

**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 Undergraduate Programme (B.A./ B.Com.)**

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<b><u>I. Core Course</u></b> <b>(12 Papers)</b> Two papers – English Two papers – MIL Four papers – Discipline 1. Four papers – Discipline 2. <b>Core Course Practical / Tutorial*</b> <b>(12 Practicals)</b>	12X4= 48	12X5=60
<b><u>II. Elective Course</u></b> <b>(6 Papers)</b> Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Inter disciplinary Two papers from each discipline of choice and two papers of interdisciplinary nature. <b>Elective Course Practical / Tutorials*</b> <b>(6 Practical/ Tutorials*)</b> Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Generic (Inter disciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.	6x4=24	6X5=30
	6 X 2=12	6X1=6
<ul style="list-style-type: none"> <li><b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
<b>1. Ability Enhancement Compulsory</b> <b>(2 Papers of 2 credits each)</b> <b>Environmental Science</b> <b>English Communication/MIL</b>	2 X 2=4	2 X 2=4
<b>2. Ability Enhancement Elective</b> <b>(Skill Based)</b> <b>(4 Papers of 2 credits each)</b>	4 X 2=8	4 X 2=8
	<hr/> Total credit= 120	<hr/> Total = 120

**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.**

Scheme for Courses for BA (Program) Spanish, French, German

Semester	(A) CORE COURSES (4 Courses) (5 Lectures+1 Tutorial per Course). 6 Credits per Course 4x6=24 Credits	(B) Ability Enhancement Courses (AECC) (2 Courses) 2 Credits per Course) 2x2=4 Credits	(C) Skill Enhancement Course (SEC) (4 Courses) (2 Lectures) (2 Credits per Course) 2x4=8 Credits	(D) Elective: Discipline Specific (DSE) (2 Courses) (5 Lectures= 1 Tutorial per Course) 4x6=24 Credits (One course to be chosen from two on offer each semester	(E) Elective: Generic Elective (GE) (2 Courses) (5 Lectures+1 Tutorial per Course) 2x6=12 Credits
I	German Core 01. Study of the Language	(English/MIL Communication/Environmental Science)			
II	German Core 02. Study of the Language	(English/MIL Communication/Environmental Science)			
III	German Core 03		<b>German SEC 01</b>		
IV	German Core 04		<b>German SEC02</b>		
V			<b>German SEC03</b>	DSE1,2	GE 01
VI			<b>German SEC04</b>	DSE3,4	GE02

**B.A. Program**  
**Core Course 01**  
**Study of the Language (1) (6 Credits)**

This course has as its objective the acquisition of basic language skills. The course comprises three components: a) Communicative Grammar (35 marks) b) Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment for these three components will be 25 marks out of a total of 100 marks.

**Prescribed Textbook:**

*Tangram aktuell 1 (Niveau A 1/1 and A1/2 (Chapter 5-6), (Max Hueber Verlag 2005 Ismaning)*

**Recommended References and Readings:**

Sprachkurs Deutsch 1, Studio d A1, Moment Mal 1, Themen Neu 1.

Teachers are free to select supplementary language manuals.

Additional material can also be used.

**B.A. Program**  
**Core Course 02**  
**Study of the Language (2) (6 credits)**

The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It comprises the components of Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression. Internal assessment for these three components will be 25 marks out of a total of 100 marks.

**Prescribed Textbook:**

*Tangram aktuell 1 Niveau A1/2 (Chapter 7-8) and Tangram aktuell 2 Niveau A 2/1), (Max Hueber Verlag 2005 Ismaning)*

**Recommended References and Readings:**

Sprachkurs Deutsch 1 und 2, Studio d A 1, Studio d A 2, Themen Neu (1,2)

Teachers are free to select supplementary language manuals.

Additional material will be supplied by the Department

**B.A. Program**  
**Core Course 03**  
**Study of the Language (3) (6 credits)**

Intermediate language skills are acquired after studying communicative grammar (35 marks), written comprehension and expression (20 marks) and oral expression (20 marks). Internal assessment is of 25 marks out of 100.

**Prescribed Textbook:**

*Tangram aktuell 2 Niveau A/2/2, B 1/1 (Chapter 5-6), (Max Hueber Verlag 2005 Ismaning)*

**Recommended References and Readings:**

Sprachkurs Deutsch 2 and 3, Studio d A2, Studio d B1, Themen Neu (2,3)

Teachers are free to select supplementary language manuals.

Additional material can also be used.

**B.A. Program**

**Core Course 04**

**Study of the Language, Culture and Literature (6 credits)**

Language study will comprise Advanced grammar (10 marks) translation (15 marks) and oral expression (20 marks).

The above will be complemented with the reading of simple literary texts and an introduction to cultural history (30 marks).

Internal assessment for the above will be 25 marks out of a total of 100.

**Prescribed Textbook:**

*Tangram B 1/1 (Chapter 7-8) and Tangram B1/2 ), (Max Hueber Verlag 2005 Ismaning)*

**Recommended References and Readings:**

Sprachkurs Deutsch 3, Studio d B1, Themen Aktuell 3

Teachers are free to select supplementary language manuals.

Additional material can also be used.

**B.A. Program**

**Semester V**

**Discipline Specific Elective 01 (6 credits)**

Life in German speaking Countries, Elements of History, Culture and Civilization.

This course aims to acquaint the student with the recent history of Germany with an overview of major developments in the Germany through a survey of literature and politics through Youtube and print resources. The suggested aspects can include :

- Unification of Germany

- An overview of German history from 1848 to 1945, partition, rebuilding of Germany, and unification of Germany.
- Contemporary Germany

Suggested Readings. Excerpts from-

- *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).
- Youtube resources : short films about German History

**B.A. Program**  
**Semester V**  
**Discipline Specific Elective 02 (6 credits)**  
**German Media Studies\***

- Comparison of Advertising in German versus Indian media.
- Comparison of reporting in German versus Indian Media.
- Project Work:
  1. Comparing headlines and presentation of news in various newspapers. Summarizing an articles on social issues. Preparing a weather report. Writing a small report on a given topic for the wall-newspaper.
  2. Writing/ producing advertisements.

*Suggested Readings:*

- Famous German Newspapers like Frankfurter Allgemeiner, Bild Zeitung, etc.
- Famous German magazines available online for eg. Der Spiegel.

**B.A. Program**  
**Semester VI**  
**Discipline Specific Elective 03**  
**Introduction to Translation**

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:*

Selected articles from

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

**B.A. Program**

**Semester VI**

**Discipline Specific Elective 04**

**Children and Adolescent Literature (6 credits)**

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.

Primary Texts:

- 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.*
- Kindergeschichten by Peter Bichsel
- *Der Struwwelpeter*, first published in 1845 as a kind of cautionary tale, is available on Project Gutenberg.

**B.A. Program**  
**Skill Enhancement Course 01**  
**Semester III**  
**German through audio visual methods: Songs and Lyrics (2 credits)**

Through this course, student will intensify language learning through poetic as well as colloquial songs. Since songs are retained in memory, lyrics will be remembered in their contexts. This will in turn improve grammar, punctuation and verb conjugations. It is preferable to choose songs with clear pronunciation and articulation and proceed region wise together with a brief history of the singer. Songs are available for very basic language learning i.e. alphabets, days of the week, animals etc. <http://www.mamalisa.com/>

The following steps can be followed for this exercise after song selection.

1. Identification of specific specific words and structures.
2. Analysis of grammar used and vocabulary, alternatives for the same can be suggested.
3. Song lyrics can be analysed and later used for writing and speaking.

*Suggested songs:*

- Kids rhymes available online.
- “99 Luftballons” (1983) by Nena
- “Im wunderschönen Monat Mai,” Dichterliebe (1840) by Robert Schumann
- “Du Hast” (1997) by Rammstein
- “Wir Sind Wir” (2004) by Paul Van Dyk and Peter Heppner
- “Lili Marlene” (1944) by Marlene Dietrich

**B.A. Program**  
**Skill Enhancement Course 02**  
**Semester IV**  
**German through audio visual methods: Films (2 credits)**

Besides heightening interest in language learning, films are useful tools for picking up conversational German and the wide variations of pronunciation and intonation in the German speaking world. Culture and history are also learnt through film viewing if the movies are thematically chosen.

The following steps can be followed for this course.

1. Watching the German film with the help of English subtitles.
2. Watching the same film with German subtitles.
3. Selecting specific scenes, learning the dialogues and then enacting role playing in class.
4. Learning of new conversational phrases and idioms.

5. Remembering and discussing situational images to associate with newly learned phrases and grammar.

Suggested Films:

1. DAS LEBEN DER ANDEREN “THE LIVES OF OTHERS” (2006)
2. DAS EXPERIMENT “THE EXPERIMENT” (2001)
3. DIE FETTEN JAHRE SIND VORBEI “THE EDUKATORS” (2004)
4. GOODBYE LENIN (2003)

**B.A. Program**  
**Skill Enhancement Course 03**  
**Semester V**  
**German in the Travel and Tourism Sector (2 Credits)**

1. Tourism in German speaking countries. Comparison with India. German 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 German speaking countries, German influence in Indian hotel industry. Important hotel chains. Language used in hotel industry, airports and by airlines.
5. Ecological and Rural Tourism in German speaking countries. Lessons for India.
6. Cuisine in German speaking countries.
7. Knowledge of Cultural Codes and Protocol in German speaking countries. 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:*

- *Deutsch im Hotel*, Valperga, E, et al., Max Hueber Verlag, Ismaning (2005).
- *Kommunikation im Tourismus*, Conelson, Berlin (2005).

**B.A. Program**  
**Skill Enhancement Course 04**  
**Semester VI**  
**Business German (2 credits)**

The objective of this course is to make the student adept at business letter writing and also conversant with the different protocols observed in the German speaking world in commerce and industry.

1. Investment by German speaking countries 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).

**B.A. Program**  
**Semester VI**  
**Generic Elective in German**  
**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).*