

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF GERMANIC & ROMANCE STUDIES

**UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)**



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u>	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
<u>II. Elective Course</u>	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	<hr/> Total credit= 120	<hr/> Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

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

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

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

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

Prescribed Textbook:

Connexions 1, Mérieux R. et al, Didier, Paris, 2004.

Recommended References and Readings:

Echo A1, Girardet J. et al, CLE International, Paris, 2010.

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

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

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

Prescribed Textbook:

Connexions 1, Mérieux R. et al, Didier, Paris, 2004.

Recommended References and Readings:

Echo A1, Girardet J. et al, CLE International, Paris, 2010.

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

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

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

Prescribed Textbooks:

Connexions 2, Mérieux R. et al, Didier, Paris, 2004.

Recommended References and Readings:

Echo A2, Girardet J. et al, CLE International, Paris, 2010.

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

B.A. Program
Semester IV French Core Course 04
Study of the Language, Culture and Literature (6 credits)

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

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

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

.Recommended References and Readings:

Connexions 3, Mérieux R. et al, Didier, Paris, 2005

Objectif Express 1, Tauzin B. et al, Hachette, Paris, 2006.

Objectif Express 2, Tauzin B. et al, Hachette, Paris, 2009.

Echo B1 Vol. 1 and Vol. 2, Girardet J. et al, CLE International, Paris, 2010.

Alter Ego 3, Dollez C. et al, Hachette, Paris, 2007.

Lectures CLE en français facile, CLE International.

Additional material will be supplied by the Department

B.A. Program
Semester V
French Discipline Specific Elective 01 (6 credits)

Life in France and Francophone Countries

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

Suggested Readings

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

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

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

Noutchié Njiké, Jackson,

Civilisation progressive de la Francophonie : Avec 350 activités, CLE International, Paris, 2005

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

B.A. Program
Semester V
French Discipline Specific Elective 02 (6 credits)

French Media Studies*

1. Famous newspapers of the French and French-speaking world. (*Le Monde, La Libération, France; Le Messenger, Senegal; El Watan, Algeria; etc*) Bilingual Regional Press. (*Le Dauphiné Libéré, Le Parisien*). Magazines, current affairs, fashion, children's films.
2. Radio and T.V. news channels in France and French speaking world, national and international. Multimedia journalism. TV5.
3. New or Narrative "Gonzo" Journalism. Embedded Journalism. study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism
4. Comparison of news items on different channels. Ideological Differences in news presentations.
5. Censorship laws in various countries. Yellow Journalism. Internet and journalism.
6. Professional Risks in Journalism. War and underworld reporting. Reporters without Borders.

Project Work

1. Comparing headlines and presentation of news in various newspapers. Summarizing an article. Analyzing an editorial. Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc.). Writing a report on an opinion poll. Preparing a flyer. Analyzing & writing blogs. Reporting crime.

Preparing a weather report. Writing a small report on a given topic for the wall-newspaper. Preparing a forum on Internet; (TV/University life); managing interactions.

2. Editing Skills.

Suggested Readings:

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

B.A. Program
Semester VI
French Discipline Specific Elective 03 (6 credits)

Introduction to Translation

1. Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets).
2. Introducing the student to the techniques of translation;
3. Scientific and Technical translation. Translation of sacred texts.
4. Making of word glossaries in above fields.
5. Reading of parallel literature on texts chosen for translation.
6. Role of Translation in Multimedia contexts.
7. Machine translation and its limitations
8. Ethics and accountability in translation.

Suggested Readings:

1. Extracts from Susan Bassnett McGuire: *Translation Studies* (2002).
2. Daniel Gile, *Basic Concepts and Models for Interpreter and Translator Training* John Benjamins Publishing(2009).
3. Jeremy Munday, *Introducing Translation Studies, Theories and Applications* New York: Routledge (2012)
4. Malmkaer Kirsten, Windle, Kevin. *The Oxford Handbook of Translation Studies* Oxford: OUP (2011).
5. Baker, Mona. *In Other Words. A Course Book in Translation*. New York: Routledge (2011).

B.A. Program
Semester VI
French Discipline Specific Elective 04

Children and Adolescent Literature (6 credits)

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

Primary Texts:

1. Jean-Paul Gourévitch, *Abcdaire illustré de la Littérature Jeunesse*, Le Puy-en-Velay, L'atelier du poisson soluble (2013).
2. Christian Chelebourg et Francis Marcoin, *La Littérature de jeunesse*, Paris, Armand Colin, "128" (2006).
3. Marc Soriano, *Guide de la littérature pour la jeunesse*, Paris, Hachette, 1974. Rééd. Delagrave (2002).
4. Myriam Tsimbidy, *Enseigner la littérature de jeunesse*, Toulouse, Presses Universitaires du Mirail (2008).

Primary Texts:

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

B.A. Program
Semester III
Skill Enhancement Course 01

French through audio visual methods: Songs and Lyrics (2 credits)

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

<http://www.songsforteaching.com/frenchsongs.htm>

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

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

Suggested songs:

1. Pink Martini, “Sympathique”.
2. Pink Martini, “Où est ma tête?”.
3. Edith Piaf, “Non, je ne regrette rien”.
4. Yves Montand, “Sous le ciel de Paris”.
5. MC Solaar, “Gangster Moderne”

B.A. Program
Semester IV
Skill Enhancement Course 02 (2 credits)

French through audio visual methods: Films (2 credits)

Besides heightening interest in language learning, films are useful tools for picking up conversational French and the wide variations of pronunciation and intonation in the French speaking world. Culture and history are also learnt through film viewing if the movies are thematically chosen. The following steps can be followed for this course.

1. Watching the French film with the help of English subtitles.
2. Watching the same film with French subtitles.

3. Selecting specific scenes, learning the dialogues and then enacting role playing in class.
4. Learning of new conversational phrases and idioms.
5. Remembering and discussing situational images to associate with newly learned phrases and grammar.

Suggested Resources:

1. <http://www.reseau-canope.fr/>
2. <http://www.crdp-strasbourg.fr/cddp-68>. École et cinéma.

B.A. Program
Semester V
Skill Enhancement Course 03

French in the Travel and Tourism Sector (2 Credits)

1. Tourism in France and French-speaking countries/and India. History, government Interventions in the tourism sector in France and French-speaking countries/and India in the post-war years. Popular tourist destinations sites, important museums and their specializations. Guided online excursions through museums.
2. Planning an itinerary by air, ship, train. National and International Airlines.
3. International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
4. Hotel Industry in France and French-speaking countries/India. Important hotel chains. Language used in hotel industry, airports and by airlines.
5. Ecological and Rural Tourism in France and French-speaking countries/India.
6. Cuisine in France and French-speaking countries. Indian Cuisine.
7. Knowledge of Cultural Codes and Protocol in France and French-speaking countries
8. The profession of tour guiding and travel agent.
9. Projects Work: Interviews via Internet; Making a video on themes related to languages for Specific Purposes (e.g. Hospitality, Tourism, Business, etc.); Making an audio-guide of monuments; Conducting surveys among tourists;

Suggested Manuals for Vocabulary:

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

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

B.A. Program
Semester VI
Skill Enhancement Course 04

Business French (2 credits)

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

1. Investments in India from France and French-speaking countries and Indian investments/business interests in these countries, including those under The New Partnership for Africa's Development (NEPAD)
2. Multinationals and business houses from French speaking countries. Company headquarters of companies. Chambers of Commerce
3. Products of import and export between French speaking countries and India. Areas of potential business growth. International brands.
4. Writing job applications. Making a curriculum vitae.
5. Writing letters of acknowledgements, complaints, writing tenders for companies.
6. Business codes and protocol, Industrial espionage.
7. Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
8. Projects: creating websites for business house, writing classified advertisements.
9. Role play on buying and selling products, talking about one's skills,

Suggested Readings:

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

Jean-Luc Penfornis, *Vocabulaire progressive du français des affaires avec 250 exercices*, CLE International (2013).

B.A. Program **Semester VI** **Generic Elective in French**

GE – 1 Introduction to French (Total Credit-6)

1. Communicative Grammar – I
Functional grammar based on the text book
2. Text Comprehension and Written Expression
Comprehension of simple texts and précis-writing
Essays on simple topics, questions on civilisation
Translation of simple passages into English and simple sentences into the foreign
3. Oral Expression
Reading of texts, general questions on the country and civilisation.

Essential Readings:

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

Version Originale – 1 Cahier d'exercices: Michael Magne, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris (2010).