

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 B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
<u>I. Core Course</u>		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*		
(14 Papers)	14X2=28	14X1=14
<u>II. Elective Course</u>		
(8 Papers)		
A.1. Discipline Specific Elective	4X4=16	4X5=20
(4 Papers)		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
(4 Papers)		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
(4 Papers)		
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory		
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
2. Ability Enhancement Elective (Skill Based)		
(Minimum 2)	2 X 2=4	2 X 2=4
(2 Papers of 2 credit each)		
Total credit	140	140
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

Discipline Specific Core: French

Semester-1

C-1 Developing reading and writing skills 1 (Total Credits - 6)

Reading simple texts and answering questions on them, Guided writing will include subjects concerning the learner and his immediate environment.

Suggested 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.

Semester-1

C-2 Developing listening and speaking skills 1 (Total Credits 6)

Listening to simple texts and answering questions on them. Monologues and /or dialogues will be on subjects concerning the learner and his immediate environment.

Suggested 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.

Semester-2

C-3 Language in Context: Developing reading and writing skills – 2 (Total Credits 6)

Describing past events, reading, writing and understanding short texts including news items, instructions for use, emails, logs, classified advertisements, biographies, invitations. Internet forums.

Suggested Readings:

Version Originale – 2 Livre de l'élève: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale –2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

Semester-2

C-4 Intermediate level reading and writing skills -1 (Total Credits 6)

Asking for and giving instructions, narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.), reading, understanding and preparing posters (theatre, film, books).

Suggested Readings:

Version Originale – 2 Livre de l'élève: Monique Denyer, Agustin Garmendia, Corinne Royer, Marie-Laure Lions-Olivieri, Editions Maisons des Langues, Paris, 2010.

Version Originale –2: Cahier d'exercices: Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2010.

Semester-3

C-5 Developing intermediate level speaking and listening skills -2 (Total Credits 6)

Summarizing a film, preparing and conducting an opinion poll, conducting an interview, working with songs.

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi, Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Semester-3

C-6 Studying Different text types (Total Credits 6)

Studying different text types to familiarize oneself with different kinds of language usages and styles including reading and understanding instructions for use, classified advertisements, biographies informative texts, short scientific texts, writing a film critique, summarising a press article, analysing and writing a summary of opinion poll results, reading a comic strip, writing a dialogue for a comic strip. Different language registers, understanding word formation. Preparing a slam.

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 1-5) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Semester-3

C-7 Advanced reading and writing skills(1) (Total Credits 6)

Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story, reading and analysing texts/articles on different social issues.Preparing a blog, analysing and writing a summary of opinion poll results.

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Semester-4

C-8 Developing advanced reading and writing skills (2) (Total Credits 6)

Describing and comparing education systems, reading and analyzing texts/articles on various social issues, writing an open letter to the authorities, writing a petition, describing and analyzing cultural representations, writing a short story, writing blogs.

Suggested Readings:

Version Originale – 3 Livre de l'élève (Unités 6-9) Monique Denyer, Christian Ollivier, Emilie Perrichon, Editions Maisons des Langues, Paris, 2011.

Version Originale –3 Cahier d'exercices (Unités 6-9): Laetitia Pancrazi,Stéphanie Templier Editions Maisons des Langues, Paris, 2011.

Semester-4

C-9 Debating on various social issues(Total Credits 6)

Preparing, conducting and presenting results of opinion polls on various social issues, preparing and presenting a skit. Debates, oral presentations on various social issues, narrating one's experiences of foreign language learning

Suggested Readings:

Version Originale – 4 Livre de l'élève (Unités 1-5) Fabrice Barthélémy, Christine Kleszewski, Emilie Perrichon, Sylvie Wuattier Editions Maisons des Langues, Paris, 2012.

Version Originale –4 Cahier d'exercices (Unités 1-5): Laetitia Pancrazi, Editions Maisons des Langues, Paris, 2012.

Semester-4

C-10 History of France in relation to Europe and History of French Speaking Countries (Total Credits 6)

The major social, political and cultural events from the medieval to contemporary period.

- The Gauls and the Franks.
- The making of the Kingdom of France (987-1453).

- Consolidation of the French Monarchy.
- French Revolution and the Napoleonic era.
- Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
- France and its colonies.
- Contemporary France and its relations with the French speaking world including its policy towards immigration.

Texts

Jean Thoraval et al, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).

Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale*, en trois volumes, Armand Colin, coll. Agora (1991).

Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13^e au 20^e siècle*, Seuil, 1996.

Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).

Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

Semester-5

C-11 History of French And Francophone Literature (Total Credits 6)

A selection of literary texts with focus on the major cultural and intellectual movements from the nineteenth century to contemporary times. This will include samples of writings from the medieval period, the Renaissance, the French Enlightenment, Romanticism and the realist novels, Symbolic and Surrealist poetry. Exotic, travel and Colonial writing will raise questions on French encounter with otherness. Excerpts from the works of Francophone writers will be introduced.

Suggested Readings:

Le langage – le théâtre, la parole et l'image, Vol 1, Ferdinand Nathan, 1974.

Le Conte – la poésie, Vol.2, Ferdinand Nathan, 1974.

Le Roman-le récit non romanesque, le cinéma, Vol. 3, 1974.

Anthologie de la littérature française et européenne, Valette, Giovaacchini et al, F. Nathan, 1993.

Littérature, textes et documents, D. Renée and B. Lecherbonnier, Du Moyen Age au 20e siècle, 5 volumes, collection dirigée par Henri Mitterand, Nathan, 1986.

Du Moyen Age au XXe siècle, 5 volumes, Itinéraires littéraires, collection dirigée par G. Décole, Hatier, 1988.

Jean-Louis Joubert, *Littérature Francophone Anthologie*, Cideb, 1997

Semester-5

C-12 Introduction to Translation (Total Credits 6)

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).

Semester-6

C-13 Rhetorics and Composition (Total Credits -6)

Definition and study with examples of

1. Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.
2. Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.
3. Idioms and Proverbs with their historical origin.
4. Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

Texts:

Beckson, Karl and Ganz, Arthur. *Literary Terms, A Dictionary.* Delhi: Rupa (1960, 1991).

Readings

Dominique Coutant-Defer, *Comment rédiger un commentaire composé?*, Editeur : Le PetitLitteraire(2014).

Dominique Coutant-Defer , *Comment rédiger une fiche de lecture?*, Editeur : le PetitLitteraire(2014).

Alexis Chabot, *Culture générale : Méthodologie de la dissertation*, Ellipses Marketing (2004).

Semester-6

C-14 Reading Literature (Total Credits 6)

A selection of literary and visual texts with focus on the major cultural and intellectual movements from the origins to the eighteenth century. This will include literary works from medieval romances and farces, Renaissance, Classicism and Enlightenment.

Recommended Readings and Viewings

Historical Films : Jeanne d'Arc (1999); Le Roi danse, (2000) Danton (1983), L'Anglais et le Duc (2001); Vatel; (2000) Les Adieux a la reine (2012)

Novels

Anonymous, Le roman de Renart

Rabelais, *Pantagruel*

Mme de La Fayette, *La Princesse de Clèves*

Voltaire, *Candide ou l'optimisme*

Rousseau, *Les rêveries du promeneur solitaire*

Plays

Anonymous, La Farce de Maître Pathelin

Molière, *Le Bourgeois gentilhomme*

Pierre Corneille, *Le Cid*

Beaumarchais, *Le Mariage de Figaro*

Short texts and Poetry

Marguerite de Navarre, *L'Heptaméron*

Jean de la Fontaine, *Fables*

Charles Perrault, *Conte de ma mère l'Oye*

Pierre de Ronsard, *Sonnets pour Hélène*

Joachim Du Bellay, *Les Regrets*

Discipline Specific Elective (DSE)

Semester V and VI

DSE -1 History of French Language, different language registers (Total Credits 6)

History of the French language from the medieval period till present times. Status of regional in the 19th century in the aftermath of the French Revolution. History of the French language in the colonies. Understanding different registers. Comparison of colloquial French and the language of literary texts. Differences in French articulation/pronunciation within France as well as with relation to the French speaking-world with the help of film and, TV and U-Tube resources.

Readings Michèle Perret , Introduction à l'histoire de la langue française, Armand Colin (2008).

Bernard Cerquiglini, *La naissance du français*, PUF, Que sais-je ?(2013).

<http://www.axl.celan.ulaval.ca/francophonie/francophonieacc.htm>.

Louis-Jean Calvet, *Linguistique et colonialisme*, Payot, 2002

Semester V and VI
DSE – 2 Introduction to Consecutive and Simultaneous Interpretation from French to Hindi/ English/Regional Languages in Language Laboratory (Total Credits 6)

Unit 1:

- Different Modes of Interpretation
- Booth behaviour and microphone manners

Unit 2:

- Economising voice
- Protocol and Etiquette
- Languages in demand
- Translation and Interpretation links to cognitive psychology and psycho linguistics

Unit 3:

- Knowledge about United Nations and European Union
- Interpretation in Press Conferences
- Interpretation in Courts.
- Loyalty and Fidelity Issues

Essential Readings:

1. Danica Seleskovitch, Marianne Lederer, *Pédagogie raisonnée de l'interprétation*, in collaboration with Marianne Lederer, coedited by Office des publications officielles des communautés européennes and Didier Érudition, Luxembourg-Paris, 2nd édition revised and augmented(2002).
2. Francois de Teyssier and Gilles Baudier, *La Construction de l'Europe*, Presses Universitaires de France, Coll. Que sais-je?(2014).
3. Eugene Nida and C.R. Taber, *The Theory and Practice of Translation*, Brill (1969).
4. Nolan, James. *Interpretation, Techniques and Exercises*, MultilingualMatters(2005).
5. Gillies, Andrew. *Conference Interpreting: A Student's Practice Book*, Routledge(2013).
6. Gillies, Andrew. *Note Taking for Consecutive Interpreting. A Short Course*, Routledge(2014).
7. Valerie Taylor Bouladon, *Conference Interpreting, Principles and Practice*, Book Surge Publishing (2007).

Semester V /VI
DSE -3 Children and Adolescent Literature (Total Credits 6)

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

Suggested Readings:

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.

Semester V

DSE-4 Techniques of Written Expression (Total Credits 6)

1. Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching.
2. Plagiarism.
3. Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects.

Recommended Readings:

1. Gardes-Tamine, G, *La Rhétorique*, A Colin, 1996
2. Lamy, B, *La Rhétorique et l'art de parler*, Honoré Champion, 1998
3. Molinié, Georges et Michèle Aquien, *Dictionnaire de rhétorique et de poétique*, Paris, LGF - Livre de Poche, coll. « Encyclopédies d'aujourd'hui », 1996
4. [Henri Morier](#), *Dictionnaire de poétique et de rhétorique*, Paris, Presses universitaires de France, coll. « Grands Dictionnaires », 1998
5. Niquet, Gilberte et Coulon, Roger, *L'Expression pour tous*, Hachette, Paris, 1979
6. Niquet, Gilberte, *Structurer sa pensée, structurer sa phrase*, Hachette, Paris, 1978
7. Michel Pougeoise, *Dictionnaire de rhétorique*, Paris, Armand Colin, 2001,
8. Varga, Aron Kibedi, *Discours, Récit, Image*, Pierre Mardage Editeur, Liege – Brussels, 1989
9. Robrieux, J.-J., *Rhétorique et Argumentation*, A. Colin, 2010
10. Ruquet, Michel, et Quoi-Bodin, Jean-Luc, *Comment dire, raisonner à la française*, CLE International, Paris, 1988

Semester V/VI

DSE -5 Introduction to Foreign Language Teaching: Theory and Practice (Total Credits 6)

French in the classroom (Total Credits 6)

1. History of the language.
 2. Self Instruction Material
 3. Ludic function of language: games.
 4. What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a Foreign language, Introduction to the four skills. What is a text book?
Issues in material production.
Suggested Readings
1. Pierre Martinez, *La didactique des langues*, Presses Universitaires de France (2014).
 2. Dominique Maingueneau, *Initiation aux methodes de l'analyse du discours. Problemes et perspectives*, Hachette (1979).

Semester V/VI

DSE -6 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

Semester V/VI

DSE -7 History of European Art (From Renaissance to Contemporary Period) (Total Credits 6)

1. Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) *The Rape of Europa* Sebastian (1588) *Queen Europa*. Maps of Europe. The idea of Europe.
2. Structures and Perspectives of Everyday life as seen by painters.
3. Overview of important European Art Movements: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists.

Suggested Readings/Viewings:

1. Burckhardt, Jacob. *The Civilization of the Renaissance in Italy* (1855), New York: Penguin (2004).
2. Secret, Meryle. *Salvador Dalí The Surrealist Jester* London: Paladin (1986).
3. Hughes, Robert. *Goya* New York: Alfred Knopf (2006).
4. Stassinopoulos Huffington, Arianna. *Picasso Creator and Destroyer* London: Pan Books (1988).
5. Blog by Shatarriah Godwin, People of Color in European Art History.

Semester V/VI

DSE -8 Life Writing: Autobiography/Biography/Travelogue (Total Credits 6)

1. Characteristics of Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs.
2. Diaries and Letters
3. Travel experiences

Suggested Readings (Theory): Extracts from

1. Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books (1973).
2. Geertz, Clifford. *Local Knowledge*. New York: Basic Books (1983).
3. Geertz, Clifford. *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press (1989).
4. Alain De Botton, *The Art of Travel*, Vintage; Reprint edition (May 11, 2004)
5. Marc Augé, Jean-Paul Colleyn, *L'anthropologie*, PUF, Coll. Que sais-je ? (2009).
6. Philippe Lejeune, *Je est un autre : L'autobiographie, de la littérature aux médias*, Seuil, (1980).
7. Vincent Colonna, *Autofiction et autres mythomanies littéraires*, Tristram(2004).

Primary Texts:

1. Simone de Beauvoir, *Mémoires d'une jeune fille rangée*
2. Leonora Miano, *Afropean Soul et autres nouvelles*, Flammarion (2008).
3. Bernard B. Dadie, *Climbié*, Nouvelles éditions africaines (2003).

Semester: V/VI

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).

Semester: V/VI

GE – 2 Introduction to German (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:

Tangram aktuell 1, Max HueberVerlag, Ismaning, 2005 and GOYAL Publishers and Distributors Pvt. Ltd., Delhi

Semester: V/VI

GE – 3 Introduction to Italian (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:

Espresso 1, Luciana Ziglio, Giovanna Rizzo, Alma Edizioni, Firenze and *GOYAL Publishers and Distributors Pvt. Ltd., Delhi (2012)*.

Domani 1, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze (2010).

Grammatica pratica della lingua italiana, Susanna Nocchi, Alma edizioni, Firenze.

Semester: V/VI

GE – 4 Introduction to Portuguese (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:

Tavares, Ana, *Português XXI, vol.III, Lidel* – Edições Técnicas, Lisboa (2004).

Silva Mendes, *Português Contemporâneo*, D. Quixote – Lisboa.

Helena Ramos, *Comunicar em Português*, Lidel - Edições Técnicas, Lisboa (2002).

Semester: V/VI
GE – 5 Introduction to Romanian (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:

Limbaromână. Manual pentru studenții străini. Anul pregătitor, Vol.I, G. Brâncuș, A. Ionescu, M. Saramandu, Editura Universității din București, București (2002).

Semester: V/VI
GE – 6 Introduction to Spanish (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:

Aula Internacional 1, Libro de alumno, Editorial difusión, Barcelona 2006 (Indian Edition Available)
(Recommended Readings)

Nuevo Ven 1, Libro de alumno, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 1, Libro de alumno, SGEL, Madrid (1998).

Semester III/IV/V/VI
AEEC -1 French in the Travel and Tourism Sector (Total Credits 2)

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).

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

Semester III/IV/V/V **AEEC -2 Business French (Total Credits 2)**

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

Semester III/IV/V/VI **AEEC -2 Food and Social Life in the French speaking World* (Total Credits 2)**

1. The concept of cooking and dining as social rituals. Hospitality, “table manners” and the forging of social relationships. The idea of food as “intangible cultural heritage”. Culinary diplomacy. “Conflict Kitchens” (Breaking bread to win hearts and minds). Nationalism, tradition and food. *Eating together as an intercultural experience*
2. Food staples and choices in history (olives, oranges, grapes etc.) in the French and French-speaking world. Products introduced by the Romans (grapes) Muslims (saffron) and from the New World to Europe after discovery of America. (coffee, cocoa, tobacco etc.). Processed regional food brands of bread, cheese, wine etc from France and the French-speaking world (Wines, Cheeses, Mustard, Couscous, African cuisine).
3. Famous contemporary cuisines and specialities from France and the French-speaking world (regional specialities, Cuisine provençale, Senegalese and Moroccan cuisines), signature chefs. Michelin Guides to restaurants.
4. References to food in the literatures of France and the French Speaking-world
Francois Rabelais, Gustave Flaubert, Theophile Gautier, Calyxthe Beyala,
*Course to be complemented with demonstrations and hands on training

Suggested Readings:

1. Levi Strauss, Claude. *The Raw and the Cooked* . New York: Harper and Row, 1969
2. Jean-Anthelme Brillat-Savarin, *Physiologie du goût*, Editions Flammarion (8 mai 2009)
3. Leonora Miano, *Soulfoodequatoriale*, Nils (2009).
4. Michelin Guides
5. Auguste Escoffier, *Souvenirs culinaires*, Mercure de France (2014).
6. Johan Faerber et Elsa Delachair, *La cuisine des écrivains*, Edition 10/18 (2012).

Semester III/IV/V/VI
AEEC -4 Media Skills* (Total Credits 2)

1. Brief History of journalism in the French and French-speaking world. 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. Partick Chardaudeau, *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).