

### 2.6.1. Course Outcomes +PSO

#### **Program: B.A. Honours (CBCS) in French/German/Italian/Spanish**

PSO1: Develops communication skills in the chosen language and helps to acquire a broad understanding of the society, history and culture within which these languages have developed and are used.

PSO2: Integrates knowledge of social and political institutions, historical events, and literary and cultural movements into the acquisition of the four linguistic skills - reading, writing, listening and speaking. Develops language skills and critical thinking.

PSO3: Enables students to attain B2 level at the end of the program by completing stages of language learning specified by the internationally accepted Common European Framework of Reference for Languages (CEF), developed by the European Council.

PSO4: Equips students to continue their studies in a postgraduate programme in language, literary and cultural studies

PSO5: Provides students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, tourism, foreign language teaching at the school and equivalent levels, publishing, the print and electronic media, and in other emerging areas in the corporate world where knowledge of a foreign language is either required or seen as an advantage).

#### **Course Outcomes**

##### **C-1 Developing reading and writing skills 1 in French/German/Italian/Spanish**

CO1: Enables students to attain A1 Level of reading and writing skills in the concerned language.

CO2: Reading simple texts and answering questions on them.

CO3: Equips students to write about subjects concerning the learner and his/her immediate environment

##### **C-2 Developing listening and speaking skills in French/German/Italian/Spanish**

CO1: Enables students to attain A1 Level of listening and speaking skills in the concerned language

CO2: Equips students to listen to simple texts and to answer questions on them.

CO3: Prepares them to do Monologues and /or dialogues on subjects concerning the learner and his immediate environment.

##### **C-3 Language in Context: Developing reading and writing skills – 2 in French/German/Italian/Spanish**

CO1: Enables students to attain partially A2 Level of reading and writing skills in the concerned language

CO2: Helps students to understand short texts including news items, instructions for use, classified advertisements, Internet forums etc.

CO3: Equips students to write short texts on past events, emails, logs, biographies, invitations, informal letters etc.

#### **C-4 Intermediate level Listening and Speaking skills in French/German/Italian/Spanish**

CO1: Enables students to attain partially A2 Level of listening and speaking skills in the concerned language

CO2: Equips to read, understand and prepare posters (theatre, film, books)

CO3: Prepares to Ask for and give instructions, narrate past events and future plans, comment on and present simple texts, describe visual materials (photos, pictures, etc.)

#### **C-5 Developing intermediate level speaking and listening skills (3) in French/German/Italian/Spanish**

CO1: Enables students to attain A2/B1 Level of listening and speaking skills in the concerned language

CO2: Trains to summarize a film, prepare and conduct an opinion poll, conduct an interview, work with songs

CO3: Equips to understand 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

#### **C-6 Studying Different text types in French/German/Italian/Spanish**

CO1: Develops skills to study different text types to familiarize oneself with different kinds of language usages and styles including reading and understanding instructions for use, classified advertisements, biographies informative texts, short scientific texts, comic strip

CO2: Trains to write film critiques, summarize press articles, analyse and write summary of opinion poll results, write dialogues for comic strips.

CO3: Helps students to identify different language registers, understand word formations, prepare a slam.

#### **C-7 Advanced reading and writing skills (1) in French/German/Italian/Spanish**

CO1: Enables students to attain partially A2/B1 Level of reading and writing skills in the concerned language

CO2: Gives training to compare headlines and presentation of news in different newspapers, analyse an editorial, write a short story

CO3: Helps to read and analyse texts/articles on different social issues. prepare a blog, analyse and write summary of opinion poll results.

#### **C-8 Developing advanced reading and writing skills (2) in French/German/Italian/Spanish**

CO1: Enables students to attain B1 Level of reading and writing skills in the concerned language

CO2: Equips students to read articles and reports concerned with contemporary problems and to understand texts that consist mainly of high frequency everyday or job-related language

CO3: Develops competence to describe and compare education systems, read and analyze texts/articles on various social issues, write open letters to the authorities, write petitions, describe and analyze cultural representations, write short story and blogs.

### **C-9 Debating on various social issues in French/German/Italian/Spanish**

CO1: Enables students to attain B1 Level of listening and speaking skills in the concerned language

CO2: Develops skills in Preparing, conducting and presenting results of opinion polls on various social issues, preparing and presenting a skit

CO3: Equips students to debate, to make oral presentations on various social issues, to narrate one's experiences of foreign language learning

### **C-10 History of France and Francophone Countries**

CO1: Familiarizes students with the major social, political and cultural events from the medieval to contemporary period.

CO2: Provides knowledge about the making of the Kingdom of France, Consolidation of the French Monarchy, French Revolution and the Napoleonic era, Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education, Colonial interventions of France in various parts of the world

CO3: Provides a good understanding of Contemporary France and its relations with the French speaking world including its policy towards immigration

### **C-10 History of Germany in relation to Europe**

CO1: Familiarizes students with the major social, political and cultural events from the medieval to contemporary period

CO2: Provides knowledge about Unification of Germany, German interventions during the 1<sup>st</sup> and the 2<sup>nd</sup> world wars, the Third Reich and Holocaust

CO3: Provides a good understanding of the events that led to the division of Germany leading up to the fall of the Berlin Wall.

### **C-10 History of Italy in relation to Europe**

CO1: Familiarizes students with the major social, political and cultural events from the medieval to contemporary period

CO2: Provides knowledge about ancient and medieval Italy, Pre-Renaissance and Renaissance period, development of various city states and universities, the Counter Reformation Period, the Council of Trent and the Unification of Italy

CO3: Develops understanding of Italy during the 20<sup>th</sup> and 21<sup>st</sup> century

### **C-10 History of Spain in relation to Europe and History of Latin America**

CO1: Familiarizes students with the major social, political and cultural events from the medieval to contemporary period

CO2: Provides knowledge about Arab contributions to Spanish Culture, the Spanish Kings, Discovery of America and the Spanish Empire

CO3: Introduces students to various Latin American Independence Movements, the Spanish Civil War, Latin American Dictatorships

CO4: Develops Understanding about Contemporary Spain and Latin America

### **C-11 History of French And Francophone Literature**

CO1: Familiarizes students with literary texts written in French with focus on the major cultural and intellectual movements from the Renaissance to contemporary times.

CO2: Develops understanding of writings from the medieval period, the Renaissance, the French Enlightenment, Romanticism and the realist novels, Symbolic and Surrealist poetry. Exotic, travel and Colonial writing

CO3: Raises questions on French encounter with otherness by introducing excerpts from the works of Francophone writers

CO4: Develops skills to identify basic characteristics and styles of various literary genres such as poetry, plays, shorter and longer narrative texts, autobiography etc.

### **C-11 History of German Literature**

CO1: Familiarizes students with literary texts written in German with focus on the major cultural and intellectual movements from the Eighteenth Century to contemporary times

CO2: Develops understanding of writings from Enlightenment Storm and Stress, Classicism, Romanticism, Realism, Naturalism and Fin-de-siècle.

CO3: Introduces students to Post-War Literature as well as Literature after 1989

CO4: Develops skills to identify basic characteristics and styles of various literary genres such as poetry, plays, shorter and longer narrative texts, autobiography etc.

### **C-11 History of Italian Literature**

CO1: Familiarizes students with literary texts written in Italian with focus on the major cultural and intellectual movements from the Nineteenth Century to contemporary times

CO2: Develops understanding about Romanticismo, Risorgimento, Verismo, Illuminismo and the Pre-War Period

CO3: Develops skills to identify basic characteristics and styles of various literary genres such as poetry, plays, shorter and longer narrative texts, autobiography etc.

### **C-11 History of Spanish and Latin American Literature**

CO1: Familiarizes students with literary texts written in Spanish with focus on the major cultural and intellectual movements from the Nineteenth Century to contemporary times.

CO2: Develops understanding about Spanish Romanticism, Neo-Classicism, the Realist Novel.

CO3: Introduces students to Latin American Romances and the debates between Civilization and Barbarism

CO4: Develops orientation about post-Spanish Civil war Novels and Latin American regionalist Novels

CO5: Develops skills to identify basic characteristics and styles of various literary genres such as poetry, plays, shorter and longer narrative texts, autobiography etc.

### **C-12 Introduction to Translation in French/German/Italian/Spanish**

CO1: Introduces students to the 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).

CO2: Familiarizes students to the techniques of translation;

CO3: Enable students to do Scientific and Technical translation, and translation of sacred texts.

CO4: Helps students to Make word glossaries in above fields.

CO5: Enable students to read parallel literature on texts chosen for translation.

CO6: Develops knowledge of

CO7: Sensitizes students towards Machine translation and its limitations

CO8: Develops awareness about Ethics and accountability in translation.

### **C-13 Rhetorics and Composition in French/German/Italian/Spanish**

CO1: Introduces students to common figures of speech, such as Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.

CO2: Familiarizes students with Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.

CO3: Develops understanding of Idioms and Proverbs with their historical origin.

CO4: Develops knowledge about different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

### **C-14 Reading Literature in French**

CO1: Familiarizes students with a selection of literary and visual texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century.

CO2: Introduces students to the French medieval romances and farces, texts from Renaissance, Classicism and Enlightenment periods.

CO3: Develops skills to identify basic characteristics and of various literary genres such as poetry, plays, novels, short stories, novella, myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles etc.

### **C-14 Reading Literature in German**

CO1: Familiarizes students with a selection of literary and visual texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century.

CO2: Introduces students to the seminal German texts of medieval, Renaissance, and Baroque ages.

CO3: Develops skills to identify basic characteristics and of various literary genres such as poetry, plays, novels, short stories, novella, myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles etc.

### **C-14 Reading Literature in Italian**

CO1: Familiarizes students with a selection of literary and visual texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century.

CO2: Introduces students to the seminal texts from medieval, Renaissance, Classicism, Baroque and the Enlightenment periods in Italy.

CO3: Develops skills to identify basic characteristics and of various literary genres such as poetry, plays, novels, short stories, novella, myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles etc.

### **C-14 Reading Literature in Spanish**

CO1: Familiarizes students with a selection of literary and visual texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century.

CO2: Introduces students to the texts from medieval, Renaissance and Baroque ages of Spain and its Colonies.

CO3: Develops skills to identify basic characteristics and of various literary genres such as poetry, plays, novels, short stories, novella, myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles etc.

## **DSE -1**

### **History of French Language and Different Language Registers**

CO1: Familiarizes students with the History of French language from the medieval period till present times.

CO2: Develops understanding of the Status of regional in the 19<sup>th</sup> century in the aftermath of the French Revolution.

CO3: Explores History of the French language in the colonies.

CO4: Helps to Understand different registers.

CO5: Enables students to compare colloquial French with the language of literary texts.

CO6: Sensitizes to the differences in French articulation/pronunciation within France as well as with relation to the French speaking-world with the help of film and, TV and YouTube resources.

### **History of German Language and Different Language Registers**

CO1: Familiarizes students with the brief History of German language and its development

CO2: Develops and understanding of Germanic languages, the role of Latin, French and English in Germany, Switzerland and Austria, Luther's Bible, Grimm Brother's Dictionary and 19<sup>th</sup> Century Collection of Folklore in Shaping German Language

CO3: Develops knowledge about the language under the Nazis

CO4: Sensitizes students about status of German in Switzerland

### **History of Italian Language and Different Language Registers**

CO1: Familiarizes students with a brief History of Italian language.

CO2: Develops and understanding of the growth of regional languages in Italy in the 19<sup>th</sup> Century with the rise of Italian Nationalism.

CO3: Enables students to compare colloquial Italian with the language of literary texts

CO4: Sensitizes students to the differences in Italian articulation/pronunciation within the peninsula with the help of film and, TV and YouTube resources

CO5: Familiarizes students with language registers of Italian Diaspora in Australia and the United States

### **History of Spanish Language and Different Language Registers**

CO1: Familiarizes students with a brief History of Spanish language.

CO2: Develops and understanding of the growth of regional languages in Spain in the 19<sup>th</sup> Century with the rise of Nationalism.

CO3: Enables students to compare colloquial Spanish with the language of literary texts

CO4: Sensitizes students to the differences in Spanish articulation/pronunciation within the peninsula and in Latin America with the help of film and, TV and YouTube resources

CO5: Familiarizes students with language registers of Spanish Diaspora the United States

## **DSE – 2 Introduction to Consecutive and Simultaneous Interpretation from Spanish/French/Italian/German to Hindi/ English/regional languages in Language Laboratory**

CO1: Introduces students to different Modes of Interpretation

CO2: Familiarizes students with basic aspects of interpretation such as Booth behavior, microphone manners, Economising voice, etc.

CO3: Creates awareness about Protocol and Etiquette, Languages in demand

CO4: Develops understanding of cognitive psychology and psycho linguistics and its link with interpretation

CO5: Imparts knowledge about United Nations and European Union

CO6: Equips students with tool for specialized interpretations such as Interpretation in Press Conferences, Interpretation in Courts.

CO7: Generates awareness about Loyalty and Fidelity Issues

## **DSE -3 Children and Adolescent Literature in French/German/Italian/Spanish**

CO1: Introduces students to the changing conceptions of children's literature: Literature for children and /or adult readers?

CO2: Helps students in analyzing various genres such as Folklore, fables and fairy tales for young children.

CO3: Sensitizes students about the role of children's literature in transmitting values.

CO4: Familiarizes students with theatre for children

## **DSE-4 Techniques of Written Expression in French/German/Italian/Spanish**

CO1: Enhances skill to structure an argument understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching.

CO2: Equips students with skills to bring coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects

CO3: Generates awareness about Plagiarism.

## **DSE -5 Spanish/French/German/Italian in the classroom**

CO1: Familiarizes with the History of the language.

CO2: Enables students to develop Self Instruction Material

CO3: Familiarizes with ludic function of language: games.

CO4: Develops an understanding of What is a classroom? and Models of learning/teaching.

CO5: Provides knowledge of different methods/approaches to teaching a Foreign language,

CO6: Introduces students to the four skills

CO7: Enables them to analyze a text book and makes them aware about issues in material production

## **DSE -6 Life in France and Francophone Countries**

CO1: Initiates learners to the culture and civilization of French and French speaking countries.

CO2: Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.

CO3: Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.

CO4: Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students

### **DSE -6 Life in German Speaking Countries, Elements of history, Culture and Civilisation**

CO1: Familiarizes students with the Cultural Life of the Weimar Republic

CO2: Exposes students to the debates on the Holocaust in Post-War German society and culture

CO3: Develops understanding about the economic, social and cultural divide between “Ossis” and “Wessis”

CO4: Encourages reflections on Turks in Germany and concepts of a “Leitkultur”.

CO5: Provides knowledge about Austria and the Habsburg Empire in Central Europe and Formation of an Austrian political and cultural identity after World War I

CO6: Helps to understand the specificities of Swiss-German identity in literature and culture

CO7: Enables students to understand and analyse cultural aspects of the German speaking Countries and develops intercultural competence amongst students

### **DSE -6 Life in Italy, Elements of history, Culture and Civilisation**

CO1: Provides knowledge about Unification of Italy, Questione meridionale, revolutionary groups of Italy, role of Italy During the World Wars, Italian Fascism, role of writers and intellectuals in the Italian Resistance Movement, the liberation of Italy, Left wing Terrorism, Right Wing Terrorism of Seventies, Political Corruptions

CO2: Familiarizes students with standardization of Italian language, role of Italy in European Union

CO3: Provides knowledge about Italian Speaking countries

CO4: Develops understanding about multiculturalism and immigration in Italy, especially the role of Asian (Chinese, Indian? Pakistani, Bangladeshi) immigrants in Italy

CO5: Helps analyzing Italian songs and films portraying Italian resistance movement, Italian folk music, dance forms and other elements of history, culture and civilization.

CO7: Develops intercultural competence amongst students

### **DSE -6 Life in Spain and Latin American Countries, Elements of History, Culture and Civilization**

CO1. Develops understanding about the 19<sup>th</sup> century phenomenon of caudillo and cacique in Spain and Latin Marica, 20<sup>th</sup> century dictatorships (Franco-Spain, Trujillo-Dominican

Republic, Pinochet-Chile, etc., Banana Republics, Guerilla Warfare, Revolutions (Mexico, Cuba)

CO2: Provides knowledge about transitions to Democracy in Spain and Latin America, Spain and the European Union, NAFTA, Separatism, terrorism, regional nationalism in Spain, Grassroots people's movements in Latin America.

CO3: Generates awareness about the roles of distant neighbours, such as Latin America and the United States, Monroe Doctrine, Good Neighbour Policy, Operation Condor,

CO4: Helps students to understand multiculturalism in respect with immigration.

CO5: Enables students to understand the cultural forms and National Identity through an analysis of Flamenco (Spain), Merengue (Dominican Republic), Tango (Argentina), Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

CO7: Enables students to understand and analyse cultural aspects of the Spanish speaking Countries and develops intercultural competence amongst students

### **DSE -7 History of European Art (From Renaissance to Contemporary Period)**

CO1: Introduces 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.

CO2: Develops and understanding of structures and Perspectives of Everyday life as seen by painters.

CO3: Provides an overview of important European Art Movements: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists

### **DSE -8 Life Writing: Autobiography/Biography/Travelogue in French/German/Italian/Spanish**

CO1: Helps to analyse the characteristics of Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs.

CO2: Familiarizes students with Diaries and Letters

CO3: Equips students to analyse and write about Travel experiences

### **GE – 1 Introduction to French**

CO1: Imparts Functional grammar based on the text book

CO2: Develops skills to understand simple texts

CO3: Hones skills for précis-writing, writing essays on simple topics, questions on civilisation

CO4: Equips students with basic skills to do translation of simple passages into English and simple sentences into the foreign language

CO4: Develops basic speaking skills

CO5: Familiarizes students to the cultural aspects of the country

### **GE – 2 Introduction to German**

- CO1: Imparts Functional grammar based on the text book
- CO2: Develops skills to understand simple texts
- CO3: Hones skills for précis-writing, writing essays on simple topics, questions on civilisation
- CO4: Equips students with basic skills to do translation of simple passages into English and simple sentences into the foreign language
- CO4: Develops basic speaking skills
- CO5: Familiarizes students to the cultural aspects of the country

### **GE – 3 Introduction to Italian**

- CO1: Imparts Functional grammar based on the text book
- CO2: Develops skills to understand simple texts
- CO3: Hones skills for précis-writing, writing essays on simple topics, questions on civilisation
- CO4: Equips students with basic skills to do translation of simple passages into English and simple sentences into the foreign language
- CO4: Develops basic speaking skills
- CO5: Familiarizes students to the cultural aspects of the country

### **GE – 4 Introduction to Portuguese**

- CO1: Imparts Functional grammar based on the text book
- CO2: Develops skills to understand simple texts
- CO3: Hones skills for précis-writing, writing essays on simple topics, questions on civilisation
- CO4: Equips students with basic skills to do translation of simple passages into English and simple sentences into the foreign language
- CO4: Develops basic speaking skills
- CO5: Familiarizes students to the cultural aspects of the country

### **GE – 5 Introduction to Romanian**

- CO1: Imparts Functional grammar based on the text book
- CO2: Develops skills to understand simple texts
- CO3: Hones skills for précis-writing, writing essays on simple topics, questions on civilisation
- CO4: Equips students with basic skills to do translation of simple passages into English and simple sentences into the foreign language
- CO4: Develops basic speaking skills
- CO5: Familiarizes students to the cultural aspects of the country

### **GE – 6 Introduction Spanish**

- CO1: Imparts Functional grammar based on the text book
- CO2: Develops skills to understand simple texts
- CO3: Hones skills for précis-writing, writing essays on simple topics, questions on civilisation
- CO4: Equips students with basic skills to do translation of simple passages into English and simple sentences into the foreign language
- CO4: Develops basic speaking skills

CO5: Familiarizes students to the cultural aspects of the country

### **SEC -1 French in the Travel and Tourism Sector**

CO1: Provides knowledge about Tourism in France and French-speaking countries/and India. History, government Interventions in the tourism sector in France and French-speaking countries/and India in the post-war years. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums.

CO2: Enables students to plan an itinerary by air, ship, train. National and International Airlines.

CO3: Familiarizes students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.

CO4: Develops an understanding of the Hotel Industry in France and French-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.

CO5: Sensitizes about Ecological and Rural Tourism in France and French-speaking countries/India.

CO6: Introduces students to Cuisine in France and French-speaking countries. Indian Cuisine.

CO7: Provides knowledge of Cultural Codes and Protocol in France and French-speaking countries

CO8: Prepares students for the profession of tour guiding and travel agent.

### **SEC -1 German in the Travel and Tourism Sector**

CO1: Provides knowledge about Tourism in German speaking countries such as Austria, Switzerland, Liechtenstein /and India. History, government Interventions in the tourism sector in German-speaking countries/and India in the post-war years. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums.

CO2: Enables students to plan an itinerary by air, ship, train. National and International Airlines.

CO3: Familiarizes students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.

CO4: Develops an understanding of the Hotel Industry in Germany and German-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.

CO5: Sensitizes about Ecological and Rural Tourism in Germany and German-speaking countries/India.

CO6: Introduces students to Cuisine in German-speaking countries/Indian Cuisine.

CO7: Provides knowledge of Cultural Codes and Protocol in German-speaking countries

CO8: Prepares students for the profession of tour guiding and travel agent.

### **SEC -1 Italian in the Travel and Tourism Sector**

CO1: Provides knowledge about Tourism in Italian countries/and India. History, government Interventions in the tourism sector in Italian-speaking countries/and India in the post-war years. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums.

CO2: Enables students to plan an itinerary by air, ship, train. National and International Airlines.

CO3: Familiarizes students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.

CO4: Develops an understanding of the Hotel Industry in Italian-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.

CO5: Sensitizes about Ecological and Rural Tourism in Italy and Italian-speaking countries/India.

CO6: Introduces students to Italian Cuisine/Indian Cuisine

CO7: Provides knowledge of Cultural Codes and Protocol in Italian-speaking countries

CO8: Prepares students for the profession of tour guiding and travel agent.

### **Skill Based Courses: SEC -1 Spanish in the Travel and Tourism Sector**

CO1: Provides knowledge about Tourism in Spain and Latin America, demographic profile of Hispanic tourists in India, history, government Interventions in the tourism sector in Spain and Latin America/India from the 1960's, Hispanic tourist preferences in India, Popular tourist destinations sites, important museums and their specializations, guided online excursions through museums.

CO2: Develops skills to plan an itinerary by air, ship, train, knowledge about National and International Airlines operating in India.

CO3: Imparts International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.

CO4: Develops understanding about Hotel Industry in Spain and Latin America, Hispanic influence in Indian hotel industry (Spanish and Mexican restaurants etc.), important hotel chains, language used in hotel industry, airports and by airlines.

CO5: Generates awareness about Ecological and Rural Tourism in Spain and Latin America. Lessons for India.

CO6: Familiarizes with Spanish and Latin American Cuisine.

CO7: Provides knowledge of Cultural Codes and Protocol in Spain and Latin America. Comparisons with India.

CO8: Prepares students for the profession of tour guiding and travel agent.

### **SEC -2 Business French**

CO1. Provides knowledge about investments in India from France and French-speaking countries and Indian investments/business interests in these countries, including those under The New Partnership for Africa's Development (NEPAD)

CO2: Develops knowledge about Multinationals and business houses from French speaking countries, headquarters of companies, Chambers of Commerce

CO3: Familiarizes with products of import and export between French speaking countries and India. Areas of potential business growth. International brands.

CO4: Imparts skills to write job applications and to makes.

CO5: Equips students with tools to write letters of acknowledgements, complaints, tenders for companies.

CO6: Generates awareness about business codes, protocol and Industrial espionage.

CO7: Helps to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.

CO8: Enables students to create websites for business house, to write classified advertisements.

CO9: Hones marketing skills through role play on buying and selling products

### **SEC -2 Business German**

CO1. Provides knowledge about investments in India from German-speaking countries and Indian investments/business interests in these countries

CO2: Develops knowledge about German Multinationals and business houses, Company headquarters, Chambers of Commerce

CO3: Familiarizes with products of import and export between German speaking countries and India. Areas of potential business growth. International brands.

CO4: Imparts skills to write job applications and to makes.

CO5: Equips students with tools to write letters of acknowledgements, complaints, tenders for companies.

CO6: Generates awareness about business codes, protocol and Industrial espionage.

CO7: Helps to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.

CO8: Enables students to create websites for business house, to write classified advertisements.

CO9: Hones marketing skills through role play on buying and selling products

### **SEC -2 Business Italian**

CO1. Provides knowledge about investments in India from Italy/business interests in Italy

CO2: Develops knowledge about Italian Multinationals and business houses, Company headquarters, Chambers of Commerce

CO3: Familiarizes with products of import and export between Italy and India. Areas of potential business growth. International brands.

CO4: Imparts skills to write job applications and to makes.

CO5: Equips students with tools to write letters of acknowledgements, complaints, tenders for companies.

CO6: Generates awareness about business codes, protocol and Industrial espionage.

CO7: Helps to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.

CO8: Enables students to create websites for business house, to write classified advertisements.

CO9: Hones marketing skills through role play on buying and selling products

### **SEC-2 Business Spanish**

CO1: Provides knowledge of Spanish and Latin American Investment in India.

CO2: Develops knowledge about Multinationals and business houses from Spanish speaking countries, headquarters of companies, Chambers of Commerce.

CO3: Familiarizes with products of import and export between Spanish speaking countries and India, Areas of potential business growth, International brands.

CO4: Imparts skills to write job applications and to makes.

CO5: Equips students with tools to write letters of acknowledgements, complaints, tenders for companies.

CO6: Generates awareness about business codes, protocol and Industrial espionage.

CO7: Helps to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.

CO8: Enables students to create websites for business house, to write classified advertisements.

CO9: Hones marketing skills through role play on buying and selling products

### **SEC -2 Food and Social Life in the French speaking World\***

CO1. Familiarizes students with 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.

CO2: Sensitizes students to eat together as an intercultural experience

CO3: Provides knowledge about food staples and choices in history (olives, oranges, grapes etc.) in the French and French-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 France and the French-speaking world (Wines, Cheeses, Mustard, Couscous, African cuisine).

CO4: Introduces students to famous contemporary cuisines and specialities from France and the French-speaking world (regional specialities, Cuisine provençale, Senegalese and Moroccan cuisines), signature chefs. Michelin Guides to restaurants.

CO5: Provides references to food in the literatures of France and the French Speaking-world: Francois Rabelais, Gustave Flaubert, Theophile Gautier, Calyxthe Beyala,

CO5: Helps to acquire skills through demonstrations and hands on training

### **SEC -2 Food and Social Life in the German speaking World\***

CO1. Familiarizes students with 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.

CO2: Sensitizes students to eat together as an intercultural experience

CO3: Provides knowledge about German food staples and choices in history

CO4: Introduces students to famous contemporary cuisines and specialties from German-speaking world, signature chefs

CO5: Provides references to food in the literatures of the German Speaking-world

CO5: Helps to acquire skills through demonstrations and hands on training

### **SEC -2 Food and Social Life in Italy**

CO1. Familiarizes students with 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.

CO2: Sensitizes students to eat together as an intercultural experience

CO3: Provides knowledge about Italian food staples and choices in history (olives, oranges, grapes etc). Roman culinary tradition, Arab influence. Variation within Italy (difference in Northern and Southern cuisine) (olives, oranges, grapes etc.), Processed regional Italian food – various brands of bread, cheese, wine etc.

CO5: Sensitizes students about Importance of Cheese and Wine in Italian cuisine. Food preservation

CO4: Introduces students to famous contemporary Italian cuisines and specialties signature chefs.

CO5: Provides references to food in Italian literature and Cinema

CO5: Helps to acquire skills through demonstrations and hands on training

### **SEC -3 Food and Social Life in the Hispanic World\***

CO1. Familiarizes students with 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.

CO2: Sensitizes students to eat together as an intercultural experience

CO3: Provides knowledge Spanish food staples and choices in history (olives, oranges, grapes etc.). Products introduced by the Romans (grapes) Arabs (saffron) and from the New World to

Europe after discovery of America. (coffee, cocoa, tobacco etc.). Processed regional Spanish food, brands of bread, cheese, wine etc. (Rioja distilleries, Manchego cheese, Sangria).

CO4: Introduces students to Famous contemporary Spanish and Latin American cuisines (Basque, Campaign for Cocina peruana para el Mundo), signature chefs

CO5: Provides references to food in the literatures of Spain and Latin America. Mexico: Fernando del Paso, Laura Esquivel, Spain: Cervantes, Luis de Góngora, Francisco de

Quevedo. Manuel Vazquez Montalban, Argentina: Julio Cortázar, Jorge Luis Borges. Chile: Pablo Neruda, Cuba: Nicolás Guillén and others.

CO5: Helps to acquire skills through demonstrations and hands on training

### **SEC -4 Media Skills in French**

CO1: Provides knowledge about a brief History of journalism in the French and French-speaking world, Famous newspapers of the French and French-speaking world, Bilingual Regional Press, Magazines, current affairs, fashion, children's films.

CO2 Familiarizes with Radio and T.V. news channels in France and French speaking world, national and international. Multimedia journalism, TV5.

CO3: Develops an understanding of New or Narrative "Gonzo" Journalism. Embedded Journalism. study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism

CO4: Helps to compare news items on different channels in order to analyse ideological Differences in news presentations.

CO5: Generates awareness about Censorship laws in various countries, Yellow Journalism, internet and journalism.

CO6: Makes students aware about the professional Risks in Journalism, War and underworld reporting, Reporters without Borders.

Project Work

CO7: Develops skills to compare headlines and presentation of news in various newspapers, summarize an article, analyze an editorial, read and analyze texts/articles on social issues (generation gap, racial discrimination etc.), write a report on an opinion poll, prepare a flyer, analyze & write blogs, prepare a weather report, crime report, write a small report on a given topic for the wall-newspaper, preparing a forum on Internet; (TV/University life), manage interactions.

CO8: Familiarizes with editing skills

### **SEC-4 Media Skills in German**

CO1: Provides knowledge about a brief History of journalism in the German world. Famous German newspapers (Frankfurter Allgemeine, Süddeutsche Zeitung, Die Zeit, Spiegel), Bilingual Regional Press, Magazines, current affairs, fashion, children's films.

CO2 Familiarizes with Radio and T.V. news channels in German speaking world, national and international. Multimedia journalism.

CO3: Develops an understanding of New or Narrative "Gonzo" Journalism. Embedded Journalism. study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism

CO4: Helps to compare news items on different channels in order to analyse ideological Differences in news presentations.

CO5: Generates awareness about Censorship laws in various countries, Yellow Journalism, internet and journalism.

CO6: Makes students aware about the professional Risks in Journalism, War and underworld reporting, Reporters without Borders.

Project Work

CO7: Develops skills to compare headlines and presentation of news in various newspapers, summarize an article, analyze an editorial, read and analyze texts/articles on social issues (generation gap, racial discrimination etc.), write a report on an opinion poll, prepare a flyer, analyze & write blogs, prepare a weather report, crime report, write a small report on a given topic for the wall-newspaper, preparing a forum on Internet; (TV/University life), manage interactions.

CO8: Familiarizes with editing skills

#### **SEC-4 Italian Studies: Media Skills**

CO1: Provides knowledge about a brief History of journalism in Italy. Famous Italian newspapers. (Il corriere della sera, la Repubblica, La Stampa, Il Messaggero ecc.), Bilingual Regional Press, Magazines, current affairs, fashion, children's films.

CO2 Familiarizes with Radio and T.V. news channels in Italy. Italian channels in the United States and Australia. Multimedia journalism.

CO3: Develops an understanding of New or Narrative "Gonzo" Journalism. Embedded Journalism. study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism

CO4: Helps to compare news items on different channels in order to analyse ideological differences in news presentations.

CO5: Generates awareness about Censorship laws in various countries, Yellow Journalism, internet and journalism.

CO6: Makes students aware about the professional Risks in Journalism, War and underworld reporting, Reporters without Borders.

Project Work

CO7: Develops skills to compare headlines and presentation of news in various newspapers, summarize an article, analyze an editorial, read and analyze texts/articles on social issues (generation gap, racial discrimination etc.), write a report on an opinion poll, prepare a flyer, analyze & write blogs, prepare a weather report, crime report, write a small report on a given topic for the wall-newspaper, preparing a forum on Internet; (TV/University life), manage interactions.

CO8: Familiarizes with editing skills

#### **SEC -4 Hispanic Studies: Media Skills\***

CO1: Provides knowledge about a brief History of journalism in the Hispanic world. Famous Spanish and Latin American newspapers. (*El País*, Spain; *Clarín* Argentina, *La Jornada* Mexico etc) Bilingual Regional Press. (*Gara*, *El Norte de Castilla*)

CO2 Familiarizes with Radio and T.V. news channels in Spain and Latin America, Hispanic channels in the United States, Multimedia journalism

CO3: Develops an understanding of New or Narrative "Gonzo" Journalism. Embedded Journalism. study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism

CO4: Helps to compare news items on different channels in order to analyse ideological Differences in news presentations.

CO5: Generates awareness about Censorship laws in various countries, Yellow Journalism, internet and journalism.

CO6: Makes students aware about the professional Risks in Journalism, War and underworld reporting, Reporters without Borders.

Project Work

CO7: Develops skills to compare headlines and presentation of news in various newspapers, summarize an article, analyze an editorial, read and analyze texts/articles on social issues (generation gap, racial discrimination etc.), write a report on an opinion poll, prepare a flyer, analyze & write blogs, prepare a weather report, crime report, write a small report on a given topic for the wall-newspaper, preparing a forum on Internet; (TV/University life), manage interactions.

CO8: Familiarizes with editing skills.

### **Program Name: M.A. in French/German/Italian and Hispanic Studies**

#### **Program Specific Outcomes**

PSO1: Develops capacity to understand, analyze and respond to different types of literary texts.

PSO2: Equips students with theoretical as well as practical tools to hone their translation skills.

PSO3: Provides with a deeper understanding of the literary theories of the twentieth century

PSO4: Trains students for analytical research, which is put in practice by the student in the dissertation submitted in the final semester.

PSO4: Develops capacity to teach in schools/ colleges or to pursue research.

#### **Course Outcomes**

##### **Paper 101 Study of a Genre/Shorter Narrative Forms in French/German/Italian and Hispanic Studies**

CO1: Provides knowledge about various shorter narrative forms such as nouvelle, fable, conte, conte fantastique etc.

CO2: Develops knowledge about the leading writers of these forms and their specificity.

CO3: Gives an overview of the evolution of these genres across various centuries upto the contemporary period

##### **Paper 102 Themes and Strategies in French & Francophone Literature [1] in French/German/Italian and Hispanic Studies**

CO1: Orients students towards the Study of particular themes along with the narrative, cultural & ideological strategies involved.

CO2: Develops a better understanding of the critical issues involved to analyse the theme

CO3: Enables students to analyse a variety of narrative and generic techniques to represent the same theme.

**Paper 103 Cultural History of the French-speaking/German-speaking, Italian-Speaking and Spain and Latin American Countries [1] in French/German/Italian and Hispanic Studies**

CO1: Provides knowledge of the major social movements

CO2: Develops an understanding about how these events impacts literary and Artistic productions.

**Paper 104 Translation: Theory and Practice [1] in French/German/Italian and Hispanic Studies**

CO1: Provides knowledge about the principles of translation

CO2: Familiarizes students with contrastive syntactical structures (Target language/English),

CO3: Equips students with tools to translate specific text types (Target Language/English, English/Target Language).

**Paper 201 Study of a Genre/Novel in French/German/Italian and Hispanic Studies**

CO1: Develops a better understanding of Novel as a literary genre by studying representative novels written in the concerned languages from the Middle Ages till the contemporary period

CO2: Provides tools to analyse various formal and thematic aspects of the Genre

CO3: Provides a brief overview of the evolution of the genre

CO4: Introduces students to different types of Novel

**Paper 202 Themes and Strategies in French Literature [2] / Optional in French/German/Italian and Hispanic Studies**

CO1: Develops deeper understanding of particular themes along with the narrative, cultural & ideological strategies involved.

CO2: Develops a better understanding of the critical issues involved to analyse the theme

CO3: Enables students to analyse a variety of narrative and generic techniques to represent the same theme.

**Paper 203 Cultural History of the French-speaking/German-speaking, Italian-Speaking and Spain and Latin American Countries [2]**

CO1: Provides advanced knowledge of the major social movements

CO2: Develops a better understanding about how these events impacts literary and Artistic productions.

**Paper 204 Interdisciplinary Course European Culture and Society**

COI: Develops understanding of the European culture and society with the help of representative literary texts written in French/German/Spanish/Italian

CO2: Equips students with tools to formal and thematic aspects of the texts concerned

CO3: Develops a comparative perspective in studying European literary texts

### **Paper 301 Study of a Genre/ Theatre in French/German/Italian and Hispanic Studies**

CO1: Develops a better understanding of Theatre as a literary genre by studying representative plays written in the concerned languages from the Middle Ages till the contemporary period

CO2: Provides tools to analyse various formal and thematic aspects of the Genre

CO3: Provides a brief overview of the evolution of the genre

CO4: Introduces students to different subgenres of the theatre

### **Paper 302 Optional Course Women's Writings in French/German/Italian and Hispanic Studies**

CO1: Provides historical overview of women's writings from Renaissance till contemporary period;

CO2: Helps to locate and analyse major trends, issues, themes questions and debates predominant in works by women writers (with special focus on femininity, subjectivity, sexuality, the problematic of body, language, feminist epistemology, violence, the construction of the other, women in postcolonial world, patriarchy, gender and culture, gender and race, gender and class)

CO3: Develops a better understanding of formal, generic and stylistic specificities of texts written by women writers

### **Paper 303 Translation: Theory and Practice [2] in French/German/Italian and Hispanic Studies**

CO1: Provides advanced knowledge about the principles of translation

CO2: Develops deeper understanding of contrastive syntactical structures (Target language/English)

CO3: Equips students with advanced tools to professionally translate specific text types (Target Language/English, English/Target Language).

### **Paper 304 Perspectives in Theory and Criticism**

CO1: Develops understanding about the major philosophical ideas in their relatedness to developments in literature and the arts.

CO2: Equips students with methodological and theoretical tools to carry forward analytical research

### **Paper 401 Study of Genre/Poetry in French/German/Italian and Hispanic Studies**

CO1: Develops a better understanding of Poetry as a literary genre by studying representative poems written in the concerned languages from the Middle Ages till the contemporary period

CO2: Provides tools to analyse various formal and thematic aspects of the Genre

CO3: Provides a brief overview of the evolution of the genre

CO4: Introduces students to different poetic subgenres

### **Paper 402 Optional Course History of French Art from 17th-20th Century**

CO1: Provides knowledge of various art movements developed in France, representative artists and their art works, analysis of major themes, techniques, forms, styles and medium of artistic expressions prevalent in different centuries

CO2: Equips students with relevant terminologies related to art and art forms, developing critical perspectives to study artworks.

### **Study of an Author (optional)**

CO1: Provides an understanding of writings of a specific author with a view to examine questions raised in her/his writings.

### **Introduction to Foreign Language Teaching (optional)**

CO1: Trains students to become foreign language teachers

CO2: Establishes a theoretical basis and introduces students to the practical aspects of Foreign Language Teaching.

### **Language of the Media (optional)**

CO1: Introduces the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media.

### **Critical Issues French/German/Italian/Hispanic Studies (optional)**

CO1: Develops an understanding of specific issues in the study of literature that have emerged in discussions in cultural studies.

### **Paper 403 Postcolonial Encounters**

CO1. Familiarises students with a variety of postcolonial literary productions

CO2: Equips students with tools to analyse formal and thematic aspects of these texts

CO3: Develops understanding about questions and issues that these texts deal with

### **Paper 404 Dissertation**

CO1 Equips students with tools to carry forward research work

CO2: Develops skillset for academic writing

### **Program Name: M. Phil & Ph. D programme in French / German / Hispanic and Italian Studies**

PSO1: Provides specialised knowledge in the three thrust areas of the department:

- Contemporary Europe and the Postcolonial World
- Theory and Practice of Translation
- Methodology and Practice of Foreign Language Education

PSO2: Trains students to undertake analytical research work

PSO3: Equips students with critical perspectives to analyse questions and issues related to the above-mentioned fields

### **Course 101 Research Methodology**

CO1: Provides knowledge about various research methodologies

CO2: Trains students to undertake qualitative and quantitative research

CO3: Enables students to preparation an annotated bibliography

### **Course 102 Issues in Cultural Theory (1)**

CO1: Develops understanding of the major theoretical frameworks of the field of cultural studies.

CO2: Equips students with methodological and theoretical tools to carry forward analytical research

CO3: Provides deeper understanding of the issues and debates confronting Europe and the postcolonial world today, such as questions of the large-scale migrations of peoples and their cultural consequences, the changing notions of identity and multiculturalism, the new geographies of power, and how to conceptualize the emerging Europe and its relationship to the postcolonial world.

### **Course 201 Methodology of Teaching a Foreign Language**

CO1: Provides advanced knowledge about various approaches and methodologies of Foreign language teaching

CO2: Trains students to analyse text books, select materials

CO3: Trains students to Hold a language class

CO4: Encourages students to reflect about various questions related to Foreign language learning and teaching in the Indian context

### **Course 202 Issues in Cultural Theory (2)**

CO1: Develops deeper understanding of the major theoretical frameworks of the field of cultural studies.

CO2: Equips students with advanced methodological and theoretical tools to carry forward analytical research

CO3: Hones skills related to teaching and research on the cultural transformations taking place based on interdisciplinary and comparative perspectives. This includes the institutional and social factors driving the cultural transformations as well as the historical and ideological roots of contemporary cultural phenomena, the legacy of colonialism and the new forms of conflict, resistance and mediation emerging

**Course III Engaging with Texts (Literature, Foreign Language Education or Translation)**

CO1: Trains students to engage with theoretical texts relevant to their research areas

CO2: Develops skills to understand and analyse specialized discourses

CO3: Prepares students for advanced academic writings