

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -I



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PREAMBLE

The National Education Policy 2020 (NEP) has been formulated in response to the need to harness full human potential and develop well-rounded competent individuals by providing the right environ to enable access to inclusive and equitable quality education. Such education should have provision for lifelong learning, awareness of new areas of knowledge, skilling to meet industrial demands for economic development, multidisciplinary studies to develop a comprehensive view of issues from a realistic paradigm, holistic approach to education, rootedness to the cultural ethos and moral values, cultivating scientific temperament and problem-solving attitude. The policy also focuses on promoting critical thinking, innovation and creativity to enable the use and promotion of higher order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education.

To actualise the noble objective, as succinctly brought out in the National Education Policy 2020, the university has endeavoured to explore the possibility of further restructuring and refinement of its undergraduate curriculum framework in line with the objective and underlying philosophy of the NEP 2020 to capture the imagination of the youth of our nation which depicts the contemporary realities of our demographic advantage globally.

The resultant outcome of this comprehensive exercise undertaken by the university is the Undergraduate Curriculum Framework-2022 (UGCF-2022) which not only underlines the heart and soul of the NEP 2020 in letter and spirit but also goes on to create a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavour while imbibing the truly charged academic environ of the university and its constituent colleges.

UGCF 2022

Objectives:

The Undergraduate Curriculum Framework- 2022 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

- to promote holistic development of students having the world view of a truly global citizen;
- to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- to eliminate harmful hierarchies among disciplines/fields of study and silos between

different areas of learning;

- multidisciplinary and holistic education to ensure the unity and integrity of all knowledge;
- to promote creativity and critical thinking and to encourage logical decision-making and innovation;
- to promote ethics and human & Constitutional values;
- to promote multilingualism and the power of language in learning and teaching;
- to impart life skills such as communication, cooperation, teamwork, and resilience;
- to promote outstanding research as a co-requisite for outstanding education and development;
- to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

Features

The aforementioned objectives of the NEP have been reflected in various features of UGCF:

- Holistic development of the students shall be nurtured through imparting life skills in initial years. These life skill courses shall include courses on ‘Environment and Sustainable Development Studies’, ‘Communication Skills’, ‘Ethics and Culture’, ‘Science and Society’, ‘Computational Skills’, ‘IT & Data Analytics’, and similar such skills which shall make the students better equipped to deal with the life’s challenges.
- Flexibility to the students to determine their learning trajectories and pursuance of programmes of study has been well ingrained in the UGCF. The Framework allows students to opt for one, two, or more discipline(s) of study as a core discipline(s) depending on his/her choice. He/she has been provided the option of focusing on studying allied courses of his/her selected discipline(s) (DSEs) or diversifying in other areas of study of other disciplines. Students have also been provided with the flexibility to study SECs or opt for Internships or Apprenticeship or Projects or Research or Community Outreach at an appropriate stage. In the fourth year, students are provided flexibility to opt for writing a dissertation (on major, minor, or combination of the two) or opt for Academic Projects or Entrepreneurship depending upon their choice and their future outlook, post completion of their formal education.
- Given the extent of plurality of the Indian society and the diverse background to which students belong, multiple exits and provision of re-entry have been provided at various stages of the undergraduate programme to accommodate their requirement and facilitate them to complete their studies depending upon their priorities of life. The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award of appropriate Certificate / Diploma/ Degree, as the per the norms laid down by the UGC and the University, shall be made available to the students to provide the opportunity for lifelong learning as well as for availing academic outreach beyond the superstructure of the programme of study in another University / Institution at the national /international level depending upon individual choice of the student(s).

- UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s). In fact, a student who pursues a single-core discipline programme may obtain minor in a particular discipline, other than the core discipline, if he/she earns at least 28 credits in that particular discipline.
- The framework does not maintain/support hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the prerequisites of a course of study, he/she shall be able to study it. Modules or systems of study shall be meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome.
- One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language and linguistics. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue.
- The framework provides a mandatory programme on research methodologies as one of the discipline specific elective (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative will help in skill development and laying a strong foundation for research and thus contribute towards overall national development through the development of skilled manpower and innovation.
- Intra and inter University mobility of students is another element of critical importance which has been ingrained in the framework. A student, by virtue of such mobility, will be able to make lateral movement within the University as well as from the University to any other Institution and vice-versa. Such an attribute allows a student maximum flexibility in terms of pursuance of education with special reference to higher education and enables him/ her to achieve goal of life, the way he/she perceived it.

1. **Academic credit**– An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs), Discipline Specific Electives (DSEs) and Generic Electives (GEs).
 - a) **Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.A. (Honours) History, B.Com. (Honours), B.Sc. (Honours) Physics and similar such programmes, DSCs shall be the core courses of History, Commerce and Physics, respectively.

However, to pursue Honours degree programme in a ‘Field of Multidisciplinary courses of Study’ (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/ Humanities, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) Life Sciences programme, a student shall study credit courses of three disciplines i.e., Botany, Zoology and Chemistry. DSC 1 may be of Discipline A1 (say, Botany), DSC 2 may be of Discipline B 1 (say, Zoology) and DSC 3 may be of Discipline C 1 (say, Chemistry). However, the fourth year of such honours degree programme shall be devoted to the study of only one discipline and hence the DSC courses in the VII and VIII semesters shall be of Discipline A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration –I in Table-6 in UGCF 2022.

- b) **Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme.

For example, to pursue B.Sc. (Honours) Physics, DSEs chosen should be from a pool of DSEs of Physics. Similarly, to pursue B.Sc. (Honours) Life Sciences programme, the DSEs chosen should be a pool of courses of DSEs of Botany, Zoology and Chemistry, the core subjects for this programme of study.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/Humanities, in the fourth year of such honours degree programme in the VII and VIII semesters, the student shall be required to choose DSEs from any one of the Disciplines A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration – I in Table – 6 of UGCF 2022.

- c) **Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

- d) **Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)**

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/Apprenticeship/Project/Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- (i). AEC courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science which will be mandatory for all disciplines.
- (ii). SEC are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines.
- (iii). VAC courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

3. Major discipline

- a) A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded an appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits i.e., at least 88 credits in that Discipline out of the total of 176 credits. He/she shall study 20 DSCs and at least 2 DSEs in eight semesters. For instance, a student who pursues B.Com. (Honours) shall earn the minimum 88 credits from 20 DSCs and *at least* two DSEs in order to get Major in Commerce.
- b) A student pursuing four-year undergraduate programme in more than one discipline as Core Course (for example B.A. Social Sciences/ Humanities, B.Sc. Life Sciences, B.Sc. Physical Sciences, B.Sc. Mathematical Sciences, B.Com. and such other programmes) shall be awarded appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline 80 credits out of a total of 176 credits. He/she shall study 6 DSCs and at least 3 DSEs in that discipline in the first six semesters and 2 DSCs, 6 DSEs and write dissertation in that discipline in the VII and VIII semesters. For instance, a student who pursues four-year B.A. (Honours) Social Sciences/Humanities shall be eligible for Major in History, on completion of VIII semester, if he/she earns minimum 80 credits from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History.

4. **Minimum acceptable level of academic standards**

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or a qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of assessment process of the student's performance is indicated in Table - 1.

Table – 1

Letter Grades and Grade Points

Letter Grade	Grade point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

5. **Minor discipline**

- a) A student mentioned at 3 (a) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from seven GE courses of that

discipline. For example, if a student pursuing B.A. (Honours) History chooses seven GE courses of Political Science out of a total of ten GE courses and writes dissertation, he/she shall be awarded on successful completion of VIII Semester, Major in History and Minor in Political Science.

- b) A student mentioned at 3 (b) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from six DSCs and one DSE of that discipline. For example, a student pursuing four-year B.A. (Honours) Social Sciences/Humanities with Major in History (after securing at least 80 credits in History), may be awarded Minor in Hindi if he/she earns 28 credits from six DSCs and one DSE of Hindi (up to VI semester), on successful completion of VIII Semester.

This definition of Minor is independent of GEs for which there is a requirement of 28 credits to be treated as Minor.

Further, in case a student opts for two disciplines such as Physics and Chemistry instead of three disciplines such as Physics, Chemistry and Mathematics, major and minor shall be determined as per credits earned in the respective courses of study. The concept of Minor is relevant only when there is a Major discipline.

Important Points

- 1. Entry level eligibility:** The general feeder category for entry into Level 5 is the Secondary School Leaving Certificate obtained after successfully completing Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those students who have met the entrance requirements, including specified levels of attainment at the secondary level of education mentioned in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme which is specified in the *UGC Guidelines for Multiple Entry and Exit Scheme in Academic Programmes Offered in Higher Education*.
- 2.** Number of hours of a credit course shall be defined by its component of lecture, tutorial and practical.
- 3.** Every student has to study "Environmental Science: Theory into Practice" courses I and II of two credits each in the first year (I/II semester) and the second year (III/IV semester), respectively. The AEC pool will also consist of credit courses in languages listed in the Eighth Schedule of the Constitution of India, as updated from time to time. The University of Delhi shall extend necessary support to those Colleges (where faculty is not available) which may require it in course of teaching learning in these languages.

4. There shall be choice in III and IV Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Community Outreach' in each Semester for two credits each.
5. There shall be choice in Semester III and IV to either choose a DSE or a GE.
6. There shall be choice in V and VI Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Research/Community Outreach' in each Semester for two credits each.
7. There shall be three choices in VII and VIII Semesters-
 - (i) to choose three DSEs of 4 credits each OR
 - (ii) to choose two DSEs and one GE of 4 credits each OR
 - (iii) to choose one DSE and two GEs of 4 credits each.
8. 'Research Methodology' shall be offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester. However, a student pursuing multidisciplinary studies in three core disciplines shall have to choose research methodology in VI semester, if she/he wishes to Major in one of the three disciplines in the fourth year. Suppose a student wishes to study the Research Methodology course offered by another discipline (as one of its DSEs). In that case, he/she may opt for it provided such discipline is his minor discipline. The Research Methodology of another discipline so opted shall be treated as GE for him/her.
9. A student who pursues three years undergraduate degree programme in a specific discipline as a Core course [for example, B.A. (Honours) English, B. Com (Honours), B.Sc. (Honours) Physics and such other Programmes] will earn at least 80 credits in that discipline (from 18 DSCs and *at least* 2 DSEs of that discipline) and shall be awarded Honours degree in that discipline, if he/she exits after completion of VI semester.
10. A student who pursues three years undergraduate degree programme in more than one discipline as core courses of study (for example B.A. in Social Sciences/ Humanities, B.Sc. in Life Sciences, B.Sc. in Physical Sciences, B.Sc. in Mathematical Sciences, Bachelor in Commerce Studies and such other programmes) he/she shall be awarded Bachelor's degree in that field of multidisciplinary course of study, if he/she exits after completion of VI semester.
11. If a student wishes to pursue four years Honours Degree with research, he/she shall compulsorily opt for a Research Methodology course in either VI Semester or VII Semester as DSE.
12. Dissertation/Academic Project/Entrepreneurship in the 4th year shall commence from VII semester and conclude in VIII semester. Detailed outcomes of each track chosen out of these three options shall be notified and assessment at the end of VII and VIII semesters shall be done accordingly.

13. Dissertation may be written in the Major or Minor or Interdisciplinary (combination of Major and Minor) discipline.
14. If a student mentioned at (6) above continues or re-enters the fourth year for pursuing an Honours degree in that field of multidisciplinary study, he/she has to choose only one of the disciplines he/she had studied as core courses of study in the previous six semesters and earn credits from the 2DSCs and 6DSEs of that chosen discipline in the VII and VIII semesters and write dissertation or opt for Academic Project or Entrepreneurship.
15. If a student mentioned at (5) above, continues or re-enters to study the VII and VIII semesters in the same discipline, and writes dissertation mentioned at (9) above, but no Minor discipline is made out (i.e., credits earned in the GEs of any one discipline is less than 28 credits), then he/she shall be awarded 'Honours with Research' with Major in that discipline on successful completion of VIII Semester.
16. A student mentioned at (6) above, shall be awarded 'Honours' degree in that field of multidisciplinary study on successful completion of VIII semester. For example, *B.A. (Honours) Social Sciences/ Humanities, B.Sc. (Honours) Life Sciences, B.Sc. (Honours) Physical Sciences, B.Sc. (Honours) Mathematical Sciences and Bachelor in Commerce Studies (Honours)*. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(b) and III(5)(b), respectively. For instance, a student who pursues four years B.A. (Honours) in Social Sciences/ Humanities with History, Political Science and Hindi as core courses, shall get Major in History, on successful completion of VIII semester, if he/she earns minimum 80 credits in History from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History. Such a student shall get a Minor in Political Science/Hindi, if he/she earns minimum 28 credits from 6 DSCs and one DSE of Political Science/Hindi.
17. Only a student mentioned at (5) above who opts to write a dissertation in the Major/Minor subject in VII and VIII semesters in the fourth year, shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Research) in Discipline*'. For instance, a student who pursues B.Sc. (Honours) in Physics and writes a dissertation on a topic relating to Physics or the Minor in VII and VIII semesters, shall be awarded '*Bachelor of Science (Honours with Research) Physics*'. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(a) and III(5)(a), respectively.
18. A student who opts for 'Academic Project' or 'Entrepreneurship' in VII and VIII semesters, instead of writing dissertations, and has earned 28 credits in the relevant GEs, SECs, AECs & IAPC, shall be awarded Minor in Academic Project or Entrepreneurship, as the case may be. '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major)*

&Academic Project/ Entrepreneurship (Minor)’. If he/she is unable to earn the requisite 28 credits, he/she shall be awarded ‘Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major).

19. A student who a pursues four-year undergraduate degree programme shall be awarded after completion of the VIII semester an appropriate degree.
20. **Exit Options:** The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of *Undergraduate Certificate/ Undergraduate Diploma/ Appropriate Bachelor’s Degree in the field of Study/Discipline*, to a student who chooses to exit at the end of even semesters (details provided in the Table below).

Sl. No.	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1	<i>Undergraduate Certificate in the field of Study/Discipline</i>	After successful completion of Semester II	44
2	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	88
3	<i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VI	132
4	<i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>	After successful completion of Semester VI	132
5	<i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VIII	176
6	<i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>	After successful completion of Semester VIII	176

Graduate Profile/ Attributes as per NHEQF

Type of learning outcomes	The Learning outcomes descriptors
<p>Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning</p>	<p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • a comprehensive knowledge and coherent understanding of the chosen disciplinary/ interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning; • Procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization; • skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning; • capacity to extrapolate from what has been learnt, and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems; •
<p>Generic learning outcomes</p>	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations. <p>Critical thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, · identify logical flaws and holes in the arguments of others, • analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples. <p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions,

	<ul style="list-style-type: none"> • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts.
	<p>Communication Skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, • convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and other minority groups.
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws and holes in the arguments of others; • analyse and synthesise data from a variety of sources; <p>draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p>
	<p>Research-related skills: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions, • the ability to problematize, synthesize and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools of data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
	<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams,

	<ul style="list-style-type: none"> • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
	<p>‘Learning how to learn’ skills: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self- paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of workplace, including adapting to the changes in work processes in the contextof the fourth industrial revolution, through knowledge/ skill development/reskilling, • work independently, identify appropriate resources required for further learning, • inculcate a healthy attitude to be a lifelong learner.
	<p>Digital literacy and skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, • use appropriate software for analysis of data.
	<p>Digital literacy and skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, • use appropriate software for analysis of data.
	<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one’ s work, • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification

	<p>or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</p> <ul style="list-style-type: none"> • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • Adopt objective, unbiased, and truthful actions in all aspects of work. [L] [SEP]
	<p>Autonomy, responsibility and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at work places.
	<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change and pollution, • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living. [L] [SEP]
	<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of the society.</p>
	<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or groups, and to identify and understand other people’s emotions.</p>

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Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)
Language in Context: Developing Reading and Writing Skills (1)**

**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		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 1, a student will

- be able to read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSC-1

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and cocultural: Introduction to German-speaking regions/countries, celebrities from German, fashion, cinema, comic strips etc.

UNIT I

3 weeks

Recognise the alphabets and learn the spellings.

Read texts which introduce the various forms of greetings.

Give a brief written introduction.

Learn to spell names and some simple objects.

Learn to recognise country names and their languages.

- Wh-questions
- Personal pronouns (I)
- Some basic verbs

Read short biographical texts and do written exercises based on that.

- Spellings of numbers 1 to 20.
- Different definite articles

UNIT II

3 weeks

Read job advertisements and note down the relevant information.

- Vocabulary for the days of the week
- Plural forms

Interrogative questions

Learn how to fill a form for job interviews.

- Counting 20 onwards
- Personal pronouns (II)

Conjugation of 'haben' and 'sein'

Read brochures about cities and write about your favourite city.

- Learn to name places and buildings
- Vocabulary pertaining to means of transport

Indefinite article 'ein/-'

UNIT III

3 weeks

Read maps and use the given information to guide someone.

- Negative article 'kein/-'

Irregular verbs

Read texts about food habits related to German speaking countries.

- Introduce the accusative case.

Vocabulary related to meals and food items

Interpret a survey pertaining to individual food habits.

Write about one's own countries' food habits.

- Express likes and dislikes.

Modal verb in a sentence.

UNIT IV

3 weeks

Read texts related to day-to-day activities and write about one's own daily routine.

- Temporal prepositions

More modal verbs (müssen, wollen, können).

Read an email asking for planning something together and respond to it.

Possessive pronouns

Write a text about your family members / friends.

- Ordinal numbers

Introduction to separable verbs.

UNIT V

3 weeks

Read a statistic about most preferred leisure activities and express your opinion about them.

- Learn how to tell the date using the preposition 'am'.

Different uses of the preposition 'für'

Learn to write an invitation (for example birthday).

- Accusative personal pronouns
- More separable verbs

Write down a short text describing one's city in the past and at present.

- Imperfekt / Präteritum form of 'haben' and 'sein'

Suggestive readings

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

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

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 – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites 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		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives

At the end of Semester 1, a student will

- be able to listen to and understand simple texts so as to answer questions on them;
- be able to talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

The Learning Outcomes of this course are as follows:

- Enable students to partially attain A1 Level of listening and speaking skills in the concerned language.
- Listening to simple texts and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 2

Content:

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking: which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.

Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

UNIT I

3 weeks

Practice the phonetics of alphabets.

Exchange greetings with each other.

Listen to a text related to the given topic.

Introduce oneself to others.

Learn to ask each other questions related to one's state and its languages.

Listen to a text related to the given topic.

Exchange telephone numbers with each other.

Listen to a text and note down information like phone numbers, names, places and languages.

UNIT II

3 weeks

Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner).

Listen to a text related to the given topic.

Talk about hobbies, different seasons and months.

Listen to a text related to the given topic.

Listen to interviews about different professions and their working hours.

Conduct interviews to find out about professions and working hours.

UNIT III

3 weeks

Ask questions related to basic directions and explain as to how to reach specific places.

Narrate a story with the help of pictures.

Talk about one's eating habits and preferred food items.

Listen to a text related to the given topic.

Simulate the situation of shopping.

Listen to a text related to the given topic.

UNIT IV

3 weeks

Talk about one's daily routine.

Listen to a text related to the given topic.

Talk about one's family.

Listen to a text related to the given topic.

Plan leisure activities with friends.

Listen to a text related to the given topic.

UNIT V

3 weeks

Formulate invitations and learn how to react to them.

Listen to a text related to the given topic.

Simulate the situation of eating out and how to pay for the same.

Listen to a text related to the given topic.

Talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.

Listen to texts related to the given topics.

Suggestive readings (if any)

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

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3)
Language Through Texts (1)

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		
Language Through Texts (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives

Objective: At the end of semester 1, a student will be able to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

SYLLABUS OF DSC-3

UNIT I

3 weeks

Practice of recognizing and speaking of alphabets and numbers through short advertisements, telephone directories and announcements (e.g., lottery announcements).
Listening and singing of simple alphabet and number songs.
Recognizing country and city names on political maps and in tour guides.
Recognizing wh-questions, personal pronouns, definite articles and verb conjugations in simple written and audio texts.

UNIT II

3 weeks

Reading newspaper job advertisements, road-maps, brochures, short biographical texts from social media, and watching/listening to short and simple biographical videos and audios.
Students can start constructing simple texts of their own on the above-mentioned topics.

UNIT III

3 weeks

Reading restaurant menus, and supermarket brochures and pamphlets to identify and use vocabulary learnt in other courses to construct short dialogues.
Reading simple stories and using pictures to write their own stories.

UNIT IV

3 weeks

Reading and listening to short stories about family and friends. Constructing your own texts on friends, family and hobbies. Reading and writing diary entries.
Reading and writing of simple “konkrete Poesie”. Listening to simple popular German songs.

UNIT V

3 weeks

Reading and writing invitations to birthdays, weddings, anniversaries etc. Reading and writing postcards.
By now students can start constructing short stories and films with the vocabulary learnt.

Suggestive readings

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

1. Burger, E., Fler, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.
2. 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>.
3. Klein, Andre (2015). *Learn German with Stories: Dino lernt Deutsch Collector's Edition - German Short Stories for Beginners: Explore German Cities and Boost Your Vocabulary (German Edition)*. ASIN: B00W9L9F9A.
4. Gomringer, Eugen (1972). *Anthologie. Konkrete Poesie. Deutschsprachige Autoren*. Stuttgart: Reclam.
5. *Kurzgeschichten für Deutschlerner! A 1 with Hindi translation* by Puneet Kaur
6. *Spaß mit Eli und Esi* by Richa Jain Jindal
7. *Endlich Urlaub, Der Osterhase war da* by Nikola Asif
8. *Deutsche Welle*
9. Pictures, keywords and titles from various German newspapers and magazines like *Die Zeit, FAZ, Bild* etc.
10. *Das Lied vom Kindsein* by Peter Handke
11. *Ich liebe dich* by Else-Lasker Schöler
12. Konkrete Poesie like *Schweigen, Wolke-Blitz* etc.
13. *Da Da Da* by Trio
14. *Komm gib mir deine Hand* by The Beatles
15. *Der, die, das* from Sesamstraße
16. *Du hast* by Rammstein
17. *Guten Morgen, Sonnenschein* by Nana Mouskouri
18. Advertisements
19. “Vater und Sohn” picture stories
20. „Easy German“ Youtube channel

Additional material may be provided by the Department.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

(For all the Generic Elective courses offered by your Department, please put it in the format provided below)

GENERIC ELECTIVES (GE-1) Basic Communicative French (1)

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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Basic Communicative French (1)	4	3	1	0	Passed Class XII	Nil	

Learning Objectives (DETAILS REQUIRED TO BE FILLED)

The Learning Objectives of this course are as follows:

- XXX
- XXX
- XXX

[State the purpose for creating and teaching the course. Describe what the course aims to do from the teacher's perspective.]

Learning outcomes

The Learning Outcomes of this course are as follows:

- Yyy
- Yyy
- Yyy

[The Learning Objectives specify a behaviour, skill, or action that a student can demonstrate after completion of the course. The objectives have to be specific, measurable by some sort of assessment and written from the learner's perspective.]

The method for writing Learning Outcome is – “By studying this course, students will be able to (put a measurable verb) + (learning statement)"]

SYLLABUS OF GE-1

UNIT – I (___ Weeks)

Detailed contents

UNIT – II (___ Weeks)

Detailed contents

UNIT – III (___ Weeks)

Detailed contents

UNIT – IV (___ Weeks)

Detailed contents

UNIT – ...

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

GENERIC ELECTIVES (GE-2) Basic Communicative German (1)

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
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative German (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives

Reading and Writing:

Objectives: At the end of Semester 1, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A1.1 of the Common European Framework (CEF).

Content

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to German-speaking countries, celebrities from German-speaking countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Objectives: At the end of Semester 1, a student will be able to

- listen to and understand simple texts so as to answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Content

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.

Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

UNIT I

3 weeks

Recognise alphabets, learn spellings, practice phonetics of alphabets.

Learn various forms of greetings, and learn to introduce oneself to others.

Learn country names and their languages.

Wh-questions, personal pronouns (I), some basic verbs, different definite articles.

Read and listen to short texts on a given topic.

Spellings of numbers 1 to 20. Exchange telephone numbers with each other.

Learn to ask each other questions related to one's state and its languages.

Listen to a text and note down information like phone numbers, names, places and languages.

UNIT II

3 weeks

Read job advertisements and note down the relevant information.

Learn vocabulary for the days of the week, plural forms and interrogative questions

Learn how to fill a form for job interviews.

Learn counting 20 onwards

Conjugation of 'haben' and 'sein', personal pronouns (II) and indefinite article 'ein/-'

Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Talk about hobbies, different seasons and months.

UNIT III

3 weeks

Read maps and use the given information to guide someone.

Negative article 'kein/-', irregular verbs, the accusative case, modal verb.

Vocabulary related to meals and food items, food habits and information about food habits related to German speaking countries. Express likes and dislikes.

Ask questions related to basic directions and explain as to how to reach specific places.

Simulate the situation of shopping.

UNIT IV

3 weeks

Read texts related to day-to-day activities and write about one's own daily routine.

Temporal prepositions, more modal verbs, possessive pronouns, introduction to separable verbs.

Vocabulary related to one's family, friends and leisure activities.

Ordinal numbers

UNIT V

3 weeks

Read statistics about most preferred leisure activities and express your opinion about them.

Learn how to tell the date using the preposition 'am'. Different uses of the preposition 'für'.

Learn to write an invitation (for example birthday).

Accusative personal pronouns. more separable verbs, imperfekt / Präteritum form of 'haben' and 'sein'.

Vocabulary related to describing one's city in the past and at present, to the situation of eating out and how to pay for the same, and to talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.

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

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.

7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department.

GENERIC ELECTIVES (GE-3)
Basic Communicative Italian (1)

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
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Italian (1)						

Learning Objectives (Unit wise syllabus not provided and also the weeks distribution)

Reading and Writing:

Objectives: At the end of Semester 1, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A1.1 of the Common European Framework (CEF).

Content

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to Italophone countries, celebrities from Italophone countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Objectives: At the end of Semester 1, a student will be able to

- listen to and understand simple texts so as to answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Content

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.

Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

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

1. Carlo Guastalla, Ciro Massimo Naddeo, *Domani I*, Alma Edizioni, Firenze (2010).
2. Luciana Ziglio, Giovanna Rizzo, *Espresso I*, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.
3. Mariateresa Serafini, *Nuovo l'italiano: grammatica e scrittura*, Fabbri, Milano, 2009.
4. Susanna Nocchi, *Grammatica pratica della lingua italiana*, Alma edizioni, Firenze.

Additional material may be provided by the Department.

SYLLABUS OF GE-3 (Unit wise syllabus not provided and also the weeks distribution

UNIT – I (___ Weeks)

Detailed contents

UNIT – II (___ Weeks)

Detailed contents

UNIT – III (___ Weeks)

Detailed contents

UNIT – IV (___ Weeks)

Detailed contents

UNIT – ...

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

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

GENERIC ELECTIVES (GE-3)
Basic Communicative Spanish (1)

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
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Spanish (1)						

Learning Objectives (Unit wise syllabus not provided and also the weeks distribution)

The Learning Objectives of this course are as follows:

- XXX
- XXX
- XXX

Learning outcomes

The Learning Outcomes of this course are as follows:

- Yyy
- Yyy
- Yyy

SYLLABUS OF GE-3

UNIT – I (___ Weeks)

Detailed contents

UNIT – II (___ Weeks)

Detailed contents

UNIT – III (___ Weeks)

Detailed contents

UNIT – IV (___ Weeks)

Detailed contents

UNIT – ...

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

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

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -II



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GERMAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

Political Science Courses for Undergraduate Programme of study with German as a Single Core Discipline
(B.A. Honours in German in three years)

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhancement Course (AEC) – 2 credits	Skill Enhancement Course (SEC) – 2 credits	Internship/Apprenticeship/Project/Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
I	DSC - 4 DSC - 5 DSC - 6	NIL	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of SEC courses (2)	NIL	Choose one from a pool of VAC courses (2)	22 credits

STRUCTURE OF SECOND SEMESTER

A student who pursues undergraduate programme with Political Science as single core discipline is offered the following courses:

3 Discipline Specific Cores (DSCs) - 3 courses of 4 credits = 12 credits (offered by the parent Department i.e. Department of Political Science)

0 Discipline Specific Electives (DSE) – No DSE courses in Semester I (offered by the parent Department i.e. Department of Political Science as choice based electives)

1 Generic Elective (GE) – 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

1 Ability Enhancement Course (AEC) – 1 course of 4 credits = 4 credits (one course to be chosen from either 'Environmental Science: Theory to Practice' or one of the 22 Indian Languages listed in the 8th Schedule of the Constitution in the pool of AEC courses)

1 Skill Enhancement Course (SEC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of SEC courses offered by any Department)

1 Value Addition Course (VAC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of VAC courses offered by any Department)

DISCIPLINE SPECIFIC CORE COURSE – 4:

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		

[Eligibility criteria are the minimum requirement of academic level for opting for the course, such as Class XII pass or Class XII pass with Mathematics as one of the papers in Class XII and so on.

Pre-requisite of a course is the prior knowledge or skill which are primarily required to be acquired before joining the course. For example, the pre-requisite for studying 'Perspectives on Public Administration' course (offered in the VIth Semester) is that he/she should have studied 'Public Administration in India' (offered in the 1st Semester).

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		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	Information to be filled	Nil

Learning Objectives

Enable student to

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

Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

Intercultural and cocultural: Introduction to German gastronomy, places to visit in the German-speaking world, means of transports, leisure activities, comic strips, German fashion, cinema, comic strips etc.

SYLLABUS OF DSC-4

Unit I

3 Weeks

Read an official mail.

Write a reply to the same.

Read a formal invitation and respond to it.

Read a text on social networking websites and write about one's preferences.

Write a letter seeking appointment.

- Dative prepositions: aus, nach, mit, etc.
- Dative articles
- Possessive articles in accusative

Unit II

3 Weeks

Read advertisements to find a suitable accommodation.

Read pamphlets related to furniture and electronic gadgets.

Write a text describing one's accommodation.

Read a text on different ways of living.

Write an invitation for a housewarming party.

Write a response to the invitation.

- Adjective with 'sein', 'sehr' and 'zu'
- Two-way prepositions with dative and accusative

Unit III

3 Weeks

Read texts about people's daily routine.

Write about one's own routine.

Read job advertisements and cull relevant information.

Write a text about the merits and demerits of a particular job.

- Participle perfect form of verb

- Connectors: and, or etc.

Unit IV

3 Weeks

Read an article on fashion trends.

Write a text describing your preferences about dressing for different occasions.

Read a text to gather information about the location of specific stores in a shopping mall.

- Verbs with dative
- Personal pronouns in dative
- Demonstrative articles 'dieser, diese...'
- Interrogative articles 'welcher, welche...'
- Participle perfect form of separable verbs

Unit V

3 Weeks

Read a text on health and fitness.

Write about one's own fitness regimen.

Read a weather report.

Read a travelogue.

Write about one's last vacation.

Write a short note on the places of tourist interest in one's place of residence.

- Imperative forms in 'du' and 'Sie'
- Modal verbs 'dürfen' and 'sollen'

Practical component (if any) - NIL

Suggestive readings

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

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

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 – 5

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		
Language in Context: Developing Listening and Speaking Skills (2)	4	3	1			

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 A 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A1 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- 5

Unit I

3 Weeks

Listen to telephone conversations to gather information regarding the appointment.

Have a conversation wherein an appointment is scheduled for a particular activity.

Conduct an interview on preferred social network websites and present a statistic of the same.

Unit II**3 Weeks**

Plan with a partner, how to arrange things in the room/apartment.
Express one's likes and dislikes about the accommodation.
Listen to a text to find out which accommodation is selected and why.
Listen and note down which furniture is placed in which room.
Describe a room with the help of pictures.

Unit III**3 Weeks**

Talk about any past incident.
Express one's opinion about jobs.
Prepare a telephone conversation about jobs.
Listen to a jumbled telephonic conversation and put it in correct order.
Make a call to get information related to different courses.
Listen to a conversation and note down the professions of the concerned persons.

Unit IV**3 Weeks**

Listen to a conversation to understand the given information about likes and dislikes related to apparels.
Listen to a conversation between a salesperson and a customer in a clothing store.
Simulate a conversation in a clothing store.

Unit V**3 Weeks**

Listen to an interview with fitness experts.
Listen to a conversation with a doctor.
Simulate a conversation with a doctor.
Listen to a text on problems faced by a guest in a hotel.
Simulate a conversation with the guest.

Practical component (if any) - NIL**Essential/recommended readings/Suggestive readings****Learning / Teaching Material:** Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.

7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

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 – 6:

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		

Learning Objectives

Objective: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

SYLLABUS OF DSC-6

UNIT I Literary Texts

(3 Weeks)

The student will learn to read, comprehend and answer simple questions on short stories. The student will also construct simple stories in German.

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

Stories like *Lotta ist krank*, *Kommt der Zug?*, *Annas Geburtstag* from <https://www.lernlaterne.de/deutsch/geschichten-a1>

Stories by Nikola Asif like *Endlich Urlaub, der Osterhase war da etc.*
[<https://www.dazaf.de/index.php/kurzgeschichten/kurzgeschichten-a1-a2>]
Abschied von Basel from <https://www.engerman.de/>

UNIT II Journalistic Texts

(3 Weeks)

The student will get familiar with various newspapers in German and be able to read a selection of easy articles and from the list given below. From the difficult newspapers, the student will learn to read selectively, for example some descriptions and news titles.

<https://www.zdf.de/kinder/logo>
<https://www.nachrichtenleicht.de/>
<https://www.dw.com/de/deutsch-lernen/s-2055>

UNIT III Simple Poems

(3 Weeks)

The student will learn to read, comprehend and answer simple questions on poems.
The student will also learn to compose simple poems.

(A selection will be made from the list below)

Konkrete Poesie by Ernst Jandl, Reinhard Döhl, Timm Ulrichs etc.

Inventur by Günter Eich

Die Ameisen von Joachim Ringelnatz

Bumerang von Joachim Ringelnatz

Some poems from <https://germankitabsolution.com/german-short-poems-for-beginners-deutsch-gedichte-a1-level/>

UNIT IV Simple Audio / Visual Texts/Songs

(3 Weeks)

(A selection will be made from the list below)

<https://learngerman.dw.com/de/nicos-weg/c-36519687>
<https://learngerman.dw.com/de/deine-band/s-60637027>
<https://learngerman.dw.com/de/das-deutschlandlabor/c-53074503>
<https://www.kika.de/die-sendung-mit-dem-elefanten/index.html>
https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts
<https://www.goethe.de/ins/fr/de/spr/unt/kum/jug/utm.html>

UNIT V Advertisement

(3 Weeks)

(A selection will be made from the books below)

Farmache, A; Grosser, R. et al. DaF im Unternehmen A1. Kurs- und Übungsbuch mit Audios und Filmen, Klett.

Farmache, A; Grosser, R. et al. DaF im Unternehmen A1/A2. Kurs- und Übungsbuch mit Audios und Filmen, Klett.

Grosser, R.; Hanke, C. et al. DaF im Unternehmen A2. Kurs- und Übungsbuch mit Audios und Filmen. Klett.

Ros, L. Perspektive Deutsch, Kommunikation am Arbeitsplatz A2/B, Kursbuch mit Audio-CD, Klett.

Grosser, R.; Kaufmann, S; Miglio S. Linie 1 Beruf A2. Klett

Harst E., Kaufmann, S et al. Berliner Platz NEU. TREFFPUNKT BERUF A2. Deutsch für den Beruf, Langenscheidt Verlag (2012)

Suggestive readings

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

1. Burger, E., Fler, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.
2. 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>.
3. Klein, Andre (2015). *Learn German with Stories: Dino lernt Deutsch Collector's Edition - German Short Stories for Beginners: Explore German Cities and Boost Your Vocabulary (German Edition)*. ASIN: B00W9L9F9A.
4. Gomringer, Eugen (1972). *Anthologie. Konkrete Poesie. Deutschsprachige Autoren*. Stuttgart: Reclam.
5. Farmache, A; Grosser, R. et al. *DaF im Unternehmen A1*. Kurs- und Übungsbuch mit Audios und Filmen, Klett.
6. Farmache, A; Grosser, R. et al. *DaF im Unternehmen A1/A2*. Kurs- und Übungsbuch mit Audios und Filmen, Klett.
7. Grosser, R.; Hanke, C. et al. *DaF im Unternehmen A2*. Kurs- und Übungsbuch mit Audios und Filmen. Klett.
8. Ros, L. *Perspektive Deutsch, Kommunikation am Arbeitsplatz A2/B*, Kursbuch mit Audio-CD, Klett.
9. Grosser, R.; Kaufmann, S; Miglio S. *Linie 1 Beruf A2*. Klett
10. Harst E., Kaufmann, S et al. *Berliner Platz NEU. TREFFPUNKT BERUF A2. Deutsch für den Beruf*, Langenscheidt Verlag (2012)
11. *Kurzgeschichten für Deutschlerner! A 1 with Hindi translation* by Puneet Kaur
12. *Spaß mit Eli und Esi* by Richa Jain Jindal
13. *Endlich Urlaub, Der Osterhase war da* by Nikola Asif
14. <https://germankitabsolution.com/german-short-poems-for-beginners-deutsch-gedichte-a1-level/>
15. „Easy German“ Youtube channel
16. <https://www.zdf.de/kinder/logo>
17. <https://www.nachrichtenleicht.de/>
18. <https://www.dw.com/de/deutsch-lernen/s-2055>
19. <https://www.lernlaterne.de/deutsch/geschichten-a1>
20. <https://www.dazaf.de/index.php/kurzgeschichten/kurzgeschichten-a1-a2>
21. <https://www.engerman.de/>
22. <https://learngerman.dw.com/de/nicos-weg/c-36519687>
23. <https://learngerman.dw.com/de/deine-band/s-60637027>
24. <https://learngerman.dw.com/de/das-deutschlandlabor/c-53074503>
25. <https://www.kika.de/die-sendung-mit-dem-elefanten/index.html>
26. https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts
27. <https://www.goethe.de/ins/fr/de/spr/unt/kum/jug/utm.html>

Additional material may be provided by the Department.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

GENERIC ELECTIVES (GE-2)

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
		Lecture	Tutorial	Practical/ Practice		

Learning Objectives

Enable student to

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

Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

Intercultural and cocultural: Introduction to Hispanic gastronomy, places to visit in German-speaking world, means of transports, leisure activities, comic strips, German fashion, cinema, comic strips etc.

SYLLABUS OF GE-2

Unit I

3 Weeks

Read and respond to official mails, invitations and writing letters seeking appointment.

Read a text on social networking websites and write about one's preferences.

Dative prepositions: aus, nach, mit, etc., dative articles, possessive articles in accusative

Listen to and having telephone conversations regarding scheduling appointments.

Conduct an interview on preferred social network websites and present a statistic of the same.

Unit II

3 Weeks

Read and write advertisements, pamphlets etc. regarding accommodation, furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living.

Write an invitation and response to it for a housewarming party.

Adjective with 'sein', 'sehr' and 'zu', two-way prepositions with dative and accusative.

Plan with a partner, how to arrange things in the room/apartment. Express one's likes and dislikes about the accommodation.

Describe a room with the help of pictures.

Unit III

3 Weeks

Read and write texts about daily routine.

Read job advertisements for relevant information.

Write and speak about the merits and demerits of a particular job.

Talk about any past incident.

Participle perfect form of verb, connectors: and, or etc.

Preparing telephonic conversations on the topics discussed.

Unit IV

3 Weeks

Read, write and speak texts on fashion trends and simulate a conversation in a clothing store.

Read a text to gather information about the location of specific stores in a shopping mall.

Verbs with dative, personal pronouns in dative, demonstrative articles 'dieser, diese...', interrogative articles 'welcher, welche...', participle perfect form of separable verbs

Unit V

3 Weeks

Read a text and listen to an interview on health and fitness. Write about one's own fitness regimen.

Read a weather report, a travelogue and write about one's last vacation.

Write a short note on the places of tourist interest in one's place of residence.

Imperative forms in 'du' and 'Sie', Modal verbs 'dürfen' and 'sollen'

Listen to a conversation with a doctor, and simulate a similar conversation.

Listen to a text on problems faced by a guest in a hotel.

Simulate a conversation with the guest.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

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.

Nomenclature of certificate/diploma/degrees:

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in B.A.(H) in German**.
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in B.A.(H) in German**.
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in German**.

- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in German.**

- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in German.**

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -III



Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on and Executive Council on



GERMAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

Political Science Courses for Undergraduate Programme of study with German as a Single Core Discipline
(B.A. Honours in German in three years)

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhancement Course (AEC) – 2 credits	Skill Enhancement Course (SEC) – 2 credits	Internship/Apprenticeship/Project/Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
I	DSC - 4 DSC - 5 DSC - 6	NIL	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of SEC courses (2)	NIL	Choose one from a pool of VAC courses (2)	22 credits

STRUCTURE OF SECOND SEMESTER

A student who pursues undergraduate programme with Political Science as single core discipline is offered the following courses:

3 Discipline Specific Cores (DSCs) - 3 courses of 4 credits = 12 credits (offered by the parent Department i.e. Department of Political Science)

0 Discipline Specific Electives (DSE) – No DSE courses in Semester I (offered by the parent Department i.e. Department of Political Science as choice based electives)

1 Generic Elective (GE) – 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

1 Ability Enhancement Course (AEC) – 1 course of 4 credits = 4 credits (one course to be chosen from either 'Environmental Science: Theory to Practice' or one of the 22 Indian Languages listed in the 8th Schedule of the Constitution in the pool of AEC courses)

1 Skill Enhancement Course (SEC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of SEC courses offered by any Department)

1 Value Addition Course (VAC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of VAC courses offered by any Department)

**COURSES OFFERED BY
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES**

Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

**DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7)
Language in Context: Intermediate Reading and Writing Skills (1)**

**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		
Language in Context: Intermediate Reading and Writing Skills (1)	4	3	1	0	?	?

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-7

Unit I

3 Weeks

Understand information about people

Understand and narrate a story

Justify something

Make guesses about something

Answer questions about a text

- Possessive article with dative
- Model particle “doch”
- Conjunction “weil”
- Vocabulary related to cuisines and eating habits

Unit II

3 Weeks

Read about others school experiences

Write comments on others school experiences

Get to know a city through brochures

Read about schools in German speaking countries

- Past tense of model verbs
- Two-way prepositions
- Verbs related to position and action

Unit III

3 weeks

Read texts about media

Write about one’s opinion about different media

Engage with a film review

- Comparison with “als” and “wie”
- Conjunction “dass”
- Superlative degree of comparison

Unit IV

3 weeks

Read different texts about festivals

Write about any Indian festival

Describe a city

Read and write a blog entry

- Conjunction “wenn”
- Adjective endings after definite articles
- Adjective endings after indefinite articles

Unit V

3 weeks

Read texts about different professions

Read newspaper articles

Write about a trip

- Prepositions “ohne” and “mit”
- Indirect questions
- Prepositions related to location

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8) Language in Context: Intermediate Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites 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		
Language in Context: Intermediate Listening and Speaking Skills (1)	4	3	1	0	?	?

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 2.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.1 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-8

Unit I 3 weeks

Talk about food
Introduce oneself and others
Talk about emotions

Unit II 3 weeks

Talk about one's school experiences
Talk about one's habits
Talk about the Indian school system

Unit III 3 weeks

Discuss the pros and cons of different media
Watch a short film
Talk about films

Unit IV 3 weeks

Express gratitude and good wishes
Listen to a song
Recite a poem

Unit V 3 weeks

Simulate buying a ticket from the ticket counter
Talk about one's dream job
Listen to travel related announcements

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag

3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
6. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
7. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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

DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9) Engaging with Literary Texts (1)

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		
Engaging with Literary Texts (1)	4	3	1	0	?	?

Learning Objectives

Enable students to read, understand and analyse short literary texts (prose, poetry, films, songs etc.) adapted for students of level A2 and to answer questions on the same.

Learning outcomes

SYLLABUS OF DSC-9

UNIT – I (3 Weeks)

The students will read short stories of level A2, and learn to summarise the content as well as answer basic comprehension questions on it.

UNIT – II (3 Weeks)

The students will get familiar with various components of literary analysis like narrator, character, tone etc. as well as with various forms of short prose. The students will learn to answer more analytical questions.

UNIT – III (3 Weeks)

The students will learn to read and analyse poetry while gaining knowledge about various poetic devices.

UNIT – IV (3 Weeks)

The students will learn to listen to and analyse various German songs and try to apply knowledge of poetic devices on the song texts, while also learning more about intonation, melody, rhythm etc.

UNIT – V (3 Weeks)

The students will learn to comprehend and do a basic analysis of short visual texts like shorts films, advertisements, skits etc.

Practical component (if any) - NIL

Suggestive readings

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

1. Rosmarie Thee Morewedge. (2008). Mitlesen - Mitteilen Literarische Texte zum Lesen, Sprechen, Schreiben und Hören. Boston: Thomson Heinle. 4th Edition
2. Habersack, Charlotte. (2010). Der Tote im See. Hueber
3. Schwenninger, Marion. (2016). Träume beißen nicht. Hueber
4. Baier, Gabi. (2015). Verschollen in Berlin. Hueber
5. List of Films
<https://www.goethe.de/ins/pl/de/spr/unt/kum/dfj/fil.html>
6. List of Songs
<https://www.goethe.de/prj/stg/de/mat/mmu.html>

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 ELECTIVE COURSE – 1 (DSE-1):
Introduction to the History of Germany and the German-speaking World.(1)

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 Germany and the German Speaking World	4	3	1	0	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1

UNIT – I (3 Weeks)

Reformation and Counter-Reformation.

Thirty Years' War

Enlightenment

UNIT – II (3 Weeks)

1848 Revolution

Unification of Germany under Bismarck.
Weimar Republic

UNIT – III (3 Weeks)

Habsburg Empire
World War I.
Division of Germany

UNIT – IV (3 Weeks)

Basic Law, Economic Miracle
1968 student revolt

UNIT – V (3 Weeks)

Fall of the Berlin Wall in 1989, Reunification
Germany in the European Union

Practical component (if any) - NIL

Essential/recommended readings

1. Herbert, Ulrich. (2014). *Geschichte Deutschlands im 20. Jahrhundert*. München: C.H. Beck Verlag.
2. Hein, Dieter (2016). *Deutsche Geschichte im 19. Jahrhundert*. München: C. H. Beck Verlag.
3. Stollberg-Rilinger, Barbara. (2013). *Das Heilige Römische Reich Deutscher Nation: Vom Ende des Mittelalters bis 1806*. München: C. H. Beck.
4. Brechtken, Magnus. (2012). *Die nationalsozialistische Herrschaft 1933-1939*. Darmstadt: Wissenschaftliche Buchgesellschaft.
5. 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.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1):
Life in German 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 German-Speaking Countries	4	3	1	0	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1

UNIT – I (3 Weeks)

Detailed contents

Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking countries, such as daily lives and routines of an average person, home, family, leisure activities, festivals etc.

UNIT – II (3 Weeks)

Basic knowledge of education systems, politics etc.

UNIT – III (3 Weeks)

Basic knowledge of tourism, physical geography etc.

UNIT – IV (3 Weeks)

Great thinkers of Germany and other German speaking countries.

UNIT – V (3 Weeks)

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

Practical component (if any) - NIL

Essential/recommended readings

1. Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
2. Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.
3. Kolb, E., Schumann, D. (2012). *Die Weimarer Republik. 8. erw. Aufl.* München/Wien: Oldenbourg.

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

Additional material will be provided by the Department.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1): 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	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1

UNIT – I (3 Weeks)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple shorter narrative genres, (Ex. short story, fable, chronicle, myth, tales, anecdote etc.)

UNIT – II (3 Weeks)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple longer narrative genres, (Ex. novella, autobiography, biography, novel, play etc.)

UNIT – III (3 Weeks)

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 – IV (3 Weeks)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels etc.

UNIT – V (3 Weeks)

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

Practical component (if any) - NIL

Essential/recommended readings

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.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1):
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	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

- XXX
- XXX
- XXX

[State the purpose for creating and teaching the course. Describe what the course aims to do from the teacher’s perspective.]

Learning outcomes

The Learning Outcomes of this course are as follows:

- Yyy
- Yyy
- Yyy

[The Learning Objectives specify a behaviour, skill, or action that a student can demonstrate after completion of the course. The objectives have to be specific, measurable by some sort of assessment and written from the learner's perspective.]

The method for writing Learning Outcome is – “By studying this course, students will be able to (put a measurable verb) + (learning statement) e.g.ADD]

SYLLABUS OF DSE-1

UNIT – I (___ Weeks)

Detailed contents

UNIT – II (___ Weeks)

Detailed contents

UNIT – III (___ Weeks)

Detailed contents

UNIT – IV (___ Weeks)

Detailed contents

UNIT – ...

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

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

SKILL ENHANCEMENT COURSE – 3 (SEC-3): Introduction to Business German

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 Business German	2	2	0	0	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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

SYLLABUS OF SEC-3

UNIT – I (3 Weeks)

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

UNIT – II (3 Weeks)

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

UNIT – III (3 Weeks)

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

UNIT – IV (3 Weeks)

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

UNIT – V (3 Weeks)

Business codes and protocol, industrial espionage.

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

Practical component (if any) - NIL

Essential/recommended readings

1. Sander, S., Fügert, N., Grosser, R., Hanke, C. u.a. (2016). *DaF im Unternehmen B1: Kurs- und Übungsbuch*. Stuttgart: Ernst Klett Sprachen, 2016.
2. Buhlmann, R. u.a. (2008). *Wirtschaftsdeutsch von A bis Z*. Berlin: Langenscheidt.
3. Dudenreaktion (2003). *Briefe Schreiben leicht gemacht*. Mannheim: Duden Verlag.
4. Miebs, et al. (1997). *Kontakt Deutsch. Deutsch für berufliche Situationen*. Köln, Berlin: Langenscheidt.
5. Seiffert, C. (2010). *Schreiben in Alltag und Beruf: Intensivtrainer A2/B1*. Berlin: Langenscheidt KG.
6. Gerhard, C. (2017). *Menschen im Beruf: Bewerbungs-Training*. München: Hueber Verlag.

Additional material will be provided by the Department.

SKILL ENHANCEMENT COURSE – 3 (SEC-3): Media Skills

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		
Media Skills	2	2	0	0	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF SEC-3

UNIT – I (3 Weeks)

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.

Audio-visual media:

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

UNIT – II (3 Weeks)**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 – III (3 Weeks)

Evaluating news items.

Comparison of news items on different channels.

Ideological Differences in news presentations.

UNIT – IV (3 Weeks)

Issues related to new-age journalism.

Censorship laws in various countries.

Yellow Journalism.

Internet and journalism.

UNIT – V (3 Weeks)

Journalism as a profession.

Professional Risks in Journalism.

War and underworld reporting.

Reporters without Borders.

Practical component (if any) - NIL**Essential/recommended readings**

1. Bösch, F. (2011). *Mediengeschichte: Vom asiatischen Buchdruck zum Fernsehen*. Frankfurt a.M.: Campus Verlag.
2. 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.

SKILL ENHANCEMENT COURSE – 3 (SEC-3):

Food and Social Life

Credit distribution, Eligibility and Pre-requisites of the 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		
Food and Social Life	2	2	0	0	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

- To impart skills related to food and hospitality sectors.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF SEC-3

UNIT – I (3 Weeks)

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 – II (3 Weeks)

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.).

UNIT – III (3 Weeks)

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

UNIT – IV (3 Weeks)

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

UNIT – V (3 Weeks)

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

Practical component (if any) - NIL

Essential/recommended readings

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

Additional material will be provided by the Department.

SKILL ENHANCEMENT COURSE – 3 (SEC-3): Culture and Tourism

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		
Culture and Tourism	2	2	0	0	?	?

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF SEC-3

UNIT – I (5 Weeks)

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 – II (5 Weeks)

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

UNIT – III (5 Weeks)

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

Practical component (if any) - NIL

Essential/recommended readings

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

Additional material will be provided by the Department.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

GENERIC ELECTIVES (GE-3)

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
		Lecture	Tutorial	Practical/ Practice		
	4	3	1	0	?	?

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.
- Enable students to fully attain A2.1 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 GE-3

Unit I

3 Weeks

Understand information about people
 Understand and narrate a story
 Justify something
 Make guesses about something
 Answer questions about a text
 Talk about food
 Introduce oneself and others
 Talk about emotions

- Possessive article with dative
- Model particle “doch”
- Conjunction “weil”
- Vocabulary related to cuisines and eating habits

Unit II

3 Weeks

Read about others school experiences
 Write comments on others school experiences
 Get to know a city through brochures
 Read about schools in German speaking countries
 Talk about one’s school experiences
 Talk about one’s habits
 Talk about the Indian school system

- Past tense of model verbs
- Two-way prepositions
- Verbs related to position and action

Unit III

3 weeks

Read texts about media
 Write about one’s opinion about different media
 Engage with a film review
 Discuss the pros and cons of different media
 Watch a short film
 Talk about films

- Comparison with “als” and “wie”
- Conjunction “dass”
- Superlative degree of comparison

Unit IV

3 weeks

Read different texts about festivals
 Write about any Indian festival
 Describe a city
 Read and write a blog entry
 Express gratitude and good wishes
 Listen to a song
 Recite a poem

- Conjunction “wenn”
- Adjective endings after definite articles
- Adjective endings after indefinite articles

Unit V

3 weeks

Read texts about different professions
 Read newspaper articles
 Write about a trip
 Simulate buying a ticket from the ticket counter
 Talk about one’s dream job
 Listen to travel related announcements

- Prepositions “ohne” and “mit”

- Indirect questions
- Prepositions related to location

Essential/recommended readings

Essential/recommended readings/Suggestive readings

Learning/Teaching Material:

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs.* Klett Verlag.
- Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos.* Klett Verlag
- Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch.* Hueber Verlag.
- Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch.* Max Hueber Verlag
- Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch.* München: Hueber Verlag.
- Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1.* Berlin: Langenscheidt.
- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch.* Klett Verlag.
- Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch.* Hueber Verlag.

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.

Nomenclature of certificate/diploma/degrees:

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in B.A.(H) in German.**
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in B.A.(H) in German.**
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in German.**

- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in German.**

- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in German.**

SEMESTER-IV
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES
Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10)
Language in Context: Intermediate Reading and Writing Skills (2)

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		
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 texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A2.2 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 advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-10

Unit I

(9 hours)

Read and understand texts about "problems while learning"

Understand advices and give advices to others

Understand reports about professional routine

Make a small presentation

- Subordinate clause with "denn, and "weil"
- Conjunctive 2 Sollten

- Use of Genitive: Name + -S
- Temporal prepositions „bis“, „Über“+Accusative, „Ab“ +Dative

Unit II

(9 hours)

Read texts about hope, excitement and disappointment

Read fans' comments

Write comment as fan

Understand reports about pick nick

Describe a sightseeing

- Usage of “deshalb”, “trotzdem”, etc.
- Verbs with accusative and dative

Unit III

(9 hours)

Read texts about complaints

To excuse and to request

Write a story

- Conjunctive II: use of Könnten
- Subordinate sentences with als and wenn

Unit IV

(9 hours)

Read texts about the style of music

- Interrogative articles was für ein (e)?
- Pronouns with man/ jemand/ Niemand
- Pronouns with alles/ etwas/ nichts
- Relative sentences in nominative case

Unit V

(9 hours)

Read and understand conversation

Plan something together

Write a story

Understand information about other cultures

- Use of Conjunctive II (Wishes and advices)
- Verbs with prepositions
- W- Questions with prepositions: Auf wen? Worauf?
- Use of “damit” and “um ... zu“
- Relative sentences in accusative

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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 (DSC-11)
Language in Context: Intermediate Listening and Speaking Skills (2)

Credit distribution, Eligibility and Prerequisites 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		
Language in Context: Intermediate Listening and Speaking Skills (2)	4	3	1	0	XII passed	Should have studied “Language in Context: Intermediate Listening and Speaking Skills (1)”

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level A2.2 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 advanced environment

SYLLABUS OF DSC-11

Unit I (9 hours)

Talk about regarding problems in learning
 Understand conversations about advices and suggestions
 Talk about professional routine

Unit II (9 hours)

Understand fans’ comments
 Give advices and react
 Learn to make an appointment

Unit III (9 hours)

Express to complain, to excuse
Express to request for something
Report about past
Talk about pets

Unit IV

(9 hours)

Talk about music styles
Learn to buy concert ticket
Introduce a band or a musician
Understand information about paintings

Unit V

(9 hours)

Talk about desires and express wishes
Understand a conversation
Exchange information
Understand information about other cultures
Express about behavior
Talk about cliché

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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 (DSC-12)
Engaging with Literary Texts (2)

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		
Engaging with Literary Texts (2)	4	3	1	0	XII passed	Should have studied “Engaging with Literary Texts (1)”

Learning Objectives

Enable students to read, understand and analyse short literary texts (prose, poetry, films, songs etc.) adapted for students of level A2 and to answer questions on the same.

Learning outcomes

Enable to students to read and analyse short literary texts independently.

SYLLABUS OF DSC-12

UNIT – I (9 hours)

The students will read short stories of level A2, and literary texts adapted/abridged to A2 level and learn to summarise the content as well as answer basic comprehension questions on it.

UNIT – II (9 hours)

Advanced study of various components of literary analysis like narrator, character, tone etc. as well as various forms of short prose. The students will learn to answer more analytical questions.

UNIT – III (9 hours)

Analysis of poetry using the knowledge of poetic devices.

UNIT – IV (9 hours)

Analysis of various German songs using the knowledge of poetic devices on the song texts, and the function of intonation, melody, rhythm etc.

UNIT – V (9 hours)

The students will learn to comprehend and do an advanced analysis of short visual texts like shorts films, advertisements, skits etc.

Practical component (if any) - NIL

Suggestive readings

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

1. Rosmarie Thee Morewedge. (2008). Mitlesen - Mitteilen Literarische Texte zum Lesen, Sprechen, Schreiben und Hören. Boston: Thomson Heinle. 4th Edition.
2. Adalbert Stifter (Bearbeitet von Achim Seiffarth). (2010). Brigitta. Cideb.
3. Specht, Franz (nach Motiven aus dem Nibelungenlied). (2009). Siegfrieds Tod. Hueber.
4. Tschiesche, Jaqueline. (2009). Till Eulenspiegel. Cideb.
5. List of Films
<https://www.goethe.de/ins/pl/de/spr/unt/kum/dfj/fil.html>
6. List of Songs
<https://www.goethe.de/prj/stg/de/mat/mmu.html>

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.

POOL OF DSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): Introduction to the History of Germany and the German-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 Germany and the German Speaking World	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-2

UNIT – I

Reformation and Counter-Reformation.

Thirty Years' War

Enlightenment

(9 hours)

UNIT – II (9 hours)
1848 Revolution
Unification of Germany under Bismarck.
Weimar Republic

UNIT – III (9 hours)
Habsburg Empire
World War I.
Division of Germany

UNIT – IV (9 hours)
Basic Law, Economic Miracle
1968 student revolt

UNIT – V (9 hours)
Fall of the Berlin Wall in 1989, Reunification
Germany in the European Union

Practical component (if any) - NIL

Essential/recommended readings

1. Herbert, Ulrich. (2014). *Geschichte Deutschlands im 20. Jahrhundert*. München: C.H. Beck Verlag.
2. Hein, Dieter (2016). *Deutsche Geschichte im 19. Jahrhundert*. München: C. H. Beck Verlag.
3. Stollberg-Rilinger, Barbara. (2013). *Das Heilige Römische Reich Deutscher Nation: Vom Ende des Mittelalters bis 1806*. München: C. H. Beck.
4. Brechtken, Magnus. (2012). *Die nationalsozialistische Herrschaft 1933-1939*. Darmstadt: Wissenschaftliche Buchgesellschaft.
5. 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.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Life in German 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 German-Speaking Countries	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-2

UNIT – I

(9 hours)

Detailed contents

Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking countries, such as daily lives and routines of an average person, home, family, leisure activities, festivals etc.

UNIT – II

(9 hours)

Basic knowledge of education systems, politics etc.

UNIT – III (9 hours)
Basic knowledge of tourism, physical geography etc.

UNIT – IV (9 hours)
Great thinkers of Germany and other German speaking countries.

UNIT – V (9 hours)
Introduction to literature, cinema, art of Germany and other German speaking countries.

Practical component (if any) - NIL

Essential/recommended readings

1. Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
2. Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.
3. Kolb, E., Schumann, D. (2012). *Die Weimarer Republik. 8. erw. Aufl.* München/Wien: Oldenbourg.
4. Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung*. APUZ 30-31.
5. Koch, Gertrud (ed.). (1999). *Bruchlinien. Tendenzen der Holocaustforschung*. Köln: Böhlau Verlag.
6. Heimrod, Ute (ed.). (1999). *Der Denkmalstreit – das Denkmal? Die Debatte um das “Denkmal für die ermordeten Juden Europas”*. Berlin/Wien: Philo.
7. Rumppler, H., Urbanitsch, P. (eds.). (2006). *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien: VÖAW.
8. Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Fantom ? Tradition und Imagination des Schweizerischen als Problem*. München: Fink Wilhelm GmbH + CoKG.
9. Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart: ibidem.
10. Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin: Springer VS.

Additional material will be provided by the Department.

Suggestive readings

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

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-2

UNIT – I

(9 hours)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple shorter narrative genres, (Ex. short story, fable, chronicle, myth, tales, anecdote etc.)

UNIT – II

(9 hours)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple longer narrative genres, (Ex. novella, autobiography, biography, novel, play etc.)

UNIT – III

(9 hours)

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 – IV

(9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels etc.

UNIT – V

(9 hours)

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

Practical component (if any) - NIL

Essential/recommended readings

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.

Suggestive readings

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

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 -IV
COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Intermediate Level – 1

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		
German in Context: Intermediate Level – 1	4	3	1	Nil	Semester-2 pass	German Basic Level- 2

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 3, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level A 2.1 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A 2.1 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-3

Content

Listening: Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

Speaking:

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

Reading: Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

Writing: Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

Morphosyntax and Vocabulary: Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journies etc.

UNIT I

3 weeks

To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.

UNIT II

3 weeks

To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.

UNIT III

3 weeks

To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system

UNIT IV

3 weeks

describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions,

UNIT V

3 weeks

Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.

Practical component (if any) - NIL

Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu A 2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

SEMESTER-V
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES
Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13)
Language in Context: Advanced Reading and Writing Skills 1

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		
Language in Context: Advanced Reading and Writing Skills (1)	4	3	1	0	XII passed	NIL

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level B1.1 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain B1.1 Level of reading and writing skills in the concerned language.
- Reading advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-13

Unit I

(9 hours)

Read and understand texts pertaining to travel destinations.

Write a creative text on your vacation.

Read and write a blog entry.

- Infinitive clauses with “zu”
- Subordinate clause with “da”, “weil” and “obwohl”

Unit II

(9 hours)

Read texts about customer’s complaints.

Note down the reasons for the complaints.

Read texts on new technological developments.

Compare and write opinion on different advertisements.

- Different uses of the verb “lassen”
- Usage of “darum, “deshalb”, “deswegen”, etc.
- Genitive prepositions “wegen” and “trotz”

Unit III

(9 hours)

Read the life stories of different people.

Write down a story taking a cue from a given title.

Read texts about what is considered good behaviour and write one’s opinion about the same.

- Forms of past tense “Präteritum” and “Partizip Perfekt”
- Temporal prepositions with dative and genitive

Unit IV

(9 hours)

Read an interview and guess what is the person’s profession.

Read different job postings.

Write a job application.

- Subjunctive mood
- Pronouns and pronominal adverbs
- Verbs with fixed prepositions in subordinate clause
- Comparative and superlative forms of adjective

Unit V

(9 hours)

Read texts related to environment.

Write tips on saving the environment.

Read texts on various business ideas to save environment and answer the questions related to the texts.

Write a text on environment issues in India.

- Use of “damit” and “um ... zu“
- Future tense
- Nouns which take „n-declension“
- Relative clause

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben B1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.

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 (DSC-14)
Language in Context: Advanced Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites 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		
Language in Context: Advanced Listening and Speaking Skills (1)	4	3	1	0	XII passed	NIL

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level B1.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B1.1 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 advanced environment

SYLLABUS OF DSC-14

Unit I

(9 hours)

Talk about likes and dislikes
 Understand conversations related to travel plans and
 Talk about travel plans
 Understand announcements

Unit II

(9 hours)

Talk about one's shopping preferences

Listen to a radio programme on shopping preferences
Call a service centre to complain about a defect
Express your opinion on different advertisements

Unit III (9 hours)

Look at pictures depicting changes in various spheres of life (school, medicine, work etc.) and discuss them.

Talk about one's experiences in the recent past.

Listen to a radio programme about people's lives.

Describe an object or an event.

Unit IV (9 hours)

Look at pictures portraying different professions and discuss the same.

Listen to an interview and talk about the person's profession.

Have a conversation at one's place of work.

Listen to a job interview and simulate it.

Unit V (9 hours)

Listen to a survey about the future.

Listen to a radio programme and talk about why resolutions for the future don't always get implemented.

Talk about one's future plans.

Listen to weather reports.

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag.

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

**DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15)
History of German Literature (1)**

Credit distribution, Eligibility and Pre-requisites of the Course

	Credits	Credit distribution of the course		
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Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
History of German Literature (1)	4	3	1	0	XII passed	NIL

Learning Objectives

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

Learning outcomes

- Enable students to understand and identify characteristics of literary texts from Germany and German-speaking contexts produced in the 20th and 21st 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.

SYLLABUS OF DSC-15

UNIT – I (9 hours)

Study of literary texts of 20th and 21st centuries in order to analyse form and content of these works in a critical manner.

UNIT – II (9 hours)

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

UNIT – III (9 hours)

Analysing new literary genres that emerged during this period.

UNIT – IV (9 hours)

Understanding macroanalysis

UNIT – V (9 hours)

Understanding microanalysis

Practical component (if any) - NIL

Suggestive readings

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

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-mariarilke.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_sorpion%20XXX.htm

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

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

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1**Unit I****(9 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, birth and death certificates, mark sheets).

Unit II**(9 hours)**

Scientific and technical translation. Translation of canonical texts.

Unit III**(9 hours)**

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

Unit IV**(9 hours)**

Machine translation and its limitations.
Ethics and accountability in translation.

Unit V**(9 hours)**

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

Practical component (if any) - NIL**Essential/recommended readings**

- 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.

Suggestive readings

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

The Learning Objectives of this course are as follows:

- Familiarise students with different writing styles.
- Familiarise students with the techniques of different writing styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to create fictional texts like short stories and poems.
- Enable students to write different types of non-fictional texts.
- Enable students to understand and use appropriate structure for different types of texts.

SYLLABUS OF DSE-1

UNIT – I (9 hours)

Letters and Emails: personal and official

UNIT – II (9 hours)

Expository: How-to articles; textbooks; news articles (except for opinion and editorial articles); business, technical, or scientific writing

UNIT – III (9 hours)

Persuasive writing: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles

UNIT – IV (9 hours)

Descriptive: Poetry; fictional novels or plays; memoirs or first-hand accounts of events

UNIT – V

(9 hours)

Narrative Writing: Short stories; poetry; novels; historical accounts

Practical component (if any) - NIL

Essential/recommended readings

Additional material will be provided by the Department.

Suggestive readings

- Fix, Martin. (2008). Texte Schreiben. Schreibprozesse im Deutschunterricht. Ferdinand Schöningh.
- Grimm, Sonja. Gerstenmaier, Wiebke. (2015). Lerntheke Deutsch 5/6 Schreiben. Cornelsen.
- Biermann, Heinrich (Hsg.). Texte, Themen und Strukturen Deutschbuch für die Oberstufe. Cornelsen.

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

The Learning Objectives of this course are as follows:

- 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

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSE-3

UNIT – I (9 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.

UNIT – II (9 hours)

Maps of Europe. The idea of Europe. Structures and perspectives of everyday life as seen by painters.

UNIT – III (9 hours)

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

UNIT – IV (9 hours)

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

UNIT – V (9 hours)

Overview of important European Art Movements, representative artists and their artworks (contd.): French Impressionists, German Expressionists, Spanish Surrealists etc.

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

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

The Learning Objectives of this course are as follows:

- 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

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1

UNIT – I **(9 hours)**

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

UNIT – II **(9 hours)**

Folklore, fables and fairy tales for young children.

UNIT – III **(9 hours)**

Theatre for children.

UNIT – IV

(9 hours)

Comic books and songs for children.

UNIT – V

(9 hours)

Children's literature and transmission of values.

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

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

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSE-3

UNIT – I **(9 hours)**

Reading, writing and analysing autobiographies, confessions, memoirs.

UNIT – II **(9 hours)**

Reading, writing and analysing fictional autobiographies.

UNIT – III **(9 hours)**

Reading, writing and analysing autobiographical songs.

UNIT – IV **(9 hours)**

Reading, writing and analysing diaries and letters.

UNIT – V **(9 hours)**

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

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

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

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
SEMESTER -V**

Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC- 1): German in Context: Advanced Level – 1

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		
German in Context: Advanced Level – 1	4	3	1	Nil	Semester-4 pass	German in Context: Intermediate Level – 2

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 5, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level B 1.2 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Teaches students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-5

Content

Listening: Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

Speaking:

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

Reading: Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

Writing: Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

Morphosyntax and Vocabulary: Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journies etc.

UNIT I

3 weeks

To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.

UNIT II

3 weeks

To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.

UNIT III

3 weeks

To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system

UNIT IV

3 weeks

describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions,

UNIT V

3 weeks

Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.

Practical component (if any) - NIL

Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B1.2 : Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler,Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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



GERMAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in German in three years)

SEMESTER-VI

Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16)
Language in Context: Advanced Reading and Writing Skills (2)

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		
Language in Context: Advanced Reading and Writing Skills (2)	4	3	1	0	XII passed	Should have studied "Language in Context: Advanced Reading and Writing Skills (1)"

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her advanced environment;
- attain Level B1.2 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain B1.2 Level of reading and writing skills in the concerned language.
- Reading advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her advanced environment.

SYLLABUS OF DSC-16

Unit I

(9 hours)

Read texts on relationships (friends, family, acquaintances).

Write what is important for one in each relationship.

Write an e-mail to a friend about an event that one had attended.

Read a fable and answer questions related to it.

Write a fable.

- Past tense “Plusquamperfekt”
- Temporal conjunctions “nachdem”, “bevor”, “bis” etc.

Unit II

(9 hours)

Read and answer a survey on healthy living.

Read a text on music and emotions.

Write an e-mail and apologise for not being able to attend an event.

- Two-part conjunctions
- Reflexive pronouns in akkusative and dative

Unit III

(9 hours)

Read short texts on art and culture.

Write about what one likes about particular art objects.

Read chats and respond.

Read different texts on voluntary social service.

- Position of “nicht” in a sentence
- Adjective ending with article
- Passive voice with and without modals

Unit IV

(9 hours)

Read comments in a forum about life in a city and in a village.

Read a text on what makes a city attractive and compare this city with one’s own city.

Write a text on what makes one’s city particularly liveable.

Learn to write a formal letter.

- Use of articles as pronouns
- Use of adjectives as nouns
- Relative clause with “was” and “wo”

Unit V

(9 hours)

Look at given pictures and write a story.

Read a historical text on banking.

Read a text on barter system and write one’s opinion about that.

Read a text on globalisation and write the pros and cons of the same.

- Sentences with “je ... desto/umso”
- Use of verbs to make adjectives in present and past tense “Partizip 1” and “Partizip 2”

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben B1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.

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

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17) Language in Context: Advanced Listening and Speaking Skills (2)

Credit distribution, Eligibility and Prerequisites 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		
Language in Context: Advanced Listening and Speaking Skills (2)	4	3	1	0	XII passed	Should have studied “Language in Context: Advanced Listening and Speaking Skills (1)”

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level B1.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B1.2 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 advanced environment

Unit I

(9 hours)

Listen to a text describing a conflict situation.

Talk about reasons for conflicts.

Listen to conversations and talk about the situations portrayed there.

Carry out a conversation with the help of given expressions (Topic: Conflict)

Unit II

(9 hours)

Chose a situation related to hospital and carry out a conversation.

Listen to a conversation between a doctor and a patient and discuss the problems.

Discuss what kind of music does one listen to in which particular situation.

Listen to some songs and talk about which experience one could relate with the particular songs.

Unit III

(9 hours)

Listen to conversation about different works of art.

Use different expressions for likes and dislikes.

Give a structured presentation on a given topic.

Hold a discussion on which values are important for a society.

Unit IV

(9 hours)

Look at the pictures and discuss what is applicable for a city or a village.

Discuss about one's favourite city.

Listen to a text and find out who likes which city.

Discuss how one can improve one's city.

Unit V

(9 hours)

Look at the pictures and discuss for what purpose one would be spending the money.

Listen to and simulate a conversation in a bank.

Discuss the role of money in life.

Listen to a conversation about globalisation.

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag

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

DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18)
History of German Literature (2)

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		
History of German Literature (2)	4	3	1	0	XII passed	Should have studied "History of German Literature (1)"

Learning Objectives

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

Learning outcomes

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

SYLLABUS OF DSC-18

UNIT – I

(9 hours)

Study of literary texts of the 19th century in order to analyse form and content of these works in a critical manner.

UNIT – II (9 hours)

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

UNIT – III (9 hours)

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

UNIT – IV (9 hours)

Understanding macroanalysis

UNIT – V (9 hours)

Understanding microanalysis

Practical component (if any) - NIL

Suggestive readings

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

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.
- Heibel, 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
- von, Goethe, J. (1822). Wanderers Nachtlid. Retrieved from <https://www.oxfordlieder.co.uk/song/713>
- Heine, H. (1822). Loreley. Retrieved from <http://www.aphilia.de/literatur-heinrichheine-02-loreley.html>
- Heine, H. (1845, 2001). Die schlesischen Weber. Retrieved from <https://www.deutschelyrik.de/die-schlesischen-weber.407.html>

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 ELECTIVE COURSE – 4 (DSE-4):
Research Methodology and Academic 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		
Research Methodology and Academic Writing	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the learner to the basics of research process and argumentation.
- To familiarize the learner with the process and stylistics of academic writing.
- To develop in the learner an independent point of view and critical thinking.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The learner will be able to identify research gaps and construct hypotheses and arguments.
- The learner will be able to choose, access and effectively engage with primary, secondary and tertiary sources.
- The learner will be able to write an academic paper/text.

SYLLABUS OF DSE-4

UNIT – I

(9 hours)

Identifying the student's area of interest, a research gap and a research problem. Training students on how to choose and narrow down a topic. Building a research hypothesis. Basic types and components of a research question.

UNIT – II

(9 hours)

Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc. Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources.

Constructing an annotated Bibliography.

Familiarizing students with the different kinds of research: quantitative research (e.g., surveys, questionnaires etc. in case of foreign language teaching) and qualitative research (e.g., different literary and cultural theories in case of research in literature).

UNIT – III (9 hours)

Basic knowledge on what an argument is and its components and structure. Identifying simple and complex arguments, as well as validity and soundness of an argument.

Knowledge of logical fallacies.

Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness.

UNIT – IV (9 hours)

Effective note-taking, and summarizing academic/scientific texts.

Constructing arguments and counter-arguments. Quoting, paraphrasing and summarizing from the source texts to construct the argument(s).

UNIT – V (9 hours)

Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes.

Familiarizing with the ethics of research and plagiarism.

Perfecting a final draft based on coherence, connection and flow in writing.

Practical component (if any) - NIL

Essential/recommended readings

1. Brian Paltridge and Sue Starfield. Thesis and Dissertation Writing in a Second Language, Routledge, 2007
2. Brian Paltridge and Sue Starfield. Getting Published in Academic Journals, University of Michigan Press. 2016
3. Brian Paltridge et. al. Teaching Academic Writing University of Michigan Press. 2009
4. Umberto Eco, Walter Schick (Übersetzer). Wie man eine wissenschaftliche abschlussarbeit schreibt. UTB GmbH; 13th edition (20 Jun. 2010)
5. Helga Esselborn-Krumbiegel. Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen. UTB GmbH; 7. Aufl. edition (17 Jan. 2022)
6. Helga Esselborn-Krumbiegel. Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. UTB GmbH; 6. aktual. Aufl. edition (14 Feb. 2022)
7. Wayne C. Booth. Gregory G. Colomb et al. The Craft of Research. University of Chicago Press; 4. edition (18 Oct. 2016)

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):

Introduction to Foreign Language Teaching.

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
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		Lecture	Tutorial	Practical/ Practice		(if any)
Introduction to Foreign Language Teaching	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1

UNIT – I (9 hours)

What is a classroom? Models of learning and teaching.

UNIT – II (9 hours)

Different methods and approaches to teaching a foreign language.

UNIT – III (9 hours)

Introduction to the four skills. Evaluation

UNIT – IV (9 hours)

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

UNIT – V (9 hours)

Ludic function of language: Teaching through games.

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-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

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1

Unit I

(9 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, birth and death certificates, mark sheets).

Unit II (9 hours)
 Scientific and technical translation. Translation of canonical texts.

Unit III (9 hours)
 Introducing the students to the techniques of translation.
 Making of word glossaries in above fields.

Unit IV (9 hours)
 Machine translation and its limitations.
 Ethics and accountability in translation.

Unit V (9 hours)
 Reading of parallel literature on texts chosen for translation.
 Role of Translation in Multimedia contexts.

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):
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
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The Learning Objectives of this course are as follows:

- Familiarise students with different writing styles.
- Familiarise students with the techniques of different writing styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to create fictional texts like short stories and poems.
- Enable students to write different types of non-fictional texts.
- Enable students to understand and use appropriate structure for different types of texts.

SYLLABUS OF DSE-1

UNIT – I (9 hours)

Letters and Emails: personal and official

UNIT – II (9 hours)

Expository: How-to articles; textbooks; news articles (except for opinion and editorial articles); business, technical, or scientific writing

UNIT – III (9 hours)

Persuasive writing: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles

UNIT – IV (9 hours)

Descriptive: Poetry; fictional novels or plays; memoirs or first-hand accounts of events

UNIT – V (9 hours)

Narrative Writing: Short stories; poetry; novels; historical accounts

Practical component (if any) - NIL

Essential/recommended readings

Additional material will be provided by the Department.

Suggestive readings

- Fix, Martin. (2008). Texte Schreiben. Schreibprozesse im Deutschunterricht. Ferdinand Schöningh.
- Grimm, Sonja. Gerstenmaier, Wiebke. (2015). Lerntheke Deutsch 5/6 Schreiben. Cornelsen.
- Biermann, Heinrich (Hsg.). Texte, Themen und Strukturen Deutschbuch für die Oberstufe. Cornelsen.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):

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

The Learning Objectives of this course are as follows:

- 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

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSE-3

UNIT – I

(9 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.

UNIT – II

(9 hours)

Maps of Europe. The idea of Europe. Structures and perspectives of everyday life as seen by painters.

UNIT – III

(9 hours)

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

UNIT – IV

(9 hours)

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

UNIT – V**(9 hours)**

Overview of important European Art Movements, representative artists and their artworks (contd.): French Impressionists, German Expressionists, Spanish Surrealists etc.

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):

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
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Course Description

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theater, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

Learning Objectives

The Learning Objectives of this course are as follows:

- 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

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF DSE-1

UNIT – I **(9 hours)**
Changing conceptions of children's literature: Literature for children and /or adult readers?

UNIT – II **(9 hours)**
Folklore, fables and fairy tales for young children.

UNIT – III **(9 hours)**
Theatre for children.

UNIT – IV **(9 hours)**
Comic books and songs for children.

UNIT – V **(9 hours)**
Children's literature and transmission of values.

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):
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

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.

Learning outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSE-3

UNIT – I (9 hours)

Reading, writing and analysing autobiographies, confessions, memoirs.

UNIT – II (9 hours)

Reading, writing and analysing fictional autobiographies.

UNIT – III (9 hours)

Reading, writing and analysing autobiographical songs.

UNIT – IV (9 hours)

Reading, writing and analysing diaries and letters.

UNIT – V (9 hours)

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

Practical component (if any) - NIL

Essential/recommended readings

- 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.

Suggestive readings

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

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies**

Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German as Non-Major

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		
German in Context: Advanced Level – 2	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 6, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- attain Level B 1.2 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Enable the students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-6

Content	Description
Listening	Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.
Speaking	Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.
Reading	Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.
Writing	Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film.
Morphosyntax & Vocabulary	Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT	Content	Duration
UNIT – I	To understand and discuss relationships and stories of Friendship and conflicts by citing popular figures, discuss and narrate fables, learn to offer, decline or ask for help, warn someone, talk about habits, understand an informative text, talk about music and feelings.	9 Hours
UNIT – II	To find and reproduce important information out of a newspaper article, understand radio discussion, give learn tips, describe a special place like a hospital, discuss pictures, enquire, answer in the negative, understand a course programme, describe persons and objects exactly, introducing impro-theatre, discuss singing and folk songs.	9 Hours
UNIT III	To describe an event, discuss social work, understand an article about social project and write about one such project, talk about institutions in the city, understand EU, make a small presentation.	9 Hours
UNIT – IV	To talk about life in a city, understanding a magazine article, write a report, discuss cities with good living standards, describing something closely, understanding a blog about a city, portrayal of a city, plan a city visit.	9 Hours
UNIT V	To understand talks inside banks, understand information on a website, ask about activities, understand and express arguments, describing persons, things and situations related to banking, understand and write text related to money.	9 Hours

Practical component (if any) - NIL

Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwe neu B 1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies**

Category III

Pool of DSE

B.A. Programme with German

DISCIPLINE SPECIFIC ELECTIVE (DSE-1): Children & 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 & Adolescent Literature	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre one can examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 6 a student will

- Be familiar with some popular German short stories, folk tales and novels etc.
- Have an insight into socio/political/historical background of the introduced literary texts.
- Be able to analyze long texts and make notes about the same.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Helps students gain some insight into some popular German short stories, folk tales and novels etc.
- Enables the students to find answers to the questions based on the texts.

SYLLABUS OF SEMESTER VI DSE- 1 <CHILDREN & ADOLESCENT LITERATURE>

Content	Description
Reading	Reading and analyzing short stories, folk tales and novella such as <Der Makkaronifresser> <Kleider machen Leute> <Die Bremer Stadtmusikanten> <Die unwürdige Greisin> <Brief aus Amerika> <Küchenuhr> <Die rote Katze> <Frieden für Anna> <Anekdote zur Senkung der Arbeitsmoral> or Any other text belonging to the genre.

UNIT	Content	Duration
UNIT – I	Reading and discussion of any two selected stories.	9 Hours
UNIT – II	Reading and discussion of any two selected stories.	9 Hours
UNIT III	Reading and discussion of any two selected stories.	9 Hours
UNIT – IV	Reading and discussion of a part of any selected novela.	9 Hours
UNIT V	Reading and discussion of a part of any selected novela. Finding answers to definite questions related to the novela in question.	9 Hours

Practical component (if any) - NIL

Essential/recommended readings

Any of the following text may be prescribed and discussed

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1. Gottfried Keller. (1874). Kleider Machen Leute. Ditzingen: Reclam.
 2. Brüder Grimm: Die Bremer Stadtmusikanten
 3. Bertolt Brecht: die unwürdige Greisin (1939)
 4. Johannes Bobrowski: Brief aus Amerika (1963)
 5. Wolfgang Borchert : die Küchenuhr,(1947)
 6. Luise Rinser : die rote Katze (1948)
 7. Gudrun Pausewang : Der Makkaronifresser (1987)
 8. Heinrich Böll: Anekdote zur Senkung der Arbeitsmoral by (1963)
- Or any other text belonging to the genre.

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

DSE-2
B.A. Programme with German

DISCIPLINE SPECIFIC ELECTIVE (DSE-2): German through Audio-visual Means

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		
German through Audio-visual Means	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Learning Objectives

The Learning Objectives of this course are as follows:
At the end of semester 6 a student will

- Be familiar with some popular German songs and films etc.
- Have an insight into socio/political/historical background of the introduced songs and films .
- Be able to discuss the introduced songs and films.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Improving Oral comprehension and expression through German Cinema
- Enabling the students gain some insight into some popular German songs and films etc.
- Using films to discover cultural and historical aspects of German speaking countries.
- Acquainting students with conversational German and the wide variations of pronunciation and intonation in the German speaking world.
- Providing basic tools to analyse film.

SYLLABUS OF DSE- 6 (German through Audio-visual Means)

Content	Description
	Closely observing the screening of selected songs/rhymes and films such as Das fliegende Klassenzimmer by Tomy Wiegand (2002) Emil und die Detektive by Franziska Buch (2001) Netto by Robert Thalheim (2006) Sophie Scholl- die letzten Tage by Marc Rothemund (2004)

	Die weiße Rose (1982) Momo (1986) Das Leben der Anderen “The Lives of Others” (2006) Das Experiment “The Experiment” (2001) Goodbye Lenin (2003) Ein Baby zum Verlieben (2004) Unter dem Sand- das Versprechen der Freiheit (2015) Susanne –made by BBC and Goethe Institute <Backe, backe Kuchen> <Wie schön, dass du Geboren bist> <Der Herbst ist da> <99 Luftballons> <Alle vögel sind schon da> <eine kleine Chinesin> <Auf der Mauer, auf der Lauer> <Heile, heile Segen> <Hänschen klein> or Any other selected song/rhyme or film.
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UNIT	Content	Duration
UNIT – I	Listening/viewing and discussion of any six selected songs/rhymes.	9 Hours
UNIT – II	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours
UNIT III	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours
UNIT – IV	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours
UNIT V	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours

Practical component (if any) - NIL

Essential/recommended readings

Any of the following songs/rhymes or films may be viewed and discussed

1. Das fliegende Klassenzimmer by Tomy Wiegand (2002)
2. Emil und die Detektive by Franziska Buch (2001)
3. Netto by Robert Thalheim (2006)
4. Sophie Scholl- die letzten Tage by Marc Rothmund (2004)
5. Die weiße Rose (1982)
6. Momo (1986)
7. Das Leben der Anderen “The Lives of Others” (2006)
8. Das Experiment “The Experiment” (2001)
9. Goodbye Lenin (2003)
10. Ein Baby zum Verlieben (2004)

11. Unter dem Sand- das Versprechen der Freiheit (2015) Susanne –made by BBC and Goethe Institute
 12. <Backe, backe Kuchen>
 13. <Wie schön, dass du Geboren bist>
 14. <Der Herbst ist da>
 15. <99 Luftballons>
 16. <Alle vögel sind schon da>
 17. <eine kleine Chinesin>
 18. <Auf der Mauer, auf der Lauer>
 19. <Heile, heile Segen>
 20. <Hänschen klein>
- or any other selected song/rhyme or film.

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**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
SEMESTER -VI**

Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Advanced Level – 2

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		
German in Context: Advanced Level – 2	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 6, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- attain Level B 1.2 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Enable the students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-6

Content

Listening: Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

Speaking:

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

Reading: Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

Writing: Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

Morphosyntax and Vocabulary: Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journies etc.

UNIT I

3 weeks

To understand and discuss relationships and stories of Friendship and conflicts by citing popular figures, discuss and narrate fables, learn to offer, decline or ask for help, warn someone, talk about habits, understand an informative text, talk about music and feelings.

UNIT II

3 weeks

To find and reproduce important information out of a newspaper article, understand radio discussion, give learn tips, describe a special place like a hospital, discuss pictures, enquire, answer in the negative, understand a course programme, describe persons and objects exactly, introducing impro-theatre, discuss singing and folk songs

UNIT III

3 weeks

To describe an event, discuss social work, understand an article about social project and write about one such project, talk about institutions in the city, understand EU, make a small presentation

UNIT IV

3 weeks

To talk about life in a city, understanding a magazine article, write a report, discuss cities with good living standards, describing something closely, understanding a blog about a city, portrayal of a city, plan a city visit

UNIT V

3 weeks

To understand talks inside banks, understand information on a website, ask about activities, understand and express arguments, describing persons, things and situations related to banking, understand and write text related to money.

Practical component (if any) - NIL

Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwe neu B 1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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