

COMMITTEE OF COURSES MEETING (25th JULY 2012)

A Committee of Courses meeting was held on Wednesday, 25th July 2012 at 11h30 in Room no 32. The following members were present:

Kusum Aggarwal	Vibha Maurya
M.S. Joshi	Vijaya Venkatraman
Farida Irani	Tanya Roy
Maneesha Taneja	Ena Panda
Rama Paul	Manmohan Singh

The items given below were discussed:

1. Review of M.A. Syllabus: Dissertation/Interdisciplinary Courses

In order to align the MA courses in accordance with the structure that had been proposed by the University, and to facilitate the conduct of the Interdisciplinary Courses in Semester 4 instead of Semester 3 as is the case presently, the Committee felt that it would be more appropriate to shift Perspectives in Theory and Criticism to Semester 3, and not the Dissertation as is the case in other Departments. This recommendation was based on the specific nature of the courses offered in the Department. It was felt that placing the Dissertation in the 4th Semester would be more effective as it would give students more time to absorb the language and acquire greater understanding of the literature and culture of the target language

The Committee recommended that the above decision be reported to the Academic Council at the earliest so that it can be implemented w.e.f. January 2013.

2. Review of Grading System in MA:

The Committee decided that, from the Academic Year 2012-2013, and therefore in the case of students who joined MA Part 1 in July 2012, 70 marks will be allocated for the end-Semester exams and 30 for internal assessment provided that the same has the approval of the Academic Council.

3. Any other matter

- a. It was suggested that the Translation Course at M.A. Level be offered over two continuous semesters instead of the present system of Semester 1 and semester 3. After due deliberation the committee arrived at the conclusion that the change was not feasible and decided to continue with the present syllabus.
- b. It was proposed to inverse the order of the papers offered at the M.Phil Level. i.e. Methodology of teaching a Foreign Language in Semester 1 and Methodology of Research in Semester 2. The Committee was in favor of the change and recommended that the proposal be placed before the M.Phil Committee at the earliest for approval.

Head of Department

Department of Germanic and Romance Studies
University of Delhi

Approved modification by the Committee of Courses in its meeting held on 25th July 2012 to be made in full-time M.A. in French/German/Hispanic/Italian courses

M.A. in French/German/Hispanic/Italian Studies

1. Review of M.A. Syllabus: Dissertation/Interdisciplinary Courses

M.A. Semester-3

Paper 304: Perspectives in Theory and Criticism

M.A. Semester-4

Paper 403: Interdisciplinary

2. Review of Grading System in MA
(to be implemented from the next academic year 2013-2014):

70 marks will be allocated for the end-Semester exams and 30 for internal assessment provided that the same has the approval of the Academic Council.

Head of Department

Department of Germanic and Romance Studies
University of Delhi

Approved modification by the Committee of Courses in its meeting held on 18th September and 6th November 2012 to be made in full-time B.A.(Hons) in French/German/Spanish/Italian and Part-time Certificate, Diploma, Advanced Diploma in French, German, Spanish, Italian, Portuguese and Romanian courses

B.A.(Hons) in French/German/Spanish/Italian

B.A.(Hons) in French/German/Spanish/Italian Paper X (Sem. III) and Paper XIV (Sem. IV) will focus entirely on Oral Expression of 100 marks (75+25).

B.A.(Hons) in French/German/Spanish/Italian Paper IX (Sem. III) and Paper XIII (Sem. IV) will be called Communicative Grammar and Language in Writing having Language in Writing component merged with Communicative Grammar papers. This paper will also be of 100 marks (75+25).

B.A.(Hons) in French/German/Spanish/Italian Paper XVII (Sem-V) will entirely be Oral Expression of 100 marks (75+25).

B.A.(Hons) in French/German/Spanish/Italian Paper XIX (Sem-V) will be Language in Writing of 100 marks (75+25).

All papers dealing with Oral Expression must be treated at par with Theory papers.

Part-time Certificate, Diploma, Advanced Diploma in French, German, Spanish, Italian, Portuguese and Romanian courses

The Committee of Courses suggested the pass percentage for part time courses in all language must be uniform, that is to say 40% for each paper and also as final aggregate.

Eligibility Conditions for admission to M.A. in French/German/Hispanic/Italian Studies

Category-A

The applicants who have done B.A.(Hons) in French/German/Spanish/Italian language from University of Delhi shall be eligible to apply for admission directly if they have obtained 60% marks and above in aggregate.

Category-B

For all others the eligibility for applying for admission shall be 40% in aggregate in the Bachelors Degree + Advanced Diploma in the language concerned or B1 level of Common European Framework or any other equivalent qualification considered equivalent thereto.

Candidates in this category have to qualify in the Entrance/Written Test +VIVA-VOCE Examination.

Note: Applicants of Category A can apply for the Entrance Exam. also If they do not find place through direct admission they will be considered in the Category B merit list.

A meeting of Committee of courses was held on 12th March 2013 (Tuesday) at 11:00 AM to frame the syllabi for the Four-Year Undergraduate Program.

The following were present

Kusum Aggarwal	M.S. Joshi	Minni Sawhney
Vijaya Venkataraman	Farida Irani	Maneesha Taneja
Ramesh Kumar	Aarti Paul	Ena Panda
Rama Paul	Manmohan Singh	Rima Chauhan
Renu Sharma		

The Head of Department presented the main features of the 4-year UG program to the Committee and informed the members that the syllabi for Discipline Course I (DC-I) and Discipline Course II (DC-II), and Application Courses (AC) would have to be made in accordance with the new course structure provided by the University.

Some members sought clarifications and raised concerns regarding various aspects of the course structure: its implications for students in terms of additional workload with the Foundation Courses; dilution of existing Honours courses due to reduction in teaching hours for Discipline Course I; lack of parity of University of Delhi courses with that of other Universities. Some members suggested thereafter that a letter seeking clarifications on these concerns must be submitted to University authorities.

Thereafter a debate on course structure and syllabi of DC-I and DC-II was initiated and a common structure was worked out. It was decided that each section would hereafter work out the details/content.

With regard to DC-I, the following guidelines were recommended:

- Semesters 1-4 will have two papers each of ***Written Comprehension and Expression*** and ***Oral Comprehension and Expression***.
- Literary texts may be introduced for the purpose of teaching language as and when deemed effective.
- Literature as an independent paper will be introduced in Semester 5.

Applied Courses (AC) were also discussed. Since 4 of these papers are discipline oriented papers with practical and pragmatic objectives, it was suggested that these courses could be used for the purpose of introducing specific aspects of the concerned language and culture. The following courses were suggested.

- **Introduction to professional language such as Hospitality or Tourism Industry.**
- **Arts and Paintings/ Visual materials/ Music of the Area Study**
- **Contemporary culture and history of the concerned Language.**

It was also suggested that professionals from the hospitality or tourism industry could be invited to deliver lectures and interact with students and give them insights into the actual working of these industries.

The following courses were recommended for AC in Semesters 5 and 6.

- **Translation**
- **Principles of teaching Foreign Language.**

It was felt that especially for the AC's, greater usage of technological, visual and teaching aids could prove effective.

- HOD further clarified that though each semester is of 14 weeks, but taking into consideration the holidays and breaks, etc. it was recommended that a firm syllabi of 12 weeks be prepared. The two additional weeks may thereafter be devoted to revision, and supplementary activities etc.
- It was decided that each section would work on the content for the first four semesters of DC-I before the next meeting.
- The sections would also deliberate on the course content for 6 semesters of DC – II along with college teachers.
- The committee would hold its next meeting during the 1st week of April after working out the content for the first four semesters of DC-I and six semesters of DC-II.

Department of Germanic and Romance Studies
University of Delhi

MINUTES

A meeting of the Committee of Courses was held on Tuesday, 25th August 2015 at 2:30 p.m. in Room No. 32 of the Department.

The Committee members approved the syllabi of the B.A.(Prog.) courses in French, German and Spanish languages.

Head of Department

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

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

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: French

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.

Suggested 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.

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.

Suggested 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.

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.

Suggested Readings:

Version Originale – 2 Livre de l'élève: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale –2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

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).

Suggested Readings:

Version Originale – 2 Livre de l'élève: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale –2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

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.

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi, Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Semester-3

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.

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

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.

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Semester-4

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

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

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

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

Suggested Readings:

Version Originale – 4 Livre de l'élève (Unités 1-5) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.

Version Originale –4 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.

Semester-4

C-10 History of France in relation to Europe and History of French Speaking Countries (Total Credits 6)

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

- The Gauls and the Franks.
- The making of the Kingdom of France (987-1453).

- Consolidation of the French Monarchy.
- French Revolution and the Napoleonic era.
- Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
- France and its colonies.
- Contemporary France and its relations with the French speaking world including its policy towards immigration.

Texts

Jean Thoraval et al, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).

Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale*, en trois volumes, Armand Colin, coll. Agora (1991).

Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13^e au 20^e siècle*, Seuil, 1996.

Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).

Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

Semester-5

C-11 History of French And Francophone Literature (Total Credits 6)

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include samples of writings from the medieval period, the Renaissance, the French Enlightenment, Romanticism and the realist novels, Symbolic and Surrealist poetry. Exotic, travel and Colonial writing will raise questions on French encounter with otherness. Excerpts from the works of Francophone writers will be introduced.

Suggested Readings:

Le langage – le théâtre, la parole et l'image, Vol 1, Ferdinand Nathan, 1974.

Le Conte – la poésie, Vol.2, Ferdinand Nathan, 1974.

Le Roman-le récit non romanesque, le cinéma, Vol. 3, 1974.

Anthologie de la littérature française et européenne, Valette, Giovaacchini et al, F. Nathan, 1993.

Littérature, textes et documents, D. Renée and B. Lecherbonnier, Du Moyen Age au 20e siècle, 5 volumes, collection dirigée par Henri Mitterand, Nathan, 1986.

Du Moyen Age au XXe siècle, 5 volumes, Itinéraires littéraires, collection dirigée par G. Décole, Hatier, 1988.

Jean-Louis Joubert, *Litterature Francophone Anthologie*, Cideb, 1997

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).

Semester-6

C-13 Rhetorics 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.
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:

Beckson, Karl and Ganz, Arthur. *Literary Terms, A Dictionary.* Delhi: Rupa (1960, 1991).

Readings

Dominique Coutant-Defer, *Comment rédiger un commentaire composé?*, Editeur : Le PetitLitteraire(2014).

Dominique Coutant-Defer , *Comment rédiger une fiche de lecture?*, Editeur : le PetitLitteraire(2014).

Alexis Chabot, *Culture générale : Méthodologie de la dissertation*, Ellipses Marketing (2004).

Semester-6

C-14 Reading Literature (Total Credits 6)

A selection of literary and visual texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century. This will include literary works from medieval romances and farces, Renaissance, Classicism and Enlightenment.

Recommended Readings and Viewings

Historical Films : Jeanne d'Arc (1999); Le Roi danse, (2000) Danton (1983), L'Anglais et le Duc (2001); Vatel; (2000) Les Adieux a la reine (2012)

Novels

Anonymous, Le roman de Renart

Rabelais, *Pantagruel*

Mme de La Fayette, *La Princesse de Clèves*

Voltaire, *Candide ou l'optimisme*

Rousseau, *Les rêveries du promeneur solitaire*

Plays

Anonymous, La Farce de Maître Pathelin

Molière, *Le Bourgeois gentilhomme*

Pierre Corneille, *Le Cid*

Beaumarchais, *Le Mariage de Figaro*

Short texts and Poetry

Marguerite de Navarre, *L'Heptaméron*

Jean de la Fontaine, *Fables*

Charles Perrault, *Conte de ma mère l'Oye*

Pierre de Ronsard, *Sonnets pour Hélène*

Joachim Du Bellay, *Les Regrets*

Discipline Specific Elective (DSE)

Semester V and VI

DSE -1 History of French Language, different language registers (Total Credits 6)

History of the French language from the medieval period till present times. Status of regional in the 19th century in the aftermath of the French Revolution. History of the French language in the colonies. Understanding different registers. Comparison of colloquial French and the language of literary texts. Differences in French articulation/pronunciation within France as well as with relation to the French speaking-world with the help of film and, TV and U-Tube resources.

Readings Michèle Perret , Introduction à l'histoire de la langue française, Armand Colin (2008).

Bernard Cerquiglini, *La naissance du français*, PUF, Que sais-je ?(2013).

<http://www.axl.celan.ulaval.ca/francophonie/francophonieacc.htm>.

Louis-Jean Calvet, *Linguistique et colonialisme*, Payot, 2002

Semester V and VI
DSE – 2 Introduction to Consecutive and Simultaneous Interpretation from French 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:

1. Danica Seleskovitch, Marianne Lederer, *Pédagogie raisonnée de l'interprétation*, in collaboration with Marianne Lederer, coedited by Office des publications officielles des communautés européennes and Didier Érudition, Luxembourg-Paris, 2nd édition revised and augmented (2002).
2. Francois de Teyssier and Gilles Baudier, *La Construction de l'Europe*, Presses Universitaires de France, Coll. Que sais-je ? (2014).
3. Eugene Nida and C.R. Taber, *The Theory and Practice of Translation*, Brill (1969).
4. Nolan, James. *Interpretation, Techniques and Exercises*, Multilingual Matters (2005).
5. Gillies, Andrew. *Conference Interpreting: A Student's Practice Book*, Routledge (2013).
6. Gillies, Andrew. *Note Taking for Consecutive Interpreting. A Short Course*, Routledge (2014).
7. 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:

1. Jean-Paul Gourévitch, *Abcdaire illustré de la Littérature Jeunesse*, Le Puy-en-Velay, L'atelier du poisson soluble (2013).
2. Christian Chelebourg et Francis Marcoin, *La Littérature de jeunesse*, Paris, Armand Colin, "128" (2006).

3. Marc Soriano, *Guide de la littérature pour la jeunesse*, Paris, Hachette, 1974. Rééd. Delagrave (2002).
4. Myriam Tsimbidy, *Enseigner la littérature de jeunesse*, Toulouse, Presses Universitaires du Mirail (2008).

Primary Texts:

1. M^{me} d'Aulnoy, *Contes des Fées, suivis des Contes nouveaux ou Les Fées à la mode*, Nadine Jasmin (éd.), Paris, Champion, « Bibliothèque des génies et des fées », 2004.
2. Michel Tournier, *Vendredi ou la Vie sauvage*, Éditions Gallimard, 1971.

Semester V

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. Gardes-Tamine, G, *La Rhétorique*, A Colin, 1996
2. Lamy, B, *La Rhétorique et l'art de parler*, Honoré Champion, 1998
3. Molinié, Georges et Michèle Aquien, *Dictionnaire de rhétorique et de poétique*, Paris, LGF - Livre de Poche, coll. « Encyclopédies d'aujourd'hui », 1996
4. [Henri Morier](#), *Dictionnaire de poétique et de rhétorique*, Paris, Presses universitaires de France, coll. « Grands Dictionnaires », 1998
5. Niquet, Gilberte et Coulon, Roger, *L'Expression pour tous*, Hachette, Paris, 1979
6. Niquet, Gilberte, *Structurer sa pensée, structurer sa phrase*, Hachette, Paris, 1978
7. Michel Pougeoise, *Dictionnaire de rhétorique*, Paris, Armand Colin, 2001,
8. Varga, Aron Kibedi, *Discours, Récit, Image*, Pierre Mardage Editeur, Liege – Brussels, 1989
9. Robrieux, J.-J., *Rhétorique et Argumentation*, A. Colin, 2010
10. Ruquet, Michel, et Quoi-Bodin, Jean-Luc, *Comment dire, raisonner à la française*, CLE International, Paris, 1988

Semester V/VI

DSE -5 Introduction to Foreign Language Teaching: Theory and Practice (Total Credits 6)

French 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. Pierre Martinez, *La didactique des langues*, Presses Universitaires de France (2014).
 2. Dominique Maingueneau, *Initiation aux methodes de l'analyse du discours. Problemes et perspectives*, Hachette (1979).

Semester V/VI

DSE -6 Life in France and Francophone Countries

The course aims to initiate learners to the culture and civilization of French and French speaking countries. The daily lives and routines of the average person will be studied with the help of both audio-visual and written material, as also with access to the information available on the internet sites about these countries. This will look not only at the daily lives but also at the education systems, home, family, leisure activities, festivals, politics, tourism, physical geography. Equal emphasis will be laid on the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.

Suggested Readings

Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones. Ponts/Ponti 7 : Présences du mythe. Le français à l'université* .

Jeffroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD, FLE*,

Mauchamp, Nelly, *La France De Toujours – Civilisation*, CLE International, Paris, 2014

Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, CLE International, Paris, 2005

Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones, Ponts/Ponti 5 : Enfances. Le français à l'université*, 2007

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.

Suggested Readings/Viewings:

1. Burckhardt, Jacob. *The Civilization of the Renaissance in Italy* (1855), New York: Penguin (2004).
2. Secret, Meryle. *Salvador Dalí The Surrealist Jester* London: Paladin (1986).
3. Hughes, Robert. *Goya* New York: Alfred Knopf (2006).
4. Stassinopoulos Huffington, Arianna. *Picasso Creator and Destroyer* London: Pan Books (1988).
5. Blog by 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. Alain De Botton, *The Art of Travel*, Vintage; Reprint edition (May 11, 2004)
5. Marc Augé, Jean-Paul Colleyn, *L'anthropologie*, PUF, Coll. Que sais-je ? (2009).
6. Philippe Lejeune, *Je est un autre : L'autobiographie, de la littérature aux médias*, Seuil, (1980).
7. Vincent Colonna, *Autofiction et autres mythomanies littéraires*, Tristram(2004).

Primary Texts:

1. Simone de Beauvoir, *Mémoires d'une jeune fille rangée*
2. Leonora Miano, *Afropean Soul et autres nouvelles*, Flammarion (2008).
3. Bernard B. Dadie, *Climbié*, Nouvelles éditions africaines (2003).

Semester: V/VI

GE – 1 Introduction to French (Total Credit-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).

Semester: V/VI

GE – 2 Introduction to German (Total Credit-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 HueberVerlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi

Semester: V/VI

GE – 3 Introduction to Italian (Total Credit-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.

Semester: V/VI

GE – 4 Introduction to Portuguese (Total Credit-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).

Semester: V/VI
GE – 5 Introduction to Romanian (Total Credit-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).

Semester: V/VI
GE – 6 Introduction to Spanish (Total Credit-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 French in the Travel and Tourism Sector (Total Credits 2)

1. Tourism in France and French-speaking countries/and India. History, government Interventions in the tourism sector in France and French-speaking countries/and India in the post-war years. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums.
2. Planning an itinerary by air, ship, train. National and International Airlines.
3. International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
4. Hotel Industry in France and French-speaking countries/India. Important hotel chains. Language used in hotel industry, airports and by airlines.
5. Ecological and Rural Tourism in France and French-speaking countries/India.
6. Cuisine in France and French-speaking countries. Indian Cuisine.
7. Knowledge of Cultural Codes and Protocol in France and French-speaking countries

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:

[Sophie Corbeau](#), [Chantal Dubois](#), [Jean-Luc Penfornis](#), *Tourisme.com*, Clé International, (2013).

5. Claude Peyrouet, Claude Bouthier, *Le tourisme en France*, Nathan (2010).
6. Guides du routard,
7. Guides Michelin
8. <http://www.incredibleindia.org/en/>
9. websites of various State Tourism Departments

Semester III/IV/V/V
AEEC -2 Business French (Total Credits 2)

1. Investments in India from France and French-speaking countries and Indian investments/business interests in these countries, including those under The New Partnership for Africa's Development (NEPAD)
2. Multinationals and business houses from French speaking countries. Company headquarters of companies. Chambers of Commerce
3. Products of import and export between French 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:

1. M Demaret, P Maccotta, MP Rosillo, *Quartier d'affaires 1 – 2*, CLE (2013).
2. Beatrice Tauzin et Anne-Lyse Dubois, *Objectif express. Le monde professionnel en français, 1 et 2*, Hachette, coll. FLE (2013).
3. Jean Luc Penfornis, *Communication progressive du français des affaires*, CLE International (2010).
4. Jean-Luc Penfornis, *Communication progressive du français des affaires*, CLE International (2010).
5. Jean-Luc Penfornis, *Vocabulaire progressive du français des affaires avec 250 exercices*, CLE International (2013).

Semester III/IV/V/VI
AEEC -2 Food and Social Life in the French 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. *Eating together as an intercultural experience*
2. Food staples and choices in history (olives, oranges, grapes etc.) in the French and French-speaking world. Products introduced by the Romans (grapes) Muslims (saffron) and from the New World to Europe after discovery of America. (coffee, cocoa, tobacco etc.). Processed regional food brands of bread, cheese, wine etc from France and the French-speaking world (Wines, Cheeses, Mustard, Couscous, African cuisine).
3. Famous contemporary cuisines and specialities from France and the French-speaking world (regional specialities, Cuisine provençale, Senegalese and Moroccan cuisines), signature chefs. Michelin Guides to restaurants.
4. References to food in the literatures of France and the French Speaking-world
Francois Rabelais, Gustave Flaubert, Theophile Gautier, Calyxthe Beyala,
*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. Jean-Anthelme Brillat-Savarin, *Physiologie du goût*, Editions Flammarion (8 mai 2009)
3. Leonora Miano, *Soulfoodequatoriale*, Nils (2009).
4. Michelin Guides
5. Auguste Escoffier, *Souvenirs culinaires*, Mercure de France (2014).
6. Johan Faerber et Elsa Delachair, *La cuisine des écrivains*, Edition 10/18 (2012).

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

1. Brief History of journalism in the French and French-speaking world. Famous newspapers of the French and French-speaking world. (*Le Monde, La Libération, France; Le Messenger*, Senegal; *El Watan*, Algeria ; etc) Bilingual Regional Press. (*Le Dauphiné Libéré, Le Parisien*). Magazines, current affairs, fashion, children’s films.
2. Radio and T.V. news channels in France and French speaking world, national and international. Multimedia journalism. TV5.
3. New or Narrative “Gonzo” Journalism. Embedded Journalism. study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism
4. Comparison of news items on different channels. Ideological Differences in news presentations.
5. Censorship laws in various countries. Yellow Journalism. Internet and journalism.
6. 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. Analyzing & writing blogs. Reporting crime.

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. www.totallygonzo.org
2. GUÉRY Louis, *Visages de la presse. La présentation des journaux des origines à nos jours*, CFPJ (1997).
3. <http://www.lepointdufle.net/>
4. <http://enseigner.tv5monde.com/>
5. PartickChardaudeau, *La conquête du pouvoir. Opinion, Persuasion, Valeurs, les discours d'une nouvelle donne politique*, Paris, L'Harmattan(2013).
6. Amossy, Ruth. *L'argumentation dans le discours*, Paris : Colin (2010).

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

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

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 HueberVerlag, 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, Carlo 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.

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

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

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: Italian
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:

Espresso 1, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab 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.

Note: Teachers are free to recommend supplementary language manuals.

Semester I

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:

Espresso 1, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi, 2012.

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

Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002

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:

Espresso 2, Maria Bali, Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi, 2012.

Domani 2, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.

Giocare con la scrittura, Carlo Guastalla, Alma Edizioni, Firenze, 2004.

Note: Teachers are free to recommend supplementary language manuals.

Semester 2

C-4 Intermediate level reading and writing skills (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:

Espresso 2, Maria Bali Giovanna Rizzo, Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi, 2012.

Domani 2, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Giocare con la scrittura, Carlo Guastalla, Alma Edizioni, Firenze, 2004

Note: Teachers are free to recommend supplementary language manuals.

Semester 3

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

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

Texts:

Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002

Domani 2, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci editore, 2003

Note: Teachers are free to recommend supplementary language manuals.

Semester 3

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 literary and semi-literary texts, 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:

Domani 3, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Note: Teachers are free to recommend supplementary language manuals.

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:

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008

Domani 3, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Scrivere e comunicare, Dario Corno, Bruno Mondadori, 2002

Note: Teachers are free to recommend supplementary language manuals.

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:

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008

Domani 3, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011
Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011
Scrivere e comunicare, Dario Corno, Bruno Mondadori, 2002

Note: Teachers are free to recommend supplementary language manuals.

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:

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008
Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011
Scrivere e comunicare, Dario Corno, Bruno Mondadori, 2002
L'italiano nella società della comunicazione, G. Antonelli, il Mulino, 2007

Note: Teachers are free to recommend supplementary language manuals.

Semester 4

C-10 History of Italy in Relation to Europe (Total Credits 6)

The major social, political and cultural events from the medieval to contemporary period: From ancient to medieval times; city states and universities; Pre-Renaissance and Renaissance; Counter-reformation and the Council of Trent; The Modern Age; From the Unification of Italy till contemporary period.

Texts:

Cantarella-Guidorizzi, *Dall'impero romano alla crisi del Trecento*, Einaudi scuola, 2010.
Prospero-Viola, 1. *Dalla peste del Trecento al Concilio di Trento*, 2. *Dalle guerre di religione alla guerra dei Trent'anni*, 3. *Dall'assolutismo alla rivoluzione francese*, 4. *Dal Congresso di Vienna al trionfo del capitalismo*, 5. *Dal 1870 alla seconda guerra mondiale*, Einaudi scuola, 2004.

Note: Teachers are free to recommend supplementary language manuals.

Semester 5

C-11 History of Italian Literature (Total Credits 6)

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include literary works from Romanticismo, Risorgimento, Verismo, Illuminismo and the Pre-war period. The selection will include poems, plays, shorter and longer narrative texts.

Recommended Readings and References:

Novels

Giovanni Verga, *I Malavoglia*
Antonio Fogazzaro, *Piccolo mondo antico*
Alessandro Manzoni, *I promessi sposi*
Carlo Collodi, *Pinocchio*

Alberto Moravia, *Gli indifferenti, La ciociara*
Cesare Pavese, *La luna e i falò*
Italo Calvino, *Il visconte dimezzato, Il cavaliere inesistente*
Leonardo Sciascia, *Una storia semplice*

Plays

Luigi Pirandello, *Così è (se vi pare), Enrico IV*
Eduardo De Filippo, *Natale in casa Cupiello*
Dario Fo, *La casellante*
Leonardo Sciascia, *L'onorevole*
Luigi Pirandello, *Sei personaggi in cerca d'autore*
Eduardo De Filippo, *Filumena Marturano*
Dario Fo, *Mistero buffo*
Natalia Ginzburg, *Ti ho sposato per allegria*

Shorter Narrative Texts and Poetry

Ugo Foscolo, *I sonetti*
Giacomo Leopardi, *Idilli*
Luigi Capuana, *Le novelle, Profili di donne*
Luigi Pirandello *Novelle per un anno*
Dino Buzzati, *Sessati racconti*
Alberto Moravia, *I racconti romani*
Giuseppe Ungaretti, *Il dolore, Sentimento del tempo*
Andrea Camilleri, *Gli arancini di Montalbano* e altri racconti
Italo Calvino, *Marcovaldo*

Note: Teachers are free to recommend supplementary language manuals.

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).

Semester VI

C-13 Rhetorics 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

Recommended Readings and References:

1. Beckson, Karl and Ganz, Arthur. *Literary Terms, A Dictionary*. Delhi: Rupa (1960, 1991)
2. Angelo Marchese, *Dizionario di retorica e di stilistica*, 4^a ed., Arnoldo Mondadori Editore, Milano, 1978.
3. Felice Brogna, *Guida all'analisi testuale*, Marimar editrice, Napoli, 1991.
4. Giorgio Barberi Squarotti (ed.), *Dizionario di retorica e stilistica*, TEA, Torino, 1995.
5. Roberto Berardi, *Dizionario di termini della critica letteraria*, 2^a edizione, ottava ristampa, Le Monnier, Firenze, 1989.
6. Gruppo µ, *Retorica generale. Le figure della comunicazione*, traduzione di Mario Wolf, 3^a ed., Bompiani, Milano, 1970.
7. Annalisa Cattani, *Pubblicità e Retorica*, Lupetti, Milano, 2009.

Note: Teachers are free to recommend supplementary language manuals.

Semester 6

C-14 Reading Texts (Total Credits 6)

A selection of Italian literary and visual texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century: This will include seminal literary texts of the Medieval, Renaissance, Baroque, Classicism and Enlightenment period in Italy.

Texts:

Films:

Roma città aperta (1945), Ladri di biciclette (1949), La terra trema (1949), Viaggio in Italia (1953), Il Gattopardo (1963), L'età di Cosimo de' Medici (1972), Il Casanova di Federico Fellini (1976), Il nome della rosa (1986), Buongiorno, notte (2003), Vincere (2009)

Novels

Ugo Foscolo, *Le ultime lettere di Jacopo Ortis*

Plays

Niccolò Machiavelli, *La mandragola*

Carlo Goldoni, *La locandiera, Il ventaglio*

Short texts and Poetry

Dante Alighieri, *La divina commedia*

Francesco Petrarca, *Il canzoniere*

Giovanni Boccaccio, *Decameron*

Frao Sacchetti, *Trecento novelle*

Ludovico Ariosto, *L'orlando furioso*

Torquato Tasso, *Gerusalemme liberata*

Note: Teachers are free to recommend supplementary language manuals.

Discipline Specific Elective (DSE)

Semester V and VI
DSE – 1

History of Italian Language and Different Language Registers (Total Credits 6)

Brief history of language. Growth of regional languages in Italy in the 19th century with rise of nationalism. Comparison of colloquial Italian and language of literary texts. Differences in Italian articulation/pronunciation within the Peninsula with film and Youtube resources. Language registers of Italian Diaspora in the United States and Australia.

Recommended Readings and References:

1. M. Vitale, *Studi di Storia della Lingua Italiana*, LED Edizioni Universitarie, Milano, 1992.
2. S. Morgana, *Capitoli di Storia Linguistica Italiana*, LED Edizioni Universitarie, Milano, 2003.
3. J. Kinder, *CLIC: Cultura e Lingua d'Italia in CD-ROM / Culture and Language of Italy on CD-ROM*, Interlinea, Novara, 2008.
4. Raffaele Simone (ed.), *Enciclopedia dell'italiano*, Treccani, Roma, 2010.
5. Luca Serianni, *Grammatica italiana: italiano comune e lingua letteraria*, in collaborazione con Alberto Castelvechi, UTET, Torino, 1988.
6. Luca Serianni, *Italiano: Grammatica, sintassi, dubbi*, Garzanti, Milano, 1997.
7. Gaetano Berruto, *Sociolinguistica dell'italiano contemporaneo*, Carocci, Roma, 1987.
8. Baldelli, Ignazio (ed.), *La lingua italiana nel mondo: indagine sulle motivazioni allo studio dell'italiano*, Istituto della Enciclopedia Italiana, Roma, 1987.
9. Turchetta, Barbara, *Il mondo in italiano: varietà e usi internazionali della lingua*, Laterza, Roma-Bari, 2005.
10. Villa, Franco, *Nuovo maiorum sermo*, Paravia, Torino, 1991.

Note: Teachers are free to recommend supplementary language manuals.

Semester V and VI

DSE – 2 Introduction to Consecutive and Simultaneous Interpretation from Italian 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

Recommended Readings:

1. Nolan, James, *Interpretation, Techniques and Exercises*, Multilingual Matters, 2005.
2. Gillies, Andrew. *Conference Interpreting: A Student's Practice Book*, Routledge, 2013.
3. Gillies, Andrew. *Note Taking for Consecutive Interpreting. A Short Course*, Routledge, 2014.

4. Valerie Taylor Bouladon, *Conference Interpreting, Principles and Practice*, Book Surge Publishing, 2007.

Additional material will be provided by the Department.

Semester V / VI

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

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

Recommended Readings:

1. Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage, 1975.
2. Propp, Vladimir. *Morphology of the Folk Tale*, University of Texas Press, 1988.
3. Nodelman, Perry. *The Hidden Adult: Defining Children's Literature* Baltimore: John Hopkins University Press, 2008.
4. Elisa Marazzi, *Libri per diventare italiani. L'editoria per la scuola a Milano nel secondo Ottocento*, FrancoAngeli, Milano 2014.
5. Elena Paruolo (Ed.), *Le letterature per l'infanzia*, Prefazione di Antonella Cagnolati, Aracne, Roma, 2014.
6. Alessandra Avanzini, *Linee europee di letteratura per l'infanzia, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito*, FrancoAngeli, Milano 2013.
7. Lindsay Myers, *Making the Italians. Poetics and Politics of Italian Children's Fantasy*, Peter Lang, Oxford, 2012.

Primary Texts:

1. Gianni Rodari, *Favole al telefono*, Einaudi, Torino, 1962.
2. Carlo Collodi, *Le avventure di Pinocchio*, Mondadori, Milano, 2012.
3. Emilio Salgari, *Il corsaro nero*, Mondadori, Milano, 2009.

Additional material will be provided by the Department.

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. Elisabetta Degl'Innocenti, *Il manuale della scrittura*, Paravia, Torino, 2002.
2. Angelo Roncoroni, *Manuale di scrittura. Teoria e pratica dello scrivere in italiano*, Carlo Signorelli Editore, Milano, 2009.
3. Mariateresa Serafini, *Nuovo l'italiano: grammatica e scrittura*, Fabbri, Milano, 2009.
4. Mariateresa Serafini; Luciana Arcidiacono, *Comunicare con l'italiano. Testi e scritture*, Fabbri, Milano, 2006.
5. A. Cotugno; F. Malagnini (ed.), *Manuale di scrittura e comunicazione*, Zanichelli, Bologna, 2013.

6. Dario Corno, *Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica*, Mondadori, Milano, 2012.

Semester V/VI

DSE - 5 Italian 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.

Recommended Readings:

1. J. Richards and T. Rogers (2001) *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge.(Indian edition available).
2. *Lezioni di grammatica storica italiana*, Luca Serianni, Bulzoni, 1998.
3. *C'era una volta il metodo*, Carlo Serra Borneto, Carocci, 1998.
4. *Grammatica, Insegnarla e impararla*, Cecilia Andorno, Franca Bosc, Paola Ribotta, Guerra Edizioni, 2003.
5. Cecilia Andorno, *Dalla grammatica alla linguistica. Basi per uno studio dell'italiano*, Paravia Scriptorium, Torino 1999
6. Marina Chini, *Che cos'è la linguistica acquisizionale*, Carocci, Roma, 2005.

Additional material will be provided by the Department.

Semester V/VI

DSE - 6 Life in Italy, Elements of History, Culture and Civilization (Total Credits: 6)

1. Nineteenth Century Italy, Unification of Italy, Questione meridionale, Revolutionary groups in Italy.
2. Role of Italy in World War I and World War II, Contribution of Giovanni Giolitti, Italian Fascism: rise and fall, Mussolini and Hitler, Civil War, Italian Resistance Movement, Role of Italian Writers and intellectuals in Italian Resistance Movement, Partisans, Liberation of Italy
3. The student movement of 68, Left Wing Terrorism (Terrorismo rosso), Red Brigades (le brigate rosse) and Right Wing Terrorism (Terrorismo nero) of Seventies, Political corruption, Tangentopoli and "Mani pulite" in nineties.
4. Standardization of Italian language; Italy in European Union and adoption of Euro, Italy and Italian speaking countries: Switzerland, San Marino, Vatican City, Albania, Slovenia, Croatia, Malta.
5. Multiculturalism and immigration in Italy, role of Asian (Chinese, Indian, Pakistani, Bangladeshi) immigrants in Italy.
6. Italian songs and films portraying Italian resistance movement and other elements of history, culture and civilization. Italian folk music and dance forms.

Recommended Readings:

1. Leonard Weinberg, *Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right*, Tore Bjórge, 1995.
2. Mario Caprara e Gianluca Semprini, *Neri! La storia mai raccontata della destra radicale, eversiva e terrorista*, Newton Compton Editori, 2012.
3. Mario Caprara, Gianluca Semprini, *Destra estrema e criminale*, Newton Compton, 2007.
4. Nicola Rao, *Il piombo e la celtica. Storie di terrorismo nero. Dalla guerra di strada allo spontaneismo armato*, Sperling & Kupfer, 2009.

5. Giuseppe De Lutiis, *Storia dei servizi segreti in Italia*, Editori Riuniti (1984).
 6. Franco Ferraresi, *Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra*, Feltrinelli (1995).
 7. Guido Viale, *Il Sessantotto: tra rivoluzione e restaurazione*, NdA Press, 1978.
 8. Gabriele De Rosa et al., *L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni*, Rubbettino Editore, 2003.
 9. "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014", ISTAT, 15 June 2015.
 10. <http://www.istat.it/it/archivio/129854>
- Additional material will be provided by the Department.*

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.

Recommended Readings/Viewings:

1. Burckhardt, Jacob, *The Civilization of the Renaissance in Italy* (1855), New York: Penguin, 2004.
2. Secrest, Meryle, *Salvador Dalí The Surrealist Jester* London: Paladin, 1986.
3. Hughes, Robert, *Goya*, New York: Alfred Knopf, 2006.
4. Stassinopoulos Huffington, Arianna, *Picasso Creator and Destroyer*, London: Pan Books, 1988.
5. Blog by Shatarriah Godwin, People of Color in European Art History.

Additional material will be provided by the Department.

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

Recommended Readings: 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. Cesare Segre, *Avviamento allo studio del testo letterario*, Einaudi, Torino 1985.
6. Marziano Guglielminetti, "Biografia e autobiografia", in Alberto Asor Rosa, *Letteratura Italiana Einaudi, vol. 5: Le questioni*, Einaudi, Torino 1986, pp. 829–86.
7. Paul Ricoeur, *Sé come un altro*, Jaca Book, Milano, 1993.

8. Duccio Demetrio, *Raccontarsi. L'autobiografia come cura di sé*, Raffaello Cortina, Milano 1995.
9. Rino Caputo e Matteo Monaco, *Scrivere la propria vita: l'autobiografia come problema critico e teorico*, Bulzoni, Roma, 1997.
10. Laura Formenti, *La formazione autobiografica*, Guerini e associati, Milano, 1998.
11. Adriana Cavarero, *Tu che mi guardi, tu che mi racconti, Filosofia della narrazione*, Feltrinelli, Milano 2001.
12. Cesare Grisi, *Il romanzo autobiografico. Un genere tra opera e autore*, Carocci, Roma 2011.

Additional material will be provided by the Department.

Generic Elective Courses

Semester: V/VI

GE – 1 Introduction to French (Total Credit-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 language.

3. Oral Expression

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

Essential Readings:

1. *Version Originale – 1 Livre de l'élève*: Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2009).
2. *Version Originale – 1 Cahier d'exercices*: Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2010).

GE – 2 Introduction to German (Total Credit-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:

1. *Tangram aktuell 1*, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi 2005.

GE – 3 Introduction to Italian (Total Credit-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:

1. Luciana Ziglio, Giovanna Rizzo, *Espresso 1*, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.
2. Carlo Guastalla, Ciro Massimo Naddeo, *Domani 1*, Alma Edizioni, Firenze (2010).
3. Susanna Nocchi, *Grammatica pratica della lingua italiana*, Alma edizioni, Firenze.

GE – 4 Introduction to Portuguese (Total Credit-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:

1. Tavares, Ana, *Português XXI, vol.III, Lidel* – Edições Técnicas, Lisboa (2004).
2. Silva Mendes, *Português Contemporâneo*, D. Quixote – Lisboa.
3. Helena Ramos, *Comunicar em Português*, Lidel - Edições Técnicas, Lisboa (2002).

GE – 5 Introduction to Romanian (Total Credit-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:

1. *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 Credit-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:

1. *Aula Internacional 1, Libro de alumno*, Editorial difusión, Barcelona 2006 (Indian Edition Available)

Recommended Readings

1. *Nuevo Ven 1, Libro de alumno*, Editorial Edelsa, Madrid (2004).
2. *Español sin Fronteras 1, Libro de alumno*, SGEL, Madrid (1998).

Semester: III/IV/V/VI

Skill Based Courses

AEEC – 1 Italian in the Travel and Tourism Sector (Total Credits 2)

1. Tourism in Italy. History, government Interventions in the tourism sector in Italy. Popular tourist destinations, monuments, sites, important museums and their specializations. Guided online excursions through museums.
2. Planning an itinerary by air, ship, train. National and International Airlines.
3. International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
4. Hotel Industry in Italy, Important hotel chains. Language used in hotel industry, airports and by airlines
5. Ecological and Rural Tourism in Italy.
6. Italian Cuisine.
7. Knowledge of Cultural Codes and Protocol in Italy.
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.

Recommended Readings and References:

1. Anna Costantino, Antonella Rivieccio, *Obiettivo professione: Corso di italiano per scopi professionali*, Loescher, 2014.
2. Christa Kernberger, *Nuovo Italiano nel turismo*, Guerra, Perugia, 2012.
3. Andrea Jelardi, *Storia del viaggio e del turismo in Italia*, Mursia, Milano 2012.
4. Vittorio Azzarà, Roberta Scarpocchi, Federica Vincenti, *Viaggio in Italia: Testo di civiltà e cultura italiana per stranieri*, Guerra, Perugia, 1997.

Semester III/IV/V/VI

AEEC – 2 Business Italian (Total Credits 2)

1. Italian Investment in India.
2. Multinationals and business houses from Italy. Headquarters of companies. Chambers of Commerce.
3. Products of import and export between Italy and India. Areas of potential business growth. International brands.
4. Writing advertisements, job applications. Making 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.

Recommended Readings and References:

1. Nicoletta Cherubini, *L'Italiano per gli Affari: Manuale di Lavoro (L'Italiano per stranieri)*, Bonacci, 1992.
2. Nicoletta Cherubini, *Convergenze: iperlibro di italiano per affari (libro + DVD-rom)*, Bonacci, Messina-Firenze, 2012.
3. P. Pauli, *Incontri e affari: livello medio-superiore*, Primus Edizioni, 2002.
4. Vincent Edwards, Gianfranca Gessa Shephard, *Manual of Business Italian: A Comprehensive Language Guide*, Routledge, 1996.
5. Giovanna Pelizza, Marco Mezzadri, *Un vero affare!*, G.D'Anna, Messina-Firenze, 2014.

6. Anna Costantino, Antonella Rivieccio, *Obiettivo professione: Corso di Italiano per scopi professionali*, Bonacci, Messina-Firenze, 2011.
7. Giovanna Pelizza, Marco Mezzadri, *L'italiano in Azienda*, Guerra, Perugia, 2002.

Semester III/IV/V/VI

AEEC – 3 Food and Social Life in Italy * (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. Italian food staples and choices in history (olives, oranges, grapes etc). Roman culinary tradition, Arab influence. Variation within Italy (difference in Northern and Southern cuisine).
3. Processed regional Italian food – various brands of bread, cheese, wine etc.
4. Importance of Cheese and Wine in Italian cuisine. Food preservation.
5. Famous contemporary Italian cuisines, signature chefs.
6. References to food in Italian literature and Cinema.

*Course to be complemented with demonstrations and hands on training.

Recommended Readings and References:

1. Levi Strauss, Claude. *The Raw and the Cooked*, New York: Harper and Row, 1969
2. Douglas, Mary, *Purity and Danger: An analysis of the Concepts of Pollution and Taboo*. London: Routledge, 1966.
3. Barthes, Roland, *Mythologies*, New York: Hill and Wang, 1986
4. Gabriella Iacovoni, Nadia Persiani, Barbara Fiorentino, *Buon appetito!: Tra lingua italiana e cucina regionale*, Bonacci, Messina-Firenze, 2014.
5. Chiara Calmanti, Piero Calmanti, *Appuntamento a...Folklore, tradizioni, storia, gastronomia delle regioni italiane*, Guerra, Perugia, 2000.
6. Maria Voltolina, *L'Italiano è servito! L'italiano per stranieri attraverso la cucina*, Guerra, Perugia, 2008.
7. Peppino Manzi, Stefano Renzetti, Alberto Lena, *Di sala e di bar: Laboratorio servizi di sala e bar*, Liviana Scolastica, 2008.
8. Nazzarena Cozzi, Adriana Tancorre, Francesco Federico, *Caffè Italia*, ELI Edizioni, Recanati, 2008.
9. Capatti, Alberto and Montanari, Massimo, *Italian Cuisine: a Cultural History*, Columbia University Press, New York, 2003.
10. Del Conte, Anna, *The Concise Gastronomy of Italy*, Barnes and Nobles Books, USA, 2004.
11. Dickie, John, *Delizia! The Epic History of Italians and Their Food*, New York, 2008.
12. Evans, Matthew; Cossi, Gabriella; D'Onghia, Peter, *World Food Italy*, Lonely Planet Publications Pty Ltd, CA, 2000.
13. Faccioli, Emilio, *L'Arte della Cucina in Italia*, Einaudi, Milano, 1987.
14. Koplan, Steven; Smith, Brian H.; Weiss, Michael A.; *Exploring Wine*, Van Nostrand Reinhold, New York, 1996.
15. Piras, Claudia and Medagliani, Eugenio, *Culinaria Italy*, Könemann Verlagsgesellschaft mbh, Cologne, 2000.
16. Riley, Gillian, *The Oxford Companion to Italian Food*, Oxford University Press, 2007.
17. The Italian Academy of Cuisine (Accademia Italiana della Cucina), *La Cucina: The Regional Cooking of Italy*, Trans. Jay Hyams, Rizzoli, New York, 2009.
18. Thoms, Ulrike, *From Migrant Food to Lifestyle Cooking: The Career of Italian Cuisine in Europe*, European History Online, Institute of European History, Mainz, 2011.

19. Pellegrino Artusi, *La scienza in cucina e l'arte di mangiare bene*, Giunti Editore, 1998.
20. Gualtiero Marchesi, *Il grande ricettario*, De Agostini, 2003.
21. AAVV, *Alimentazione: Enciclopedia della cucina regionale italiana*, Boroli Editore, 2004.

Semester III/IV/V/VI

AEEC-4 Italian Studies: Media Skills* – Total Credits 2

1. Brief History of journalism in Italy. Famous Italian newspapers. (Il corriere della sera, la Repubblica, La Stampa, Il Messaggero ecc.)
2. Radio and T.V. news channels in Italy. Italian channels in the United States and Australia. Multimedia journalism.
3. New or Narrative “Gonzo” Journalism, (Gonzo giornalismo) 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.
2. 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.
3. Editing Skills.

Recommended Readings and References:

1. www.totallygonzo.org
2. <http://www.holdenmagazine.it/tag/gonzo-giornalismo/>
3. Calabrese O. / P. Violi, *I giornali. Guida alla lettura e all'uso didattico*, Espresso Strumenti, 1980.
4. Dardano M., *Il linguaggio dei giornali italiani*, Laterza, 1973.
5. Lepri S., *Professione giornalista*, Etas-Rcs Libri, 1991.
6. Medici M. / D. Proietti (ed.), *Il linguaggio del giornalismo*, Mursia, 1992.
7. Papuzzi A., *Manuale del giornalista*, Donzelli, 1993.
8. Gozzini G., *Storia del giornalismo*, Mondadori, 2000.
9. Barbano A., *Manuale di Giornalismo*, Laterza, 2012.
10. Alberto Papuzzi, *Professione Giornalista*, Donzelli, 2003.
11. Truman Capote, *Il Duca nel suo dominio*, Oscar Mondadori, 2004.
12. Truman Capote, *A sangue freddo*, Garzanti, 1966.
13. Hunter Stockton Thompson, *Paura e disgusto a Las Vegas*, Bompiani, 2000.
14. Ryszard Kapuściński, *Autoritratto di un reporter*, Feltrinelli, 2006.
15. Riccardo Benotti, *Viaggio nel New Journalism americano*, Aracne editrice, 2009.

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

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

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)		
• 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: Spanish

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:

Spanish-

Aula Internacional 1, Editorial difusión, Barcelona(2006) (Indian Edition Available)

Suggested Readings:

Nuevo Ven 1, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 1, SGEL, Madrid (1998).

Planet@ 1, Editorial Edelsa, Madrid (2001).

Note: Teachers are free to recommend supplementary language manuals.

Semester-1

C-2 Developing listening and speaking skills (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:

Spanish- *Aula Internacional 1*, Editorial difusión, Barcelona (2006) (Indian Edition Available).

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:

Spanish- *Aula Internacional 1 & 2*, Editorial difusión, Barcelona (2006) (Indian Edition Available).

Suggested Readings:

Nuevo Ven 1 & 2, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 1, SGEL, Madrid(1998).

Planet@ 1 & 2, Editorial Edelsa, Madrid (2001).

Semester-2

C-4 Intermediate level reading and writing skills (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:

Spanish- *Aula Internacional 1 & 2*, Editorial difusión, Barcelona, 2006 (Indian Edition Available).

Semester-3

C-5 Developing intermediate level speaking and listening skills(3) (Total Credits 6)

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

Texts:

Spanish- *Aula Internacional 2 & 3*, Editorial difusión, Barcelona, 2006 (Indian Edition Available).

Suggested Readings:

Nuevo Ven 2, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 2, SGEL, Madrid(1998).

Planet@ 2 & 3, Editorial Edelsa, Madrid (2001).

Semester-3

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:

Aula Internacional 3, Editorial difusión, Barcelona, 2006 (IndianEditionAvailable).

FurtherReadings:

Nuevo Ven 3, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 2, SGEL, Madrid(1998).

Planet@ 3, Editorial Edelsa, Madrid(2001).

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:

Aula Internacional 4, Editorial difusión, Barcelona(2006) (IndianEditionAvailable).

FurtherReadings:

Nuevo Ven 3, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 2, SGEL, Madrid (1998).

Planet@ 4, Editorial Edelsa, Madrid (2001).

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:

Aula Internacional 4, Editorial difusión, Barcelona (2006) (IndianEditionAvailable).

FurtherReadings:

Tema a Tema B1, Editorial Edelsa, Madrid(2011).

Tareas y proyectos en clase, Editorial Edinumen(2001).

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:

Aula Internacional 4, Editorial difusión, Barcelona (2006) (Indian Edition Available).

FurtherReadings:

Tema a Tema B1, Editorial Edelsa, Madrid (2011).

Tareas y proyectos en clase, Editorial Edinumen (2001).

Semester-4**C-10 History of Spain in relation to Europe and History of Latin America (Total Credits 6)**

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

- Arab contributions to Spanish culture. (711-1492).
- The Catholic kings, discovery of America and the Spanish empire.
- XIXth century Spanish American Independence movements.
- XXth century: Spanish Civil War, Latin American dictatorships.
- Contemporary Spain and Latin America.

Texts:

Manuel FernandezAlvarez, *España, biografía de una nación* Madrid:Espasa Libros SLU (2011).

Manuel FernandezAlvarez, *Pequeña historia de España* Madrid: Espasa Libros SLU (2008).

Guillermo Hernández, *De la edad media a la actualidad*, Madrid: SGEL (2008).

Semester-5

C-11 History of Spanish and Latin American Literature (Total Credits 6)

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include Spanish Romanticism, Neoclassicism, the Spanish realist novel, Latin American romances and the debate on civilization and barbarism in Latin America. The first fifty years of the XXth century: extracts from the post Spanish civil war novel and the Latin American regionalist novel.

Recommended Readings and References:

19th Century Literature

Novels:

Latin America: Joaquín Lizardi, *El periquillo sarniento* (1816).

Spain:

Pérez Galdós, Benito: *Doña Perfecta* (1876).

Drama:

Latin America: Joaquín Fernández de Lizardi, (1845) *Todos contra el payo*

Spain: Leandro F. de Moratín, *El sí de las niñas* (1801) *Shorter Narrative Texts:*

Spain: Clarín, Leopoldo Alas: *Relatos Breves*, (1892).

Latin America: Enrique Anderson Imbert y Eugenio Florit, Holt, Rinehart and Winston, *Literatura hispanoamericana 1 y 2* (1970).

Poetry:

Latin America: Ruben Darío, *Azul* (1888).

Spain: Bécquer, Gustavo Adolfo: *Rimas y leyendas*, Colección Purpura. Madrid (1970).

20th Century Literature

Novels:

Latin America: Gallegos, Rómulo: *Doña Bárbara* (1929).

Güiraldes, Ricardo: *Don Segundo Sombra* (1926).

Spain: Ramón Jimenez, Juan: *Platero y yo* (1914).

Miguel de Unamuno, *Niebla* (1914).

Drama:

Spain: Buero Vallejo, Antonio: *Historia de una escalera* (1949).

García Lorca, Federico: *La casa de Bernarda Alba* (1936).

Shorter Narrative Texts:

América Latina cuenta, Ed. Francisco J Uriz, Edelsa (1990).

Breve Biblioteca Hispánica, EUNSA, Pamplona (1998).

Poetry:

Spain: *Antología de poesía del 27*,

Conexiones, Eduardo Zayas-Bazán, Susan M Bacon y Dulce García, Prentice Hall (1999).

Latin America: Octavio Paz, *Ladera Este*. (1969).

Gabriela Mistral, *Sur* (1941).

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. López Guix, Juan Gabriel. *Manual de Traducción Inglés – Castellano* Madrid: Gedisa, 2012
7. Child, Jack. *Introduction to Spanish Translation* UPA, 2009
8. Haywood, Louise. *Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English* New York: Routledge, 2009
9. Lunn, Patricia. *Et.al En otras palabras: perfeccionamiento del español por medio de la traducción* Washington: Georgetown University Press, 2013.

Semester-6

C-13 Rhetorics 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.
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:

1. Beckson, Karl and Ganz, Arthur. *Literary Terms, A Dictionary*. Delhi: Rupa (1960, 1991).
2. Delgado, Josefina. *Qué leer y Cómo* Buenos Aires: El Ateneo (2002).
3. Azaustre, Galiana Antonio y Juan Casas Rigall. *Introducción al análisis retórico, tropas, figuras y sintaxis del estilo*. Santiago de Compostela: Universidad de Santiago de Compostela (1994).
4. Romera, Angel. *Manual de Retórica y Recursos Estilísticos*, Diario del Endriago, <http://diariodelendriago.blogspot.com>.

Semester-6

C-14 Reading Texts (Total Credits 6)

A selection of literary, 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 Spain and its colonies.

Texts:

Spanish Historical films: *La Celestina* (1996), *Lázaro de Tormes* (2001), *Alatriste* (2006), *1492* (1992) *Proceso a Mariana Pineda* (1984)

Films on Latin American History: *Cabeza de Vaca*, *El Conquistador Conquistado* (1991), *The Mission* (1986), *Yo la peor de todas* (1990), *The Alamo* (1960)

J. Manuel Cabrales Arteaga, *Manual de literatura española y latinoamericana*, Madrid: SGEL (2009).

Guillermo Hernández, *Literatura española y hispanoamericana 2* Madrid: SGEL (2009).

Novels:

Excerpts from Fernando de Rojas, *La Celestina* (1502).

Anonymous, *Lazarillo de Tormes*. (1554).

Plays:

Spain: Lope de Vega, *Fuenteovejuna* (1619).

Colonial Latin America: Juan Ruiz de Alarcón, *La verdad sospechosa* (1624).

Poetry:

Spain: Francisco de Quevedo, (1600-1640) *Poemas satíricos*

Colonial Latin America: Sor Juana Inés de la Cruz, (1680), *Veintiun sonetos de amor*,

Discipline Specific Elective (DSE)

Semester V and VI

DSE -1

History of Spanish Language and Different Language Registers (Total Credits 6)

Brief history of language. Growth of regional languages in Spain in the 19th century with rise of nationalism. Comparison of colloquial Spanish and language of literary texts. Differences in Spanish articulation/pronunciation within the Peninsula and in Latin America with film and Youtube resources. Language registers of Hispanic diaspora in the United States.

Texts:

Lapesa, Rafael. *Historia de la lengua española* Madrid: Gredos (2005).
 Jackson, Gabriel. *Introducción a la España Medieval (The Making of Medieval Spain)* Barcelona: Altaya (1996).
 X. Bru de Sala: *España Catalunya, Un diálogo con futuro* Barcelona: Planeta(1998).
 Rubert de Ventós, Xavier. *Nacionalismos* Madrid: Espasa Calpe (1994).
 Villanueva, Tino. *Los Chicanos* México: Fondo de Cultura Económica(1980).

Semester V and VI

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

Unit 1:

- Different Modes of Interpretation
- Booth behaviour and microphone manners

Unit 2:

- Economizing 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*, MultilingualMatters(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).

Cervera, Juan. *Teoría de la literatura infantil*. Bilbao: Mensajero(1991)
Garálón, Ana. *Historia Portátil de la Literatura infantil*. Madrid: Anaya (2001).

Primary Texts:

1. García Lorca, Federico. Ramón Jimenez; Alberto, Rafael. *Mi primer libro de poemas* Madrid: Anaya (2004).
2. García Lorca, Federico. *El maleficio de la mariposa*
3. Ramón Jiménez, Juan. *Platero y Yo* (1914) Madrid: Cátedra (2014).
4. Conde, Carmen. *Aladino* Madrid: Hesperia, 1944
5. Conde, Carmen. *Auto de Navidad* Madrid: Enag, 1953

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. Aranda, José Carlos. *Manual de Ortografía y Redacción*. Madrid: Ed. Berenice, 2010
2. Cervera, Angel. *El comentario de textos* Madrid: Espasa, 1999
3. Cassany, Daniel. *La cocina de la escritura* Madrid: Anagrama, 1995.
4. Posner, Richard. *El pequeño libro del plagio* Madrid: El hombre del tres, 2013

Semester V/VI

DSE -5 Spanish 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.
 1. J. Richards and T. Rogers (2001) *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge.(Indian edition available).
 2. Littlewood, T. (1998) *La enseñanza comunicativa del idioma: Introducción al enfoque comunicativo*, Cambridge University Press, Madrid.
 3. Baralo, M. (1998) “Teorías de adquisición de lenguas extranjeras y su aplicación a la enseñanza del español” *Experto en Enseñanza del Español como Lengua Extranjera*, Fundación Antonio Nebrija. Programa de Formación de profesores a distancia, Madrid.

Semester V/VI

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

1. The 19th century phenomenon of the *caudillo* and *cacique* in Spain and Latin America. 20th century dictatorships (Franco – Spain, Trujillo – Dominican Republic, Pinochet – Chile, etc) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).
2. Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA. Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.
3. Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy. Operation Condor. Spain : Multiculturalism and Immigration.
4. Cultural forms and National Identity : Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina) Cultures of resistance : La movida madrileña, New Song Movement, Narcocorridos.

Suggested Readings. Excerpts from

1. Tamames, Ramón. *¿A dónde vas España?* Madrid : Alianza, 1977
2. Chasteen, John Charles. *Born in Blood and Fire, A Concise History of Latin America* (New York: Norton, 2001)
3. Grandin, Greg. *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism.* New York: Henry Holt, 2006
4. Florencia Garramuño. *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press, 2011.
5. Pérez, Edmundo. *Que me entierren con narcocorridos.* Mexico: Grijalbo, 2012
6. Primary texts: Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) etc Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) and others.

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.

Suggested Readings/Viewings:

1. Burckhardt, Jacob. *The Civilization of the Renaissance in Italy* (1855), New York: Penguin(2004).
2. Secrest, Meryle. *Salvador Dalí The Surrealist Jester* London: Paladin (1986).
3. Hughes, Robert. *Goya* New York: Alfred Knopf (2006).

4. Stassinopoulos Huffington, Arianna. *Picasso Creator and Destroyer* London: Pan Books (1988).
5. Blog by 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. Tacca, Oscar. *Las voces de la novela* Madrid: Gredos (1975).

Primary Texts:

1. Lazarillo de Tormes.
2. Cristobal Colón, *Diario de Colón*.
3. Fanny Calderón de la Barca: *La vida en México*.
4. Elizabeth Burgos- Debray *Me llamo Rigoberta Menchu*.
5. Ramón J. Sender. *La Tesis de Nancy*.
6. Camilo J. Cela. *La familia de Pascual Duarte*.

Semester: V/VI

GE – 1 Introduction to French (Total Credit-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 language.
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 Credit-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 Credit-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 Credit-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 Credit-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 Credit-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

Skill Based Courses: AEEC -1 Spanish in the Travel and Tourism Sector (Total Credits 2)

1. Tourism in Spain and Latin America. Demographic profile of Hispanic tourists in India. History, government Interventions in the tourism sector in Spain and Latin America from the 1960's. Comparison with India. Hispanic tourist preferences in India. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums.
2. Planning an itinerary by air, ship, train. National and International Airlines operating in India.
3. International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
4. Hotel Industry in Spain and Latin America, Hispanic influence in Indian hotel industry (Spanish and Mexican restaurants etc.) Important hotel chains. Language used in hotel industry, airports and by airlines.
5. Ecological and Rural Tourism in Spain and Latin America. Lessons for India.
6. Spanish and Latin American Cuisine.
7. Knowledge of Cultural Codes and Protocol in Spain and Latin America. Comparisons with India.
8. The profession of tour guiding and travel agent.

9. Project 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:

1. González, Marisa et.al. *Socios, Curso de español orientado al mundo del trabajo* Barcelona: Difusión (2007).
2. Felipe Gallego, Jesús. *Diccionario de Hostelería: Hotelería y Turismo, Restaurante y Gastronomía, Cafetería y Bar*, Madrid: Ed. Paraninfo (2004).
3. López Collado, Asunción. *Hostelería: Curso Completo de Servicios* Madrid: Ed. Paraninfo (2001)

Semester III/IV/V/VI
AEEC-2 Business Spanish (Total Credits 2)

1. Spanish and Latin American Investment in India.
2. Multinationals and business houses from Spanish speaking countries. Company headquarters of companies. Chambers of Commerce.
3. Products of import and export between Spanish 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:

1. Aguirre Beltran B. *Introducción al español de los negocios* Madrid(2011).
2. Pérez Matilde, Alonso. *Innovando en el mundo de los negocios*. Madrid: September Ediciones(2011).
3. Nevaer, Louis. *Speak Business Spanish like an Executive: Avoiding the Common Mistakes that hold Latinos back*. New York: Hispanic Economics (2012).

Semester III/IV/V/VI

AEEC -3 Food and Social Life in the Hispanic 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. Spanish food staples and choices in history (olives, oranges, grapes etc.). Products introduced by the Romans (grapes) Arabs (saffron) and from the New World to

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

3. Famous contemporary Spanish and Latin American cuisines (Basque, Campaign for *Cocina peruana para el Mundo*), signature chefs.
4. References to food in the literatures of Spain and Latin America.
Mexico: Fernando del Paso, Laura Esquivel.
Spain: Cervantes, Luis de Góngora, Francisco de Quevedo. Manuel Vazquez Montalban
Argentina: Julio Cortázar, Jorge Luis Borges.
Chile: Pablo Neruda.
Cuba: Nicolás Guillén and others.
*Course to be complemented with demonstrations and hands on training.

Suggested Readings. Excerpts from:

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: Paladin (1986).
5. Michelin Guides
6. Ortega, Simone. *1080 Recetas de Cocina*. Madrid : Alianza (2004).

Semester III/IV/V/VI

AEEC -4 Hispanic Studies: Media Skills* (Total Credits 2)

1. Brief History of journalism in the Hispanic world. Famous Spanish and Latin American newspapers. (*El País*, Spain; *Clarín* Argentina, *La Jornada* Mexico etc) Bilingual Regional Press. (*Gara*, *El Norte de Castilla*).
2. Radio and T.V. news channels in Spain and Latin America, Hispanic channels in the United States. Multimedia journalism.
3. New or Narrative “Gonzo” Journalism, (Periodismo gonzo) 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. Analyzing & 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.

*To be complemented with demonstrations and hands on training.

Suggested Readings:

1. www.totallygonzo.org
2. www.periodismogonzoargentina.blogspot.in
3. Luis Cebrián, Juan. *La prensa en la calle. Escritos sobre Periodismo* Madrid: Taurus, (1980).
4. Martín Vivaldi, G.: *Géneros periodísticos*, Madrid: Paraninfo (1977).
5. Núñez Ladeveze, L.: *Manual para periodismo*, Barcelona: Ariel (1991).
6. Rodríguez Ruibal, Antonio: *Periodismo turístico. Análisis del turismo a través de las portadas*. Barcelona: Editorial UOC(2009).

Department of Germanic and Romance Studies
University of Delhi

Minutes

27th July 2016

A meeting of the Committee of Courses was held on Wednesday, 27th July 2016 at 10:30 a.m.
The following members were present:

1. Prof. Minni Sawhney- Head of Department
2. Prof. Vibha Maurya
3. Prof. Shaswati Mazumdar
4. Prof. Kusum Aggarwal
5. Dr. Vijaya Venkataraman
6. Dr. Farida Irani
7. Dr. Tanya Roy
8. Dr. Maneesha Taneja
9. Ms. Aarti Paul
10. Dr. Ramesh Kumar
11. Ms. Rama Paul

1. Panel of experts for constituting Selection Committee under Statute 19(1) for appointment to teaching posts in the University for academic year 2016-2017 and 2017-2018: Language incharge of different sections/languages (French, German, Italian, Spanish) have submitted their panels and the Committee members have approved the same.
2. Revision of Committee of courses (for Post-Graduation, Under-Graduation and Other Courses which includes-Part-time and Full-time-Intensive Advanced Diploma in Portuguese)
Professors: Minni Sawhney, Vibha Maurya, Shaswati Mazumdar and Kusum Aggarwal
Associate Professors: Vijaya Venkataraman, Farida Irani and Tanya Roy
Assistant Professors: Dr. Jyoti Sabharwal, Dr. Ramesh Kumar, Ms. Aarti Paul

In addition following are the members for B.A.(Prog.) Courses:

1. Dr. Dinesh Adlakha, Assistant Professor of Spanish in JMC
2. Ms. Neeraj Saxena, Assistant Professor of Spanish in DCAC
3. Ms. Renu Sharma, Assistant Professor in German in DCAC
4. Ms. Rima Chauhan, Assistant Professor of German in Gargi College

2014-15 course restructuring

The Committee of Principals has advised the following structure for BA/ B.Sc./ B.Com/ BMS Honours Courses:

Semester Main Subject Papers Allied Courses

III	3	1
IV	3	1
v	4	0
VI	4	0

Therefore, the Committee of Courses of respective departments are required to expeditiously organize the remaining fourteen papers for the main subject (Erstwhile DC-I - papers excluding the two research methodology papers) in proper sequence (from amongst the DC-I papers approved in 2013-14) so as to ensure academic and pedagogical lucidity. No new papers should be created/framed.

SEM III

DC1-Language in Context: Developing Reading and Writing Skills III

DC1-Language in Context: Developing Listening and Speaking Skills III

Introduction to Literature-1

Introduction To

Allied Course - ~~Study of~~ Language - 1

SEM IV

DC1-Language in Context: Developing Reading and Writing Skills IV

DC1-Language in Context: Developing Listening and Speaking Skills IV

Introduction to Literature-II

Introduction to

Allied Course- ~~Study of~~ Language - 2

SEM V

DC1-Language in Context: Developing Reading and Writing Skills V

DC1-Language in Context: Developing Listening and Speaking Skills V

Reading Literature 1

Cultural History

SEM VI

Language in Context: Developing Reading and Writing Skills VI

Language in Context: Developing Listening and Speaking Skills VI

Reading Literature 2

Introduction to Foreign Language Teaching

Four Year Undergraduate Programme in French/German/Italian/Spanish

(with multiple degree options)

AIMS AND OBJECTIVES

The 4 year Undergraduate Programme is designed to enable students to develop communication skills in the chosen language and to acquire a broad understanding of the society, history and culture within which these languages have developed and are used. Based on the conception of language as social and cultural practice, the courses integrate knowledge of social and political institutions, historical events, and literary and cultural movements into the acquisition of the four linguistic skills - reading, writing, listening and speaking. The courses are thus designed to simultaneously develop language skills and critical thinking. The Programme comprises of Discipline Course 1, Discipline Course 2 and Application Courses.

For these courses, the process of language learning has been defined in accordance with the stages identified by the Common European Framework of Reference for Languages (CEF), developed by the European Council. It provides a basis for mutual recognition of language qualifications obtained in different learning contexts, and thus facilitating educational and professional mobility for both students and teachers. These stages are indicative of the desired level to be reached by the learner at the end of each year using parameters that are internationally acceptable. Since the communicative approach will be used for the purpose of language teaching, grammatical and syntactical structures corresponding to the various stages of language acquisition will be taught and tested implicitly.

The DC 1 and AC courses have two objectives. They equip students to continue their studies in a postgraduate programme in language, literary and cultural studies but also provide them 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).

SUMMARY

Course Structure

Semester 1		
Paper 1	Foundation Course 1	
Paper 2	Foundation Course 2	
Paper 3	Foundation Course 3	
Paper 4	Foundation Course 4	
Paper 5	DC1-Language in Context: Developing Reading and Writing Skills I	100
Paper 6	DC1-Language in Context: Developing Listening and Speaking Skills I	100
Paper 7	Integrating Mind, Body and Heart	

Semester 2		
Paper 8	Foundation Course 5	
Paper 9	Foundation Course 6	
Paper 10	Foundation Course 7	
Paper 11	Applied Course 1	
Paper 12	DC1-Language in Context: Developing Reading and Writing Skills II	100
Paper 13	DC1-Language in Context: Developing Listening and Speaking Skills II	100
Paper 14	Integrating Mind, Body and Heart	

Semester 3		
Paper 15	Foundation Course 8	
Paper 16	Foundation Course 9	
Paper 17	DC1-Language in Context: Developing Reading and Writing Skills III	100

Paper 18	DC1-Language in Context: Developing Listening and Speaking Skills III	100
Paper 19	Applied Course 2: Microlanguages-1	100
Paper 20	Cultural Activities including Sports, NCC, NSS, etc.	

Semester 4

Paper 21	Foundation Course 10	
Paper 22	Foundation Course 11	
Paper 23	DC1-Language in Context: Developing Reading and Writing Skills IV	100
Paper 24	DC1-Language in Context: Developing Listening and Speaking Skills IV	100
Paper 25	Applied Course 3: Microlanguages-2	100
Paper 26	Cultural Activities including Sports, NCC, NSS, etc.	

Semester 5

Paper 27	DC1-Language in Context: Developing Reading and Writing Skills V	100
Paper 28	DC1-Language in Context: Developing Listening and Speaking Skills V	100
Paper 29	Introduction to Literature-1	100
Paper 30	Applied Course 4: Practice of Translation – 1	100
Paper 31	Cultural Activities including Sports, NCC, NSS, etc.	

Semester 6

Paper 32	DC1-Language in Context: Developing Reading and Writing Skills V	100
Paper 33	DC1-Language in Context: Developing Listening and Speaking Skills V	100
Paper 34	Introduction to Literature-2	100
Paper 35	Applied Course 5: Practice of Translation -2	100
Paper 36	Cultural Activities including Sports, NCC, NSS, etc.	

Semester 7

Paper 37	Reading Literature 1	100
Paper 38	Cultural History	100
Paper 39	Research Methodology	100
Paper 40	Cultural Activities including Sports, NCC, NSS, etc.	

Semester 8

Paper 41	Reading Literature 2	100
Paper 42	Introduction to Foreign Language Teaching	100
Paper 43	Dissertation	100
Paper 36	Cultural Activities including Sports, NCC, NSS, etc.	

SYLLABUS FOR THE 4 – YEAR UNDERGRADUATE PROGRAMME (FRENCH)

DISCIPLINE COURSE I

SEMESTER – I

DC – I: Paper I: Language in Context: Developing reading and writing skills - 1

Unit 1:

- Introduction to the Language
- Greetings
- Developing Reading Strategies
- Introducing oneself
- Introducing someone else
- Describing one's city; Situating places; Map reading

Unit 2:

- Describing one's preferences, interests
- Presenting someone else's preferences, interests; Comparison
- Describing friends and family (Physical description and qualities)
- Describing one's daily routine
- Describing an object or a product
- Describing the weather

Unit 3:

- How to buy and sell a product
- Consulting catalogues and writing an article for a catalogue
- Enumerate the ingredients in a dish on the menu;
- Writing a recipe
- Describing one's skills;
- Describing past events

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.

Additional material will be provided by the Department.

To complete Level A1 partially

DC – I: Paper II: Language in Context: Developing listening and speaking skills -1

Unit 1:

- Communicating in the classroom
- Introducing oneself
- Introducing someone else
- Talking about one's city;
- Asking where a particular place/ shop is located. Asking for directions

Unit 2:

- Talking about one's preferences, interests
- Talking about someone else's preferences, interests
- Talking about friends and family (Physical description and qualities)
- Talking about one's day
- Talking about an object or a product
- Presenting a weather bulletin

Unit 3:

- How to buy and sell a product
- Talk about and give one's opinion on a dish.
- Ordering a meal in a restaurant
- Talking about one's skills
- Narrating a past event

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.

Additional material will be provided by the Department.

To complete Level A1 partially

SEMESTER – II

DC – I: Paper III: Language in Context: Developing reading and writing skills – 2

Unit 1:

- Describing events in the past (continued)
- Giving one's opinion (continued)
- Describing one's house
- Expressing one's preferences, interests (continued)
- Describing daily activities (continued)
- Giving and asking for instructions, suggestions
- Describing one's health

Unit 2:

- Writing about one's life
- Writing about someone else's life.
- Describing the weather (continued)
- Preparing weather reports (continued)
- Describing events in the past (Past continuous)
- Expressing condition

Unit 3:

- Writing news paper articles
- Writing e-mails
- Writing classified advertisements
- Sending out, accepting and refusing invitations
- Preparing an internet forum

Essential Readings:

Version Originale – 2 Livre de l'eleve: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale –2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

Additional material will be provided by the Department

To complete Level A1 and to attain Level A2 partially

DC – I: Paper IV: Language in Context: Developing listening and speaking skills -2

Unit 1:

- Narrating a past event
- Giving one's opinion
- Talking about one's house
- Talking about one's preferences, interests
- Talking about one's daily activities
- Giving and asking for instructions, suggestions,

- Visit to a doctor

Unit 2:

- Narrating one's life
- Narrating someone else's life
- Talking about the weather
- Presenting a weather bulletin
- Expressing certainty/ doubt
- Narrating past events

Unit 3:

- Requesting for permission
- Requesting a service
- Accepting/refusing permission or request for a service
- Commenting on and presenting simple texts
- Describing photos, pictures etc.

Essential Readings:

Version Originale – 2 Livre de l'élève: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale –2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

Additional material will be provided by the Department

To complete Level A1 and to attain Level A2 partially

SEMESTER – III

DC – I: Paper V: Language in Context: Developing reading and writing skills – 3

Unit 1:

- Describing one's holidays
- Preparing posters (theatre)
- Describing characters in a play
- Expressions introducing cause

Unit 2:

- Giving instructions for a set and a play;
- Describing one's future plans;
- Reading and writing newspaper articles
- Preparing a forum on Internet; (TV/University life); managing interactions
- Preparing posters (films)

Unit 3:

- Informal communication (letters, SMS, post cards, etc.)
- Letter writing (formal)
- Preparing and managing interactions on an Internet forum.(ecology/politics)
- Chat sites.

Essential Readings:

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Additional material will be provided by the Department.

To complete Level A2

DC – I: Paper VI: Language in Context: Developing listening and speaking skills – 3

Unit 1:

- Talking about one's relation with languages
- Talking about characters in a play
- Narrating a story
- Expressing one's opinions; defending one's ideas.

Unit 2:

- Expressing one's opinions; defending one's ideas (continued)
- Talking about one's holidays
- Talking about one's future plans
- Expressing one's feelings

Unit 3:

- Narrating the story of a film
- Interviews
- Telephonic conversations

Essential Readings:

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Additional material will be provided by the Department.

To complete Level A2

SEMESTER – IV

DC – I: Paper VII: Language in Context: Developing reading and writing skills – 4

Unit 1:

- Describing the characters of a film
- Writing a critic for a film
- Preparing a forum on Internet; (film); managing interactions
- Francophone cinema (comparison)

Unit 2:

- Reading and understanding scientific texts
- Writing a summary of a press article
- Analysing and writing the summary of the results of opinion poll
- Reading a comic strip; writing texts for a comic strip

Unit 3:

- Write up of an event, an interview
- Writing and interpreting statistical information
- Language registers; Word formation.
- Prepare a slam

Essential readings:

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Additional material will be provided by the Department

To attain Level B1 partially

DC – I: Paper VIII: Language in Context: Developing listening and speaking skills – 4

Unit 1:

- Describing the characters of a film
- Expressing and defending one's opinion about a film.
- Summarize a film
- Francophone cinema (Comparison)

Unit 2:

- Preparing an opinion poll
- Conducting an opinion poll
- Voice over for a comic strip
- Working with songs

Unit 3:

- Reporting an event; an interview
- Presenting statistical information
- Word play
- Presenting a slam

Essential Reading:

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Additional material will be provided by the Department

To attain Level B1partially

SEMESTER – V

DC – I: Paper IX: Language in Context: Developing reading and writing skills – 5

Unit 1:

- Comparing headlines and presentation of news in various newspapers.
- Summarizing an article
- Analyzing an editorial
- Writing a short story (science fiction)

Unit 2:

- Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc)
- Writing a report on an opinion poll

Unit 3:

- Reading and analyzing texts/articles on social issues (Secularism (laïcisme), positive discrimination etc)
- Preparing a flyer

Essential Readings:

Version Originale – 4 Livre de l'élève (Unités 1-5) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.

Version Originale –4 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.

Additional material will be provided by the Department.

To complete Level B1 and attain Level B2 partially

DC – I: Paper X: Language in Context: Developing listening and speaking skills – 5

Unit 1:

- Expressing one's opinion
- Talking about one's experiences

Unit 2:

- Organising a debate on various social issues (generation gap, racial discrimination etc)
- Preparing and conducting an opinion poll

Unit 3:

- Preparing a skit on various social issues (Secularism (laïcisme), positive discrimination etc)
- Doing a presentation on various social issues
- Comparing different teaching models
- Debating issues in education

Essential Readings:

Version Originale – 4 Livre de l'élève (Unités 1-5) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.

Version Originale –4 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.

Additional material will be provided by the Department.

To complete Level B1 and attain Level B2 partially

DC – I: Paper XI: Introduction to Literature – 1

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include literary works from French Romanticism, Realism, and Naturalism and the Pre-war period

The selection will include poems, plays and shorter and longer narrative texts.

Recommended Readings

Novels

Georges Sand, *La Petite Fadette*.

Hector Malot, *Sans Famille*.

Jules Verne, *Le Tour du Monde en Quatre-Vingt Jours*.

Saint-Exupéry, *Vol de nuit*

Plays

Jules Romains, *Docteur Knock*.

Eugène Ionesco, *La Leçon*.

Alfred de Musset, *On ne badine pas avec l'amour*.

Alfred Jarry, *Ubu Roi*.

Shorter Narrative Texts and Poetry

J.M.G. Le Clézio, *La Ronde et autres histoires*,

Yves Bonnefoy, *Récits en rêve*

Alphonse Daudet, *Lettres de mon Moulin*

Guy de Maupassant, *Contes de la Bécasse*

Jacques Prévert, *Paroles*

Victor Hugo, *Les Contemplations*

Additional Reading materials will be provided by the Department

SEMESTER – VI

DC – I: Paper XII: Language in Context: Developing reading and writing skills – 6

Unit 1:

- Reading and analyzing articles on equality in education
- Describing the education system
- Comparing education systems
- Analysing & writing blogs

Unit 2:

- Reading and analyzing texts on various social issues (Social exclusion)
- Writing an open letter to the authorities on various problems
- Writing a petition
- Precis writing

Unit 3:

- Reading, Writing & analysing 'textes engagés'
- Describing & analyzing cultural representations
- Writing about one's experience of learning a foreign language
- Analysing the concept of a 'journey'/ traveler
- Writing a short travel story

Essential Readings:

Version Originale – 4 Livre de l'élève (Unités 6 - 10) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.

Version Originale – 4 Cahier d'exercices (Unités 6 - 10): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.

Additional material will be provided by the Department.

To complete Level B2

DC – I: Paper XIII: Language in Context: Developing listening and speaking skills – 6

Unit 1:

- Doing a presentation on various educational issues (equality in education)
- Organizing a debate on various educational issues (education system, conduct of exams, evaluating students)

Unit 2:

- Expressing & justifying one's point of view
- Organizing a debate on various social issues (social exclusion),

Unit 3:

- Discussing 'culture' and presenting people & countries
- Talking about one's relationship with the foreign language
- Recounting one's experience of learning the foreign language.
- Presenting one's travel story in class
- Discussing/sharing one's souvenirs in a group

Essential Readings:

Version Originale – 4 Livre de l'élève (Unités 6 - 10) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.

Version Originale –4 Cahier d'exercices (Unités 6 - 10): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.

Additional material will be provided by the Department.

To complete Level B2

DC – I: Paper XIV Introduction to Literature – 2

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include literary works from French Romanticism, Realism, Naturalism, the Pre-war and Post-war period.

The selection will include poems, plays and shorter and longer narrative texts.

Recommended Readings

Novels

Honoré de Balzac, *Le Père Goriot*

George Simenon, *L’Affaire Saint-Fiacre*.

Françoise Sagan, *Bonjour Tristesse*

Maguerite Duras, *L’Amant*

Raymond Queneau, *Zazie dans le métro*

Plays

Victor Hugo, *Hernani*.

Marcel Pagnol, *Topaze*

Jean Anouilh, *Antigone*

Jean-Paul Sartre, *Les Mouches*

Shorter Narrative Texts and Poetry

Prosper Mérimée, *Mateo Falcone et autres nouvelles*.

Gustave Flaubert, *Trois Contes*.

Charles Baudelaire, *Les Fleurs du Mal*.

Paul Verlaine, *Poèmes Saturniens*.

Frédéric Beigbeder, *Nouvelles sous ecstasy*

Additional Reading materials will be provided by the Department

SEMESTER VII

DC – I: Paper XV Reading Literature - 1

A selection of literary texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century. This will include literary works from medieval romances and farces, Renaissance, Classicism and Enlightenment.

Recommended Readings

Novels

Anonymous, *Le roman de Renart*

Rabelais, *Pantagruel*

Mme de La Fayette, *La Princesse de Clèves*

Voltaire, *Candide ou l’optimisme*

Rousseau, *Les rêveries du promeneur solitaire*

Plays

Anonymous, *La Farce de Maître Pathelin*

Molière, *Le Bourgeois gentilhomme*

Pierre Corneille, *Le Cid*
Beaumarchais, *Le Mariage de Figaro*
Short texts and Poetry
Marguerite de Navarre, *L'Heptaméron*
Jean de la Fontaine, *Fables*
Charles Perrault, *Conte de ma mère l'Oye*
Pierre de Ronsard, *Sonnets pour Hélène*
Joachim Du Bellay, *Les Regrets*
Additional Reading materials will be provided by the Department

DC – I: Paper XVI: Cultural History

The major social, political and cultural events from the medieval to contemporary period: The formation of France; Early Modern France; French Revolution; France and its colonies; The Two-World Wars; The creation of the European Union.

Jean Thoraval, *Les grandes étapes de la civilisation française*, BORDAS, 1976, réimpression 1978
Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13^e au 20^e siècle*, Seuil, 1996.
Additional Reading materials will be provided by the Department

DC – I: Paper XVII: Research Methodology

Charting research horizons: Understanding the exigencies of research in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. Identifying lacunae in existing research. Different approaches to research issues: structuralism, post-structuralism, post-colonialism and gender studies. Translation studies. Theories of communication and second language acquisition. Conducting research: Structuring an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting research projects, writing dissertation.

Recommended Readings

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams *The Craft of Research*, The University of Chicago Press, 2003.
Mathieu Guidère *Méthodologie de la recherche: Guide du jeune chercheur en Lettres, Langues, Sciences humaines et sociales*., Edition ellipses, Paris, 2004.
Antoine Compagnon, *Le démon de la théorie, Littérature et sens commun*, Editions du Seuil, Paris, 1998
Additional material will be provided by the Department.

SEMESTER VIII

DC – I: Paper XVIII: Reading Literature - 2

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times with an emphasis on post-colonial literature. This will include Post-war Literature, Existentialism, Absurd theatre and Postcolonial writings.

Recommended Readings

Novels

Simone de Beauvoir, *Mémoires d'une jeune fille rangée*
Albert Camus, *Le Premier homme*
Jean-Paul Sartre, *Les mots*
Didier Daeninckx, *Meurtres pour mémoire*

Plays

Samuel Beckett, *En attendant Godot*
Eugene Ionesco, *Rhinoceros*

Short texts and Poetry

Marguerite Yourcenar, *Nouvelles orientales*

Postcolonial Literatures

Aimé Césaire, *Cahiers d'un retour au pays natal*
Andrée Chéhid, *L'artiste et autres nouvelles*
Azouz Begag, *Le Gone du Chaaba*
Mongo Beti, *Mission terminée*
Amadou Kourouma, *Quand on refuse on dit non*
Natacha Appanah, *Rocher du Poudre d'or*

Additional Reading materials will be provided by the Department

DC – I: Paper XIX: Introduction to Foreign Language Teaching: Theory and Practice

History of the language

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.

Jean-Pierre Cuq, Isabelle Gruca, *Cours de didactique du français langue étrangère et seconde* : Presses universitaires de Grenoble, Grenoble, 2005.

1. Pierre Martinez *La didactique des langues étrangères* : Pierre Martinez, Collection : Que sais-je ? PUF (5^e édition), Paris, 2008.

Additional material will be provided by the Department.

DC – I: Paper XX: Research Project/ Dissertation

APPLIED COURSES

3 periods weekly (2 lectures + 1 presentation)

Semester 3	Microlanguages – 1 Language for specific purposes including hospitality, tourism, banking, business, etc. Material will be provided by the section.
Semester 4	Microlanguages – 2 Language for specific purposes with emphasis on translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets etc) Material will be provided by the section.
Semester 5	Practice of Translation – 1 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi vice-versa.
Semester 6	Practice of Translation – 2 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi vice-versa. Subtitling and dubbing of films, documentaries etc.

Sampling of Topics for Presentations and Projects

DC – I : Making a Video presentation on monuments; Recorded interviews of French community in India on various sociocultural themes of interest; Preparing a wall magazine; Creating a radio Program; Making Comic strips; Writing Reviews of plays, stories, etc.; Adaptation of Films, plays, stories, etc.

Applied Courses: 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; Making one's own CV; Translation of Educational Certificates, Birth/Marriage/ Death Certificates, etc.; Writing Letters of Motivation in Target Language; Preparing bilingual lists (translation) of specific terminologies and or areas (e.g. Medical, Legal, Business, etc.); Creating short Radio Programs (5 min/ 10 min. or longer slots) on various themes related to Hospitality, Business, Tourism, etc.; Translation of Indian Recipes to target languages.

DISCIPLINE COURSE II

4 teaching periods (including 1 tutorial) + 1 presentation

Semester 3	Paper I	<p>Introduction to Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Textbooks:</i> <i>Connexions niveau 1(Unités 1-6):</i> Régine Mérieux, Yves Loiseau, Les Editions Didier, Paris 2004. <i>Additional material will be provided by the Department.</i></p>
Semester 4	Paper II	<p>Introduction to Language – 2</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Textbooks:</i> <i>Connexions niveau 1(Unités 7-12):</i> Régine Mérieux, Yves Loiseau, Les Editions Didier, Paris 2004. <i>Additional material will be provided by the Department.</i></p>
Semester 5	Paper III	<p>Study of Language - 1</p> <ul style="list-style-type: none"> • Introduction of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Textbooks:</i> <i>Connexions niveau 2(Unités 1-6):</i> Régine Mérieux, Yves Loiseau, Les Editions Didier, Paris 2004. <i>Additional material will be provided by the Department.</i></p>
Semester 6	Paper IV	<p>Study of Language - 2</p> <ul style="list-style-type: none"> • Continuation of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Textbooks:</i> <i>Connexions niveau 2(Unités 7-12):</i> Régine Mérieux, Yves Loiseau, Les Editions Didier, Paris 2004. <i>Additional material will be provided by the Department.</i></p>
Semester 7	Paper V	<p>Advanced Study of Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Textbooks:</i> <i>Connexions niveau 3(Unités 1-5):</i> Régine Mérieux, Yves Loiseau, Béatrice Bouvier, Les Editions Didier, Paris 2005. <i>Additional material will be provided by the Department.</i></p>
Semester 8	Paper VI	<p>Advanced Study of Language – 2 Written Expression 50 and Oral Expression 25</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Textbooks:</i> <i>Connexions niveau 3(Unités 6 -10):</i> Régine Mérieux, Yves Loiseau, Béatrice Bouvier, Les Editions Didier, Paris 2005. <i>Additional material will be provided by the Department.</i></p>

SYLLABUS FOR THE 4 – YEAR UNDERGRADUATE PROGRAMME IN GERMAN

DISCIPLINE COURSE I

SEMESTER - I

DC – I: Paper I: Language in Context: Developing reading and writing skills 1

Unit 1:

- Introduction to the Language
- Greeting
- Introducing oneself and others
- Alphabet and Numbers
- Developing Reading and Writing Strategies
- Learning Map reading

Unit 2:

- Describing one's family, one's friends and classmates;
- Describing one's city, institute, one's native place
- Describing one's liking and disliking
- Describing way to a place
- Describing one's daily routine
- Describing one's future plans

Unit 3:

- Enquiring about certain products
- Describing a celebration, like birthday, end of semester etc.
- Writing about one's favourite dish (Indian as well as German)
- Writing in brief about a monument in one's city
- Describing, using adjectives, someone's qualities
- Describing events in past

Essential Readings:

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

Additional material will be provided by the Department

Aim: To complete partially Level A1

DC - I: Paper II: Language in Context: Developing listening and speaking skills 1

Unit 1:

- Greeting each other in the classroom
- Introducing oneself to others
- Introducing someone else and asking about others
- Learning and practicing accent in words, sentences
- Asking the way to a particular place

Unit 2:

- Asking others about their phone numbers, hobbies etc.
- Talking about one's family, one's friends and classmates;
- Asking about the prices of certain products in a departmental store
- Telling others about one's city; a particular place or an institution
- Telling others about a particular product of one's interest

Unit 3:

- Ordering food, drinks in a restaurant
- Asking or telling a friend about the recipe of a dish
- Telling others about one's interests and asking them about their interests
- Talking about one's dream, like of visiting Germany
- Narrating an event in past

Essential Readings:

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

Additional material will be provided by the Department

Aim: To complete partially Level A1

SEMESTER - II**DC – I: Paper III: Language in Context: Developing reading and writing skills 2**

Unit 1:

- Writing about events in the past
- Describing one's favourite places
- Describing one's classroom, one's house, one's locality
- Writing on one's activities on weekends
- Writing about one's views on a particular issue, like learning of foreign languages etc.
- Describing one's own or someone else's health

Unit 2:

- Writing in brief on a simple topic
- Writing a small report on a class activity
- Describing weather
- Preparing a weather report
- Describing a visit to a place, like going to a monument or going for a stroll in the city etc.
- Writing about one's experience in a restaurant

Unit 3:

- Writing small dialogues on given situations
- Describing about one's last vacations
- Writing E-mails to friends
- Inviting friends for a party, for an event
- Expressing one's surprise/ joy/ anger on some happening
- Describing one's childhood in past

Essential Readings:

Tangram aktuell 1 and 2, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete Level A1 and to attain Level A 2 partially

DC - I: Paper IV: Language in Context: Developing listening and speaking skills 2

Unit 1:

- Narrating an event in past (continued)
- Telling others and asking them about their favourite places
- Discussing with others on some interesting places in the city
- Discussing with others one's activities on a weekend
- Discussing with others advantages of learning/studying foreign languages

Unit 2:

- Discussing with others an interesting happening, like fashion or talk show
- Telling a doctor about one's own or someone else's health
- Planning with others a trip to a monument
- Telling others about one's experience of visiting a particular place
- Discussing with others about one's school days

Unit 3:

- Discussing with others about experiences (bad/good) of shopping in malls
- Telling others about one's dream of visiting Germany

- Asking others and discussing with them their dreams
- Discussing with others about starting a wall-newspaper in one's institution
- Discussing with a doctor one's health problems

Essential Readings:

Tangram aktuell 1 and 2, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete Level A1 and to attain Level A 2 partially

SEMESTER - III

DC – I: Paper V: Language in Context: Developing reading and writing skills 3

Unit 1:

- Writing on one's favourite holiday destination
- Writing on one's activities during holidays
- Writing a small report on a given topic for the wall-newspaper
- Describing one's wishes using subjunctive

Unit 2:

- Writing a small story in past for the wall-newspaper
- Preparing a brief life sketch of a well-known German author, player, leader
- Describing one's future plans
- Writing private letters

Unit 3:

- Informal communication like writing letters, E-mail and SMS
- Letter and E-mail writing (formal)
- Placing an order for supplying particular items.
- Lodging a complaint about the bad quality of some products.

Essential Readings:

Tangram aktuell 2 & 3, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete Level A 2 and attain B1 partially

DC - I: Paper VI: Language in Context: Developing listening and speaking skills 3

Unit 1:

- Discussing with friends about each other's favourite holiday destination
- Discussing with others each other's future plans
- Discussing with others advantages and disadvantages of something particular, like numerous TV-Channels
- Narrating others in past an interesting happening or a story

Unit 2:

- Telephonic conversations – official as well as private
- Talking with others about one's dreams and wishes
- Discussing the works of a particular film director, painter etc.
- Having a group discussion on certain topics, like guest workers in Germany, corruption in India etc.

Unit 3:

- Making a presentation in the class on a selected topic, like a German city, Oktoberfest etc.
- Taking Interviews
- Group discussions on certain topics, like friendship, live-in relations, concerns about one's future etc
- Discussing a German film seen recently by the class

Essential Readings:

Tangram aktuell 2 & 3, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete Level A 2 and attain B1 partially

SEMESTER - IV

DC – I: Paper VII: Language in Context: Developing reading and writing skills 4

Unit 1:

- Application writing (for a job, for some grant, for a flat on rent etc.)
- Discussing topics of public interest like environment, pollution, unemployment etc.
- Writing critical reports
- Discussing German and Indian cinema

Unit 2:

- Discussing life in a city and on the country side, pros and cons
- Writing a letter to the editor of a German newspaper
- Creative writing, completing an incomplete story, a poem etc.
- Preparing a write up for the wall-newspaper and sharing with others one's views on a given topic

Unit 3:

- Writing diary while on vacations
- Interview for a job, for a magazine etc.
- Group discussion on working conditions in India and in Germany
- Reading a given text and writing on the content of the text.

Essential Readings:

Tangram aktuell 3, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete partially Level B1

DC - I: Paper VIII: Language in Context: Developing listening and speaking skills 4

Unit 1:

- Expressing one's views on a given topic, like environment, pollution, unemployment etc.
- Discussing with others prospects of employment after the studies
- Group discussion on given topics, like 'German and Indian Cinema'
- Telling others about one's views on a short story or a novel read recently

Unit 2:

- Discussing with others topics related to life in Germany, like 'life as single parent', 'craze for branded goods amongst school goers' etc.
- Reporting a recent happening, a visit to an old people's house etc.
- Discussing music scene in Germany and India
- Discussing and comparing fashion scene in India and Germany

Unit 3:

- Discussing one's good/bad experiences in life
- Discussing political situation in India and Germany
- Collecting information on a given topic and presenting it in the class
- Watching and discussing a German film in the class

Essential Readings:

Tangram aktuell 3, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete partially Level B1

SEMESTER - V

DC – I: Paper IX: Language in Context: Developing reading and writing skills 5

Unit 1:

- Reading a newspaper article and writing about its content
- Analyzing an editorial
- Creative Writing: writing a short story, a poem
- Writing on problems concerning the society, like poverty, unemployment, intolerance etc.

Unit 2:

- Reading and writing articles on social issues like drug addiction amongst youth, loneliness amongst elderly people etc.
- Writing an article for the wall-newspaper of the institute about the new music group of Germany/ India.

Unit 3:

- Reading articles from different German newspapers on a given topic and writing a report on what has been said in the articles.
- Preparing small write ups in German on certain Indian monuments

Essential Readings:

Tangram aktuell 3, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete Level B1 and attain B2 partially

DC - I: Paper X: Language in Context: Developing listening and speaking skills 4

Unit 1:

- Group discussion on given topics
- Discussing with others one's good/bad experiences
- Discussing options of spending free time in India and Germany

Unit 2:

- Discussing with others a newspaper article and expressing one's views
- Making a presentation in the class on a given topic, like 'Goethe and his works' etc.

Unit 3:

- Discussing in group the education system in India
- Preparing and presenting small skits in the class on certain issues.
- Debating issues like environment etc.

Essential Readings:

Tangram aktuell 3, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.

Additional material will be provided by the Department

Aim: To complete Level B1 and attain B2 partially

DC-1: Paper XI: Introduction to Literature - 1

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. The selection will include poems, plays and shorter and longer narrative texts from fin-de-siecle, symbolism, war and post-war period .

Recommended Readings

Wolfgang Borchert. Das Gesamtwerk, Töteberg, Schindler (Hg.), Hamburg: Rowahlt, 2007

Heinrich Böll, Werke. Essayistische Schriften u Reden I, 1952-1963, Bernd Berlzer (Hg.), Köln: Kiepenheuer & Witsch

Klassische deutsche Kurzgeschichten, Werner Bellmann (Hg.), Stuttgart: Reclam, 2003

Klassische deutsche Kurzgeschichten, Interpretationen, Werner Bellmann (Hg.), Stuttgart: Reclam, 2004

Gedichte. Von den Anfängen bis zur Gegenwart, Stuttgart: Klett, 1985

SEMESTER - VI

DC – I: Paper XII: Language in Context: Developing reading and writing skills 6

Unit 1:

- Reading articles from German newspapers/magazines and writing one's comment on the topics covered
- Reading and comparing the school education system in Germany and in India
- Writing to your friends in Germany about the higher education in India
- Writing blogs

Unit2:

- Writing official letters on various problems
- Summarizing a long newspaper article for the wall-newspaper in the institute
- Describing certain Indian/German festivals
- Writing on the advantages/disadvantages of a joint family

Unit 3:

- Reading and writing a small travelogue
- Preparing a brochure for a travel agency
- Writing dialogues between an employer and job-seekers

Essential Readings:

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

Additional material will be provided by the Department

Aim: To complete Level B2

DC - I: Paper XIII: Language in Context: Developing listening and speaking skills 6

Unit 1:

- Group discussions on given topics, like advantages of internet, online search etc.
- Debating on social issues, like importance of helping elderly people staying alone, stray animals etc.

Unit 2:

- Listening to German news online and telling others about that
- Making a presentations on selected topics

Unit 3:

- Listening online a debate on an issue in German TV and expressing one's views on the issue
- Making a presentations on selected topics
- Discussing with others one's experience of studying German
- Discussing with others each other's experience of a short visit to German fairs organised in your city, like Weihnachtsfest and Oktoberfest

Essential Readings:

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

Additional material will be provided by the Department

Aim: To complete Level B2

DC-1: Paper XIV: Introduction to Literature - 2

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. The selection will include poems, plays and shorter and longer narrative texts.

Suggested Readings:

Novels and Diary

Hermann Hesse: *Siddhartha*

Anna Frank: *Tagebuch*

Sven Regener: *Herr Lehmann*

Peter Handke: *Die linkshändige Frau*

Ödön von Horvath: *Jugend ohne Gott*

Plays

Wolfgang Borchert: *Draußen vor der Tür*

Friedrich Dürrenmatt: *Die Physiker*

Bertolt Brecht: *Der Gute Mensch von Sezuan / Mutter Courage und ihre Kinder*

Max Frisch: *Andorra*

Thomas Bernhard: *Vor dem Ruhestand*

Short Texts and Poetry

Stefan Zweig: *Die unsichtbare Sammlung*
Franz Kafka: *Vor dem Gesetz*
Erich Fried: *Liebesgedichte*

SEMESTER VII

DC-1: Paper XV: Reading Literature -1

This will include texts from Enlightenment, Storm and Stress, Classicism, Romanticism, Realism, Naturalism and Fin-de-siecle

Suggested Readings:

Novel

Goethe: *Die Leiden des jungen Werthers*

Plays

Lessing: *Ringparabel (Nathan der Weise)*

Georg Büchner: *Leonce und Lena*

Short Texts and Poetry

Angelus Silesius: *Der cherubianische Wandersmann*

Grimmelshausen: *Simplicissimus*

Andreas Gryphius: *Gelegenheitsdichtung*

Immanuel Kant: *Was ist Aufklärung?*

Brüder Grimm: *Kinder- und Hausmärchen*

M.S. Joshi: *Deutsche Märchen. Texte mit Übungen*, Delhi: Goyal, 2010

Peter Hebel: *Kalendergeschichten*

Additional material will be provided by the Department

DC - 1: Paper XVI: Cultural History

The major social, political and cultural events from the medieval to contemporary period: Reformation and Counter-Reformation, Unification of Germany under Bismark, Weimar Republic, Third Reich, World War I, World War II, Holocaust, Division of Germany and Reunification in 1989

Suggested Readings:

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

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

Additional material will be provided by the Department

DC-1: Paper XVII: Research Methodology

Introduction to Research methodology, types of research, how to conduct a research, formulating hypothesis, methods of data collection, analysis of data, documentation, citations, bibliography. Research in the field of literary and cultural studies, translation, foreign language learning and teaching. Different approaches to research, like structuralism, post-structuralism, feminism, post-colonialism and gender studies; translation studies etc.

Suggested Readings:

Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River: Pearson, 2008.

Beller, Sieghard: *Empirisch forschen lernen. Konzepte, Methoden, Fallbeispiele, Tipps*, (2nd ed.) Huber: Bern, 2008.

Marek, Johann: *"Rezeptur" für die Erstellung einer kleinen empirischen Forschungsstudie: Angeleitetes Beispiel für eine Bachelor-Arbeit*, GRIN Verlag, München, 2012.

Additional material will be provided by the Department

SEMESTER - VIII

DC – I: Paper XVIII: Reading Literature - 2

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times with an emphasis on post-colonial literature. It will include migrant literature, absurd writings, post-colonial writings etc.

Suggested Readings:

- Interkulturelle Literatur in Deutschland. Ein Handbuch*, Stuttgart u. Weimar: Metzler, 2007
- Franz Kafka: *Der Prozess*
- Rafik Schami: *Eine deutsche Leidenschaft namens Nudelsalat*
- Oezdamar: *Mutterzunge*
- Oezdamar: *Das Leben ist eine Karawanserei*
- Dilek Güngör: *Ganz schön deutsch: meine türkische Familie und ich*
- Uwe Timm: *Morenga*
- Uwe Timm: *Am Beispiel meines Bruders*
- Wladimir Kaminer: *Ich bin kein Berliner*
- Wladimir Kaminer: *Russendisko*

DC-1: Paper XIX: Introduction to Foreign Language Teaching: Theory and Practice

History of the language.

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? Material production.

Suggested Readings:

- Ziebell, B., *Unterrichtsbeobachtung und Lehrerverhalten*. Langenscheidt, Berlin. Fernstudienheit 32, 2002.
 - Bachmeyer, G., *Deutsch als Fremd- und Zweitsprache, didaktische Modelle des Erwerbs der deutschen Sprache bei Erwachsenen*. Frankfurt am Main, 1993.
- Additional material will be provided by the Department

DC-1: Paper XX: Research Project/Dissertation

APPLIED COURSES

3 periods weekly (2 lectures + 1 presentation)

Semester 3	<p>Microlanguages – 1 Language for specific purposes including hospitality, tourism, banking, business, etc. Suggested Readings: <i>Deutsch im Hotel</i>, Valperga, E, et al., Max Hueber Verlag, Ismaning, 2005. <i>Kommunikation im Tourismus</i>, Conelson, Berlin, 2005. <i>Wirtschaftsdeutsch von A bis Z</i>, Langenscheidt, Berlin, 2008. <i>Briefe Schreiben leicht gemacht</i>, Halm, et al, Dudenverlag, Mannheim, 2003. <i>Kontakt Deutsch. Deutsch für berufliche Situationen</i>, Miebs, et al, Langenscheidt, Köln, Berlin, 1997. Additional material will be supplied by the Department.</p>
Semester 4	<p>Microlanguages – 2 Language for specific purposes with emphasis on translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets etc) Suggested Readings: Kast, B., <i>Literatur im Unterricht , Methodisch – didaktische Vorschläge für den Lehrer</i>. Munchen, Goethe Institut, 1984. <i>Deutsch im Hotel</i>, Valperga, E, et al., Max Hueber Verlag, Ismaning, 2005. <i>Kommunikation im Tourismus</i>, Conelson, Berlin, 2005. <i>Wirtschaftsdeutsch von A bis Z</i>, Langenscheidt, Berlin, 2008. <i>Briefe Schreiben leicht gemacht</i>, Halm, et al, Dudenverlag, Mannheim,</p>

	<p>2003. <i>Kontakt Deutsch. Deutsch für berufliche Situationen</i>, Miebs, et al, Langenscheidt, Köln, Berlin, 1997. <i>German-English Translation</i>. Gallagher, John Desmond, Oldenburg, München, Wien, 1982. <i>Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch</i>, Humphery, R., Klett verlag, Berlin, 2010. Additional material will be supplied by the Department.</p>
Semester 5	<p>Practice of Translation – 1 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi. Suggested Readings: <i>Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch</i>, Humphery, R., Klett verlag, Berlin, 2010. <i>German-English Translation</i>. Gallagher, John Desmond, Oldenburg, München, Wien, 1982. <i>German for Science and Technology. A manual for Students and Teachers</i>, Christoph Stöcker et. all. CGS, JNU, 1974. Additional material will be supplied by the Department.</p>
Semester 6	<p>Practice of Translation – 2 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi. Subtitling and dubbing of films, documentaries etc. Suggested Readings: <i>Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch</i>, Humphery, R., Klett verlag, Berlin, 2010. <i>German-English Translation</i>. Gallagher, John Desmond, Oldenburg, München, Wien, 1982. <i>German for Science and Technology. A manual for Students and Teachers</i>, Christoph Stöcker et. all. CGS, JNU, 1974. Additional material will be supplied by the Department.</p>

List of Presentations:

- Introducing oneself and others; Hobbies; Favourite German/Indian city, Favourite author; Favourite cuisine; Festivals German/Indian; Preparing and presenting a skit; writing a small feature for the Univ. Radio on various topics and presenting it in the class; Making videos on themes related to Language for specific purpose (e.g. from the field of hospitality, tourism, business etc.); Translating film dialogues into German/Hindi/English to be used as sub-titles; Translation of Certificates like School Leaving, Birth, Marriage, Divorce, Death etc.; Preparing bilingual lists (translation) of specific terminologies and or areas (e.g. Medical, Legal, Business, etc.)

DISCIPLINE COURSE - II

4 teaching periods (including 1 tutorial) + 1 presentation

Semester 3	Paper I	<p>Introduction to Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p>Level: A1 Suggested Readings: <i>Tangram aktuell 1</i>, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005. <i>Wörter, Bilder, Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache</i>. (T.Scherling, W.Lohfer) Langenscheidt 1994</p>
Semester 4	Paper II	<p>Introduction to Language – 2</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p>Level: A1+ Suggested Readings: <i>Tangram aktuell 1</i>, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005. <i>Wörter, Bilder, Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache</i>. (T.Scherling, W.Lohfer) Langenscheidt 1994</p>
Semester 5	Paper III	<p>Study of Language - 1</p> <ul style="list-style-type: none"> • Introduction of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p>Level: A2 Suggested Readings: <i>Tangram aktuell 2</i>, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005. <i>Wörter, Bilder, Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache</i>. (T.Scherling, W.Lohfer) Langenscheidt 1994.</p>
Semester 6	Paper IV	<p>Study of Language – 2</p> <ul style="list-style-type: none"> • Continuation of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p>Level: A2 Suggested Readings: <i>Tangram aktuell 2</i>, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005. <i>Wörter, Bilder, Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache</i>. (T.Scherling, W.Lohfer) Langenscheidt 1994.</p>
Semester 7	Paper V	<p>Advanced Study of Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p>Level: B1 Suggested Readings: <i>Tangram aktuell 3</i>, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.</p> <p>Selection of texts to be given by the Department <i>Blick auf Deutschland: Landeskunde Deutsch als Fremdsprache</i>. Susanne Kirchmeyer et al. Ernst Klett Verlag, Stuttgart 2004. <i>Wörter, Bilder, Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache</i>. (T.Scherling, W.Lohfer) Langenscheidt 1994 <i>Klipp und Klar Übungsgrammatik Grundstufe Deutsch</i>, Ch. Fandrych, U. Tallowitz, Klett, Stuttgart, 2002.</p>

		<i>Textgrammatik der deutschen Sprache</i> . Harald Weinrich, Dudenverlag, Mannheim, Leipzig, Wien, Zürich 1993
Semester 8	Paper VI	<p>Advanced Study of Language – 2</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p>Level: B1</p> <p>Suggested Readings:</p> <p><i>Tangram aktuell 3</i>, Max Hueber Verlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2005.</p> <p>Selection of texts to be given by the Department</p> <p><i>Blick auf Deutschland: Landeskunde Deutsch als Fremdsprache</i>. Susanne Kirchmeyer et al. Ernst Klett Verlag, Stuttgart 2004.</p> <p><i>Wörter, Bilder, Situationen zu 20 Sachfeldern für die Grundstufe Deutsch als Fremdsprache</i>. (T.Scherling, W.Lohfer) Langenscheidt 1994</p> <p><i>Klipp und Klar Übungsgrammatik Grundstufe Deutsch</i>, Ch. Fandrych, U. Tallowitz, Klett, Stuttgart, 2002.</p> <p><i>Textgrammatik der deutschen Sprache</i>. Harald Weinrich, Dudenverlag, Mannheim, Leipzig, Wien, Zürich 1993</p>

SYLLABUS FOR THE 4 – YEAR UNDERGRADUATE PROGRAMME (ITALIAN)

DISCIPLINE COURSE I

SEMESTER – I

DC – I: Paper I: Language in Context: Developing reading and writing skills - 1

Unit 1:

- First contacts
- Who am I?
- Others and I (descriptions)
- What day is it?
- Punctuation and orthography
- Reading simple texts and answering questions on them.

Unit 2:

- Others and I (description and comparison)
- *Buon appetito!*
- Free time and hobbies
- The weather
- Travelling
- Reading Strategies
- Writing an email

Unit 3:

- Booking rooms
- Asking for directions
- Describing places
- Describing articles and shopping
- Understanding and writing recipes
- Awareness of criteria in evaluating writing.

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

Additional material will be provided by the Department.

To complete Level A1 partially

DC – I: Paper II: Language in Context: Developing listening and speaking skills -1

Unit 1:

- Communicating in the classroom
- Introducing oneself
- Introducing friends
- Talking about friends and family (Physical description and qualities)
- Today and everyday
- Pronunciation

Unit 2:

- My city; where I come from
- Asking for directions
- What I like
- Describing the weather
- Talking about someone else's preferences, interests
- Travelling
- Conversations with friends
- Intonation

Unit 3:

- Shopping

- Eating out
- Ordering a meal in a restaurant
- Talking about a new dish.
- Returning home
- My day
- Grouping words

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

Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002 *Additional material will be provided by the Department.*

To complete Level A1 partially

SEMESTER – II

DC – I: Paper III: Language in Context: Developing reading and writing skills – 2

Unit 1:

- Describing one's house
- Describing events in the past days
- Describing events in the past years
- Writing about one's life
- Reading biographies

Unit 2:

- *Mens sana...*
- Describing one's health
- Appointments: proposing, accepting and refusing
- Narrating past events
- Writing a biography

Unit 3:

- Writing e-mails
- Making projects
- Writing classified advertisements
- Reporting directly and indirectly
- Reading and writing short texts including news items

Essential Readings:

Espresso 2, Maria Balì Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2012

Domani 2, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Giocare con la scrittura, Carlo Guastalla, Alma Edizioni, Firenze, 2004

Additional material will be provided by the Department

To complete Level A1 and to attain Level A2 partially

DC – I: Paper IV: Language in Context: Developing listening and speaking skills -2

Unit 1:

- Narrating a past event
- Giving one's opinion
- Talking about one's house
- Giving and asking for instructions, suggestions
- Visit to a doctor

Unit 2:

- Narrating one's life
- Narrating someone else's life

- Expressing certainty/ doubt
- Narrating past events

Unit 3:

- Requesting for permission
- Requesting a service
- Accepting/refusing permission or request for a service
- Commenting on and presenting simple texts
- Describing photos, pictures etc.

Essential Readings:

Espresso 2, Maria Bali, Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2012

Domani 2, Carlo Guastalla , Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002

Additional material will be provided by the Department

To complete Level A1 and to attain Level A2 partially

SEMESTER – III

DC – I: Paper V: Language in Context: Developing reading and writing skills – 3

Unit 1:

- Describing one’s holidays
- Preparing posters (theatre)
- Describing characters in a play
- Expressions introducing cause

Unit 2:

- Giving instructions for a set and a play;
- Describing one’s future plans;
- Reading and writing newspaper articles
- Preparing a forum on Internet; (TV/University life); managing interactions
- Preparing posters (films)

Unit 3:

- Informal communication (letters, SMS, post cards, etc.)
- Letter writing (formal)
- Preparing and managing interactions on an Internet forum.(ecology/politics)
- Chat.

Essential Readings:

Giocare con la letteratura, Carlo Guastalla, Alma edizioni, Firenze, 2002

Domani 2, Carlo Guastalla , Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Lecture in gioco, Marina Mattei, Costanza Merzagora Piatti, Cristina Merzagora Piatti, Alma Edizioni, 2003

Additional material will be provided by the Department.

To complete Level A2

DC – I: Paper VI: Language in Context: Developing listening and speaking skills – 3

Unit 1:

- Talking about one’s relation with languages
- Talking about characters in a play
- Narrating a story
- Expressing one’s opinions; defending one’s ideas.

Unit 2:

- Expressing one’s opinions; defending one’s ideas (continued)\
- Talking about one’s holidays

- Talking about one's future plans
- Expressing one's feelings

Unit 3:

- Narrating the story of a film
- Interviews
- Telephonic conversations

Essential Readings:

Ricette per parlare, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002

Domani 2, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci editore, 2003

Additional material will be provided by the Department.

To complete Level A2

SEMESTER – IV

DC – I: Paper VII: Language in Context: Developing reading and writing skills – 4

Unit 1:

- Describing the characters of a film
- Writing a critique for a film
- Preparing a forum on Internet; (film); managing interactions
- Reading and writing about cinema (comparison)

Unit 2:

- Reading and understanding different text types
- Analysing and writing summaries
- Reading a comic strip

Unit 3:

- Write up of an event, an interview
- Writing and interpreting statistical information
- Language registers; Word formation.

Essential readings:

Domani 3, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Additional material will be provided by the Department

To attain Level B1 partially

DC – I: Paper VIII: Language in Context: Developing listening and speaking skills – 4

Unit 1:

- Describing the characters of a film
- Expressing and defending one's opinion about a film.
- Summarize a film
- Discussing cinema (Comparison)

Unit 2:

- Preparing an opinion poll
- Conducting an opinion poll
- Voice over for a comic strip
- Working with songs

Unit 3:

- Reporting an event; an interview
- Presenting statistical information (eg census)
- Word play

Essential Reading:

Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci editore, 2003

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Giochi senza frontiere, Roberta Ferencich, Paolo Torresan, Alma Edizioni, Firenze, 2009

Additional material will be provided by the Department

To attain Level B1 partially

SEMESTER – V

DC – I: Paper IX: Language in Context: Developing reading and writing skills – 5

Unit 1:

- Comparing headlines and presentation of news in various newspapers.
- Summarizing an article
- Analyzing an editorial
- Writing a short story (science fiction)

Unit 2:

- Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc)
- Writing a report on an opinion poll

Unit 3:

- Reading and analyzing texts/articles on social issues (Secularism,immigration...)
- Preparing a flyer

Essential Readings:

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008

Domani 3,

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Scrivere e comunicare, Dario Corno, Bruno Mondadori, 2002

Additional material will be provided by the Department.

To complete Level B1 and attain Level B2 partially

DC – I: Paper X: Language in Context: Developing listening and speaking skills – 5

Unit 1:

- Expressing one's opinion
- Talking about one's experiences

Unit 2:

- Organising a debate on various social issues (generation gap, racial discrimination etc)
- Preparing and conducting an opinion poll

Unit 3:

- Preparing a skit on various social issues
- Doing a presentation on various social issues
- Comparing different teaching models
- Debating issues in education

Essential Readings:

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

To complete Level B1 and attain Level B2 partially

Additional material will be provided by the Department

DC – I: Paper XI: Introduction to Literature – 1

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include literary works from Romanticismo, Risorgimento Verismo Illuminismo and the Pre-war period

The selection will include poems, plays and shorter and longer narrative texts.

Recommended Readings

Novels

Giovanni Verga, *I Malavoglia*
Antonio Fogazzaro, *Piccolo mondo antico*
Alessandro Manzoni, *I promessi sposi*
Carlo Collodi, *Pinocchio*

Plays

Luigi Pirandello, *Così è (se vi pare)*, *Enrico IV*
Eduardo De Filippo, *Natale in casa Cupiello*
Dario Fo, *La casellante*
Leonardo Sciascia, *L'onorevole*

Shorter Narrative Texts and Poetry

Ugo Foscolo, *I sonetti*
Giacomo Leopardi, *Idilli*
Luigi Capuana, *Le novelle, Profili di donne*
Luigi Pirandello *Novelle per un anno*
Additional Reading materials will be provided by the Department

SEMESTER – VI

DC – I: Paper XII: Language in Context: Developing reading and writing skills – 6

Unit 1:

- Reading and analyzing articles on equality in education
- Describing the education system
- Comparing education systems
- Analysing & writing blogs

Unit 2:

- Reading and analyzing texts on various social issues (Social exclusion)
- Writing an open letter to the authorities on various problems
- Writing a petition
- Precis writing

Unit 3:

- Reading, Writing & analysing 'textes engagés'
- Describing & analyzing cultural representations
- Writing about one's experience of learning a foreign language
- Analysing the concept of a 'journey'/ traveler
- Writing a short travel story

Essential Readings:

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008
Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011
Scrivere e comunicare, Dario Corno, Bruno Mondadori, 2002
L'italiano nella società della comunicazione, G. Antonelli, il Mulino, 2007
Additional material will be provided by the Department.

To complete Level B2

Additional Reading materials will be provided by the Department

DC – I: Paper XIII: Language in Context: Developing listening and speaking skills – 6

Unit 1:

- Doing a presentation on various educational issues (equality in education)
- Organizing a debate on various educational issues (education system, conduct of exams, evaluating students)

Unit 2:

- Expressing & justifying one's point of view
- Organizing a debate on various social issues (social exclusion),

Unit 3:

- Discussing 'culture' and presenting people & countries
- Talking about one's relationship with the foreign language
- Recounting one's experience of learning the foreign language.

- Presenting one's travel story in class
- Discussing/sharing one's souvenirs in a group

Essential Readings:

Nuovo Progetto Italiano 3, T. Marin, Edilingua, 2008

Pro e contro, Pazit Barki, Pierangela Diadori, Bonacci editore, 1997

Nuovo Magari, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011

Additional material will be provided by the Department.

To complete Level B2

Additional Reading materials will be provided by the Department

DC – I: Paper XIV Introduction to Literature – 2

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include literary works from Romanticismo, Risorgimento Verismo Illuminismo and the Pre-war period

The selection will include poems, plays and shorter and longer narrative texts.

Recommended Readings

Novels

Alberto Moravia, *Gli indifferenti*, *La ciociara*

Cesare Pavese, *La luna e i falò*

Italo Calvino, *Il visconte dimezzato*, *Il cavaliere inesistente*

Leonardo Sciascia, *Una storia semplice*

Plays

Luigi Pirandello, *Sei personaggi in cerca d'autore*

Eduardo De Filippo, *Filumena Marturano*

Dario Fo, *Mistero buffo*

Natalia Ginzburg, *Ti ho sposato per allegria*

Shorter Narrative Texts and Poetry

Dino Buzzati, *Sessati racconti*

Alberto Moravia, *I racconti romani*

Giuseppe Ungaretti, *Il dolore*, *Sentimento del tempo*

Andrea Camilleri, *Gli arancini di Montalbano* e altri racconti

Italo Calvino, *Marcovaldo*

Additional Reading materials will be provided by the Department

SEMESTER VII

DC – I: Paper XV Reading Literature - 1

A selection of literary texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century. This will include literary works from medieval romances and farces, Renaissance, Classicism and Enlightenment.

Recommended Readings

Novels

Ugo Foscolo, *Le ultime lettere di Jacopo Ortis*

Plays

Niccolò Machiavelli, *La mandragola*

Carlo Goldoni, *La locandiera*, *Il ventaglio*

Short texts and Poetry

Dante Alighieri, *La divina commedia*

Francesco Petrarca, *Il canzoniere*

Giovanni Boccaccio, *Decameron*

Frao Sacchetti, *Trecento novelle*

Ludovico Ariosto, *L'orlando furioso*

Torquato Tasso, *Gerusalemme liberata*,

Additional Reading materials will be provided by the Department

DC – I: Paper XVI: Cultural History

The major social, political and cultural events from the medieval to contemporary period:
From ancient to medieval times; city states and universities; Pre-Renaissance and Renaissance;
Counter-reformation and the Council of Trent; The Modern Age; From the Unification of Italy till contemporary period.

Essential Readings

Cantarella-Guidorizzi, *Dall'impero romano alla crisi del Trecento*, Einaudi scuola, 2010

Prospero-Viola, 1. *Dalla peste del Trecento al Concilio di Trento*, 2. *Dalle guerre di religione alla guerra dei Trent'anni*, 3. *Dall'assolutismo alla rivoluzione francese*, 4. *Dal Congresso di Vienna al trionfo del capitalismo*, 5. *Dal 1870 alla seconda guerra mondiale*, Einaudi scuola, 2004

Additional Reading materials will be provided by the Department

DC – I: Paper XVII: Research Methodology

Charting research horizons: Understanding the exigencies of research in literary and cultural studies. Identifying lacunae in existing research; the nature, values and protocols of research; discovering a topic; the essentials of argument; logic, structure and uses.

Different approaches to research issues: structuralism, post-structuralism, post-colonialism and gender studies.

Translation studies. Theories of communication and second language acquisition.

Conducting research: Structuring an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting research projects, writing dissertation.

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams *The Craft of Research*, The University of Chicago Press, 2003.

UMBERTO ECO, *Come si fa una tesi di laurea*, Bompiani, 2005

Additional Reading materials will be provided by the Department

SEMESTER VIII

DC – I: Paper XVIII: Reading Literature - 2

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times with an emphasis on post-colonial literature. This will include immigrant writing from Italy.

Recommended Readings

Ennio Flaiano, *Tempo di uccidere*

Safiya Hussayini *Tungar Tudu, Io Safiya*

Laila Wadia, *Curry al pollo*

Pap Khouma, *Io venditore di elefanti*

Amara Lakhous, *Scontro di civiltà per un ascensore a Piazza Vittorio*

Amara Lakhous, *Divorzio all'islamica a Viale Marconi*

D. Santarone *Multiculturalismo*, Palumbo 2001

Zoletto, *Pedagogia e studi culturali*, ETS

Saperi in polvere, ed. Ombre corte

Venturini, *Controcannone*

Aracne; varie opere

Luigi Pirandello, *Sei personaggi in cerca d'autore*

Additional Reading materials will be provided by the Department

DC – I: Paper XIX: Introduction to Foreign Language Teaching: Theory and Practice

History of the language

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.

Recommended Readings

1. *Lezioni di grammatica storica italiana*, Luca Serianni, Bulzoni, 1998

2. *C'era una volta il metodo*, Carlo Serra Borneto, Carocci, 1998

3. *Grammatica, Insegnarla e impararla*, Cecilia Andorno, Franca Bosc, Paola Ribotta, Guerra Edizioni, 2003

4. *Dalla grammatica alla linguistica*, Cecilia Andorno,

5. *Che cos'è la linguistica acquisizionale*, Marina Chini, Carocci, 2005

Additional material will be provided by the Department.

DC – I: Paper XX: Research Project/ Dissertation

APPLIED COURSES

3 periods weekly (2 lectures + 1 presentation)

Semester 3	Microlanguages – 1 Language for specific purposes including hospitality, tourism, banking, business, etc. Material and selection of texts to be given
Semester 4	Microlanguages – 2 Language for specific purposes with emphasis on translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets etc) Material and selection of texts to be given
Semester 5	Practice of Translation – 1 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi. Material and selection of texts to be given
Semester 6	Practice of Translation – 2 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi. Subtitling and dubbing of films, documentaries etc. Material and selection of texts to be given

Samples of Topics for Presentations

Projects in DC – I

Preparing a wall magazine; Creating a radio Program; Making Comic strips; Review of plays, stories, etc.; Adaptation of Films, plays, stories, etc.; Interviewing writers etc.

Projects for Applied Courses:

Making one's own CV; Interviews via Internet; Writing Letters of Motivation in Target Language; Preparing bilingual lists (translation) of specific terminologies and or areas (e.g. Medical, Legal, Business, etc.); Translation of recipes from target languages; Translation of Educational Certificates, Birth/Marriage/ Death Certificates, etc.; Creating short Radio Programs (5 min/ 10 min. or longer slots) on various themes related to Hospitality, Business, Tourism, etc.; Making a video on themes related to languages for Specific Purposes (e.g. Hospitality, Tourism, Business, etc.)

DISCIPLINE COURSE II

4 teaching periods (including 1 tutorial) + 1 presentation

Semester 3	Paper I	<p>Introduction to Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Recommended Textbooks</i> <i>Espresso 1</i>, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2012 <i>Ricette per parlare</i>, Sonia Bailini, Silvia Consonno, Alma edizioni, Firenze, 2002</p>
Semester 4	Paper II	<p>Introduction to Language – 2</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Recommended Textbooks</i> <i>Espresso 1</i>, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2012 <i>Domani 1</i>, Carlo Guastalla, ,Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2010 <i>Grammatica pratica della lingua italiana</i>, Susanna Nocchi, Alma edizioni, 2002</p>
Semester 5	Paper III	<p>Study of Language - 1</p> <ul style="list-style-type: none"> • Introduction of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Recommended Textbooks</i> <i>Giocare con la scrittura</i>, Carlo Guastalla, Alma Edizioni, Firenze, 2004 <i>Espresso 2</i>, Maria Bali, Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2012 <i>Lecture in gioco</i>, Marina Mattei, Costanza Merzagora Piatti, Cristina Merzagora Piatti, Alma Edizioni, 2003 <i>Domani 1</i>, Carlo Guastalla, ,Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2010</p>
Semester 6	Paper IV	<p>Study of Language - 2</p> <ul style="list-style-type: none"> • Continuation of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Recommended Textbooks</i> <i>Giocare con la letteratura</i>, Carlo Guastalla, Alma edizioni, Firenze, 2002 <i>Lecture in gioco</i>, Marina Mattei, Costanza Merzagora Piatti, Cristina Merzagora Piatti, Alma Edizioni, 2003 <i>Espresso 2</i>, Maria Bali, Giovanna Rizzo, Alma Edizioni, Firenze and GOYAL Publishers and Distributors Pvt. Ltd., Delhi, 2012 <i>Domani 1</i>, Carlo Guastalla, ,Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2010</p>
Semester 7	Paper V	<p>Advanced Study of Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Recommended Textbooks</i> <i>Domani2</i>, Carlo Guastalla, ,Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011 <i>Additional materials will be provided</i></p>
Semester 8	Paper VI	<p>Advanced Study of Language – 2</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>Recommended Textbooks</i> <i>Domani 2</i>, Carlo Guastalla, ,Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011 <i>Additional materials will be provided</i></p>

SYLLABUS FOR THE 4 – YEAR UNDERGRADUATE PROGRAMME (SPANISH)

DISCIPLINE COURSE I

SEMESTER – I

DC – I: Paper I: Language in Context: Developing reading and writing skills - 1

Unit 1:

- Introduction to the Language
- Greetings
- Developing Reading Strategies
- Introducing oneself: including nationalities, profession, age, etc.
- Introducing someone else: including nationalities, profession, age, etc.
- Describing one's preferences, interests
- Presenting someone else's preferences, interests; Comparison

Unit 2:

- Situating places; Map reading;
- Presenting general information of countries
- Describing the weather, climate.
- Describing an object or a product
- How to buy and sell a product
- Describing friends and family (including family relationships, physical description and qualities)
- Describing one's daily routine and habits

Unit 3:

- Enumerate the ingredients in a dish on the menu;
- Describe and compare different types of food and eating habits
- Describing one's city
- Describing one's skills
- Describing events in immediate past

Essential Readings:

AulaInternacional 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

Additional material will be provided by the Department.

To complete Level A1 partially

DC – I: Paper II: Language in Context: Developing listening and speaking skills -1

Unit 1:

- Communicating in the classroom
- Introducing oneself
- Introducing someone else
- Talking about one's preferences, interests
- Talking about someone else's preferences, interests

Unit 2:

- Talking about one's city;
- Give general information of a country.
- Converse about weather, climate, etc.
- Talking about an object or a product
- Talking about friends and family (including family relationships, physical description and qualities)
- Talking about one's routine and habits.

Unit 3:

- How to buy and sell a product
- Talk about and give one's opinion on a dish.
- Ordering a meal in a restaurant

- Asking for and giving directions
- Talking about one's skills
- Narrating an event in immediate past

Essential Readings:

AulaInternacional 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

Additional material will be provided by the Department.

To complete Level A1 partially

SEMESTER – II

DC – I: Paper III: Language in Context: Developing reading and writing skills – 2

Unit 1:

- Describing events in the past (continued)
- Expressing and comparing one's preferences, interests, habits (continued)
- Describing one's house
- Giving one's opinion (continued)
- Describing daily activities (continued)

Unit 2:

- Presenting oneself in a specific social and cultural situations of the target language like offering and accepting/ rejecting invitations, asking for or doing favors, giving excuses, etc.
- Making plans and itineraries on how to spend days, weekends, vacations, etc.
- Writing postcards about visits and holidays.
- Describing recipes and personal choices of food (continued)
- Describing one's physical and mental health
- Giving and asking for instructions, suggestions

Unit 3:

- Describing past habits; circumstances in past (Past continuous)
- Writing anecdotes, short stories, short biographies, etc.
- Offering simple hypothesis about future

Essential Readings:

AulaInternacional 1, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)

AulaInternacional 2, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)

(Recommended Readings)

Nuevo Ven 1, Libro de alumno, Editorial Edelsa, Madrid 2004

Nuevo Ven 2, Libro de alumno, Editorial Edelsa, Madrid 2004

Español sin Fronteras 1, Libro de alumno, SGEL, Madrid, 1998

Additional material will be provided by the Department

To complete Level A1 and to attain Level A2 partially

DC – I: Paper IV: Language in Context: Developing listening and speaking skills -2

Unit 1:

- Narrating past events (continued)
- Talking about one's preferences, interests, habits and making comparisons (continued)
- Talking about one's house, various items in the house.
- Giving one's opinion (continued)
- Narrating about one's activities (continued)

Unit 2:

- Offering and accepting/rejecting invitations,
- Asking for or doing favors, giving excuses, etc.

- Narrating plans on how to spend days, weekends, vacations, etc.
- Narrating experiences about self and others
- Talking about food and recipes
- Visit to a doctor

Unit 3:

- Requesting a service
- Accepting/refusing permission or request for a service
- Giving simple orders
- Narrating an anecdote, short and simple texts
- Presenting biographical sketch of a historical figure, a historical event, etc.
- Talk about simple plans in future.
- Describing photos, pictures etc.

Essential Readings:

AulaInternacional 1, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)

AulaInternacional 2, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)

(Recommended Readings)

Nuevo Ven 1, Libro de alumno, Editorial Edelsa, Madrid 2004

Nuevo Ven 2, Libro de alumno, Editorial Edelsa, Madrid 2004

Español sin Fronteras 1, Libro de alumno, SGEL, Madrid, 1998

Additional material will be provided by the Department

To complete Level A1 and to attain Level A2 partially

SEMESTER – III

DC – I: Paper V: Language in Context: Developing reading and writing skills – 3

Unit 1:

- Describing changes in one's life vis-à-vis the past
- Expressing prohibitions, obligations and norms of various places in different cultural contexts
- Writing e-mails, notes etc.
- Expressing various strategies of communications for better comprehension
- Transmitting verbal messages into written notes

Unit 2:

- Writing synopsis of a film or a play
- Describing characters in a play
- Understanding and writing jokes (Cultural and linguistic components of humour)
- Preparing simple questionnaires, texts on various social issues like animal rights, women's rights, pollution, against crime, etc.
- Commenting on various social issues

Unit 3

- Expressing to influence other's opinions
- Giving advice
- Writing classified advertisements (Different registers for different purposes)
- Describing one's future plans;
- Expressions introducing cause and consequences
- Writing anecdotal reviews about vacations, films, plays or books, etc.
- Chat.

Essential Readings:

AulaInternacional 3, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)

(Recommended Readings)

Nuevo Ven 2, Libro de alumno, Editorial Edelsa, Madrid 2004

Nuevo Ven 3, Libro de alumno, Editorial Edelsa, Madrid 2004

Español sin Fronteras 2, Libro de alumno, SGEL, Madrid, 1998

Additional material will be provided by the Department.

To complete Level A2

DC – I: Paper VI: Language in Context: Developing listening and speaking skills – 3

Unit 1:

- Talking of changes in one's life vis-à-vis the past
- Expressing prohibitions, obligations and norms of various places in different cultural contexts
- Telephonic conversations
- Using various strategies of communications for better oral comprehension
- Transmitting oral messages from one person to other

Unit 2:

- Expressing one's opinions; defending one's ideas (continued)
- Telling a joke, an anecdote.
- Giving opinion on a social issue

Unit 3:

- Giving advice
- Expressing ideas about ideal candidate for a profession
- Talking about one's future plans
- Narrating the story of a film, book, play, etc.

Essential Readings:

AulaInternacional 3, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)
(Recommended Readings)

Nuevo Ven 2, Libro de alumno, Editorial Edelsa, Madrid 2004

Nuevo Ven 3, Libro de alumno, Editorial Edelsa, Madrid 2004

Español sin Fronteras 2, Libro de alumno, SGEL, Madrid, 1998

Additional material will be provided by the Department.

To complete Level A2

SEMESTER – IV

DC – I: Paper VII: Language in Context: Developing reading and writing skills – 4

Unit 1:

- Expressing one's sentiments on various issues and people.
- Describing things that one imagines or hopes for (make hypothesis about futuristic ideas/inventions)
- Expressing ideas about mysteries and enigmas. (making hypothesis about unexplained past events)
- Expressing doubts

Unit 2:

- Writing a simple newspaper article
- Using passive voice to transmit news
- Writing a summary of a press article

Unit 3:

- Expressing ideas about reality shows
- Making questionnaire for ideal participants in various types of reality shows
- Giving advices and suggestions
- Write up of an event, an interview on Latin America

Essential readings:

AulaInternacional 3, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)
(Recommended Readings)

Nuevo Ven 3, Libro de alumno, Editorial Edelsa, Madrid 2004

Español sin Fronteras 2, Libro de alumno, SGEL, Madrid, 1998

Additional material will be provided by the Department

To attain Level B1 partially

DC – I: Paper VIII: Language in Context: Developing listening and speaking skills – 4

Unit 1:

- Talking about issues that affect individual's relationships.

- Make hypothesis about futuristic ideas/ inventions
- Expressing opinions and speculate on past events
- Expressing doubts

Unit 2:

- Preparing an opinion poll
- Conducting an opinion poll
- Debating on preference/advantages of different medias
- Working with songs

Unit 3:

- Debating on reality shows, pros and cons.
- Quiz on Latin America
- Debating on merits and demerits of evolution of Spanish language 'el Spanglish'
- Word play

Essential Reading:

AulaInternacional 3, Libro de alumno, Editorialdifusión, Barcelona, 2006 (Indian Edition Available)

(Recommended Readings)

Nuevo Ven 3, Libro de alumno, EditorialEdelsa, Madrid 2004

Español sin Fronteras 2, Libro de alumno, SGEL, Madrid, 1998

Additional material will be provided by the Department

To attain Level B1 partially

SEMESTER – V

DC – I: Paper IX: Language in Context: Developing reading and writing skills – 5

Unit 1:

- Comparing headlines and presentation of news in various newspapers.
- Summarizing an article
- Writing a newspaper article
- Writing about the ideal world

Unit 2:

- Setting guidelines and conditions for organizing meetings, programmes like exhibitions etc.
- Writing a report on opinion polls

Unit 3:

- Writing an act or a scene of a drama
- Writing a short travel story
- Preparing a flyer

Essential Readings:

AulaInternacional 4, Libro de alumno, Editorialdifusión, Barcelona, 2006 (Indian Edition Available)

(Recommended Readings)

Abanico, Libro de alumno, Editorial difusión, Barcelona, 1997

Additional material will be provided by the Department.

To complete Level B1 and attain Level B2 partially

DC – I: Paper X: Language in Context: Developing listening and speaking skills – 5

Unit 1:

- Expressing one's opinion
- Talking about one's experiences

Unit 2:

- Organising a meeting, proposing, voting and passing resolutions.
- Preparing and conducting an opinion poll

Unit 3:

- Preparing a skit on various social issues

- Doing a presentation on various social issues
- Comparing different teaching models

Essential Readings:

AulaInternacional 4, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)
(Recommended Readings)

Tema a Tema B1, Editorial Edelsa, Madrid, 2011 (Selected Topics)

Tema a Tema B2, Editorial Edelsa, Madrid, 2011 (Selected topics)

Additional material will be provided by the Department.

To complete Level B1 and attain Level B2 partially

DC – I: Paper XI: Introduction to Literature – 1

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include Spanish Romanticism, Neoclassicism, the Spanish realist novel, Latin American romances and the debate on civilization and barbarism in Latin America and Modernism. The first fifty years of the XXth century: extracts from the post Spanish civil war novel and the Latin American regionalist novel.

Recommended Readings

19th Century Literature

Novels: Latin America: Joaquín Lizardi, *El periquillo sarniento* (1816)

- Spain: Pérez Galdós, Benito: *Doña Perfecta* (1876)

Drama: Latin America: Joaquín Fernández de Lizardi, (1845) *Todos contra el payo*

- Spain: Leandro F. de Moratín, *El sí de las niñas* (1801)

Shorter Narrative Texts: Spain: Clarín, Leopoldo Alas: *Relatos Breves*, (1892)

- Latin America: Enrique Anderson Imbert y Eugenio Florit, Holt, Rinehart and Winston, *Literatura hispanoamericana 1 y 2*. 1970

Poetry: Latin America: Ruben Darío, *Azul* (1888)

- Spain: Bécquer, Gustavo Adolfo: *Rimas y leyendas*, Colección Purpura. Madrid, 1970.

20th Century

Novels: Latin America: Gallegos, Rómulo: *Dona Bárbara*. (1929)

- Güiraldes, Ricardo: *Don Segundo Sombra* (1926).
- Spain: Ramón Jiménez, Juan: *Platero y yo* (1914)
- Miguel de Unamuno, *Niebla* (1914)

Drama: Spain: Buero Vallejo, Antonio: *Historia de una escalera*, 1949.

- García Lorca, Federico: *La casa de Bernarda Alba*, 1936.

Shorter Narrative Texts: *América Latina cuenta*, Ed. Francisco J Uriz, Edelsa, 1990.

- *Breve Biblioteca Hispánica*, EUNSA, Pamplona, 1998.

Poetry: Spain: *Antología de poesía del 27*,

- *Conexiones*, Eduardo Zayas-Bazán, Susan M Bacon y Dulce García, Prentice Hall, 1999.
- Latin America: Octavio Paz, *Ladera Este*. (1969)
- Gabriela Mistral, *Sur* (1941)

Additional Reading materials will be provided by the Department

SEMESTER – VI

DC – I: Paper XII: Language in Context: Developing reading and writing skills – 6

Unit 1:

- Writing blogs about television programmes and channels
- Preparing a television programme listings, cultural events listings, etc.
- Writing an open letter of protest on telecast of offensive programs

Unit 2:

- Writing a short travelogue
- Writing a poem

- Writing an opinion poll on various social issues
- Précis writing

Unit 3:

- Writing and analysing blogs
- Create a webpage for a business house
- Describing the education system
- Comparing education systems

Essential Readings:

AulaInternacional 4, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)

(Recommended Readings)

Abanico, Libro de alumno, Editorial difusión, Barcelona, 1997

Additional material will be provided by the Department.

To complete Level B2

DC – I: Paper XIII: Language in Context: Developing listening and speaking skills – 6

Unit 1:

- Doing a presentation on various television programmes based on opinion polls
- Creating a campaign (in favour or against) regarding telecast of certain television programmes

Unit 2:

- Expressing & justifying one's point of view about 'culture'
- Presenting one's travel story in class
- Discussing/sharing one's souvenirs in a group
- Reciting poems
- Organizing a debate on various social issues (social exclusion),

Unit 3:

- Making a presentation on various educational issues (equality in education)
- Organizing a debate on various educational issues (education system, conduct of exams, evaluating students)
- Recounting one's experience of learning the foreign language.
- Talking about one's relationship with the foreign language

Essential Readings:

AulaInternacional 4, Libro de alumno, Editorial difusión, Barcelona, 2006 (Indian Edition Available)

(Recommended Readings)

Tema a Tema B2, Editorial Edelsa, Madrid, 2011 (Selected topics)

Additional material will be provided by the Department.

To complete Level B2

DC – I: Paper XIV Introduction to Literature – 2

An advanced selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. Continued emphasis on the romance novel in Latin America and Spanish realism. The selection will include poems, plays and shorter and longer narrative texts.

The selection will include poems, plays and shorter and longer narrative texts.

Recommended Readings

19th Century Literature

Novels: Latin America: Gómez de Avellaneda, Gertrudis: *Sab*, (1841)

- Spain: Pérez Galdós, Benito, *Miau*, (1888),

Drama: Spain: Duque de Rivas, *Don Alvaro o la fuerza del sino* (1858),

- Latin America: Manuel Eduardo de Gorostiza, *Contigo pan y cebolla* (1824)

Poetry: Spain: Rosalía de Castro *Adios Ríos* (1885)

- Latin America: Julián del Casal, *Hojas al viento* (1890)

Shorter Narrative Texts: Stories from *Literatura hispanoamericana 1 y 2*, Ed. de Enrique Anderson Imbert y Eugenio Florit, Holt, Rinehart and Winston, 1970.

20th Century

Novels: Latin America: García Márquez: Gabriel, *La malahora*, (1962).

- Rulfo, Juan: *Pedro Páramo*, (1955).

Spain: Martín Gaité, Carmen: *Entre visillos*, Ediciones Destino, 1957.

Drama: Latin America: Rodolfo Usigli, *El gesticulador* (1938)

Spain: Sastre, Alfonso. *Escuadrachacia la muerte* (1953)

Shorter Narrative Texts: Spain: *Breve Biblioteca Hispánica*, EUNSA, Pamplona, 1998.

Latin America: *Relatos fantásticos latinoamericanos 2*, Editorial Popular, 1987.

Poetry: Spain: Luis Alberto Cuenca *La caja de plata* (1985)

Latin America: Rubén Darío *Cantos de vida y esperanza* (1905)

Cesar Vallejo, *Trilce* (1922)

Additional Reading materials will be provided by the Department

SEMESTER VII

DC – I: Paper XV Reading Literature - 1

A selection of literary 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 Spain and its colonies.

Recommended Readings

. Manuel Cabrales Arteaga, *Manual de literatura española y latinoamericana*, Madrid: SGEL, 2009.

Guillermo Hernández, *Literatura española y hispanoamericana 2* Madrid: SGEL 2009

Novels: Excerpts from Fernando de Rojas, *La Celestina* (1502)

- Anonymous, *Lazarillo de Tormes*. (1554)

Plays: Spain: Lope de Vega, *Fuenteovejuna* (1619)

- Colonial Latin America: Juan Ruiz de Alarcón, *La verdad sospechosa* (1624)

Poetry: Spain: Francisco de Quevedo, (1600-1640) *Poemas satíricos*

- Colonial Latin America: Sor Juana Inés de la Cruz, (1680), *Veintiun sonetos de amor*,

Additional Reading materials will be provided by the Department

DC – I: Paper XVI: Cultural History

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

- Muslim contributions to Spanish culture. (711-1492)
- The Catholic kings, discovery of America and the Spanish empire
- XIXth century Spanish American Independence movements
- XXth century: Spanish Civil War, Latin American dictatorships.
- Contemporary Spain and Latin America

Recommended Readings

- Manuel Fernandez Alvarez, *España, biografía de un nacimiento* Madrid: Espasa Libros SLU, 2011.

- Manuel Fernandez Alvarez, *Pequeña historia de España* Madrid: Espasa Libros SLU, 2008.

- Guillermo Hernández, *De la edad media a la actualidad*, Madrid: SGEL 2008

Additional Reading materials will be provided by the Department

DC – I: Paper XVII: Research Methodology

Charting research horizons. Understanding the exigencies of research in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. Identifying lacunae in existing research.

Different approaches to research issues: structuralism, post-structuralism, post-colonialism and gender studies.

Translation studies. Theories of communication and second language acquisition.

Conducting research: Structuring an argument, conducting surveys and making questionnaires, using Internet

resources, making bibliographies, reading indexes, making citations, formatting research projects, writing dissertation.

Recommended Readings

- Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams *The Craft of Research*, The University of Chicago Press, 2003.

- Bourdieu, P. *The Field of Cultural Production*, Columbia University Press, 1997

- ----, *The Rules of Art: Genesis and Structure of Literary Field*, Stanford University Press, 1996

- Bakhtin, M. M., *The Dialogic Imagination*, University of Texas Press, 1983
Additional material will be provided by the Department.

SEMESTER VIII

DC – I: Paper XVIII: Reading Literature - 2

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times with an emphasis on post-colonial and Latin American literature. Literary movements of Romanticism and gaucho literature. Civilization and Barbarism and the novel of the Latin American dictatorship.

Recommended Readings

19th Century

Civilization and Barbarism: Domingo Faustino Sarmiento, *Facundo* (1845).

Gaucho Genre:

José Hernández, *Martín Fierro* (1872).

Latin American romance:

Cirilo Villaverde, *Cecilia Valdés* (1839).

Poetry: José Martí, *Versos sencillos* (1891)

20th Century

Essays: Eduardo Galeano, *Memoria del Fuego* (1982-1986). Madrid: Siglo XXI. 2007

Octavio Paz, *El laberinto de la soledad* (1950). Madrid: Cátedra 2004

Novels: Asturias, Miguel Angel. *El señor presidente*

García Márquez, Gabriel, *El otoño del patriarca*

Poetry: Pablo Neruda, *Veintepoemas de amor* (1924).

Shorter Narrative Forms: Jorge Luis Borges, *La biblioteca de Babel* (1941) Madrid: Cátedra, 2002.

Additional Reading materials will be provided by the Department

DC – I: Paper XIX: Introduction to Foreign Language Teaching: Theory and Practice

History of the language.

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.

- J. Richards and T. Rogers (2001) *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge. (Indian edition available)
- Littlewood, T. (1998) *La enseñanza comunicativa del idioma: Introducción al enfoque comunicativo*, Cambridge University Press, Madrid
- Baralo, M. (1998) “Teorías de adquisición de lenguas extranjeras y su aplicación a la enseñanza del español” *Experto en Enseñanza del Español como Lengua Extranjera*, Fundación Antonio Nebrija. Programa de Formación de profesores a distancia, Madrid.

Additional material will be provided by the Department.

DC – I: Paper XX: Research Project/ Dissertation

APPLIED COURSES

3 periods weekly (2 lectures + 1 presentation)

Semester 3	Microlanguages – 1 Language for specific purposes including hospitality, tourism, banking, business, etc. Material will be provided by the section.
Semester 4	Microlanguages – 2 Language for specific purposes with emphasis on translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets etc) Material will be provided by the section.
Semester 5	Practice of Translation – 1 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi vice-versa.
Semester 6	Practice of Translation – 2 Introducing the student to the techniques of translation; texts from newspapers, journals, user manuals and excerpts from contemporary literature from target language to English/Hindi vice-versa. Subtitling and dubbing of films, documentaries etc.

Sampling of Topics for Presentations and Projects

DC – I : Making a Video presentation on monuments; Recorded interviews of French community in India on various sociocultural themes of interest; Preparing a wall magazine; Creating a radio Program; Making Comic strips; Writing Reviews of plays, stories, etc.; Adaptation of Films, plays, stories, etc.

Applied Courses: 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; Making one's own CV; Translation of Educational Certificates, Birth/Marriage/ Death Certificates, etc.; Writing Letters of Motivation in Target Language; Preparing bilingual lists (translation) of specific terminologies and or areas (e.g. Medical, Legal, Business, etc.); Creating short Radio Programs (5 min/ 10 min. or longer slots) on various themes related to Hospitality, Business, Tourism, etc.; Translation of Indian Recipes to target languages.

DISCIPLINE COURSE II

4 teaching periods (including 1 tutorial) + 1 presentation

Semester 3	Paper I	<p>Introduction to Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>AulaInternacional 1</i>, Editorial difusión, Barcelona, 2006 (Indian Edition Available)</p>
Semester 4	Paper II	<p>Introduction to Language – 2</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>AulaInternacional 1</i>, Editorial difusión, Barcelona, 2006 (Indian Edition Available)</p>
Semester 5	Paper III	<p>Study of Language – 1</p> <ul style="list-style-type: none"> • Introduction of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>AulaInternacional 2</i>, Editorial difusión, Barcelona, 2006 (Indian Edition Available)</p>
Semester 6	Paper IV	<p>Study of Language - 2</p> <ul style="list-style-type: none"> • Continuation of texts of different genres. • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p>Texts<i>AulaInternacional 2</i>, Editorial difusión, Barcelona, 2006 (Indian Edition Available)</p>
Semester 7	Paper V	<p>Advanced Study of Language – 1</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>AulaInternacional 3</i>, Editorial difusión, Barcelona, 2006 (Indian Edition Available) <i>Additional materials will be provided</i></p>
Semester 8	Paper VI	<p>Advanced Study of Language – 2</p> <ul style="list-style-type: none"> • 50 (for written) and 25 (for Oral). • 25 mark for Internal assessment. (15 for presentation and 10 for test) <p><i>AulaInternacional 1</i>, Editorial difusión, Barcelona, 2006 (Indian Edition Available) <i>Additional material will be provided</i></p>

Department of Germanic and Romance Studies
University of Delhi

Item 1 Change of nomenclature in Core Course C4 in Semester 2 of B.A. (Hons.) French, B.A. (Hons.) German, B.A. (Hons.) Italian and B.A. (Hons.) Spanish. This is being proposed to correct an error in the existing nomenclature.

Existing	Proposed
French- Semester-2 (C-4) Intermediate level reading and writing skills-1	French - Semester-2 (C-4) Developing listening and speaking skills - 2
German- Semester-2 (C-4) Intermediate level reading and writing skills-1	German - Semester-2 (C-4) Developing listening and speaking skills - 2
Italian- Semester-2 (C-4) Intermediate level reading and writing skills-1	Italian - Semester-2 (C-4) Developing listening and speaking skills - 2
Spanish- Semester-2 (C-4) Intermediate level reading and writing skills-1	Spanish - Semester-2 (C-4) Developing listening and speaking skills - 2

Item 2 Generic Elective (GE) courses in French/ German/ Italian/ Spanish/ Portuguese.

- a) At present only 1 course is offered in each of these languages. This restricts the options for students of Honours programmes wishing to choose all four GE courses in any of these languages. Therefore, the existing courses have been revised and three more courses have been added for each language.

These courses can be offered to students of BA (Hons), BSc (Hons) and BCom (Hons) (as GE courses in Semesters 1, 2, 3 and 4). They can also be offered to students of BA, BSc and BCom as GE courses in Semesters 5 and 6. As these are language courses that are taught in progression, students would have to opt for them in sequential order, unless they have completed equivalent courses at any other institution up to the level required for the concerned course.

Introduction to French/ German/ Italian/ Portuguese/ Spanish - 1

Introduction to French/ German/ Italian/ Portuguese/ Spanish - 2

Intermediate French/ German/ Italian/ Portuguese/ Spanish – 1

Intermediate French/ German/ Italian/ Portuguese/ Spanish – 2

- b) Two other GE courses have been proposed for undergraduate students who may want to learn any of these languages for the specific purpose of Tourism and Business.

These two courses are also developed in progression as incremental language learning and have to be opted in sequential order, unless they have completed equivalent courses at any other institution up to the level required for the concerned course.

French/ German/ Italian/ Portuguese/ Spanish for Tourism and Business – 1

French/ German/ Italian/ Portuguese/ Spanish for Tourism and Business – 2

a) **GENERIC ELECTIVE COURSES** - French/ German/ Italian/ Spanish/ Portuguese

FRENCH

Existing	Proposed
<p>GE-1- Introduction to French (Total Credit-6)</p> <p>1. Communicative Grammar – I Functional grammar based on the text book</p> <p>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</p> <p>3. Oral Expression Reading of texts, general questions on the country and civilisation.</p> <p><i>Essential Readings:</i> <i>Version Originale – 1 Livre de l'élève:</i> Monique Denyer, Agustin Garmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2009). <i>Version Originale – 1 Cahier d'exercices:</i> Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2010).</p>	<p>Introduction to French - 1 (Total Credits – 6)</p> <p>Course description: 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.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>RecommendedReferences and Readings:</i></p> <p>Version Originale – 1 Livre de l'élève, Monique Denyer, AgustinGarmendia, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2009). Alter Ego 1, Berthet A. et al, Hachette, Paris, 2006. Saison 1, Delphine Ripaud, Isabelle Cros, Caroline Mraz, Dorothée Dupleix,Emilie Kasazian,Catherine Houssa,Elodie Heu, Marie-Noëlle Cocton, Didier,2015. Latitudes 1, Mérieux R., Loiseau Y., Didier,2008. Additional material will be provided by the teacher.</p> <p>Introduction to French – 2 (Total Credits – 6)</p> <p>Course description: 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 French 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 French.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and</p>

Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

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

Alter Ego 1, Berthet A. et al, Hachette, Paris, 2006.

Saison 1, Delphine Ripaud, Isabelle Cros, Caroline Mraz, Dorothee Dupleix, Emilie Kasazian, Catherine Houssa, Elodie Heu, Marie-Noëlle Cocton, Didier, 2015.

Latitudes 1, Mérieux R., Loiseau Y., Didier, 2008. Additional material will be provided by the teacher.

Intermediate French – 1 (Total Credits – 6)

Course description: The course focuses on developing communicative competence that would make the learner acquire a Threshold level of language capacities. It builds on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions that include 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.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Version Originale – 2 Livre de l'élève, Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Alter Ego 2, Berthet A. et al, Hachette, Paris, 2006.

Saison 2, Delphine Ripaud, Dorothee Dupleix, Anouchka De Oliveira, Marie-Noëlle Cocton, Anneline Dintilhac, Didier, 2014.

Latitudes 2, Mérieux R., Didier, Lainé E., Loiseau Y., Didier, 2013

Additional material will be provided by the teacher.

	<p>Intermediate French – 2 (Total Credits – 6)</p> <p>Course description: The course focuses on making the learners Independent users of French. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>RecommendedReferences and Readings:</i></p> <p>Version Originale – 2 Livre de l'élève, Monique Denyer, AgustinGarmendia, Corinne Royer, MarieLaure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010. Alter Ego 2, Berthet A. et al, Hachette, Paris, 2006. Saison 2, Delphine Ripaud, Dorothee Dupleix, Anouchka De Oliveira, Marie-Noëlle Cocton, Annelinedintilhac, Didier, 2014. Latitudes 2, Mérieux R., Didier, Lainé E., Loiseau Y., Didier, 2013 Additional material will be provided by the teacher.</p>
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GERMAN

Existing	Proposed
<p>GE – 2 Introduction to German (Total Credit-6)</p> <p>1. Communicative Grammar – I Functional grammar based on the text book</p> <p>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</p> <p>3. Oral Expression Reading of texts, general questions on the country and civilisation.</p> <p><i>Essential Readings:</i></p>	<p>Introduction to German - 1 (Total Credits – 6)</p> <p>Course description: 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.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p>

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

Recommended References and Readings:

Netzwerk (Kursbuch+Arbeitsbuch) A1, München: Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015)

Tangram aktuell 1 (Niveau A 1/1 and A1/2), München: Max HueberVerlag, 2004 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2011)

Additional material will be provided by the teacher.

Introduction to German – 2 (Total Credits – 6)

Course description: 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.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Netzwerk (Kursbuch+Arbeitsbuch) A1, München: Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015)

Tangram aktuell 1 (Niveau A 1/1 and A1/2), München: Max HueberVerlag, .Published in India by Goyal Publishers & Distributors Pvt. Ltd.

Additional material will be provided by the teacher.

Intermediate German – 1 (Total Credits – 6)

Course description: The course focuses on developing communicative competence that would make the learner acquire a Threshold level of language capacities. It builds on the language skills acquired by students in the previous two

semesters and will teach intermediate level of communicative transactions that include 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.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Netzwerk (Kursbuch+Arbeitsbuch) A2.München: Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015)
Netzwerk (Kursbuch+Arbeitsbuch) B1 München: Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015)
Tangram aktuell 2 (Niveau A 2/2 and Niveau B 1/1) München: Max HueberVerlag (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2004)

Additional material will be provided by the teacher.

Intermediate German – 2 (Total Credits – 6)

Course description: The course focuses on making the learners Independent users of German. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Netzwerk (Kursbuch+Arbeitsbuch) B1 München: Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015)
Tangram aktuell 3 (Niveau B 1/1 and Niveau B1/2) München: Max HueberVerlag, 2004 (Published in India by Goyal Publishers &

	Distributors Pvt. Ltd., 2011) Additional material will be provided by the teacher.
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ITALIAN

Existing	Proposed
<p>GE – 3 Introduction to Italian (Total Credit-6)</p> <p>1. Communicative Grammar – I Functional grammar based on the text book</p> <p>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</p> <p>3. Oral Expression Reading of texts, general questions on the country and civilisation.</p> <p><i>Essential Readings:</i> <i>Espresso 1</i>, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and <i>GOYAL Publishers and Distributors Pvt. Ltd., Delhi (2012)</i>. <i>Domani 1</i>, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze (2010). <i>Grammatica pratica della lingua italiana</i>, Susanna Nocchi, Alma edizioni, Firenze.</p>	<p>Introduction to Italian - 1 (Total Credits – 6)</p> <p>Course description: 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.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>Recommended References and Readings:</i> <i>Espresso - 1, A1</i>, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Goyal Publishers, Delhi, 2012. <i>Nuovo Progetto italiano 1</i>, (A1-A2), T. Marin, S. Magnelli, Edilingua, Roma: Atene, 2013. <i>Nuovo Rete A1</i>, Marco Mezzadri, Paolo E. Balboni, Guerra Edizioni, Langers, Delhi, 2016. <i>La mia cartella</i>, Tanya Roy, Langers, Delhi, 2016. <i>Foto parlanti</i>, Vittoria Tettamanti, Stefania Talini, Bonacci Editore, Roma, 2003. Additional material will be provided by the teacher.</p> <p>Introduction to Italian – 2 (Total Credits – 6)</p> <p>Course description: 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 Italian 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 Italian.</p>

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Espresso - 1, A1, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Goyal Publishers, Delhi, 2012.

Nuovo Progetto italiano 1, (A1-A2), T. Marin, S. Magnelli, Edilingua, Roma: Atene, 2013.

Nuovo Rete A1, Marco Mezzadri, Paolo E. Balboni, Guerra Edizioni, Langers, Delhi, 2016.

La mia cartella, Tanya Roy, Langers, Delhi, 2016.

Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci Editore, Roma, 2003.

Additional material will be provided by the teacher.

Intermediate Italian – 1 (Total Credits – 6)

Course description: The course focuses on developing communicative competence that would make the learner acquire a Threshold level of language capacities. It builds on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions that include 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.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Espresso - 2, A2, Maria Bali, Giovanna Rizzo, Alma Edizioni, Goyal Publishers, Delhi, 2012.

Nuovo Progetto italiano 2, (B1-B2), T. Marin, S. Magnelli, Edilingua, Roma: Atene, 2013.

Nuovo Rete A2, Marco Mezzadri, Paolo E. Balboni, Guerra Edizioni, Langers, Delhi, 2016.

Nuovo Rete B1, Marco Mezzadri, Paolo E. Balboni, Guerra Edizioni, Langers, Delhi, 2016.

Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci Editore, Roma, 2003.

La mia cartella, Tanya Roy, Langers, Delhi,

	<p>2016. Additional material will be provided by the teacher.</p> <p>Intermediate Italian– 2 (Total Credits – 6)</p> <p>Course description: The course focuses on making the learners Independent users of Italian. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>Recommended References and Readings:</i></p> <p><i>Espresso - 2, A2, Maria Bali, Giovanna Rizzo, Alma Edizioni, Goyal Publishers, Delhi, 2012.</i> <i>Nuovo Progetto italiano 2, (B1-B2), T. Marin, S. Magnelli, Edilingua, Roma: Atene, 2013.</i> <i>Nuovo Rete A2, Marco Mezzadri, Paolo E. Balboni, Guerra Edizioni, Langers, Delhi, 2016.</i> <i>Nuovo Rete B1, Marco Mezzadri, Paolo E. Balboni, Guerra Edizioni, Langers, Delhi, 2016.</i> <i>Foto parlanti, Vittoria Tettamanti, Stefania Talini, Bonacci Editore, Roma, 2003.</i> <i>La mia cartella, Tanya Roy, Langers, Delhi, 2016.</i></p> <p>Additional material will be provided by the teacher.</p>
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SPANISH

Existing	Proposed
<p>GE – 6 Introduction to Spanish (Total Credit-6)</p> <ol style="list-style-type: none"> 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 	<p>Introduction to Spanish – 1 (Total Credits – 6)</p> <p>Course description: 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</p>

<p>Translation of simple passages into English and simple sentences into the foreign</p> <p>3. Oral Expression Reading of texts, general questions on the country and civilisation.</p> <p><i>Essential Readings:</i> <i>Aula Internacional 1, Libro de alumno</i>, Editorial difusión, Barcelona 2006 (Indian Edition Available) <i>(Recommended Readings)</i> <i>Nuevo Ven 1, Libro de alumno</i>, Editorial Edelsa, Madrid (2004). <i>Español sin Fronteras 1, Libro de alumno</i>, SGEL, Madrid (1998).</p>	<p>and interests, etc., among other things.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>RecommendedReferences and Readings:</i></p> <p>Aula Internacional 1, Corpas J. et al, Difusión, Madrid, 2005. Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003. Español sin fronteras 1, Sánchez Lobato et al, SGEL, Madrid, 1998. Additional material will be provided by the teacher.</p> <p>Introduction to Spanish – 2 (Total Credits – 6)</p> <p>Course description: 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 Spanish 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 Spanish.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>RecommendedReferences and Readings:</i></p> <p>Aula Internacional 1, Corpas J. et al, Difusión, Madrid, 2005. Aula Internacional 2, Corpas J. et al, Difusión, Madrid, 2005. Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003. Español sin fronteras 1, Sánchez Lobato et al, SGEL, Madrid, 1998. Additional material will be provided by the teacher.</p> <p>Intermediate Spanish – 1 (Total Credits – 6)</p>
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Course description: The course focuses on developing communicative competence that would make the learner acquire a Threshold level of language capacities. It builds on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions that include 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.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Aula Internacional 2, Corpas J. et al, Difusión Madrid, 2005

Español sin fronteras 1, Sánchez Lobato et al, SGEL, Madrid, 1998

Español sin fronteras 2, Sánchez Lobato et al, SGEL, Madrid, 1998

Additional material will be provided by the teacher.

Intermediate Spanish – 2 (Total Credits – 6)

Course description: The course focuses on making the learners Independent users of Spanish. It continues progressively and builds on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

RecommendedReferences and Readings:

Español sin Fronteras 2, Sánchez Lobato, et al, SGEL, Madrid, 1998.

Aula Internacional 3, Corpas J. et al, Difusión Madrid, 2006.

Additional material will be provided by the

	teacher.
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PORTUGUESE

Existing	Proposed
<p>GE – 4 Introduction to Portuguese (Total Credit-6)</p> <ol style="list-style-type: none"> 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. <p><i>Essential Readings:</i> Tavares, Ana, <i>Português XXI, vol.III, Lidel – Edições Técnicas, Lisboa (2004).</i> Silva Mendes, <i>Português Contemporâneo, D. Quixote – Lisboa.</i> Helena Ramos, <i>Comunicar em Português, Lidel - Edições Técnicas, Lisboa (2002).</i></p>	<p>Introduction to Portuguese - 1 (Total Credits – 6)</p> <p>Course description: 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.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>Recommended References and Readings:</i></p> <p>Português XXI 1 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2012 Português XXI 1 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2012 Gramática Ativa 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011 Additional material will be provided by the teacher.</p> <p>Introduction to Portuguese – 2 (Total Credits – 6)</p> <p>Course description: 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 Portuguese 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 Portuguese.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p>

Recommended References and Readings:

Português XXI 1 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2012.

Português XXI 1 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2012.

Português XXI 2 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2013.

Português XXI 2 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2013.

Gramática Ativa 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011.

Additional material will be provided by the teacher.

Intermediate Portuguese – 1 (Total Credits – 6)

Course description: The course focuses on developing communicative competence that would make the learner acquire a Threshold level of language capacities. It builds on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions that include 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.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Português XXI 2 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2013

Português XXI 2 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2013

Gramática Ativa 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011

Gramática Ativa 2, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2012

Additional material will be provided by the teacher.

Intermediate Portuguese – 2 (Total Credits – 6)

Course description: The course focuses on making the learners Independent users of Portuguese. It continues progressively and builds

	<p>on the abilities acquired in the earlier semesters leading to completion of acquisition of intermediate language skills. By the end of this semester, students can hold regular conversations, express desires, doubts, as well as give advice, recommendations, opinions, etc., among other things.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>RecommendedReferences and Readings:</i></p> <p>Português XXI 2 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2013 Português XXI 2 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2013 Português XXI 3 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2014 Português XXI 3 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2014 Gramática Ativa 1, Isabel Coimbra& Olga Mata Coimbra, Lidel, Lisboa, 2011 Gramática Ativa 2, Isabel Coimbra& Olga Mata Coimbra, Lidel, Lisboa, 2012 Additional material will be provided by the teacher</p>
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b) GENERIC ELECTIVE COURSES IN TOURISM AND BUSINESS - French/ German/ Italian/ Portuguese/ Spanish

FRENCH

Existing	Proposed
NIL	<p>French for Tourism and Business – 1 (Total Credits – 6)</p> <p>Course description: The course will initiate the students into the basic language skills with particular focus on language required for tourism and business purposes. In this semester, focus will be on developing basic communicative competences that allow the students to introduce themselves, to get to know people, to ask for something in a shop, understand the different variables of market and products and transact accordingly, etc., among other things.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written</p>

	<p>Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>Recommended References and Readings:</i></p> <p>Objectif Express 1, Tauzin B. et al, Hachette, Paris, 2006. Bon Voyage A1 2e édition, Gupta M., Ramachandran U., Gupta V., Goyal Publishers, Delhi, 2017 www.françaisfacile.com www.tv5monde.com Additional material will be provided by the teacher.</p> <p>French for Tourism and Business – 2 (Total Credits – 6)</p> <p>Course description: The course will build upon the capacities acquired in the earlier semester and continue to develop communicative competences centred specifically on Tourism and Business. Along with the acquisition of elementary language skills, new topics required for tourism and business purposes will be covered. The students will learn to ask about places and directions, to inquire about hotels and make reservations, etc., as well as various relevant cultural components pertaining to the themes.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>Recommended References and Readings:</i></p> <p>Objectif Express 1, Tauzin B. et al, Hachette, Paris, 2006. Bon Voyage A1 2e édition, Gupta M., Ramachandran U., Gupta V., Goyal Publishers, Delhi, 2017 www.françaisfacile.com www.tv5monde.com Additional material will be provided by the teacher.</p>
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GERMAN

Existing	Proposed
NIL	German for Tourism and Business – 1 (Total Credits – 6)

Course description: The course will initiate the students into the basic language skills with particular focus on language required for tourism and business purposes. In this semester, focus will be on developing basic communicative competences that allow the students to introduce themselves, to get to know people, to ask for something in a shop, understand the different variables of market and products and transact accordingly, etc., among other things.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Unternehmen Deutsch (GrundkursLehrbuch und Arbeitsbuch), Stuttgart: KlettVerlag, 2004.
Netzwerk (Kursbuch+Arbeitsbuch) A1 München: Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015)
Additional material will be provided by the teacher.

German for Tourism and Business – 2 (Total Credits – 6)

Course description: The course will build upon the capacities acquired in the earlier semester and continue to develop communicative competences centred specifically on Tourism and Business. Along with the acquisition of elementary language skills, new topics required for tourism and business purposes will be covered. The students will learn to ask about places and directions, to inquire about hotels and make reservations, etc., as well as various relevant cultural components pertaining to the themes.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Unternehmen Deutsch (GrundkursLehrbuch und Arbeitsbuch), Stuttgart: KlettVerlag, 2004.
Netzwerk (Kursbuch+Arbeitsbuch) A1.München:

	<p>Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015) Netzwerk (Kursbuch+Arbeitsbuch) A2.München: Klett-Langenscheidt, 2013 (Published in India by Goyal Publishers & Distributors Pvt. Ltd., 2015) Additional material will be provided by the teacher.</p>
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ITALIAN

Existing	Proposed
NIL	<p>Italian for Tourism and Business – 1 (Total Credits – 6)</p> <p>Course description: The course will initiate the students into the basic language skills with particular focus on language required for tourism and business purposes. In this semester, focus will be on developing basic communicative competences that allow the students to introduce themselves, to get to know people, to ask for something in a shop, understand the different variables of market and products and transact accordingly, etc., among other things.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>Recommended References and Readings:</i></p> <p><i>Convergenze: iperlibro di italiano per affari</i>, Nicoletta Cherubini, Bonacci, Messina-Firenze, 2012.</p> <p><i>Incontri e affari: livello medio-superiore</i>, P. Pauli, Primus Edizioni, 2002.</p> <p><i>L'italiano in Azienda</i>, Giovanna Pelizza, Marco Mezzadri, Guerra, Perugia, 2002.</p> <p><i>L'Italiano per gli Affari: Manuale di Lavoro</i>, Nicoletta Cherubini, Bonacci, Roma, 1992.</p> <p><i>Manual of Business Italian: A Comprehensive Language Guide</i>, Vincent Edwards, Gianfranca Gessa Shephard, Routledge, 1996.</p> <p><i>Nuovo Italiano nel turismo</i>, Christa Kernberger, Guerra, Perugia, 2012.</p> <p><i>Obiettivo professione: Corso di italiano per scopi professionali</i>, Anna Costantino, Antonella Riveccio, Loescher, 2014.</p> <p><i>Un vero affare!</i>, G.D'Anna, Giovanna Pelizza, Marco Mezzadri, Messina-Firenze, 2014.</p> <p>Additional material will be provided by the teacher.</p>

	<p>Italian for Tourism and Business – 2 (Total Credits – 6)</p> <p>Course description: The course will build upon the capacities acquired in the earlier semester and continue to develop communicative competences centred specifically on Tourism and Business. Along with the acquisition of elementary language skills, new topics required for tourism and business purposes will be covered. The students will learn to ask about places and directions, to inquire about hotels and make reservations, etc., as well as various relevant cultural components pertaining to the themes.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>Recommended References and Readings:</i></p> <p><i>Convergenze: iperlibro di italiano per affari</i>, Nicoletta Cherubini, Bonacci, Messina-Firenze, 2012.</p> <p><i>Incontri e affari: livello medio-superiore</i>, P. Pauli, Primus Edizioni, 2002.</p> <p><i>L'italiano in Azienda</i>, Giovanna Pelizza, Marco Mezzadri, Guerra, Perugia, 2002.</p> <p><i>L'Italiano per gli Affari: Manuale di Lavoro</i>, Nicoletta Cherubini, Bonacci, Roma, 1992.</p> <p><i>Manual of Business Italian: A Comprehensive Language Guide</i>, Vincent Edwards, GianfrancaGessaShepherd, Routledge, 1996.</p> <p><i>Nuovo Italiano nel turismo</i>, Christa Kernberger, Guerra, Perugia, 2012.</p> <p><i>Obiettivo professione: Corso di italiano per scopi professionali</i>, Anna Costantino, Antonella Riveccio, Loescher, 2014.</p> <p><i>Un vero affare!</i>, G.D'Anna, Giovanna Pelizza, Marco Mezzadri, Messina-Firenze, 2014.</p> <p>Additional material will be provided by the teacher.</p>
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SPANISH

Existing	Proposed
NIL	<p>Spanish for Tourism and Business – 1 (Total Credits – 6)</p> <p>Course description: The course will initiate the</p>

students into the basic language skills with particular focus on language required for tourism and business purposes. In this semester, focus will be on developing basic communicative competences that allow the students to introduce themselves, to get to know people, to ask for something in a shop, understand the different variables of market and products and transact accordingly, etc., among other things.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Socios 1, González Marisa et al, Difusión, Barcelona, 2007.

Aula Internacional 1, Corpas J. et al, Difusión, Madrid, 2005.

Español sin fronteras 1, Sánchez Lobato et al, SGEL, Madrid, 1998.

Additional material will be provided by the teacher.

Spanish for Tourism and Business – 2 (Total Credits – 6)

Course description: The course will build upon the capacities acquired in the earlier semester and continue to develop communicative competences centred specifically on Tourism and Business. Along with the acquisition of elementary language skills, new topics required for tourism and business purposes will be covered. The students will learn to ask about places and directions, to inquire about hotels and make reservations, etc., as well as various relevant cultural components pertaining to the themes.

The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.

Recommended References and Readings:

Socios 1, González Marisa et al, Difusión, Barcelona, 2007

Aula Internacional 1, Corpas J. et al, Difusión, Madrid, 2005

Aula Internacional 2, Corpas J. et al, Difusión,

	<p>Madrid, 2005</p> <p>Español sin fronteras 1, Sánchez Lobato et al, SGEL, Madrid, 1998</p> <p>Additional material will be provided by the teacher.</p>
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PORTUGUESE

Existing	Proposed
NIL	<p>Portuguese for Tourism and Business – 1 (Total Credits – 6)</p> <p>Course description: The course will initiate the students into the basic language skills with particular focus on language required for tourism and business purposes. In this semester, focus will be on developing basic communicative competences that allow the students to introduce themselves, to get to know people, to ask for something in a shop, understand the different variables of market and products and transact accordingly, etc., among other things.</p> <p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>RecommendedReferences and Readings:</i></p> <p>Português XXI 1 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2012</p> <p>Português XXI 1 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2012</p> <p>GramáticaAtiva 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011</p> <p>Additional material will be provided by the teacher.</p> <p>Portuguese for Tourism and Business – 2 (Total Credits – 6)</p> <p>Course description: The course will build upon the capacities acquired in the earlier semester and continue to develop communicative competences centred specifically on Tourism and Business. Along with the acquisition of elementary language skills, new topics required for tourism and business purposes will be covered. The students will learn to ask about places and directions, to inquire about hotels and make reservations, etc., as well as various relevant cultural components pertaining to the themes.</p>

	<p>The course comprises three components: Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment will be 25 marks out of a total of 100 marks.</p> <p><i>RecommendedReferences and Readings:</i></p> <p>Português XXI 1 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2012. Português XXI 1 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2012. Português XXI 2 – Livro do Aluno, Ana Tavares, Lidel, Lisboa, 2013. Português XXI 2 – Caderno de Exercícios, Ana Tavares, Lidel, Lisboa, 2013. GramáticaAtiva 1, Isabel Coimbra & Olga Mata Coimbra, Lidel, Lisboa, 2011. Additional material will be provided by the teacher.</p>
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