN shall have the code **REGR** to avoid possible confusion without RESEARCH in GEOGRAPHY

SECC in GERMAN shall have the code **SEGR** to avoid possible confusion without SECC in GEOGRAPHY
 Fourth Year of FYUP: Continued on next page.

FOURTH YEAR	Semester VII Total Credits / Marks: Major (MJGR): 3x4 = 12 (100x3= 300) Minor: 1x4 = 4 (100)* Research (REGR)/Alt. Major : 1x4 = 4 (100) TOTAL: 20 Credits / Marks: 500	MJGR17 – Literature, Society and History of Ideas 1 (Credits: 4) / Marks: 100	Greek Antiquity to Enlightenment
		MJGR18 – Didactics of German as a Foreign Lang. (DaF) (Credits: 4) / Marks: 100	Theory and practical aspects of DaF, didactics of FL teaching/learning
		MJGR19 – Theories of Literature 1 Credits: 4 / Marks: 100	Positivism, Hermeneutics, Marxism, Formalism, Structuralism, Reception Theory
		MJGR20 (Alternative) – Study of Authors 2 (in lieu of Dissertation) Credits: 4 / Marks: 100	Specialized Study of Authors from Germany
		REGR01 – Research Methodology and Dissertation 1: Synopsis Credits: 4 / Marks: 100	Finding a research topic and writing synopsis of Dissertation
	Semester VIII Total Credits / Marks: Major (MJGR): 2x4 = 8 (100+100) Minor: 1x4 = 4 (100)* Research (REGR)/Alt. Majors: 2x4 = 8 (100+100) TOTAL: 20 Credits / 500	MJGR21 – Literature, Society and History of Ideas 2 (Credits: 4) / Marks: 100	Enlightenment to Modernism
		MJGR22 – Theories of Literature 2 Credits: 4 / Marks: 100	Psychoanalysis, Feminism, Gender Studies, Post-structuralism, Deconstruction, Post-Colonialism
		MJGR23 (Alternative) – Rabindranath Tagore and Germany (in lieu of Dissertation) (Credits: 4) / Marks: 100	Tagore's relationship with German culture and Germans
		MJGR24 (Alternative) – Authors with Migration Background (in lieu of Dissertation) (Credits: 4) / Marks: 100	Study of authors from late 20 th century to the present who migrated to Germany, Austria and Switzerland
		REGR02 – Research Methodology and Dissertation 2: Research Methodology (Credits: 4) / Marks: 100	Research methodology, sourcing, categorizing and processing research material, citation, bibliography
		REGR03 – Research Methodology and Dissertation 3: Dissertation Credits: 4 / Marks: 100	Writing and submitting dissertation and Viva

NOTE: * Students doing Major in German shall do Minor, Multi-disciplinary, AEC and Tagore Studies courses (all marked *) offered by other departments.

Total Credits in eight Semesters:

Semester I: 22 (Marks: 550)

Semester II: 22 (Marks: 550)

Semester III: 22 (Marks: 550)

Semester IV: 22 (Marks: 550)

Semester V: 16 (Marks: 400)

Semester VI: 16 (Marks: 400)

Semester VII: 20 (Marks: 500)

Semester VIII: 20 (Marks: 500)

TOTAL Credits: 160 (Total Marks: 4000)

Marking scheme (Break-up of evaluation):

Course with 4 Credits: Internal Assessment 20 + Semester Exam. 80 = Total 100

Course with 3 Credits: Internal Assessment 15 + Semester Exam. 60 = Total 75

Course with 2 Credits: Internal Assessment 10 + Semester Exam. 40 = Total 50

Total Marks of all courses with different credits and covering all Semesters: 4000

Detailed Description of Syllabus (under NEP 2020): FYUP in German (2023)

CMELLCS, Bhasha-Bhavana, Visva-Bharati

First Year of FYUP: Semester I – MAJOR Courses in German

MJGR01- Written Expression 1: Structural Study of Language 1: Grammar and Comprehension 1 (4 Credits)

Content: Basic knowledge of German acquired through reading and comprehending simple communicative texts: (i) alphabets and numbers, forms of greeting and taking leave, common polite phrases (Höflichkeitsformeln); basic geographic knowledge about German-speaking countries through texts in simple German; (ii) understanding basic syntax of German simple sentences; (iii) conjugation of commonly used regular and irregular verbs; (iv) definite, indefinite and possessive articles, grammatical genders and their numbers, their declination in Nominativ, Akkusativ, Dativ; (v) commonly used prepositions, their influence on declination and their uses; (vi) Präsens and Partizip Perfekt; (vii) modal verbs möchten, wollen, können, müssen.

Learning outcomes: (i) ability to write about persons and events in typical everyday situations using the acquired vocabulary and knowledge of grammatical structures and process; (ii) ability to read and comprehend simple informative texts about German-speaking countries and to communicate such information in simple written objective texts; (iii) ability to produce communicative texts like emails, SMS, Tweets etc. in simple German; (iv) to solve structural grammatical exercises of A1 level of CEFR.

Targeted level: A1 of CEFR

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu A1. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell A1/1 – A1/2. Ismaning, 2006 or later (Hueber / Goyal)
- Schulz und Griesbach: Deutsche Sprachlehre für Ausländer. Grundstufe in einem Band. München, 1990 or later (Max Hueber / Indian reprint) – Abschnitte 1 bis 10
- Tatsachen über Deutschland, 2023 (evtl. later editions). <https://www.tatsachen-ueber-deutschland.de/de>
- Tatsachen über Deutschland: Das Jugendbuch, 2015.

MJGR02 - Oral Expression 1: Oral Expression and Communication 1 (4 Credits)

Content: Basic knowledge of everyday verbal communication in German including (i) greeting, introducing oneself and one's family, carrying out conversations with others about their family, occupation etc., (ii) forms of politeness, (iii) talking about hobbies and studies; (iv) basic knowledge about German-speaking countries through visuals, maps, diagrams etc. and reproducing the information in simple verbal presentations; (v) ability to comprehend audio-texts and videos with and without subtitles and evtl. to speak about the videos and other visual material.

Learning outcomes: (i) ability to carry out basic conversation in German with basic conventional forms of verbal communication; (ii) ability to comprehend simple audio-visual information in videos and to speak on them in simple sentences; (iii) understanding cultural conventions in German-speaking countries in everyday situations; (iv) using requisite grammatical forms and structures (acquired in MJGR01) correctly in simple verbal communication, corresponding to A1-level of CEFR

Targeted level: A1 of CEFR

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu A1. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell A1/1 – A1/2. Ismaning, 2006 or later (Hueber / Goyal)
- Schulz und Griesbach: Deutsche Sprachlehre für Ausländer. Grundstufe in einem Band. München, 1990 or later (Max Hueber / Indian reprint) – Abschnitte 1 bis 10
- Tatsachen über Deutschland, 2023 (evtl. later editions). <https://www.tatsachen-ueber-deutschland.de/de>
- Tatsachen über Deutschland: Das Jugendbuch, 2015.

SEGR01 – Developing Language Skills 1: Reading and Writing (3 Credits)

(i) Students are put through the practice of reading aloud simple German texts to improve comprehension, pronunciation and articulation. Special emphasis is given to modulating the voice while reading aloud according to the communicative intention of the texts: speech melody, pauses, amplification of the voice etc. Students also listen to various types of spoken German through videos and audio files that accompany the textbooks such as Netzwerkneu or Tangram aktuell. (ii) Students write dictations and short passages on given topics in simple German. Attention is paid to orthography and punctuation, especially sensitizing the students about the importance of the distinction between capital and small letters.

Learning Outcome: Students should be able to gain a good understanding of texts through reading; proper articulation in standard verbal everyday communication should improve. Students should gain a good grasp not only of grammatically correct speech ("Korrektheit"), but also of situation-specific appropriateness of standard speech-acts ("Angemessenheit"). Students should be able to write texts through dictation and on their own on given topics with reasonably accurate orthography, punctuation and grammatically correct constructions.

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu A1. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell A1/1 – A1/2. Ismaning, 2006 or later (Hueber / Goyal)

Students in the **1st Year, Semester I** of FYUP in German shall also opt for following courses offered and conducted ***in other departments***: (i) one Minor Course of 4 credits; (ii) one Multidisciplinary Course of 3 credits; (iii) one AECC-English Course of 2 credits; (iv) one CVAC – Tagore Studies of 2 credits.

First Year of FYUP: Semester II – MAJOR Courses in German

MJGR03 - Written Expression 2: Structural Study of Language 2: Grammar and Comprehension 2 (4 Credits)

Content: Intermediate-level knowledge of German acquired through reading and comprehending intermediate-level communicative texts: (i) knowledge about cultural and political life in German-speaking countries, World War II to present day, through texts in German; (ii) understanding syntax of German compound sentences with "dass", "weil", "wenn" as well as "FragatzalsNebensatz"; (iii) conjugation of commonly used regular and irregular verbs; (iv) definite, indefinite and possessive articles, grammatical genders and their numbers, their declination in Nominativ, Akkusativ, Dativ and Genitiv; (v) prepositions and their uses, their influence on declination; (vi) Präteritum and PlusquamPerfekt; (vii) modal verbs dürfen, sollen, lassen; Präteritum and Perfekt forms of all modal verbs.

Learning outcomes: (i) ability to write about well-known persons based on objective information; writing reports on events using the acquired vocabulary and knowledge of grammatical structures and processes; (ii) ability to read and comprehend complex informative texts about German-speaking countries and to communicate such information in written objective texts; (iii) ability to produce communicative texts like emails, SMS, Tweets etc. with more elaborate contents in German; (iv) to solve structural grammatical exercises of A2 level of CEFR.

Targeted level: A2 of CEFR

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu A2. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell A2/1 – A2/2. Ismaning, 2006 or later (Hueber / Goyal)
- Schulz und Griesbach: Deutsche Sprachlehre für Ausländer. Grundstufe in einem Band. München, 1990 or later (Max Hueber / Indian reprint) – Abschnitte 9 bis 15
- Hering et al: „em“ Übungsgrammatik Deutsch als Fremdsprache
- Tatsachen über Deutschland, 2023 (evtl. later editions). <https://www.tatsachen-ueber-deutschland.de/de>
- Tatsachen über Deutschland: Das Jugendbuch, 2015.

MJGR04 - Oral Expression 2: Oral Expression and Communication 2 (4 Credits)

Content: Intermediate-level knowledge of everyday verbal communication in German including (i) greeting, introducing oneself and one's family and friends; talking about free-time activities, travelling, everyday concerns like shopping, asking for directions etc. (ii) more forms of politeness, (iii) talking about weather, health and sickness, current events, sport etc.; (iv) intermediate-level knowledge about German-speaking countries through visuals, maps, diagrams etc. and reproducing the information in complex verbal presentations; (v) ability to comprehend audio-texts and videos with and without subtitles and evtl. to speak in detail about the videos and other visual material.

Learning outcomes: (i) ability to carry out complex forms of conversation in German with conventional forms of verbal communication; (ii) ability to comprehend complex audio-visual information in videos and to speak on them analytically; (iii) understanding cultural conventions in German-speaking countries in formal and informal communicative situations; (iv) using requisite grammatical forms and structures (acquired in MJGR02) correctly in intermediate-level verbal communication, corresponding to A2-level of CEFR

Targeted level: A2 of CEFR

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu A2. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell A2/1 – A2/2. Ismaning, 2006 or later (Hueber / Goyal)
- Schulz und Griesbach: Deutsche Sprachlehre für Ausländer. Grundstufe in einem Band. München, 1990 or later (Max Hueber / Indian reprint) – Abschnitte 9 bis 15
- Langenscheidt Grammatiktraining Deutsch
- Hering et al: „em“ Übungsgrammatik Deutsch als Fremdsprache
- Tatsachen über Deutschland, 2023 (evtl. later editions). <https://www.tatsachen-ueber-deutschland.de/de>
- Tatsachen über Deutschland: Das Jugendbuch, 2015.

SEGR02 – Developing Language Skills 2: Verbal Communication and Conversation (3 Credits)

(i) Students practice the art of conversation. Group discussions are held on given topics of everyday life in Indian contexts and in German contexts. The knowledge of everyday life in German-speaking countries is conveyed to students through the prescribed textbooks and other materials (videos, websites, blogs etc.) collected from various sources. (ii) Students practice verbal communication in typical day-to-day situations. Apart from initiating communication / conversations with standard spoken phrases of greeting, asking for information etc., students should be able to provide information verbally in a comprehensive and concise manner.

Learning Outcome: Students should be able to initiate and carry on brief conversations and fulfill the requirements of verbal communication in German. Grammatically correct speech ("Korrektheit") and situation-specific appropriateness of standard speech-acts ("Angemessenheit") will be practiced.

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu A2. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell A2/1 – A2/2. Ismaning, 2006 or later (Hueber / Goyal)

Students in the **1st Year, Semester II** of FYUP in German shall also opt for following courses offered and conducted ***in other departments***: (i) one Minor Course of 4 credits; (ii) one Multidisciplinary Course of 3 credits; (iii) one AECC-MIL Course of 2 credits; (iv) one CVAC – Tagore Studies of 2 credits.

Second Year of FYUP: Semester III – MAJOR Courses in German

MJGR05– Advanced Study of Language 1: Advanced Grammar 1 (4 Credits)

Content: Advanced knowledge of German acquired through acquaintance with advanced grammatical structures and processes, grammatical analysis of texts, reading and comprehending a variety texts from newspapers, magazines, reports, advertisements, and literary texts. (i) knowledge about historical, cultural and political life in German-speaking countries from Reformation to Enlightenment, through texts in German; (ii) understanding syntax of German compound sentences with "wenn", "als", "während", "bevor" and "nachdem" as well as Relativsatz; (iii) enhancing vocabulary through learning conjugation of regular and irregular verbs with prepositions; (iv) declination of adjectives; (v) interrogative forms with "welch—" and "was für ---".

Learning outcomes: (i) ability to write detailed descriptive reports in German on complex themes of current affairs, social and political trends, cultural events using the acquired vocabulary and knowledge of grammatical structures and process; (ii) ability to read and comprehend complex informative and analytical texts about German-speaking countries and to communicate such information in written texts; (iii) ability to produce formal communicative texts like emails, SMS, Tweets etc. on given topics, while using standard forms of formal address, greeting and signing-off; (iv) to solve structural grammatical exercises of level of B1 of CEFR.

Targeted level: B1 of CEFR

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu B1. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell B1/1 – B1/2. Ismaning, 2006 or later (Hueber / Goyal)
- Schulz und Griesbach: Deutsche Sprachlehre für Ausländer. Grundstufe in einem Band. München, 1990 or later (Max Hueber / Indian reprint) – Abschnitte 15 bis 26
- Manfred Mai: Deutsche Geschichte (selected chapters)

- Tatsachen über Deutschland, 2023 (evtl. later editions). <https://www.tatsachen-ueber-deutschland.de/de>
- Tatsachen über Deutschland: Das Jugendbuch, 2015.

MJGR06 - Oral Expression 3: Listening and Speaking (4 Credits)

Content: Advanced-level knowledge of verbal communication in German including (i) listening and comprehending news, interviews, documentary video, films and TV shows etc. (ii) speaking and commenting verbally on news, interviews, documentary video, films and TV shows etc.; (iii) intermediate-level knowledge about German-speaking countries through visuals, maps, diagrams etc. and reproducing the information in complex verbal presentations; (v) ability to comprehend audio-texts and videos with and without subtitles and evtl. to speak in detail about the videos and other visual material.

Learning outcomes: (i) ability to carry out complex forms of conversation in German with conventional forms of verbal communication; (ii) ability to comprehend complex audio-visual information in videos and to speak on them analytically; (iii) understanding cultural conventions in German-speaking countries in formal and informal situations; (iv) using requisite grammatical forms and structures (acquired in MJGR05) correctly in intermediate-level verbal communication, corresponding to B1-level of CEFR

Targeted level: B1 of CEFR

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu B1. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell B1/1 – B1/2. Ismaning, 2006 or later (Hueber / Goyal)
- Schulz und Griesbach: Deutsche Sprachlehre für Ausländer. Grundstufe in einem Band. München, 1990 or later (Max Hueber / Indian reprint) – Abschnitte 9 bis 26 (Supplementary Grammar: repetition)
- Langenscheidt Grammatiktraining Deutsch
- Hering et al: „em“ Übungsgrammatik Deutsch als Fremdsprache
- Tatsachen über Deutschland, 2023 (evtl. later editions). <https://www.tatsachen-ueber-deutschland.de/de>
- Tatsachen über Deutschland: Das Jugendbuch, 2015
- Deutsch Welle (DW): news and documentary videos, news reports and articles (<https://www.dw.com/de/themen/s-9077>)
- ARD: Tagesschau, Mediathek, KiKa (<https://www.ard.de/>)

SEGR03 – Developing Language Skills 3: Writing and Communication (3 Credits)

(i) Written communication in various forms is exercised: informal and formal emails, SMS, WhatsApp messages, letters etc. (ii) Students learn to write brief reports on given topics that have a pragmatic relevance.

Learning Outcome: Students should be able to convey essential information in various forms of written texts. They learn to convey information in a succinct, well-formed written text, while fulfilling the linguistic norms of correct speech (“Korrektheit”) and communicative requirements of situation-specific appropriateness (“Angemessenheit”).

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu B1. Stuttgart, 2020 or later (Ernst Klett / Goyal)

- Dallapiazza et al: Tangram aktuell B1/1 – B1/2. Ismaning, 2006 or later (Hueber / Goyal)

Students in the **2nd Year, Semester III** of FYUP in German shall also opt for following courses offered and conducted ***in other departments***: (i) one Minor Course of 4 credits; (ii) one Multidisciplinary Course of 3 credits; (iii) one AECC-English Course of 2 credits; (iv) one CVAC – Tagore Studies of 2 credits.

Second Year of FYUP: Semester IV – MAJOR Courses in German

MJGR07 – Advanced Study of Language 2: Advanced Grammar 2 (4 Credits)

Content: Advanced knowledge of German acquired through acquaintance with advanced grammatical structures and processes, grammatical analysis of texts, reading and comprehending a variety of structurally and semantically complex texts from newspapers, magazines, reports, advertisements, and literary texts. (i) knowledge about historical, cultural and political life in German-speaking countries from Enlightenment to foundation of the German Reich, through texts in German; (ii) understanding syntax of German: “damit”, “um ... zu ..”, Infinitivsatz with “zu”, “alsob ...” (iii) Konjunktiv II and I; (iv) vocabulary through literary texts, journalistic texts etc. (continuation); (v) declination of adjectives (continuation); (vi) Passive sentences.

Learning outcomes: (i) ability to write summaries of texts by focusing on the essentials; paraphrasing; referencing and annotating; (ii) ability to read and comprehend complex informative and analytical texts about German-speaking countries and to communicate such information in written texts; (iii) gradual progression towards academic writing; (iv) to solve structural grammatical exercises of levels B1-B2 of CEFR; (v) learning to use bilingual and monolingual German dictionaries (Langenscheidt: <https://en.langenscheidt.com/> and DUDEN: <https://www.duden.de/>)

Targeted level: B1-B2 of CEFR

Suggested References and Textbooks:

- Dengler et al: Netzwerk neu B1. Stuttgart, 2020 or later (Ernst Klett / Goyal)
- Dallapiazza et al: Tangram aktuell B1/1 – B1/2. Ismaning, 2006 or later (Hueber / Goyal)
- Available books of grammar including Schulz und Griesbach, Deutsche Sprachlehre für Ausländer
- Manfred Mai: Deutsche Geschichte (selected chapters)
- Tatsachen über Deutschland, 2023 (evtl. later editions). <https://www.tatsachen-ueber-deutschland.de/de>
- Tatsachen über Deutschland: Das Jugendbuch, 2015.

MJGR08–Introduction to Literature 1: Literary Concepts and Genres (4 Credits)

Content: Introduction to literature through the basic concepts of Literature: Literatur, Autor, Werk, Text, Intertextualität, Leser, literarische Funktionen, literarischer Kanon.

Learning outcomes: Progression towards a scientific definition of literature, literary functions and processes; ability to recognize and talk about basic literary concepts.

Suggested References and Textbooks:

- Jeßing und Köhnen: „Einleitende Fragestellungen und Grundbegriffe“. *Einführung in die neuere deutsche Literaturwissenschaft*. Stuttgart, 2012 (JB Metzler): 1-9
- Vogt: “Kanon”, “Gattungen”. *Einladung zur Literaturwissenschaft*. Stuttgart, 2008 (UTB) <http://www.einladung-zur-literaturwissenschaft.de/>

MJGR09– Introduction to Literature 2: Literary Concepts and Genres 2: Prose (Prosa): Short Stories, Novellas, Essays, Reportages, Travelogues etc. (4 Credits)

Students read selected prose texts out of the list suggested below or any other selection not suggested below. Students discuss the generic characteristics of the texts, analyze the formal construction of the texts, investigate the literary devices of the texts and interpret the content of the texts. Students are familiarized with literary and stylistic devices, such as Gleichnis, Metapher, Personifikation, Onomatopoesie, Synästhesie etc., narrative modes such as Ich-Erzählung, personale Erzählung and auktoriale Erzählung, Erzählzeit und erzählte Zeit etc.

Learning outcome: ability to recognize different genres of literary prose; interpreting literary texts; acquaintance with literary devices and techniques of narration and understanding their uses in the selected texts.

Suggested References and Textbooks:

- Jeßing und Köhnen: „Einleitende Fragestellungen und Grundbegriffe“. *Einführung in die neuere deutsche Literaturwissenschaft*. Stuttgart, 2012 (JB Metzler): 181-232
- Drügh et al: Germanistik: Sprachwissenschaft – Literaturwissenschaft – Schlüsselkompetenzen. Stuttgart and Weimar, 2012 (JB Metzler): 383-412
- Vogt: „5. Gattungen und Textstrukturen I: Epik“. *Einladung zur Literaturwissenschaft*. Stuttgart, 2008 (UTB) <http://www.einladung-zur-literaturwissenschaft.de/>
- Helmut Seifert: *Stil heute. Eine Einführung in die Stilistik*. München, 1977 (CH Beck)
- Burdorf et al (Hrsg.): Metzler Lexikon Literatur. Stuttgart, 2007 (JB Metzler)
- Anthologies of short stories, anecdotes, essays, novellas, travelogues etc. by various authors, such as: Heinrich v. Kleist, ETA Hoffmann, Annette v. Droste-Hülshoff, Bettina v. Arnim, Caroline Günderode, Marie von Ebner-Eschenbach, Theodor Storm, Theodor Fontane, Thomas Mann, Franz Kafka, Bertolt Brecht, Ödön v. Horváth, Christa Wolf, Anna Seghers, Heinrich Böll, Irina Korschunow, Feridun Zaimoglu, Suleman Taufiq, Zafer Senocak, Wladimir Kaminer and others (list to be updated periodically; selection to be revised for each semester)

MJGR10 – Introduction to Literature 3: Literary Concepts and Genres 3: Poetry and Drama (Lyrik und Drama) (4 Credits)

Students read selected poems out of the list suggested below or any other selection of poems not suggested below. Students discuss the generic characteristics of the texts, analyze the formal construction of the texts, investigate the literary devices of the texts and interpret the content of the texts. Students are familiarized with literary and stylistic devices, such as Gleichnis, Metapher, Personifikation, Onomatopoesie, Synästhesie, Alliteration etc., genres of poetry such as Sonnett, Ode, Ballade etc., various types of prosody and rhyme structure and other relevant aspects of poetry. Students learn to recite poems with appropriate enunciation and articulation to bring out the inner meaning of the poetic texts through recitation.

Students read selected short plays (e.g. Einakter und Hörspiele) out of the list suggested below or any other selection not suggested below. Students discuss the generic characteristics of the texts, analyze the formal construction of the texts, investigate the literary devices of the texts and interpret the content of the texts. Students are familiarized with the construction of dramatic texts, forms of dialogue and action. Students try their hand at dialogue delivery to improve pronunciation,

enunciation and articulation, understand paralinguistic and metalinguistic aspects of speech through dramatic dialogue delivery.

Learning outcome: ability to recognize different genres of poems and dramatic texts; interpreting poetic and dramatic texts; acquaintance with literary devices and techniques and formal construction of poems and their uses in the selected texts; acquaintance with literary devices and techniques and formal construction of dramas and their uses in the selected texts; learning to recite aesthetically and deliver dramatic dialogue meaningfully, so that eventually the art of public speaking and effective verbal communication is honed.

Suggested References and Textbooks:

- Jeßing und Köhnen: „Einleitende Fragestellungen und Grundbegriffe“. *Einführung in die neuere deutsche Literaturwissenschaft*. Stuttgart, 2012 (JB Metzler): 133-180
- Drügh et al: Germanistik: Sprachwissenschaft – Literaturwissenschaft – Schlüsselkompetenzen. Stuttgart and Weimar, 2012 (JB Metzler): 413-452
- Vogt: „6. Gattungen und Textstrukturen II: Lyrik“. *Einladung zur Literaturwissenschaft*. Stuttgart, 2008 (UTB) <http://www.einladung-zur-literaturwissenschaft.de/>
- Vogt: „7. Gattungen und Textstrukturen III: Dramatik: 2. Dramatische Formen u. 3. Elemente des Dramatischen“. *Einladung zur Literaturwissenschaft*. Stuttgart, 2008 (UTB) <http://www.einladung-zur-literaturwissenschaft.de/>
- Helmut Seifert: *Stil heute. Eine Einführung in die Stilistik*. München, 1977 (CH Beck)
- Burdorf et al (Hrsg.): Metzler Lexikon Literatur. Stuttgart, 2007 (JB Metzler)
- Anthologies of poems by various authors, such as: JW Goethe, Friedrich Schiller, Friedrich Hölderlin, Heinrich Heine, Eduard Mörike, Annette v. Droste-Hülshoff, Arno Holz, Stefan George, Else Lasker-Schüler, RicardaHuch, Georg Heym, Georg Trakl, Rainer Maria Rilke, Bertolt Brecht, SulemanTaufiq, AbdolrezaMadjderey and others (list to be updated periodically; selection to be revised for each semester)
- Selectedplay by one of the authors, such as: Gerhart Hauptmann, Die Weber / Bertolt Brecht, Leben des Galilei / Ödön von Horváth, Glaube, Liebe, Hoffnung / Wolfgang Borchert, Draußenvor der Tür / Roland Schimmelpfennig, Das fliegende Kind / any other (list to be updated periodically; selection to be revised for each semester)

Students in the **2nd Year, Semester IV** of FYUP in German shall also opt for following courses offered and conducted in other departments: (i) one Minor Course of 4 credits; (ii) one AECC-MIL Course of 2 credits.

Third Year of FYUP: Semester V – MAJOR Courses in German

MJGR11 – Linguistics and Phonetics: Phonetics, Phonology and Morphology, Syntax and Syntactical Analysis of German Language (4 Credits)

Students are introduced to the basic concepts of phonetics, phonology, morphology, syntactical structures and processes of German language with the help of analysis of “Satzglieder” (parts of speech) and “Stellungsfelder”, “Phrasenstruktur”, “Satzarten” etc. Students are introduced to syntactical processes like “Paradigma und Syntagma”.

Learning outcome: In addition to gaining an understanding of the technical linguistic concepts, the students should be able to identify and use the fundamental structural principles of German phonology, morphology and syntax in verbal and written communication. An adequate understanding of the basic syntactical structures and processes should ultimately enable the

students to analyze and interpret adequately complex German texts in everyday communication as well as in literary and academic texts.

Suggested References and Textbooks:

- Bußmann, H. (Hg.): Lexikon der Sprachwissenschaft. Stuttgart, 2008 (A Kröner)
- Auer, P. (Hg.): Sprachwissenschaft: Grammatik – Interaktion – Kognition. Stuttgart und Weimar, 2013 (JB Metzler)
- Meibauer et al: Einführung in die germanistische Linguistik. Stuttgart und Weimar, 2015 (JB Metzler): 122-163
- Drügh et al: Germanistik: Sprachwissenschaft – Literaturwissenschaft – Schlüsselkompetenzen. Stuttgart and Weimar, 2012 (JB Metzler): 64-79

MJGR12 – History of Literature 1: Enlightenment to Vormärz (4 Credits)

Students are introduced to the history of German literature from the 18th to mid 19th century. Students understand the social, political and economic transitions of these periods and learn to relate the developments in German literature to these historical processes. The main philosophical ideas and the literary epochs based on these – Enlightenment and Rationalism, Sturm und Drang, Classicism, Romanticism, Vormärz, Biedermeier – are discussed. The emergence of a (bourgeois) literary market alongside the declining feudal patronage of literature is discussed. Representative literary works of these periods are briefly discussed and a selection thereof is read.

Learning Outcome: Students should be able to understand the paradigm shifts in German literature based on an understanding of the historical processes of the literary epochs and movements discussed here.

Suggested References and Texts:

- Beutin et al: Deutsche Literaturgeschichte – Von den Anfängen bis zur Gegenwart. Stuttgart und Weimar, 2013 (JB Metzler)
- Brenner, Peter J.: Neue deutsche Literaturgeschichte. Von „Ackermann“ zu Günter Grass. Berlin / New York, 2011 (Walter de Gruyter)

MJGR13 – Translation 1: Theory of Translation and Translation of Selected Texts 1 (4 Credits)

(i) Students are introduced to the common problems of translation, such as intercultural communication and cultural transfer, linguistic and semantic equivalence, untranslatability, loss in translation, register etc. A selection of theoretical texts on translation will be read to introduce the students into the complexities of translation. (ii) Methods of translation from German into English, Bengali and, whenever possible, into any other Indian language will be attempted by students. A selection of texts of different genres will be selected to practice translation from German. Students learn to use bilingual and monolingual dictionaries.

Learning Outcome: (i) Students will be expected to critically comment on the various aspects and difficulties of translation based on their readings of the theoretical texts. (ii) Students should be able to translate reasonably complex German texts into a preferred language (first or second language) while using standard bilingual and monolingual dictionaries (printed or online versions).

Suggested References and Texts:

- Apel und Kopetzki: Literarische Übersetzung. Stuttgart und Weimar, 2003 (JB Metzler)
- Bassnett, Susan: Translation Studies. London and New York, 2005 (Routledge)

- Jakobson, Roman: On Linguistic Aspects of Translation. <https://web.stanford.edu/~eckert/PDF/jakobson.pdf>
- Nida, Eugene A.: Theories of Translation. <https://www.erudit.org/en/journals/ttr/1991-v4-n1-ttr1474/037079ar/>
- Selected texts for translation (to be reviewed and updated regularly) from different categories: short stories, novellas, essays, journalistic texts from newspapers and magazines etc.

Students in the **3rd Year, Semester V** of FYUP in German shall also opt for the following course offered and conducted in other departments: (i) one Minor Course of 4 credits.

Third Year of FYUP: Semester VI – MAJOR Courses in German

MJGR14 – History of Literature 2: Realism to Weimar Republic (4 Credits)

Students are introduced to the history of German literature from mid 19th to early 20th century. Students understand the social, political and economic transitions of these periods and learn to relate the developments in German literature to these historical processes. The philosophical ideas and the literary epochs corresponding to the historical processes – foundation of the German Empire, industrialization, imperialism, Realism and Naturalism, Expressionism, Neue Sachlichkeit, First World War, Russian Revolution, establishment of Weimar Republic, rise of fascism and Nationalsozialismus, the Great Depression, collapse of the Weimar Republic, establishment of the Third Reich – are discussed. The emergence of modern literary trends, the crises of modern societies, the crisis of language and literary experiments with language are discussed. Representative literary works of these periods are briefly discussed and a selection thereof is read.

Learning Outcome: Students should be able to understand the paradigm shifts in literature based on an understanding of the historical processes of the literary epochs discussed here.

Suggested References and Texts:

- Beutin et al: Deutsche Literaturgeschichte – Von den Anfängen bis zur Gegenwart. Stuttgart und Weimar, 2013 (JB Metzler)
- Brenner, Peter J.: Neue deutsche Literaturgeschichte. Von „Ackermann“ zu Günter Grass. Berlin / New York, 2011 (Walter de Gruyter)

MJGR15 – Study of Authors 1: Specialized Study of Authors from Austria and Switzerland (4 Credits)

Select representative works of selected authors of Austria and Switzerland are studied. The focus will be on the biography of the author(s) and the contemporary social and cultural contexts, in which the author(s) produced her/his/their texts. The stylistic and linguistic aspects of the author's/authors' works are discussed, as also her/his/their ideological and aesthetic program.

Learning Outcome: Students should be able to gain a basic understanding of the oeuvre of the selected author(s). They should be able to critically discuss and interpret selected works while relating them to the historical, social, economic and political contexts of the time in which the works were written and published. Students should also gain an insight into various modes of textual analysis of literary works, such as "Literatursoziologie", "Formanalyse und Strukturanalyse", "Hermeneutik" and so on.

Suggested References and Textbooks:

Writers from the German-speaking countries Austria and Switzerland are selected by the concerned course-in-charge. Relevant primary and secondary literature will also be selected by her/him. The selection of authors may be reviewed and refreshed frequently to reflect the diversity and richness as well as emerging trends in German literature in Austria and Switzerland.

MJGR16 – Translation 2: Theory of Translation and Translation of Selected Texts 2 (4 Credits)

As a continuation of MJGR14 of Semester V, the following are envisaged for MJGR18 of Semester VI:

(i) Students are introduced to the common problems of translation, such as intercultural communication, linguistic and semantic equivalence, untranslatability, loss and gain, register, theory of communication, symbols and signification etc. A selection of theoretical texts on translation will be read to introduce the students into the complexities of translation. (ii) Methods of translation from German into English, Bengali and, whenever possible, into other Indian languages will be attempted by students. A selection of texts of different genres will be selected to practice translation from German. Students learn to use bilingual and monolingual dictionaries.

Learning Outcome: (i) Students will be expected to critically comment on various aspects of translation based on their readings of the theoretical texts. (ii) Students should be able to translate reasonably complex German texts into a preferred language (first or second language) while using standard bilingual and monolingual dictionaries (printed or online versions).

Suggested References and Texts:

- Apel und Kopetzki: Literarische Übersetzung. Stuttgart und Weimar, 2003 (JB Metzler)
- Bassnett, Susan: Translation Studies. London and New York, 2005 (Routledge)
- Jakobson, Roman: On Linguistic Aspects of Translation.
<https://web.stanford.edu/~eckert/PDF/jakobson.pdf>
- Nida, Eugene A.: Theories of Translation. <https://www.erudit.org/en/journals/ttr/1991-v4-n1-ttr1474/037079ar/>
- Goethe, J.W.: Excerpts from West-Östlicher Divan
- Schleiermacher, Friedrich: Ueber die verschiedenen Methoden des Uebersetzens
- Pannwitz, Rudolf: Excerpts from Die Krisis der europaeischen Kultur
- Benjamin, Walter: Die Aufgabe des Übersetzers
- Selected texts for translation (to be reviewed and updated regularly) from different categories: short stories, novellas, essays, journalistic texts from newspapers and magazines etc.

Students in the **3rd Year, Semester VI** of FYUP in German shall also opt for the following course offered and conducted ***in other departments***: (i) one Minor Course of 4 credits.

Fourth Year of FYUP: Semester VII – MAJOR Courses in German

MJGR17 – Literature, Society and History of Ideas 1: Greek Antiquity to Enlightenment (4 Credits)

This course will introduce students to some of the key philosophical ideas that shaped European civilization and society from antiquity to the age of Enlightenment. Excerpts from Plato's Republic (the simile of the cave, social structures and hierarchies, education, position of women), Theaetetus (Socrates' idea of education and the pursuit of knowledge), Aristotle's Metaphysics, select passages from Descartes, Locke and Kant are some of the texts that will be dealt with.

Learning Outcome: Students should become aware of the nature of European civilization based on their critical appraisal of some of the key philosophical ideas that defined knowledge and its pursuit. Students should be able to read and critically discuss the texts and reflect on their relevance in European civilization in general, and in the German-speaking sphere in particular.

Suggested References and Texts:

- Braudel, Fernand: *A History of Civilisations*
- Rietbergen, Peter: *Europe. A Cultural History*. Oxon, New York. 2006 (Routledge)
- Plato: *The Republic / Theaethetus* (Socrates' Midwifery: 13-17; Knowledge is Perception: 17-26)
- Aristotle: *The Metaphysics*
- Descartes: *Passions of the Soul*
- Locke: *Essay on Human Understanding*
- Kant: *Kritik der reinen Vernunft / Kritik der praktischen Vernunft / Was ist Aufklärung?*

MJGR18 – Didactics of German as a Foreign Language (DaF) (4 Credits)

Students are introduced to the didactics of German as a foreign language: Mehrsprachigkeit, Spracherwerb, die vier Kompetenzen, Lernmethoden, die kommunikative Wende, Lern- und Lernerautonomie, Lernertypen, Progression, Evaluation etc. Apart from the theoretical aspects of didactics foreign languages, students learn to conduct DaF-classes.

Learning Outcomes: Students should gain a basic idea of didactics of foreign languages, in this case German. They should have gained a clear enough understanding of didactics to plan and execute lessons of DaF at the beginners and intermediate level.

MJGR19 – Theories of Literature 1: Positivism, Hermeneutics, Marxism, Formalism, Structuralism, Reception Theory (4 Credits)

Students are introduced to the concept of theory and theoretical reflection on literature and on the methodologies of scientific study of literary texts. In this course module, Positivism, Hermeneutics, Marxism, Formalism and Structuralism are discussed. Students look at the transdisciplinary nature of theories which emerged as methods of inquiry during periods of crisis in literature and literary studies.

Learning Outcome: Students should be able to critically assess the methodological aspects, intentions and outcomes and limitations of the theoretical approaches. The overall learning outcome should be a broader understanding of literature, literary processes and contexts.

Suggested References and Texts:

- Köppe und Winko: *Neuere Literaturtheorien. Eine Einführung*. Stuttgart und Weimar, 2013 (JB Metzler)
- Jeßing und Köhnen: *Einführung in die Neuere deutsche Literaturwissenschaft*. Stuttgart und Weimar, 2012 (JB Metzler)
- Drügh et al: *Germanistik. Sprachwissenschaft – Literaturwissenschaft – Schlüsselkompetenzen*. Stuttgart und Weimar, 2012 (JB Metzler)

MJGR20 (Alternative) – Study of Authors 3: Specialized Study of Authors (4 Credits) (in lieu of Dissertation)

Select representative works of selected authors are studied. The focus will be on the biography of the author(s) and the contemporary social and cultural contexts, in which the author(s) produced

her/his/their works. The stylistic and linguistic aspects of the author's/authors' works are discussed, as also her/his/their ideological and aesthetic program.

Learning Outcome: Students should be able to gain a basic understanding of the oeuvre of the selected author(s). They should be able to critically discuss and interpret selected works while relating them to the historical, social, economic and political contexts of the time in which the works were written and published. Students should also gain an insight into various modes of textual analysis of literary works, such as "Literatursoziologie", "Formanalyse und Strukturanalyse", "Hermeneutik" and so on.

Suggested References and Textbooks:

Writers from the German-speaking countries (today's Germany, Austria and Switzerland) are selected by the concerned course-in-charge. Relevant primary and secondary literature will also be selected by her/him. The selection of authors may be reviewed and refreshed frequently to reflect the diversity and richness as well as emerging trends in German literature.

REGR01 – Research Methodology and Dissertation 1: Writing the Synopsis of a Dissertation (4 Credits)

Each student selects a suitable topic for her/his dissertation. Students are introduced to writing a synopsis of their proposed research project systematically and in the accepted format.

Learning Outcome: (i) Students select a research topic that interests each one of them. They are taught to locate their research topic and research within the disciplinary horizon. Interdisciplinary possibilities and aspects of individual topics are discussed. (ii) Students learn about collecting, sorting and processing research materials. They learn to distinguish between primary and secondary texts / research materials. (iii) Students learn to write a synopsis of their proposed research project systematically in the prescribed format.

Suggested References and Texts:

- MLA Handbook (any recent edition). The Modern Language Association, New York
- Turabian, Kate L.: A Manual for Writers of Research Papers, Theses and Dissertations. Chicago Style for Students and Researchers. Chicago and London, 2013 (University of Chicago Press)

Students in the **4th Year, Semester VII** of FYUP in German shall also opt for the following course offered and conducted **in other departments**: (i) one Minor Course of 4 credits.

Fourth Year of FYUP: Semester VIII – MAJOR Courses in German

MJGR21 – Literature, Society and History of Ideas 2: Enlightenment to Modernism (4 Credits)

This course will introduce students to some of the key philosophical ideas that shaped modern European civilization and society from the age of Enlightenment to the present day. Hegel's Philosophie der Geschichte, Marx's analysis of "politische Ökonomie", Nietzsche's "Zur Genealogie der Moral", Freud's „Das Unbehagen in der Kultur“ are some of the texts that will be dealt with.

Learning Outcome: Students should become aware of the nature of modernity and modern European civilization based on their critical appraisal of some of the key philosophical ideas that defined this epoch from 1800 to around the first half of the 20th century. Students should be able to

read and critically discuss the texts and reflect on their relevance in European civilization in general, and in the German-speaking sphere in particular.

Suggested References and Texts:

- Rürup, R.: Deutschland im 19. Jahrhundert, 1815-1871
- Hobsbawm, Eric: *The Age of Revolution, Europe 1780-1848; The Age of Capital, 1848-1875; The Age of Empire, 1875-1914; The Age of Extremes, 1914-1991*
- O'Hear, Anthony (ed.): *German Philosophy since Kant*. Cambridge, 1999
- Taylor, A.J.P.: *The Course of German History*, 2001
- Kant: *Kritik der praktischen Vernunft / Zum ewigen Frieden*
- Hegel: *Philosophie der Geschichte / Phänomenologie des Geistes*
- Marx: *Zur Kritik der politischen Ökonomie / Das Kapital*
- Marx & Engels: *Das Manifest der kommunistischen Partei*
- Nietzsche: *Die Geburt der Tragödie / Zur Genealogie der Moral*
- Simmel: *Die Großstädte und das Geistesleben*
- Freud: *Das Unbehagen in der Kultur*

MJGR22 – Theories of Literature 2: Psychoanalysis, Feminism and Gender Studies, Post-structuralism, Deconstruction, Post-Colonialism (4 Credits)

Students continue their inquiry into the concept of theory and theoretical reflection on literature and on the methodologies of the scientific study of literary texts. In this course module, Psychoanalysis, Feminism and Gender Studies, Post-structuralism, Deconstruction and Post-Colonialism will be discussed. Students look at the transdisciplinary nature of these theories which critically challenge established modes of reading literature.

Learning Outcome: Students should be able to critically assess the methodological aspects, intentions, outcomes, limitations and possibilities of the theoretical approaches. The overall learning outcome should be a broader critical understanding of literature, literary processes and contexts.

Suggested References and Texts:

- Köppe und Winko: Neuere Literaturtheorien. Eine Einführung. Stuttgart und Weimar, 2013 (JB Metzler)
- Jeßing und Köhnen: Einführung in die Neuere deutsche Literaturwissenschaft. Stuttgart und Weimar, 2012 (JB Metzler)
- Drügh et al: Germanistik. Sprachwissenschaft – Literaturwissenschaft – Schlüsselkompetenzen. Stuttgart und Weimar, 2012 (JB Metzler)
- Freud: Die Traumdeutung (ausgewählte Auszüge) / Das Unbehagen in der Kultur (ausgewählte Auszüge)
- Jacques Lacan: Das Spiegelstadium als Bildner der Ichfunktion wie sie uns in der psychoanalytischen Erfahrung erscheint. (Lacan: Schriften I)
- Lacan: Die Bedeutung des Phallus. (Lacan: Schriften II)
- Judith Butler: Das Unbehagen der Geschlechter (Auszüge)
- Simone de Beauvoir: Das andere Geschlecht. Sitte und Sexus der Frau (Auszüge)
- Luce Irigaray: Speculum. Spiegel des anderen Geschlechts
- Roland Barthes: Der Tod des Autors
- Foucault: Was ist ein Autor?
- Derrida: Die Struktur, das Zeichen und das Spiel im Diskurs der Wissenschaften vom Menschen

MJGR23 (Alternative) – Rabindranath Tagore and Germany (4 Credits) (in lieu of Dissertation)

Rabindranath Tagore, the founder of Visva-Bharati, had a long-standing and varied relationship with German language, literature and culture. This course looks at this relationship in all its salient aspects to arrive at an understanding of how German Studies at Visva-Bharati can potentially acquire a special significance.

Learning Outcome: Students get to understand Tagore's relationship with German language and Literature and with intellectuals of Germany, Austria and Switzerland, and about Tagore's reception in the German-speaking countries. Students evolve a critical understanding of German Studies under the motto and philosophy of Visva-Bharati as envisaged by its founder Tagore.

Suggested References and Texts:

- Tagore, Rabindranath: Talks in China: Autobiographical. In: Mohit K. Ray (ed.), The English Writings of Rabindranath Tagore, Vol. 4: Essay. New Delhi, 2007 (Atlantic): 661-679
- Kämpchen, Martin: Rabindranath Tagore mit Selbstzeugnissen und Bilddokumenten. Reinbeck bei Hamburg, 2011 (Rowohlt)

- Kämpchen and Bangha (eds.): Rabindranath Tagore: One Hundred Years of Global Reception. New Delhi, 2014 (Orient Black Swan)
- Rothermund, Lambah, Kämpchen: Rabindranath Tagore and Germany. New Delhi, Mumbai, Kolkata etc. 2011 (Allied)
- Saha, Panchanan: Rabindranath and Germany. Calcutta, 1986 (Indo-GDR Friendship Society)
- Quayum, M.A. (ed.): The Poet and His World. Critical Essays on Rabindranath Tagore. Kolkata, 2011 (Orient Black Swan)
- O'Connell and O'Connell (eds.): Rabindranath Tagore: Reclaiming a Cultural Icon. Kolkata, 2009 (Visva-Bharati)

MJGR24 (Alternative): Study of Authors with Migration Background (4 Credits) (in lieu of Dissertation)

Students will study the emergence of a new German literature produced by immigrants from Turkey, Eastern Europe, Southern Europe and other parts of the world. The focus will be on studying how these writers grapple with problems arising from their unique situation as immigrants writing in a language that has become their own: alienation, integration, loss and reclamation of languages and home countries, ideas of selfhood and otherness, alien/familiar literary forms, alien/familiar modes of expression etc.

Authors with a background of migration, i.e. who themselves or whose parents / grandparents migrated to German-speaking countries, are introduced. Students focus on the language, stylistic qualities, themes and motifs, emotional, social, political relation to the country of naturalization and the home country etc. An attempt will be made to articulate theoretically the specific qualities of literature of migration emerging from German-speaking countries.

Authors such as Feridun Zaimoglu, Zafer Senocak, Aras Ören, Suleman Taufiq, Franco Biondi, Jean Apatride, Abdolreza Madjderey, Ronya Othman, Laura Cwiernia, Ilma Rakusa and others are introduced.

REGRO2 – Research Methodology and Dissertation 2: Dissertation and Viva (4 Credits)

Students are introduced to the theoretical aspects of academic writing: systematic progression of arguments within across chapters ("Gliederung"), quotation, citation and reference, bibliography etc.

Learning Outcome: (i) Students should gain a clear idea about academic writing. They should be able to explicate what academic writing entails and they should be able to speak with clarity in German about their respective research projects and defend their hypotheses with reasonably well-argued comments. (ii) Students learn about the various practices and aspects of citation and its necessity in academic writing. (iii) Students learn about plagiarism and how to avoid it, and about academic integrity.

Suggested References and Texts:

- MLA Handbook (any recent edition). The Modern Language Association, New York
- Turabian, Kate L.: A Manual for Writers of Research Papers, Theses and Dissertations. Chicago Style for Students and Researchers. Chicago and London, 2013 (University of Chicago Press)

REGRO3 – Research Methodology and Dissertation 3: Dissertation and Viva (4 Credits)

Students shall put this knowledge into practice to prepare writing their respective dissertations on chosen topics. The dissertation shall be typed, printed and bound in the prescribed format. An identical soft copy of the same in MS Word format will also have to be submitted for plagiarism checking.

A viva voce at the end of the semester after the submission and evaluation of the printed dissertation will ensue, in which the students should be able to present comprehensibly a brief verbal résumé of their dissertation and reply to specific questions about it put to them by the examiners.

Learning Outcome: Students have gained a firm idea about the fundamentals of academic writing and independent research: (i) identifying a research area and a topic, (ii) collecting, sorting and processing research materials, (iii) producing a synopsis of the chosen research topic, (iv) identifying research gaps, positing hypotheses and research questions, (v) writing with systematically arranged and structured arguments, (v) citation, reference and bibliography, (vi) academic integrity and avoiding plagiarism.

- MLA Handbook (any recent edition). The Modern Language Association, New York
- Turabian, Kate L.: A Manual for Writers of Research Papers, Theses and Dissertations. Chicago Style for Students and Researchers. Chicago and London, 2013 (University of Chicago Press)

Students in the **4th Year, Semester VIII** of FYUP in German shall also opt for the following course offered and conducted **in other departments**: (i) one Minor Course of 4 credits.

N.B.: This version of the syllabus was ratified at the Meeting of the BOS of CMELLCS on 08 September 2023.

NEP 2020: FYUP in Italian, Bhasha-Bhavana, Visva-Bharati

Academic Year	Semester	Courses/Research Papers	Course Title	Credits & Marking Pattern
First Year	Semester 1	MJIT01: Study of Language 1	Basic Italian Grammar and its Use 1	4 credits
		MJIT02: Italian Culture and Civilisation 1	Introduction to Italian Geography and Architecture	4 credits
		SECC01: Developing Italian Language Skills 1	Practising Pronunciation, Reading, and Basic Writing	3 credits
	Semester 2	MJIT03: Study of Language 2	Basic Italian Grammar and its Use 2	4 credits
		MJIT04: Italian Culture and Civilisation 2	Introduction to Italian Culture, Sports, and Industries	4 credits
		SECC02: Developing Italian Language Skills 2	Basics of Italian Conversation	3 credits
Second Year	Semester 3	MJIT05: Study of Language 3	Intermediate Italian Grammar and its Use 1	4 credits
		MJIT06: Italian Culture and Civilisation 3	Brief History of Italy: Antiquities to Late Middle Ages	4 credits
		SECC03: Developing Italian Language Skills 3	Functional & Creative Writing Skills	3 credits

	Semester 4	MJIT07: Study of Language 4	Intermediate Italian Grammar and its Use 2	4 credits
		MJIT08: Introduction to Italian Literature 1	Literary Concepts and Genres	4 credits
		MJIT09: Functional Application of Italian Language 1	Business Italian	4 credits
		MJIT10: Italian Culture and Civilisation 4	Brief History of Italy: Renaissance to Modern Age	4 credits
Third Year	Semester 5	MJIT11: Study of Language 5	Advanced Italian Grammar and its Use	4 credits
		MJIT12: Introduction to Italian Literature 2	History of Italian Literature & Study of Authors 1	4 credits
		MJIT13: Italian Culture and Civilisation 5	Italian Cuisine: History & Application	4 credits
	Semester 6	MJIT14: Introduction to Italian Literature 3	History of Italian Literature & Study of Authors 2	4 credits
		MJIT15: Functional Application of Italian Language 2	Introduction to Translation: Theory & Practice	4 credits
		MJIT16: Italian Culture and Civilisation 6	Introduction to Italian Cinema and Italian Music	4 credits

Fourth Year	Semester 7	MJIT17: Introduction to Italian Literature 4	History of Italian Literature & Study of Authors 3	4 credits
		MJIT18: Functional Application of Italian Language 3	Teaching Italian as a Foreign Language	4 credits
		MJIT19: Special Paper 1	Rabindranath Tagore and Italy	4 credits
		DIT01: Researching & Dissertation Writing 1	Introduction to Research Methodology, Selection of Research Topic, and Writing a Synopsis	4 credits
		Or MJIT20 (in lieu of Research Methodology)	Tagore's Texts in Italian	
	Semester 8	MJIT21: Introduction to Italian Literature 5	History of Italian Literature & Study of Authors 4	4 credits
		MJIT22: Special Paper 2	Italian Culture & Literature Specialisation Paper	4 credits
		DIT02: Researching & Dissertation Writing 2	Research Methodology, Resources, References, Bibliography	4 credits
		Or		

		MJIT23 (in lieu of Research Methodology)	Translation in Practice	
		DIT03: Researching & Dissertation Writing 3	Writing and Submitting Dissertation, Viva	4 credits
		Or MJIT24 (in lieu of Research Methodology)	Cultural Text Appreciation and Writing	

First Year
Semester 1

Course Name: MJIT01: Study of Language 1 Course Title: Basic Italian Grammar and its Use 1 Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]
Course Description: The course would introduce the newly inducted students to the basics of Italian grammar. They will also learn to read simple texts, comprehend, and answer questions. At the same time, they will also learn how to frame simple sentences in Italian.
Course Components: The students will learn the following: <ul style="list-style-type: none"> • Alphabets, Numbers • Nouns, Pronouns, Articles, Adjectives, commonly used regular and irregular verbs, Conjugation of Verbs, Prepositions • Present Tense and <i>Passato prossimo</i> • Modal auxiliaries • Direct and indirect objects • Greetings, simple Dialogues, Directions
Course Objectives: At the end of Semester 1, the students will: <ul style="list-style-type: none"> • Be able to frame proper sentences in conversations and writings • Attain level A1 of the Common European Framework (CEF)
Course Outcomes: The learning outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to attain an A1 level of reading, writing and speaking skills in Italian

<ul style="list-style-type: none"> • Reading and comprehending simple texts and answering questions • Ability to compose simple passages in Italian
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Ziglio, Luciana, e Giovanna Rizzo. <i>Nuovo Espresso 1</i>. Firenze: Alma Edizioni; Delhi: Goyal Publishers and Distributors, 2018. • Mezzadri, Marco, e Paolo E. Balboni. <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni, 2011. • Chiuchiù, Angelo, et al. <i>In Italino</i>. Perugia: Edizione Guerra, 2009 • Chiuchiù, Angelo, e Gaia Chiuchiù. <i>Italiano In</i>. Perugia: Guerra Edizioni, 2010 • Nocchi, Susanna. <i>Grammatica Pratica della Lingua Italiana</i>. Firenze: Alma Edizioni, 2014. • Tanya, Roy. <i>La Mia Cartella</i>. New Delhi: Langers International Pvt Ltd • Marin, Telis, e Sandro Magnelli. <i>Progetto Italiano! 1</i>. (Corso di lingua e civiltà italiana, Livello elementare) Atene: Edilingua, 2003. • Blini, Lorenzo et al. (Gruppo META) <i>L'italiano per stranieri: Uno</i>, (Corso comunicativo di italiano per stranieri, primo livello). Roma: Bonacci Editore 1992. • Tartaglione, Roberto. <i>grammatica italiana: REGOLE ED ESEMPI D'USO</i>. Firenze: Alma Edizioni, 2008. • Balboni, Paolo Ernesto. <i>Grammagiochi: per giocare con la grammatical</i>. Roma: Bonacci editore, 1999.

<p>Course Name: MJIT02: Italian Culture and Civilisation 1</p> <p>Course Title: Introduction to Italian Geography and Architecture</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: The course is a part of the cultural component and will introduce Italian geography, the different regions, the major cities, and famous monuments to the students.</p>
<p>Course Components: The students will learn the following:</p> <ul style="list-style-type: none"> • The country of Italy, its borders, rivers, lakes, mountains, seas • Different regions of Italy

<ul style="list-style-type: none"> • The major cities and ports of Italy • Famous Italian monuments and their history • The Italian museums and their cultural importance
<p>Course Objectives: Through this course, the students will:</p> <ul style="list-style-type: none"> • Know the Italian geography • Learn about the major cities of Italy • Be introduced to the famous cultural icons and monuments of Italy and their histories
<p>Course Outcomes: The course will enable the students:</p> <ul style="list-style-type: none"> • To have a proper understanding of Italy as a geo-political space • To learn about the heritage of Italian cities
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Scala, Silvana Ia. <i>Alla Scoperta dell'Italia: Percorso di storia, cultura e civiltà italiana</i>. Milano: Hoepli, 2012. • Chiuchiù, Angelo, et al. <i>Grammatica Italiana per Stranieri: in italiano 1</i> (corso MULTIMEDIALE di lingua e civiltà' a livello elementare e avanzato). Perugia: Edizione Guerra, 2009. • Mezzadri, Marco e Linuccio Pederzani. <i>CIVILTÀ PUNTO IT</i> (Civiltà e cultura italiana per i ragazzi). Perugia: Guerra Edizioni, 2004. • Sebastiani, Donatella Pagnottini e Orietta Rossi Giacobbi. <i>Civiltà italiana</i> (TESTO DI CONVERSAZIONE E CULTURA PER STRANIERI). Perugia: Guerra Edizioni, 2007. • Balboni, Paolo Ernesto, e Voltolina Maria. <i>GEOGRAFIA D'ITALIA PER STRANIERI</i>. Perugia: Guerra Edizioni, 2011.

<p>Course Name: SECC01: Developing Italian Language Skills 1</p> <p>Course Title: Practising Pronunciation, Reading, and Basic Writing</p> <p>Evaluation: 15 marks (Internal; a written exam on the 'Basic Writing' component), 60 marks (End Semester; viva-voce on 'Pronunciation' and 'Reading'—30 marks for each component) [Credits 3]</p>

Course Description: In this course, the students will practice speaking, with an emphasis on proper pronunciation, as well as reading correctly. The students will also practice writing short pieces in this course.

Course Components: This course will have the following practical components:

- Pronunciation
- Reading practice
- Dictation
- Writing practice

Course Objectives: This is a practical course with a hands-on approach, where the students will:

- Learn proper pronunciation of Italian words
- Practice reading passages in Italian
- Be able to write short passages (such as self-introduction and about their surroundings)

Course Outcomes: The course will enable students to:

- Get accustomed to using basic Italian communication skills
- Practice their speaking, reading, and writing skills in Italian

Suggested Texts:

- Cammarota, Gianni(ed). *Parlando Italiano* .Libro di testo: primo volume (corso multimediale di lingua e cultura italiana). Perugia: Guerra Edizioni, 1999.
- Cassiani, Paolo e Laura Mattioli. *FACILE FACILE: LIBRO DI ITALIANO PER STUDENTI STRANIERI (LIVELLO ELEMENTARE*. Pesaro:Nina S.r.l., 2009
- Baldelli, Ignazio, et al. *LEGGERE L'ITALIANO*: Letture graduate per stranieri,(con rielaborazioni di brani e stimoli per la produzione orale e scritta). Firenze: Le Monnier, 1988.
- Baldelli, Ignazio, et al. *SCRIVERE IN ITALIANO*: stimoli alla produzione scritta. Firenze: Le Monnier, 1988

Semester 2

Course Name: MJIT03: Study of Language 2

Course Title: Basic Italian Grammar and its Use 2

Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]
Course Description: This course will teach the students basic concepts of Italian grammar and their proper usage.
<p>Course Components: The students will learn the following:</p> <ul style="list-style-type: none"> • Vocabulary • Past tense: <i>Imperfetto, Piùcheperfetto& Passatoremoto</i>, Future tense • <i>Doppi</i> (Replacing direct & indirect objects with pronouns) • Conditional and Imperative modes • Expressing personal views in Italian
<p>Course Objectives: Through this course, the students will:</p> <ul style="list-style-type: none"> • Enhance their knowledge of tenses and modes of speech • Be able to express themselves in Italian and share their observations • Reach the A2 level of the Common European Framework (CEF)
<p>Course Outcomes: The course will enable students to:</p> <ul style="list-style-type: none"> • Independently express themselves in Italian • Attain level A2 of reading, writing, and speaking skills in Italian
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Balì, Maria, e Giovanna Rizzo. <i>Nuovo Espresso 2</i>. Firenze: Alma Edizioni; Delhi: Goyal Publishers and Distributors, 2018. • Mezzadri, Marco, e Paolo Ernesto Balboni. <i>Nuovo Rete! A2</i>.(Corso multimediale di Italiano per stranieri) Perugia: Guerra Edizioni: New Delhi: Langers International Pvt Ltd 2010. • Blini, Lorenzo et al.(Gruppo META) <i>Due: L'italiano per stranieri</i>. (Corso comunicativo di italiano per stranieri, secondo livello). Roma:Bonacci Editore 1993. • Chiuchiù, Angelo, et al. <i>in italiano 2: Grammatica Italiana per Stranieri</i>. (corso MULTIMEDIALE di lingua e civiltà a livello elementare e avanzato). Perugia: Edizione Guerra, 2009.

Course Name: MJIT04: Italian Culture and Civilisation 2
Course Title: Introduction to Italian Culture, Sports, and Industries

Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]
Course Description: This course will introduce the students to Italian culture and Italy's unique sports and major industries. The course will help students understand Italian culture and how Italy and Italian-ness are defined.
<p>Course Components: The students will learn the following:</p> <ul style="list-style-type: none"> • The structure of the Italian political system • Italian agriculture and agricultural produces • Italian fashion and fashion industry • Fine dining and caffè culture • Viticulture • Important and iconic Italian industries • Italian sports • Italian media
<p>Course Objectives: The course will aim to teach the students:</p> <ul style="list-style-type: none"> • Various aspects of Italian culture • The importance of Italian industries and their value • Italian sports and their importance • Italian media and its role
<p>Course Outcomes: At the end of the semester, the students will be able to display:</p> <ul style="list-style-type: none"> • Proper understanding of Italian culture and its different aspects • Their identification of important Italian cultural icons and their cultural values • Their familiarity with Italian industries and their role in the global market • The importance of sports in Italy • Their knowledge of Italian media
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Scala, Silvana Ia. <i>Alla Scoperta dell'Italia: Percorso di storia, cultura e civiltà italiana</i>. Milano: Hoepli, 2012. • Chiuchiù, Angelo, et al. <i>Grammatica Italiana per Stranieri: in italiano 1</i> (corso MULTIMEDIALE di lingua e civiltà' a livello elementare e avanzato). Perugia: Edizione Guerra, 2009. • Mezzadri, Marco e Linuccio Pederzani. <i>CIVILTÀ PUNTO IT</i> (Civiltà e cultura italiana per i ragazzi). Perugia: Guerra Edizioni, 2004.

- Sebastiani, Donatella Pagnottini e Orietta Rossi Giacobbi. *Civiltà italiana* (TESTO DI CONVERSAZIONE E CULTURA PER STRANIERI). Perugia: Guerra Edizioni, 2007.
- Marin, Telis, e Sandro Magnelli. *Progetto Italiano! 1: Corso di lingua e civiltà italiana*. (Livello elementare) Atene: Edilingua, 2003.

Course Name: SECC02: Developing Italian Language Skills 2

Course Title: Basics of Italian Conversation

Evaluation: 15 marks (Internal; viva examination), 60 marks (End Semester; A final viva-voce will be considered for the end semester marks) [Credits 3]

Course Description: This course will allow the students to practice Italian through conversations as a particular emphasis is given to their conversational ability.

Course Components: This course will include the following:

- Basic Italian conversation practice
- Describing objects and situations in Italian
- Handling conversations in daily situations (i.e. ordering food, shopping, group discussions etc.)

Course Objectives: The students will learn the following:

- Holding basic conversation
- Expressing their views
- Proper conversation etiquettes
- Formal and informal modes of conversation
- Interview skills

Course Outcomes: At the end of the course, the students will:

- Have developed basic conversation skills
- Develop the ability to maintain a conversation during regularly needed dialogues in Italian
- Be able to negotiate situations through their speaking skills
- Be able to face interviews and answer questions

Suggested Texts:

- Ziglio, Luciana, e Giovanna Rizzo. *Nuovo Espresso 1*. Firenze: Alma Edizioni; Delhi: Goyal Publishers and Distributors, 2018.
- Balì, Maria, e Giovanna Rizzo. *Nuovo Espresso 2*. Firenze: Alma Edizioni; Delhi: Goyal Publishers and Distributors, 2018.
- Mezzadri, Marco, e Paolo E. Balboni. *Nuovo Rete! A1*. (Corso multimediale di Italiano per stranieri) Perugia: Guerra Edizioni; New Delhi: Langers International Pvt Ltd 2009.
- Mezzadri, Marco, e Paolo E. Balboni. *Nuovo Rete! A2*. (Corso multimediale di Italiano per stranieri) Perugia: Guerra Edizioni; New Delhi: Langers International Pvt Ltd 2010.

Second Year

Semester 3

Course Name: MJIT05: Study of Language 3
Course Title: Intermediate Italian Grammar and its Use 1
Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]
Course Description: This course will introduce the students to an intermediate level of Italian grammar.
Course Components: This course will include the following: <ul style="list-style-type: none"> • <i>Conjuntivo presente e passato</i>(subjunctive mode) • Indefinite mode, which includes infinitive, gerund, and participle • Narration change (direct-indirect speech) • Voice change (active-passive) • Pronominal verbs
Course Objectives: Through this course, the students will: <ul style="list-style-type: none"> • Be able to learn intermediate concepts of Italian grammar • Learn to use complex sentence constructions and use them in their communications • Learn to use the language required for report writing • Be able to attain fluency equal to the B1 level of the Common European Framework (CEF)

Course Outcomes: At the end of the semester, the students will:

- Use intermediate level of Italian grammar in their communications
- Possess knowledge of language equivalent to the B1 level of the Common European Framework (CEF)
- Be able to construct impersonal, objective sentences required for reports and documents

Suggested Texts:

- Balì, Maria, e Luciana Ziglio. *Nuovo Espresso 3*. Firenze: Alma Edizioni; Delhi: Goyal Publishers and Distributors, 2018
- Nocchi, Susanna. *Grammatica Pratica della Lingua Italiana*. Firenze: Alma Edizioni, 2014.
- Chiuchiù, Angelo, et al. *in italiano 2: Grammatica Italiana per Stranieri*. (corso MULTIMEDIALE di lingua e civiltà' a livello elementare e avanzato). Perugia: Edizione Guerra, 2009.
- Mezzadri, Marco, e Paolo Ernesto Balboni. *Nuovo Rete! B1*. (Corso multimediale di Italiano per stranieri) Perugia: Guerra Edizioni; New Delhi: Langers International Pvt Ltd 2010.
- Blini, Lorenzo et al. (Gruppo META) *Due: L'italiano per stranieri*. (Corso comunicativo di italiano per stranieri, secondo livello). Roma: Bonacci Editore 1993.

Course Name: MJIT06: Italian Culture and Civilisation 3

Course Title: Brief History of Italy: Antiquities to Late Middle Ages

Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]

Course Description: In this course, which is a part of the cultural component, the students will study the important historical events between the Antiquities and the Late Middle Ages that defined the society and culture of Italy.

Course Components: This course will include, but will not be restricted to the following:

- Select topics from the Roman Civilisation (Roman administration during the Republic, Roman laws, Roman religion, Latin literature, Roman art and architecture)
- Rise of Christianity and its development in Italy

<ul style="list-style-type: none"> • Monasticism: Monks and monasteries • Rise of Italian towns • Universities • Scholasticism • Rise of vernacular • Byzantine art • Italian exchanges with other cultures • History of Crusades
<p>Course Objectives: This course will introduce the history of Italy from the Antiquities to the Late Medieval period to the students, and they will:</p> <ul style="list-style-type: none"> • Learn the different historical periods and their major events • Evaluate the historical impact of significant events in Italian history • Learn about the development of culture and arts in Italy till the Middle Ages • Study the essential philosophical thoughts that had a significant impact on Western philosophical ideas
<p>Course Outcomes: Through this course, the students will:</p> <ul style="list-style-type: none"> • Possess knowledge about Italian history till the Middle Ages • Be able to gauge the impact of significant historical events and shifts in Italian society and culture
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Scala, Silvana la. <i>Alla Scoperta dell'Italia: Percorso di storia, cultura e civiltà italiana</i>. Milano: Hoepli, 2012. • Gentile, Gianni, e Luigi Ronca. <i>Storia PER GLI ISTITUTI PROFESSIONALI 1: Le età preindustriali</i>. Brescia: Editrice la scuola, 2001. • Luna, Giovanni de, et al. <i>Storia Pro 1</i>. Torino: Paravia Bruno Mondadori Editori, 2003.

<p>Course Name: SECC03: Developing Italian Language Skills 3</p> <p>Course Title: Functional & Creative Writing Skills</p> <p>Evaluation: 15 marks (Internal), 60 marks (End Semester) [Credits 3]</p>
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Course Description: In this course, the students will practice their writing skills in Italian, emphasising both creative and functional aspects.
<p>Course Components: This course will make the students practice:</p> <ul style="list-style-type: none"> • Writing in the third person • Writing short passages • The differences between creative writing and formal prose • Hone their skills further in creative writing • Composing passages from imagination
<p>Course Objectives: This course will let the students practice:</p> <ul style="list-style-type: none"> • Writing formal prose passages on various topics • Different kinds of creative writing • Application of learnt grammar in prose writing
<p>Course Outcomes: At the end of the course, the students will:</p> <ul style="list-style-type: none"> • Possess adequate knowledge of the different forms of writing • Be able to write formal passages necessary for various uses such as reporting, business, and documentation • Know the importance of creative writing • Use intermediate-level grammar in writing
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Baldelli, Ignazio, et al. <i>LEGGERE L'ITALIANO</i>: Letture graduate per stranieri, (con rielaborazioni di brani stimoli per la produzione orale e scritta). Firenze: Le Monnier, 1988. • Baldelli, Ignazio, et al. <i>SCRIVERE IN ITALIANO</i>: stimoli alla produzione scritta. Firenze: Le Monnier, 1988. • Carrada, Luisa. <i>Struttura & Sintassi</i>: Chiare e trascinanti, come l'acqua che scorre. Bologna: Zanichelli, 2021. • Carrada, Luisa. <i>Guida di stile</i>: Scrivere e riscrivere con consapevolezza. Bologna: Zanichelli, 2021. • Carrada, Luisa. <i>Scrivere un'email: con voce sicura, limpida, tua</i>. Bologna, Zanichelli, 2021.

Semester 4

<p>Course Name: MJIT07: Study of Language 4</p> <p>Course Title: Intermediate Italian Grammar and its Use 2</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This course will continue with intermediate-level grammar.</p>
<p>Course Components: This course will include the following:</p> <ul style="list-style-type: none"> • <i>Conjuntivo imperfetto</i> • <i>Periodo ipotetico</i> • Narration change (direct-indirect speech) • Voice change (active-passive) • <i>Si passivante</i>
<p>Course Objectives: Through this course, the students will:</p> <ul style="list-style-type: none"> • Understand the complex grammatical structures necessary to read literary texts • Will learn Italian grammar and its application in communication equivalent to the B2 level of the Common European Framework (CEF)
<p>Course Outcomes: At the end of the course, the students will:</p> <ul style="list-style-type: none"> • Attain fluency equivalent to the B2 level of the Common European Framework (CEF) • Be able to fully use intermediate-level grammar in their communication, resulting in their ability to read, write, and speak using those.
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Balì, Maria, e Luciana Ziglio. <i>Nuovo Espresso 3: corso di italiano</i>, (libro dello studente e esercizi. Firenze: Alma Edizioni; Delhi: Goyal Publishers and Distributors, 2018. • Balì, Maria, e Irene Dei. <i>Nuovo Espresso 4 corso di italiano</i>, (libro dello studente e esercizi. Firenze: Alma Edizioni, 2017. • Chiuchiù, Angelo, et al. <i>in italiano 2: Grammatica Italiana per Stranieri</i>. (corso MULTIMEDIALE di lingua e civiltà' a livello elementare e avanzato). Perugia: Edizione Guerra, 2009. • Giuli, Alessandro de, et al. <i>Magari! : CORSO DI LINGUA E CULTURA ITALIANA</i> .(DI LIVELLO INTERMEDIO E AVANZATO) Firenze: Alma Edizioni, 2010.

<p>Course Name: MJIT08: Introduction to Italian Literature 1</p> <p>Course Title: Literary Concepts and Genres</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This course will introduce the students to genres and basic literary concepts.</p>
<p>Course Components: The course will include the following:</p> <ul style="list-style-type: none"> • Literary communication • Basic concepts of literature, author, text • Introduction to genres
<p>Course Objectives: This course will provide the students with the following:</p> <ul style="list-style-type: none"> • A structured understanding necessary to approach literature • Introduction to the basic literary concepts • Familiarity towards literary genres
<p>Course Outcomes: Through this course, the students will have:</p> <ul style="list-style-type: none"> • Learnt to approach literature in a structured manner • Gained proper knowledge of the various basic literary concepts • The ability to identify genres and critically comment on them • The ability to relate genres to the socio-historical and cultural contexts of their emergence
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Balboni, Paolo Ernesto, e Anna Biguzzi (eds.). <i>Letteratura Italiana per stranieri</i>. Perugia: Guerra Edizioni, 2011. • Balboni, Paolo Ernesto e Cardona Mario (eds). <i>Storia e testi di Letteratura italiana per stranieri</i>. Perugia: Guerra edizioni, 2002.

<p>Course Name: MJIT09: Functional Application of Italian Language 1</p> <p>Course Title: Business Italian</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: Business Italian is the use of the Italian language in businesses, industries, and enterprises. In this course, the students will be taught the specific usages of Business Italian.</p>

Course Components: This course will include the following:

- Business terms
- *Annunci* (different job-related advertisements)
- CV and job application letter writing
- Functional commercial translation skills
- Vocabulary related to the various industries
- Interview skills

Course Objectives: This course will:

- Acquaint the students with sectorial commercial use of Italian
- Teach the students necessary and practical language and communication skills

Course Outcomes: At the end of the course, the students will:

- Have enhanced potential for employability in various industries
- Developed communication skills necessary for commercial and professional sectors

Suggested Texts:

- Cherubini, Nicoletta. *L'italiano per gli affari*. Roma: Bonacci Editore, 1992.
- Barille, Giuseppe (ed.). *GARZANTI Business*: English. (Dizionari Piccoli). Torino: De Agostini S.p.A., 2009.

Course Name: MJIT10: Italian Culture and Civilisation 4

Course Title: Brief History of Italy: Renaissance to Modern Age

Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]

Course Description: In this course, which is a part of the cultural component, the students will study the important historical events between the Renaissance and the Modern Age that defined the society and culture of Italy.

Course Components: This course will include, but will not be restricted to the following:

- Humanism
- Italian Renaissance
- Counter-Reformation
- Inquisition against radical thinkers
- 16th century and Baroque

<ul style="list-style-type: none"> • Italian Enlightenment • The impact of the French Revolution in Italy • The Rise of Italian Nationalism (<i>Risorgimento</i>) • Unification of Italy • Italy and the First World War • Mussolini and Fascism • Italy after World War II • Modern Italy
<p>Course Objectives: This course will introduce the history of Italy from the Renaissance to the Modern Age to the students, and they will:</p> <ul style="list-style-type: none"> • Learn the different historical periods and their major events • Evaluate the historical impact of significant events in Italian history • Learn about the development of culture and arts in Italy from the Renaissance till the Modern Age • Study the important philosophical thoughts that had a significant impact on Western philosophical ideas
<p>Course Outcomes: Through this course, the students will:</p> <ul style="list-style-type: none"> • Possess knowledge about Italian history from the Renaissance till the Modern Age • Be able to gauge the impact of significant historical events and shifts in Italian society and culture
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Feltri, Francesco Maria, et al. <i>LE STORIE, I FATTI, LE IDEE 1: Corso di storia per il secondo biennio e il quinto anno. Dall'età feudale al seicento</i>. Torino: Società Editrice Internazionale, 2019. • Gentile, Gianni, e Luigi Ronca. <i>Storia PER GLI ISTITUTI PROFESSIONALI 2: Dall'età delle rivoluzioni alla grande guerra</i>. Brescia: Editrice la scuola, 2001. • Feltri, Francesco Maria, et al. <i>LE STORIE, I FATTI, LE IDEE 2: Corso di storia per il secondo biennio e il quinto anno, Dal Settecento all'età dell'imperialismo</i>. Torino: Società Editrice Internazionale, 2019. • Luna, Giovanni de, et al. <i>Storia Pro: profilo e temi 2 (Ottocento e novecento: dalla nazione alla globalizzazione)</i>. Torino: Paravia Bruno Mondadori Editori, 2003. • Stumpo, Enrico B. <i>Nuova Storia 3: Il Novecento</i>. Firenze: Le Monnier, 2008.

- Barbagallo, Francesco. *Storia contemporanea: Dal 1815 a oggi*. Roma: Carocci Editore S.P.A., 2009.

Third Year

Semester 5

<p>Course Name: MJIT11: Study of Language 5</p> <p>Course Title: Advanced Italian Grammar and its Use</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This course will introduce advanced-level Italian grammar to the students and demonstrate its usage.</p>
<p>Course Components: This course will include the following:</p> <ul style="list-style-type: none"> • <i>Nomi alterati</i> • Proverbs and mottos • Study of polysemic and difficult words • Use of pronominal verbs • Latin words and their usage in Italian
<p>Course Objectives: This course is aimed at:</p> <ul style="list-style-type: none"> • Helping students learn and work with complex Italian grammar • Develop their linguistic skills to be on par with native speakers
<p>Course Outcomes: At the end of the course, the students will:</p> <ul style="list-style-type: none"> • Be able to demonstrate their grip on advanced-level Italian grammatical concepts and their usages
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Lacovoni, Gabriella, et al. <i>Gramm. it</i>. Roma: Bonacci Editore, 2009. • Nocchi, Susanna, eRoberto Tartaglione. <i>Grammatica Avanzata della Lingua Italiana con Esercizi</i>. Firenze: Alma Edizioni, 2007. • Quartu, B.M. <i>DIZIONARIO DEI MODI DI DIRE DELLA LINGUA ITALIANA</i>. Milano: BUR, 2000. • Sorge, Paola. <i>Dizionario delle parole difficili</i>. Roma: Tascabili Economici Newton, 1996.

<p>Course Name: MJIT12: Introduction to Italian Literature 2</p> <p>Course Title: History of Italian Literature & Study of Authors 1</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This course will introduce the major literary epochs and movements with references to authors and their works from Middle Ages to Reformation.</p>
<p>Course Components: This course will include selections from the following:</p> <ul style="list-style-type: none"> • Origin of the Italian language • Background • San Francesco • Sicilian School • <i>Dolce stil novo</i> • Dante Alighieri • Francesco Petrarca • Giovanni Boccaccio • Humanist literature • Italian Renaissance poetry • Italian Renaissance prose (Francesco Guicciardini/Niccolò Machiavelli/Baldassare Castiglione)
<p>Course Objectives: This course aims to acquaint the students with the history of Italian literature from its origin to the sixteenth century.</p>
<p>Course Outcomes: Through this course, the students will:</p> <ul style="list-style-type: none"> • Gain knowledge of the history of Italian literature till the sixteenth century • Be able to engage with the different forms and genres and critically examine different literary examples of the different periods • Demonstrate their understanding of the development of the Italian language and literature till the sixteenth century
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Balboni, Paolo Ernesto, e Anna Biguzzi (eds.). <i>Letteratura Italiana per stranieri</i>. Perugia: Guerra Edizioni, 2011. • Balboni, Paolo Ernesto e Cardona Mario (eds). <i>Storia e testi di Letteratura italiana per stranieri</i>. Perugia: Guerra edizioni, 2002. • Genesini, Pietro. <i>Letterature Italiana 123</i>. Padova, 2020

- Caprio, Vincenzo de. *Progetto Letteratura 1A: dalle origini al cinquecento*. Milano: Einaudi Scuola, 2007.
- Caprio, Vincenzo de. *Progetto Letteratura 1B: l'Umanesimo e Rinascimento*. Milano: Einaudi Scuola, 2007.

Course Name: MJIT13: Italian Culture and Civilisation 5

Course Title: Italian Cuisine: History & Application

Evaluation: 20 marks (Internal), 40 marks (Group project), 40 marks (individual assignment) [Credits 4]

Course Description: This course will introduce World-famous Italian cuisine to the students. This course will also include a project as a practical component.

Course Components: This course will include selections from the following:

- Italian cuisine and its specialities
- History of Italian cuisine
- The cultural impact of Italian cuisine: Rise and popularity of pasta, pizza, risotto, lasagne, bruschetta, and gelato
- Different regions and their food
- Different recipes
- Italian cuisine in India
- Practical demonstration of Italian cooking (a resource person will be invited to provide students with an opportunity to learn)
- Group project (where the students will showcase their learning through a group activity)

Course Objectives: Through this course, the students will:

- Learn the cultural significance of Italian gastronomy
- Have a hands-on approach to Italian cuisine

Course Outcomes: At the end of the semester, the students:

- Will have significant advantages in terms of employability in the hotel management sector
- Will possess a thorough knowledge of Italian cuisine and its global impact
- Will have practical skills related to cooking Italian food

Suggested Texts:

- Voltolina, Maria. *L'ITALIANO È SERVITO! (L'ITALIANO PER STRANIERI ATTRAVERSO LA CUCINA)*. Perugia: Guerra Edizioni, 2008
- *step-by- step Italian: a visual step- by- step cookbook*. Bath: Parragon Books Ltd, 2011.
- Barbero, Emanuela, et al. *La Cucina Etica: il più completo ricettario di cucina vegan*. Casale Monferrato: EDIZIONI SONDA, 2011.

Semester 6

Course Name: MJIT14: Introduction to Italian Literature 3

Course Title: History of Italian Literature & Study of Authors 2

Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]

Course Description: This course will introduce the major literary epochs and movements with reference to authors and their works from the seventeenth century to the end of the nineteenth century.

Course Components: This course will include selections from:

- Background
- Giambattista Marino
- Giuseppe Parini
- Vittorio Alfieri
- Marchese Beccaria Cesare Bonesana
- Carlo Goldoni
- Ugo Foscolo
- Giacomo Leopardi
- Alessandro Manzoni
- Carlo Collodi
- Giovanni Verga
- Luigi Pirandello

Course Objectives: This course aims to acquaint the students with the history of Italian literature from the seventeenth century till the end of the nineteenth century.

Course Outcomes: Through this course, the students will:

<ul style="list-style-type: none"> • Gain knowledge of the history of Italian literature from the seventeenth century till the end of the nineteenth century • Be able to engage with the different forms and genres and critically examine different literary examples of the different periods • Demonstrate their understanding of the development of Italian literature till the nineteenth century
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Balboni, Paolo Ernesto, eAnna Biguzzi (eds.). <i>Letteratura Italiana per stranieri</i>. Perugia: Guerra Edizioni, 2011. • Balboni, Paolo Ernesto e Cardona Mario (eds). <i>Storia e testi di Letteratura italiana per stranieri</i>.Perugia: Guerra edizioni, 2002. • Genesini, Pietro. <i>Letterature Italiana 123</i>. Padova, 2020 • Caprio, Vincenzo de. <i>Progetto Letteratura 2A:il Barocco e l'Illuminismo dal Seicento all'Ottocento</i>. Milano: Einaudi Scuola, 2007. • Caprio, Vincenzo de. <i>Progetto Letteratura 2B:l'età Napoleonica e il Risorgimento dall' Ottocento al Novecento</i>. Milano: Einaudi Scuola, 2007. • Armellini, Guido, eAdriano Colombo. <i>Letteratura Letterature 2: Dal tardo Cinquecento al primo Ottocento</i>. Bologna: Zanichelli, 2008. • Baldi, Guido, et al. <i>La letterature vol. 3: Dal barocco all' illuminismo</i>. Milano: Pearson Paravia; Bruno Mondadori, 2006. • Baldi, Guido, et al. <i>La letterature vol. 4: l'età napoleonica e il Romanticismo</i>. Milano: Pearson Paravia; Bruno Mondadori, 2006.

<p>Course Name: MJIT15: Functional Application of Italian Language 2</p> <p>Course Title: Introduction to Translation: Theory & Practice</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This course will introduce to the students the basic concepts and practices related to translation and make them aware of the problems related to translating a text. This course will enable the students to practice translations of journalistic, scientific, commercial, and literary texts. The thrust of this course will be on the practical aspects of translation skills.</p>
<p>Course Components: This course will include the following:</p>

<ul style="list-style-type: none"> • What is translation? • The figure of the translator • Necessary skills of a translator • Problems of translating a text • History of translation in the West • Hand-on translation of texts, both Italian to English and English to Italian • Specifics of translating different kinds of texts • Selected passages to translate in order to highlight the different approaches needed
<p>Course Objectives: The objective of this course is to make the students:</p> <ul style="list-style-type: none"> • Learn practical skills in technical and literary translations • Become aware of the different approaches to translation • Understand and avoid the potential issues related to translating any text • Efficient in translation-related work
<p>Course Outcomes: At the end of the course, the students will:</p> <ul style="list-style-type: none"> • Have a basic ability to engage critically with theoretical problems of translation • Be able to utilise their skills as translators professionally • Possess required practical skills for translation • Have significant employability in an industry where translation skills are required
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Eco, Umberto. <i>DIRE QUASI LA STESSA COSA: ESPERIENZE DI TRADUZIONE</i>. Milano: Tascabili Bompiani, 2012. • Sabato, Bruna di. <i>PER TRADURRE</i>; Teoria e pratica della traduzione. Napoli: Edizioni Scientifiche Italiane s.p.a., 1993. • Bassnett, Susan. <i>Translation Studies</i>. London and New York: Routledge, 2014.

<p>Course Name: MJIT16: Italian Culture and Civilisation 6</p> <p>Course Title: Introduction to Italian Cinema and Italian Music</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: Through this course, the students will be introduced to either Italian classic cinema or famous Italian music between the 1950s and the 1990s. The course</p>

coordinator would decide which component would be selected and the texts that would be taken up as part of this course.

Course Components: This course will include selections from either:

- Classical Italian cinema
- Italian music from the early 1950s to the 90s

Course Objectives: The objectives of this course are as follows:

- To introduce students to either classic Italian cinema or Italian music from the second half of the twentieth century
- Understand the cultural impacts of classic Italian cinema or Italian music
- Understand cultural shifts in modern Italy

Course Outcomes: Through this course, the students will:

- Become aware of the famous modern cultural products of Italy: cinema and music
- Be able to recognise the complex connections between literature and other arts and how they overall influence society and its culture
- Develop the ability of the students to critically read examples of classic Italian cinemas and Italian music as texts

Suggested Texts:

- Campari, Roberto. *Cinema: Generi tecniche autori*. Mondadori Università, 2006.
- Maddoli, Cristina. *L'ITALIANO al CINEMA*. Perugia: Guerra Edizioni, 2006.
- Costamagna Lidia, et al., *L'ITALIANO CON LE CANZONI*. Perugia: Guerra Edizioni, 2010.
- Costamagna, Lidia. *Cantare l'Italiano*. Perugia: Guerra Edizioni, 2002.
- Ragni, Stefano. *STORIA DELLA MUSICA ITALIANA PER STRANIERI*. Perugia: Guerra Edizioni, 2010.

Fourth Year

Semester 7

Course Name: MJIT17: Introduction to Italian Literature 4

Course Title: History of Italian Literature & Study of Authors 3

Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]

Course Description: This course will cover the period from the beginning of the twentieth century to the 1960s and review the significant trends and developments in Italian literature. A special emphasis of this course would be on the impact of modernism and the shifts in worldviews through the two World Wars, with Italy a participant in both.
Course Components: This course will include the following: <ul style="list-style-type: none"> • Background • Major literary trends in Italy in the first half of the twentieth century • Selections from poetry, prose, and drama up to the 1960s
Course Objectives: This course aims to acquaint the students with the history of Italian literature from the beginning of the twentieth century to the 1960s.
Course Outcomes: Through this course, the students will: <ul style="list-style-type: none"> • Gain knowledge of the history of Italian literature from the beginning of the twentieth century to the 1960s • Be able to engage with the different forms and genres and critically examine different literary examples of the period • Demonstrate their understanding of the development of Italian literature and culture in the early twentieth century
Suggested Texts: <ul style="list-style-type: none"> • Balboni, Paolo Ernesto, e Anna Biguzzi (eds.). <i>Letteratura Italiana per stranieri</i>. Perugia: Guerra Edizioni, 2011. • Caprio, Vincenzo de. <i>Progetto Letteratura 3B: dall'età giolittiana alla seconda Guerra Mondiale</i>. Milano: Einaudi Scuola, 2007. • Riccardi, Carla, et al. <i>La memoria letteraria vol.6: il primo novecento</i>. Firenze: Le Monnier, 2007.

Course Name: MJIT18: Functional Application of Italian Language 3
Course Title: Teaching Italian as a Foreign Language
Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]
Course Description: This course is designed to teach students the didactics of teaching Italian as a second language.
Course Components: This course will include the following: <ul style="list-style-type: none"> • Different approaches to teaching Italian as a second language

<ul style="list-style-type: none"> • A brief history of the methodology of teaching Italian
<p>Course Objectives: Through this course, the aim is:</p> <ul style="list-style-type: none"> • To prepare students to teach Italian as a second language • To acquaint the students with the required knowledge of the methodology of teaching Italian
<p>Course Outcomes: At the end of the semester, the students will:</p> <ul style="list-style-type: none"> • Be able to function as an instructor of the Italian language • Possess the necessary skills and approaches needed to teach Italian in different settings
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Balboni, Paolo Ernesto. <i>LE SFIDE DI BABELE</i>: Insegnare le lingue nelle società complesse. Novara: UTET, 2008. • Benucci, Antonella (ed). <i>Contenuti, metodi e approcci per insegnare italiano a stranieri</i>: Percorsi di formazione. Perugia: Guerra Edizioni, 2007. • Balboni, Paolo Ernesto. <i>DIDATTICA DELL'ITALIANO L2</i>. Perugia: Guerra Edizioni, 2009. • Marco, Anna De (ed). <i>MANUALE DI GLOTTODIDATTICA</i>: Insegnare una lingua Straniera. Roma: Carocci editore, 2004.

<p>Course Name: MJIT19: Special Paper 1</p> <p>Course Title: Rabindranath Tagore and Italy</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This special paper examines the history of cultural exchanges between Rabindranath Tagore and his Santiniketan and Italy. The paper reviews Tagore's travels to Italy and their impacts, and the history of Italian scholars in Santiniketan.</p>
<p>Course Components: This course will include the following:</p> <ul style="list-style-type: none"> • Tagore's travels to Italy • Historical background and the importance of Italy • Italy, in Tagore's mind • Italian scholars in Santiniketan
<p>Course Objectives: This special paper will:</p>

<ul style="list-style-type: none"> Explore the cultural connections between Rabindranath Tagore and his Santiniketan and Italy
<p>Course Outcomes: At the end of the semester, the students will:</p> <ul style="list-style-type: none"> Have critically reviewed the history of exchanges between Santiniketan and Italy
<p>Suggested Texts:</p> <ul style="list-style-type: none"> Kundu, Kalyan. <i>Italy Sofore Rabindranath O Mussolini Prosongo</i> (in Bengali). Kolkata: Punascha, 2009. Kundu, Kalyan. Meeting with Mussolini: TAGORE’S TOURS IN ITALY 1925 AND 1926. O.U.P, 2015. Kämpchen, Martin, et al (ed). <i>Rabindranath Tagore: One Hundred Years of Global Reception</i>. New Delhi: Orient Blackswan, 2014. Prayer, Mario. <i>Internazionalismo e nazionalismo culturale. Gli intellettuali bengalesi e l’Italia negli anni Venti e Trenta</i>. Roma: Bardi Editore, 1996.

<p>Course Name: DIT01: Researching & Dissertation Writing 1</p> <p>Course Title: Introduction to Research Methodology, Selection of Research Topic, and Writing a Synopsis</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<ul style="list-style-type: none"> Course Description: In this research-oriented course, the students will be introduced to the different research methodologies, with an emphasis on the best practices. The students will also come up with original research topics individually and present a synopsis to explain why they should be allowed to do their final dissertation on their selected topic.
<p>Course Components: This course will include the following:</p> <ul style="list-style-type: none"> What is research? Introduction to different methodologies How to write a research proposal/synopsis Submission of research proposal Selection of research topic
<ul style="list-style-type: none"> Course Objectives: This course aims to introduce research to the students.
<p>Course Outcomes: At the end of the semester, the students will:</p>

<ul style="list-style-type: none"> • Understand the different approaches to research • Be aware of how to write research proposals
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Kothari, C.R. & Gaurav Garg. <i>RESEARCH METHODOLOGY: METHODS AND TECHNIQUES</i>. New Delhi: New Age International Publishers, 2019. • Current edition of <i>MLA Handbook</i>.

Or

<p>Course Name: MJIT20 (in lieu of Research Methodology)</p> <p>Course Title: Tagore's Texts in Italian</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This course will explore the reception of Tagore's works in Italy—particularly in Italian translation.</p>
<p>Course Components:</p> <ul style="list-style-type: none"> • Tagore's works translated into Italian • Reception of Tagore's works in Italy
<p>Course Objectives:</p> <ul style="list-style-type: none"> • Review the translated works of Tagore and their reception in Italy
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Know the ways in which Tagore's texts influenced Italian culture
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Rigon, P. Marino. <i>Rabindranath Tagore: Canti di Offerta (Ghitànjali)</i>. Milano: TEA, 2003. • Prayer, Mario, e Giulia Gatti. <i>Rabindranath Tagore: Arcobaleno</i>. Kolkata: Indo-Hispanic Society, 2014.

Semester 8

<p>Course Name: MJIT21: Introduction to Italian Literature 5</p> <p>Course Title: History of Italian Literature & Study of Authors 4</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
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Course Description: This course will cover the literature from the 1960s to the twenty-first century and look at the contemporary developments in Italian literature.

Course Components:

- Historical and social background
- The cultural shifts in late twentieth-century Italy

This course will also include selections of literary works from the following authors:

- Italo Calvino
- Umberto Eco
- Andrea Camilleri
- Elsa Morante
- Natalia Ginzburg
- Dacia Maraini
- Andrea Zanzotto
- Edoardo Sanguineti
- Elio Pagliarani
- Pier Paolo Pasolini
- Dario Fo
- Alda Merini
- Matilde Serao
- Leonardo Sciascia
- Antonio Tabucchi

Course Objectives: This course will:

- Introduce the exemplary Italian literary works of the second half of the twentieth century to the students
- To underline the social and cultural issues of the late twentieth century as seen through/in Italian literature
- Read and critically evaluate the texts in light of literary theoretical developments

Course Outcomes: The outcomes of this course are:

- The students will be aware of literary trends of the second half of the twentieth century

<ul style="list-style-type: none"> • The students will be able to analyse literature as a reflection of the social shifts in the last decades of the twentieth century
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Giovannetti, Paolo. <i>La letteratura Italiana moderna e contemporanea: Guida allo studio</i>. Roma: Carocci Editore, 2001. • Caprio, Vincenzo de. <i>Progetto Letteratura 3C: dalla ricostruzione alla globalizzazione</i>. Milano: Einaudi Scuola, 2007. • Riccardi, Carla, et al. <i>La memoria letteraria vol.7: il secondo novecento</i>. Firenze: Le Monnier, 2007.

<p>Course Name: MJIT22: Special Paper 2</p> <p>Course Title: Italian Culture & Literature Specialisation Paper</p> <p>Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]</p>
<p>Course Description: This special paper will take up any one topic from the list below and explore it in-depth. In this paper, the students will be introduced to different texts in different mediums/forms (i.e., literary creative written texts, films, pictorial arts etc.) as part of the chosen subject/theme and understand the different ways the texts can be read and analysed. The emphasis of this course will be to help students learn to question the established views on the selected topic.</p> <p>The course coordinator will select the topic, keeping in mind the students' interests.</p>
<p>Course Components: Any one of the following papers to be taught as part of this course:</p> <ul style="list-style-type: none"> • Italian Children's Literature will include selections from <i>Pinocchio</i>, <i>Il Giornale di Gian Burrasca</i>, <i>Il Cuore</i> and Gianni Rodari's books • Italian Folktales collected by Italo Calvino • Italian Crime Fiction: Selections from Carlo Emilio Gadda, Leonardo Sciascia and Andrea Camilleri • India in Contemporary Italian Literature: Selections from Pier Paolo Pasolini, Alberto Moravia, Antonio Tabucchi • Introduction to Italian Linguistics • India in Italian Traveller's Narratives • Italian Renaissance Art and Baroque Art • The 'Other' in Italian Renaissance Art

Course Objectives: The objective of this paper will be to take up a particular topic and explore the subject as a specialisation for the students. Through this course, the students will be taught to question the selected texts from the topic chosen for this course and how the texts are traditionally seen. The course will also examine the cultural interfaces between different kinds of texts and the society it represents, critiques, or rejects.

Course Outcomes: Through this course, the students will specialise in a particular topic, and they will:

- Understand how established textual analysis can be questioned and challenged critically
- Be aware of the nuances of reading texts as cultural products
- Have a deeper knowledge of the selected subject

Suggested Texts:

- A reading list will be provided during the course, based on the special paper decided.

Course Name: DIT02: Researching & Dissertation Writing 2

Course Title: Research Methodology, Resources, References, Bibliography

Evaluation: 20 marks (Internal), 80 marks (End Semester) [Credits 4]

Course Description: This course will be a continuation of the previous ‘Research & Dissertation Writing’ paper. In this paper, the students will learn research methodology in more detail and the proper referencing methods. This course will also focus on the unethical practice of plagiarism and why a student/researcher must avoid it.

Course Components: This course will have the following:

- Different research methodologies
- Writing research paper/dissertation
- Citation & bibliography
- Avoiding plagiarism

Course Objectives: The central objectives of this course will be:

- To enable the students to learn how to write their research dissertation
- For the students to be fully aware of the different research methodologies
- Learn proper referencing methods
- To understand plagiarism as an unethical practice and learn to avoid it

<ul style="list-style-type: none"> • To help students learn academic writing
<p>Course Outcomes: At the end of the semester, the students will be:</p> <ul style="list-style-type: none"> • Expected to be able to write research-oriented papers independently • Possess knowledge of research methodology and different ways of referencing • Aware of plagiarism as an unethical practice and know to avoid it • Able to write academic research papers on their own
<p>Suggested Texts:</p> <ul style="list-style-type: none"> • Kothari, C.R. & Gaurav Garg. <i>RESEARCH METHODOLOGY: METHODS AND TECHNIQUES</i>. New Delhi: New Age International Publishers, 2019. • A recent edition of MLA handbook for Writers of Research Papers.

Or

<p>Course Name: MJIT23 (in lieu of Research Methodology)</p> <p>Course Title: Translation in Practice</p> <p>Evaluation: 20 marks (Internal; The submitted proposal will be evaluated for internal marks), 80 marks (End Semester; The final submission of the translation work will be evaluated for end semester) [Credits 4]</p>
<p>Course Description: This will be a practical course where the students (who opt for this course) will translate a text or selections from a text—either from Bengali to Italian, Hindi to Italian, or English to Italian.</p>
<p>Course Components:</p> <ul style="list-style-type: none"> • Individual proposals from the students on their choice of literary text (from Bengali, Hindi, or English) that they wish to translate • Upon approval from the teacher, they would proceed to translate the texts (or selections, in case of larger texts) • During the translation process the students will regularly communicate with the teacher to share updates on their translation work • At the end of the semester, they will submit their original translations of the chosen literary texts. The translated works must follow the established rules of translation and achieve a certain standard.
<p>Course Objectives:</p> <ul style="list-style-type: none"> • This course aims to provide the students a hands-on experience in translating important literary works from Indian literatures to Italian as a project.

Course Outcomes:

- This course will result in the students gaining exposure in literary translation work of well-known works from the Indian literatures. This will be extremely beneficial in case the students decide to pursue translation work in the future. Furthermore, the students might choose to take up their translated works for publication and contribute to the spread of Indian literary works in Italian.

Course Name: DIT03: Researching & Dissertation Writing 3

Course Title: Writing and Submitting Dissertation, Viva

Evaluation: 20 marks (Internal; The final viva will be considered as the internal marks), 80 marks (End Semester; The submitted written dissertation will be evaluated for the end semester marks) [Credits 4]

Course Description: This final course, as part of the ‘Research & Dissertation Writing’ paper’ will entirely focus on the students applying their learning from the previous two courses on this subject and writing a research dissertation individually on their selected and approved topic.

Course Components: This course will include the following:

- Students writing their research dissertations individually (minimum 5000 words)
- Following submission of their dissertation, a review by the supervisor or a subject expert (selected by the course coordinator) of their research writing
- Viva-voce on their research and findings

Course Objectives: The objectives of the course are:

- To make the students understand the intricacies of academic research
- Support their research hypotheses with proper methodological approaches
- Give the students relevant research experience during their Italian graduation course

Course Outcomes: At the end of the course, the students will:

- Have experience in conducting proper academic research individually
- Know how to theorise their findings in an academic manner
- Be able to defend their academic research results/findings

Or

<p>Course Name: Course Name: MJIT24 (in lieu of Research Methodology)</p> <p>Course Title: Cultural Text Appreciation and Writing</p> <p>20 marks (Internal; The submitted proposal will be evaluated for internal marks), 80 marks (End Semester; The final submission of the detailed report work will be evaluated for end semester) [Credits 4]</p>
<p>Course Description: This course will enable the students (who opt for this course) to critically appreciate an Italian cultural text (i.e., film, novel, short story, music album etc.) and write a report on it.</p>
<p>Course Components:</p> <ul style="list-style-type: none"> • The student will individually take up a significant or popular Italian cultural text/material and analyse it critically • The students will read the background of the cultural text and its cultural impact • The students will write a detailed report on the text and submit it (minimum 2000 words)
<p>Course Objectives:</p> <ul style="list-style-type: none"> • The objective of this course is to let the students learn to critically appreciate Italian cultural material and write reports on them. It will help them understand content, cultural meanings, and contexts, before writing a detailed analysis of the text. • The students will be able to learn the idea of objectivity while approaching a cultural material
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Through this course the students will be familiarised with popular Italian cultural texts and material which will enrich their grasp on Italian culture

Centre for Modern European Languages, Literatures & Culture Studies
Bhasha-Bhavana, Visva-Bharati

B.A. (Honors with Research) Russian

Sl. No	Course Category	Type	Semester	Course Code	Title of Course	Credits
1.	Major	Theory	I	M1	Russian Grammar I	4
2.	Major	Practical	I	M2	Language in Oral Expressions I	4
3.	SEC	Theory	I	SEC1	Culture and Civilization of Russia – I	3
4.	Major	Theory	II	M3	Russian Grammar II	4
5.	Major	Practical	II	M4	Language in Oral Expressions II	4
6.	SEC	Theory	II	SEC2	Culture and Civilization of Russia – II	3
7.	Major	Theory	III	M5	Russian Grammar III	4
8.	Major	Practical	III	M6	Language in Oral Expressions III	4
9.	SEC	Theory	III	SEC3	Culture and Civilization of Russia – III	3
10.	Major	Theory	IV	M7	Russian Grammar IV	4
11.	Major	Theory	IV	M8	Introduction to Literature	4
12.	Major	Theory	IV	M9	Business Russian	4
13.	Major	Practical	IV	M10	Cultural Heritage of India & Russia (Oral)	4
14.	Major	Theory	V	M11	Russian Grammar V	4
15.	Major	Theory	V	M12	Literary Trends I: Introduction to 19th Century Russian Literature	4
16.	Major	Theory	V	M13	Translation of Newspaper Materials	4
17.	Major	Theory	VI	M14	Phonetics	4
18.	Major	Theory	VI	M15	Literary Trends II: Introduction to 20th Century & Contemporary Russian Literature	4
19.	Major	Theory	VI	M16	Translation of Business & Scientific materials	4
20.	Major	Theory	VII	M17	Lexicology	4
21.	Major	Theory	VII	M18	Literary Trends III: Theory of Literature & Literature till 18th Century	4
22.	Major	Theory	VII	M19	Morphology	4
23.	Research	Theory	VII	R1	Research Methodology	4
24.	Major	Theory	VIII	M20	Syntax	4
25.	Major	Theory	VIII	M21	Theory of Translation	4
26.	Research	Theory	VIII	R2	Synopsis Writing	4
27.	Research	Theory	VIII	R3	Dissertation	4

Centre for Modern European Languages, Literatures & Culture Studies
Bhasha-Bhavana, Visva-Bharati

B.A. (RUSSIAN) – SEMESTER I

Title of the course: MI: Russian Grammar I

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

Objective: This course is designed to introduce the students to basic grammar and vocabulary required at the beginners' level and to give them an overall introduction to Russian language.

Phonetics

Introduction to Russian language and script

Russian vowels and consonants

Stress system and reduction of vowels, Voicing and devoicing of consonants

Intonation constructions (IC)

Grammar

Nominative Case, Prepositional Case, Accusative Case,

Nouns in Nominative (Singular & Plural), Prepositional and Accusative singular

Numerals: Ordinal and cardinal numerals

Suggested Readings:

1. Хавроница, Широценская. Русский язык в упражнениях. Русский язык, Москва, 2009.
 2. Кузьмина Н.В. Русская грамматика в таблицах. Изд. «Флинта» 2013.
 3. Аксёнова М. П. Русский язык по-новому. Часть-1& 2, СПб: Златоуст. 2000.
 4. Дорога в Россию. Учебник русского языка. Элементарный уровень, Антонова В. Е., Нахабина М. М., Толстых А. А. ; Златоуст ; 2022
 5. Maurya, A. Essential Russian. Parable International, 2015.
 6. Ovsienko Y. G. Russian for beginners. Textbook I. RLC, Moscow, 2013.
 7. Pande H.C. Advanced Russian. Goyal Publications, Delhi. 2015.
 8. Pande H.C. Russian Exercises for Indian Students. Jay kay Enterprises, Delhi. 2010.
 9. Pande H.C. Russian for Indians. Goyal Publications, Delhi. 2013.
- (Additional material will be supplied by the course teacher)

B.A. (RUSSIAN) – SEMESTER I

Title of the course: M2: Language in Oral Expressions I

Course Category: Major

Credits: 4

Type: Practical

Evaluation: 20 marks (Internal), 80 marks (End Semester)

Objective: To introduce the students to the beginner's level of Russian phonetics. Topics for conversation practice on various simple topics will be covered in this course. To develop reading skills and dialogue practices in Russian. This will be oral course.

Suggested Readings:

1. Хавролина, Широценская. Русский язык в упражнениях. Русский язык, Москва, 2009.
 2. Кузьмина Н.В. Русская грамматика в таблицах. Изд. «Флинта» 2013.
 3. Аксёнова М. П. Русский язык по-новому. Часть-1& 2, СПб: Златоуст. 2000.
 4. Дорога в Россию. Учебник русского языка. Элементарный уровень, Антонова В. Е., Нахабина М. М., Толстых А. А.; Златоуст; 2022
 5. Maurya, A. Essential Russian. Parable International, 2015.
 6. Ovsienko Y. G. Russian for beginners. Textbook I. RLC, Moscow, 2013.
 7. Pande H.C. Advanced Russian. Goyal Publications, Delhi. 2015.
 8. Pande H.C. Russian Exercises for Indian Students. Jay kay Enterprises, Delhi. 2010.
 9. Pande H.C. Russian for Indians. Goyal Publications, Delhi. 2013.
- (Additional material will be supplied by the course teacher)

B.A. (RUSSIAN) – SEMESTER I

Title of the course: SEC 1: CULTURE AND CIVILIZATION OF RUSSIA – I

Course Category: SEC

Credits: 3

Type: Theory

Evaluation: 15 marks (Internal), 60 marks (End Semester)

Objective: The course is designed to introduce the students with a basic idea about the socio-cultural life of Russia from early civilization till the beginning of 19th century. This course provides the essential aspects and events of Russian History and Culture. This course will be taught in English.

1. General introduction of Russia: A brief overview of Geography, Politics, Government, Languages, Economy, Culture and Customs of Russia
2. Slavs and Ancient Russian Culture up to XII century
Slavs: culture, religion; Rise and fall of Kiev Rus; Adoption of Christianity; Literature, art, architecture, painting of the period
3. Mongols and Rise of Moscow
4. Reign of Ivan the Terrible
5. Reign of Peter the Great & Catherine II
6. Russian Culture of XV and XVI centuries

Suggested Readings:

1. Basu, Sankar. Culture and Civilization of the USSR. Sterling Publishers, New Delhi, 1984.
 2. Hosking, Geoffery. Russian History: A Very Short Introduction, Oxford University Press, New York, 2012.
 3. Russia: A history, edited by Gregory L. Freeze, Oxford University Press, USA; Revised edition, 2009
 4. Nasar Shakeel Roomi: —Russia From Ancient Times to the Revolution, National Publishing House, New Delhi, 2007
 5. Solovev V.M. Slovo o Rossii, RLC, Moscow, 2003
- (New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER II

Title of the course: M 3: Russian Grammar II

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

Objective: This course will be continuation to the grammatical constructions covered in previous semester. The course will cover following topics:

Grammar

Russian Cases in singular

Nouns in Genitive Case, Dative Case, Instrumental Case singular

Adjectives, Pronouns in singular in all cases

Introduction to all the cases in plural form: Genitive case, Accusative case, Prepositional case, Dative case, Instrumental case.

Verb Aspects: Imperfective and Perfective

Russian verbs of Motion (with & without prefixes)

Suggested Readings:

1. Аксёнова М. П. Русский язык по-новому. Часть-1&2, СПб: Златоуст. 2000.
2. Дорога в Россию. Учебник русского языка. Базовый уровень. Антонова В. Е., Нахабина М. М., Толстых А. А. Златоуст ; 2021
3. Дорога в Россию. Учебник русского языка. Элементарный уровень, Антонова В. Е., Нахабина М. М., Толстых А. А. ; Златоуст ; 2022
4. Кузьмина Н.В. Русская грамматика в таблицах. Изд. «Флинта» 2013.
5. Хавронина, Широценская. Русский язык в упражнениях. Русский язык, Москва, 2009.
6. Maurya, A. Essential Russian. Parable International, 2015.
7. Ovsienko Y. G. Russian for beginners. Textbook I. RLC, Moscow, 2013.
8. Pande H.C. Advanced Russian. Goyal Publications, Delhi. 2015.
9. Pande H.C. Russian Exercises for Indian Students. Jay kay Enterprises, Delhi. 2010.
10. Pande H.C. Russian for Indians. Goyal Publications, Delhi. 2013.

B.A. (RUSSIAN) – SEMESTER II

Title of the course: M 4: Language in Oral Expressions II

Course Category: Major

Credits: 4

Type: Practical

Evaluation: 20 marks (Internal), 80 marks (End Semester)

To equip and help students with basic communication skills. Topics for conversation practice on various simple topics. To develop reading skills and dialogue practices in Russian. This will be oral course. Few suggestive topics may include: About myself, my home, my friend, my family, my city, my university etc

Suggested Readings:

1. Хавронина, Широценская. Русский язык в упражнениях. Русский язык, Москва, 2009.
2. Кузьмина Н.В. Русская грамматика в таблицах. Изд. «Флинта» 2013.
3. Аксёнова М. П. Русский язык по-новому. Часть-1& 2, СПб: Златоуст. 2000.
4. Дорога в Россию. Учебник русского языка. Элементарный уровень, Антонова В. Е., Нахабина М. М., Толстых А. А. ; Златоуст ; 2022
5. Дорога в Россию. Учебник русского языка. Базовый уровень. Антонова В. Е., Нахабина М. М., Толстых А. А. Златоуст ; 2021
6. Maurya, A. Essential Russian. Parable International, 2015.
7. Ovsienko Y. G. Russian for beginners. Textbook I. RLC, Moscow, 2013.
8. Pande H.C. Advanced Russian. Goyal Publications, Delhi. 2015.
9. Pande H.C. Russian Exercises for Indian Students. Jay kay Enterprises, Delhi. 2010.
10. Pande H.C. Russian for Indians. Goyal Publications, Delhi. 2013.

B.A. (Russian) – Semester II**Title of the course: SEC 2: CULTURE AND CIVILIZATION OF RUSSIA – II****Course Category: SEC****Credits: 3****Type: Theory****Evaluation: 15 marks (Internal), 60 marks (End Semester)**

Course Objective: The course is designed to introduce the students with a basic idea about the socio-cultural life of Russia from beginning of 19th century till the second half of 20th century. This course provides the essential aspects and events of Russian History and Culture. This course will be taught in English.

1. Patriotic War of 1812
2. Decembrist Revolt of 1825
3. Emancipation of Serfdom
4. Russian Culture at the end of 19th Century
5. Revolution of 1905
6. First World War and the Revolution of 1917: February and October Revolution
7. Civil War and Establishment of the USSR
8. The Second World War and Stalin's period in Russia
9. Major figures and their contribution in the field of art: Paintings and handicrafts, music and ballet, theatre, cinema, sculpture and architecture; science and technology

Suggested Readings:

1. Basu, Sankar. Culture and Civilization of the USSR. Sterling Publishers, New Delhi, 1984.
2. Hosking, Geoffery. Russian History: A Very Short Introduction, Oxford University Press, New York, 2012.
3. Russia: A history, edited by Gregory L. Freeze, Oxford University Press, USA; Revised edition, 2009
4. Nasar Shakeel Roomi: Russia From Ancient Times to the Revolution, National Publishing House, New Delhi, 2007
5. Solovev V.M. Slovo o Rossii, RLC, Moscow, 2003
(New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER III

Title of the course: M5: Russian Grammar III

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

This course will be continuation to the grammatical constructions and complex sentences covered in previous semesters. The course will cover following topics:

1. Russian verbs of Motion (with & without prefixes)
2. Complex sentences with conjunction «который»
3. Direct and indirect speech
4. Comparative and Superlative degree
5. Conditional mood
6. Text reading and analysis (Any 4-5 texts recommended by teacher)

Suggested Readings:

1. Хавронова, Широценская. Русский язык в упражнениях. Русский язык, Москва, 2009.
2. Хавронова С. А. Говорите по-русски. А2-B1. Учебное пособие для иностранцев. Русский язык, Москва, 2019.
3. Кузьмина Н.В. Русская грамматика в таблицах. Изд. «Флинта» 2013.
4. Аксёнова М. П. Русский язык по-новому. Часть-1& 2, СПб: Златоуст. 2000.
5. Дорога в Россию. Учебник русского языка. Первый уровень. В 2 томах. Антонова В. Е., Нахабина М. М., Толстых А. А. Златоуст ; 2021
6. Maurya, A. Essential Russian. Parable International, 2015.
7. Ovsienko Y. G. Russian for beginners. Textbook I. RLC, Moscow, 2013.
8. Pande H.C. Advanced Russian. Goyal Publications, Delhi. 2015.
9. Pande H.C. Russian Exercises for Indian Students. Jay kay Enterprises, Delhi. 2010.
10. Pande H.C. Russian for Indians. Goyal Publications, Delhi. 2013.

B.A. (RUSSIAN) – SEMESTER III

Title of the course: M6: Language in Oral Expressions III

Course Category: Major

Credits: 4

Type: Practical

Evaluation: 20 marks (Internal), 80 marks (End Semester)

To introduce the students to the intermediate level of Russian speech. This course is designed to teach them to practice conversation in Russian language. This will be oral course.

Suggested Readings:

1. Хавронова, Широценская. Русский язык в упражнениях. Русский язык, Москва, 2009.

2. Хавронина С. А. Говорите по-русски. А2-B1. Учебное пособие для иностранцев. Русский язык, Москва, 2019.
3. Кузьмина Н.В. Русская грамматика в таблицах. Изд. «Флинта» 2013.
4. Аксёнова М. П. Русский язык по-новому. Часть-1& 2, СПб: Златоуст. 2000.
5. Дорога в Россию. Учебник русского языка. Первый уровень. В 2 томах. Антонова В. Е., Нахабина М. М., Толстых А. А. Златоуст ; 2021
6. Kiran Singh Verma: Пособие по русскому языку (51 текст для чтения), S.B. Printers, New Delhi, 2003
7. Maurya, A. Essential Russian. Parable International, 2015.
8. Ovsienko Y. G. Russian for beginners. Textbook I. RLC, Moscow, 2013.
9. Pande H.C. Advanced Russian. Goyal Publications, Delhi. 2015.
10. Pande H.C. Russian Exercises for Indian Students. Jay kay Enterprises, Delhi. 2010.
11. Pande H.C. Russian for Indians. Goyal Publications, Delhi. 2013.

B.A. (RUSSIAN) – SEMESTER III

Title of the course: SEC 3: CULTURE AND CIVILIZATION OF RUSSIA – III

Course Category: SEC

Credits: 3

Type: Theory

Evaluation: 15 marks (Internal), 60 marks (End Semester)

This course aims to provide an overview of major political, social and economic developments in Russia from Khrushchev's era till the present time. This course will be taught in English. The course will cover following topics:

1. Khrushchev Thaw
2. Gorbachev's policies and reform: Glasnost and Perestroika
3. Disintegration of the USSR
4. Russian culture at the end of 20th century
5. Post-Soviet Russia: Current Socio-Political and Economic conditions
6. Russian culture of 21st century
7. Major figures and their contribution in the field of art: Paintings and handicrafts, music and ballet, theatre, cinema, sculpture and architecture; science and technology

Suggested Readings:

1. Laruelle, Marlene and Radvanyi, Jean (2019) Understanding Russia: The Challenges of Transformation (Rowman and Littlefield)
 2. Robinson, Neil (2018) Contemporary Russian Politics (Polity)
 3. Sakwa, Richard et al., (2019) Developments in Russian Politics (Palgrave)
 4. Shiraev, Eric (2020) Russian Government and Politics (Red Globe Press)
 5. Robert Service (2009). A History of Modern Russia. London.
 6. Mike Bowker and Cameron Ross (eds.) (1999). Russia after the Cold War. London.
 7. Richard Sakwa (2008). Russian Politics and Society. London.
 8. Gregory Freeze (ed.) (2009). Russia: A History. Oxford.
- (New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER IV

Title of the course: M 7: Russian Grammar IV

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The course deals with higher level of grammatical constructions and complex sentences in addition to the grammar covered in previous semesters. The course will cover following topics:

1. Active and passive constructions
2. Verbal Adverbs and Participles
3. Use of basic prepositions in the oblique cases
4. Expressions of time in simple and complex sentences (через, после, с, до, за, на, при)
5. Expressions of reason in simple and complex sentences (благодаря, из-за, от, по, за)
6. Use of full and short adjectives
7. Text reading and analysis (Any 4-5 texts recommended by teacher)

Suggested Readings:

1. Егорова А. Ф. Трудные случаи русской грамматики: сборник упражнений по русскому языку как иностранному. СПб. : Златоуст, 2008
 2. Хавронова, Широценская. Русский язык в упражнениях. Русский язык, Москва, 2009.
 3. Ovsienko Y. G. Russian for beginners. Textbook I. RLC, Moscow, 2013.
 4. Pande H.C. Advanced Russian. Goyal Publications, Delhi. 2015.
 5. Pande H.C. Russian Exercises for Indian Students. Jay kay Enterprises, Delhi. 2010.
 6. Ritoo M. Jerath: “Сборник упражнений: Который (повторительные упражнения), активный и пассивный обороты, причастия (активные и пассивные)”, Prakashan Sansthan, New Delhi.
 7. Kiran Singh Verma: Пособие по русскому языку (51 текст для чтения), S.B. Printers, New Delhi, 2003
- (New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER IV

Title of the course: M 8: Introduction to Literature

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The course will introduce the students to literary terms in Russian and basic knowledge of literary analysis. It would familiarize students with literary terms such as genres, theme, plot, character etc. The course will cover following topics:

1. Introducing literary genres
2. Brief overview of major literary trends: Classicism, Sentimentalism, Romanticism, Realism, Modernism, Post-Modernism etc.
3. Plot elements: prologue, exposition, plot, action, development of action, climax, denouement, and epilogue

4. 1 or 2 short stories (recommended by the concerned teacher)
5. 1 or 2 poems (recommended by the concerned teacher)
6. 1 play of 19th or 20th century (recommended by the concerned teacher)

List of suggested readings:

1. Ranjana Banerjee: —В мире русских писателей, Prakashan Sansthan, New Delhi, 2004.
2. Крупчанов, Л. М., Вершинина, Н. Л., Волкова, Е. В., Илюшин, А. А., Мурзак, И. И., Озеров, Ю. А., & Федоров, А. В. (2013). Введение в литературоведение: учебник для бакалавров. М.:«Юрайт.
3. Чернец, Л. В., Хализев, В. Е., & Бройтман, С. Н. (1999). Литературоведение. Литературное произведение: основные понятия и термины. Под ред. ЛВ Чернец.

(New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER IV

M 9: Business Russian

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

This course involves the further development of communicative competence with a focus on the practical application of Russian business-specific literature. This will be done mainly through the use of business documents and articles. It also involves the deeper study of advanced business communication relating to the writing of business contracts and agreements in Russian.

List of suggested readings:

1. Скорикова Т.П., Акишина Т.Е. Контакты для контрактов: Русский язык в деловом общении (для говорящих на английском языке). - М.; Русский язык. Курсы, 2000.
2. Скорикова Т.П., Акишина Т.Е. Деловые контакты: бизнес-курс по русскому языку. - М.: Русский язык. Курсы, 2013.
3. Скорикова Т.П. Встречи, переговоры, переписка: бизнес-курс по русскому языку. - М.; Русский язык. Курсы, 2017.
4. Романова Н.Н., Скорикова Т.П. Русский язык делового общения: учебное пособие. - Москва: Издательство МГТУ им. Н. Э. Баумана, 2015.
5. Russian etiquette & ethics in business / Drew Wilson, Lloyd Donaldson.

(New books may be added from time to time)

B.A. (Russian) – Semester IV

M 10: Cultural Heritage of India & Russia (Oral)

Course Category: Major

Credits: 4

Type: Practical

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The objective of this course is to introduce the students to the vocabulary related to Cultural Heritage of India and Russia. This will be oral course. Some of the suggested topics may include:

- A. Cultural Heritage of India
 - Religions & festivals
 - Famous Historical Monuments of India
 - Indian Music, dance, arts, cuisine
- B. Cultural Heritage of Russia
 - Religions & festivals
 - Famous Historical Monuments
 - Russian Folk songs, dance and music
 - Art and architecture

B.A. (RUSSIAN) – SEMESTER V

M 11: Russian Grammar V

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

Verbs of Motion without prefixes

Verbs of Motion with prefixes

Main meanings of verbal prefixes (usage of different prefixes with various Russian verbs and its usage)

Text reading and analysis (Any 4-5 texts recommended by teacher)

List of suggested readings:

1. Барыкина, А.Н., Добровольская В.В. Изучаем глагольные приставки. – 3-е изд. – СПб.: Златоуст, 2015.
2. Караванов А. А., Виды русского глагола. Значение и употребление. Практическое пособие для иностранцев, изучающих русский язык. М. Изд-во «Русский язык» Курсы, 2003.
3. Скворцова Л.Г., Глаголы движения без ошибок. Пособие для студентов, изучающих русский язык как иностранный. 3-е издание. М., «Русский язык» Курсы, 2004.
4. Скворцова Л.Г., Употребление видов глагола в русском языке. Учебное пособие для иностранцев, изучающих русский язык, 4-е издани. М., «Русский язык» Курсы, 2004.
(New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER V

M12: Literary Trends II: Introduction to 19th Century Russian Literature

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The purpose of this unit is to introduce students to the basics of literary trends of XIX century Russia. It will give an overall view of major literary movements, place authors and literary texts in their cultural and historical context.

1. Introduction of the literature of 19th century
2. Literary trends of XIX century: Romanticism, Realism, Natural School, Critical Realism
3. Alexander Pushkin – Station Master «Станционный смотритель», poems «К Чаадаеву», «Я помню чудное мгновенье»
4. Mikhail Lermontov – Hero of our Time «Герой нашего времени», poems «И скучно и грустно», «Смерть поэта»
5. Nikolai Gogol – The Overcoat «Шинель»
6. Ivan Turgenev – Fathers & Sons «Отцы и дети»
7. Fyodor Dostoevsky – Crime and Punishment «Преступление и наказание»
8. Leo Tolstoy – После бала / Смерть Ивана Ильича
9. Chekhov – Смерть чиновника, Хамелеон, Тоска, Вишневый сад

B.A. (RUSSIAN) – SEMESTER V

M 13: Translation of Newspaper Materials

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The textual materials for this course will be selected from recent Russian newspapers, journals, magazines, Russian news website, internet sources etc.

Texts will cover following topics: official visits & meetings; talks, bilateral relations; political affairs – national & international; Economic & social affairs; Sports, headlines of news paper, advertisements etc
Translation of word combinations, Translation of simple and complex sentences, and Translation of texts from Russian to English and vice versa

List of suggested readings:

1. Meeta Narain: A Systematic Approach to Translation of Newspaper Materials from Russian to English, Part–I, Goyal SaaB, 2012.
 2. Meeta Narain: A Systematic Approach to Translation of Social Science Materials from Russian to English, Part–II, Goyal SaaB, 2012.
 3. Meeta Narain: A Handbook on Translation of Newspaper and Social Science Materials, Goyal SaaB, 2012.
- (New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER VI

M 14: Phonetics

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

This course provides to the students theoretical basics of phonetics, phonology, classification of Russian sound system, Russian phonology and Russian orthography.

1. Предмет фонетики. Разные аспекты фонетики
2. Речевой аппарат: активные и пассивные речевые органы

3. Принципы классификации русских звуков: классификация согласных и гласных звуков
4. Изменения звуков в потоке речи: позиционные изменения, непозиционные изменения
5. Артикуляция звуков русского языка: артикуляция согласных и гласных звуков
6. Функциональный аспект изучения звуков: согласные и гласные фонемы русского языка
7. Фонетическая транскрипция
8. Супrasegmentные единицы: слог, ударение, интонация
9. Графика, орфография, орфоэпия
10. Интонация: основные типы ИК и их употребление в речи

List of suggested readings:

1. Akella R.D. Russian Phonetics and Phonology. Power Publishers, India, 2014
2. Акишина А.А., Барановская С.А., Русская фонетика, Москва, 1990
3. Балупури Ч., Ковалев Ю., Фонетика русского языка, Нью Дели, 1984
4. Буланин Л.Л., Фонетика современного русского языка, Москва, 1970
5. Гиржева Г. Н., Фонетика современного русского языка. Учебное пособие, Москва, 2015
6. Малышева Е. Г., Роголева О. С., Современный русский язык. Фонетика. Орфоэпия, Москва, 2014
7. Реформатский А.А., Введение в языкознание, Москва, 1960
8. Современный русский язык: Фонетика, под ред. В.В. Иванова и Л.А. Новикова, Москва, 1985

B.A. (RUSSIAN) – SEMESTER VI

M15: Literary Trends III: Introduction to 20th Century & Contemporary Russian Literature

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The purpose of this course is to introduce students to the basics of literary trends of XX century and contemporary Russia. It will give an overall view of major literary movements; discuss authors and literary texts in their cultural and historical context

1. Introduction of the literature of 20th century
2. Socialist Realism
3. Maxim Gorky – The lower depths, Old Izergil «Старуха Изергиль», «На дне»
4. Ivan Bunin – Selected readings or Mikhail Bulgakov – Master and Margarita «Мастер и Маргарита»
5. Modernism: Symbolism, Futurism and Imaginism and Achmeism
6. Selected poems of Blok, Mayakovsky Esenin and Akhmatova,
7. Sholokhov – Fate of a Man «Судьба человека»
8. War Prose and Village Prose
9. Selected stories of Vasily Shukshin – «Срезал», «Чудик» or Valentin Rasputin (Selected readings)
10. Contemporary Russian Literature: A brief overview
11. Lyuidmila Ulitskaya / Vladimir Makanin/ Roman Senchin or any Contemporary Author (Selected readings)

B.A. (RUSSIAN) – SEMESTER VI

M16: Translation of Business & Scientific Materials

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The course will acquaint students with the texts related to business, trade & commerce as well as scientific materials. The aim of this course is to teach translation techniques to the students from Russian to English & vice versa.

The textual materials will be taken from different Russian news, business & scientific websites, newspapers, journals and magazines.

List of suggested readings:

1. Еремина Л.И, Любимцева, тарковская. Русский язык для бизнесменов. Интенсивный курс: Учеб. пособие. — 5-е изд., стереотип. М., Русский язык. Курсы, 2006.
2. Лебедев, Петухова. Деловая поездка в Россию. Учебное пособие по русскому языку для иностранных учащихся, Златоуст, 2015.
(New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER VII

M 17: Lexicology

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The objective of the course is to acquaint the students with basic theoretical concepts and terminology of Lexicology of Modern Russian language. Theoretical concepts, terminology etc of Russian phraseology will be part of this course.

1. Предмет и задачи лексикологии
2. Многозначность слова. Прямое и переносное значение слова. Стилистическое использование многозначности слов
3. Метафора, метонимия, синекдоха. Лексическое и грамматическое значение слова
4. Омонимы. Синонимы. Антонимы. Паронимы. Стилистическое использование синонимов, антонимов, паронимов
5. Заимствования, кальки, архаизмы, неологизмы
6. Фразеология. Употребление фразеологических оборотов в разных стилях речи

Suggested Readings:

1. Розенталь, Д. Э. Современный русский язык / Д.Э. Розенталь, И.Б. Голуб, М.А. Теленкова. – 15-е изд. – М. : АЙРИС-пресс, 2017.
2. Тотавар, Винай. Курс лексикологии русского языка. Центр русских исследований, университет им. Джавахарлала Неру, Нью Дели. 1985.
3. Шмелев Д. Н., Современный русский язык. Лексика. Учебное пособие. Издательство «Либроком» . 2017

4. Рахманова Л. А. и Суздальцева В. Н., Современный русский язык. Аспект пресс. Москва. 2003
5. Николенко Л. В., Лексикология и фразеология современного русского языка. Издательство Academia, 2005
6. Фомина М. И., Современный Русский язык, лексикология. Москва. Высшая школа. 2001
7. Шанский Н.М., Лексикология современного русского языка. Лексикология современного русского языка. Изд. стереотип. URSS. 2017
(New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER VII

M 18: Literary Trends III: Theory of Literature & Literature till 18th Century

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The objective of the course is to acquaint the students of the structural and composition peculiarities of artistic literature. Students will be introduced to Russian Folklore and Literature till 18th century. Course will also discuss literary trends Classicism, Sentimentalism etc.

1. Познавательная функция, воспитательная функция, эстетическая функция литературы
2. Форма и содержание литературного произведения
3. Тематика и проблематика литературного произведения
4. Идея литературного произведения
5. Фольклор: особенности и классификация
6. Классицизм, Сентиментализм
7. Оды Ломоносова
8. «Недоросль» Фонвизина
9. «Бедная Лиза» Карамзина

B.A. (RUSSIAN) – SEMESTER VII

M 19: Morphology

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The objective of the course is to impart to the students the knowledge of concepts such as grammatical category, gender, case, number, aspect, declension etc. The lexical and grammatical categories of the parts of speech would be studied in detail.

1. Имя существительное. Употребление форм имен существительных
2. Имя прилагательное. Употребление форм имен прилагательных
3. Имя числительное. Употребление имен числительных
4. Местоимение. Употребление местоимений
5. Наречие

6. Глагол. Употребление форм глагола
7. Служебные части речи. Предлоги, союзы, частицы
8. Междометия
9. Словообразование. Стилистическое использование средств словообразования

Suggested Readings:

1. Розенталь, Д. Э. Современный русский язык / Д.Э. Розенталь, И.Б. Голуб, М.А. Теленкова. – 15-е изд. – М. : АЙРИС-пресс, 2017.
 2. Осипова Л.И. Морфология современного русского языка: учебное пособие для
 3. вузов по специальности «Русский язык и литература»: рек. УМО вузов РФ – М.: Академия, 2010.
 4. Современный русский язык: учебник для филологических специальностей вузов / В.А. Белошапкова, В.Н. Белоусов, Е.А. Брызгунова и др.; под ред. В.А. Белошапковой. – М.: Альянс, 2011.
 5. Панова Г.И. Морфология русского языка: Энциклопедический словарь-справочник – М.: Книжный дом «ЛИБРОКОМ», 2011.
 6. Рахманова Л.И., Суздальцева В.Н. Современный русский язык. Лексика. Фразеология. Морфология. Учебник для студентов вузов. — 3-е изд., испр. и доп. – М. : АспектПресс, 2010. – 464 с.
- (New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER VII

R 1: Title of the Course: Research Methodology

Course Category: Research

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

This course takes students through the practical steps necessary for carrying out and independent research work on Russian language, literature, culture or translation. It will cover types of research methods, research processes, including the selection of a topic, data collection, writing synopsis, introductions, conclusions, review of literature, bibliography compilation etc. The course will cover following tentative topics:

1. Объект и предмет исследования
2. Цель и задачи научного исследования
3. Научная новизна исследования
4. Основные методы научного исследования
5. Плагиат и его виды
6. Выбор темы, формирование гипотезы, сбор материала и его анализ
7. Правила написания цитаты, библиографии

List of suggested readings:

1. Слесарева Т.П., Теория и методика научных исследований в области языкознания: методические рекомендации. Витебск : ВГУ им. П.М. Машерова, 2013
2. Арнольд И.В., Основы научных исследований в лингвистике. М., 1991
3. Распопов И.П., Методология и методика лингвистических исследований. Воронеж, 1976
4. Даниленко В.П., Методы лингвистического анализа: курс лекций. М., 2011

5. Комарова З.И., Методология, метод, методика и технология научных исследований в лингвистике. М., 2013
 6. Котюрова М.П., Культура научной речи. Текст и его редактирование: учеб. пособие. Пермь, 2007
- (New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER VIII

M 20: Syntax

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The aim of the course is to introduce theoretical and practical aspects of modern Russian syntax. During the course all three syntactic units, namely phrase, simple and complex sentences would be introduced. The objective of the course is to teach students fundamental syntactic correlations starting from phrases to sentences and various types of relations. The course will cover following topics:

1. Словосочетание
2. Предложение. Члены предложения
3. Простое предложение. Классификация простых предложений
4. Сложное предложение. Классификация сложных предложений
5. Стилистическое использование разных типов простого предложения
6. Стилистическое использование разных типов сложного предложения
7. Стилистические функции союзов и союзных слов

List of suggested readings:

1. Галкина-Федорук Е.М., Горшкова К.В., Шанский Н.М., Современный русский язык: синтаксис, М.: Книжный дом «ЛИБРОКОМ», 2009
 2. Карданова М.А., Русский язык. Синтаксис: учебное пособие, М.: «Флинта», 2009
 3. Розенталь, Д. Э. Современный русский язык / Д.Э. Розенталь, И.Б. Голуб, М.А. Теленкова. – 15-е изд. – М. : АЙРИС-пресс, 2017
 4. Федосюк М. Ю., Синтаксис современного русского языка, Учебное пособие, ИНФРА-М, Москва – 2014.
- (New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER VIII

M 21: Theory of Translation

Course Category: Major

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

This course will introduce the students to the theories of Translation and the basic theoretical problems of translation and developing practical skills in technical and literary translation. This is a theoretical course on translation studies, which is aimed to discuss the various definitions on translation, the norms and

functions of translation process, the different types of translations, the basic concepts of adequacy and interference, the context and situation in translation etc. The course will cover following topics:

1. Разные теории по переводу
2. Разные переводческие методы
3. Типы перевода
4. Единицы перевода: фонема, морфема, слово, словосочетание, предложение и текст
5. Трансформация при переводе: лексические, грамматические и стилистические трансформации и их разряды
6. Процесс перевода: эквивалентность, адекватность, интерференция
7. Контекст и ситуация при переводе
8. Конкретизация и генерализация при переводе

List of suggested readings:

1. Алимов В.В., Теория Перевода. М., 2004
2. Бархударов Л.С. Язык и перевод: Вопросы общей и частной теории перевода. - М.: Международные отношения, 1975.
3. Комиссаров, В. Н. «Теория перевода» (1990).
4. Костамаров В.Г., Языковой Вкус Эпохи. М., 1994
5. Рецкер Я.И., Теория Перевода и Переводческая Практика. М., 2006
6. Семенов А. Л., Теория перевода. Издательский центр «Академия». М. 2013
7. Munday Jeremy, Introducing Translation Studies: Theories and Applications. London & New York: Routledge, 2001
8. Venuti Lawrence. ed. The Translation Studies Reader, New York: Routledge, 2000.
(New books may be added from time to time)

B.A. (RUSSIAN) – SEMESTER VIII

R 2: Title of the Course: Synopsis writing

Course Category: Research

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

The aim of this course is to enable students to write synopsis proposal of dissertation. Students are supposed to submit literature review of published research works in chosen area of research.

B.A. (RUSSIAN) – SEMESTER VIII

R 3: Title of the Course: Dissertation

Course Category: Research

Credits: 4

Type: Theory

Evaluation: 20 marks (Internal), 80 marks (End Semester)

Students will be required to write a dissertation in Russian of not less than 5000 words to be supervised by a faculty member. The dissertation should be an approved topic from Russian literature, language, translation, culture or current trends in Russian thought. The dissertation is to be submitted for evaluation at a stipulated date.