

Appendix-12
Resolution No. 14-1 (14-1-1)

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DEPARTMENT OF GRS (SPANISH)

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SEMESTER-IV
GERMANIC AND ROMANCE STUDIES
B.A.(Hons.) Spanish

DISCIPLINE SPECIFIC CORE COURSE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-10 (4) Language in Context: Intermediate Reading and Writing skills (2)	4	3	1	0	XII passed	Should have studied Language in Context: Intermediate Reading and Writing Skills (1)

Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing

recipes, writing on free time, invitations, make excuses, activities related to write about preferences and choices etc.

Morphosyntax and Vocabulary: standard grammatical structures and vocabulary used to write past experiences, travelling vocabulary, imperative to write recipes, vocabulary related to social interaction, house, movie review, biography, vocabulary related to preferences and choices, invitations, make excuses etc.

Intercultural and cocultural: Introduction to Hispanic movies, relating to past, design a house, social contacts, plan a weekend, prepare food for the party, hispanic authors and personalities, movies, hispanic places to visit etc.

SYLLABUS OF DSC-10

UNIT – I

(7 hours)

Read a text related to expression of desire, preferences, etc.

Write about your experiences and how you value them in your life.

Write about different people and things that matter to you.

Read a text related to the topic.

Write a questionnaire to know how your classmates value people and things around them.

Write an article on interesting things where you reside.

UNIT – II

(8 hours)

Read a text based on discussion of problems and giving suggestions thereof.

Write about the problems which your classmates face.

Write solutions for their problems by using Imperatives.

Read a text related to the topic.

Write about your problems and ask for suggestions in the class.

UNIT – III

(7 hours))

Read a text comprising narration of history, events involving lifestyle, culture, etc.

Write about the interesting part that you like in the history of your country.

Read a text related to the topic.

Write about habits, culture, and life of the people in the past and of the women in particular.

Read a text related to the topic.

Write about the habits and culture in the past and compare it in the present scenario.

UNIT – IV

(8 hours)

Read a text based on narration of personal anecdotes, practice of past tense.

Write personal anecdotes, important events and happenings.

Read a text related to the topic.

Write about how you felt in a particular situation in the past.

Regular and irregular forms of the verbs in the simple past tense.

Write a report on sports or cultural events, on a tour to historical place.

UNIT –V**(7 hours)**

Read a text based on significance of technology, technical terms of daily use, etc.

Write about the role of technology in your day-to-day life.

Write about how you learn efficiently and in a better way by using technology.

UNIT VI**(8 hours)**

Read a text comprising discussion on eco-friendly practices.

Write about the reuse of waste products.

Read a text related to a topic.

Write about recycling, reuse of the waste products in the past and various ways to recycle the waste products now.

Essential/recommended readings**Essential/recommended readings/Suggestive readings**

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Sanz, N. (2017). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bitacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-11 (4) Language in context: Intermediate Listening and Speaking skills (2)	4	3	1		XII passed	Should have studied Language in Context: Listening and Speaking Skills (1)

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 11

UNIT – I

(7 hours)

Listen to an audio/a video activity related to expression of desire, preferences, etc.

Talk about your experiences and how value them in your life.

Express your ideas about people and things and how you value them.

Listen to an audio/video activity about the places of your interest and their cultural value.

Discuss a questionnaire with your classmates about how people value their near and dear ones and how they value things around them.

Make a presentation on the information received through the survey.

UNIT – II

(8 hours)

Listen to an audio based on discussion of problems and giving suggestions thereof.

Share your views with your classmates on the problems that a student face.

Exchange ideas on the solutions for the problems which your classmates face in the class.
Use of Imperatives in giving solutions.
Speak about your problems and ask for suggestions in the class.

UNIT – III

(7 hours)

Listen to an audio comprising narration of history, events involving lifestyle, culture, etc.
Talk about an interesting part that you like in the history of your country.
Exchange your thoughts on the habits, culture and life of the people in the past and of the women in particular.
Express your opinion on the habits and culture in the past and compare it with the present.
Share your experiences about a journey, a job taken or any unforgettable moment with your classmates.

UNIT – IV

(8 hours)

Listen to an audio/video based on narration of personal anecdotes, practice of past tense.
Share your personal anecdotes in the class.
Talk about how you felt in a particular situation in the past.
Regular and irregular forms of the verbs in the simple past tense.

UNIT –V

(7 hours)

Listen to an audio/video based on significance of technology, technical terms of daily use, etc.
Express your thoughts on the role of technology in your day-to-day life.
Watch a short movie related to the topic.
Speak on how you learn efficiently and in a better way by using technology.

UNIT VI

(8 hours)

Listen to an audio comprising discussion on eco-friendly practices.
Share your ideas on the reuse of waste products and how you follow them.
Listen to an audio/video activity related to a topic.
Talk about the value of recycling, reuse of the waste products in the past and various ways to recycle the waste products now.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.

6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 12

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-12 (4) Engaging with Literary Texts (2)	4	3	1		XII passed	Should have studied Engaging with Literary Texts (1)

Learning Objectives

Learning Objectives: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.2 and to answer questions on the same.

Learning Outcomes

- Enable students to fully attain A2.2 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

UNIT I Literary Texts

(9 hours)

(A selection will be made from the list below. Extra material will be distributed by the teacher.)

Otro Zoo de Rodrigo Rey Rosa

Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2017). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión:

Pepa Villa, Taxista en Barcelona

El sueño de Cristóbal, Edelsa

Las nuevas caras del cine español

Un Yankee en Buenos Aires de Paco Ardit

Rinconete y Cortadillo, Miguel de Cervantes

Moros y cristianos, Dolores Soler-Espiauba

Espacios naturales

Denominación de origen

Un nuevo caso: Netflix puede esperar *Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Todas las voces. Curso de cultura y civilización de N. Murillo

UNIT II Journalistic Texts

(9 hours)

(A selection will be made from the list below)

Auténticos de la revista de ELE « Punto y Coma » nivel A2

Energía eólica

Dime qué color eres y te diré qué color necesitas

La civilización Inca, Entre el pasado y el presente

El ceviche : de Perú al mundo

Navidades con sabor latino

Entrevista a Rosa Montero

Hoy en clase de Campus Difusión

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Con Frida en el altiplano -- Bolivia de Dolores Soler-Espiauba

Guantanamo -- Cuba de Dolores Soler-Espiauba

Ojalá que te vaya bonito -- México de Dolores Soler-Espiauba

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Dos semanas con los ticos -- Costa Rica de Dolores Soler-Espiauba

UNIT III poems

(9 hours)

Poemas de Alex Pausibes

Poemas de Antonio Colinas

Poemas de Alfonsina Storni

Poemas de Federico García Lorca

Poemas de Pablo Neruda

Poemas de Unamuno

Poemas de Gabriela Mistral

Poemas de Rosalía de Castro

Poemas de Francisco de Quevedo

Poemas de José Agustín Goytosolo

Poemas de Rafael Alberti

Poemas de Ana Castillo

Poemas de Antonio Machado

Poemas de Gloria Fuertes

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)

UNIT IV Audio / Visual Texts/Songs

(9 hours)

(A selection will be made from the list below)

Songs (A2)

Gloria Estefan: Tu fotografía

Manu Chao: Clandestino

Ricky Martin: La bomba

Juanes: La Historia de Juan

Jarabe de Palo: ¡Qué bueno! ¡Qué bueno!

Joaquín Sabina: Y nos dieron las diez

Rebeca Lane: Flores rojas

Vivir Quintana: Canción sin miedo

Jimena Barón y Miss Bolivia: Se quema

Documentaries

Patio 29-historias de Silencio

México: desaparecidos por el narcotráfico

Tierra de Cárteles

Guatemala: Corazón del mundo Maya

Historia del Arte en 10 minutos

Historia del imperio musulmán en 10 minutos

UNIT V Advertisement

(9 hours)

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). Barcelona: Editorial
5. Difusión.
6. Formesp.rediris.es
7. Cervantes, Cuentos.
8. Dolores Soler-Espiauba, Moros y cristianos, difusi
9. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
10. Difusión.
11. Edelsa.
12. Rey Rosa, *Otro zoo*, Seix Barral, 2007
13. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
14. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
15. Soler-Espiauba, D. (2012). Guantánameras (A1-A2). Cuba: Editorial Difusión.
16. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
17. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
18. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
19. Historia del imperio musulmán en 10 minutos, <https://www.youtube.com/watch?v=N4Ljm78end4>

20. 100 Anuncios Publicitarios con Eslogan
21. http://archive.org/details/editions_mariquita_hotmail_201309
22. México: desaparecidos por el narcotráfico @ YouTube: Arte.tvDocumental
23. <http://tv.apple.com/ar/movie/tierra-de-carteles/umc.cmc.52194k2r7j1>
24. Guatemala, corazón del Mundo Maya YouTube-Julio Carvajal.
25. Origen y evolución del imperio islámico en la Edad Media <http://youtube.com>

Additional material may be provided by the Department.

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Introduction to the History of Spain and the Spanish speaking World.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Spain and the Spanish Speaking World	4	3	1	0	XII passed	Nil

DSE–2 (4)

Introduction to the History of Spain and the Spanish speaking world (2)

Learning Objectives

- To familiarize students with the major social, political and cultural events from the medieval to contemporary period

Learning Outcomes

- To provide a good understanding of Contemporary Spain and contemporary Latin America and their standing in the world

Unit 1 (9 hours)

Arab contributions to Spanish culture (711-1492).

Unit 2 (9 hours)

The Catholic kings, discovery of America and the Spanish empire.

Unit 3 (9 hours)

XIX century Spanish American Independence movements

Unit 4 (9 hours)

XX century: Spanish Civil War, Latin American dictatorships

Unit 5 (9 hours)

Contemporary Spain and Latin America

References

- Fernandez Alvarez, Manuel. (2008). *Pequeña historia de España* Madrid: Espasa Libros SLU.
- Fernández Álvarez, Manuel. (2011) *España, biografía de una nación*. Madrid: Espasa Libros SLU.
- Hernández, Guillermo. (2008). *De la edad media a la actualidad*. Madrid: SGEL.
- Quintana, M. (2007). *Historia de América Latina* Madrid: Edinumen.
- Vazquez, German and Martinez Diaz, Nelson, et al. (1998). *Historia de América Latina*, Madrid: SGEL.

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.

Keywords

Spain, Latin America, Democracy, Dictatorship, Freedom Movement, Immigration, History

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): Life in Spanish speaking Countries.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life in Spanish-Speaking Countries	4	3	1	0	XII passed	Nil

learning Objectives

- To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in Spain and Latin America.

Learning Outcomes

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

Unit 1 (9 hours)

The 19th century phenomenon of the caudillo and cacique in Spain and Latin America. 20th century dictatorships (Franco - Spain, Trujillo - Dominican Republic, Pinochet - Chile, etc.) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).

Unit 2 (9 hours)

Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA.

Unit 3 (9 hours)

Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.

Unit 4 (9 hours)

Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy. Operation Condor. Spain: Multiculturalism and Immigration.

Unit 5 (9 hours)

Cultural forms and National Identity: Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina)

Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

References

Excerpts from

- Chasteen, John Charles. (2001). *Born in Blood and Fire, A Concise History of Latin America*. New York: Norton.
- Florencia Garramuño. (2011). *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press.
- Grandin, Greg. (2006). *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism*. New York: Henry Holt.
- Pérez, Edmundo. (2012). *Que me entierren con narcocorridos*. Mexico: Grijalbo.
- Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others
- Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others

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
- Keywords

Culture, civilisation, Intercultural Competence, Spain, Latin America

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Different Text Types

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	XII passed	Nil

Learning 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

Learning Outcomes

- Develops skills to do an in-depth study of different text types in order to familiarize 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 (15 hours)

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 (15 hours)

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

Unit 3 (15 hours)

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.

- Merino, José María. (1998). *Cien años de cuentos* (1989-1998) Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors 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.

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): Debating and Presentation Techniques

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	XII passed	Nil

SEMESTER-V
GERMANIC AND ROMANCE STUDIES (SPANISH)
(B.A. Honours in Spanish in four years)

DISCIPLINE SPECIFIC CORE COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-13 (4) Language in context: Advanced Reading and Writing skills (1)	4	3	2		XII passed	Nil

Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level B 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B 1 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing recipes, writing on free time, write formal letters, anecdotes, activities related to write about personal experiences etc.

Morphosyntax and Vocabulary: advance grammatical structures and vocabulary used to write past experiences, travelling vocabulary, vocabulary related to social interaction, habits and cultural life of people in the past, their houses, means of entertainments, life of famous people, vocabulary related to preferences and choices etc.

Intercultural and cocultural: Introduction to Hispanic movies, visit to historical places, write a report, social contacts, make surveys, hispanic authors and reporting an event, virtual tour of hispanic places to visit etc.

SYLLABUS OF DSC-13

UNIT – I

(8 hours)

Read a text related to experiences and happenings of the past.
Write about your present habits and relate them to the past experiences.
Share your ideas on how to begin and continue to do an activity.
Write a note on your achievements and happenings in the life.

UNIT – II

(7 hours)

Read a text based on future plans and actions.
Write on how your life will be after some years.
Write about your plans for the future.
Write a few lines in the future tense on the pictures.
Write on the possibilities in the future in certain conditions.

UNIT – III

(7 hours)

Read a text comprising of impersonal sentences, habits, manners, DO's and DON'Ts, etc.
Write on what are things or manners prohibited in your house.
Write about the habits of your family members and relate it to social habits.
Write about social habits in public places, what is prohibited and what is permitted.
Understand the use of using *SE* Impersonal
Write a few sentences using *SE* impersonal in your library.

UNIT – IV

(8 hours)

Read a text consisting of telling a tale, experience, recalling experiences, etc.
Write a note on a story/news recently read.
Write a narrative of a movie shown /novel read in the class.
Convert a dialogue in the narrative form.

UNIT –V

(7 hours)

Read a text based on description of pictures
Write your suggestions on the topic discussed.
Write on a series of pictures.

UNIT VI

(8 hours)

Read a text comprising of formal and informal correspondence.
Write a formal letter to the authority about the problem that people of your locality are facing.
Write an open letter to the municipality of your area regarding some problem and suggesting remedies.

Essential/recommended readings**Essential/recommended readings/Suggestive readings**

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso B 1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 3 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). Bítacora 3 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Maria Buendia Cambronero Raquel Ezquerra Martinez (2017) Protagonistas B1- Libro de alumno, Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Suggestive readings

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 14

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-14 (4) Language in context: Advanced Listening and Speaking skills (1)	4	3	1		XII passed	Nil

Learning Objectives

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level B 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B 1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 14

UNIT – I

(8 hours)

Listen to audio/video activity related to the topic.

Talk about your present habits and relate them to the past experiences.

Share your ideas on how to begin and continue to do an activity.

Watch a short movie related to the topic.

Present a note on your achievements and happenings in the life.

UNIT – II

(7 hours)

Listen to audio/video based on future plans and actions.

Talk about how your life will be after some years.
Discuss among classmates about plans for the future.
Speak on the possibilities in the future in certain conditions.

UNIT – III (8 hours)

Listen to audio/video activity comprising of impersonal sentences, habits, manners, DO's and DON'Ts.
Talk about the bad habits prohibited in your house.
Express the good habits of your family members.
Exchange your views on social habits in public/public places.
Understand the use of using *SE* Impersonal
Speak some habits that one should follow (using *SE* impersonal) in your University library.

UNIT – IV (7 hours)

Listen to audio/video activity consisting of telling a tale, experience, recalling experiences, etc.
Talk about a story/news recently read.
Read a text related to the topic.
Write a narrative of a movie /novel shown or read in the class.
Convert a dialogue in the narrative form.

UNIT –V (7 hours)

Listen to audio/video activity based on description of pictures, interpretation of various video clips.
Express your suggestions on the topic discussed.
Talk on a series of pictures.

UNIT VI (8 hours)

Listen to audio/video comprising of formal and informal interactions in different contexts.
Talk about the problems that people of your locality are facing and discuss points to put in the complaining letter.
Present an open letter regarding some problem and suggesting remedies in the class.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso B 1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 3 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). Bítacora 3 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Maria Buendia Cambronero Raquel Ezquerra Martinez (2017) Protagonistas B1- Libro de alumno, Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Suggestive readings

DISCIPLINE SPECIFIC CORE COURSE – 15:

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-15 (4) History of Hispanic Literature (1)		3	1		XII Passed	Nil

Learning Objectives

Learning Objectives

- To introduce the learner to different cultural and intellectual movements in Spanish and Latin American Literature from its origins to the 18th century.
- To read both Spanish and Latin American literary texts representing major cultural and intellectual movements from the beginning to the 18th century.

Learning Outcomes

- Familiarize students with literary texts written in Spanish 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, such as medieval romances, farces, etc.

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

- Correa, Pedro, (1985). *Historia de la literatura española*, Colección «Temas de Cultura Española» Michigan: University of Michigan.
- Deyermund, Alan D. et. al, (1984) *Historia de la literatura española*, Vols. 1-6, Madrid: Ariel.
- Olea, Rafael y Weinberg, Liliana. (2011). *Literatura hispanoamericana*, México: SER.
- Oviedo, José Miguel. (2002). *Historia de la literatura hispanoamericana*, Vols 1-4, Madrid: Alianza Editorial.

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

Keywords

Literary, cultural and intellectual movements, Medieval period till French Enlightenment

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3 (4):
Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation	4	3	1	0	XII Passed	Nil

Learning Objectives

- Familiarizes students with language for specific purposes
- Familiarize students to the techniques of translation;

Learning Outcomes

- Enable students to do Scientific and Technical translation, and translation of sacred texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitize student towards Machine translation and its limitations
- Develop awareness about Ethics and accountability in translation.

Unit 1 (11 hours)

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

Unit 2(11 hours)

Introducing the student to the techniques of translation
Making of word glossaries in above fields.

Unit 3 (11 hours)

Machine translation and its limitations
Ethics and accountability in translation.

Unit 4 (12 hours)

Reading of parallel literature on texts chosen for translation
Role of Translation in Multimedia contexts.

References

- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). *Translation Studies*. London, NY: Routledge.

- Child, Jack. (2009). *Introduction to Spanish Translation* Lanham, Maryland: UPA.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam, Philadelphia: John Benjamin Publishing.
- Haywood, Louise. (2009). *Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English* London, New York: Routledge.
- López Guix, Juan Gabriel. (2012). *Manual de Traducción Inglés – Castellano*, Madrid: Gedisa.
- Lunn, Patricia et al. (2013). *En otras palabras: perfeccionamiento del español por medio de la traducción*. Washington: Georgetown University Press.
- Malmkaer Kirsten, Windle, Kevin. (2011). *The Oxford Handbook of Translation Studies* Oxford: OUP
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*, London, New York: Routledge.

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 about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Techniques of Written Expression.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	XII Passed	Nil

Learning 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

Learning Outcomes

- Introduce students to common figures of speech, Familiarize students with Literary Tropes
- Develop understanding of Idioms and Proverbs with their historical origin. Develop knowledge about different literary genres:

Unit 1 (12 hours)

Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.

Unit 2 (11 hours)

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

Unit 3 (11 hours)

Idioms and Proverbs with their historical origin.

Unit 4 (11 hours)

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

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

Additional materials 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

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Study of European Art.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	XII Passed	Nil

Learning 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

Learning Outcomes

- Develop an understanding of structures and Perspectives of Everyday life as seen by painters.
- Equip with tools to analyze artworks

Unit 1 (15 hours)
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 (15 hours)
Understanding of structures and Perspectives of Everyday life as seen by painters.

Unit 3 (15 hours)
Overview of important European Art Movements, representative artists and their artworks : Spanish Baroque, Italian Renaissance, Flemish School, French Impressionists, Spanish Surrealists etc.

References

- Adams, Laurie Schneider (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.
- Burckhardt, Jacob. (1855, 2004). *The Civilization of the Renaissance in Italy*. New York: Penguin.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
- Hughes, Robert. (2006). *Goya* New York: Alfred Knopf.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Secrest, Meryle. (1986). *Salvador Dalí : the Surrealist Jester*. London: Paladin.

- Stassinopoulos Huffington, Arianna. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Blog by Shatarriah Godwin, People of Color in European Art History.

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, ter 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

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3): Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	0	XII Passed	Nil

Learning 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.

Learning Outcomes

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

Folklore, fables and fairy tales for young children Theater for children

Unit 3 (15 hours)

Children's literature and transmission of values

References

Selection to be made from the following texts:

- Allende, Isabel. (2014). *El juego de Ripper*. Barcelona: Plaza y Janes.
- Andruetto, María Teresa. (2005). *El país de Juan*. Salamanca: Anaya.
- Arboleda Rodríguez, Diego y Sagospe, Raúl. (2014), *Prohibido leer a Lewis Carroll*. Salamanca: Anaya & Mario Muchnik.
- Conde, Carmen. (1994), *Aladino*, Madrid: Hesperia.
- Conde, Carmen. (1953) *Auto de Navidad*, Madrid: Enag.
- De Santis, Pablo. (2007) *El enigma de París*. Madrid: Planeta
- Ferrari, Andrea. (2004). *Café solo*. Barcelona: Ediciones SM.
- Fuertes, Gloria. (2017). *El libro de Gloria Fuertes para niñas y niños*. Barcelona: Blackie Books.
- García Lorca, Federico. Ramón Jimenez ; Alberti, Rafael. (2004). *Mi primer libro de poemas* Salamanca: Anaya.
- García Lorca, Federico. (1919, 1999). *El maleficio de la mariposa*. Madrid: Cátedra.
- Gómez Cerda, Alfredo. (1994). *Sin billete de vuelta*, Barcelona: Alfaguara.
- Gopeguí, Belén. (2008). *El balonazo*, Barcelona: Ediciones SM.
- Ramón Jiménez, Juan. (1914, 2014). *Platero y yo*. Madrid: Cátedra (2014).
- Ruescas, Javier. (2012). *Play*. Barcelona: Montena.
- Ruescas, Javier. (2013). *Pulsaciones*. Barcelona: Ediciones SM.
- Sierra, Jordi. (2013) *Cuatro días de enero*, Barcelona: DeBolsillo.

Additional material will be provided by the Department

Additional Resources

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Cervera, Juan. (1991). *Teoría de la literatura infantil*. Bilbao: Mensajero.
- Garalón, Ana. (2001). *Historia Portátil de la Literatura infantil*. Madrid: Anaya.
- Lage Fernández, Juan José. (2010). *Diccionario histórico de autores de la literatura infantil y juvenil contemporánea*. Granada: Editorial Octaedro Andalucía.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
- Velia, Bosch. (2000). *Clásicos de la literatura infantil-juvenil de América Latina y el Caribe*, Caracas: Biblioteca Ayacucho.

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

Keywords

Literature for young children and adolescents, transmitting values

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):

Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Writing	4	3	1	0	XII Passed	Nil

Life Writing: Autobiography/Biography/Travelogue

Learning Objectives

- Help to analyse the characteristics of Autobiographical and biographical texts
- Familiarize students with Diaries and Letters
- Equip students to analyse and write about Travel experiences

Learning Outcomes

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

Unit 1 (15 hours)

Reading, writing and analysing Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs

Unit 2 (15 hours)

Reading, writing and analysing Diaries and Letters

Unit 3 (15 hours)

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

References

Extracts from

- Anónimo. (1554, 2013). *Lazarillo de Tormes*. Madrid: Gredos.
- Atxaga, Bernardo. (1991). *Memorias de una vaca* Madrid: Ediciones SM.

- Burgos-Debray, Elizabeth. (1983). *Me llamo Rigoberta Menchu y así me nació la conciencia*. México: Siglo XXI.
- Calderón de la Barca, Fanny. (1843, 1977). *La vida en México*. México: Biblioteca Porrúa
- Cela, Camilo J. (1942, 1946). *La familia de Pascual Duarte*. Barcelona: Ediciones del Zodiaco.
- Guevara, Che. (1993). *Notas del viaje por América Latina (Diarios de motocicleta)* Madrid: Planeta.
- Jamis, Rauda. (1988). *Biografía de Frida Kahlo*. Barcelona: Circe ediciones.
- Mendoza, Eduardo. (1991). *Sin noticias de Gurb* Barcelona: Seix Barral.
- Neruda, Pablo. (1974). *Confieso que he vivido*. Barcelona: Seix Barral.
- Roca, Paco. (2011). *Memorias de un hombre en pijamas*. Bilbao: Astiberri
- Rosencof, Mauricio. (2002). *Las cartas que no llegaron*. Montevideo: Ediciones Santillana.
- Sender, Ramón J. (1962). *La tesis de Nancy*, Barcelona: Ed. Casals

Additional materials will be provided by the department

Additional Resources

- Alberca, Manuel. (2007) *El pacto ambiguo: de la autobiografía a la autoficción*, Madrid: Biblioteca Nueva.
- De Botton, Alain. (2004). *The Art of Travel*, New York: Vintage.
- Derrida, Jacques. (1985). *The Ear of the Other Otobiography, Transference, Translation* Lincoln: University of Nebraska Press.
- 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.
- Tacca, Oscar. (1975). *Las voces de la novela*. Madrid: Gredos.

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.
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Keywords

Biography, Autobiography, Memoir, Diary

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