

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF GERMANIC & ROMANCE STUDIES

**UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)**



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
<u>I. Core Course</u>		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
<u>II. Elective Course</u>		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory		
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective (Skill Based)		
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.		
* wherever there is a practical there will be no tutorial and vice-versa		

Discipline Specific Core: German

Semester 1

C-1 Developing reading and writing skills - 1(Total Credits 6)

Reading simple texts and answering questions on them. Guided writing will include subjects concerning the learner and his immediate environment.

Texts:

Tangram aktuell 1, Max HueberVerlag, Ismaning2005 and GOYAL Publishers, Delhi2005.

Note: Teachers are free to recommend supplementary language manuals.

Semester 1

C-2 Developing listening and speaking skills 1 (Total Credits 6)

Listening to simple texts and answering questions on them. Monologues and /or dialogues will be on subjects concerning the learner and his immediate environment.

Texts:

Tangram aktuell 1, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.

Note: Teachers are free to recommend supplementary language manuals.

Semester 2

C-3 Language in Context: Developing reading and writing skills – 2(Total Credits 6)

Describing past events, reading, writing and understanding short texts including news items, instructions for use, emails, logs, classified advertisements, biographies, invitations. Internet forums.

Texts:

Tangram aktuell 1 and 2, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.

Semester 2

C-4 Intermediate level reading and writing skills-1 (Total Credits 6)

Asking for and giving instructions, narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc), reading, understanding and preparing posters (theatre, film, books)

Texts:

Tangram aktuell 1 &2, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.

Semester 3

C-5 Developing intermediate level speaking and listening skills-2 (Total Credits 6)

Summarizing a film, preparing and conducting an opinion poll, conducting an interview, working with songs.

Texts:

Tangram aktuell 2 & 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.

Semester3

C-6 Studying Different text types (Total Credits 6)

Studying different text types to familiarize oneself with different kinds of language usages and styles including reading and understanding instructions for use, classified advertisements, biographies informative texts, short scientific texts, writing a film critique, summarising a press article, analysing and writing a summary of opinion poll results, reading a comic strip, writing a dialogue for a comic strip. Different language registers, understanding word formation. Preparing a slam.

Texts:

Tangram aktuell 2 & 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.

Semester 3

C-7 Advanced reading and writing skills-1 (Total Credits 6)

Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story, reading and analysing texts/articles on different social issues. Preparing a blog, analysing and writing a summary of opinion poll results.

Texts:

Tangram aktuell 2 & 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.

Aspekte 2, Langenscheidt Verlag, Berlin, 2005 and GOYAL Publishers, Delhi, 2010.

Semester 4

C-8 Developing advanced reading and writing skills -2 (Total Credits 6)

Describing and comparing education systems, reading and analysing texts/articles on various social issues, writing an open letter to the authorities, writing a petition, describing and analysing cultural representations, writing a short story, writing blogs.

Texts:

Tangram aktuell 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers, Delhi, 2005.

Aspekte 2, Langenscheidt Verlag, Berlin, 2005 and GOYAL Publishers, Delhi, 2010.

Semester 4

C-9 Debating on various social issues (Total Credits 6)

Preparing, conducting and presenting results of opinion polls on various social issues, preparing and presenting a skit. Debates, oral presentations on various social issues, narrating one's experiences of foreign language learning.

Texts:

Tangram aktuell 3, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers., Delhi, 2005.

Additional material will be provided by the Department

Semester 4
C-10 History of Germany in relation to Europe (Total Credits 6)

The major social, political and cultural events from the medieval to contemporary period.

- Reformation and Counter-Reformation
- Unification of Germany under Bismarck, Weimar Republic, Habsburg Empire
- World War I
- Third Reich, World War II, Holocaust
- Division of Germany, Basic Law, Economic Miracle
- Fall of the Berlin Wall in 1989, Reunification

Texts:

Deutsche Geschichte, 3 Bd., Göttingen: Vandenhoeck u. Ruprecht (1985).

Abiturwissen Geschichte. *Das Dritte Reich*, Stuttgart: Klett(2009).

Abiturwissen Geschichte. *Deutschland nach 1945*, Stuttgart: Klett(2009).

Semester 5
C-11 History of German Literature(Total Credits 6)

A selection of literary texts with focus on the major cultural and intellectual movements from the eighteenth century to contemporary times. This will include texts from Enlightenment, Storm and Stress, Classicism, Romanticism, Realism, Naturalism and Fin-de-siecle, Post-War Literature, Literature after 1989

Texts: W. Roecke, M. Münkler (Hg.): *Die Literatur im Übergang vom Mittelalter zur Neuzeit*, Bd. 1, Wien u. München: Hanser (2004).

Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart, 7. Aufl., Stuttgart u. Weimar: Metzler (2008).

A New History of German Literature, Cambridge: Harvard University Press (2004).

A selection of texts from:

18th and 19th Century

Immanuel Kant: *Was ist Aufklärung?*, Lessing: *Ringparabel (Nathan der Weise)*

Goethe: *Die Leiden des jungen Werthers*

Poems of Goethe, Schiller, Heine, Eichendorff

Peter Hebel: *Kalendergeschichten*, E.T.A Hoffmann: *Der Sandmann*, Kleist : *Das Bettelweib von Locarno*, Keller: *Kleider machen Leute*

20th Century

Kafka: *Vor dem Gesetz*, Rilke: *Der Panther*

Brecht: *Mutter Courage und ihre Kinder*, *Die unwürdige Greisin*

Borchert: *Draußen von der Tür*, *Das Brot*

Böll: *An der Brücke*, *Der Geschmack des Brotes*

Stefan Zweig: *Die unsichtbare Sammlung*, Max Frisch: *Andorra*

Sven Regener: *Herr Lehmann*, Peter Handke: *Linkshändige Frau*

Rafik Schami: *Eine deutsche Leidenschaft namens Nudelsalat*

Semester 5
C-12 Introduction to Translation (Total Credits 6)

1. Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets).
2. Introducing the student to the techniques of translation;
3. Scientific and Technical translation. Translation of sacred texts.
4. Making of word glossaries in above fields.
5. Reading of parallel literature on texts chosen for translation.
6. Role of Translation in Multimedia contexts.
7. Machine translation and its limitations
8. Ethics and accountability in translation.

Suggested Readings:

1. Extracts from Susan Bassnett McGuire: *Translation Studies* (2002).
2. Daniel Gile, *Basic Concepts and Models for Interpreter and Translator Training* John Benjamins Publishing(2009).
3. Jeremy Munday, *Introducing Translation Studies, Theories and Applications* New York: Routledge (2012)
4. Malmkaer Kirsten, Windle, Kevin. *The Oxford Handbook of Translation Studies* Oxford: OUP (2011).
5. Baker, Mona. *In Other Words. A Course Book in Translation.* New York: Routledge (2011).
6. Humphery, R. *Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch*, Berlin: Klett, Berlin, 2010.
7. Gallagher Desmond, John. *German-English Translation.* München, Wien, 1982.

Semester 6
C-13 Rhetoric and Composition (Total Credits -6)

Definition and study with examples of

1. Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.
2. Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies, Clichés
3. Idioms and Proverbs with their historical origin
4. Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

Texts:

Tagebuch von Anne Frank

Tucholsky: *Die Familie*
Thomas Bernhard: *Meine Preise, Ereignisse*
Heine: *Reisebilder*
Hesse: *Aus Indien*

Semester 6

C-14 Reading Texts (Total Credits 6)

A selection of literary and visual texts with focus on the major cultural and intellectual movements: origins to the eighteenth century. Seminal texts of the medieval, Renaissance and Baroque ages from Germany.

Suggested Texts:

Historical Films: Martin Luther, Maria Theresia, Barry Lyndon and others.

Angelus Silesius: *Der cherubianische Wandersmann*

Andreas Gryphius: *Gelegenheitsdichtung*

Grimmelshausen: *Simplicissimus*

Discipline Specific Elective (DSE)

Semester V and VI

DSE -1 History of German Language and Different Language Registers (Total Credits 6)

Brief history of German language and its development: Germanic languages, role of Latin, French and English in Germany/Austria/Switzerland, Luther's Bible and Grimm Brothers Dictionary as landmarks, collection of German folklore in 19th century, language under the Nazis, status of German in Switzerland, etc

Texts:

Werner Besch, Norbert Richard Wolf: *Geschichte der deutschen Sprache*, Erich Schmidt Verlag, Berlin, 2009.

Werner Besch (Hrsg.): *Sprachgeschichte. Ein Handbuch zur Geschichte der deutschen Sprache und ihrer Erforschung*, Berlin: De Gruyter, 1998.

Semester V and VI

DSE – 2 Introduction to Consecutive and Simultaneous Interpretation from German to Hindi/ English/regional languages in Language Laboratory (Total Credits 6)

Unit 1:

- Different Modes of Interpretation
- Booth behaviour and microphone manners

Unit 2:

- Economising voice
- Protocol and Etiquette
- Languages in demand
- Translation and Interpretation links to cognitive psychology and psycho linguistics

Unit 3:

- Knowledge about United Nations and European Union
- Interpretation in Press Conferences
- Interpretation in Courts.
- Loyalty and Fidelity Issues

Essential Readings:

Nolan, James. *Interpretation, Techniques and Exercises*, Multilingual Matters (2005).
 Gillies, Andrew. *Conference Interpreting: A Student's Practice Book*, Routledge (2013).
 Gillies, Andrew. *Note Taking for Consecutive Interpreting. A Short Course*, Routledge (2014).
 Valerie Taylor Bouladon, *Conference Interpreting, Principles and Practice*, Book Surge Publishing (2007).

Semester V/VI

DSE -3 Children and Adolescent Literature (Total Credits 6)

1. Changing conceptions of children's literature: Literature for children and /or adult readers?
2. Folklore, fables and fairy tales for young children.
3. Children's literature and transmission of values.
4. Theatre for children.

Suggested Readings:

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage (1975).
 Propp, Vladimir. *Morphology of the Folk Tale*, University of Texas Press (1988).
 Nodelman, Perry. *The Hidden Adult: Defining Children's Literature* Baltimore: John Hopkins University Press (2008).
 Brueder Grimm: *Kinder- und Hausmärchen*.
 Achim von Arnim, Clemens Brentano: *Des Knaben Wunderhorn*.
 Wilhelm Busch: *Max und Moritz*.
 Erich Kästner: *Emil und die Detektive*.
 Hans Peter Richter: *Damals war es Friedrich*.

Semester V/VI

DSE-4 Techniques of Written Expression (Total Credits 6)

1. Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching.
2. Plagiarism.
3. Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects.

Recommended readings:

1. Kuehtz, Stefan: *Wissenschaftlich formulieren. Tipps und Textbausteine fuer Studium und Schule*. Paderborn 2011.
2. Heesen, Bernd: *Wissenschaftliches Arbeiten. Vorlagen und Techniken fuer das Bachelor-, Master- und Promotionsstudium*. Heidelberg 2009.
3. Essesborn-Krummbiegel, Helga: *Eine Anleitung zum wissenschaftlichen Schreiben*. 3. Aufl. Paderborn 2008.

Semester V/VI

DSE -5 German in the classroom (Total Credits 6)

1. History of the language.
2. Self Instruction Material
3. Ludic function of language: games.
4. What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a Foreign language, Introduction to the four skills. What is a text book? Issues in material production.

Suggested Readings

1. Ziebell, B., *Unterrichtsbeobachtung und Lehrerverhalten*. Langenscheidt, Berlin. Fernstudieneinheit 32 (2002).
2. Bachmeyer, G., *Deutsch als Fremd- und Zweitsprache. Didaktische Modelle des Erwerbs der deutschen Sprache bei Erwachsenen*. Frankfurt am Main (1993).

Semester V/VI

DSE -6 Life in German speaking countries, Elements of History, Culture and Civilization (Total Credits 6)

1. Cultural life in the Weimar Republic.
2. Debates on the Holocaust in Post-War German Society and Culture
3. « Osis » and « Wesis » - the economic, social and cultural divide
4. Turks in Germany – Reflections on concepts of a « Leitkultur »
5. Formation of an Austrian political and cultural identity after World War I
6. Austria and the Habsburg Empire in Central Europe
7. Specificities of Swiss-German identity in literature and culture

Suggested readings : (relevant excerpts)

1. Williams, John Alexander : *Weimar Culture Revisited*. London 2011.
2. Schröder, Bärbel/ Jürgen Schebera: *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln 1987.
3. Kolb, Eberhard/Dirk Schumann: *Die Weimarer Republik*. 8. erw. Aufl. Oldenbourg 2012.
4. *Deutschland nach der Wiedervereinigung*. In: Deutsche Einheit. Bundeszentrale für politische Bildung. APUZ 30-31/2010.
5. Koch, Gertrud (ed.): *Bruchlinien. Tendenzen der Holocaustforschung*. Wien 1999.

6. Heimrod, Ute (ed.): *Der Denkmalstreit – das Denkmal? Die Debatte um das “Denkmal für die ermordeten Juden Europas”*. Berlin/Wien 1999.
7. Wagener, Georg (ed.) : *Österreich. Von der Staatsidee zum nationalen Bewusstsein*. Wien 1982.
8. Rumpler, Helmut/ Peter Urbanitsch (eds.) : *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien 2006.
9. Marti, Kurt : *Die Schweiz und ihre Schriftsteller – die Schriftsteller und ihre Schweiz*. Zürich 1966.
10. Caduff, Corinna/ Reto Sorg (eds.) : *Nationale Literaturen heute – ein Fantom ? Tradition und Imagination des Schweizerischen als Problem*. München 2004.
11. Pautz, Hartwig : *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart 2005.
12. Ohlert, Martin : *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin 2014.

Semester V/VI

DSE -7 History of European Art (From Renaissance to Contemporary Period)(Total Credits 6)

1. Introduction to the Civilization of Europe in the Renaissance. (Paintings on ‘Europa’; Dürer, (1495) Titian (1559) *The Rape of Europa* Sebastian (1588) *Queen Europa*. Maps of Europe. The idea of Europe.
2. Structures and Perspectives of Everyday life as seen by painters.
3. Overview of important European Art Movements: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists.
4. German Romantic Painting (Caspar David Friedrich)
Suggested Readings/Viewings:
 1. Sander, Joachim, *Albert Dürer: His Art in Context* Frankfurt: Prestel, 2013.
 2. Grave, Johannes. *Caspar David Friedrich* Frankfurt: Prestel, 2012
 3. Shatarriah Godwin, *People of Color in European Art History*

Semester V/VI

DSE -8 Life Writing: Autobiography/Biography/Travelogue(Total Credits 6)

1. Characteristics of Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs.
2. Diaries and Letters
3. Travel experiences

Suggested Readings (Theory): Extracts from

1. Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books (1973).
2. Geertz, Clifford. *Local Knowledge*. New York: Basic Books (1983).
3. Geertz, Clifford. *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press (1989).
4. Derrida, Jacques. *The Ear of the Other Otobiography, Transference, Translation* University of Nebraska (1988).
5. Heckmann, Herbert (ed.), *LiteraturausdemLeben. AutobiographischeTendenzen in der deutschsprachigenGegenwartsdichtung*,München, Wien: Hanser(1984).

Primary Texts:

Excerpts from *Tagebuch von Anna Frank*, Günter Grass’*BeimHäuten der Zwiebel*, Elias Canetti’s *Die geretteteZunge*, Hermann Hesse’s*AusIndien*.

GE – 1 Introduction to French(Total Credits-6)

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

Essential Readings:

Version Originale – 1 Livre de l'élève: Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2009).

Version Originale – 1 Cahier d'exercices: Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2010).

GE – 2 Introduction to German (Total Credits-6)

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

Essential Readings:

Tangram aktuell 1, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi (2005).

GE – 3 Introduction to Italian (Total Credits-6)

1. Communicative Grammar – I

Functional grammar based on the text book

2. Text Comprehension and Written Expression

Comprehension of simple texts and précis-writing

Essays on simple topics, questions on civilisation

Translation of simple passages into English and simple sentences into the foreign

3. Oral Expression

Reading of texts, general questions on the country and civilisation.

Essential Readings:

Espresso 1, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi (2012).

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

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

GE – 4 Introduction to Portuguese (Total Credits-6)

1. Communicative Grammar – I
Functional grammar based on the text book
2. Text Comprehension and Written Expression
Comprehension of simple texts and précis-writing
Essays on simple topics, questions on civilisation
Translation of simple passages into English and simple sentences into the foreign
3. Oral Expression
Reading of texts, general questions on the country and civilisation.

Essential Readings:

Tavares, Ana, *Português XXI, vol.III, Lidel* – Edições Técnicas, Lisboa (2004).

Silva Mendes, *Português Contemporâneo, D. Quixote* – Lisboa.

Helena Ramos, *Comunicar em Português*, Lidel - Edições Técnicas, Lisboa (2002).

GE – 5 Introduction to Romanian (Total Credits-6)

1. Communicative Grammar – I
Functional grammar based on the text book
2. Text Comprehension and Written Expression
Comprehension of simple texts and précis-writing
Essays on simple topics, questions on civilisation
Translation of simple passages into English and simple sentences into the foreign
3. Oral Expression
Reading of texts, general questions on the country and civilisation.

Essential Readings:

Limbaromână. Manual pentru studenții străini. Anul pregătitor, Vol.I, G. Brâncuș, A. Ionescu, M. Saramandu, Editura Universității din București, București (2002).

GE – 6 Introduction to Spanish (Total Credits-6)

1. Communicative Grammar – I
Functional grammar based on the text book
2. Text Comprehension and Written Expression
Comprehension of simple texts and précis-writing
Essays on simple topics, questions on civilisation
Translation of simple passages into English and simple sentences into the foreign
3. Oral Expression
Reading of texts, general questions on the country and civilisation.

Essential Readings:

Aula Internacional 1, Libro de alumno, Editorial difusión, Barcelona 2006

(Indian Edition Available)

(Recommended Readings)

Nuevo Ven 1, Libro de alumno, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 1, Libro de alumno, SGEL, Madrid (1998).

Semester III/IV/V/VI

AEEC -1 German in the Travel and Tourism Sector (Total Credits 2)

1. Tourism in German speaking countries: Germany, Austria, Switzerland and Liechtenstein. Demographic Profile of German tourists in India. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums Comparison with Indian museums.
2. Planning an itinerary by air, ship, train. National and International Airlines connected to India
3. International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
4. Hotel Industry in German speaking countries, important hotel chains. Language used in hotel industry, airports and by airlines. German influence in Indian hotel industry.
5. Ecological Tourism in German speaking countries. Comparison with India
6. German Cuisine.
7. Knowledge of Cultural Codes and Protocol
8. The profession of tour guiding and travel agent.
9. Projects Work: Interviews via Internet; Making a video on themes related to languages for Specific Purposes (e.g. Hospitality, Tourism, Business, etc.); Making an audio-guide of monuments; Conducting surveys among tourists;

Suggested Manuals for Vocabulary:

Deutsch im Hotel, Valperga, E, et al., Max Hueber Verlag, Ismaning (2005).

Kommunikation im Tourismus, Conelson, Berlin (2005).

Semester: III/IV/V/VI

AEEC -2 Business German (Total Credits: 2)

1. German Investment in India.
2. Multinationals and business houses from German speaking countries. Company headquarters of companies. Chambers of Commerce
3. Products of import and export between German speaking countries and India. Areas of potential business growth. International brands.
4. Writing job applications. Making a Curriculum Vitae.
5. Writing letters of acknowledgements, complaints, writing tenders for companies.
6. Business codes and protocol, Industrial espionage.
7. Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
8. Projects: creating websites for business house, writing classified advertisements.
9. Role play on buying and selling products, talking about one's skills,

Suggested Readings:

Wirtschaftsdeutsch von A bis Z, Langenscheidt, Berlin (2008).

Briefe Schreiben leicht gemacht, Halm, et al, Dudenverlag, Mannheim (2003).

Kontakt Deutsch. Deutsch für berufliche Situationen, Miebs, et al, Langenscheidt, Köln, Berlin (1997).

Semester III/IV/V/VI

AEEC -2 Food and Social Life in the German speaking World* (Total Credits: 2)

1. The concept of cooking and dining as social rituals. Hospitality, "table manners" and the forging of social relationships. The idea of food as "intangible cultural heritage".

Culinary diplomacy. “Conflict Kitchens” (Breaking bread to win hearts and minds). Nationalism, tradition and food.

2. German food staples and choices in history.
3. Famous contemporary German cuisines.
4. References to food in the German literature.

*Course to be complemented with demonstrations and hands on training

Suggested Readings:

1. Levi Strauss, Claude. *The Raw and the Cooked* . New York: Harper and Row (1969).
2. Levi Strauss, Claude. *The Origin of Table Manners*. Chicago: University of Chicago Press, 1990
3. Douglas, Mary. *Purity and Danger: An analysis of the Concepts of Pollution and Taboo*. London: Routledge(1966).
4. Barthes, Roland. *Mythologies*. New York: Hill and Wang (1986).

Semester III/IV/V/VI
AEEC -4 Media Skills* (Total Credits 2)

1. Brief History of journalism in the German world. Famous German newspapers (Frankfurter Allgemeine, Süddeutsche Zeitung, Die Zeit, Spiegel).
2. Radio and T.V. news channels in Germany. Multimedia journalism.
3. New or Narrative “Gonzo” Journalism, Embedded Journalism.
4. Study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism
5. Comparison of news items on different channels. Ideological Differences in news presentations.
6. Censorship laws in various countries. Yellow Journalism.
7. Professional Risks in Journalism. War and underworld reporting. Reporters without Borders.

Project Work

1. Comparing headlines and presentation of news in various newspapers. Summarizing an article. Analyzing an editorial. Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc.). Writing a report on an opinion poll. Preparing a flyer. Analysing & writing blogs. Preparing a weather report. Writing a small report on a given topic for the wall-newspaper. Preparing a forum on Internet; (TV/University life); managing interactions.
2. Editing Skills.

Suggested Readings:

1. Jürgen Wilke: *Mediengattungen*
2. *Grundzüge der Medien- und Kommunikationsgeschichte. Von den Anfängen bis ins 20. Jahrhundert*. Köln u. a. 2000.