

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -I



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PREAMBLE

The National Education Policy 2020 (NEP) has been formulated in response to the need to harness full human potential and develop well-rounded competent individuals by providing the right environ to enable access to inclusive and equitable quality education. Such education should have provision for lifelong learning, awareness of new areas of knowledge, skilling to meet industrial demands for economic development, multidisciplinary studies to develop a comprehensive view of issues from a realistic paradigm, holistic approach to education, rootedness to the cultural ethos and moral values, cultivating scientific temperament and problem-solving attitude. The policy also focuses on promoting critical thinking, innovation and creativity to enable the use and promotion of higher order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education.

To actualise the noble objective, as succinctly brought out in the National Education Policy 2020, the university has endeavoured to explore the possibility of further restructuring and refinement of its undergraduate curriculum framework in line with the objective and underlying philosophy of the NEP 2020 to capture the imagination of the youth of our nation which depicts the contemporary realities of our demographic advantage globally.

The resultant outcome of this comprehensive exercise undertaken by the university is the Undergraduate Curriculum Framework-2022 (UGCF-2022) which not only underlines the heart and soul of the NEP 2020 in letter and spirit but also goes on to create a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavour while imbibing the truly charged academic environ of the university and its constituent colleges.

UGCF 2022

Objectives:

The Undergraduate Curriculum Framework- 2022 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the

National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

- to promote holistic development of students having the world view of a truly global citizen;
- to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- to eliminate harmful hierarchies among disciplines/fields of study and silos between different areas of learning;
- multidisciplinary and holistic education to ensure the unity and integrity of all knowledge;
- to promote creativity and critical thinking and to encourage logical decision-making and innovation;
- to promote ethics and human & Constitutional values;
- to promote multilingualism and the power of language in learning and teaching;
- to impart life skills such as communication, cooperation, teamwork, and resilience;
- to promote outstanding research as a co-requisite for outstanding education and development;
- to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

Features

The aforementioned objectives of the NEP have been reflected in various features of UGCF:

- Holistic development of the students shall be nurtured through imparting life skills in initial years. These life skill courses shall include courses on ‘Environment and Sustainable Development Studies’, ‘Communication Skills’, ‘Ethics and Culture’, ‘Science and Society’, ‘Computational Skills’, ‘IT & Data Analytics’, and similar such skills which shall make the students better equipped to deal with the life’s challenges.
- Flexibility to the students to determine their learning trajectories and pursuance of programmes of study has been well ingrained in the UGCF. The Framework allows students to opt for one, two, or more discipline(s) of study as a core discipline(s) depending on his/her choice. He/she has been provided the option of focusing on studying allied courses of his/her selected discipline(s) (DSEs) or diversifying in other areas of study of other disciplines. Students have also been provided with the flexibility to study SECs or opt for Internships or Apprenticeship or Projects or Research or Community Outreach at an appropriate stage. In the fourth year, students are provided flexibility to opt for writing a dissertation (on major, minor, or combination of the two) or opt for Academic Projects or Entrepreneurship depending upon their choice and their future outlook, post completion of their formal education.

- Given the extent of plurality of the Indian society and the diverse background to which students belong, multiple exits and provision of re-entry have been provided at various stages of the undergraduate programme to accommodate their requirement and facilitate them to complete their studies depending upon their priorities of life. The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award of appropriate Certificate / Diploma/ Degree, as the per the norms laid down by the UGC and the University, shall be made available to the students to provide the opportunity for lifelong learning as well as for availing academic outreach beyond the superstructure of the programme of study in another University / Institution at the national /international level depending upon individual choice of the student(s).
- UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s). In fact, a student who pursues a single-core discipline programme may obtain minor in a particular discipline, other than the core discipline, if he/she earns at least 28 credits in that particular discipline.
- The framework does not maintain/support hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the pre-requisites of a course of study, he/she shall be able to study it. Modules or systems of study shall be meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome.
- One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language and linguistics. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue.
- The framework provides a mandatory programme on research methodologies as one of the discipline specific electives (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative

will help in skill development and laying a strong foundation for research and thus contribute towards overall national development through the development of skilled manpower and innovation.

- Intra and inter University mobility of students is another element of critical importance which has been ingrained in the framework. A student, by virtue of such mobility, will be able to make lateral movement within the University as well as from the University to any other Institution and vice-versa. Such an attribute allows a student maximum flexibility in terms of pursuance of education with special reference to higher education and enables him/ her to achieve goal of life, the way he/she perceived it.

Definitions

1. **Academic credit**– An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs), Discipline Specific Electives (DSEs) and Generic Electives (GEs).
 - a) **Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.A. (Honours) History, B.Com. (Honours), B.Sc. (Honours) Physics and similar such programmes, DSCs shall be the core courses of History, Commerce and Physics, respectively.

However, to pursue Honours degree programme in a ‘Field of Multidisciplinary courses of Study’ (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A.

(Honours) Social Sciences/ Humanities, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) Life Sciences programme, a student shall study credit courses of three disciplines i.e., Botany, Zoology and Chemistry. DSC 1 may be of Discipline A1 (say, Botany), DSC 2 may be of Discipline B 1 (say, Zoology) and DSC 3 may be of Discipline C 1 (say, Chemistry). However, the fourth year of such honours degree programme shall be devoted to the study of only one discipline and hence the DSC courses in the VII and VIII semesters shall be of Discipline A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration –I in Table-6 in UGCF 2022.

- b) **Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme.

For example, to pursue B.Sc. (Honours) Physics, DSEs chosen should be from a pool of DSEs of Physics. Similarly, to pursue B.Sc. (Honours) Life Sciences programme, the DSEs chosen should be a pool of courses of DSEs of Botany, Zoology and Chemistry, the core subjects for this programme of study.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/Humanities, in the fourth year of such honours degree programme in the VII and VIII semesters, the student shall be required to choose DSEs from any one of the Disciplines A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration – I in Table – 6 of UGCF 2022.

- c) **Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

d) Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/Apprenticeship/Project/Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- (i). AEC courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science which will be mandatory for all disciplines.
- (ii). SEC are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill-based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines.
- (iii). VAC courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

3. Major discipline

- a) A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded an appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits i.e., at least 88 credits in that Discipline out of the total of 176 credits. He/she shall study 20 DSCs and at least 2 DSEs in eight semesters. For instance, a student who pursues B.Com. (Honours) shall earn the minimum 88 credits from 20 DSCs and *at least* two DSEs in order to get Major in Commerce.
- b) A student pursuing four-year undergraduate programme in more than one discipline as Core Course (for example B.A. Social Sciences/ Humanities, B.Sc. Life Sciences, B.Sc. Physical Sciences, B.Sc. Mathematical Sciences, B.Com. and such other programmes) shall be awarded appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline 80 credits out of a total of 176 credits. He/she shall study 6 DSCs and at least 3 DSEs in that discipline in the first six semesters and 2 DSCs, 6 DSEs and write dissertation in that discipline in the VII and VIII semesters. For instance, a student who pursues four-year B.A. (Honours) Social Sciences/Humanities shall be eligible for Major in History, on completion of VIII semester, if he/she earns

minimum 80 credits from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History.

4. Minimum acceptable level of academic standards

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or a qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of assessment process of the student's performance is indicated in Table - 1.

Table – 1

Letter Grades and Grade Points

Letter Grade	Grade point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

5. Minor discipline

- a) A student mentioned at 3 (a) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from seven GE courses of that discipline. For example, if a student pursuing B.A. (Honours) History chooses seven GE courses of Political Science out of a total of ten GE courses and writes dissertation, he/she shall be awarded on successful completion of VIII Semester, Major in History and Minor in Political Science.
- b) A student mentioned at 3 (b) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from six DSCs and one DSE of that discipline. For example, a student pursuing four-year B.A. (Honours) Social Sciences/Humanities with Major in History (after securing at least 80 credits in History), may be awarded Minor in Hindi if he/she earns 28 credits from six DSCs and one DSE of Hindi (up to VI semester), on successful completion of VIII Semester.

This definition of Minor is independent of GEs for which there is a requirement of 28 credits to be treated as Minor.

Further, in case a student opts for two disciplines such as Physics and Chemistry instead of three disciplines such as Physics, Chemistry and Mathematics, major and minor shall be determined as per credits earned in the respective courses of study. The concept of Minor is relevant only when there is a Major discipline.

Important Points

1. **Entry level eligibility:** The general feeder category for entry into Level 5 is the Secondary School Leaving Certificate obtained after successfully completing Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those students who have met the entrance requirements, including specified levels of attainment at the secondary level of education mentioned in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme which is specified in the *UGC Guidelines for Multiple Entry and Exit Scheme in Academic Programmes Offered in Higher Education*.
2. Number of hours of a credit course shall be defined by its component of lecture, tutorial and practical.
3. Every student has to study "Environmental Science: Theory into Practice" courses I and II of two credits each in the first year (I/II semester) and the second year (III/IV semester), respectively. The AEC pool will also consist of credit courses in languages listed in the Eighth Schedule of the Constitution of India, as updated from time to time. The University of Delhi shall extend necessary support to those Colleges (where faculty is not available) which may require it in course of teaching learning in these languages.
4. There shall be choice in III and IV Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Community Outreach' in each Semester for two credits each.
5. There shall be choice in Semester III and IV to either choose a DSE or a GE.
6. There shall be choice in V and VI Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Research/Community Outreach' in each Semester for two credits each.
7. There shall be three choices in VII and VIII Semesters—
 - (i) to choose three DSEs of 4 credits each OR

- (ii) to choose two DSEs and one GE of 4 credits each OR
- (iii) to choose one DSE and two GEs of 4 credits each.

8. 'Research Methodology' shall be offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester. However, a student pursuing multidisciplinary studies in three core disciplines shall have to choose research methodology in VI semester, if she/he wishes to Major in one of the three disciplines in the fourth year. Suppose a student wishes to study the Research Methodology course offered by another discipline (as one of its DSEs). In that case, he/she may opt for it provided such discipline is his minor discipline. The Research Methodology of another discipline so opted shall be treated as GE for him/her.
9. A student who pursues three years undergraduate degree programme in a specific discipline as a Core course [for example, B.A. (Honours) English, B. Com (Honours), B.Sc. (Honours) Physics and such other Programmes] will earn at least 80 credits in that discipline (from 18 DSCs and *at least* 2 DSEs of that discipline) and shall be awarded Honours degree in that discipline, if he/she exits after completion of VI semester.
10. A student who pursues three years undergraduate degree programme in more than one discipline as core courses of study (for example B.A. in Social Sciences/ Humanities, B.Sc. in Life Sciences, B.Sc. in Physical Sciences, B.Sc. in Mathematical Sciences, Bachelor in Commerce Studies and such other programmes) he/she shall be awarded Bachelor's degree in that field of multidisciplinary course of study, if he/she exits after completion of VI semester.
11. If a student wishes to pursue four years Honours Degree with research, he/she shall compulsorily opt for a Research Methodology course in either VI Semester or VII Semester as DSE.
12. Dissertation/Academic Project/Entrepreneurship in the 4th year shall commence from VII semester and conclude in VIII semester. Detailed outcomes of each track chosen out of these three options shall be notified and assessment at the end of VII and VIII semesters shall be done accordingly.
13. Dissertation may be written in the Major or Minor or Interdisciplinary (combination of Major and Minor) discipline.
14. If a student mentioned at (6) above continues or re-enters the fourth year for pursuing an Honours degree in that field of multidisciplinary study, he/she has to choose only one of the disciplines he/she had studied as core courses of study in the previous six semesters and earn credits from the 2DSCs and 6DSEs of that chosen discipline in the VII and VIII semesters and write dissertation or opt for Academic Project or Entrepreneurship.

15. If a student mentioned at (5) above, continues or re-enters to study the VII and VIII semesters in the same discipline, and writes dissertation mentioned at (9) above, but no Minor discipline is made out (i.e., credits earned in the GEs of any one discipline is less than 28 credits), then he/she shall be awarded 'Honours with Research' with Major in that discipline on successful completion of VIII Semester.
16. A student mentioned at (6) above, shall be awarded 'Honours' degree in that field of multidisciplinary study on successful completion of VIII semester. For example, *B.A. (Honours) Social Sciences/ Humanities*, *B.Sc. (Honours) Life Sciences*, *B.Sc. (Honours) Physical Sciences*, *B.Sc. (Honours) Mathematical Sciences and Bachelor in Commerce Studies (Honours)*. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(b) and III(5)(b), respectively. For instance, a student who pursues four years B.A. (Honours) in Social Sciences/ Humanities with History, Political Science and Hindi as core courses, shall get Major in History, on successful completion of VIII semester, if he/she earns minimum 80 credits in History from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History. Such a student shall get a Minor in Political Science/Hindi, if he/she earns minimum 28 credits from 6 DSCs and one DSE of Political Science/Hindi.
17. Only a student mentioned at (5) above who opts to write a dissertation in the Major/Minor subject in VII and VIII semesters in the fourth year, shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Research) in Discipline*'. For instance, a student who pursues B.Sc. (Honours) in Physics and writes a dissertation on a topic relating to Physics or the Minor in VII and VIII semesters, shall be awarded '*Bachelor of Science (Honours with Research) Physics*'. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(a) and III(5)(a), respectively.
18. A student who opts for 'Academic Project' or 'Entrepreneurship' in VII and VIII semesters, instead of writing dissertations, and has earned 28 credits in the relevant GEs, SECs, AECs & IAPC, shall be awarded Minor in Academic Project or Entrepreneurship, as the case may be. '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major) & Academic Project/ Entrepreneurship (Minor)*'. If he/she is unable to earn the requisite 28 credits, he/she shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major)*'.
19. A student who pursues four-year undergraduate degree programme shall be awarded after completion of the VIII semester an appropriate degree.

20. **Exit Options:** The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of *Undergraduate Certificate/ Undergraduate Diploma/ Appropriate Bachelor's Degree in the field of Study/Discipline*, to a student who chooses to exit at the end of even semesters (details provided in the Table below).

Sl. No.	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1	<i>Undergraduate Certificate in the field of Study/Discipline</i>	After successful completion of Semester II	44
2	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	88
3	<i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VI	132
4	<i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>	After successful completion of Semester VI	132
5	<i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VIII	176
6	<i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>	After successful completion of Semester VIII	176

Graduate Profile/ Attributes as per NHEQF

Type of learning outcomes	The Learning outcomes descriptors
Learning	<p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> a comprehensive knowledge and coherent understanding of the chosen disciplinary/ interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning; Procedural knowledge required for carrying out professional or highly

outcomes that are specific to disciplinary/ interdisciplinary areas of learning	<p>skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization;</p> <ul style="list-style-type: none"> • skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning; • capacity to extrapolate from what has been learnt, and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems; •
Generic learning outcomes	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
	<p>Critical thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, • identify logical flaws and holes in the arguments of others, • analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
	<p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, ^[L]_[SEP] • view a problem or a situation from multiple perspectives, ^[L]_[SEP] • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts.
	<p>Communication Skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, ^[L]_[SEP] • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,

	<ul style="list-style-type: none"> • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, • convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and other minority groups.
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws and holes in the arguments of others; • analyse and synthesise data from a variety of sources; <p>draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p>
	<p>Research-related skills: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions, • the ability to problematize, synthesize and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools of data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
	<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.

	<ul style="list-style-type: none"> • using management skills to guide people to the right destination.
	<p>‘Learning how to learn’ skills: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling, • work independently, identify appropriate resources required for further learning, • inculcate a healthy attitude to be a lifelong learner.
	<p>Digital literacy and skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, • use appropriate software for analysis of data.
	<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one’s work, • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • adopt objective, unbiased, and truthful actions in all aspects of work.
	<p>Autonomy, responsibility and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for

	the level of the qualification, including ensuring safety and security at work places.
	<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change and pollution, • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living.
	<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of the society.</p>
	<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or groups, and to identify and understand other people's emotions.</p>

**COURSES OFFERED BY
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES**

Category I

[UG Programme for Bachelor in ITALIAN (Honours) degree in three years]

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)
Language in Context: Developing Reading and Writing Skills (1)**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-1 Language in Context: Developing Reading and Writing Skills (1)	
Learning Objectives: At the end of Semester 1, a student will <ul style="list-style-type: none"> • be able to read and understand simple texts and answer questions on them; • be able to write short texts, about subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF). 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of reading and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to write about subjects pertaining to his/her immediate environment. 	
Syllabus:	
CONTENT Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc. Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc. Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's one's residential area, city, greetings, professions etc.	

Intercultural and cocultural: Introduction to Italophone regions/countries, celebrities from Italy fashion, cinema, comic strips etc. Practical component (if any) - NIL	
UNIT I	3 Weeks
Recognise the alphabets and learn the spellings. Read texts which introduce the various forms of greetings. Give a brief written introduction. Learn to spell names and some simple objects. Learn to recognise country names and their languages. <ul style="list-style-type: none"> • Wh-questions • Personal pronouns (I) • Some basic verbs Read short biographical texts and do written exercises based on that. <ul style="list-style-type: none"> • Spellings of numbers 1 to 20. • Introduction to Indefinite and definite articles 	
UNIT II	3 Weeks
Read job advertisements and note down the relevant information. <ul style="list-style-type: none"> • Vocabulary for the days of the week • Plural forms Interrogative questions Learn how to fill a form for job interviews. <ul style="list-style-type: none"> • Counting 20 onwards • Personal pronouns (II) Conjugation of 'essere' and 'avere' Read brochures about cities and write about your favourite city. <ul style="list-style-type: none"> • Learn to name places and buildings • Vocabulary pertaining to means of transport • Indefinite articles 'un / una / uno etc.' 	
UNIT III	3 Weeks
Read maps and use the given information to guide someone. <ul style="list-style-type: none"> • Definite articles 'il / la / lo etc.' Irregular verbs Read texts about food habits in Italy. <ul style="list-style-type: none"> • Introduce the accusative case. Vocabulary related to meals and food items Interpret a survey pertaining to individual food habits. Write about one's own countries' food habits. <ul style="list-style-type: none"> • Express likes and dislikes. Modal verb in a sentence.	
UNIT IV	3 Weeks
Read texts related to day-to-day activities and write about one's own daily routine. <ul style="list-style-type: none"> • Prepositions Modal verbs (volere, dovere, potere). Read an email asking for planning something together and respond to it. Possessive pronouns Write a text about your family members / friends. <ul style="list-style-type: none"> • Ordinal numbers Introduction to regular / irregular verbs.	
UNIT V	3 Weeks
Read a statistic about most preferred leisure activities and express your opinion about them. <ul style="list-style-type: none"> • Learn how to tell the date using the preposition 'il'. Different uses of the prepositions 'a / da / su / per'	

<p>Learn to write an invitation (for example birthday).</p> <ul style="list-style-type: none"> • Accusative personal pronouns • More irregular verbs <p>Write down a short text describing one's city in the past and at present.</p> <ul style="list-style-type: none"> • Imperfetto / Passato Prossimo form of various verbs. 	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>: Guerra Edizioni, Perugia. • Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia</i>: Corso di lingua italiana per studenti stranieri di livello A1-A2. Guerra Edizioni, Perugia. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. • Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>: Guerra edizione, Perugia. • Nocchi, Susanna. (2014). <i>Grammatica pratica della lingua italiana</i>. Alma Edizioni, Firenze. • Ziglio, Luciana. Rizzo, Giovanna. (2012). <i>Espresso 1</i>. Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd. Delhi. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-2 Language in Context: Developing Listening and Speaking Skills (1)	
Learning Objectives: At the end of Semester 1, a student will <ul style="list-style-type: none"> • be able to listen to and understand simple texts so as to answer questions on them; • be able to talk on subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF). 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of listening and speaking skills in the concerned language. • Listening and understanding simple audio texts and answering questions on them. • Equip students to talk about subjects pertaining to his/her immediate environment. 	
Syllabus:	
CONTENT Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace. Speaking: which includes Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city... Dialogue: participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc. Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc. Basic rules of pronunciation. Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations. Practical component (if any) - NIL	
UNIT I	3 Weeks
Practice the phonetics of alphabets. Exchange greetings with each other. Listen to a text related to the given topic.	

<p>Introduce oneself to others.</p> <p>Learn to ask each other questions related to one's state and its languages.</p> <p>Exchange telephone numbers with each other.</p> <p>Listen to a text and note down information like phone numbers, names, places and languages.</p>	
UNIT II	3 Weeks
<p>Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner).</p> <p>Listen to a text related to the given topic.</p> <p>Talk about hobbies, different seasons and months.</p> <p>Listen to interviews about different professions and their working hours.</p> <p>Conduct interviews to find out about professions and working hours.</p>	
UNIT III	3 Weeks
<p>Ask questions related to basic directions and explain as to how to reach specific places.</p> <p>Narrate a story with the help of pictures.</p> <p>Talk about one's eating habits and preferred food items.</p> <p>Listen to a text related to the given topic.</p> <p>Simulate the situation of shopping.</p>	
UNIT IV	3 Weeks
<p>Talk about one's daily routine.</p> <p>Listen to a text related to the given topic.</p> <p>Talk about one's family.</p> <p>Plan leisure activities with friends.</p>	
UNIT V	3 Weeks
<p>Formulate invitations and learn how to react to them.</p> <p>Listen to a text related to the given topic.</p> <p>Simulate the situation of eating out and how to pay for the same.</p> <p>Talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.</p>	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma edizioni, Firenze. • Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Guerra Edizioni, Perugia. • Frattegiani, M.Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia. Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Guerra Edizioni, Perugia. • Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. • Ziglio, Luciana. Rizzo, Giovanna. (2012). <i>Espresso 1</i>. Alma Edizioni, Firenze : and Goyal Saab Publishers and Distributors Pvt. Ltd., Delhi. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3)
Language Through Texts (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (1)	4	3	1	0	Passed XII Class	Nil
DSC-3 Language Through Texts (1)						
Learning Objectives: At the end of Semester 1, a student will <ul style="list-style-type: none"> • be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A1, and answer questions on them; • be able to analyse, express their underlying meaning and answer questions based on them; • attain Level A 1.1 of the Common European Framework (CEF). 						
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; 						
Syllabus:						
UNIT I						3 Weeks
Literary Texts (Prose)						
A selection will be made from the following list:						
Il cacciatore sfortunato, Faole al telefono di Gianni Rodari Il palazzo di gelato, Favole al telefono di Gianni Roadari La passeggiata di un distratto, Favole al telefono di Gianni Roadari Il palazzo da rompere, Favole al telefono di Gianni Roadari La donnina che contava gli starnuti, Favole al telefono di Gianni Roadari						
UNIT II						3 Weeks
Literary Texts (Poetry)						
A selection will be made from the following list:						
La casa di Mara – Aldo Palazzeschi Sereno – Giuseppe Ungaretti La fontana malata – Aldo Palazzeschi Il male di vivere – Eugenio Montale						
UNIT III						2 Weeks
Semi-literary / Journalistic Texts						
A selection will be made from the following list:						
Nonni e nipotini contro le buche di Perugia Prima di partire per le vacanze La legge contro il fumo Gli alberi in città						

Pensiamo alla salute	
UNIT IV	2 Weeks
Audio / Visual Texts – Songs / Music Videos	
A selection will be made from the following list:	
Non è Francesca La gatta Alla fiera dell'est Sapore di sale La vasca	
UNIT V	3 Weeks
Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list:	
La vita è bella La terra trema Johnny Stecchino Tre uomini e una gamba Così è a vita	
UNIT VI	2 Weeks
Advertisements – Print / Electronic	
A selection will be made from the following list:	
Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) - NIL	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze. • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze. • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES**

**GENERIC ELECTIVES (GE-3)
Basic Communicative Italian (1)**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Italian (1)	4	3	1	0	Passed Class XII	Nil

GE-3 Basic Communicative Italian (1)
Learning Objectives: Reading and Writing Objectives: At the end of Semester 1, a student will be able to <ul style="list-style-type: none"> • read simple texts and answer questions on them; • write short texts, about subjects pertaining to his/her immediate environment; • attain Level A1.1 of the Common European Framework (CEF). Listening and Speaking Objectives: At the end of Semester 1, a student will be able to <ul style="list-style-type: none"> • listen to and understand simple texts so as to answer questions on them; • talk on subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF).
Learning Outcomes: Reading and Writing: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of reading and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to write about subjects pertaining to his/her immediate environment. Listening and Speaking: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of listening and speaking skills in the concerned language. • Listening and understanding simple audio texts and answering questions on them. • Equip students to talk about subjects pertaining to his/her immediate environment.
Syllabus:
CONTENT
Reading and Writing:

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to Italophone countries, celebrities from Italophone countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.

Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

Practical component (if any) - NIL

UNIT I	3 Weeks
<p>Recognise alphabets, learn spellings, practice phonetics of alphabets.</p> <p>Learn various forms of greetings, and learn to introduce oneself to others.</p> <p>Learn country names and their languages.</p> <p>Wh-questions, personal pronouns (I), some basic verbs, introduction to indefinite and definite articles.</p> <p>Read and listen to short texts on a given topic.</p> <p>Spellings of numbers 1 to 20. Exchange telephone numbers with each other.</p> <p>Learn to ask each other questions related to one's state and its languages.</p> <p>Listen to a text and note down information like phone numbers, names, places and languages.</p>	
UNIT II	3 Weeks
<p>Read job advertisements and note down the relevant information.</p> <p>Learn vocabulary for the days of the week, plural forms and interrogative questions</p> <p>Learn how to fill a form for job interviews.</p> <p>Learn counting 20 onwards</p> <p>Conjugation of 'essere' and 'avere', personal pronouns (II) and indefinite articles 'un / una / uno etc.'</p> <p>Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Talk about hobbies, different seasons and months.</p>	
UNIT III	3 Weeks
<p>Read maps and use the given information to guide someone.</p> <p>Definite articles 'il / la / lo etc.', irregular verbs, the accusative case, modal verbs.</p>	

<p>Vocabulary related to meals and food items, food habits and information about food habits in Italy. Express likes and dislikes.</p> <p>Ask questions related to basic directions and explain as to how to reach specific places.</p> <p>Simulate the situation of shopping.</p>	
UNIT IV	3 Weeks
<p>Read texts related to day-to-day activities and write about one's own daily routine.</p> <p>Prepositions, modal verbs, possessive pronouns, introduction to regular and irregular verbs.</p> <p>Vocabulary related to one's family, friends and leisure activities.</p> <p>Ordinal numbers</p>	
UNIT V	3 Weeks
<p>Read statistics about most preferred leisure activities and express your opinion about them.</p> <p>Learn how to tell time and dates. Different prepositions.</p> <p>Learn to write an invitation (for example birthday).</p> <p>Accusative personal pronouns. more irregular verbs, imperfetto / Passato prossimo form of various verbs.</p> <p>Vocabulary related to describing one's city in the past and at present, to the situation of eating out and how to pay for the same, and to talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.</p>	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani I</i>, Alma Edizioni, Firenze (2010). • Luciana Ziglio, Giovanna Rizzo, <i>Espresso I</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. • Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. • Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -II



Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on and Executive Council on



BA (H) ITALIAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in Italian in three years)

STRUCTURE OF SECOND SEMESTER

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhancement Course (AEC) – 2 credits	Skill Enhancement Course (SEC) – 2 credits	Internship/ Apprenticeship/Project/ Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
II	DSC – 4 DSC – 5 DSC – 6	NIL	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of SEC courses (2)	NIL	Choose one from a pool of VAC courses (2)	22 credits

A student who pursues undergraduate programme with Italian as single core discipline is offered the following courses:

3 Discipline Specific Cores (DSCs) - 3 courses of 4 credits = 12 credits (offered by the parent Department i.e. Department of Germanic and Romance Studies)

0 Discipline Specific Electives (DSE) – No DSE courses in Semester II (offered by the parent Department i.e. Department of Germanic and Romance Studies)

1 Generic Elective (GE) – 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

1 Ability Enhancement Course (AEC) – 1 course of 2 credits = 2 credits (one course to be chosen from either 'Environmental Science: Theory to Practice' or one of the 22 Indian Languages listed in the 8th Schedule of the Constitution in the pool of AEC courses)

1 Skill Enhancement Course (SEC) - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of SEC courses offered by any Department)

1 Value Addition Course (VAC) - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of VAC courses offered by any Department)

DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)
Language in Context: Developing Reading and Writing Skills (2)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	Passed XII Class	Nil

DSC-4	
Language in Context: Developing Reading and Writing Skills (2)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • read simple texts and answer questions on them; • be able to write short texts, about subjects pertaining to his/her immediate environment; • attain Level A 1 of the Common European Framework (CEF). 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable students to fully attain A1 Level of reading and writing skills in the concerned language. • Reading simple texts and answering questions on them. • Equip students to write about subjects pertaining to his/her immediate environment. 	
Syllabus:	
CONTENT Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc. Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc. Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc. Intercultural and cocultural: Introduction to Italian gastronomy, places to visit Italian - speaking world, means of transports, leisure activities, comic strips, Italian fashion, cinema, comic strips etc. Practical component (if any) - NIL	
UNIT I	3 Weeks

<p>Read an official mail. Write a reply to the same. Read a formal invitation and respond to it. Read a text on social networking websites and write about one's preferences. Write a letter seeking appointment. Prepositions: di, a, da, in, con, su, tra, fra Definite and indefinite articles Possessive pronouns</p>	
UNIT II	3 Weeks
<p>Read advertisements to find a suitable accommodation. Read pamphlets related to furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living. Write an invitation for a housewarming party. Write a response to the invitation. Adjectives Preposizioni articolate</p>	
UNIT III	3 Weeks
<p>Read texts about people's daily routine. Write about one's own routine. Read job advertisements and relevant information. Write a text about the merits and demerits of a particular job. Participle perfect form of verbs Connectors: e, o ecc.</p>	
UNIT IV	3 Weeks
<p>Read an article on fashion trends. Write a text describing your preferences about dressing for different occasions. Read a text to gather information about the location of specific stores in a shopping mall. Verbs with direct and indirect objects. Personal pronouns Demonstrative pronouns Interrogative pronouns Participle perfect form of irregular verbs</p>	
UNIT V	3 Weeks
<p>Read a text on health and fitness. Write about one's own fitness regimen. Read a weather report. Read a travelogue. Write about one's last vacation. Write a short note on the places of tourist interest in one's place of residence. Imperative forms of verbs Modal verbs</p>	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni. Balboni, Paolo E., (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni. Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd. Frattegnani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni. Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. 	

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| <ul style="list-style-type: none">• Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia. |
| Additional material may be provided by the Department.
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time. |

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5)
Language in Context: Developing Listening and Speaking Skills (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-5 Language in Context: Developing Listening and Speaking Skills (2)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • read simple texts and answer questions on them; • be able to express on different topics, about subjects pertaining to his/her immediate environment; • attain Level A 1 of the Common European Framework (CEF). 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable students to fully attain A1 Level of listening and speaking skills in the concerned language. • Express ideas on audios listened and answering questions on them. • Equip students to speak about subjects pertaining to his/her immediate environment. 	
Syllabus:	
CONTENT Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace. Speaking: which includes Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city... Dialogue: participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc. Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc. Basic rules of pronunciation. Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations. Practical component (if any) - NIL	
UNIT I	3 Weeks

Listen to telephone conversations to gather information regarding the appointment. Have a conversation wherein an appointment is scheduled for a particular activity. Conduct an interview on preferred social network websites and present a statistic of the same.	
UNIT II	3 Weeks
Plan with a partner, how to arrange things in the room/apartment. Express one's likes and dislikes about the accommodation. Listen to a text to find out which accommodation is selected and why. Listen and note down which furniture is placed in which room. Describe a room with the help of pictures.	
UNIT III	3 Weeks
Talk about any past incident. Express one's opinion about jobs. Prepare a telephone conversation about jobs. Listen to a jumbled telephonic conversation and put it in correct order. Make a call to get information related to different courses. Listen to a conversation and note down the professions of the concerned persons.	
UNIT IV	3 Weeks
Listen to a conversation to understand the given information about likes and dislikes related to apparels. Listen to a conversation between a salesperson and a customer in a clothing store. Simulate a conversation in a clothing store.	
UNIT V	3 Weeks
Listen to an interview with fitness experts. Listen to a conversation with a doctor. Simulate a conversation with a doctor. Listen to a text on problems faced by a guest in a hotel. Simulate a conversation with the guest.	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni. Balboni, Paolo E., (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni. Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd. Frattegnani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni. Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6)
Language Through Texts (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (2)	4	3	1	0	Passed XII Class	Nil

DSC-6 Language Through Texts (2)	
Learning Objectives: At the end of Semester 1, a student will <ul style="list-style-type: none"> • be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A1, and answer questions on them; • be able to analyse, express their underlying meaning and answer questions based on them; • attain Level A 1 of the Common European Framework (CEF). 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to attain A1 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; 	
Syllabus:	
UNIT I	3 Weeks
Literary Texts (Prose)	
A selection will be made from the following list:	
La gallina lavandaia, Fiabe italiane di Italo Calvino Il paese con l'esse davanti, Favole al telefono di Gianni Rodari Gli uomini di burro, Favole al telefono di Gianni Rodari La strada di cioccolato, Favole al telefono di Gianni Rodari A inventare i numeri, Favole al telefono di Gianni Rodari	
UNIT II	3 Weeks
Literary Texts (Poetry)	
A selection will be made from the following list:	
Cielo e mare – Giuseppe Ungaretti Soldato – Giuseppe Ungaretti Ed è subito sera – Salvatore Quasimodo L'infinito – Giacomo Leopardi	
UNIT III	2 Weeks
Semi-literary / Journalistic Texts	
A selection will be made from the following list:	
Che fare dei nostri animali quando Andiamo in vacanza I bambini che lavorano in Italia	

I giovani e la lettura dei giornali In Italia molte persone lavorano in nero Le donne al volante	
UNIT IV	2 Weeks
Audio / Visual Texts – Songs / Music Videos	
A selection will be made from the following list:	
Com'è bella la città – Giorgio Gaber La solitudine – Laura Pausini Cosa hai messo nel caffè – Lisa Ono Le mille bolle blu – Mina La bambola – Patty Pravo	
UNIT V	3 Weeks
Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list:	
Uomo d'acqua dolce È già ieri La dolce vita Non ci resta che piangere Benvenuti al Sud	
UNIT VI	2 Weeks
Advertisements – Print / Electronic	
A selection will be made from the following list:	
Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) - NIL	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze. • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze. • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

GENERIC ELECTIVES (GE-2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Italian (2)	4	3	1	0	Passed Class XII	Nil

GE-3 Basic Communicative Italian (1)	
Learning Objectives: Reading and Writing Objectives: Enable student to <ul style="list-style-type: none"> • read simple texts and answer questions on them; • be able to write short texts, about subjects pertaining to his/her immediate environment; • attain Level A 1 of the Common European Framework (CEF). Listening and Speaking Objectives: Enable student to <ul style="list-style-type: none"> • read simple texts and answer questions on them; • be able to express on different topics, about subjects pertaining to his/her immediate environment; • attain Level A 1 of the Common European Framework (CEF). 	
Learning Outcomes: Reading and Writing: <ul style="list-style-type: none"> • Enable students to fully attain A1 Level of reading and writing skills in the concerned language. • Reading simple texts and answering questions on them. • Equip students to write about subjects pertaining to his/her immediate environment. Listening and Speaking: <ul style="list-style-type: none"> • Enable students to fully attain A1 Level of listening and speaking skills in the concerned language. • Express ideas on audios listened and answering questions on them. • Equip students to speak about subjects pertaining to his/her immediate environment. 	
Syllabus:	
CONTENT Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how	

to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

Intercultural and cocultural: Introduction to Italian gastronomy, places to visit Italian - speaking world, means of transports, leisure activities, comic strips, Italian fashion, cinema, comic strips etc.

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking: which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city...

Dialogue: participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

Practical component (if any) - NIL

UNIT I	3 Weeks
Read and respond to official mails, invitations and writing letters seeking appointment. Read a text on social networking websites and write about one's preferences. Prepositions: di, a, da, in, con, su, tra, fra Definite and indefinite articles, possessive pronouns Listen to and having telephone conversations regarding scheduling appointments. Conduct an interview on preferred social network websites and present a statistic of the same.	
UNIT II	3 Weeks
Read advertisements to find a suitable accommodation. Read pamphlets related to furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living. Write an invitation for a housewarming party. Write a response to the invitation. Adjectives Preposizioni articolate	
UNIT III	3 Weeks
Read texts about people's daily routine. Write about one's own routine. Read job advertisements and relevant information. Write a text about the merits and demerits of a particular job. Participle perfect form of verbs Connectors: e, o ecc.	

UNIT IV	3 Weeks
Read an article on fashion trends. Write a text describing your preferences about dressing for different occasions. Read a text to gather information about the location of specific stores in a shopping mall. Verbs with direct and indirect objects. Personal pronouns Demonstrative pronouns Interrogative pronouns Participle perfect form of irregular verbs	
UNIT V	3 Weeks
Read a text on health and fitness. Write about one's own fitness regimen. Read a weather report. Read a travelogue. Write about one's last vacation. Write a short note on the places of tourist interest in one's place of residence. Imperative forms of verbs Modal verbs	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani I</i>, Alma Edizioni, Firenze (2010). • Luciana Ziglio, Giovanna Rizzo, <i>Espresso I</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. • Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. • Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Nomenclature of certificate/diploma/degrees:

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Italian as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in B.A.(H) in Italian**.
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Italian as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in B.A.(H) in Italian**.
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Italian as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in Italian**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Italian as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in Italian**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Italian as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in Italian**.

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -III



Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on and Executive Council on



BA (H) ITALIAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in Italian in three years)

STRUCTURE OF THIRD SEMESTER

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhancement Course (AEC) – 2 credits	Skill Enhancement Course (SEC) – 2 credits	Internship/ Apprenticeship/Project/ Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
III	DSC – 7 DSC – 8 DSC – 9	Choose one from a pool of courses DSE-1 (4)		Choose one from a pool of AEC courses (2)	Choose one from a pool of SEC courses (2)	NIL	Choose one from a pool of VAC courses (2)	22 credits

A student who pursues undergraduate programme with Italian as single core discipline is offered the following courses:

3 Discipline Specific Cores (DSCs) - 3 courses of 4 credits = 12 credits (offered by the parent Department i.e. Department of Germanic and Romance Studies)

1 Discipline Specific Electives (DSE) – One DSE course of 4 credits (offered by the parent Department i.e. Department of Germanic and Romance Studies)

0 Generic Elective (GE) – No GE course in Semester III offered by the Department.

1 Ability Enhancement Course (AEC) – 1 course of 2 credits = 2 credits (one course to be chosen from either 'Environmental Science: Theory to Practice' or one of the 22 Indian Languages listed in the 8th Schedule of the Constitution in the pool of AEC courses)

1 Skill Enhancement Course (SEC) - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of SEC courses offered by any Department)

1 Value Addition Course (VAC) - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of VAC courses offered by any Department)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
DISCIPLINE SPECIFIC CORE COURSE - 7 (DSC-7)
Language in Context: Intermediate Reading and Writing Skills (1)

COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-7 Language in Context: Intermediate Reading and Writing Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • read and understand texts related to the learner's field of interest. • answer questions on the text. • write texts describing and relating events, expressing one's feelings and opinion. • attain Level A 2.1 of the Common European Framework (CEF). 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to attain A2.1 Level of reading and writing skills in the concerned language • Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. • Equip the learners to write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail. • Develops skills to read and understand journalistic texts 	
Syllabus:	
UNIT I	3 Weeks
Reading <ul style="list-style-type: none"> • Reading and understanding relevant information in everyday material such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognize significant points and line of argument in the treatment of the issue presented 	
UNIT II	3 Weeks

Writing <ul style="list-style-type: none"> • Writing personal letters describing experiences, feelings and events in some detail. • Writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. 	
UNIT III	3 Weeks
Writing <ul style="list-style-type: none"> • Comparing headlines and presentation of news in different newspapers. • Analysing an editorial. • Writing a short story/anecdote. • Writing about feelings/impressions. 	
UNIT IV	3 Weeks
Lexical, Morphosyntactic and Phonological Competences <ul style="list-style-type: none"> • Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text. • Developing sufficient understanding of phonological specificity of Italian to help learners articulate and read more independently predicting pronunciation of unknown words. 	
UNIT V	3 Weeks
Co-cultural and Inter-Cultural Competence <ul style="list-style-type: none"> • Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Balboni, Paolo E.. (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni. • Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni. • Balì, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi. • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>. Firenze: Alma Edizioni. • Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. • Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>. Guerra edizione, Perugia. 	

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8)
Language in Context: Intermediate Listening and Speaking Skills (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-8 Language in Context: Intermediate Listening and Speaking Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> listen to and understand texts related to the learner's field of interest. answer questions on the text. describe and relate events, to express one's feelings and opinion. ask and answer questions related to one's field of interest. attain Level A 2.1 of the Common European Framework (CEF). 	
Learning Outcomes: <ul style="list-style-type: none"> Enable learners to attain A2.1 Level of listening and speaking skills in the concerned language Equip learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Develop the capacity to present and discuss topics, moving out of the immediate environment of the learners. Prepare to cope with less routine situations in public spaces while obtaining goods and availing services. 	
Syllabus:	
UNIT I	3 Weeks
Listening <ul style="list-style-type: none"> Understanding the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear 	
UNIT II	3 Weeks
Speaking	

<ul style="list-style-type: none"> Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence <p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> discussing film/book/advertisement, TV radio programmes, current issues preparing and conducting an opinion poll <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> returning an unsatisfactory purchase 	
UNIT III	3 Weeks
<p>Speaking</p> <p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> conducting an interview working with songs, etc. <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> making a complaint dealing with most situations likely to arise when making travel arrangements or when actually travelling. 	
UNIT IV	3 Weeks
<p>Lexical, Morphosyntactic and Phonological Competences</p> <ul style="list-style-type: none"> Developing a repertoire of sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to one's everyday life such as family, hobbies and interests, work, travel, and current events. Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text. Developing sufficient understanding of phonological specificities of Italian to help learners articulate and read more independently predicting pronunciation of unknown words. 	
UNIT V	3 Weeks
<p>Co-cultural and Intercultural Competences</p> <ul style="list-style-type: none"> Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world. 	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni. Frattegniani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore. <p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9)
Engaging with Literary Texts (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (1)	4	3	1	0	Passed XII Class	Nil

DSC-9 Engaging with Literary Texts (1)	
Learning Objectives: At the end of Semester 3, a student will <ul style="list-style-type: none"> • be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A2.1, and answer questions on them; • be able to analyse, express their underlying meaning and answer questions based on them; • attain Level A 2.1 of the Common European Framework (CEF). 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to attain A2.1 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; 	
Syllabus:	
UNIT I	3 Weeks
Literary Texts (Prose)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT II	3 Weeks
Literary Texts (Poetry)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT III	2 Weeks
Semi-literary / Journalistic Texts	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT IV	2 Weeks
Audio / Visual Texts – Songs / Music Videos	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	

UNIT V	3 Weeks
Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT VI	2 Weeks
Advertisements – Print / Electronic	
A selection will be made from the following list:	
Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) - NIL	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze. Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze. Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze. Guastalla, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC ELECTIVE (DSE-1)

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES OFFERED BY THE DEPARTMENTS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Italy (1)	4	3	1	0	Passed Class XII	Nil

Introduction to the History of Italy (1)
Learning Objectives: <ul style="list-style-type: none"> To introduce students to major social, political and cultural events in Italy and Italophone countries. To study the impact of these social, political and cultural events in the Italophone world and in Europe.
Learning Outcomes:

<ul style="list-style-type: none"> Familiarize students with the major social, political and cultural events from the medieval to contemporary period. Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration. 	
Syllabus:	
UNIT I	5 Weeks
<ul style="list-style-type: none"> The Gauls and the Franks. The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy. 	
UNIT II	5 Weeks
<ul style="list-style-type: none"> Italian Revolution and the Napoleonic era. Rise of Republican thought in the 19th century and the Third Republic with special emphasis on its policy towards education. Italy and its colonies. 	
UNIT III	5 Weeks
<ul style="list-style-type: none"> Contemporary Italy and its relations with the Italian speaking world / European Union, including its policy towards immigration. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola. Del Boca, Angelo. (1992). <i>L'Africa nella coscienza degli Italiani</i>. Roma-Bari: Laterza. Pallotti, Gabriele. Cavadi, Giorgio. (2014). <i>Che Storia: la storia italiana raccontata in modo semplice</i>. Roma: Bonacci. Prosperi, Adriano. Viola, Paolo. (2004). 1. <i>Dalla peste del Trecento al Concilio di Trento</i>. 2. <i>Dalle guerre di religione alla guerra dei Trent'anni</i>. 3. <i>Dall'assolutismo alla rivoluzione francese</i>. 4. <i>Dal Congresso di Vienna al trionfo del capitalismo</i>. 5. <i>Dal 1870 alla seconda guerra mondiale</i>. Milano: Einaudi scuola. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life in Italy	4	3	1	0	Passed Class XII	Nil

Life in Italy
Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to various aspects of contemporary culture (films, art, education system...) in Italy and Italophone countries.
Learning Outcomes:

<ul style="list-style-type: none"> Initiate learners to the culture and civilization of Italy and Italian speaking countries. Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries. Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc. Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students 	
Syllabus:	
UNIT I	5 Weeks
<ul style="list-style-type: none"> Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc. 	
UNIT II	5 Weeks
<ul style="list-style-type: none"> Great thinkers of Italy and other Italophone countries 	
UNIT III	5 Weeks
<ul style="list-style-type: none"> Introduction to literature, cinema, art of Italy and other Italophone countries 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori. Caprara, Mario. Semprini, Gianluca. (2007). <i>Destra estrema e criminale</i>. Rome: Newton Compton Editori. De Lutiis, Giuseppe. (1984). <i>Storia dei servizi segreti in Italia</i>. Roma: Editori Riuniti. De Rosa, Gabriele. et al. (2003). <i>L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni</i>. Soveria Mannelli: Rubbettino Editore. Ferraresi, Franco. (1995). <i>Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra</i>. Milano: Feltrinelli. http://www.istat.it/it/archivio/129854 ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT. Rao, Nicola. (2009). <i>Il piombo e la celtica: Storie di terrorismo nero dalla Guerra di strada allo spontaneismo armato</i>. Milano: Sperling & Kupfer. Viale, Guido. (1978). <i>Il Sessantotto: tra rivoluzione e restaurazione</i>. Rimini: Nda Press. Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Bjórge, Tore. (1995). <i>Terror from the Extreme Right</i>. London: Routledge. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/		

				Practice		
Different Text Types	4	3	1	0	Passed Class XII	Nil

Different Text Types	
Learning Objectives: <ul style="list-style-type: none"> To introduce and familiarize the learner to different types of literary and non-literary texts. To identify the linguistic, discursive and formal specificity of literary and non-literary texts To analyze the form and content of literary and non-literary texts 	
Learning Outcomes: <ul style="list-style-type: none"> Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non literary texts. Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts. Help learners to identify different language registers, rhetoric and other compositional specificities of the texts. 	
Syllabus:	
UNIT I	5 Weeks
Prose	
Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres: short story fable chronicle myth novella tales anecdote autobiography biography novel play	
UNIT II	5 Weeks
Poetry	
Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc., written in a simple and accessible language.	
UNIT III	5 Weeks
Intermediate and Semi-Literary Texts	
Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Biagi, Enzo. (2004). <i>La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri</i>. Milano: Mondadori. 	

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

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	Passed Class XII	Nil

Debating and Presentation Techniques	
Learning Objectives: <ul style="list-style-type: none"> • The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language • Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language • Equip students to read and write about opinions, plans, instructions related to one's immediate environment. • Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life. 	
Syllabus:	
UNIT I	3 Weeks
Listening	
Identifying the main points in short, clear, simple messages and announcements.	
UNIT II	4 Weeks
Reading	

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.	
UNIT III	5 Weeks
Speaking	
<ul style="list-style-type: none"> • Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs. • Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc. 	
UNIT IV	3 Weeks
Writing	
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni. • Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010). • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. • Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. • Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. • Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

SKILL ENHANCEMENT COURSE (SEC-3)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Business Italian	2	1	1	0	Passed Class XII	Nil

Introduction to Business Italian
Learning Objectives:

<ul style="list-style-type: none"> The course intends to develop skills and knowledge related to commercial and industrial domains 	
Learning Outcomes: <ul style="list-style-type: none"> Provide knowledge about investments in India from Italy and Italian-speaking countries and Indian investments/business interests in these countries. Develop knowledge about Multinationals and business houses from Italian speaking countries, headquarters of companies, Chambers of Commerce Familiarize with products of import and export between Italy, Italian speaking countries and India. Areas of potential business growth. International brands. Impart skills to write job applications Equip students with tools to write letters of acknowledgements, complaints, tenders for companies. Generate awareness about business codes, protocol and Industrial espionage. Help to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, and felonies. Enable students to create websites for business houses and prepare publicity materials. Hone marketing skills 	
Syllabus:	
UNIT I	3 Weeks
<ul style="list-style-type: none"> Investments in India from Italy and Italian-speaking countries and Indian investments/business interests in these countries. 	
UNIT II	3 Weeks
<ul style="list-style-type: none"> Multinationals and business houses from Italian speaking countries. Company headquarters of companies. Chambers of Commerce. 	
UNIT III	3 Weeks
<ul style="list-style-type: none"> Products of import and export between Italian speaking countries and India. Areas of potential business growth. International brands. 	
UNIT IV	2 Weeks
<ul style="list-style-type: none"> Writing job applications/Making a curriculum vitae/Writing letters of acknowledgements/ complaints/writing tenders for companies. 	
UNIT V	2 Weeks
<ul style="list-style-type: none"> Business codes and protocol, Industrial espionage. 	
UNIT VI	2 Weeks
<ul style="list-style-type: none"> Developing marketing skills through role play on buying and selling products, talking about one's skills. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Cherubini, Nicoletta. (2012). <i>Convergenze: iperlibro di italiano per affari (libro + DVD-rom)</i>. Messina-Firenze: Bonacci. Cherubini, Nicoletta. (1992). <i>L'Italiano per gli Affari: Manuale di Lavoro (L'Italiano per stranieri)</i>. Roma: Bonacci. Costantino, Anna. Riviaccio, Antonella. (2011). <i>Obiettivo professione: Corso di Italiano per scopi professionali</i>. Messina-Firenze: Bonacci. Edwards, Vincent. Franca, Gian. Shephard, Gessa. (1996). <i>Manual of Business Italian: A Comprehensive Language Guide</i>. London: Routledge. Pauli, P. (2002). <i>Incontri e affari: livello medio-superiore</i>. Primus Edizioni. Pelizza, Giovanna. Mezzadri, Marco. (2014). <i>Un vero affare!</i>. Messina-Firenze: G.D'Anna. Pelizza, Giovanna. Mezzadri, Marco. (2002). <i>L'italiano in Azienda</i>. Perugia: Guerra. 	

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Media Skills	2	1	1	0	Passed Class XII	Nil

Media Skills	
Learning Objectives: <ul style="list-style-type: none"> The course intends provide knowledge and skills related to various audio-visual and print media. 	
Learning Outcomes: <ul style="list-style-type: none"> Provide knowledge about a brief History of journalism in the Italian and Italian-speaking world Familiarize with print and audio-visual media of the Italian and Italian-speaking world Develop an understanding of various types of journalism Help to compare news items on different channels in order to analyse ideological Differences in news presentations. Generate awareness about Censorship laws in various countries Make students aware about the professional Risks involved in Journalism Develop skills to read, compare and analyse articles/reports/editorials/program/ information across various types of media Develop skills to prepare report/blogs/articles/editorials/forum on internet etc. Familiarize with basic editing skills 	
Syllabus:	
UNIT I	3 Weeks
Print Media	
<ul style="list-style-type: none"> Brief History of journalism in the Italian and Italian-speaking world. Famous newspapers of the Italian and Italian-speaking world, <i>Il corriere della sera</i>, <i>la Repubblica</i>, <i>La Stampa</i>, <i>Il Messaggero</i> etc.) Bilingual Regional Press. Magazines, current affairs, fashion, children's films. 	
UNIT II	3 Weeks
Audio-visual Media	
<ul style="list-style-type: none"> Radio and T.V. news channels in Italy and Italian speaking world National and international Multimedia journalism, TV5. 	
UNIT III	3 Weeks
Different Types of Journalism	
<ul style="list-style-type: none"> New or Narrative "Gonzo" Journalism. Embedded Journalism. Study of examples of Travel and Environmental Journalism Sports, Cultural and Economic journalism 	
UNIT IV	2 Weeks
Evaluating News Items	

<ul style="list-style-type: none"> • Comparison of news items on different channels. • Ideological Differences in news presentations. 	
UNIT V	2 Weeks
Issues Related to New-age Journalism	
<ul style="list-style-type: none"> • Censorship laws in various countries. • Yellow Journalism. • Internet and journalism. 	
UNIT IV	2 Weeks
Journalism as a Profession	
<ul style="list-style-type: none"> • Professional Risks in Journalism. • War and underworld reporting. • Reporters without Borders. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Alberto, Papuzzi. (2003). <i>Professione Giornalista</i>. Donzelli. • Barbano, A. (2012). <i>Manuale di Giornalismo</i>. Laterza. • Benotti, Riccardo. (2009). <i>Viaggio nel New Journalism americano</i>. Aracne editrice. • Calabrese, O. / P. Violi. (1980). <i>I giornali. Guida alla lettura e all'uso didattico</i>. Espresso Strumenti. • Dardano, M. (1973). <i>Il linguaggio dei giornali italiani</i>. Laterza. • Gozzini, G. (2000). <i>Storia del giornalismo</i>. Mondadori. • http://www.holdenmagazine.it/tag/gonzo-giornalismo/ • Hunter, Stockton Thompson. (2000). <i>Paura e disgusto a Las Vegas</i>. Bompiani. • Lepri, S. (1991). <i>Professione giornalista</i>. Etas-Rcs Libri. • Medici, M. / D. Proietti (ed.). (1992). <i>Il linguaggio del giornalismo</i>. Mursia. • Papuzzi, A. (1993). <i>Manuale del giornalista</i>. Donzelli. • Ryszard, Kapuściński. (2006). <i>Autoritratto di un reporter</i>. Feltrinelli. • Truman, Capote. (2004). <i>Il Duca nel suo dominio</i>. Oscar Mondadori. • Truman, Capote. (1966). <i>A sangue freddo</i>, Garzanti. • www.totallygonzo.org 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Food and Social Life	2	1	1	0	Passed Class XII	Nil

Food and Social Life
Learning Objectives: <ul style="list-style-type: none"> • The course intends to impart skills related to food and hospitality sectors.
Learning Outcomes: <ul style="list-style-type: none"> • Familiarize students with the concept of cooking and dining as social rituals. Hospitality, “table manners” and the tool for forging of social relationships. • Sensitize students about dining as an intercultural experience • Provide knowledge about food staples and food choices in history in the Italian and Italian-speaking world.

<ul style="list-style-type: none"> • Introduce students to famous contemporary cuisines and specialties from Italy and the Italian-speaking world, signature chefs, Michelin Guides to restaurants. • Provide references to food in the literature of Italy and the Italian Speaking-world 	
Syllabus:	
UNIT I	5 Weeks
<ul style="list-style-type: none"> • The concept of cooking and dining as social rituals. Hospitality, “table manners” and the forging of social relationships. The idea of food as “intangible cultural heritage”. • Culinary diplomacy. “Conflict Kitchens” (Breaking bread to win hearts and minds). • Nationalism, tradition and food. • Dining as an intercultural experience 	
UNIT II	4 Weeks
<ul style="list-style-type: none"> • Food staples and choices in history (olives, oranges, grapes etc.) in the Italian and Italian-speaking world. • Products introduced by the Romans (grapes) Muslims (saffron) and from the New World to Europe after discovery of America. (Coffee, cocoa, tobacco etc.). • Processed regional food brands of bread, cheese, wine etc. from Italy and the Italian-speaking world (Wines, Cheeses, Mustard, Couscous) 	
UNIT III	3 Weeks
<ul style="list-style-type: none"> • Famous contemporary cuisines and specialties from Italy and the Italian-speaking world (regional specialties, Cuisine Provencal, Senegalese and Moroccan cuisines) • Signature chefs. • Michelin Guides to restaurants. 	
UNIT IV	3 Weeks
<ul style="list-style-type: none"> • References to food in the literature of Italy and the Italian Speaking-world (Francois Rabelais, Gustav Flaubert, Theophile Gautier, Calyxthe Beyala) 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • AAVV, (2004). <i>Alimentazione: Enciclopedia della cucina regionale italiana</i>. Boroli Editore. • Calmanti, Chiara. Calmanti, Piero. (2000). <i>Appuntamento a...Folklore, tradizioni, storia, gastronomia delle regioni italiane</i>. Perugia: Guerra. • Cozzi, Nazzarena. Tancorre, Adriana. Federico, Francesco. (2008). <i>Caffè Italia</i>. Recanati: ELI Edizioni. • Emanuela, Barbero. (2012). <i>La cucina etica facile: Ricette e Menu per principianti, single e per chi ha poco tempo</i>. Editore Sonda. • Faccioli, Emilio. (1987). <i>L'Arte della Cucina in Italia</i>. Milano: Einaudi. • Gualtieri, Marchesi. (2003). <i>Il grande ricettario</i>. De Agostini. • Lacovoni, Gabriella. Persiani, Nadia. Fiorentino, Barbara. (2014). <i>Buon appetito!: Tra lingua italiana e cucina regionale</i>. Messina-Firenze: Bonacci. • Manzi, Peppino. Renzetti, Stefano. Lena, Alberto. (2008). <i>Di sala e di bar: Laboratorio servizi di sala e bar</i>. Liviana Scolastica. • Maria, Voltolina. (2008). <i>L'Italiano è servito! L'italiano per stranieri attraverso la cucina</i>. Perugia: Guerra. • Riley, Gillian. (2007). <i>The Oxford Companion to Italian Food</i>. Oxford University Press. 	

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Culture and Tourism	2	1	1	0	Passed Class XII	Nil

Culture and Tourism	
Learning Objectives: <ul style="list-style-type: none"> The course intends to impart advanced knowledge and understanding of various aspects of society and culture of the Italian Speaking world in order to develop advanced skills required for the Travel and Tourism sector. 	
Learning Outcomes: <ul style="list-style-type: none"> Provide knowledge of various cultural movements of Italy and Italophone countries to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities. Provide knowledge of Cultural Codes and Protocol in Italy and Italian-speaking countries Familiarize about museums of Italy and Italophone Countries and their contents 	
Syllabus:	
UNIT I	5 Weeks
<ul style="list-style-type: none"> Study of various cultural movements of Italy and Italophone countries starting from Renaissance till the contemporary period to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities. 	
UNIT II	5 Weeks
<ul style="list-style-type: none"> Knowledge of Cultural Codes and Protocol in Italy and Italian-speaking countries. Course of history in these countries. 	
UNIT III	5 Weeks
<ul style="list-style-type: none"> Familiarize students with major museums of Italy and Italophone Countries and their contents through virtual tours of museums, documentaries, presentations, etc. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Cassola, P. (2005). <i>Turismo Sostenibile e aree naturali protette. Concetti, strumenti e azioni</i>. Pisa: ETS. (ISBN 88-467-1338-9) Gangale, Lucia. (2013). <i>Fare Turismo. Manuale sul turismo e sulle professioni turistiche</i>. Il Chiostro: Benevento. Gangale, Lucia. (2018). <i>La comunicazione turistica nel mondo globalizzato</i>. Youcanprint, (ISBN 9788827817735). J. Leed, Eric. (2007). <i>La mente del viaggiatore: dall'Odissea al turismo globale</i>. Bologna: Il Mulino. Jelardi, Andrea. (2012). <i>Storia del viaggio e del turismo in Italia</i>. Milano: Mursia. Kotler, P. Bowen, J. and Makens, J. (1910). <i>Marketing del turismo</i> (a cura di A.G. Mauri). Milano: Pearson. 	

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Nomenclature of certificate/diploma/degrees:

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Italian as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in B.A.(H) in Italian.**
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Italian as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in B.A.(H) in Italian.**
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Italian as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in Italian.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Italian as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in Italian.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Italian as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in Italian.**

SEMESTER-IV BA (H) ITALIAN

GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in Italian in three years)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 10 (DSC-10) Language in Context: Intermediate Reading and Writing Skills (2)						
Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (2)	4	3	1	0	Passed XII Class	Should have studied "Language in Context: Intermediate Reading and Writing Skills (1)"

DSC-10 Language in Context: Intermediate Reading and Writing Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> To read and understand longer texts related to socio-cultural issues. To answer questions in one's own words on tests related to socio-cultural issues. To write detailed descriptions. To attain A2 level of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enables learner to attain A2 Level of reading and writing skills in the concerned language Equip learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text. Gives training to write straightforward connected texts on a range of familiar subjects within one's field of interest. 	
Syllabus:	
UNIT I	9 Hours
Reading	

<ul style="list-style-type: none"> • Reading longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task, identifying the main conclusions in clearly signalled argumentative texts, • Understanding clearly written, straightforward instructions for a piece of equipment. • Reading, analysing, and summarizing texts/articles on different social issues or current affairs. 	
UNIT II	9 Hours
Writing	
<ul style="list-style-type: none"> • Writing detailed descriptions on a range of familiar subjects within one's field of interest. • Writing accounts of experiences. • Describing feelings and reactions in simple connected text • Writing a description of an event, a recent trip - real or imagined • Describing and comparing education systems. 	
UNIT III	9 Hours
Writing	
<ul style="list-style-type: none"> • Writing an open letter to the authorities. • Writing a petition. • Describing and analysing cultural representations. • Writing a short story. • Writing blogs. • Writing short, simple essays on topics of interest. etc. 	
UNIT IV	9 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> • Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. • Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. 	
UNIT V	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> • Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. • Awareness of the salient politeness conventions and acting and responding appropriately. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>, Perugia: Guerra Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>. Firenze: Alma Edizioni. • Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. 	

- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11)

Language in Context: Intermediate Listening and Speaking Skills (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (2)	4	3	1	0	Passed XII Class	Should have studied “Language in Context: Intermediate Listening and Speaking Skills (1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-11	
Language in Context: Intermediate Listening and Speaking Skills (2)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • To listen and to understand radio and TV programs. • To answer questions on programmes recorded across various audio-visual media. • To express one’s opinion and give one’s point of view in a structured manner. • To attain Level A2 of CEF 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to attain A2 Level of listening and speaking skills in the concerned language • Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly • Provide learners with basic debating and presentation skills 	
Syllabus:	
UNIT I	9 Hours
Listening	

<ul style="list-style-type: none"> Understanding main points presented in a talk/lecture/radio commentary/TV program on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. Understanding films in which visuals and action carry much of the story line, and which are delivered clearly in straightforward language. 	
UNIT II	9 Hours
Speaking	
<ul style="list-style-type: none"> Giving detailed accounts of experiences, feelings and reactions. Relating details of unpredictable occurrences, e.g., an accident. Relating the plot of a book or film and describing his/her reactions. Describing dreams, hopes, ambitions, events, real or imagined. Preparing, conducting, and presenting results of opinion polls on various social issues. Preparing and presenting skits. 	
UNIT III	9 Hours
Speaking	
<ul style="list-style-type: none"> Debating and/or making oral presentations on various social issues. Narrating one's experiences of foreign language learning. Explaining why something is a problem. Making brief comments on the views of others. Comparing and contrasting alternatives. Discussing what to do, where to go, who or what to choose. 	
UNIT IV	9 Hours
Lexical, Morphosyntactic and Phonological Competences <ul style="list-style-type: none"> Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. 	
UNIT V	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. Awareness of the salient politeness conventions and acting and responding appropriately. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: Mulino. De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. Frattegnani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. 	

- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.
- Merin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12)

Engaging with Literary Texts (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (2)	4	3	1	0	Passed XII Class	Should have studied, “Engaging with Literary Texts (1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-12	
Engaging with Literary Texts (2)	
Learning Objectives: At the end of Semester 4, a student will <ul style="list-style-type: none"> • be able to read and understand intermediate level texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of A2 Level, and answer questions on them; • be able to analyse, express their underlying meaning and answer questions based on them; • enables learner to attain A2 Level of the Common European Framework (CEF). • Partially able to evaluate the form and content of literary and non-literary texts. 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to attain A2 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding intermediate level texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; • Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts. 	
Syllabus:	
UNIT I	12 Hours

Literary Texts (Prose)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT II	9 Hours
Literary Texts (Poetry)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT III	9 Hours
Intermediate and Semi-literary Texts	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT IV	9 Hours
Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT V	6 Hours
Advertisements – Print / Electronic	
A selection will be made from the following list:	
Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) – NIL	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. • Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. • Pichiassi, Mauro. Zagnanelli, Giovanna. (2003). <i>Contesti italiani</i>, Perugia: Guerra Edizioni. • Roberts, Nick (ed.). (1999). New Penguin Parallel Text: <i>Short stories in Italian</i>. Penguin Books. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Italy (2)	4	3	1	0	Passed Class XII	Should have studied, "Introduction to the History of Italy (1)"

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Introduction to the History of Italy (2)							
Learning Objectives: <ul style="list-style-type: none"> To introduce students to major social, political, and cultural events in Italy and Italophone countries. To study the impact of these social, political, and cultural events in the Italophone world and in Europe. 							
Learning Outcomes: <ul style="list-style-type: none"> Familiarize students with the major social, political, and cultural events from the medieval to contemporary period. Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration. 							
Syllabus:							
UNIT I						15 Hours	
<ul style="list-style-type: none"> The Gaul's and the Franks. The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy. 							
UNIT II						15 Hours	
<ul style="list-style-type: none"> Italian Revolution and the Napoleonic era. Rise of Republican thought in the 19th century and the Third Republic with special emphasis on its policy towards education. Italy and its colonies. 							
UNIT III						15 Hours	

<ul style="list-style-type: none"> Contemporary Italy and its relations with the Italian speaking world / European Union, including its policy towards immigration. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola. Del Boca, Angelo. (1992). <i>L'Africa nella coscienza degli Italiani</i>. Roma-Bari: Laterza. Pallotti, Gabriele. Cavadi, Giorgio. (2014). <i>Che Storia: la storia italiana raccontata in modo semplice</i>. Roma: Bonacci. Prosperi, Adriano. Viola, Paolo. (2004). 1. <i>Dalla peste del Trecento al Concilio di Trento</i>. 2. <i>Dalle guerre di religione alla guerra dei Trent'anni</i>. 3. <i>Dall'assolutismo alla rivoluzione francese</i>. 4. <i>Dal Congresso di Vienna al trionfo del capitalismo</i>. 5. <i>Dal 1870 alla seconda guerra mondiale</i>. Milano: Einaudi scuola. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life in Italy	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Life in Italy	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to various aspects of contemporary culture (films, art, education system...) in Italy and Italophone countries. 	
Learning Outcomes: <ul style="list-style-type: none"> Initiate learners to the culture and civilization of Italy and Italian speaking countries. Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries. Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc. Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, 	

festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.	
UNIT II	15 Hours
<ul style="list-style-type: none"> Great thinkers of Italy and other Italophone countries 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Introduction to literature, cinema, art of Italy and other Italophone countries 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori. Caprara, Mario. Semprini, Gianluca. (2007). <i>Destra estrema e criminale</i>. Rome: Newton Compton Editori. De Lutiis, Giuseppe. (1984). <i>Storia dei servizi segreti in Italia</i>. Roma: Editori Riuniti. De Rosa, Gabriele. et al. (2003). <i>L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni</i>. Soveria Mannelli: Rubbettino Editore. Ferraresi, Franco. (1995). <i>Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra</i>. Milano: Feltrinelli. http://www.istat.it/it/archivio/129854 ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT. Rao, Nicola. (2009). <i>Il piombo e la celtica: Storie di terrorismo nero dalla Guerra di strada allo spontaneismo armato</i>. Milano: Sperling & Kupfer. Viale, Guido. (1978). <i>Il Sessantotto: tra rivoluzione e restaurazione</i>. Rimini: NdA Press. Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Bjórge, Tore. (1995). <i>Terror from the Extreme Right</i>. London: Routledge. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Different Text Types
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To introduce and familiarize the learner to different types of literary and non-literary texts. To identify the linguistic, discursive and formal specificity of literary and non-literary texts

<ul style="list-style-type: none"> To analyze the form and content of literary and non-literary texts 	
Learning Outcomes: <ul style="list-style-type: none"> Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non-literary texts. Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts. Help learners to identify different language registers, rhetoric and other compositional specificities of the texts. 	
Syllabus:	
UNIT I	15 Hours
Prose	
Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres: short story fable chronicle myth novella tales anecdote autobiography biography novel play	
UNIT II	15 Hours
Poetry	
Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc., written in a simple and accessible language.	
UNIT III	15 Hours
Intermediate and Semi-Literary Texts	
Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Biagi, Enzo. (2004). <i>La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri</i>. Milano: Mondadori. De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011) <i>Domani 3</i>. Firenze: Alma Edizioni. Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni. 	
Additional material may be provided by the Department.	

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Debating and Presentation Techniques	
Learning Objectives: <ul style="list-style-type: none"> The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will attain A2 level of CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enable students to attain A2 Level of reading and writing skills in the concerned language Enable students to attain A2 Level of listening and speaking skills in the concerned language Equip students to read and write about opinions, plans, instructions related to one's immediate environment. Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life. 	
Syllabus:	
UNIT I	9 Hours
Listening	
Identifying the main points in short, clear, simple messages and announcements.	
UNIT II	12 Hours
Reading	
Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.	
UNIT III	15 Hours
Speaking	
<ul style="list-style-type: none"> Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs. Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine 	

matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.	
UNIT IV	9 Hours
Writing	
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni. • Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010). • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. • Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. • Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. • Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

SEMESTER-V
BA (H) ITALIAN
GERMANIC AND ROMANCE STUDIES
Category I

(B.A. Honours in Italian in three years)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 13 (DSC-13)
Language in Context: Advanced Reading and Writing Skills (1)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-13	
Language in Context: Advanced Reading and Writing Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> To read and understand argumentative texts related to contemporary issues. To identify and summarize the main arguments in texts related to contemporary issues in one's own words. To write a text on contemporary issues presenting and defending one's point of view. To partially attain level B1 of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enable learners to partially attain B1 Level of reading and writing skills in the concerned language. Develop skills to read and identify the content of news items, articles, and reports on a wide range of cultural, social, academic, professional topics, deciding whether closer study is worthwhile. Train learners to formulate structured and coherent texts (formal/informal) on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples 	
Syllabus:	
UNIT I	12 Hours
Reading	
<ul style="list-style-type: none"> Understanding and summarizing the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialization, articles and reports concerned with 	

contemporary problems in which the writers adopt positions or viewpoints.	
UNIT II	12 Hours
Writing	
<ul style="list-style-type: none"> • Writing formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. • Writing argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples. • Conducting surveys and preparing questionnaires using Internet resources. • Preparing bibliographies/reading indexes/formatting projects/composing. 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> • Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Italian as well as Italian and Italophone contexts. • Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner. • Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication. 	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> • Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, Formulations and reformulations depending on the communicative contexts. • Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2012). <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>. Milano: Mondadori. • Cotugno, A. Malagnini, F. (ed.). (2013). <i>Manuale di scrittura e comunicazione</i>. Bologna: Zanichelli. • Degl'Innocenti, Elisabetta. (2002). <i>Il manuale della scrittura</i>. Torino: Paravia. • Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2-B2+</i>. Perugia: Guerra Edizioni. • Garavelli, Bice Mortara. (2003). <i>Prontuario di punteggiatura</i>. Bari: Editori Laterza. 	

- Mengaldo, Pier Vincenzo. (2008). *Attraverso la prosa italiana: analisi di testi esemplari*. Roma: Carocci editore.
- Roncoroni, Angelo. (2009). *Manuale di scrittura. Teoria e pratica dello scrivere in italiano*. Milano: Carlo Signorelli Editore.
- Serafini, Maria Teresa. (2009). *Nuovo l'italiano: grammatica e scrittura*. Milano: Fabbri.
- Serafini, Maria Teresa. Arcidiacono, Luciana. (2006). *Comunicare con l'italiano: Testi e scritture*. Milano: Fabbri.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 14 (DSC-14) Language in Context: Advanced Listening and Speaking Skills (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-14 Language in Context: Advanced Listening and Speaking Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • To listen and to understand radio and TV programs of long duration related to contemporary social issues. • To identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner. • To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner. • To partially attain Level B1 of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to partially attain B1 Level of listening and speaking skills in the concerned language. • Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics. • Train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples 	
Syllabus:	

UNIT I	12 Hours
Listening	
<ul style="list-style-type: none">Understanding the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect.	
UNIT II	12 Hours
Speaking	
<ul style="list-style-type: none">Engaging in extended conversation on most general topics in a clearly participatory fashion.Debating and presenting on various issues of importance by sustaining a chain of reasoned argument.Taking notes.Preparing minutes.Commentary on audio-visual material.	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none">Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as Italian and Italophone contexts.Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner.Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none">Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts.Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none">Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: il Mulino.Cortese, Antonella. (2011). <i>Ascoltare per studiare: cittadinanza e costituzione</i> (B1). Perugia: Guerra Edizioni.De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+</i>. Perugia: Guerra Edizioni.Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.	
Additional material may be provided by the Department.	

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15)

History of Italian Literature-(1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Italian Literature-(1)	4	3	1	0	Passed XII Class	Nil

DSC-15 History of Italian Literature-(1)	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to different cultural and intellectual movements in Italian and Italophone Literature from its origins to the 18th century. To read both Italian and Italophone literary texts representing major cultural and intellectual movements from the beginning to the 18th century 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the origins to the eighteenth century. Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Develop understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, fabliaux etc. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Understanding and analysing major literary movements after renaissance till Italian Enlightenment, such as classicism, baroque etc. 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Reflections on Italian encounter with otherness by introducing excerpts from the works of Italophone writers. 	
Practical component (if any) – NIL	
Suggested Readings	
Novels <ul style="list-style-type: none"> Foscolo, Ugo. <i>Le ultime lettere di Jacopo Ortis</i>, in Foscolo, Ugo. (1974). Opere. Milano-Napoli: Ricciardi Editore. 	

Plays

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

Short texts and Poetry

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

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-3)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation.	4	3	1	0	Passed Class XII	Nil

Introduction to Translation.	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define different types of translation and basic concepts of translation. To acquaint and teach learners the basic translation techniques. To translate simple non- literary texts. 	
Learning Outcomes: <ul style="list-style-type: none"> Familiarizes students with language for specific purposes. Familiarize students to the techniques of translation. Enable students to do Scientific and Technical translation, and translation of sacred texts. Help students to make word glossaries in above fields. Enable students to read parallel literature on texts chosen for translation. Sensitizes students towards Machine translation and its limitations. Develops awareness about ethics and accountability in translation. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets). Scientific and Technical translation. 	
UNIT II	12 Hours
<ul style="list-style-type: none"> Introducing the student to the techniques of translation Making of word glossaries in above fields. 	
UNIT III	9 Hours
<ul style="list-style-type: none"> Machine translation and its limitations. Ethics and accountability in translation. 	
UNIT IV	9 Hours

<ul style="list-style-type: none"> • Reading of parallel literature on texts chosen for translation. • Role of Translation in Multimedia contexts. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Baker, Mona. (2011). <i>In Other Words: A Course Book in Translation</i>. New York: Routledge. • Basnett-McGuire, Susan. (1980, 2013). <i>Translation Studies</i>. London: Routledge. • Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam Philadelphia: John Benjamin Publishing. • Munday, Jeremy. (2012), <i>Introducing Translation Studies, Theories and Applications</i>, New York: Routledge. • Malmkjær, Kirsten. Windle, Kevin. (2011), <i>The Oxford Handbook of Translation Studies</i>, Oxford: OUP 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	Passed Class XII	Nil

Techniques of Written Expression	
Learning Objectives: <ul style="list-style-type: none"> • To introduce and define different types of texts and basic concepts of a text. • To acquaint and teach learners the basic writing techniques. • To enhance the understanding of a text in terms of logic order. 	
Learning Outcomes: <ul style="list-style-type: none"> • Familiarize students with writing techniques. • Familiarize students to the deep and logical meaning of a text. • Enable students to do Scientific and logical order of a text. • Help students to use advanced level terminology. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> • Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> • Introduction to various kind of techniques to check plagiarism in a text. • Plagiarism and its importance in academics. 	
UNIT III	15 Hours

<ul style="list-style-type: none"> Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Elisabetta Degl’Innocenti, <i>Il manuale della scrittura</i>, Paravia, Torino, 2002. Angelo Roncoroni, <i>Manuale di scrittura. Teoria e pratica dello scrivere in italiano</i>, Carlo Signorelli Editore, Milano, 2009. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. Mariateresa Serafini; Luciana Arcidiacono, <i>Comunicare con l’italiano. Testi e scritture</i>, Fabbri, Milano, 2006. A. Cotugno; F. Malagnini (ed.), <i>Manuale di scrittura e comunicazione</i>, Zanichelli, Bologna, 2013. Dario Corno, <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>, Mondadori, Milano, 2012. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	Passed Class XII	Nil

Study of European Art	
Learning Objectives: <ul style="list-style-type: none"> To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. To study artworks of painter’s representative of the Major Art Movements in Europe. 	
Learning Outcomes: <ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc. Develop an understanding of structures and Perspectives of Everyday life as seen by painters. Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Introduction to the Civilization of Europe in the Renaissance. (Paintings on ‘Europa’; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters. 	
UNIT II	15 Hours

<ul style="list-style-type: none"> Understanding of structures and Perspectives of Everyday life as seen by painters 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, Italian Impressionists, Spanish Surrealists etc. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Argan, Giulio Carlo. (1978). <i>Storia dell'arte italiana 1 2 3 4 5 volumi</i>. Firenze: Sansoni. Grave, Johannes. (2012). <i>Caspar David Friedrich</i>. Munich: Prestel Publishing. Sander, Joachim. (2013). <i>Albrecht Dürer: His Art in Context</i>. Munich: Prestel Verlag 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature.	4	3	1	0	Passed Class XII	Nil

Children and Adolescent Literature	
Learning Objectives: <ul style="list-style-type: none"> To define what is Children's Literature and distinguish it from Literature for Adults. To introduce the learner to different genres of children and adolescent literature. To read, understand and analyse Children and adolescent literature texts. 	
Learning Outcomes: <ul style="list-style-type: none"> Introduce students to the changing conceptions of children's literature. Help students in analysing various genres meant for young children and adolescents. Sensitize students about the role of children's literature in transmitting values. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Changing conceptions of children's literature: Literature for children and /or adult readers? 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Folklore, fables and fairy tales for young children Theatre for children 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Children's literature and transmission of values. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Avanzini, Alessandra. (2013). <i>Linee europee di letteratura per l'infanzia</i>, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito. Milano: FrancoAngeli. Bruno, Bettelheim. (1975). <i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>. New York: Vintage. Collodi, Carlo. (2012). <i>Le avventure di Pinocchio</i>. Milano: Mondadori. 	

- Marazzi, Elisa. (2014). *Libri per diventare italiani*. L'editoria per la scuola a Milano nel secondo Ottocento. Milano: Franco Angeli.
- Myers, Lindsay. (2012). *Making the Italians. Poetics and Politics of Italian Children's Fantasy*. Oxford: Peter Lang.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Paruolo, Elena. (Ed.). (2014). *Le letterature per l'infanzia*. Prefazione di Antonella Cagnolati. Roma: Aracne.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Rodari, Gianni. (1962). *Favole al telefono*. Torino: Einaudi.
- Salgari, Emilio. (2009). *Il corsaro nero*. Milano: Mondadori.
- Sciascia, Leonardo. (1973). *Il mare colore del vino*. Torino: Einaudi.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life writing.	4	3	1	0	Passed Class XII	Nil

Life writing.	
Learning Objectives:	
<ul style="list-style-type: none"> • To define and identify the characteristics of an autobiography, a biography, and a travelogue. • To distinguish between an autobiography, a biography, and a travelogue. • To read and analyse an autobiography, a biography, and a travelogue. 	
Learning Outcomes:	
<ul style="list-style-type: none"> • Help to analyse the characteristics of Autobiographical and biographical texts. • Familiarize students with Diaries and Letters. • Equip students to analyse and write about Travel experiences. 	
Syllabus:	
UNIT I	15 Hours
Reading, writing, and analysing	
<ul style="list-style-type: none"> • Autobiographies, Confessions, Memoirs. • Fictional Autobiographies. • Autobiographical Songs 	
UNIT II	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Diaries and Letters 	
UNIT III	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Travelogues, travelogues and other forms of travel narratives 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> • Caputo, Rino. Monaco, Matteo. (1997). <i>Scrivere la propria vita: l'autobiografia come problema critico e teorico</i>. Roma: Bulzoni. • Cavarero, Adriana. (2001). <i>Tu che mi guardi, tu che mi racconti, Filosofia della narrazione</i>. Milano: Feltrinelli. 	

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

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (H) ITALIAN

Category I

(B.A. Honours in Italian in three years)

SEMESTER - VI

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 16 (DSC-16)
Language in Context: Advanced Reading and Writing Skills (2)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (2)	4	3	1	0	Passed XII Class	Should have studied, "Language in Context: Advanced Reading and Writing Skills (1)"

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-16 Language in Context: Advanced Reading and Writing Skills (2)	
Learning Objectives: Enable student <ul style="list-style-type: none"> To read and understand a few specialized texts dealing with the same subject. Related or not related to the learner's field of interest. To summarize the main points of the read texts in writing in one's own words. To present a written synthesis of the texts read in a structured manner. To write texts on a wide range of topics whether they are related or not to the learner's field of interest. To attain B1 Level B1 of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enable learners To attain B1 Level of reading and writing skills in the concerned language. Develop required skill to understand specialized articles within and outside his/her field with the help of dictionary. Develop required skills to prepare specialized written documents/reports/term 	

papers for academic and professional needs.	
Syllabus:	
UNIT I	12 Hours
Reading	
<ul style="list-style-type: none">analysing and synthesizing information, ideas and opinions from highly specialized sources within his/her field/understanding specialized articles outside his/her field, provided he/she can use a dictionaryUnderstanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sectionsScanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	
UNIT II	12 Hours
Writing	
<ul style="list-style-type: none">Writing term papers on various topics/project reportsPreparing news reports / blog writing / writing applications / wall magazines / editorials / brochures / newsletters etc.	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none">Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social, and cultural domains.Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.Developing clear, natural, pronunciation and intonation in Italian.	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none">Developing the capacity to him- or herself confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned.Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy and Italophone countries.	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none">Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: il Mulino.Bettoni, Camilla. Vicentini, Giosi. (1997). <i>Passeggiate italiane: lezioni di italiano: Livello avanzato</i>. Roma: Bonacci editore.De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.Fratte giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2-B2+</i>. Perugia: Guerra Edizioni.Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.Mengaldo, Pier Vincenzo, (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Caroccieditore.	

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17)
Language in Context: Advanced Listening and Speaking Skills (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (2)	4	3	1	0	Passed XII Class	Should have studied, “Language in Context: Advanced Listening and Speaking Skills (1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-17	
Language in Context: Advanced Listening and Speaking Skills (2)	
Learning Objectives: Enable student <ul style="list-style-type: none"> To listen to and understand long texts on a wide range of topics whether related to or not related to the learner’s field of interest. To discuss with little or no preparation a wide variety of topics related or not related to the learner’s field of interest. To debate in depth on a wide range of issues related or not related to the learner’s field of interest. To attain B1 Level of the CEF. 	
Learning Outcomes: Enable learners to <ul style="list-style-type: none"> To attain B1 Level of listening and speaking skills in the concerned language. Impart required skill to understand specialized audio-visual material within and outside his/her field Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Develop the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression. 	
Syllabus:	

UNIT I	12 Hours
Listening	
<ul style="list-style-type: none"> Understanding recordings in standard dialect likely to be encountered in social, professional, or academic life. Identifying speaker's viewpoints and attitudes as well as the informational content. 	
UNIT II	12 Hours
Speaking	
<ul style="list-style-type: none"> More spontaneous oral communication skills both formal and informal through the discussion of a wide range of general, academic, vocational or leisure topics. Contemporary socio-political issues marking clearly the relationships between ideas related to the francophone World. Production of audio-video clips. Making detailed oral presentations. Drama and songs 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social, and cultural domains. Good knowledge of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner. Developing clear, natural, pronunciation and intonation in Italian. 	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> Developing the capacity to him- or herself confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy and Italophone countries. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Costamagna, Lidia. (1990). Cantare l'italiano: Audiocassetta con esercizi di fonetica. Perugia: Guerra Edizioni. Costamagna, Lidia. Marasco, M. Valentina. Sant'Eusanio, Nicoletta. (2010). L'Italiano con le canzoni. Perugia: Guerra Edizioni. Fratte giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+. Perugia: Guerra Edizioni. Marin, Telis. (2008). Nuovo Progetto Italiano 3. Roma: Edilingua. Trama, Giuliana. Naddeo, Ciro Massimo. (2001). Canta che ti passa. Firenze: Alma Edizioni. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18)
History of Italian Literature-(2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Italian Literature(2)	4	3	1	0	Passed XII Class	Should have studied, “History of Italian Literature(1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-18 History of Italian Literature(2)	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to different cultural and intellectual movements in Italian and Italophone Literature in the 19th century and up to the present (21st century) To read both Italian and Italophone literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century) 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> A selection of literary texts with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Exotic, travel and colonial writing will raise questions on Italian encounter with otherness. 	
UNIT III	15 Hours
Texts of major Italophone writers	

A selection will be made from the following list:	
Practical component (if any) – NIL	
<p>References</p> <ul style="list-style-type: none"> • Pazzaglia, Mario. (1993). <i>Letteratura italiana 1 Dal medioevo all'umanesimo: testi e critica con lineamenti di storia letteratura</i>. Bologna: Zanichelli. • Pazzaglia, Mario. (1993). <i>Letteratura italiana 2 Dal rinascimento all'illuminismo: testi e critica con lineamenti di storia letteratura</i>. Bologna: Zanichelli. • Pazzaglia, Mario. (1993). <i>Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura</i>. Bologna: Zanichelli. • Prosciutti, Ottavio. (1980). <i>Lineamenti di letteratura italiana</i>. Perugia: Grafica. • Silvestrini, M. Bura, C. (2000). <i>L'italiano e l'Italia</i>. Vol. 1: Grammatica. Vol. 2: Esercizi. Perugia: Guerra. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-4)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Research Methodology and Academic Writing							
The Learning Objectives of this course are as follows: <ul style="list-style-type: none"> To introduce the learner to the basics of the research process and argumentation. To familiarize the learner with the process and stylistics of various forms of academic writing such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis. To develop in the learner an independent point of view and critical thinking. 							
The Learning Outcomes of this course are as follows: \ The learner will be able <ul style="list-style-type: none"> To identify research gaps and construct hypothesis and arguments. To choose, access and effectively engage with primary, secondary and tertiary courses. To produce a coherent academic paper/text. 							
Syllabus:							
UNIT I						9 Hours	
<ul style="list-style-type: none"> Identifying the student's area of interest, a research gap and a research problem. Training students on how to choose and narrow down a topic. Building a research hypothesis. Basic types and components of a research question. 							
UNIT II						9 Hours	
<ul style="list-style-type: none"> Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc. 							

<ul style="list-style-type: none"> Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources. Constructing an annotated Bibliography. Familiarizing students with the different kinds of research: quantitative and qualitative research (e.g. Surveys, questionnaires etc. In case of foreign language teaching) and qualitative research (e.g. Different literary and cultural theories in case of research in literature). 	
UNIT III	9 Hours
<ul style="list-style-type: none"> Basic knowledge on what an argument is and its components and structure. Identifying simple and complex arguments, as well as validity and soundness of an argument, Knowledge of logical fallacies. Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness. 	
UNIT IV	9 Hours
<ul style="list-style-type: none"> Effective note-taking and summarizing academic/scientific texts. Constructing arguments and counter arguments. Quoting, paraphrasing and summarising from the source texts to construct the argument(s). 	
UNIT V	9 Hours
<ul style="list-style-type: none"> Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes. Familiarizing students with the ethics of research and plagiarism. Perfecting a final draft based on coherence and cohesion. 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Brian Paltridge and Sue Starfield, <i>Thesis and Dissertation Writing in a Second Language</i>, Routledge, 2007. Umberto Eco: <i>Come si fa una tesi di laurea</i>, SEGRE, Cesare: <i>Avviamento all'Analisi del Testo Letterario</i>, Einaudi, Torino, 1985. Raman Selden, Peter Widdowson Peter Brooker, <i>A Reader's Guide to Contemporary Literary Theory</i>, Pearson Education Limited, 2005 (fifth edition). Topolski J. , <i>Narrare la storia. Nuovi principi di metodologia storica</i>, Milano, 1997 Bruno Mondadori. DOMENICHELLI, Mario, <i>Lo scriba e l'oblio: Letteratura e storia: teoria e critica delle rappresentazioni nell'epoca borghese</i>, Edizione ETS, Pisa, 2011. Dario Antiseri, <i>Introduzione alla metodologia della ricerca</i>, Rubbettino Editore 2005. Patton M.Q., <i>Qualitative research & evaluation methods</i> (3rd edition), thousand oaks, California: (2002), Sage Publications. Creswell J., <i>Research design: qualitative, quantitative, and mixed methods approaches</i>, thousand oaks, California, (2003), Sage Publications. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Foreign Language Teaching.	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Introduction to Foreign Language Teaching.	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define basic notions related to Foreign Language teaching. To familiarize students with the evolution in foreign language teaching methods 	
Learning Outcomes: <ul style="list-style-type: none"> Create basic awareness about a foreign language classroom and textbook. Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a foreign language. Introduction to the four skills. Evaluation. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> What is a text book? Issues in material production. Self-Instruction Material 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Ludic function of language: Teaching through games. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Andorno, Cecilia. (1999). <i>Dalla grammatica alla linguistica: Basi per uno studio dell'italiano</i>. Torino: Paravia Scriptorium. Andorno, Cecilia. Bosc, Franca. Ribotta, Paola. (2003). <i>Grammatica, Insegnarla e impararla</i>. Perugia: Guerra Edizioni. Bonvino, Elisabetta Bonvino et al. (1998). <i>C'era una volta il metodo: Tendenze attuali della didattica delle lingue straniere</i>. (ed.) Borneto, Carlo Serra. Roma: Carocci. Chini, Marina. (2005). <i>Che cos'è la linguistica acquisizionale</i>. Roma: Carocci. Richards, J.. Rogers, T.. (2001). <i>Approaches and Methods in Language Teaching</i>. Cambridge: Cambridge University Press. Serianni, Luca. (1998). <i>Lezioni di grammatica storica italiana</i>. Roma: Bulzoni. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation.	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Introduction to Translation.	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define different types of translation and basic concepts of translation. To acquaint and teach learners the basic translation techniques. To translate simple non- literary texts. 	
Learning Outcomes: <ul style="list-style-type: none"> Familiarizes students with language for specific purposes. Familiarize students to the techniques of translation. Enable students to do Scientific and Technical translation, and translation of sacred texts. Help students to make word glossaries in above fields. Enable students to read parallel literature on texts chosen for translation. Sensitizes students towards Machine translation and its limitations. Develops awareness about ethics and accountability in translation. 	
Syllabus:	
UNIT I	12 Hours
<ul style="list-style-type: none"> Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets). Scientific and Technical translation. 	
UNIT II	12 Hours
<ul style="list-style-type: none"> Introducing the student to the techniques of translation Making of word glossaries in above fields. 	
UNIT III	12 Hours
<ul style="list-style-type: none"> Machine translation and its limitations. Ethics and accountability in translation. 	
UNIT IV	9 Hours
<ul style="list-style-type: none"> Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia contexts. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Baker, Mona. (2011). <i>In Other Words: A Course Book in Translation</i>. New York: Routledge. Basnett-McGuire, Susan. (1980, 2013). <i>Translation Studies</i>. London: Routledge. Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam Philadelphia: John Benjamin Publishing. Munday, Jeremy. (2012), <i>Introducing Translation Studies, Theories and Applications</i>, New York: Routledge. 	

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| <ul style="list-style-type: none">• Malmkjær, Kirsten. Windle, Kevin. (2011), <i>The Oxford Handbook of Translation Studies</i>, Oxford: OUP |
| Additional material may be provided by the Department.
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time. |

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Techniques of Written Expression	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define different types of texts and basic concepts of a text. To acquaint and teach learners the basic writing techniques. To enhance the understanding of a text in terms of logic order. 	
Learning Outcomes: <ul style="list-style-type: none"> Familiarize students with writing techniques. Familiarize students to the deep and logical meaning of a text. Enable students to do Scientific and logical order of a text. Help students to use advanced level terminology. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Introduction to various kind of techniques to check plagiarism in a text. Plagiarism and its importance in academics. 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Elisabetta Degl’Innocenti, <i>Il manuale della scrittura</i>, Paravia, Torino, 2002. Angelo Roncoroni, <i>Manuale di scrittura. Teoria e pratica dello scrivere in italiano</i>, Carlo Signorelli Editore, Milano, 2009. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. Mariateresa Serafini; Luciana Arcidiacono, <i>Comunicare con l’italiano. Testi e scritture</i>, Fabbri, Milano, 2006. A. Cotugno; F. Malagnini (ed.), <i>Manuale di scrittura e comunicazione</i>, Zanichelli, Bologna, 2013. Dario Corno, <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>, Mondadori, Milano, 2012. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Study of European Art	
Learning Objectives: <ul style="list-style-type: none"> To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. To study artworks of painter's representative of the Major Art Movements in Europe. 	
Learning Outcomes: <ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, BaroccoItaliano etc. Develop an understanding of structures and Perspectives of Everyday life as seen by painters. Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Understanding of structures and Perspectives of Everyday life as seen by painters. Introduction to Renaissance art movements with special focus on Humanism and mannerism Innovative techniques introduced by the Renaissance artists 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, Italian Impressionists, Spanish Surrealists etc. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Argan, Giulio Carlo. (1978). <i>Storia dell'arte italiana 1 2 3 4 5 volumi</i>. Firenze: Sansoni. Grave, Johannes. (2012). <i>Caspar David Friedrich</i>. Munich: Prestel Publishing. Sander, Joachim. (2013). <i>Albrecht Dürer: His Art in Context</i>. Munich: Prestel Verlag Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture</i>, 	

Photography, New York: Prentice Hall.

- Boime, Albert (1990) *A Social History of Modern Art*, Volumes 5, Chicago: University of Chicago Press,
- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy* (1855), New York: Penguin

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Children and Adolescent Literature	
<p>Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To define what is Children's Literature and distinguish it from Literature for Adults. To introduce the learner to different genres of children and adolescent literature. To read, understand and analyse Children and adolescent literature texts. 	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Introduce students to the changing conceptions of children's literature. Help students in analysing various genres meant for young children and adolescents. Sensitize students about the role of children's literature in transmitting values. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Changing conceptions of children's literature: Literature for children and /or adult readers? 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Folklore, fables and fairy tales for young children Theatre for children 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Children's literature and transmission of values. 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Avanzini, Alessandra. (2013). <i>Linee europee di letteratura per l'infanzia, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito</i>. Milano: FrancoAngeli. Bruno, Bettelheim. (1975). <i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>. New York: Vintage. Collodi, Carlo. (2012). <i>Le avventure di Pinocchio</i>. Milano: Mondadori. Marazzi, Elisa. (2014). <i>Libri per diventare italiani. L'editoria per la scuola a Milano nel secondo Ottocento</i>. Milano: Franco Angeli. Myers, Lindsay. (2012). <i>Making the Italians. Poetics and Politics of Italian Children's Fantasy</i>. Oxford: Peter Lang. 	

- Nodel man, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Paruolo, Elena. (Ed.). (2014). *Le letterature per l'infanzia. Prefazione di Antonella Cagnolati*. Roma: Aracne.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Rodari, Gianni. (1962). *Favole al telefono*. Torino: Einaudi.
- Salgari, Emilio. (2009). *Il corsaro nero*. Milano: Mondadori.
- Sciascia, Leonardo. (1973). *Il mare colore del vino*. Torino: Einaudi.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life writing	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Life writing.	
Learning Objectives: <ul style="list-style-type: none"> • To define and identify the characteristics of an autobiography, a biography, and a travelogue. • To distinguish between an autobiography, a biography, and a travelogue. • To read and analyse an autobiography, a biography, and a travelogue. 	
Learning Outcomes: <ul style="list-style-type: none"> • Help to analyse the characteristics of Autobiographical and biographical texts. • Familiarize students with Diaries and Letters. • Equip students to analyse and write about Travel experiences. 	
Syllabus:	
UNIT I	15 Hours
Reading, writing, and analysing	
<ul style="list-style-type: none"> • Autobiographies, Confessions, Memoirs. • Fictional Autobiographies. • Autobiographical Songs 	
UNIT II	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Diaries and Letters 	
UNIT III	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Travelogues, travelogues and other forms of travel narratives 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Caputo, Rino. Monaco, Matteo. (1997). <i>Scrivere la propria vita: l'autobiografia come problema critico e teorico</i>. Roma: Bulzoni. • Cavarero, Adriana. (2001). <i>Tu che mi guardi, tu che mi racconti, Filosofia della</i> 	

narrazione. Milano: Feltrinelli.

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

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.