

दिल्लीविश्वविद्यालय  
**UNIVERSITY OF DELHI**

Bachelor of Arts (Hons) German

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

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

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## **Preamble**

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

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

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

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

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

# **1. Introduction to Programme**

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

## **2. Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) German**

### **2.1 Nature and Extent of the Programme in B.A. (Hons) German**

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

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

### **2.2 Aims of Bachelor Degree Programme in B.A. (Hons) German**

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

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

### **3. Graduate Attributes in B.A. (Hons) German**

#### **Disciplinary knowledge**

- Capable of attaining communicative level in German equivalent to B2 as specified by the Common European Framework.
- Demonstrate a comprehensive knowledge and understanding of society, history, culture, literature and all other related aspects of the German and German-speaking world.

#### **Communication Skills**

- Demonstrate advanced reading, writing, listening and speaking competences in German.
- Capable of comprehending complex oral and written texts in German.
- Capable of presenting complex information in written and oral form in a clear and concise manner.
- Capable of interacting and mediating in German in an independent manner in a large variety of real-life situations.
- Capable of communicating in German through print, audio-visual and virtual media.

#### **Critical thinking**

- Ability to critically assess not only different types of language both written and oral but also texts pertaining to social, cultural, political, economic, historical and literary domains.
- Ability to identify, discuss and present problems in each of the above-mentioned domains.

#### **Problem solving**

- Capable of using problem solving abilities in real life situations acquired through task-based learning.
- Ability to use strategic competence to complete a task or attain a communicative goal by integrating declarative, procedural and conditional knowledge.

#### **Analytical reasoning**

- Develops the capacity to critically analyse and evaluate written and oral texts in German.
- Capacity to produce structured argumentative texts in German in a cohesive and coherent manner.
- Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what comes next.

#### **Research-related skills**

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

### **Cooperation/Team work**

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

### **Scientific reasoning**

- Ability to analyse, interpret and draw objective conclusions from various texts, linguistic corpora and socio-linguistic experiences to identify, extract and generalise on existing linguistic and behavioural patterns.

### **Reflective thinking**

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

### **Information/digital literacy**

- Ability to use various language learning apps and tools for completing projects.
- Capacity to effectively communicate across various social media platforms using the target language.

### **Self-directed learning**

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

### **Multicultural competence**

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

### **Moral and ethical awareness/reasoning**

- Ability to take an informed position regarding various social and ethical issues such as discrimination, exclusions, marginalisation of various genders, castes, ethno-religious communities and social groups.
- Capacity to adopt and generate awareness of environment friendly practices.
- Develop an awareness of ethical practices to respect intellectual property rights by avoiding plagiarism.

### **Leadership readiness/qualities**

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

### **Lifelong learning**

- Capacity to put in practice communicative, strategic, socio-linguistic and intercultural competences in learning other foreign languages.

- Ability to enhance various specialised skills of professional domains, such as tourism, media, commerce and industry using the knowledge of the language.

#### **4. Qualification Descriptors for Graduates B.A. (Hons) German**

- Capacity to interact with a considerable degree of fluency and spontaneity with a native speaker without a strain for either party.
- Ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various alternatives.
- Demonstrate understanding about history, society, culture and literature of Germany and other German-speaking countries.
- Capacity to effectively communicate and establish a social interaction in a multicultural context.
- Use knowledge, understanding and skills required to carry forward basic research on pertinent issues related to various relevant domains, collection of data, processing, analysing, documenting and reporting them in an appropriate format.
- Capacity to undertake professional assignments in a number of fields requiring knowledge of German such as, tourism, media, commerce and industry, translation, interpretation, teaching German as a foreign language and printing and publishing industry.

#### **5. Programme Learning Outcomes for B.A. (Hons) German**

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

## 6. Structure of in B.A. (Hons) German

### 6.1 Credit Distribution for B.A. (Hons) German

Course Type & Description	Credits assigned
CC – Core Courses in the Discipline	6
AECC: Ability Enhancement Compulsory Courses	
SEC: Skill-enhancement Elective Courses or Ability Enhancement Elective Courses (AECC) chosen from a pool of courses designed to provide value-based and/or skill-based instruction	4
DSE: Discipline Specific Elective courses chosen from a pool of courses offered by the main discipline/subject of study.	6
GE: Generic Elective courses chosen generally from an unrelated discipline/subject, with an intention to seek exposure. A core course offered in a discipline/subject may be treated as an elective by other disciplines/subjects and vice versa and such electives may also be referred to as Generic Elective.	

### 6.2 Semester-wise Distribution of Courses

Semester	Core Courses	Other Courses	
I	C-1 : 6 credits	AECC-1	GE-1
	C-2 : 6 credits		
II	C-3 : 6 credits	AECC-1	GE-2
	C-4 : 6 credits		
III	C-5 : 6 credits	SEC-1	GE-3
	C-6 : 6 credits		
	C-7 : 6 credits		

<b>IV</b>	<b>C-8 : 6 credits</b>	<b>SEC-2</b>	<b>GE-4</b>	
	<b>C-9 : 6 credits</b>			
	<b>C-10 : 6 credits</b>			
<b>V</b>	<b>C-11 : 6 credits</b>	<b>DSE 1</b>		
	<b>C-12 : 6 credits</b>			<b>DSE 2</b>
<b>VI</b>	<b>C-13 : 6 credits</b>			<b>DSE 3</b>
	<b>C-14 : 6 credits</b>			<b>DSE 4</b>

## **7. Courses for Programme - B.A. (Hons) German**

### **Core Courses - (CC) Credit:6**

#### **Developing reading and writing skills 1(Gr-C1)**

#### **[Core Course - (CC) Credit:6]**

##### **Course Objectives**

- To read and understand simple texts related to the learner's immediate environment.
- To answer questions based on the text.
- To write short simple texts on topics related to the learner's immediate environment.
- To partially attain Level A1 of the CEF.

##### **Course Learning Outcomes**

- Enables students to partially attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equips students to write about subjects concerning the learner and his/her immediate environment

##### **Unit 1**

###### **Reading:**

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

##### **Unit 2**

###### **Writing:**

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

##### **Unit 3**

###### **Lexical, Morphosyntactic and Phonological Competences:**

- Basic vocabulary related to the most immediate environment of the learner, such as the classroom, campus, place and area of residence etc.
- Basic simple grammatical structures required to communicate personal and official information related to public and personal spheres.

- Basic rules of pronunciation in German.

#### Unit 4

**Co-cultural and intercultural Competences:** Basic socio-cultural know-how to handle simple social interaction in the German and German speaking context.

#### References

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

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.

Additional Resources:

- Burger, E., Fler, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.
- Klein, A. (2013, 13 September). *Learn German with Stories: Cafe in Berlin – 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
- Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
- Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Vlg.

Additional material will be provided by the Department.

#### Teaching Learning Process

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

## Assessment Methods

Assessment of comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, project presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for level by CEF

## Keywords

*Immediate environment, simple structures, basic reading and writing skills, simple social interaction.*

## **Developing listening and speaking skills 1(Gr-C2)**

**[Core Course - (CC) Credit:6]**

### Course Objectives

- To listen to and understand simple texts related to the learner's immediate environment provided that the text is read slowly and clearly.
- To answer questions on the text.
- To speak about oneself and subjects related to the learner's immediate environment.
- To answer simple questions about oneself.
- To partially attain Level A1 of the CEF.

### Course Learning Outcomes

- Enable students to partially attain A1 Level of listening and speaking skills in the concerned language.
- Equip students to listen to simple texts and to answer questions on them.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

#### **Unit 1 Listening:**

Understanding familiar words and very basic phrases concerning of herself/himself, of her/his family, and immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

#### **Unit 2 Speaking:**

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

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

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

Making simple purchases in shops or obtaining services that one requires

### **Unit 3**

#### **Lexical, Morphosyntactic and Phonological Competences:**

Basic vocabulary related to the most immediate environment of the learner, such as the classroom, campus, place and area of residence etc.

Basic simple grammatical structures required to communicate personal information and information related to the immediate environment.

Basic rules of pronunciation in German

### **Unit 4**

#### **Co-cultural and Intercultural Competence:**

Basic socio-cultural know-how to handle simple social interaction in the German and German-speaking context.

### **References**

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

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio-CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Sander, I., Braun, B., Fügert, N, Kotas, O., u.a. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.

#### **Additional Resources**

- Knirsch, M. (2013). *Deutsch Hören and Sprechen, Monja Knirsch (with CD)*. München: Hueber Vlg.
- Billina, A. (2012). *Hören und Sprechen (A2)*. München: Hueber Vlg.
- Knirsch, M. (2010). *Hören & Sprechen A1: deutsch üben (A1)* .München: Hueber Vlg.
- Sieber, T. (2016). *Deutsch Hören und Sprechen: Intensivtrainer Neu A1/A2*. München: Klett-Langenscheidt GmbH.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through oral tests, tasks, projects, presentations, assignments using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for level by CEF

## Keywords

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

## **Developing reading and writing skills 2 (Gr-C3)**

**[Core Course - (CC) Credit:6]**

## Course Objectives

- To read and understand short simple texts related to basic everyday situations.
- To answer questions based on simple texts related to basic everyday situations
- To write simple texts related to personal and routine matters.
- To complete A1 level and partially attain level A2 of the CEF.

## Course Learning Outcomes

- Enables learners to partially attain A2 Level of reading and writing skills in the concerned language.
- Helps students to understand short texts related to the areas of most immediate relevance in order to obtain information, goods and services.
- Equips students to write short personal texts describing past and present events and specific needs of the learner.

## Unit 1

**Reading:** Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums, posters ( of events, theater, film, books), email logs, short simple personal letters and messages.

## Unit 2

**Writing:** Describing past and present events, writing short, simple notes and messages relating to matters in areas of immediate need, writing simple personal letters, preparing posters (events, theater, films, books).

## Unit 3

### **Lexical, Morphosyntactic and Phonological Competences:**

- Developing repertoire of sufficient vocabulary for the expression of basic communicative and survival needs, frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)
- Grammatical structures required to describe past, present and future events, simple connectors to organise personal information and information related to the relevant environment, structures to express various moods, basic usage of pronouns and prepositions
- Developing sufficient understanding of phonological specificities of German to help the learner articulate more clearly.

## Unit 4

### **Co-cultural and intercultural Competences:**

Carrying out and responding to basic language functions, such as information exchange and requests.

Capacity to express opinions and attitudes.

Simple but effective interaction using the common expressions and following basic exchange patterns.

## References

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

Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.

Additional Resources:

- Burger, E., Flear, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.
- Hohmann, S. (2015). *Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1*. Stuttgart: Ernst Klett Sprachen GmbH.
- Klein, A. (2013, 14 September). *Learn German with Stories: Cafe in Berlin – 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
- Seiffert, C. (2010). *Schreiben in Alltag und Beruf: Intensivtrainer A2/B1*. München: Langenscheidt KG.
- Billina, A. (2010). *Deutsch üben: Lesen und Schreiben A2*. München: Hueber Vlg.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

Assessment of comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, project presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for level by CEF

### Keywords

*Environment of immediate relevance, sufficient skills for survival*

## **Developing listening and speaking skills 2 (Gr-C4)**

**[Core Course - (CC) Credit:6]**

### **Course Objectives**

- To listen to and understand short simple texts related to day to day situations.
- To answer questions based on the text.
- To ask and answer questions related to everyday situations.
- To complete A1 level and partially attain level A2 of the CEF.

### **Course Learning Outcomes**

- Enables students to partially attain A2 Level of listening and speaking skills in the concerned language
- Develops the capacity to understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- Prepares the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.

### **Unit 1**

#### **Listening:**

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

### **Unit 2**

#### **Speaking:**

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

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

### **Unit 3**

#### **Lexical, Morphosyntactic and Phonological Competences:**

- Developing repertoire of sufficient vocabulary for the expression of basic communicative and survival needs, frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)
- Grammatical structures required to describe past, present and future events, simple connectors to organise personal information and information related to

the relevant environment, structures to express various moods, basic usage of pronouns and prepositions

- Developing sufficient understanding of phonological specificities of German to help learners to articulate more clearly.

#### Unit 4

##### Co-cultural and Intercultural Competences:

- Carrying out and responding to basic language functions, such as information exchange and requests.
- Capacity to express opinions and attitudes.
- Simple but effective interaction using the common expressions and following basic exchange patterns.

#### References

- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.

#### Additional Resources:

- Hahn, R. (2018). *PONS 250 Rätsel Deutsch als Fremdsprache: Fit durch Rätsel-Übungen mit Quiz-Block zu Grammatik, Wortschatz u. Landeskunde*. Stuttgart: PONS GmbH.
- Hermann F., Kuhn Christina u.a. (Hrsg.) (2015). *Studio 21 - Grundstufe A2: Gesamtband. Das Deutschbuch (Kurs- und Übungsbuch mit DVD-ROM) Bd.* Berlin: Cornelsen.
- Mohamed, N., Palme, P. (2005). *-Deutsch fehlerfrei A1/A2. Teil 3.2 Nominativ. Akkusativ. Dativ: Die deutsche Grammatik in mündlichen Übungen. Übungsheft mit 3 Audio Cds -Tangram aktuell 1 & 2*. Ismaning: Max Hueber Verlag, and Delhi: GOYAL Publishers.
- Hohmann, S. (2015). *Einfach sprechen! Deutsch als Zweit- und Fremdsprache A2-B1*. Stuttgart: Ernst Klett Sprachen GmbH.

Additional material will be provided by the Department.

#### Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice listening and speaking skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

## Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through oral tests, tasks, projects, presentations, assignments using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for level by CEF

## Keywords

*Matters of immediate need, routine tasks, short and direct exchange of information*

## **Intermediate reading and writing skills 1 (Gr-C5)**

### **[Core Course - (CC) Credit:6]**

## Course Objectives

- To read and understand texts related to the learner's field of interest.
- To answer questions on the text.
- To write texts describing and relating events, expressing one's feelings and opinion.
- To complete level A2 and partially attain Level B1 of the CEF.

## Course Learning Outcomes

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

Develops competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Equips the learners to write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.

## Unit 1

**Reading:** Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in

order to recognize significant points and line of argument in the treatment of the issue presented.

## Unit 2

**Writing:** Writing personal letters describing experiences, feelings and events in some detail, writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story/anecdote and writing about feelings/impressions.

## Unit 3

### **Lexical, Morphosyntactic and Phonological Competences:**

Developing repertoire of good range of vocabulary for matters connected to one's field of interest and most general topics related to the socio-cultural milieu.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.

Developing sufficient understanding of phonological specificities of German to help learners articulate and read more independently predicting pronunciation of unknown words.

## Unit 4

**Co-cultural and intercultural Competences:** Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the German and German speaking world.

## References

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

- Muller, H. (2017). *Deutsch üben: Lesen & Schreiben (B1)*. München: Hueber Vlg.
- Dengler, S., Rusch, Paul u.a. (2012). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs - und Arbeitsbuch mit DVD und 2 Audio—CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Jacobs, A. (2012). *Deutsch üben: Lesen & Schreiben (A2)*. München: Hueber Vlg.
- Topler, L. (2005). *Tangram aktuell 2 & 3*. Ismaning: Max Hueber Verlag and Delhi: GOYAL Publishers.

Additional material will be provided by the Department

## Teaching Learning Process

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

## Assessment Methods

Assessment of comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, project presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for level by CEF

## Keywords

*Understanding of straightforward factual texts, expression of feelings and experiences.*

## **Intermediate listening and speaking skills 1 (Gr-C6)**

### **[Core Course - (CC) Credit:6]**

## Course Objectives

- To listen to and understand texts related to the learner's field of interest.
- To answer questions on the text.
- To describe and relate events, to express one's feelings and opinion.
- To ask and answer questions related to one's field of interest.
- To complete level A2 and partially attain Level B1 of the CEF

## Course Learning Outcomes

- Enables learners to attain A2/B1 Level of listening and speaking skills in the concerned language.

- Equips learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Develops the capacity to present and discuss topics, moving out of the immediate environment of the learners.
- Can cope with less routine situations in public spaces while obtaining goods and availing services.

## Unit 1

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

## Unit 2

### Speaking:

Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence.

Discussing topics out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc.

Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.

## Unit 3

### Lexical, Morphosyntactic and Phonological Competences:

Developing repertoire of sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to one's everyday life such as family, hobbies and interests, work, travel, and current events.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.

Developing sufficient understanding of phonological specificities of German to help learners articulate and read more independently predicting pronunciation of unknown words.

## Unit 4

**Co-cultural and intercultural Competences:** Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the German and German speaking world.

## References

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

- Hohmann, S. (2018). *Einfach sprechen! A2-B1 Übungsbuch + Audio-CD*. Stuttgart: Klett Vlg.
- Moritz, U., Rodi, M., Rohrmann, L. (2016). *Linie 1 B1+/B2.1 Deutsch in Alltag und Beruf*. Stuttgart: Klett Vlg.
- Billina, A. (2016). *Hören & Sprechen B1, m. 2 Audio-CDs*. Stuttgart: Klett Vlg.
- Billina, A., Betz, J.U. (2015). *Hören & Sprechen B2 (PDF/MP3-Download)*. München: Hueber Vlg.
- Topler, L. (2005). *Tangram aktuell 2 & 3*. Ismaning: Max Hueber Verlag and Delhi: GOYAL Publishers.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for A1 level by CEF.

- 25% weightage on Formative Internal assessment through oral tests, tasks, projects, presentations, assignments using the target language.
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for level by CEF

## Keywords

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

## Studying Different text types 1 (Gr-C7)

### [Core Course - (CC) Credit:6]

#### Course Objectives

- To introduce and familiarise the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyse the form and content of literary and non-literary texts.

#### Course Learning Outcomes

- Develops skills to study different text types in order to familiarise oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

#### Unit 1

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer narrative genres, (Ex. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

#### Unit 2

**Poetry:** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

#### Unit 3

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

#### References

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

- Thoma L. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte (A1)*. München: Hueber Vlg.
- Specht, F. (2010). *Rumpelstilzchen Jugendbuch; Leichte Lesetexte (A1)*. München Hueber.
- Thomas, S. (2008). *Vera, Heidelberg Jugendbuch Leichte Lesetexte (A2)*. München Hueber.
- Urs, L. (2010). *Fräulein Else Jugendbuch/Leichte Lesetexte (A2)*. München Hueber.

Additional texts will be provided by the Department.

### Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information Technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

### Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

### Keywords

*Text types, Prose, poetry, intermedial and semi-literary texts, analytical study*

## **Intermediate reading and writing skills 2 (Gr-C8)**

**[Core Course - (CC) Credit:6]**

### Course Objectives

- To read and understand longer texts related to socio-cultural issues.
- To answer questions in one's own words on tests related to socio-cultural issues.
- To write detailed descriptions.
- To attain B1 level partially of the CEF.

### Course Learning Outcomes

- Gives training to write straightforward connected texts on a range of familiar subjects within one's field of interest, by linking a series of shorter discrete elements into a linear sequence
- Enables learners to partially attain B1 Level of reading and writing skills in the concerned language
- Equips learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.

### Unit 1

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

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

## Unit 2

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

Describing and comparing education systems, writing an open letter to the authorities, writing a petition, describing and analysing cultural representations, writing a short story, writing blogs, writing short, simple essays on topics of interest, etc.

## Unit 3

### **Lexical, Morphosyntactic and Phonological Competences:**

Developing repertoire of sufficient vocabulary to express herself/himself on most topics of personal/professional interests and familiar topics related to culture and civilisation.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.

Developing sufficient understanding of phonological specificities and intonations of German to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

## Unit 4

**Co-cultural Competence:** Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.

Awareness of the salient politeness conventions and acting and responding appropriately.

## References

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

- Graefen, G., Moll, M. (2011). *Wissenschaftssprache Deutsch: lesen – verstehen – schreiben: Ein Lehr- und Arbeitsbuch*. Frankfurt am Main: Peter Lang Vlg.
- Koithan, U. et al (2010). *Aspekte B2*. Delhi: GOYAL Publishers.

Additional material will be provided by the Department

## Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom.
- Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets

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- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning and exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

## Assessment Methods

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

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language.
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for levels by CEF

## Keywords

*Reading and analysing longer texts, write about topics of interest*

## **Intermediate listening and speaking skills 2 (Gr-C9)**

### **[Core Course - (CC) Credit-6]**

## Course Objectives

- To listen and to understand radio and TV programs.
- To answer questions on programmes recorded across various audio-visual media.
- To express one's opinion and give one's point of view in a structured manner.
- To attain partially Level B1 of CEF.

## Course Learning Outcomes

- Enables learners to partially attain B1 Level of listening and speaking skills in the concerned language
- Equips learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly
- Provides learners with basic debating and presentation skills

## Unit 1

### **Listening:**

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

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

## **Unit 2**

### **Speaking:**

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

## **Unit 3**

### **Lexical, Morphosyntactic and Phonological Competences:**

Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization.

Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.

Developing sufficient understanding of phonological specificities and intonations of German to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.

## **Unit 4**

### **Co-cultural and intercultural Competences:**

Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.

Awareness of the salient politeness conventions and acting and responding appropriately.

## **References**

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

- Büchel, E. (2009). *Sprachland - Hörtexte zum Training, Hören und Sprechen*. Bern: Schulverlag plus Vlg.

- Schiemann E., Böleck, M., (2009). *hören - sprechen - richtig schreiben: Übungsprogramm zu Phonetik und Rechtschreibung für den Unterricht Deutsch als Fremdsprache*. Stuttgart: Schmetterling Vlg.
- Topler, L. (2005). *Tangram aktuell 3*. Ismaning: Max Hueber Verlag and Delhi: GOYAL Publishers.

Additional texts will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

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

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations etc. and a variety of simple creative activities using the target language.
- 75% weightage on End Semester Oral Examination adopting the descriptors and components specified for levels by CEF.

### Keywords

*Detailed accounts of experiences, debating and presentation skills*

## **Studying different text types 2 (Gr-C10)**

### **[Core Course - (CC) Credit-6]**

### Course Objectives

- To study in- depth different types of literary and non-literary texts.
- To critically evaluate the form and content of literary and non-literary texts

## Course Learning Outcomes

- Develops skills to do an in-depth study of different text types in order to familiarise oneself with different kinds of writing styles, themes and issues treated in the text.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Trains learners to understand the context in which the texts were written and the literary, discursive, generic devices that shape them.

### Unit 1

**Prose:** In-depth study of both form and content of a variety of texts literary texts written in prose form such as shorter and longer narrative genres, (eg. short story, conte, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

### Unit 2

**Poetry:** In-depth study of both form and content of various types of poetic texts, songs, slams etc.

### Unit 3

**Intermedial and semi-literary texts:** In-depth study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture.

## References

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

- Thoma, L. (2009). *Die Blaumacherin. Jugendbuch / Kurzgeschichten / Leichte Lesetexte*. München: Hueber Vlg.
- Kästner, E. (2000). *Erich Kästner erzählt - Märchen und Sagen (Till Eulenspiegel)*. München: Hueber Vlg.
- Kühn, C (2011). *Rennschwein Rudi Rüssel*. Hamburg: Carlsen.
- Timm, U. (2002). *Kinderbuch*. München: Hueber Vlg.
- Herrndorf, W., (2010). *Tschick*. Berlin: Rowohlt Verlag.
- Becker, J. (1982). *Jakob, der Lügner*. Berlin Suhrkamp Verlag.
- Bronsky A. (2008). *Scherbenpark*. Köln: Kiepenheuer&Witsch.
- Handke P. (1970). *Die Angst des Tormanns beim Elfmeter*. Frankfurt am Main: Suhrkamp.

Additional texts will be provided by the Department.

## Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

## Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

## Keywords

*In-depth study, Prose, poetry, intermedial and semi-literary texts, literary/discursive/ generic devices*

## **Advanced reading and writing skills 1 (Gr-C11)**

### **[Core Course - (CC) Credit-6]**

## Course Objectives

- To read and understand argumentative texts related to contemporary issues.
- To identify and summarise the main arguments in texts related to contemporary issues in one's own words.
- To write a text on contemporary issues presenting and defending one's point of view.
- To complete level B1 and partially attain level B2 of the CEF.

## Course Learning Outcomes

- Enable learners to attain B1/B2 Level of reading and writing skills in the concerned language.
- Develop skills to read and identify the content of news items, articles and reports on a wide range of cultural, social, academic, professional topics, deciding whether closer study is worthwhile.
- Train learners to formulate structured and coherent texts (formal/informal) on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples

### **Unit 1**

**Reading:** Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation, articles and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints.

### **Unit 2**

**Writing:** Writing formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views, writing argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples, conducting surveys and preparing questionnaires using Internet resources, preparing bibliographies, reading indexes, formatting projects, composing.

### **Unit 3**

**Lexical, Morphosyntactic and Phonological Competences:**

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

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

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

#### Unit 4

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

Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Germany and German-speaking countries.

#### References

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

- Dengler, S., Sieber, T. (2015). *Netzwerk Grammatik A1-B1 Deutsch als Fremdsprache Übungsbuch*. Stuttgart: Klett Vlg.
- Topler, L. (2005). *Tangram aktuell 3*. Ismaning: Max HueberVerlag and Delhi: GOYAL Publishers.
- Koithan, U. et al (2010). *Aspekte B2*. Delhi: GOYAL Publishers.
- Strank, W. (2010). *Da fehlen mir die Worte: Systematischer Wortschatzerwerb für fortgeschrittene Lerner in Deutsch als Fremdsprache*. Leipzig: Schubert Vlg.

Additional texts will be provided by the Department.

#### Teaching Learning Process

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

## Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for B1/B2 levels by CEF

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

75% weightage on End Semester written Examination adopting the descriptors and components specified for B1/B2 levels by CEF

## Keywords

*Wide range of socio-cultural topics, structured argumentative texts, good range of vocabulary*

## **Advanced Listening and Speaking Skills 1(Gr-C12)**

### **[Core Course - (CC) Credit-6]**

## Course Objectives

- To listen and to understand radio and TV programs of long duration related to contemporary social issues.
- To identify and summarise the main arguments of programmes recorded across various audio-visual media in a structured manner
- To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner
- To complete Level B1 of CEF and partially attain Level B2

## Course Learning Outcomes

- Enable learners to attain B1/B2 Level of listening and speaking skills in the concerned language.
- Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics.
- Train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples

## **Unit 1**

### **Listening:**

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

## **Unit 2**

**Speaking:** Engaging in extended conversation on most general topics in a clearly participatory fashion, debating and presenting on various issues of importance by sustaining a chain of reasoned argument, taking notes, preparing minutes, commentary on audio-visual material.

### Unit 3

#### **Lexical, Morpho-syntactic and Phonological Competences:**

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

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

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

### Unit 4

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

Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Germany and German-speaking countries.

### References

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

- Frühwirth, F., Holthaus, H. (2003). *Mittelstufe Deutsch. Kommunikatives Lehrwerk für Fortgeschrittene: Mittelstufe Deutsch, Neubearbeitung, neue Rechtschreibung, Arbeitsbuch mit Prüfungsvorbereitung*. München: Hueber Vlg.
- Turtur, U. (2006). *Übungen zum Wortschatz der deutschen Schriftsprache: Niveau A2 - C1*. Meckenheim: Liebaug-Dartmann Vlg.
- Brill L.M., Techmer, M. (2009). *Briefe, E-Mails & Co.: Beispiele und Übungen/Buch*. München: Hueber Vlg.
- Eismann, V. (2006). *Training berufliche Kommunikation: B2-C1 - Erfolgreich am Telefon und bei Gesprächen im Büro: Kursbuch mit CD*. Berlin: Cornelsen Vlg.

Additional material will be provided by the Department.

### Teaching Learning Process

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

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

## Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for B1/B2 levels by CEF.

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

75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B1/B2 levels by CEF

## Keywords

*Chain of reasoned argument, taking notes, preparing minutes, commentary*

## **Advanced reading and writing skills 2(Gr-C13)**

### **[Core Course - (CC) Credit-6]**

## Course Objectives

- To read and understand a number of specialized texts dealing with the same subject. Related or not related to the learner's field of interest.
- To summarise the main points of the read texts in writing in one's own words
- To present a written synthesis of the texts read in a structured manner.
- To write texts on a wide range of topics whether they are related or not to the learner's field of interest
- To attain partially Level B2 of the CEF.

## Course Learning Outcomes

- Enable learners to partially attain B2 Level of reading and writing skills in the concerned language.
- Develop required skill to understand specialised articles within and outside his/her field with the help of dictionary.
- Develop required skills to prepare specialised written documents, reports, term papers for academic and professional needs.

## Unit 1

**Reading:** Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

## Unit 2

**Writing:** Writing term papers on various topics, project reports, preparing news reports, blog writing, writing applications, wall magazines, editorials, brochures, newsletters etc.

### Unit 3

#### **Lexical, Morphosyntactic and Phonological Competences:**

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in German.

### Unit 4

**Co-cultural and Inter Cultural Competence:** Developing the capacity to express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Germany and German-speaking countries.

### References

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

- Frühwirth, F., Holthaus, H. (2003). *Mittelstufe Deutsch. Kommunikatives Lehrwerk für Fortgeschrittene: Mittelstufe Deutsch, Neubearbeitung, neue Rechtschreibung, Arbeitsbuch mit Prüfungsvorbereitung*. München: Hueber Vlg.
- Turtur, U. (2006). *Übungen zum Wortschatz der deutschen Schriftsprache: Niveau A2 - C1*. Meckenheim: Liebaug-Dartmann Vlg.
- Brill L.M., Techmer, M. (2009). *Briefe, E-Mails & Co.: Beispiele und Übungen/Buch*. München: Hueber Vlg.
- Eismann, V. (2006). *Training berufliche Kommunikation: B2-C1 - Erfolgreich am Telefon und bei Gesprächen im Büro: Kursbuch mit CD*. Berlin: Cornelsen Vlg.

Additional material will be provided by the Department.

### Teaching Learning Process

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

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

## Assessment Methods

Assessment of written comprehension and production adopting the descriptors specified for B2 level by CEF.

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, assignments in writing and a variety of simple creative writing activities using the target language
- 75% weightage on End Semester written Examination adopting the descriptors and components specified for level by CEF

## Keywords

*Understand specialised documents, writing specialised texts, Wide range of topic*

## **Advanced listening and speaking skills 2(Gr-C14)**

### **[Core Course - (CC) Credit-6]**

## Course Objectives

- To listen to and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.
- To discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.
- To debate in depth on a wide range of issues related or not related to the learner's field of interest.

## Course Learning Outcomes

- Enable learners to partially attain B2 Level of listening and speaking skills in the concerned language.
- Impart required skill to understand specialised audio-visual material within and outside his/her field
- Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Develops the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression

### **Unit 1**

**Listening:** Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content.

### **Unit 2**

**Speaking:** More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics, contemporary socio-political issues, marking clearly the relationships between ideas

related to the German World/ Production of audio-video clips/ Making detailed oral presentations, drama and songs

### Unit 3

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in German.

### Unit 4

**Co-cultural Competence:** Developing the capacity to express himself/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Germany and German-speaking countries.

### References

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

- Frühwirth, F., Holthaus, H. (2003). *Mittelstufe Deutsch. Kommunikatives Lehrwerk für Fortgeschrittene: Mittelstufe Deutsch, Neubearbeitung, neue Rechtschreibung, Arbeitsbuch mit Prüfungsvorbereitung*. München: Hueber Vlg.
- Turtur, U. (2006). *Übungen zum Wortschatz der deutschen Schriftsprache: Niveau A2 - C1*. Meckenheim: Liebaug-Dartmann Vlg.
- Brill L.M., Techmer, M. (2009). *Briefe, E-Mails & Co.: Beispiele und Übungen/Buch*. München: Hueber Vlg.
- Eismann, V. (2006). *Training berufliche Kommunikation: B2-C1 - Erfolgreich am Telefon und bei Gesprächen im Büro: Kursbuch mit CD*. Berlin: Cornelsen Vlg.

Additional material will be provided by the Department.

### Teaching Learning Process

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

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

### Assessment Methods

Assessment of oral comprehension and production adopting the descriptors specified for B2 level by CEF.

- 25% weightage on Formative Internal assessment through oral closed-book, open-book tests, tasks, projects, presentations, assignments using the target language
- 75% weightage on End Semester viva-voce Examination adopting the descriptors and components specified for B2 level by CEF

### Keywords

*Understanding of a wide range of audio-visual material, Spontaneous oral communication*

## **Skill Enhancement Elective Courses (SEC) Credits – 4**

### **History and Tourism (Gr-SEC 1)**

#### **[Skill Enhancement Elective Courses (SEC) Credits – 4]**

#### Course Objectives

- To impart knowledge and understanding of cultural history of the German-speaking world in order to enhance skills required for the travel and tourism sector.
- To impart knowledge of the geography of the German-speaking world in order to enhance skills required for the travel and tourism sector.

#### Course Learning Outcomes

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

#### **Unit 1**

Introduction to cultural history and geography through tourism in Germany and German-speaking countries incorporating vocabulary of travel and tourism; history, government interventions in the tourism sector in Germany and German-speaking countries and India in the post-war years.

#### **Unit 2**

Information about historical monuments and places.

#### **Unit 3**

Preparing an itinerary by air, ship, train; familiarise students with international travel and ticketing vocabulary, travel insurance and visa procedures, health advisories, develop an understanding of the hotel industry in Germany and German-speaking countries and India, important hotel chains, language used in hotel industry, airports and by airlines.

#### **Unit 4**

Introduction to the profession of tour guide and travel agent.

#### References

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

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

- Koppensteiner, J. (2014). *Österreich: Ein landeskundliches Lesebuch*. Wien: Praesens Verlag.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

- 50% weightage on internal assessment based on project work such as, making an audio-guide, preparing brochures, itineraries, writing blog entries on historical monuments, museums, events etc.
- 50% weightage on written internal test

### Keywords

*Cultural history and geography, vocabulary of travel and tourism, planning itinerary and travel*

## **Business German (Gr-SEC2)**

### **[Skill Enhancement Elective Courses (SEC) Credits – 4]**

#### Course Objectives

- To develop skills and knowledge related to commercial and industrial domains.

#### Course Learning Outcomes

- Provide knowledge about investments in India from Germany and German-speaking countries and Indian investments and business interests in these countries.
- Develop knowledge about Multinationals and business houses from Germany and German-speaking countries, headquarters of companies, Chambers of Commerce.
- Familiarise with products of import and export between Germany and German-speaking countries and India. Areas of potential business growth. International brands.
- Impart skills to write job applications.
- Equip students with tools to write letters of acknowledgements, complaints, tenders for companies.
- Generate awareness about business codes, protocol and industrial espionage.

- Help to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
- Enable students to create websites for business houses and prepare publicity materials. Hone marketing skills

### **Unit 1**

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

### **Unit 2**

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

### **Unit 3**

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

### **Unit 4**

Writing job applications, making a curriculum vitae, writing letters of acknowledgements and complaints, writing tenders for companies.

### **Unit 5**

Business codes and protocol, industrial espionage.

### **Unit 6**

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

## **References**

- Sander, S., Fügert, N., Grosser, R., Hanke, C. u.a. (2016). *DaF im Unternehmen B1: Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen, 2016.

### **Additional Resources:**

- Buhlmann, R. u.a. (2008). *Wirtschaftsdeutsch von A bis Z*. Berlin: Langenscheidt.
- Dudenreaktion (2003). *Briefe Schreiben leicht gemacht*. Mannheim: Duden Verlag.
- Miebs, et al. (1997). *Kontakt Deutsch. Deutsch für berufliche Situationen*. Köln, Berlin: Langenscheidt.
- Seiffert, C. (2010). *Schreiben in Alltag und Beruf: Intensivtrainer A2/B1*. Berlin: Langenscheidt KG.
- Gerhard, C. (2017). *Menschen im Beruf: Bewerbungs-Training*. München: Hueber Verlag.

Additional material will be provided by the Department.

## **Teaching Learning Process**

- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.

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

### Assessment Methods

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

### Keywords

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

## **Food and Social Life in the German Speaking World (Gr-SEC3)**

### **[Skill Enhancement Elective Courses (SEC) Credits – 4]**

#### Course Objectives

- To impart skills related to food and hospitality sectors.

#### Course Learning Outcomes

- Familiarise students with the concept of cooking and dining as social rituals. Hospitality, "table manners" and the tool for forging of social relationships.
- Sensitize students about dining as an intercultural experience.
- Provide knowledge about food staples and food choices in history in Germany and German-speaking countries.
- Introduce students to famous contemporary cuisines and specialities from Germany and German-speaking countries, signature chefs, guides to restaurants.
- Provide references to food in the literatures of Germany and German-speaking countries.

#### **Unit 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.

Dining as an intercultural experience.

#### **Unit 2**

Food staples and choices in history of Germany and German-speaking countries.

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 German food, brands of bread, cheese, sausages, beer, wine etc.

### Unit 3

Famous contemporary cuisines from Germany and German-speaking countries, regional specialities, cuisines, signature chefs.

### Unit 4

References to food in the literatures of Germany and German-speaking countries.

## References

- Schuhbeck, A. (2017). *Deutschland. Das Kochbuch*. Berlin: Phaidon Verlag.
- Peter, P. (2008). *Kulturgeschichte der deutschen Küche*. München: C.H. Beck.
- Schaber, S. (2016). *Einspänner, Mokka und Melange: Wiener Kaffeehäuser: Eine Vorführung*. Berlin: Insel Verlag
- Albert, R. et al. (2016). *Einstieg Beruf, Berufsfeld Küche: Erste Schritte in die deutsche Sprache*. Stuttgart: Klett Sprachen.
- Albrecht, U. Et al. (2016). *Hueber Beruf: Deutsch in der Gastronomie und Hotellerie (Niveau A2 - C1)*. München: Hueber Verlag.
- Heinzlmann, U (2014). *Beyond Bratwurst: A History of Food in Germany (Foods and Nations)*. London: Reaktion Books, 2014.
- Levi Strauss, C. (1969). *The Raw and the Cooked*. New York: Harper and Row, 1969.
- Barthes, R. (1986). *Mythologies*. New York: Hill and Wang.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, creating menus, publicity materials for restaurants, reviews of cafes, restaurants and food joints, preparing catalogues of food and beverages, making glossaries of vocabulary used in the culinary world, reports on industry visit etc.
- 50% weightage on written internal test.

## Keywords

*Dining as social rituals. Hospitality, Table manners, Food staples, Michelin guides.*

## Media Skills (Gr-SEC4)

### [Skill Enhancement Elective Courses (SEC) Credits – 4]

#### Course Objectives

- To provide knowledge and skills related to various audio-visual and print media.

#### Course Learning Outcomes

- Provide knowledge about a brief history of journalism in Germany and German-speaking countries. Familiarise with print and audio-visual media of Germany and German-speaking countries. Develop an understanding of various types of journalism.
- Help to compare news items on different channels in order to analyse ideological differences in news presentations.
- Generate awareness about censorship laws in various countries. Make students aware of the professional risks involved in journalism.
- Develop skills to read, compare and analyse articles, reports, editorials, programmes, information across various types of media
- Develop skills to prepare reports, blogs, articles, editorials, forums on internet etc.
- Familiarise with basic editing skills.

#### Unit 1

##### **Print Media:**

Magazines, current affairs, fashion, children's films.

Brief history of journalism in the German world. Famous newspapers from Germany and German-speaking countries.

#### Unit 2

##### **Audio-visual media:**

Radio and T.V. news channels in Germany and German-speaking countries. Multimedia journalism.

#### Unit 3

##### **Different types of Journalism:**

New or Narrative "Gonzo" Journalism. Embedded Journalism.

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

#### Unit 4

Evaluating news items.

Comparison of news items on different channels.

Ideological Differences in news presentations.

## Unit 5

Issues related to new-age journalism.

Censorship laws in various countries.

Yellow Journalism.

Internet and journalism.

## Unit 6

Journalism as a profession.

Professional Risks in Journalism.

War and underworld reporting.

Reporters without Borders.

## References

- Bösch, F. (2011). *Mediengeschichte: Vom asiatischen Buchdruck zum Fernsehen*. Frankfurt a.M.: Campus Verlag.
- Wilke, J. (2008). *Grundzüge der Medien- und Kommunikationsgeschichte. 2. durchgesehene und ergänzte Aufl.* Köln, Weimar, Wien: Böhlau.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

- 50% weightage on internal assessment based on Project Work such as comparing headlines and presentation of news in various newspapers, summarising an article, analysing an editorial, reading and analysing texts and articles on social issues (generation gap, racial discrimination etc.), writing a report on an opinion poll, preparing a flyer, analysing and writing blogs, reporting crime, preparing weather reports, writing small reports on a given topic for wall-newspaper, preparing a forum on internet, TV, University life, managing interactions, editing assignments etc.
- 50% weightage on written internal test.

## Keywords

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

## Culture and Tourism (Gr-SEC5)

### [Skill Enhancement Elective Courses (SEC) Credits – 4]

#### Course Objectives

- To impart advanced knowledge and understanding of various aspects of society and culture of the German-speaking world in order to develop advanced skills required for the Travel and Tourism sector.

#### Course Learning Outcomes

- Provide knowledge of various cultural movements of Germany and German-speaking countries to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities.
- Provide knowledge of cultural codes and protocols in Germany and German-speaking countries. Familiarise the students about museums of Germany and German-speaking countries and their contents.

#### Unit 1

Study various cultural movements of Germany and German-speaking countries starting from Renaissance till the contemporary period to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities.

#### Unit 2

Knowledge of cultural codes and protocols in Germany and German-speaking countries and the course of history in these countries.

#### Unit 3

Familiarise students with major museums of Germany and German-speaking countries and their contents through virtual tours of museums, documentaries, presentations, etc.

#### References

- Lévy-Hillerich, D. (2005). *Kommunikation im Tourismus*. Berlin: Cornelsen Verlag.
- Glaser, H. (2002). *Kleine Kulturgeschichte Deutschlands im 20. Jahrhundert*. München: Verlag C. H. Beck.
- Schildt, A., Siegfried, D. (2009). *Deutsche Kulturgeschichte. Die Bundesrepublik – 1945 bis zur Gegenwart*. München Carl Hanser Verlag GmbH.
- Koppensteiner, J. (2014). *Österreich: Ein landeskundliches Lesebuch*. Wien: Praesens Verlag.
- Reinhardt, V. (2014). *Geschichte der Schweiz*. München: C.H.Beck.
- Hartung, O. (2010). *Kleine deutsche Museumsgeschichte: Von der Aufklärung bis zum frühen 20. Jahrhundert*. Köln, Weimar: Böhlau Verlag.
- Mittag, J., Wendland, D. (2018). *Geschichte des Tourismus*. Frankfurt am Main: Campus.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

- 50% weightage on internal assessment based on Project Work such as preparing brochures on museums, writing blog entries, preparing guided tours of monuments, writing projects on various cultural movements, artists, personalities, musicians etc.
- 50% weightage on written internal test.

## Keywords

*Cultural movements, cultural codes, institutions, musuems*

## **Discipline Specific Elective - (DSE) Credit: 6**

### **History of the German Language (Gr-DSE 1)**

#### **[Discipline Specific Elective - (DSE) Credit: 6]**

#### Course Objectives

- To present various stages in the development of the German language.
- To introduce and familiarise students with different language registers.

#### Course Learning Outcomes

- Acquaint students with the history of German language from the medieval period till present times. Develop understanding of the status of regional dialects in the 19th century. Explore history of the German language in various German-speaking countries. Help to understand different registers.
- Enable students to compare colloquial German with the language of literary texts.
- Sensitise students to the differences in German articulation and pronunciation within Germany from that of German speakers from other German-speaking countries with the help of film, TV and YouTube resources.

#### **Unit 1**

Brief history of language, growth of regional languages in Germany in the 19th century with rise of nationalism.

#### **Unit 2**

Comparison of colloquial German and language of literary texts.

#### **Unit 3**

Differences in German articulation and pronunciation within Germany and other German-speaking countries with film and YouTube resources.

#### **Unit 4**

Language registers in Germany and other German-speaking countries.

#### References

- Besch, W., Wolf, N.R. (2009). *Geschichte der deutschen Sprache*. Berlin: Erich Schmidt Verlag.
- Polenz, Peter von. (2009): *Geschichte der deutschen Sprache*. Berlin, New York: De Gruyter.
- Besch, W. (Hrsg.) (1998). *Sprachgeschichte. Ein Handbuch zur Geschichte der deutschen Sprache und ihrer Erforschung*. Berlin: De Gruyter.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

## Keywords

*History of German language, Status of regional dialects, Different language registers, Colloquial German*

## **Introduction to consecutive and simultaneous interpretation from German to Hindi/English/Regional Languages (Gr-DSE2)**

**[Discipline Specific Elective - (DSE) Credit: 6]**

## Course Objectives

- To introduce students to different types of interpretation.
- To define and differentiate between different types of interpretation.
- To develop basic skills required for consecutive and simultaneous interpretation.

## Course Learning Outcomes

- Acquaint with basic aspects of interpretation such as booth behaviour, microphone manners, economising voice etc.
- Create awareness about protocol and etiquette, languages in demand.
- Develop understanding of cognitive psychology and psycho linguistics and its link with interpretation.
- Impart knowledge about United Nations and European Union.
- Equip students with tools for specialized interpretations such as Interpretation in Press Conferences, Interpretation in Courts etc.
- Generate awareness about fidelity issues.

### **Unit 1**

Teaching different modes of interpretation, booth behaviour and microphone manners, practical component.

### **Unit 2**

Economising voice, protocol and etiquette, languages in demand, translation and interpretation links to cognitive psychology and psycho linguistics, practical component.

### Unit 3

Knowledge about United Nations and European Union, Interpretation in Press Conferences, Interpretation in Courts, Fidelity Issues, practical component.

#### References

- Nolan, James (2005). *Interpretation, Techniques and Exercises*. Bristol: Multilingual Matters.
- Gillies, Andrew. (2013). *Conference Interpreting: A Student's Practice Book*. New York: Routledge.
- Gillies, Andrew (2014). *Note Taking for Consecutive Interpreting. A Short Course*. New York: Routledge.
- Bouladon, V.T. (2007). *Conference Interpreting, Principles and Practice*. South Carolina: BookSurge Publishing.

Additional material will be provided by the Department.

#### Teaching Learning Process

- Interactive teaching with lectures, presentations and hands-on experience of interpretation.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information Technology the learners will be expected to improve their skills in interpretation even beyond classroom.
- Real life experience of translation through industry visits.

#### Assessment Methods

##### Modality of Evaluation: Oral

- 25% weightage on Formative Internal Assessment through various interpretative tasks, projects, presentations etc.
- 75% weightage on End Semester Practical Examination of interpretation.

#### Keywords

*Modes of Interpretation, booth behaviour, microphone manners, fidelity issues*

### **Introduction to Methodology to Foreign Language Teaching: Theory and Practice (German in the classroom) (Gr-DSE3)**

#### **[Discipline Specific Elective - (DSE) Credit-6]**

#### Course Objectives

- To create basic awareness about a foreign language classroom and textbook.
- To establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching.

## Course Learning Outcomes

- Successfully creating basic awareness about a foreign language classroom and textbook.
- Establishing a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching.

### Unit 1

What is a classroom? Models of learning and teaching. Different methods and approaches to teaching a foreign language. Introduction to the four skills. Evaluation.

### Unit 2

What is a text book? Issues in material production, Self-Instruction Material.

### Unit 3

Ludic function of language: Teaching through games.

## References

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

Additional material will be provided by the Department.

## Teaching Learning Process

- Interactive teaching with lectures, presentations and hands-on experience of classroom observation and module based practice teaching.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers etc. assigned to them.
- By using latest tools of Information Technology and learning apps the learners will be expected to create teaching materials.

## Assessment Methods

- 25% weightage on Formative Internal Assessment through classroom observation reports, lesson plans, practice teaching of short modules, projects, presentations, analysis of textbooks etc.
- 75% weightage on End Semester Written Examination on theoretical and practical aspects of foreign language teaching.

## Keywords

*Classroom, Textbooks, Four Skills, methods and approaches of teaching foreign language*

## **Introduction to Translation (Gr-DSE4)**

### **[Discipline Specific Elective - (DSE) Credit-6]**

#### **Course Objectives**

- Familiarise students with language for specific purposes.
- Familiarise students to the techniques of translation.

#### **Course Learning Outcomes**

- Enable students to do scientific and technical translation, and translation of canonical texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitise students towards machine translation and its limitations.
- Develop awareness about ethics and accountability in translation.

#### **Unit 1**

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

#### **Unit 2**

Introducing the students to the techniques of translation.

Making of word glossaries in above fields.

#### **Unit 3**

Machine translation and its limitations.

Ethics and accountability in translation.

#### **Unit 4**

Reading of parallel literature on texts chosen for translation.

Role of Translation in Multimedia contexts.

#### **References**

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

- Gallagher, John Desmond. (1982). *German-English Translation*. München, Wien: Oldenbourg.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, assignments on translations using the target language.
- 75% weightage on End Semester Written Examination.

### Keywords

*Techniques of translation, scientific, technical, commercial translation, word glossary, machine translation*

## **History of Germany and German-speaking Countries in Relation to Europe (Gr-DSE5)**

### **[Discipline Specific Elective - (DSE) Credit-6]**

### Course Objectives

- To introduce students to major social, political and cultural events in Germany and German-speaking countries.
- To study the impact of these social, political and cultural events in the German-speaking world and in Europe.

### Course Learning Outcomes

- To familiarise students with the major social, political and cultural events from the medieval to contemporary period.
- To provide a good understanding of contemporary Germany and German-speaking countries and their standing in the world.

### Unit 1

Reformation and Counter-Reformation.

Thirty Years' War

Enlightenment

1848 Revolution

## **Unit 2**

Unification of Germany under Bismarck.

Weimar Republic

Habsburg Empire

World War I.

## **Unit 3**

Division of Germany

Basic Law, Economic Miracle

1968 student revolt

Fall of the Berlin Wall in 1989, Reunification

Germany in the European Union

## **References**

- Herbert, Ulrich. (2014). *Geschichte Deutschlands im 20. Jahrhundert*. München: C.H. Beck Verlag.
- Hein, Dieter (2016). *Deutsche Geschichte im 19. Jahrhundert*. München: C. H. Beck Verlag.
- Stollberg-Rilinger, Barbara. (2013). *Das Heilige Römische Reich Deutscher Nation: Vom Ende des Mittelalters bis 1806*. München: C. H. Beck.
- Brechtken, Magnus. (2012). *Die nationalsozialistische Herrschaft 1933-1939*. Darmstadt: Wissenschaftliche Buchgesellschaft.
- Stern, C., Winkler, H.A. (Hrsg.). (1994). *Wendepunkte deutscher Geschichte 1848-1990*. Frankfurt am Main: Fischer-Verlag.

Additional material will be provided by the Department.

## **Teaching Learning Process**

Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.

The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.

By using latest tools of Information Technology the learners will be expected to explore and investigate the topics introduced in the class in order to develop a critical perspective on the issues concerned.

## Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

## Keywords

*Enlightenment, Unification of Germany under Bismarck, Fascism, Division of Germany, Berlin Wall, Reunification, Germany in the Contemporary World*

## **Life in Germany and German-speaking Countries, Elements of History, Culture and Civilization**

### **[(Gr-DSE6) Discipline Specific Elective - (DSE) Credit-6]**

## Course Objectives

- To introduce the learner to various aspects of contemporary culture (films, art, education system etc.) in Germany and German-speaking countries.

## Course Learning Outcomes

- To initiate learners to the culture and civilization of Germany and German-speaking countries.
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Germany and German-speaking countries.
- To introduce the students to the great thinkers of Germany and German-speaking countries in the areas of literature, cinema, art etc.
- To enable students to understand and analyse cultural aspects of Germany and German-speaking countries and develop an intercultural competence among students.

### **Unit 1**

Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking countries, such as daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.

### **Unit 2**

Great thinkers of Germany and other German speaking countries.

### **Unit 3**

Introduction to literature, cinema, art of Germany and other German speaking countries.

## References

- Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
- Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.

- Kolb, E., Schumann, D. (2012). *Die Weimarer Republik. 8. erw. Aufl.* München/Wien: Oldenbourg.
- Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung.* APUZ 30-31.
- Koch, Gertrud (ed.). (1999). *Bruchlinien. Tendenzen der Holocaustforschung.* Köln: Böhlau Verlag.
- Heimrod, Ute (ed.). (1999). *Der Denkmalstreit – das Denkmal? Die Debatte um das “Denkmal für die ermordeten Juden Europas”.* Berlin/Wien: Philo.
- Rumppler, H., Urbanitsch, P. (eds.). (2006). *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft .* Wien: VÖAW.
- Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Phantom ? Tradition und Imagination des Schweizerischen als Problem.* München: Fink Wilhelm GmbH + CoKG.
- Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte.* Stuttgart: ibidem.
- Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur ».* Berlin: Springer VS.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

### Keywords

*Culture, Civilisation, Intercultural Competence, Germany and German-speaking countries*

## **History of European Art (From Renaissance to Contemporary Period) (Gr-DSE7)**

### **[Discipline Specific Elective - (DSE) Credit-6]**

### Course Objectives

- To introduce students to the various major art movements in Europe from the Renaissance to the Contemporary Period.

- To study artworks of painters representative of the major art movements in Europe.

### Course Learning Outcomes

- Develop an understanding of structures and perspectives of everyday life as seen by painters.
- Equip with tools to analyse artworks.

### Unit 1

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and perspectives of everyday life as seen by painters.

### Unit 2

Understanding of structures and perspectives of everyday life as seen by painters.

### Unit 3

Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, French Impressionists, Spanish Surrealists etc.

### References

- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy (1855)*. New York: Penguin.
- Secrest, Meryle. (1986). *Salvador Dalí The Surrealist Jester*. London: Paladin.
- Hughes, Robert. (2006). *Goya*. New York: Alfred Knopf.
- Huffington, A. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Godwin, S. People of Color in European Art History. Retrieved from <https://www.pinterest.com/pin/345651340124401985/>.
- Adams, L. (1996). *The Methodologies of Art: An Introduction*. NY: Westview Press.
- Arnason, H. H. (2003). *History of Modern Art: Painting, Sculpture, Architecture, Photography*. New York: Prentice Hall.
- Boime, Albert. (1990). *A Social History of Modern Art, Volumes 5*. Chicago: University of Chicago Press.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*. NY: OUP.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Sander, J. (2013). *Albert Dürer: His Art in Context*. Frankfurt: Prestel.
- Grave, Johannes. (2012). *Caspar David Friedrich*. Frankfurt: Prestel.

Additional material will be provided by the Department.

### Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.

- By using latest tools of Information Technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned.

### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination

### Keywords

*European Art Movements, Painters, Artworks, Tools to analyse Artworks*

## **Life Writing: Autobiography/Biography/Travelogue (Gr-DSE8)**

### **[Discipline Specific Elective – (DSE) Credit-6]**

### Course Objectives

- Help to analyse the characteristics of autobiographical and biographical texts.
- Familiarise students with diaries and letters.
- Equip students to analyse and write about travel experiences.

### Course Learning Outcomes

- The students are able to identify the various kinds of life writings.

#### **Unit 1**

Reading, writing and analysing autobiographies, confessions, memoirs, fictional autobiographies, autobiographical songs.

#### **Unit 2**

Reading, writing and analysing diaries and letters.

#### **Unit 3**

Reading, writing and analysing travelogues, travelogues and other forms of travel narratives.

### References

Extracts from

- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Derrida, Jacques. (1988). *The Ear of the Other Otobiography, Transference, Translation*. Nebraska: University of Nebraska Press.

- Heckmann, Herbert (ed.). (1984). *Literatur aus dem Leben. Autobiographische Tendenzen in der deutschsprachigen Gegenwartsdichtung*. München, Wien: Hanser.

Primary Texts: Excerpts from *Tagebuch von Anna Frank*, Günter Grass: *Beim Häuten der Zwiebel*, Elias Canetti: *Die gerettete Zunge*, Hermann Hesse: *Aus Indien*.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments and a variety of creative writings texts describing personal experiences in the target language.
- 75% weightage on End Semester Written Examination.

### Keywords

*Biography, Autobiography, Memoir, Diary*

## **Children and Adolescent Literature (Gr-DSE-9)**

### **[Discipline Specific Elective - (DSE) Credit-6]**

#### Course Objectives

- To define what is Children's Literature and distinguish it from literature for adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read and understand children and adolescent literature texts.

#### Course Learning Outcomes

- Introduce students to the changing conceptions of children's literature.
- Help students in analysing various genres meant for young children and adolescents.
- Sensitise students about the role of children's literature in transmitting values.

#### **Unit 1**

Changing conceptions of children's literature: Literature for children and /or adult readers?

#### **Unit 2**

Folklore, fables and fairy tales for young children, theatre for children.

### Unit 3

Children's literature and transmission of values.

#### References

Selection to be made from the following texts:

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Brüder Grimm. (2001). *Kinder- und Hausmärchen*. Ditzingen: Reclam
- von Arnim, Achim, Brentano, C. (2001). *Des Knaben Wunderhorn*. Ostfildern: Artemis & Winkler.
- Busch, W. (2013). *Max und Moritz*. Köln: Schwager & Steinlein.
- Kästner, E. (2001). *Emil und die Detektive*. Hamburg: Dressler Verlag GmbH.
- Richter, H. P. (1987). *Damals war es Friedrich*. München: Deutscher Taschenbuch Verlag.

Additional material will be provided by the Department.

#### Teaching Learning Process

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

#### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

#### Keywords

*Literature for young children and adolescents, transmitting values*

### **History of German Literature 1(Gr-DSE 10)**

#### **[Discipline Specific Elective - (DSE) Credit-6]**

#### Course Objectives

- To introduce the learner to different cultural and intellectual movements in literature from Germany and German-speaking contexts from its origins to the 18th century.

- To read German literary texts representing major cultural and intellectual movements from the beginning to the 18th century.

## Course Learning Outcomes

- Familiarise students with literary texts written in German with focus on the major cultural and intellectual movements from the origins to the eighteenth century.
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

### Unit 1

Develop an understanding of writings from the medieval period till the Renaissance.

### Unit 2

Understanding and analysing major literary movements such as Baroque and Neoclassicism.

### Unit 3

Major cultural and intellectual movements from the origins to the eighteenth century.

## References

Selection of literary texts to be provided by the Department.

- Hallbergmoos (2019) Stark Verlag. - auf einen Blick! Epochen der deutschen Literatur.
- Wuchterpfennig, W. (2010). *Deutsche Literaturgeschichte Von den Anfängen bis zur Gegenwart*. Stuttgart: Klett Verlag.
- Jeßing, B. (2015). *Neuere deutsche Literaturgeschichte: Eine Einführung*. Tübingen: Narr Francke Attempto Verlag.
- Esser, R. (2007). *Das große Arbeitsbuch Literaturunterricht: Lyrik, Epik, Dramatik*. Mülheim: Verlag an der Ruhr.
- Gigl, C. (2014). *Prosa, Drama, Lyrik. Neuauflage*. Stuttgart: Klett Lerntraining.
- Metzger, S. (2014). *Kompakt-Wissen – Deutsch: Literaturgeschichte*. Hallbergmoos: Stark Verlag.
- Glaser, H. (2004). *Kleine deutsche Kulturgeschichte: eine west-östliche Erzählung vom Kriegsende bis heute*. Frankfurt am Main: S. Fischer.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

## Keywords

*Literary, cultural and intellectual movements, medieval period till Enlightenment*

## **History of German Literature 2 (Gr-DSE 11)**

### **[Discipline Specific Elective - (DSE) Credit-6]**

#### Course Objectives

- To introduce the learner to different cultural and intellectual movements in literature from Germany and German-speaking contexts in the 19<sup>th</sup> century and up to the present (21<sup>st</sup> century).
- To read German literary texts representing major cultural and intellectual movements from the 19<sup>th</sup> century to the present (21<sup>st</sup> century).

#### Course Learning Outcomes

- Familiarise students with literary texts written in German with focus on the major cultural and intellectual movements from the 19<sup>th</sup> century till the contemporary period.
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

#### **Unit 1**

A selection of literary texts with focus on the major cultural and intellectual movements from the 19<sup>th</sup> century till the contemporary eriod, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc.

#### **Unit 2**

Exotic, travel and colonial writing will raise questions on German encounter with otherness.

#### **Unit 3**

Texts of major German speaking writers.

#### References

Selection of literary texts to be provided by the Department.

- Beutin, W. (2013). *Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart*. Stuttgart/Weimar: J.B. Metzler.
- Hille, M. (2014). *Deutsch - auf einen Blick! Epochen der deutschen Literatur*. Hallbergmoos: Stark Verlag.
- Jeßing, B. (2015). *Neuere deutsche Literaturgeschichte: Eine Einführung*. Tübingen: Narr Francke Attempto Verlag.
- Esser, R. (2007). *Das große Arbeitsbuch Literaturunterricht: Lyrik, Epik, Dramatik*. Mülheim: Verlag an der Ruhr.
- Gigl, C. (2014). *Prosa, Drama, Lyrik. Neuausgabe*. Stuttgart: Klett Lerntraining.

- Brunner, K. (2012). *Kleine Kulturgeschichte des Mittelalters*. München: Verlag C. H. Beck.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

### Keywords

*Literary, Cultural and Intellectual movements, 19<sup>th</sup> Century, Contemporary Period, German-speaking Writers*

## **Reading Literature-1 (Gr-DSE12)**

### **[Discipline Specific Elective - (DSE) Credit-6]**

#### Course Objectives

- To introduce the learner to different literary movements and genres in literature from Germany and German-speaking contexts in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- To read and analyse German literary texts representing movements and genres of the 20<sup>th</sup> and 21<sup>st</sup> centuries.

#### Course Learning Outcomes

- Enable students to understand and identify characteristics of literary texts from Germany and German-speaking contexts produced in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- Familiarise students with literary movements, genres and literary conventions of this period.
- Train students to analyse new literary genres that emerged in this period.

#### **Unit 1**

Advanced study of literary texts of 20<sup>th</sup> and 21<sup>st</sup> centuries in order to analyse form and content of these works in a critical manner.

#### **Unit 2**

Familiarise students with various literary movements of this period along with the representative writers who contributed in shaping these movements.

### Unit 3

Analysing new literary genres that emerged during this period.

#### References

Selection of literary texts from the following:

##### Novels, Novellas:

- Kafka, F. (1912, 2017). *Die Verwandlung*. Value Classics Reprints.
- Kehlmann, D. (2010). *Ruhm: Ein Roman in neun Geschichten*. Berlin: Rowohlt Taschenbuch Verlag.
- Frank, A. (2013). *Tagebuch der Anne Frank (1942-1944)*. Berlin: Fischer Verlag.

##### Plays:

- Brecht, B. (1939, 1991). *Mutter Courage und ihre Kinder*. Berlin: Suhrkamp Verlag.
- Frisch, M. (1961, 1998). *Andorra*. Stuttgart: Reclam.

##### Short stories and poems:

- Rilke, R.M. (1902). Der Panther. Retrieved from <http://rainer-maria-rilke.de/080027panther.html>
- Brecht, B. (2012). *Die Geschichten von Herrn Keuner*. Berlin: Suhrkamp Verlag.
- Brecht, B. (1939, 1990). *Die unwürdige Greisin: Und andere Geschichten*. Berlin: Suhrkamp Verlag.
- Borchert, W. (1947, 1991). *Draußen vor der Tür und ausgewählte Erzählungen*. Berlin: Rowohlt Taschenbuch Verlag.
- Böll, H. (1956, 2007). *Es wird etwas geschehen*. School Scout.
- Reinig, C. (1968). Skorpion. Retrieved from [http://www.teachsam.de/deutsch/d\\_literatur/d\\_aut/rein/rein\\_scorpion%20XXX.htm](http://www.teachsam.de/deutsch/d_literatur/d_aut/rein/rein_scorpion%20XXX.htm)

Additional material will be provided by the Department.

#### Teaching Learning Process

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

#### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

## Keywords

*20th and 21st century literary movements, new literary genres*

## Reading Literature-2 (Gr-DSE13)

### [Discipline Specific Elective - (DSE) Credit-6]

#### Course Objectives

- To introduce the learner to different literary movements and genres in literature from Germany and German-speaking contexts in the 19<sup>th</sup> century.
- To read and analyse German literary texts representing movements and genres of the 19<sup>th</sup> century.

#### Course Learning Outcomes

- Enable students to understand and identify characteristics of German literary texts produced in 19<sup>th</sup> century.
- Familiarise students with literary movements, genres and literary conventions of this period.
- Train students to analyse literary genres that emerged in this period.

#### Unit 1

Advanced study of literary texts of the 19<sup>th</sup> century in order to analyse form and content of these works in a critical manner.

#### Unit 2

Familiarise students with various literary movements of this period along with the representative writers who contributed in shaping these movements.

#### Unit 3

Analysing new literary genres, devices and conventions that emerged during this period.

#### References

Selection of literary texts from the following:

##### Novels and Novellas:

- von Goethe, J.W. (1774, 2012). *Die Leiden des jungen Werthers*. Stuttgart: Reclam.
- Hoffmann, ETA. (1816, 2018). *Der Sandmann*. Stuttgart: Reclam.
- Keller, G. (1874, 1960). *Kleider machen Leute*. Hamburg: Hamburger Lesetexte.

##### Plays:

- Lessing, G. (1779, 1981). *Nathan der Weise*. Stuttgart: Reclam.
- Hebbel, F. (1843, 1986). *Maria Magdalena*. Stuttgart: Reclam.
- Büchner, G. (1879, 1999). *Woyzeck*. Stuttgart: Reclam.
- Schnitzler, A. (1897, 2002). *Reigen*. Stuttgart: Reclam.

### Short stories and poems:

- von Arnim, A., Brentano, C. (2003). *Des Knaben Wunderhorn (1805 -1808)*. Leipzig: Insel Verlag.
- von Goethe, J. (1782). *Erlkönig*. Retrieved from [https://germanstories.vcu.edu/goethe/erl\\_dual.html](https://germanstories.vcu.edu/goethe/erl_dual.html)
- von, Goethe, J. (1822). *Wanderers Nachtlied*. Retrieved from <https://www.oxfordlieder.co.uk/song/713>
- Heine, H. (1822). *Loreley*. Retrieved from <http://www.aphilia.de/literatur-heinrich-heine-02-loreley.html>
- Heine, H. (1845, 2001). *Die schlesischen Weber*. Retrieved from <https://www.deutschelyrik.de/die-schlesischen-weber.407.html>

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

### Keywords

*18<sup>th</sup> and 19<sup>th</sup> century literary movements, new literary genres, devices, conventions*

## **Rhetorics and Composition (Gr-DSE14)**

### **[Discipline Specific Elective - (DSE) Credit-6]**

### Course Objectives

- To introduce the learner to commonly used figures of speech.
- To define the commonly used figures of speech.
- To identify the commonly used figures of speech in both literary and non-literary texts.
- To introduce the learner to literary tropes.
- To present the historical origin of commonly used idioms and proverbs.
- To teach the learner how to write a critical essay and a commentary.

## Course Learning Outcomes

- Introduce students to common figures of speech, familiarise students with literary tropes.
- Develop understanding of idioms and proverbs with their historical origin. Develop knowledge about different literary genres.

### Unit 1

Definition and study with examples of common figures of speech: metaphors, similes, metonyms, hyperboles, personification, alliteration, oxymoron and synecdoche.

### Unit 2

Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Cliches, Euphemism, Climax and Anticlimax, Paradox, Analogies.

### Unit 3

Idioms and Proverbs with their historical origin.

### Unit 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.

## References

- Beckson, K., Ganz, (1960, 1991). *Literary Terms, A Dictionary*. Delhi: Rupa.
- Leis, M. (2006). *Kreatives Schreiben: 111 Übungen*. Stuttgart: Reclam.
- Harjung, J. (2000). *Lexikon der Sprachkunst. Die rhetorischen Stilformen. Mit über 1000 Beispielen*. München: Beck.
- Lindner, R. (2013). DaF-Begleiter C1: Übungsbuch Schriftlicher Ausdruck Textproduktion. Lindnerverlag, 2013

### Suggested Primary Readings:

- Tucholsky, K. Die Familie. Retrieved from <https://www.textlog.de/tucholsky-familie.html>
- Heine, H. (2005). *Reisebilder*. Zürich: Diogenes Verlag.
- Hesse, H. (2013). *Aus Indien*. Hardpress Publishing.
- Bernhard, T. (1994). *Ereignisse*. Berlin: Suhrkamp Verlag.

Additional material will be provided by the Department.

## Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.

- By using latest tools of Information Technology the learners will be expected to explore and investigate the topics introduced in the class in order to develop a critical perspective on the issues concerned.

### Assessment Methods

- 25% weightage on Formative Internal Assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language.
- 75% weightage on End Semester Written Examination.

### Keywords

*Figures of Speech, Literary Tropes, Idioms, Proverbs, Literary Genres*

## **Generic Elective Courses (GE) – Credits – 6**

### **Introduction to Spanish 1 (Gr-GE-Sp 1)**

#### **[Generic Elective - (GE) Credit-6]**

#### **Course Objectives**

The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework.

#### **Course Learning Outcomes**

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

#### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

#### **Unit 2: Reading**

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

#### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

#### **Unit 4: Writing**

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

#### **References**

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

- Sanz, N. (2016). *Aula Internacional 1*. Barcelona:Editorial Difusión.
- Campo, C., Cuadrado, C. et al. (2017). *Protagonistas A1-* (Libro de alumno y Cuaderno de ejercicios). Madrid: EDICIONES SM.

- Alondo, E., Corpas, J. et al. (2018). *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios). Madrid: SGEL.
- Baulenas, N., Peris, E. (2016). *Bítacora 1* (Libro de alumno y Cuaderno de ejercicios). Barcelona: Editorial Difusión.
- Martínez, M., Canales, A. et al. (2017). *Sueña 1* (Libro de alumno y Cuaderno de ejercicios). Grupo Anaya.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

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

### Keywords

*Reading, Writing, Listening, Speaking, Immediate Environment*

## **Introduction to Spanish 2 (Gr-GE-Sp 2)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.2 level of the Common European Framework.

### Course Learning Outcomes

- Enable students to partially attain A1.2 Level of reading and writing skills in the concerned language.

- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

### **Unit 2: Reading**

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

### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### **Unit 4: Writing**

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

## **References**

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

- Sanz, N. (2016). *Aula Internacional 1*. Barcelona:Editorial Difusión.
- Campo, C., Cuadrado, C. et al. (2017). *Protagonistas A1-* (Libro de alumno y Cuaderno de ejercicios). Madrid: EDICIONES SM.
- Alondo, E., Corpas, J. et al. (2018). *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios). Madrid: SGEL.
- Baulenas, N., Peris, E. (2016). *Bítacora 1* (Libro de alumno y Cuaderno de ejercicios). Barcelona: Editorial Difusión.
- Martínez, M., Canales, A. et al. (2017). *Sueña 1* (Libro de alumno y Cuaderno de ejercicios). Grupo Anaya.

Additional material will be provided by the Department.

## **Teaching Learning Process**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information Technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### Assessment Methods

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

### Keywords

*Reading, Writing, Listening, Speaking, Immediate Environment*

## **Intermediate Spanish - 1 (Gr-GE Sp 3)**

### **[Generic Elective GE Credit-6]**

### Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

### Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

#### **Unit 1: Listening**

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

#### **Unit 2: Reading**

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

### Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background or relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening, at the weekend etc.

### Unit 4: Writing

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

### References

- Sanz, N. (2017). *Aula Internacional 2*. Barcelona:Editorial Difusión.
- Campo, C., Cuadrado, C. et al. (2017). *Protagonistas A2-* (Libro de alumno y Cuaderno de ejercicios). Madrid: EDICIONES SM.
- Alondo, E., Corpas, J. et al. (2018). *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios). Madrid: SGEL.
- Baulenas, N., Peris, E. (2017). *Bítacora 2* (Libro de alumno y Cuaderno de ejercicios). Barcelona: Editorial Difusión.
- Martínez, M., Canales, A. et al. (2017). *Sueña 2* (Libro de alumno y Cuaderno de ejercicios).Grupo Anaya.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

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

### Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## **Intermediate Spanish 2 (Gr-GE-Sp 4)**

### **[Generic Elective GE Credit-6]**

#### **Course Objectives**

The course focuses on imparting communicative competences required for survival needs. 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 Learner will partially attain A2.2 level of CEF.

#### **Course Learning Outcomes**

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language.
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

#### **Unit 1: Listening**

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

#### **Unit 2: Reading**

Reading very short, simple texts to find specific, predictable information in simple everyday material such as posters of events (theatre, film, books), email logs, short simple personal letters and messages.

#### **Unit 3: Speaking**

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desires etc.

#### **Unit 4: Writing**

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

## References

- Sanz, N. (2017). *Aula Internacional 2*. Barcelona:Editorial Difusión.
- Campo, C., Cuadrado, C. et al. (2017). *Protagonistas A2-* (Libro de alumno y Cuaderno de ejercicios). Madrid: EDICIONES SM.
- Alondo, E., Corpas, J. et al. (2018). *Diverso A1-A2* (Libro de alumno y Cuaderno de ejercicios). Madrid: SGEL.
- Baulenas, N., Peris, E. (2017). *Bítagora 2* (Libro de alumno y Cuaderno de ejercicios). Barcelona: Editorial Difusión.
- Martínez, M., Canales, A. et al. (2017). *Sueña 2* (Libro de alumno y Cuaderno de ejercicios).Grupo Anaya.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

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

## Keywords

*Areas of immediate relevance, familiar topics, routine tasks*

## **Introduction to French 1 (Gr-GE-Fr1)**

**[Generic Elective - (GE) Credit: 6]**

## Course Objectives

The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework.

## Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

### **Unit 2: Reading**

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

### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### **Unit 4: Writing**

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

## References

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

- Kizirian V. et al. (2012). *Alter Ego + 1*. Paris: Hachette.
- Loiseau, Y., Mérieux, R. (2008). *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Cocton, Marie-Noëlle et al. (2015). *Saison 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, M. et al (2009). *Version Originale – 1 Livre de l'élève*. Paris: Editions Maisons des Langues.
- Magne, M. et al (2010). *Version Originale – 1 Cahier d'exercices*. Paris: Editions Maisons des Langues.

Additional material will be provided by the Department.

## Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information Technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### Assessment Methods

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

### Keywords

*Reading, Writing, Listening, Speaking, Immediate Environment*

## **Introduction to French 2 (Gr-GE-Fr2)**

**[Generic Elective - (GE) Credit: 6]**

### Course Objectives

The course has as its objective, the acquisition of basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.2 level of the Common European Framework.

### Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

#### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

#### **Unit 2: Reading**

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

### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### **Unit 4: Writing**

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

### **References**

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

- Kizirian V. et al. (2012). *Alter Ego + 1*. Paris: Hachette.
- Loiseau, Y., Mérieux, R. (2008). *Latitudes 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Cocton, Marie-Noëlle et al. (2015). *Saison 1, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, M. et al (2009). *Version Originale – 1 Livre de l'élève*. Paris: Editions Maisons des Langues.
- Magne, M. et al (2010). *Version Originale – 1 Cahier d'exercices*. Paris: Editions Maisons des Langues.

Additional material will be provided by the Department.

### **Teaching Learning Process**

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

### **Assessment Methods**

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

### **Keywords**

*Reading, Writing, Listening, Speaking, Immediate Environment*

## Intermediate French - 1 (Gr-GE-Fr 3)

### [Generic Elective GE Credit-6]

#### Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

#### Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

#### Unit 1: Listening

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

#### Unit 2: Reading

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

#### Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background or relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening, at the weekend etc.

#### Unit 4: Writing

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

#### References

- Berthet, A. (2012). *Alter Ego + 2 : Livre de l'élève et Cahier d'activités*. Paris: Hachette, Paris.
- Lainé, E. et al (2009). *Latitudes 2, (Livre de l'élève & Cahier d'exercices)*. Paris:Didier.

- Cocton, Marie- Noëlle et al. (2014). *Saison 2, (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, M. et al. (2010). *Version Originale – 2 Livre de l'élève*. Paris: Editions Maisons des Langues.
- Pancrazi, L. (2010). *Version Originale –2: Cahier d'exercices*. Paris: Editions Maisons des Langues.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

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

### Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## **Intermediate French 2 (Gr-GE-Fr4)**

### **[Generic Elective GE Credit-6]**

### Course Objectives

The course focuses on imparting communicative competences required for survival needs. 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 Learner will partially attain A2.2 level of CEF.

### Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language.

- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language.
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

### **Unit 1: Listening**

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

### **Unit 2: Reading**

Reading very short, simple texts to find specific, predictable information in simple everyday material such as posters of events (theatre, films, books), email logs, short simple personal letters and messages.

### **Unit 3: Speaking**

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desires etc.

### **Unit 4: Writing**

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

### **References**

- Berthet, A. (2012). *Alter Ego + 2 : Livre de l'élève et Cahier d'activités*. Paris: Hachette, Paris.
- Lainé, E. et al (2009). *Latitudes 2, (Livre de l'élève & Cahier d'exercices)*. Paris:Didier.
- Cocton, Marie- Noëlle et al. (2014). *Saison 2 , (Livre de l'élève & Cahier d'exercices)*. Paris: Didier.
- Denyer, M. et al. (2010). *Version Originale – 2 Livre de l'eleve*. Paris: Editions Maisons des Langues.
- Pancrazi, L. (2010). *Version Originale –2: Cahier d'exercices:.* Paris: Editions Maisons des Langues.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

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

## Keywords

*Areas of immediate relevance, familiar topics, routine tasks*

## **Introduction to German 1 (Gr-GE-Gr1)**

### **[Generic Elective - (GE) Credit: 6]**

## Course Objectives

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 such as to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework.

## Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

## Unit 1: Listening

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

## Unit 2: Reading

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

## Unit 3: Speaking

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

## Unit 4: Writing

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

## References

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

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.
- Klein, A. (2013, 13 September). *Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
- Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
- Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Vlg.
- Knirsch, M. (2010). *Hören & Sprechen A1: Deutsch üben (A1)*. München: Hueber Vlg.
- Burger, E., Fleer, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.

Additional material will be provided by the Department.

## Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information Technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### Assessment Methods

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

### Keywords

*Reading, Writing, Listening, Speaking, Immediate Environment*

## **Introduction to German 2 (Gr-GE-Gr2)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

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

### Course Learning Outcomes

- Enable students to partially attain A1.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

#### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

#### **Unit 2: Reading**

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

### Unit 3: Speaking

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### Unit 4: Writing

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

### References

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

- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.
- Sieber, T. (2016). *Deutsch Hören und Sprechen: Intensivtrainer Neu A1/A2*. München: Klett-Langenscheidt GmbH.
- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Klein, A. (2013, 13 September). *Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
- Jacobs, A. (2012). *Deutsch üben: Lesen & Schreiben (A2)*. München: Hueber Vlg.
- Aufderstraße, H. et al (2001). *Tangram aktuell 1 & 2*. Delhi: GOYAL Publishers.
- Hahn, R. (2018). *PONS 250 Rätsel Deutsch als Fremdsprache: Fit durch Rätsel-Übungen mit Quiz-Block zu Grammatik, Wortschatz u. Landeskunde*. Stuttgart: PONS GmbH.
- Hermann F., Kuhn Christina u.a. (Hrsg.) (2015): *Studio 21 - Grundstufe A2: Gesamtband. Das Deutschbuch (Kurs- und Übungsbuch mit DVD-ROM) Bd. A2*. Berlin: Cornelsen.
- Mohamed, N., Palme, P. (2005). *-Deutsch fehlerfrei A1/A2. Teil 3.2 Nominativ. Akkusativ. Dativ: Die deutsche Grammatik in mündlichen Übungen. Übungsheft mit 3 Audio Cds -Tangram aktuell 1 & 2*. Ismaning: Max Hueber Verlag, and Delhi: GOYAL Publishers.

Additional material will be provided by the Department.

### Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information Technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### Assessment Methods

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

### Keyword

*Important information, describing objects, events, experiences*

## **Intermediate German 1 (Gr-GE-Gr3)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

### Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

#### **Unit 1: Listening**

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

#### **Unit 2: Reading**

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

#### **Unit 3: Speaking**

- Monologue: Can describe in simple terms aspects of his/her background or relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening, at the weekend etc.

#### Unit 4: Writing

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

#### References

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

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.
- Klein, A. (2013, 13 September). *Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
- Muller, H. (2017). *Deutsch üben: Lesen & Schreiben (A1.1)*. München: Hueber Vlg.
- Topler, L. (2005). *Tangram aktuell 2 & 3*. Ismaning: Max HueberVerlag and Delhi: GOYAL Publishers.
- Hohmann, S. (2018). *Einfach sprechen! A2-B1. Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.
- Thoma L. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte (A1)*. München: Hueber Vlg.
- Specht, F. (2010). *Rumpelstilzchen Jugendbuch; Leichte Lesetexte (A1)*. München Hueber.
- Thomas, S. (2008). *Vera, Heidelberg Jugendbuch Leichte Lesetexte (A2)*. München Hueber.
- Urs, L. (2010). *Fräulein Else Jugendbuch/Leichte Lesetexte (A2)*. München Hueber.
- Moritz, U., Rodi, M., Rohrman, L. (2016). *Linie 1 A2.1 Deutsch in Alltag und Beruf*. Stuttgart: Klett Vlg.
- Billina, A., Betz, J.U. (2012). *Hören & Sprechen A2*. München: Hueber Vlg.

Additional material will be provided by the Department.

#### Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information Technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### Assessment Methods

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

### Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## **Intermediate German 2 (Gr-GE-Gr4)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

The course focuses on imparting communicative competences required for survival needs. 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 Learner will partially attain A2.2 level of CEF.

### Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language.
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

#### **Unit 1: Listening**

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

#### **Unit 2: Reading**

Reading very short, simple texts to find specific, predictable information in simple everyday material such as posters of events (theatre, film, books etc.), email logs, short simple personal letters and messages.

### Unit 3: Speaking

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

### Unit 4: Writing

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

### References

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.
- Hohmann, S. (2015). *Einfach schreiben! Deutsch als Zweit- und Fremdsprache A2-B1*. Stuttgart: Ernst Klett Sprachen GmbH.
- Klein, A. (2013, 13 September). *Learn German with Stories: Cafe in Berlin - 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
- Muller, H. (2017). *Deutsch üben: Lesen & Schreiben (A1.1)*. München: Hueber Vlg.
- Topler, L. (2005). *Tangram aktuell 2 & 3*. Ismaning: Max HueberVerlag and Delhi: GOYAL Publishers.
- Hohmann, S. (2018). *Einfach sprechen! A2-B1. Übungsbuch*. Stuttgart: Ernst Klett Sprachen GmbH.
- Thoma L. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte (A1)*. München: Hueber Vlg.
- Specht, F. (2010). *Rumpelstilzchen Jugendbuch; Leichte Lesetexte (A1)*. München Hueber.
- Thomas, S. (2008). *Vera, Heidelberg Jugendbuch Leichte Lesetexte (A2)*. München Hueber.
- Urs, L. (2010). *Fräulein Else Jugendbuch/Leichte Lesetexte (A2)*. München Hueber.
- Moritz, U., Rodi, M., Rohrmann, L. (2016). *Linie 1 A2.1 Deutsch in Alltag und Beruf*. Stuttgart: Klett Vlg.
- Billina, A., Betz, J.U. (2012). *Hören & Sprechen A2*. München: Hueber Vlg.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

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

## Keywords

*Areas of immediate relevance, familiar topics, routine tasks*

## **Introduction to Italian 1 (Gr-GE-It1)**

### **[Generic Elective - (GE) Credit-6]**

## Course Objectives

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 such as to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework.

## Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

## **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

### **Unit 2: Reading**

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

### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### **Unit 4: Writing**

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

## **References**

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

- Ziglio, L. et al (2012). *Espresso 1*. Delhi: Goyal SaabPublishers and Distributors Pvt. Ltd.
- Nocchi, S. (2014). *Grammatica pratica della lingua italiana*. Firenze: Alma edizioni.
- Roy, T. (2016). *La mia cartella*. Delhi: Langers International.
- Balboni, P. (2009). *NuovoRete! A1*. Perugia: Guerra Edizioni.
- Bailini, S., Comsonno, S. (2002). *Ricette per parlare*. Firenze: Alma edizioni.
- Frattegiani, M., Gliarelli, V. (2011). *Arrivo in Italia : Corso di lingua italiana per studenti stranieri di livello A1-A2*. Perugia: Guerra Edizioni.
- Mezzadri, M. (2000). *Grammatica essenziale della lingua italiana con esercizi: testo di grammatica per studenti stranieri dal livello elementare all'intermedio*. Perugia: Guerra Edizioni.

Additional material will be provided by the Department.

## **Teaching Learning Process**

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

## Assessment Methods

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

## Keywords

*Reading, Writing, Listening, Speaking, Immediate Environment*

## **Introduction to Italian 2 (Gr-GE-It 2)**

### **[Generic Elective - (GE) Credit-6]**

## Course Objectives

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 the concerned language 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 the concerned language by partially completing A1 level.

## Course Learning Outcomes

- Enable students to partially attain A1.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

### **Unit 2: Reading**

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

### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### **Unit 4: Writing**

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

## References

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

- Bali, M., Rizzo, G. (2012). *Espresso 2*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.
- Guastalla, C. (2004). *Giocare con la scrittura*. Firenze: Alma Edizioni.
- Balboni, P. (2009). *Nuovo Rete! A1*. Perugia: Guerra Edizioni.
- Balboni, P. (2009). *Nuovo Rete! A2*. Perugia: Guerra Edizioni.
- Frattegiani, M., Gigliarelli, V. (2011). *Arrivo in Italia : Corso di lingua italiana per studenti stranieri di livello A1-A2*. Perugia: Guerra Edizioni.
- Mezzadri, M. (2000). *Grammatica essenziale della lingua italiana con esercizi: testo di grammatica per studenti stranieri dal livello elementare all'intermedio*. Perugia: Guerra Edizioni.
- Roy, T. (2016). *La mia cartella*. Delhi: Langers.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

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

## Keyword

*Important information, describing objects, events, experiences*

## **Intermediate Italian 1 (Gr-GE-It 3)**

### **[Generic Elective - (GE) Credit-6]**

#### **Course Objectives**

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

#### **Course Learning Outcomes**

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

#### **Unit 1: Listening**

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

#### **Unit 2: Reading**

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

#### **Unit 3: Speaking**

- Monologue: Can describe in simple terms aspects of his/her background or relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening, at the weekend etc.

#### **Unit 4: Writing**

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

#### **References**

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

- Bailini, S., Consonno, S. (2002). *Ricette per parlare*. Firenze: Alma edizioni.
- Tettamanti, V., Talini, S. (2003). *Foto parlanti*. Bonacci editore.

- Frattegiani, M., Gigliarelli, V. (2011). *Arrivo in Italia : Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
- Balì, M., Rizzo, G. (2012). *Espresso 2*. Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

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

### Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## **Intermediate Italian 2 (Gr-GE-It 4)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

The course focuses on imparting communicative competences required for survival needs. 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 Learner will partially attain A2.2 level of CEF.

### Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language.

- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

### **Unit 1: Listening**

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

### **Unit 2: Reading**

Reading very short, simple texts to find specific, predictable information in simple everyday material such as. Posters of events (theatre, film, books), email logs, short simple personal letters and messages.

### **Unit 3: Speaking**

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.).
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

### **Unit 4: Writing**

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

### **References**

- De Giuli, A. et al. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.
- Antonelli, G. (2007). *L'italiano nella società della comunicazione*. il Mulino.
- Frattegiani, M., Gigliarelli, V. (2011). *Arrivo in Italia : Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
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- Bali, M., Rizzo, G. (2012). *Espresso 3*. Delhi: Goyal Saab Publishersand DistributorsPvt. Ltd.

Additional material will be provided by the Department.

### **Teaching Learning Process**

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.

- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information Technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### Assessment Methods

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

### Keywords

*Areas of immediate relevance, familiar topics, routine tasks*

## **Introduction to Portuguese 1 (Gr-GE- Pr1)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

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 such as to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework.

### Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

### **Unit 2: Reading**

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

### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### **Unit 4: Writing**

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

### **References**

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

- Tavares, A. (2012). *Português XXI 1 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, A. (2012). *Português XXI 1 – Caderno de Exercícios*. Lisboa: Lidel.
- Coimbra, I. & Coimbra, O. M. (2011). *Gramática Ativa 1*. Lisboa: Lidel.

Additional material will be provided by the Department.

### **Teaching Learning Process**

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

### **Assessment Methods**

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

### **Keywords**

*Reading, Writing, Listening, Speaking, Immediate Environment*

## Introduction to Portuguese 2 (Gr-GE- Pr 2)

### [Generic Elective - (GE) Credit-6]

#### Course Objectives

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

#### Course Learning Outcomes

- Enable students to partially attain A1.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

#### Unit 1: Listening

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

#### Unit 2: Reading

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

#### Unit 3: Speaking

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

#### Unit 4: Writing

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

#### References

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

- Tavares, A. (2012). *Português XXI 1 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, A. (2012). *Português XXI 1 – Caderno de Exercícios*. Lisboa: Lidel.
- Tavares, A. (2013). *Português XXI 2 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, A. (2013). *Português XXI 2 – Caderno de Exercícios*. Lisboa: Lidel.
- Coimbra, I. & Coimbra, O. M. (2011). *GramáticaAtiva 1*. Lisboa: Lidel.

Additional material will be provided by the Department.

### Teaching Learning Process

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

### Assessment Methods

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

### Keyword

*Important information, describing objects, events, experiences*

## **Intermediate Portuguese 1 (Gr-GE-Pr 3)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

### Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

## **Unit 1: Listening**

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

## **Unit 2: Reading**

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

## **Unit 3: Speaking**

- Monologue: Can describe in simple terms aspects of his/her background or relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening, at the weekend etc.

## **Unit 4: Writing**

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

## **References**

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

- Tavares, A. (2013). *Português XXI 2 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, A. (2013). *Português XXI 2 – Caderno de Exercícios*. Lisboa: Lidel.
- Coimbra, I. & Coimbra, O. M. (2011). *GramáticaAtiva 1*. Lisboa: Lidel.
- Coimbra, I. & Coimbra, O. M. (2012). *GramáticaAtiva 2*. Lisboa: Lidel.

Additional material will be provided by the Department.

## **Teaching Learning Process**

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

## **Assessment Methods**

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

## Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## **Intermediate Portuguese 2 (Gr-GE-Pr 4)**

### **[Generic Elective - (GE) Credit-6]**

## Course Objectives

The course focuses on imparting communicative competences required for survival needs. 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 Learner will partially attain A2.2 level of CEF.

## Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language.
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

### **Unit 1: Listening**

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

### **Unit 2: Reading**

Reading very short, simple texts to find specific, predictable information in simple everyday material such as posters of events (theatre, film, books etc.), email logs, short simple personal letters and messages.

### **Unit 3: Speaking**

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

### **Unit 4: Writing**

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

## References

- Tavares, A. (2013). *Português XXI 2 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, A. (2013). *Português XXI 2 – Caderno de Exercícios*. Lisboa: Lidel.
- Tavares, A. (2014). *Português XXI 3 – Livro do Aluno*. Lisboa: Lidel.
- Tavares, A. (2014). *Português XXI 3 – Caderno de Exercícios*. Lisboa: Lidel.
- Coimbra, I. & Coimbra, O. M. (2011). *GramáticaAtiva 1*. Lisboa: Lidel.
- Coimbra, I. & Coimbra, O. M. (2012). *GramáticaAtiva 2*. Lisboa: Lidel.

Additional material will be provided by the Department.

## Teaching Learning Process

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

## Assessment Methods

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

## Keywords

*Areas of immediate relevance, familiar topics, routine tasks*

## **Introduction to Romanian 1 (Gr-GE- Rom 1)**

### **[Generic Elective - (GE) Credit-6]**

## Course Objectives

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 such as to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things. By the end of this semester, the student will attain A1.1 level of the Common European Framework.

## Course Learning Outcomes

- Enable students to partially attain A1.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write very short texts about oneself and his/her immediate environment.
- Prepare learners to communicate orally on subjects concerning his/her immediate environment.

### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

### **Unit 2: Reading**

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

### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

### **Unit 4: Writing**

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

## References

The following textbook may be prescribed and will be partially completed.

- Valentina, C. et al. (2015). *Limba romana. Manual pentru studentii straini din anul pregatitor A1-A2*. București: EdituraUniversitara.

Additional material will be provided by the Department.

## Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.

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

### Assessment Methods

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

### Keywords

*Reading, Writing, Listening, Speaking, Immediate Environment*

## **Introduction to Romanian 2 (Gr-GE- Rom2)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

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

### Course Learning Outcomes

- Enable students to partially attain A1.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A1.2 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about experiences and events related to one's immediate environment.
- Prepare learners to understand and exchange information and talk about experiences/events related to his/her immediate environment.

#### **Unit 1: Listening**

Understanding most important information related to one's immediate concrete surroundings, such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

#### **Unit 2: Reading**

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

#### **Unit 3: Speaking**

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

Dialogue: To ask for and give information related to one's immediate environment. Making simple purchases in shops and obtaining services that one requires.

#### **Unit 4: Writing**

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

#### **References**

The following textbook may be prescribed and will be partially completed.

- Valentina, C. et al. (2015). *Limba romana. Manual pentru studentii straini din anul pregatitor A1-A2*. București: EdituraUniversitara.

Additional material will be provided by the Department.

#### **Teaching Learning Process**

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

#### **Assessment Methods**

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

#### **Keyword**

*Important information, describing objects, events, experiences*

### **Intermediate Romanian 1 (Gr-GE-Rom3)**

#### **[Generic Elective - (GE) Credit-6]**

#### **Course Objectives**

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful

conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

## Course Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language.
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

### Unit 1: Listening

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

### Unit 2: Reading

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

### Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background or relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening, at the weekend etc.

### Unit 4: Writing

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

## References

The following textbook may be prescribed and will be partially completed.

- Valentina, C. et al. (2015). *Limba romana. Manual pentru studentii straini din anul pregatitor A1-A2*. București: Editura Universitara.

Additional material will be provided by the Department.

## Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.

- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information Technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

### Assessment Methods

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

### Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## **Intermediate Romanian 2 (Gr-GE-Rom4)**

### **[Generic Elective - (GE) Credit-6]**

### Course Objectives

The course focuses on imparting communicative competences required for survival needs. 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 Learner will partially attain A2.2 level of CEF.

### Course Learning Outcomes

- Enable students to partially attain A2.2 Level of reading and writing skills in the concerned language.
- Enable students to partially attain A2.2 Level of listening and speaking skills in the concerned language.
- Develop the capacity to understand essential points of oral text related to the areas of most immediate relevance, provided speech is clearly and slowly articulated.
- Help students to understand short texts related to the areas of most immediate relevance in order to obtain information, instruction, goods and services.
- Prepare the learners to speak on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation.
- Equip students to write short personal texts describing opinions, desires, doubts etc.

#### **Unit 1: Listening**

Understanding simple directions, understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters.

#### **Unit 2: Reading**

Reading very short, simple texts to find specific, predictable information in simple everyday material such as posters of events (theatre, film, books etc.), email logs, short simple personal letters and messages.

#### **Unit 3: Speaking**

- Monologue: Can describe matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.).
- Dialogue: Communicating in simple and routine tasks, such as making and responding to suggestions, agreeing and disagreeing with others, describing past, present and future events and expressing doubts, desire etc.

#### **Unit 4: Writing**

Describing past, present and future events in order to discuss about subjects pertaining to the areas of immediate relevance, writing simple personal letters, preparing posters (events, theatre, films, books).

#### **References**

The following textbook may be prescribed and will be partially completed.

- Valentina, C. et al. (2015). *Limba romana. Manual pentru studentii straini din anul pregatitor A1-A2*. București: EdituraUniversitara.

Additional material will be provided by the Department.

#### **Teaching Learning Process**

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

#### **Assessment Methods**

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

#### **Keywords**

*Areas of immediate relevance, familiar topics, routine tasks*