

दिल्लीविश्वविद्यालय
UNIVERSITY OF DELHI

B.A.(Prog.) German
(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council	
Date:	No:
Executive Council	
Date:	No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of BA Programme German offers courses on skill enhancement through specially designed courses in the area of media studies, business and tourism sectors and the hotel industry. In addition there are translation and interpretation courses which deal with the techniques and different language registers of each field. To acquaint students with German culture there is even a course on food and social life in Germany.

The University of Delhi hopes the LOCF approach of the programme B.A Programme. German will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

BA (Programme) German (LOCF)

Introduction

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

Nature and extent of the B.A. (Programme) German Programme

The B.A. (Programme) German program seeks to cover three key areas of study, i.e. Study of the German Language through development of 4 core skills, reading, writing, listening and speaking; study of the language for specific purposes, such as Translation, Business German, German for Tourism etc.; and study of socio-political institutions, literary, historical and cultural movements of the German and German speaking world.

The Programme seeks to develop both theoretical and practical knowledge in each of these fields in an interdisciplinary manner so as to develop a comprehensive understanding of the complexities of the language and its social, cultural, historical and professional specificities.

Aims and Objectives

The overall aims of B.A. (Programme) German are to:

- Develop the capacity to comprehend, analyse and synthesize diverse written and oral information in German.
- Enable learners to communicate in an independent manner with little or no help from the native speaker and to attain communicative fluency in German, to have a good knowledge of morphosyntactic, lexical and phonological aspects of the language.
- Develop the ability to apply their knowledge and linguistic skills in a vast and varied range of real-life situations in a German context.
- To provide learners with an overview of issues related to socio-political, cultural, historical and literary fields of German and the German speaking world.
- Provide learners with the knowledge to undertake further studies in German or to develop required skill sets relevant to wage employment, self-employment and entrepreneurship.

Characteristic attributes of a graduate in BA Programme with German Discipline

Some of the characteristic attributes of a graduate in **BA Programme with German Discipline** may include the following:

Disciplinary Knowledge:

- Capable of attaining communicative level in German equivalent to B1 as specified by the Common European Framework.
- Demonstrate an intermediate level of knowledge and understanding of the society, history, culture, literature and all other related aspects of the German and German speaking world.

Skilled Communicator

- Demonstrate competence in reading, writing, listening and speaking German.

- Capable of comprehending oral and written texts in German.
- Capable of presenting information in written and oral form in a clear and concise manner.
- Capable of interacting independently in German in various real-life situations.
- Capable of communicating in German through print, audio-visual and virtual media.

Critical Thinker

- Ability to assess and analyse texts pertaining to social, cultural, historical and literary domains.
- Ability to comprehend and discuss various issues in each of the above-mentioned domains.

Problem Solver

- Capable of using problem solving abilities in real life situations acquired through task-based learning.
- Ability to use strategic competences to complete a task or attain a communicative goal by application of acquired skills.

Analytical Mind:

- Develop the capacity to analyse and evaluate written and oral texts in German.
- Capacity to produce coherent, well-structured texts in German.
- Skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions.

Skilled researcher

- Ability to collect, process and evaluate relevant information obtained through various media.
- Capacity to articulate the outcomes of the research in an appropriately structured manner.

Collaborative Learner/Team Player

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

Scientific/Analytical Reasoning

- Ability to analyze, interpret and draw objective conclusions from various texts.

Reflective thinker

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

Digitally Literate

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

Autonomous Learner

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

Multicultural Competence

- Develop awareness and understanding of the values, beliefs, practices of the target cultures and accept and adapt to cultural differences not only with the target culture but within one's own multicultural society.

Moral and ethical being

- Ability to take an informed position regarding various social and ethical issues such as discriminations, exclusions, marginalisation of various genders, castes, ethno-religious communities and social groups.
- Capacity to adopt and generate awareness of environment friendly practices.

- Develop an awareness of ethical practices to respect intellectual property rights by avoiding plagiarism.

Skilled Project Manager

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

Lifelong Learner

- Capacity to put in practice communicative, strategic, socio-linguistic and intercultural competences in learning other foreign languages.
- Ability to improve upon various specialised skills of professional domains, such as tourism, media, commerce and industry through experiential practices and learning opportunities.

Qualification descriptors for B.A. (Programme) in German

- The qualification descriptors for B.A. (Programme) in German may include the following:
- Understanding and identifying the main ideas in a text, a monologue or an interaction in German.
- Capacity to interact with a moderate degree of fluency and spontaneity with a native speaker.
- Ability to produce clear, short and connected texts and monologues on simple and familiar topics.
- Demonstrate basic understanding about history, society, culture and literature of Germany and the German speaking world
- Capacity to effectively communicate and establish a social interaction in a multicultural context.
- Use knowledge, understanding and skills required to carry forward basic research on pertinent issues related to various relevant domains.
- Capacity to undertake professional assignments in a number of fields requiring knowledge of German such as, tourism, media, commerce and industry, teaching of foreign languages and printing and publishing industry.

The Programme learning outcomes relating to B.A. (Programme) in German

The programme learning outcomes relating to B.A. (Programme) in German are the following:

- Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture within which these languages have developed and are used.
- Integrate knowledge of socio-historical events and literary and cultural fields into the acquisition of the four linguistic skills - reading, writing, listening and speaking. Develop language skills and critical thinking.
- Enable students to partially attain B2 level at the end of the program by completing stages of language learning specified by the internationally accepted Common European Framework of Reference for Languages (CEF), developed by the European Council.
- Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies.
- Provide students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, tourism, foreign language teaching at the school and equivalent levels, publishing, the print and electronic media, and in other emerging areas in the corporate world where knowledge of a foreign language is either required or seen as an advantage).

Semester	Core and DSE Courses (6 credits each)	Other Courses	GE
I	C-1 Study of the Language (1)	AECC	
II	C-2 Study of the Language (2)	AECC	
III	C-3 Study of the Language (3)	SEC -01/-02	
IV	C-4 Study of the Language (4)	SEC -03/-04	
V	DSE -01 or DSE -02 or DSE -03	SEC -05/-06	GE -01
VI	DSE -04 or DSE -05 or DSE -06	SEC -07/-08	GE -02

SEC : Skill-enhancement Courses provide skill-based instructions

DSE :Discipline Specific Elective courses chosen from a pool of courses offered by the main discipline/subject of study.

GE : Generic Elective courses chosen generally from an unrelated discipline/subject, with an intention to seek exposure. A core course offered in a discipline/subject may be treated as an elective by other disciplines/subjects and vice versa and such electives may also be referred to as Generic Elective.

The BA (programme) German requires the following		Lectures	Tutorials	Total Credits	
4	Core Courses spread over 4 semesters of 6 credits each	5	1	4*6	= 24
2	DSE spread over 2 semesters of 6 credits each	5	1	2*6	= 12
				Total	36
4	SEC spread over 4 semester of 4 credits each	4	-	4*4	16
2	GE spread over 2 semesters of 6 credits each	5	1	2*6	12

SEC	Skill-Enhancement Elective Courses	Semester	Credits
SEC-1	German through audio visual methods: songs and Lyrics	III	4
SEC-2	Oral Skills -1	III	4
SEC-3	German through audio visual methods: Films	IV	4
SEC-4	Oral Skills -2	IV	4
SEC-5	German in the Travel and Tourism Sector	V	4
SEC-6	Intermediate Oral Skills- 1	V	4
SEC-7	Business German	VI	4
SEC-8	Intermediate Oral Skills- 2	VI	4

Other Courses

DSE	Discipline Specific Elective	Semester	Credits
DSE- 1	Advanced Study of the Language (1)	V	6
DSE -2	Life in Germany: Elements of History, Culture and Civilization	V	6
DSE -3	German Media Studies	V	6
DSE -4	Advanced Study of the Language (2)	VI	6
DSE -5	Introduction to Translation	VI	6
DSE -6	Children & Adolescent Literature	VI	6

GE	Generic Elective	Semester	Credits
GE -1	Introduction to German – 1	V	6
GE -2	Introduction to German – 2	VI	6

Core Courses

Semester I Study of the Language 1

((CBCS) B.A.(PROG))

Core Course (CC) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

Speaking:

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

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

Asking simple questions on familiar topics or matters related to one's immediate environment.

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

References

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

- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk A 1. India: Goyal Publishers & Distributors Pvt. Ltd.* (Chapters 1-8)
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard. (2004). *Tangram Aktuell Kursbuch + Arbeitsbuch 1(Lektion 1-4)*. Ismaning: Hueber Verlag.
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard. (2004). *Tangram Aktuell Kursbuch + Arbeitsbuch 1(Lektion 5-8)*. Ismaning: Hueber Verlag. (Chapter 5-6),

Additional Resources:

- Haussermann Ulrich, Dietrich, 1992). *Sprachkurs Deutsch*. Frankfurt am Main: Diesterweg.
- Aufderstraße Hartmut. (2003). *Themen Aktuell Kursbuch 1*. Hueber Max Verlag Gmbh & Co.
- Aufderstraße Hartmut. (2003). *Themen Aktuell Arbeitsbuch 1*. Hueber Max Verlag Gmbh & Co.

Teachers are free to select supplementary language manuals

Teaching Learning Process

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

Assessment Methods

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

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

20% weightage on End Semester oral examination

Keywords

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

Semester II Study of the Language 2

((CBCS) B.A.(PROG))

Core Course (CC) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

- Enable learners to attain A1 Level of reading, writing, listening and speaking skills in the concerned language.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, goods and services.
- Equip students to write short personal texts describing events and related to specific needs of the learner.
- Develop the capacity to understand essential points of simple oral text provided speech is clearly and slowly articulated.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.

Unit 1

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

Unit 2

Reading

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

Unit 3

Speaking

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

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

Unit 4

Writing

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

References

Any of the following Books may be used:

- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk A 1*. India: Goyal Publishers & Distributors Pvt. Ltd. (Chapters 9-12)
- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk A 2*. India: Goyal Publishers & Distributors Pvt. Ltd. (Chapters 1-6)
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard, Neumann Baby. (2004). *Tangram Akuell Kursbuch + Arbeitsbuch 1 (Lektion 5-8)*. Ismaning: Hueber Verlag (Chapter 7-8)

- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard, Neumann Baby. (2004). *Tangram Aktuell Kursbuch + Arbeitsbuch 2(Lektion 1-4)*. Ismaning: Hueber Verlag.

Additional material can be also used.

Additional Resources:

- Haussermann Ulrich, Dietrich, (1992). *Sprachkurs Deutsch 1*. Frankfurt am Main: Diesterweg.
- Haussermann Ulrich, Dietrich. (1992). *Sprachkurs Deutsch 2*. Frankfurt am Main: Diesterweg.
- Aufderstraße Hartmut. (1993). *Themen Neu Kursbuch 1*. Hueber Max Verlag GmbH & Co.
- Aufderstraße Hartmut. (1993). *Themen Neu Arbeitsbuch 1*. Hueber Max Verlag GmbH & Co.
- Aufderstraße Hartmut. (1993). *Themen Neu Kursbuch 2*. Hueber Max Verlag GmbH & Co.
- Aufderstraße Hartmut. (1993). *Themen Neu Arbeitsbuch 2*. Hueber Max Verlag GmbH & Co.

Teaching Learning Process

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

Assessment Methods

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

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

20% weightage on End Semester oral Examination.

Keywords

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

Semester III Study of the Language 3

((CBCS) B.A.(PROG))

Core Course (CC) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

References

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

- Dengler Stefanie, Mayr Tanja -Sieber et al. (2015). *Netzwerk A 2*. India: Goyal Publishers & Distributors Pvt. Ltd. (Chapters 6-12)
- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk B 1*. India: Goyal Publishers & Distributors Pvt. Ltd. (Chapters 1-3)
- Dallapiazza Rosa-Maria, Blüggel, Beate, von Jan Eduard, Neumann Baby. (2004). *Tangram Aktuell Kursbuch + Arbeitsbuch 2 (Lektion 5-8)*. Ismaning: Hueber Verlag.
- Rosa-Maria Dallapiazza, Eduard von Jan, Beate Blüggel, Schümann Anja. Neumann. (2006). *Tangram Aktuell Kursbuch + Arbeitsbuch 3 (Lektion 1-4)*. Ismaning: Hueber Verlag. (Chapter 5-6)

Additional material can be also used.

Additional Resources:

- Aufderstraße Hartmut. (1993). *Themen Neu Arbeitsbuch 2*. Hueber Max Verlag Gmbh & Co.
- Aufderstraße Hartmut. (1993). *Themen Neu Kursbuch 2*. Hueber Max Verlag Gmbh & Co.
- Aufderstraße Hartmut. (1994). *Themen Neu Arbeitsbuch 3*. Hueber Max Verlag Gmbh & Co.
- Aufderstraße Hartmut. (1994). *Themen Neu Kursbuch 3*. Hueber Max Verlag Gmbh & Co.
- Haussermann Ulrich, Dietrich, (1992). *Sprachkurs Deutsch 2*. Frankfurt am Main: Diesterweg.
- Haussermann, Dietrich, Gunter, Kaminski, Woods, Zenker. (1992). *Sprachkurs Deutsch 3* Frankfurt am Main: Diesterweg.

Teaching Learning Process

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

Assessment Methods

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

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

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

20% weightage on End Semester oral Examination.

Keywords

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

Semester IV Study of the Language 4

((CBCS) B.A.(PROG))

Core Course (CC) - Credit: 6

Course Objective (2-3)

- imparting communicative competences required for survival needs.
- develop the ability to hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things.
- develop the ability to express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production.
- The Learner will complete A2 level and partially attain B1 level of CEF.

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

References

- Any of the following textbooks may be prescribed and will be partially completed
- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk B 1*. India: Goyal Publishers & Distributors Pvt. Ltd. · (Chapters 4-12)
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard, Schümann. Anja. (2006). *Tangram Akuell Kursbuch + Arbeitsbuch 3(Lektion 1-4)*. Ismaning: Hueber Verlag .
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard, Schümann Anja.. (2006). *Tangram Akuell Kursbuch + Arbeitsbuch 3(Lektion 5-8)*. Ismaning: Hueber Verlag.
- Dengler Stefanie, Hoffmann Ludwig, Kaufmann Susan , Moritz Ulrike, Rodi Margret, Rohrmann Lutz, Rusch Paul , Sonntag Ralf. (2017). *Linie 1 B1.1*. Berlin: Klett Verlag.

- Weimann, Gunther; Schote, Joachim. (2018). *Pluspunkt Deutsch - Leben in Deutschland - Allgemeine Ausgabe: B1: Gesamtband - Arbeitsbuch und Kursbuch*: Berlin: Cornelsen Verlag.

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Assessment Methods

- Assessment of written comprehension and production adopting the descriptors specified for B1 levels by CEF.
- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 55% weightage on End Semester written Examination adopting the descriptors and components specified for B1 level by CEF
- 20% weightage on End Semester oral Examination.

Keywords

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

Semester V Advanced Study of the Language (1)

((CBCS) B.A.(PROG))

Discipline Specific Elective (DSE) - Credit: 6

Course Objective (2-3)

- The courses focuses on understanding and translating texts identifying and summarizing the main arguments in texts in one's own words.
- sensitizing the students towards language usages in literary texts and various aspects of the concerned culture..
- The learner completes level B1 and partially attains level B2 of the CEF.

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

References

- Stefanie Dengler, Tanja Mayr-Sieber et al. (2015). *Netzwerk B 1*. India: Goyal Publishers & Distributors Pvt. Ltd
- Rosa-Maria Dallapiazza, Eduard von Jan, Beate Blüggel, Anja Schümann. (2006). *Tangram Aktuell Kursbuch + Arbeitsbuch 3(Lektion 1-4)*. Ismaning: Hueber Verlag
- Rosa-Maria Dallapiazza, Eduard von Jan, Beate Blüggel, Anja Schümann. (2006). *Tangram Aktuell Kursbuch + Arbeitsbuch 3(Lektion 5-8)*. Ismaning: Hueber Verlag
- Koithan, U. et al (2010). *Aspekte B2*. Delhi: GOYAL Publishers.
- Wiebke Strank. (2010). *Da fehlen mir die Worte: Systematischer Wortschatzerwerb für fortgeschrittene Lerner in Deutsch als Fremdsprache Taschenbuch*. Leipzig: Schubert Vlg.

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

Additional material can be also used.

Additional Resources:

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

Teaching Learning Process

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

Assessment Methods

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

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

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

Keywords

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

Semester V Life in German speaking Countries, Elements of History, Culture and Civilization (CBCS) B.A.(PROG))

Discipline Specific Elective (DSE) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

1.1 Unification of Germany

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

Unit 2

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

Unit 3

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

References

- Reinhard Rürup, Hans-Ulrich Wehler, Gerhard Schulz. (1985). *Deutsche Geschichte, 3 Bd.*, Göttingen: Vandenhoeck u. Ruprecht.
- Bemmerlein G, Göbel W. (2013). *Klett Abiturwissen Geschichte - Deutschland im 19. Jahrhundert bis 1933*. Stuttgart: Klett Lerntraining.
- Göbel W. (2014). *Klett Abiturwissen Geschichte - Das Dritte Reich: für Oberstufe und Abitur*. Stuttgart: Klett Lerntraining.
- Meyer S. (2014). *Klett Abiturwissen Geschichte - Deutschland nach 1945: für Oberstufe und Abitur, mit Lern-Videos online Taschenbuch*. Stuttgart: Klett Lerntraining.

Additional material can be used

Additional Resources:

- Pietsch R, Gerhard Grubbe G. (Herausgeber). (2017). *Entdecke Deutschland (DuMont Bildband): 100 Touren zu Kultur, Geschichte und Natur*. Ostfildern:Dumont Reiseverlag.

- Website: www.geschichte-abitur.de
- Youtube resources : short films about German History, Festival and carnivals.

Teaching Learning Process

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

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

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

Semester V German Media Studies

((CBCS) B.A.(PROG))

Discipline Specific Elective (DSE) - Credit: 6

Course Objective (2-3)

- provide the students basic skills of news reporting and editing for audio-visual and print media.
- teach them to prepare articles etc. for blogs and websites.

Course Learning Outcomes

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

Unit 1

Print Media

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

Unit 2

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

Unit 3

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

Unit 4

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

References

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

Additional material can be used.

Teaching Learning Process

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

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

Assessment Methods

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

75% weightage on written examination.

Keywords

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

Semester VI Advanced Study of the Language (2)

((CBCS) B.A.(PROG))

Discipline Specific Elective (DSE) - Credit: 6

Course Objective (2-3)

- The course continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of skills to analyze literary texts from Germany and German speaking countries representing movements and genres of the 20th and 21st century and summarize the main points of a texts in one's own words.
- express oneself through spoken or written words on any known or unknown topic.
- attain partially Level B2 of the CEF.

Course Learning Outcomes

- To build upon the capacities acquired in the previous semester leading to the acquisition of advanced language skills which shall enable the learner to partially attain B2 Level in the concerned language.
- To train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples.

Unit 1

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

Unit 2

Translation of fictional and non fictional texts.

Unit 3

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

Unit 4

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

References

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

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

Other literary texts may include the following :

Short stories:

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

Additional Resources:

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

Teaching Learning Process

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

Assessment Methods

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

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

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

Keywords

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

Semester VI Introduction to Translation

((CBCS) B.A.(PROG))

Discipline Specific Elective (DSE) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

Role of Translation in Multimedia contexts

References

- Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins Publishing.
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*. New York: Routledge.
- Malmkjaer, Kirsten, et al. (2011). *The Oxford Handbook of Translation Studies*. Oxford: OUP.
- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. New York: Routledge.
- Humphery, R. (2010). *Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch*. Berlin: Klett.
- Gallagher, John Desmond. (1982). *German-English Translation*. München, Wien: Oldenbourg.

Teaching Learning Process

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

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

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

Semester VI Children and Adolescent Literature

((CBCS) B.A.(PROG))

Discipline Specific Elective (DSE) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

Literature for children and /or adult readers

Unit 2

Folklore, fables and fairy tales for young children

Unit 3

Children's literature and transmission of ethical values

References

Suggested authors and works:

1. Brüder Grimm. (2001). *Kinder- und Hausmärchen*. Ditzingen: Reclam
2. von Arnim, Achim, Brentano, C. (2001). *Des Knaben Wunderhorn*. Ostfildern: Artemis & Winkler.
3. Busch, W. (2013). *Max und Moritz*. Kln: Schwager & Steinlein.
4. Kästner, E. (2001). *Emil und die Detektive*. Hamburg: Dressler Verlag GmbH.
5. Richter, H. P. (1987). *Damals war es Friedrich*. München: Deutscher Taschenbuch Verlag.
6. Gottfried Keller. (1874). *Kleider Machen Leute*. Ditzingen: Reclam.
 - Gudrun Pausewang : Der Makkaronifresser (1987),
 - Wolfgang Borchert : die Küchenuhr,(1947)
 - Luise Rinser : die rote Katze (1948),
 - Bertolt Brecht: die unwürdige Greisin (1939)

Additional material can also be used.

Additional Resources:

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

Teaching Learning Process

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

Assessment Methods

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

75% weightage on End Semester Written Examination

Keywords

Literature for young children and adolescents, transmitting values

Semester III German through audio visual methods: Songs and Lyrics

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

Writing and presenting poems, songs and rhymes

References

1. Dana Zimmermann. (2016). *Kinder-Liederbuch: Noten und Texte der bekanntesten deutschen Kinderlieder*. Ebozon Verlag

Suggested Song and Rhymes:

Children's rhymes available online.

- “99 Luftballons” (1983) by Nena
- Wie schön, dass du geboren bist
- Der Herbst ist da
- Alle Vögel sind schon da
- Backe, backe Kuchen
- Liebe ist alles
- “Im wunderschönen Monat Mai,” Dichterliebe (1840) by Robert Schumann
- “Du Hast” (1997) by Rammstein
- “Wir Sind Wir” (2004) by Paul Van Dyk and Peter Heppner
- “Lili Marlene” (1944) by Marlene Dietrich

Additional Resources:

Die schönsten Kinderlieder mit Liedtext |

Songtexte.com

<https://www.songtexte.com/.../die-schnsten-kinderlieder-mit-liedtext>

· Kinderlieder Texte kostenlos zum Ausdrucken - Pinterest

<https://www.pinterest.com/pin/72388334007773525/>

· Die schönsten Kinderlieder zum Mitsingen - Familie.de

<https://www.familie.de> › Kind

Teaching Learning Process

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

Assessment Methods

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

75% weightage on written internal test.

Keywords

Songs, rhymes, poems, lyrics, articulation, pronunciation

Semester III Oral Skills (1)

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

Reading: Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters and reading simple texts related to one's immediate environment such as notices, posters, catalogs, fliers, personal messages or emails and answering questions on them.

Unit 3

Speaking:

Monologue: Can describe in simple terms aspects of his/her background relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)

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

Unit 4

Lexical, Morphosyntactic and Phonological Competences:

- Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu.
- Grammatical structures required for simple usages of moods, tenses and voices, usages of prepositions, pronouns to compose simple sentences with focus on oral expression in form of monologues and dialogues so that the learner can communicate effectively simple and routine tasks and can describe in simple terms aspects of his/her background relevant environment.
- Developing sufficient understanding of phonological specificities of German to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 5

Co-cultural Competence:

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

References

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

- LEARN GERMAN | DW
<https://www.dw.com/en/learn-german/s-2469>

appropriate Videos and multimedia Courses:

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

Note: Supplementary language manuals can be recommended.

Teaching Learning Process

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

Assessment Methods

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

50% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

50% weightage on End Semester Viva-Voce Examination.

Keywords

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

Semester IV German through audio visual methods: Films

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

References

Suggested Films:

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

Teaching Learning Process

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

Assessment Methods

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

50% weightage on written internal test

Keywords

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

Semester IV Oral Skills (2)

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

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

Course Learning Outcomes

- Enable learners to attain A2 Level of listening and speaking skills in the concerned language.
- Equip learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Develop the capacity to present and discuss topics, moving out of the immediate environment of the learners.
- Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- Prepare to cope with less routine situations in public spaces while obtaining goods and availing services.

Unit 1

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

Unit 2

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

Unit 3

Speaking:

- Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence.
- Discussing topics related to routine as well as non-routine matters and thereby, moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, films etc.

Unit 4

Lexical, Morphosyntactic and Phonological Competences:

- Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu.
- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.
- Developing sufficient understanding of phonological specificities of Oral skills – 02 German to help learners articulate and read more independently predicting pronunciation of unknown words.

Unit 5

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

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

References

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

- LEARN GERMAN | DW

<https://www.dw.com/en/learn-german/s-2469>

Appropriate Videos and multimedia Courses:

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

Note: Supplementary language manuals can be recommended.

Teaching Learning Process

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

Assessment Methods

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

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

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

Keywords

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

Semester V German in the Travel and Tourism Sector

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

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

Course Learning Outcomes

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

Course Learning Outcomes

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

Unit 1

1.1 Introduction to cultural history and geography through Tourism in the German speaking countries incorporating vocabulary of Travel and Tourism

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

Unit 2

2.1 Information about historical monuments, places and hospitality industries.

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

Unit 3

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

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

References

Suggested Readings:

- Lévy-Hillerich, D., (2013). *Kommunikation im Tourismus*. Berlin: Cornelsen.
- Cohen, U., Grandi, N. u.a. (2012). *Herzlich willkommen: Deutsch in Restaurant und Tourismus*. Stuttgart: Klett Verlag.
- Berkold-Fackler, F. Krumbholz, H. (2015). *Reisen in Deutschland: Eine kleine Tourismusgeschichte*. München, Wien: Oldenbourg Verlag.
- Hartung, O. (2010). *Kleine deutsche Museumsgeschichte: Von der Aufklärung bis zum frühen 20. Jahrhundert*. Köln, Weimar: Böhlau Verlag.
- Koppensteiner, J. (2014). *Österreich: Ein landeskundliches Lesebuch*. Wien: Praesens Verlag.

Additional Resources:

Websites of various State Tourism Departments

Teaching Learning Process

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

Assessment Methods

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

50% weightage on written internal test

Keywords

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

Semester V Intermediate oral skills (1)

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

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

Course Learning Outcomes

- Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence.
- Enable learners to partially attain B1 Level of reading, listening and speaking skills in the concerned language.
- Equip learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.

Unit 1

Listening:

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

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

Unit 2

Reading:

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

Unit 3

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

Unit 4

Lexical, Morphosyntactic and Phonological Competences:

- Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal /professional/ interests and familiar topics related to culture and civilization.
- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.
- Developing sufficient understanding of phonological specificities and intonations of German to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

Unit 5

Co-cultural Competence:

- Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.
- Basic knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of German speaking countries.
- Awareness of the salient politeness conventions and acting and responding appropriately.

References

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

LEARN GERMAN | DW

<https://www.dw.com/en/learn-german/s-2469>

Appropriate Videos and multimedia Courses from the above mentioned:

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

Note: Supplementary language manuals can be recommended.

Teaching Learning Process

Task Based Learning modules that integrate real life situations within the context of the classroom.

Learners are expected to perform certain tasks in day to day life situations in groups.

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

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

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

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

Assessment Methods

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

50% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.

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

Keywords

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

Semester VI Business German

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

Aims at making the student

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

Course Learning Outcomes

- Provide knowledge about investments in India from Germany and German speaking countries and Indian investments/business interests in these countries, including those under The New Partnership for Africa's Development (NEPAD).
- Develop knowledge about Multinationals and business houses from German speaking countries, headquarters of companies, Chambers of Commerce.
- Familiarize with products of import and export between German speaking countries and India. Areas of potential business growth. International brands and formulation of product profiles and knowledge of management structures of German companies.
- Impart skills to write job applications Equip students with tools to write letters of acknowledgements, complaints, tenders for companies.
- Help to make glossaries of vocabulary used in telemarketing, banking, law, finance etc.
- Hone marketing skills.

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

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

References

Suggested Readings:

- Buhlmann, R. u.a. (2008). *Wirtschaftsdeutsch von A bis Z*. Berlin: Langenscheidt.
- Dudenreaktion (2003). *Briefe Schreiben leicht gemacht*. Mannheim: Dudenverlag.
- Miebs, et al. (1997). *Kontakt Deutsch. Deutsch für berufliche Situationen*. Köln, Berlin: Langenscheidt.
- Seiffert, C. (2010). *Schreiben in Alltag und Beruf: Intensivtrainer A2/B1*. Berlin: Langenscheidt KG.

- Gerhard, C. (2017). *Menschen im Beruf: Bewerbungs-Training*. München: Hueber Verlag.

Teaching Learning Process

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

Assessment Methods

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

50% weightage on written internal test.

Keywords

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

Semester VI Intermediate Oral Skills (2)

((CBCS) B.A.(PROG))

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

Course Objective (2-3)

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

Course Learning Outcomes

- Enable learners to attain B1 Level of listening, reading and speaking skills in the concerned language.
- Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.
- Provide learners with basic debating and presentation skills
- Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics.

Unit 1

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

Unit 2

Reading:

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

Unit 3

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

Unit 4

Lexical, Morphosyntactic and Phonological Competences:

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

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

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

Unit 5

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

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

References

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

- LEARN GERMAN | DW
<https://www.dw.com/en/learn-german/s-2469>
Appropriate Videos and multimedia courses from the above:
 - Harry gefangen in der Zeit
 - Das Sagt man so!
 - Das Bandtagebuch mit EINSHOCH6
 - Deutsch Interaktiv
 - Deutsch – warum nicht?
 - langsam gesprochene Nachrichten
 - Marktplatz
 - Video-Thema

Note: Supplementary language manuals can be recommended.

Teaching Learning Process

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

Assessment Methods

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

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

50% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B2 level by CEF

Keywords

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

Semester V Introduction to German 1

((CBCS) B.A.(PROG))

Generic Elective (GE) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

Speaking:

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

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

Asking simple questions on familiar topics or matters related to one's immediate environment.

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

References

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

- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk A 1*. India: Goyal Publishers & Distributors Pvt. Ltd. (Chapters 1-8)
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard. (2004). *Tangram Aktuell Kursbuch + Arbeitsbuch 1 (Lektion 1-4)*. Ismaning: Hueber Verlag.
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard. (2004). *Tangram Aktuell Kursbuch + Arbeitsbuch 1 (Lektion 5-8)*. Ismaning: Hueber Verlag. (Chapter 5-6),

Additional Resources:

- Haussermann Ulrich, Dietrich, 1992). *Sprachkurs Deutsch 1*. Frankfurt am Main: Diesterweg.
- Aufderstraße Hartmut. (2003). *Themen Aktuell Kursbuch 1*. Hueber Max Verlag GmbH & Co.
- Aufderstraße Hartmut. (2003). *Themen Aktuell Arbeitsbuch 1*. Hueber Max Verlag GmbH & Co.

Teachers are free to select supplementary language manuals

Teaching Learning Process

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

Assessment Methods

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

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

20% weightage on End Semester oral examination

Keywords

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

Semester VI Introduction to German 2

((CBCS) B.A.(PROG))

Generic Elective (GE) - Credit: 6

Course Objective (2-3)

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

Course Learning Outcomes

- Enable learners to attain A1 Level of reading, writing, listening and speaking skills in the concerned language.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, goods and services.
- Equip students to write short personal texts describing events and related to specific needs of the learner.
- Develop the capacity to understand essential points of simple oral text provided speech is clearly and slowly articulated.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.

Unit 1

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

Unit 2

Reading

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

Unit 3

Speaking

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

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

Unit 4

Writing

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

References

Any of the following Book may be used:

- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk A 1*. India: Goyal Publishers & Distributors Pvt. Ltd. (Chapters 9-12)
- Dengler Stefanie, Mayr Tanja-Sieber et al. (2015). *Netzwerk A 2*. India: Goyal Publishers & Distributors Pvt. Ltd. (Chapters 1-6)
- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard, Neumann Baby. (2004). *Tangram Akuell Kursbuch + Arbeitsbuch 1 (Lektion 5-8)*. Ismaning: Hueber Verlag (Chapter 7-8)

- Dallapiazza Rosa-Maria, Blüggel Beate, von Jan Eduard, Neumann Baby. (2004). *Tangram Aktuell Kursbuch + Arbeitsbuch 2(Lektion 1-4)*. Ismaning: Hueber Verlag.

Additional material can be also used.

Additional Resources:

- Haussermann Ulrich, Dietrich, (1992). *Sprachkurs Deutsch 1*. Frankfurt am Main: Diesterweg.
- Haussermann Ulrich, Dietrich, (1992). *Sprachkurs Deutsch 2*. Frankfurt am Main: Diesterweg.
- Aufderstraße Hartmut. (2003). *Themen Aktuell Arbeitsbuch 2..* Hueber Max Verlag GmbH & Co.
- Aufderstraße Hartmut. (2003). *Themen Aktuell Kursbuch 2*. Hueber Max Verlag GmbH & Co

Teaching Learning Process

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

Assessment Methods

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

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

20% weightage on End Semester oral Examination.

Keywords

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