

# 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**

<b>Letter Grade</b>	<b>Grade point</b>
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 GE's 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 4<sup>th</sup> 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	<b>44</b>
2	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	<b>88</b>
3	<i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VI	<b>132</b>
4	<i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>	After successful completion of Semester VI	<b>132</b>
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	<b>176</b>
6	<i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>	After successful completion of Semester VIII	<b>176</b>

## Graduate Profile/ Attributes as per NHEQF

Type of learning outcomes	The Learning outcomes descriptors
<b>Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning</b>	<p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>•</li> </ul>
<b>Generic learning outcomes</b>	<p><b>Complex problem-solving:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.</li> </ul>
	<p><b>Critical thinking:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• identify relevant assumptions or implications; and formulate coherent arguments, · identify logical flaws and holes in the arguments of others,</li> <li>• analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> </ul>
	<p><b>Creativity:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• create, perform, or think in different and diverse ways about the same objects or scenarios,</li> <li>• deal with problems and situations that do not have simple solutions,</li> </ul>

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

	<ul style="list-style-type: none"> <li>• facilitate cooperative or coordinated effort on the part of a group,</li> <li>• act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</li> </ul>
	<p><b>Leadership readiness/qualities:</b> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> <li>• mapping out the tasks of a team or an organization and setting direction.</li> <li>• formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.</li> <li>• using management skills to guide people to the right destination.</li> </ul>
	<p><b>‘Learning how to learn’ skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• 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 context of the fourth industrial revolution, through knowledge/ skill development/reskilling,</li> <li>• work independently, identify appropriate resources required for further learning,</li> <li>• inculcate a healthy attitude to be a lifelong learner.</li> </ul>
	<p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>
	<p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>
	<p><b>Value inculcation:</b> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• 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,</li> <li>• formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one’s work,</li> <li>• identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification</li> </ul>

	<p>or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</p> <ul style="list-style-type: none"> <li>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development.</li> <li>• adopt objective, unbiased, and truthful actions in all aspects of work.</li> </ul>
	<p><b>Autonomy, responsibility and accountability:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> <li>• 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.</li> </ul>
	<p><b>Environmental awareness and action:</b> 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"> <li>• mitigating the effects of environmental degradation, climate change and pollution,</li> <li>• effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living.</li> </ul>
	<p><b>Community engagement and service:</b> 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><b>Empathy:</b> 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>



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

**Category I**

[UG Programme for Bachelor in FRENCH (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 XII Class	NIL

**Learning Objectives**

In semester 1, students will learn

- about France and French speaking countries.
- to read and understand an email.
- To write an email on simple subjects ( introduce oneself, describe one's city, one's town, one's family)
- To read and understand a simple poster. ( announcing an event, a film,)
- To prepare a poster.
- To read and understand a blog.
- To write a short blog (about oneself, about one's family, expressing one's likes and dislikes.etc.)/ to reply to a blog.
- To describe a town/city.
- To describe the locality in which one lives.
- To describe one's daily routine.
- To read and understand a notice.
- To read and understand an extract from a comic book.
- To describe a person ( physical and qualitatively)
- To describe one's family.
- To read, understand and reply to short messages.



## Course Learning Outcomes

At the end of Semester 1, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- attain Level A 1.1 of reading and writing skills.

## SYLLABUS OF DSC-1<sup>1</sup>

### Unité 0: (Week 1)

**Comprehension:** of a variety of visual documents on France and francophone countries ( photos of monuments, tourist attractions, flags of countries.)

**Writing:** completing the profile of well known artists and writers from the French speaking world.

**Vocabulary:** Greetings ( *salut, bonjour, au revoir* etc), thanking someone ( *merci*). Days of the week and months of the year.

**Intercultural:** The French speaking world; Introduction to well known artists and writers from French speaking countries in Europe, Asia, Africa and Canada

### Unité 1 ( Lessons 1-4 + Project): (Weeks 2,3,4,5)

**Reading comprehension:** Short dialogues. Emails, posters, visiting cards and simple contracts and answering questions on them. Understanding the highway code. Arranging a simple text in order.

**Writing:** Creating a visiting card, writing about one's ideal profession, writing and answering an email filling in a form.

**Grammar:** Adjectives of nationality, masculine and feminine of adjectives, verb *être* (Present tense), indefinite articles (*un, une, des*), Structures *Venir de + name of a country, habiter en/au + name of a country*, Ask questions with "*est-ce que c'est + nom?*". Variety of exercises on different grammatical points covered.

**Vocabulary:** Countries and nationalities, professions, opening and closing structures of an email.

**Sociocultural:** Difference between *tu* and *vous* and how to use them. Titles of address ( *Monsieur, madame.*)

### Unité 2 ( Lessons 1-4 + Project): (Weeks 6,7, 8)

**Reading Comprehension:** Short texts, instagram posts and posters and answering simple questions on them.

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<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite with the exception of *unité 0* which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

**Writing:** Write a short text to present well known French or francophone fashion designers, to describe one's typical day, write short dialogues corresponding to a given situation.

**Grammar:** Present of the verb "*avoir*" and verbs in "-ER", definite articles (*le, la, l', les*), plural of nouns, emphatic pronouns (*moi, toi...*). Variety of exercises on different grammatical points covered.

**Vocabulary:** World of work – the cinema, animals, fashion, the weather, numbers (1-100), typical structures to be used in a telephone conversation.

**Intercultural:** Describe one's day, the telephone alphabet.

### **Unité 3 ( Lessons 1-4 + Project): (Weeks 9, 10, 11)**

**Reading Comprehension:** Simple texts, a message on a blog and answer questions on them. Associate a picture and a text. Associate a logo and a place.

**Writing:** Prepare a poster with photos and a short text on a francophone town/city of your choice. write a "Slam" on a francophone town/city of your choice. Write a small advertisement to rent out your apartment. Write a blog.

**Grammar:** Sentence structure using *Il ya*, how to form a negative sentence (*ne...pas*), asking questions with "*qu'est-ce que c'est?*" Present tense of irregular verbs like "*faire, aller, prendre*" Prepositions to situate an object or a place. Giving orders/instructions: the imperative tense.

**Vocabulary:** Important and useful places in a town (monuments, museum...) Important and useful places in a locality ( grocery store, market, bus stops) daily activities, means of transport.

**Intercultural:** Francophone cities.

### **Unité 4 ( Lessons 1-4 + Project): (Weeks 12, 13, 14, 15)**

**Reading Comprehension:** Understanding a family tree and answering questions on it. Read and understand a comic strip and answer questions on it. Read a short text, a short biography, description of a birthday celebration and answer questions on it.

**Written:** Prepare your family tree, write a short text on your family, describe briefly a member of your family, accept or refuse an invitation.

**Grammar:** Asking the identity of an unknown person with the question "*qui est-ce?*", Possessive adjectives, le passé récent, feminine and plural of adjectives, placement of the adjective, conjunctions of coordination *mais* and *et* and their use.

**Vocabulary:** The family, relations between different members of the family ( mother father, brother sister...) physical description of a person, family events, ( birthday, marriage..) clothing, furniture.

**Intercultural:** The family.

## Practical component (if any) - NIL

### Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :“*Odysée A1, Méthode de français*”, CLÉ International, France, 2021, Unités 0-4.
  2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 0-3.
  3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
  4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 0-4.
  5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 0-5.
  6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 0-4.
  7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 0-3.
  8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
  9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 0-4
- 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

In Semester 1, students will learn to

- greet in different situations.
- introduce themselves.
- ask for information about others and introduce them.
- communicate orally in formal and informal situations.
- describe a person.
- express their likes and dislikes.
- speak about one's preferences.
- Carry out a basic telephone conversation.
- speak about different professions.
- present a town/city.
- present a locality.
- present their family.
- talk about their daily routine.
- narrate a recent event.

### Course Learning Outcomes:

At the end of Semester 1, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A1.1 of listening and speaking skills as described in the Common European framework.

### SYLLABUS OF DSC- 2<sup>2</sup>

#### Unité 0: (Week 1)

**Comprehension:** Listening to short every day phrases to familiarise students with French. Listening and understanding short dialogues/songs to be able to identify the words /phrases already learnt or known.

Listening to and understanding phrases used in classroom interaction.

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<sup>2</sup> A text book contains 6-8 modules/units called *unité*. Each unite with the exception of unite 0 which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

**Speaking:** Repeating short phrases, letters of the alphabet. Spelling out one's name and those of one's classmates.

**Vocabulary:** Greetings ( *salut, bonjour, au revoir* etc), thanking someone, ( *merci*). Days of the week and months of the year.

**Intercultural:** The French speaking world; Introduction to well known artists and writers from French speaking countries in Europe, Asia, Africa and Canada

### **Unité 1 ( Lessons 1-4 + Project): (Weeks 2,3,4, 5)**

**Listening Comprehension:** Watch a short video clip and answer simple questions on it, listen to a short dialogue and answer simple questions on it.

**Speaking:** Introduce oneself, get information about another person, present a third person, role plays in formal and informal situations, give one's email address, ask questions and answer them, organise and participate in a "speed-meeting"

**Phonetics:** Minimal pairs ( distinguish between words which are different by a single sound), liaisons.

**Vocabulary:** Countries and nationalities, professions, opening and closing structures of an email.

**Sociocultural:** Difference between *tu* and *vous* and how to use them.

### **Unité 2 ( Lessons 1-4 + Project): (Weeks 6,7, 8)**

**Listening Comprehension:** Listen to a short interview and answer simple questions on it, listen to a message on the answering machine and complete it and/or answer simple questions on it, listen to a short conversation and answer questions on it, listen to a text and arrange the given sentences in order, watch a video clip and associate the image with a spoken sentence, listen to short telephonic conversations.

**Speaking:** Ask for and give personal information, make polite requests, present a person, conduct a simple interview, role play ( an audition for a film role),telephone conversations, express one's preferences, count from 1-100, ask for explanations, ask for and/ or confirm a meeting, spell one's name using the telephone alphabet talk about one's daily routine.

**Phonetics:** Oral vowels, " enchaînements."

**Vocabulary:** World of work – the cinema, animals, fashion, the weather, numbers (1-100), typical structures to be used in a telephone conversation.

**Intercultural:** Describe one's day, the telephone alphabet.

### **Unité 3 ( Lessons 1-4 + Project): (Weeks 9,10, 11)**

**Listening Comprehension:** Listen to simple texts, messages and answer questions on them. Listen to and understand simple instructions given in public transport ( bus, metro..) watch a video clip and answer questions on it.

**Speaking:** Describe a town/city, the pros and cons of the locality you live in, speak of ones likes and dislikes, describe the locality in which you live, ask /answer questions about a town/city/ locality, describe available means of transport speak about a transport problem. Give instructions, speak about one's preferences

**Phonetics:** Mute ( un pronounced) letters, oral vowels.

**Vocabulary:** Important and useful places in a town (monuments, museum...) Important and useful places in a locality ( grocery store, market, bus stops) daily activities, means of transport.

**Intercultural:** Francophone cities.

#### **Unité 4 ( Lessons 1-4 + Project): (Weeks 12, 13, 14, 15)**

**Listening Comprehension:** Listen to a short text and answer questions on the same. Watch a video clip and answer questions on the same.

**Speaking:** Present your family to the class with the help of photos. Narrate a recent event describe a person. Congratulate, wish or compliment someone. Express ones agreement or disagreement. Describe clothes and accessories a person is wearing. Present a furniture designer from your country to the class. Describe a gift you are offering to a friend for his/her birthday.

**Phonetics:** Marqueurs of "Feminine" in oral ( petit – petite); Oral vowels.

**Vocabulary:** The family, relations between different members of the family ( mother father, brother sister...) physical description of a person, family events, ( birthday, marriage..) clothing, furniture.

**Intercultural:** The family.

**Practical component (if any) - NIL**

#### **Essential/recommended readings**

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M : "*Odysée A1, Méthode de français*", CLÉ International, France, 2021, Unités 0-4.
2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* », CLÉ International, 2019, Unités 0-3.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 0-4.

5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 0-5.
  6. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 0-4.
  7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d'activités* », CLÉ International, 2019, Unités 0-3.
  8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
  9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 0-4
- 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– 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			

#### Learning Objectives

- Introduction to extracts from contemporary literary texts of both French and francophone writers.
- Introduction to varied cultural themes of France and francophone countries to develop vocabulary and written expression.
- Creating awareness of present day France through short journalistic texts.
- Development of language competence (reading skills, comprehension and vocabulary)

## Learning outcomes

At the end of semester 1, a student will be able to

- read and understand a short literary text adapted for students of level A1 and to answer questions on the same.
- Read and understand a short culture based text adapted for students of level A1 and to answer questions on the same.
- read and understand a short journalistic text adapted for students of level A1 and to answer questions on the same.

## SYLLABUS OF DSC-3

### Unit 1: Literary texts<sup>3</sup> (Weeks 1-5)

1. Proust, Marcel : « *A la recherche du temps perdu* »
2. Camus, Albert : « *Le malentendu* »
3. Prévert, Jacques : « *Familiale* »
4. Bâ, Mariama : « Une si longue lettre »
5. Bégag, Azouz : *Le Gone du Chaâba* »
6. Ernaux, Annie : « *Une femme* »

### Unit 2: Texts on culture and civilisation<sup>4</sup> ( Weeks 6-10)

1. Une vie d'étudiant
2. Les medias
3. Les Vacances
4. Familles
5. La France Multiculturelle
6. La Francophonie.

### Unit 3: Short texts from newspapers.( weeks 11-15)

Material will be made available by the Department as journalistic texts have to refer to events in real time.

Practical component (if any) - NIL

## Essential/recommended readings

To be compiled and provided by the Department.

1. Blondeau Nicole, Allouache Ferroudja, Né Marie-Françoise « *Littérature progressive du français, A1-A2 niveau débutant*» (2<sup>e</sup> édition avec 600 activités), CLÉ, International, 2019.
2. Carlo Catherine, Causa Marielle :« *Civilisation Progressive du français, A1, niveau débutant* » (3<sup>e</sup> édition avec 450 activités), CLÉ International, 2019.
3. “ *Le plaisir de lire en français*” Level A1 romans illustrés, Les Éditions DIDIER
4. *Le Journal des Enfants*: A weekly newspaper for young learners.

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<sup>3</sup> The titles cited above are examples of texts. The teacher can bring in other literary texts adapted to the level of students.

<sup>4</sup> The teacher can introduce themes and material adapted to the level of the students.



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.

**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				

**Learning Objectives: Reading and Writing:**

In Semester 1, the student will learn to

- about France and French speaking countries.
- to read and understand an email.
- To write an email on simple subjects ( introduce oneself, describe one's city, one's town, one's family)
- To read and understand a simple poster. ( announcing an event, a film,)
- To prepare a poster.
- To read and understand a blog.
- To write a short blog (about oneself, about one's family, expressing one's likes and dislikes.etc.)/ to reply to a blog.
- To describe a town/city.
- To describe the locality in which one lives.
- To describe one's daily routine.
- To read and understand a notice.
- To read and understand an extract from a comic book.
- To describe a person ( physical and qualitatively)
- To describe one's family.
- To read, understand and reply to short messages.

**Course Learning Outcomes (Reading and Writing)**

At the end of Semester 1, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.
- Attain Level A 1.1 of reading and writing skills as described in the Common European Framework.

**Learning Objectives (Listening and Speaking)**

In Semester 1, students will learn to

- greet in different situations.
- introduce themselves.
- ask for information about others and introduce them.
- communicate orally in formal and informal situations.
- describe a person.
- express their likes and dislikes.
- speak about one's preferences.
- Carry out a basic telephone conversation.
- speak about different professions.
- present a town/city.
- present a locality.
- present their family.
- talk about their daily routine.
- narrate a recent event.

### Course Learning Outcomes ( Listening and Speaking)

At the end of Semester 1, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A1.1 of listening and speaking skills as described in the Common European framework.

## SYLLABUS OF GE 1 (FRENCH)<sup>5</sup>

### Dossier 0: (Week 1)

**Reading Comprehension :** Short simple texts (extract of a comic book, academic calendar, classroom instructions) and posters (situations) and answer questions on them.

**Writing:** Make a poster with two class instructions.

**Grammar:** Verb *s'appeler* (present tense), subject pronouns ( *je, tu, il/elle...*) accents in French, gender of countries, definite article ( *le, la, l' les*).

**Listening Comprehension:** Dialogues, short songs and answer questions on them. Associate the letter of the alphabet and its pronunciation. Write down numbers from 1-69.

**Speaking:** Introduce oneself, spell out one's name, the seasons in one's country, practice useful classroom phrases.

**Phonetics:** French alphabet.

**Vocabulary:** greetings, names of people, countries, numbers, months of the year and days of the week.

### Dossier 1 Lessons 1-6 + Project (Weeks 2,3,4,5)

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<sup>5</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.

**Reading Comprehension:** Associating photos and short texts, posters (invitation to an event, a film), and answering questions on it, read a blog, a website, SMS and answer questions on it, putting a short dialogue in order.

**Writing:** Fill in personal information on a document ( a badge, a form, an enrollment form,) write a tweet to introduce oneself, prepare a poster giving six photos and 6 arguments in favor of learning a foreign language

**Grammar:** Difference between tu and vous and their use, Indefinite articles (*un, une des*), question words ( *où, qui, quand quoi?* ), verb *être* ( present tense), verbs in ER ( present tense), difference between *il est, c'est*, Interrogative adjectives ( *quel, quelle...*), Use of *parce que* ( to give a reason) and *pour* (objective).

**Listening comprehension:** Listen to short texts ( dialogues, conversations interviews) and answer questions on them.

**Speaking:** Greetings, introduce oneself, take leave, ask for and give information/personal details, to introduce another person (ex classmates) , ask the identity of an unknown person, give reasons to learn a foreign language.

**Phonetics:** Different French sounds ( y, z), emphasis on the last syllable, different types of intonation ( rising , descending) and their use, mute ( un pronounced) letters, Liaison.

**Vocabulary:** phrases to greet one another, polite phrases ( merci, s'il vous plait), nationalities, professions

**Cultural:** French names, importance of French as an international language.

## **Dossier 2 Lessons 1-6 + Project (Weeks 6,7, 8, 9)**

**Reading Comprehension:** Read a travel diary, symbols used in tourism, town map, forum, short texts on types of lodging, and answer questions on them.

**Writing:** write a travel diary, draw a map of your town or locality, write a message on a travel forum, explain one's choice of mode of transport, write a short introduction for a documentary on travelling, write a testimonial for a "couch surfer", prepare an advertisement to rent out a lodging.

**Grammar:** Prepositions used for countries and cities, Prepositions to situate an object Contracted articles with *à* and *de*, Verbs *aller, venir and prendre* (present tense), make a sentence negative, ask questions.

**Listening comprehension:** Listen to an audioguide, information on a tourist place, conversation, report and answer questions on them.

**Speaking:** Name and situate places on a town map, talk about means of transport, get to know another person, talk about different types of lodging.

**Phonetics:** Different French sounds, l'élision,, differentiate between masculine and feminine and singular and plural words.

**Vocabulary:** Names of countries and cities, important places in a town, means of transport, structures to get to know another person, lodging.

**Cultural:** French living abroad.

## **Dossier 3 Lessons 1-6 + Project (Weeks 10, 11, 12)**

**Reading Comprehension:** Read content of websites, posters, advertisements and forums, testimonials family tree, instagram posts and answer questions on them.

**Writing:** Describe a person, write a testimonial for 3 french tourists visiting your Country, prepare a poster for sporting activities, prepare and explain a medical survival kit.

**Grammar:** Masculine and feminine, singular and plural of qualifying adjectives, express one's likes and dislikes, the structure *faire + a sport*, emphatic pronouns, expression *avoir mal a + a part of the body*.

**Listening Comprehension:** Listen to recorded testimonials, conversations, short interviews and telephone conversations and answer questions on them.

**Speaking:** Describe/ introduce the family, describe a person, talk about preferences, activities, explain a health problem, ask and answer questions.

**Phonetics:** Differentiate between two close sounds, nasal vowels.

**Vocabulary:** Family, physical description and qualities of a person, verbs and expressions to present one's likes and dislikes, professions, activities ( sportive and artistic), parts of the body.

**Cultural:** Interviews with people related to tourism. Origin of tourists who visit Paris.

#### **Dossier 4 Lessons 1-6 + Project (Weeks 13, 14, 15)**

**Reading comprehension:** Read a short article, an email, a website or forum, facebook post, and invitation and answer questions on them.

**Writing:** Describe your typical day, prepare an ideal work schedule, prepare a questionnaire to identify the preferred outings of the class. Write an email. Write an invitation. Accept/reject an invitation.

**Grammar:** Different ways to tell the time, tell the time, reflexive verbs, Verbs lire, écrire, devoir, vouloir, pouvoir sortir (Present tense). Present tense of IR verbs, Imperative.

**Listening Comprehension:** Listen to messages on telephone, interviews, telephone conversations radio programs and answer questions on them.

**Speaking:** Ask for and tell the time, describe one's typical work day, describe one's daily activities, Propose and give information on different types of outings.

**Phonetics:** different types of intonation, typical French sounds ( semi vowels)

**Vocabulary:** Time, everyday activities, work schedule, outings.

**Cultural:** A day in the life of a Frenchman.

#### **Practical component (if any) - NIL**

**Essential/recommended readings** Any of the text books given below may be prescribed by the Department.

1. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie ( s'exercer), Mous Nelly (DELF) : *"Cosmopolite A1 Méthode de français"*, Hachette Français langue étrangère, 2017 Dossiers 0-4.
2. Cocton Marie-Noëlle (coordination pédagogique), Heu Elodie, Houssa Catherine, Kasazain Emilie, Duplex Dorothée (DELF), Ripaud Delphine (phonétique) : *« Saison 1 A1+ Méthode de français »*, Les Editions Didier, 2015, Unités 0-5.
3. Cocton Marie-Noëlle (coordination pédagogique), Dauda P, Giachino L, Baracco C : *« Generation A1 Méthode de français »* (livre + cahier), Didier Français Langue Etrangère, 2015, Unités 0-3.
4. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : *"Cosmopolite A1 Cahier d'activités"*, Hachette Français langue étrangère, 2017 Dossiers 0-4
5. Alcaez Marion, Escouffier Dorothee, Gomy Camille, Landier Mathilde, Quémener Francine, Ripaud Delphine : *« Saison 1 A1+ Cahiers d'activités »*, Les Editions Didier, 2015, Unités 0-5.

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.

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### STRUCTURE, COURSES & SYLLABI OF SEMESTER -II





# BA (Hons) FRENCH

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

Category I

**Undergraduate Programme of study with BA (Hons) French as a Single  
Core Discipline**  
(B.A. Honours in French in three years)

**STRUCTURE OF SECOND SEMESTER**

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

**3 Discipline Specific Cores (DSCs)** - 3 courses of 4 credits = 12 credits offered by the Department of Germanic and Romance Studies

**0 Discipline Specific Electives (DSE)** – No DSE courses in Semester II by the Department of Germanic and Romance Studies.

**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 the Department of Germanic and Romance Studies).

Sem	<b>1 Ability Enhancement Course (AEC)</b> – 1 course of 2 credits = 2 credits (one course to be chosen from either 'Environmental Science: Theory to Practice' or one of the 22 Indian <sup>s</sup> Languages listed in the 8 <sup>th</sup> Schedule of the Constitution in the pool of AEC courses)						
	<b>1 Skill Enhancement Course (SEC)</b> - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of SEC courses offered by any Department)						
	<b>1 Value Addition Course (VAC)</b> - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of VAC courses offered by any Department)						
			pool of courses GE-2 (4)	AEC courses (2)	SEC courses (2)		one from a pool of VAC courses (2)

**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		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	Class XII Passed	NIL

**Learning Objectives**

In semester 2, students will learn

- Describe their daily schedule
- Write about a TV program or series.

- Write and reply to an invitation
- Describe an object
- Describe his food habits and preferences
- Read a menu
- Prepare a menu
- Read a recipe.
- Write a recipe
- Describe a past event
- Describe their projects

### Course Learning Outcomes

At the end of Semester 2, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete Level A1 of reading and writing skills as prescribed in the Common European Framework

### SYLLABUS OF DSC-2<sup>1</sup>

#### Unité 5: ( Lessons 1-4 + Project): (Weeks 1, 2, 3)

**Reading Comprehension:** Reading and understanding simple texts on daily activities of different people information in the form of statistics or tables, daily TV program schedules posters and emails announcing events (cultural and sportive) and answering questions on them.

**Writing :** Write a short text, an email describing one's daily schedule, a cultural or sportive event, preparing a time table, sending, accepting or refusing an invitation.

**Grammar:** Reflexive verbs, structure *Aller + infinitive* used to describe events in the immediate future (Futur proche) prepositions of time. Modal verbs (*pouvoir, vouloir, devoir savoir* in the present), structure *il faut + infinitive*

**Vocabulary:** Daily activities, sports and hobbies, time tables, places for outings ( restaurant, festivals, etc clothing and sports accessories, structures to invite accept or refuse an invitation. describing one's feelings.

**Intercultural:** Sports, sport competitions, festivals.

**Practical component (if any) – NIL**

#### Unité 6: ( Lessons 1-4 + Project): (Weeks 4, 5, 6 ,7)

**Reading Comprehension:** To read short texts or dialogues on collections ( coins, post cards etc), on fashion, on products in the supermarket and answer simple questions on them. Rearrange a short text in order.

**Writing:** Prepare a sales poster for a shop, describe clothes, answer an advertisement for a clothes sale.

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<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite with the exception of *unité 0* which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.



**Grammar:** Conjunctions of coordination ( et and ou), expression de but (objective) with the structure “*pour + infinitif*”, Interrogative adjectives (*quel, quelle, quels, quelles*), demonstrative adjectives (*ce, cet, cette, ces*).

**Vocabulary:** Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

**Intercultural:** shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

#### **Unité 7: ( Lessons 1-4 + Project): (Weeks 8, 9, 10, 11)**

**Reading Comprehension:** Read short texts on alimentary habits in France and francophone countries, a recipe, a menu, restaurant review and answer questions on them. Put recipe instructions in order, put a dialogue in order, describing a past event.

**Writing:** Write a recipe, a restaurant review, prepare a menu.

**Grammar:** Partitive articles, expressions of quantity, le passé composé (past perfect).

**Vocabulary :** Names of ingredients, meals, measurements and quantities, restaurant.

**Intercultural :** Meals in France and francophone countries,, traditional recipes, Table manners.

#### **Unité 8: ( Lessons 1-4 + Project): (Weeks 12, 13, 14, 15)**

**Reading Comprehension:** Read an interview with an explorer, a short description about a trip, description of a futuristic airport, a hotel brochure, understand a train ticket and train time table, a short dialogue at the lost baggage counter of an airport and answer questions on them.

**Writing:** Write about a trip you have undertaken, about your last vacation fill in a lost baggage form.

**Grammar:** Markers of time (*dans, depuis, il y a*), Comparative, expression of cause (*pourquoi, parce que*) and consequence (*donc, alors*)

**Vocabulaire :** Nature, weather, travel, journey by air or by train.

**Intercultural:** travel accounts of French and francophone travellers.

**Practical component (if any) – NIL**

#### **Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :“*Odysée A1, Méthode de français*”, CLÉ International, France, 2021, Unités 5-8.
2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 4-6.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de

grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8

5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 5-8.
7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d'activités* », CLÉ International, 2019, Unités 4-6.
8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELF) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8

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	0	Class XII passed	NIL

##### Learning Objectives

In Semester 1, students will learn to

- Ask for and give information about daily activities.
- Speak about his personal preferences, likes and dislikes
- Ask about and give information on a planned outing (cultural, sportive etc.)
- Accept or refuse an invitation.
- Describe an object, present its characteristics.
- Express his opinion, agreement or disagreement on a subject.
- Carry out simple purchases for goods and services.

- Talk about his alimentary preferences.
- Express measurements and quantities..
- Reserve a table in a restaurant.
- Order in a restaurant.
- Talk about past events
- Present his projects
- Ask for and give information.
- Ask for and propose to help

### **Learning outcomes**

At the end of Semester 1, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European Framework.

## **SYLLABUS OF DSC- 5<sup>2</sup>**

### **Unité 5: ( Lessons 1-4 + Project): (Weeks 1, 2, 3)**

**Listening Comprehension:** Watch a video or listen to a short text where one speaks about one's daily activities, makes plans for an outing and answer simple questions on them.

**Speaking:** Talk about your daily activities, about your likes and dislikes, , ask questions to a friend, to identify his/her likes and dislikes, discuss your schedule for the day to fix an appointment/meeting, invite a friend to an event, explain a problem to a friend,, propose a solution to a problem, present a tradition in your country and compare it to a tradition in a francophone country.

**Phonetics:** Intonation used to ask a question. Opposition of non nasal and nasal sounds.

**Vocabulary:** Daily activities, sports and hobbies, time tables, places for outings ( restaurant, festivals, etc clothing and sports accessories, structures to invite accept or reguse an invitation. describing one's feelings.

**Intercultural:** Sports, sport competitions, festivals.

### **Unité 6: ( Lessons 1-4 + Project): (Weeks 4, 5, 6 ,7)**

**Listening comprehension:** listen to a short announcement promoting a product in the supermarket,a short description of a store, an interview by a journalist of customers in a story, a short advertisement on the radio,watch a video and answer questions on them.

**Speaking:** Ask for advice in a store on a gift for a friend,make and present a weekly budget, describe clothes and clothing accessories, speak about fashion in your country, short dialogues.

**Phonetics:** Introduction to semi vowels, nasal vowels

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<sup>2</sup> A text book contains 6-8 modules/units called *unité*. Each unite with the exception of unite 0 which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

**Vocabulary:** Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

**Intercultural:** shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

### **Unité 7: ( Lessons 1-4 + Project): (Weeks 8, 9, 10, 11)**

**Listening Comprehension:** listen to short texts and associate different objects used in the kitchen and to set a table, listen to a dialogue between a client and a waiter, watch a video on table manners and answer questions on them. Watch a video and complete a text.

**Speaking:** Talk about one's alimentary preferences, one's daily meals, ask for and give information about the ingredients in a recipe or in a dish, reserving a table in a restaurant dialogue between a client and a waiter in different situations ( ordering a meal, expressing one's discontent at the service in a restaurant etc), talking about/narrating past events.

**Phonetics:** Revision of nasal vowels, accent in a sentence, sentence rhythms.

**Vocabulary :** Names of ingredients, meals, measurements and quantities, restaurant.

**Intercultural :** Meals in France and francophone countries,, traditional recipes, Table manners.

### **Unité 8: ( Lessons 1-4 + Project): (Weeks 12, 13, 14, 15)**

**Listening Comprehension:** listen to a reportage, an eyewitness account on a visit to another country, announcements in a plane at the airport and answer questions on them

**Speaking:** Give one's impressions about a country which one has lived in or visited, compare two countries or towns in terms of visiting them as a tourist, talk about your travelling preferences, a dialogue between you and a hotel receptionist on arrival at the hotel, a dialogue between you and the agent at the lost baggage counter, a telephone conversation between your friend and you after having lost your luggage, description of the luggage you have lost)

**Phonetics:** Semi vowels and minimal pair "ge" and "je"

**Vocabulaire :** Nature, weather, travel, journey by air or by train.

**Intercultural:** travel accounts of French and francophone travellers.

**Practical component (if any) – NIL**

### **Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :*"Odysée A1, Méthode de français"*, CLÉ International, France, 2021, Unités 5-8.
2. Jegou D, Vial C : *« La Classe A 1, Méthode de français »*, CLÉ International, 2019, Unités 4-6.

- Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
- Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
- Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
- Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 5-8.
- Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d'activités* », CLÉ International, 2019, Unités 4-6.
- Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
- Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFI) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8

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		
Language through texts (2)	4	3	1	0	Class XII Passed	NIL

##### Learning Objectives

- Introduction to extracts from contemporary literary texts of both French and francophone writers.
- Introduction to varied cultural themes of France and francophone countries to develop vocabulary and written expression.
- Creating awareness of present day France through short journalistic texts.
- Development of language competence (reading skills, comprehension and vocabulary)

##### Learning Outcomes

At the end of semester 2, a student will be able to

- read and understand a short literary text adapted for students of level A1 and to answer questions on the same.
- Read and understand a short culture based text adapted for students of level A1 and to answer questions on the same.
- read and understand a short journalistic text adapted for students of level A1 and to answer questions on the same.

## **SYLLABUS OF DSC-6**

### **Unit 1: Literary texts<sup>3</sup> (Weeks 1-5)**

1. Céline, Louis Ferdinand: « *Voyage au bout de la Nuit* »
2. Anouilh, Jean : « *Antigone* »
3. Sagan Françoise : « *Bonjour Tristesse* »
4. Le Clézio, J-M Gustave : « Lullaby » in *Mondo et autres histoires*
5. Condé Maryse : « *Moi, Tituba sorcière* »
6. Reza Yasmina : « *Trois versions de la vie* »

### **Unit 2: Texts on culture and civilisation<sup>4</sup> ( Weeks 6-10)**

1. Les Loisirs
2. Le Travail
3. Le Système de santé
4. La France urbaine
5. La France rurale
6. Les Vacances

### **Unit 3: Short texts from newspapers.( Weeks 11-15)**

**Material will be made available by the Department as journalistic texts have to refer to events in real time.**

**Practical component (if any) - NIL**

### **Essential/recommended readings**

To be compiled and provided by the Department.

1. Blondeau Nicole, Allouache Ferroudja, Né Marie-Françoise « *Littérature progressive du français, A1-A2 niveau débutant*» (2<sup>e</sup> édition avec 600 activités), CLÉ, International, 2019.
2. Carlo Catherine, Causa Marielle :« *Civilisation Progressive du français, A1, niveau débutant* » (3<sup>e</sup> édition avec 450 activités), CLÉ International, 2019.
3. “ *Le plaisir de lire en français*” Level A1 romans illustrés, Les Éditions DIDIER
4. *Le Journal des Enfants*: A weekly newspaper for young learners.

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<sup>3</sup> The titles cited above are examples of texts. The teacher can bring in other literary texts adapted to the level of students.

<sup>4</sup> The teacher can introduce themes and material adapted to the level of the students.

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.

**GENERIC ELECTIVE (GE-2)**  
**Basic Communicative French (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		
Basic Communicative French (2)						

**Learning Objectives: Reading and Writing:**

In Semester 2, the student will learn

- To describe about past event
- To describe recent events and projects
- To read and understand short simple biographies
- To describe a person
- To read and understand a website
- To describe a trip
- To read and understand an itinerary.
- To describe a specific city or place
- To describe different types of habitations
- To describe the seasons
- To read and understand a menu
- To describe alimentary habits
- To describe clothing and accessories
- To describe one's progress in learning the French language
- To read and understand a menu
- To describe an object
- To describe and compare various types of outings ( cinema, theatre etc)

**Course Learning Outcomes (Reading and Writing)**

At the end of Semester 2, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.

- Complete Level A1 of reading and writing skills as described in the Common European Framework.

### Learning Objectives (Listening and Speaking)

In Semester 2, students will learn

- To talk about past events
- To talk about recent events and projects
- To describe a person
- To give advice
- To talk about a town or a specific place
- To talk about the weather, seasons and climate
- To express one's emotions
- To give one's opinion about a meal, a restaurant
- To compare food habits in different countries
- To buy clothes
- To do a positive or negative appraisal
- To order a meal in a restaurant
- To describe a person or object
- To organise an event.

### Course Learning Outcomes ( Listening and Speaking)

At the end of Semester 2, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to their immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European framework.

### SYLLABUS OF GE 2 (FRENCH)<sup>5</sup>

#### Dossier 5: Lessons 1-6 + Project (Weeks 1, 2 3)

**Reading Comprehension:** to read and understand short texts, web sites on past events, describing people or giving advice and answering questions on them. To read and understand simple biographies.

**Writing:** To create one's learning diary , to write about past events, projects and experiences, to write a short biography of a well known person, describe a person, to make a list of advice in a specific situation ( ex. improve one's French)

**Grammar:** le Passé composé ( past perfect) the structure « *Venir+ de + infinitif* » to refer to recent past events, the structure “ Aller + Infinitif ” to refer to events in the immediate future, Verb “dire” ( present tense), markers of time. l'impératif.

**Listening Comprehension:** to listen to and understand interviews, radio programs on an individual's learning experiences, projects, past events and answer questions on them

**Speaking:** to talk about one's learning experiences, projects, past events, present an author, describe a person, give advice in specific situations.

**Phonetics:** distinction between nasal and oral vowels, e muet, difference between the present and the past perfect tense.

**Vocabulary:** Words related to project description, numbers, stages in a person's life, a restaurant owner's profession, press and news reports.

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<sup>5</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.



## **Intercultural: Media**

### **Dossier 6: Lessons 1-6 + Project (Weeks 4, 5, 6, 7)**

**Reading Comprehension:** Read and understand an itinerary, a flyer, read and understand a website proposing different types of trips, different types of stays, read and understand a short text describing a city, seasons, climate, a short travelogue and answer questions on them.

**Writing:** Prepare an itinerary, a flyer, write a short text proposing different types of trips and stays, describing a city, a blog to describe the weather, a short travelogue.

**Grammar:** Simple future tense, the structure "*il faut*", Pronoun *y*, place of qualifying adjectives, structures to describe weather and the climate, emotions and sentiments.

**Listening Comprehension:** to listen to and understand telephone conversations, radio programs, interviews referring to travel and weather, listen to and understand a weather report to be able to answer questions on them.

**Speaking:** Present an itinerary, a francophone country, a city of your choice, different types of stays and lodging, the weather report, your opinion about a trip you went for.

**Phonetics:** nasal vowels, groups of consonants.

**Vocabulary:** Terms related to travel and tourism, expressions to situate a town or a country, adjectives of color, rooms in a lodging, weather, months and seasons, emotions and sensations.

**Intercultural:** Francophone countries

### **Dossier 7: Lessons 1-6 + Project (Weeks 8, 9, 10, 11)**

**Reading comprehension:** read and understand a menu, read and understand a short text on a specialized grocery store, reading habits of the French, evolution in vocational training, clothes and fashion and answer questions on them.

**Writing:** Prepare a menu, a list of ingredients with corresponding quantities, describe reading habits in your country, describe clothing and accessories, a restaurant

**Grammar:** use of indefinite and partitive articles, expressions of quantity, pronoun *en*, the comparative, l'imparfait (past continuous tense) verbe *payer* (present tense)

**Listening comprehension:** Listen to and understand conversations, interviews, new reports and radio programs on food, restaurants, fashion, clothing and answer questions on them.

**Speaking:** talk about a restaurant, its menu, the ingredients in a specific dish, reading habits in your country, vocational training today and in the past, describe a person, your favorite city/tourist destination dialogue between a vendor and a client.

**Phonetics:** paire minimale p et b, je et sh, intonation nasal vowels.

**Intercultural:** Gastronomy, clothing.

### **Dossier 8: Lessons 1-6 + Project (Weeks 12, 13, 14, 15)**

**Reading Comprehension:** to read and understand short texts, first hand reports, websites and Internet forums on learning experiences, restaurants, dressing styles, persons or objects, films and shows and answer questions on them

**Writing:** describe a restaurant, write a review about a restaurant, describe dressing styles, an object or a person, write about a film, and create your internet profile.

**Grammar:** use of Present tense, past perfect tense and past continuous tense. Pronouns for the direct object (*le la l' les*), relative pronouns *qui, que/qu'*, Pronoms toniques after *chez, avec and pour*, Structures to express one's opinion and to advise, pronouns for the indirect object (*lui, leur*)

**Listening Comprehension:** Listen to and understand first hand reports, conversations and interviews dialogues on various cultural events (a film, a show, a masked ball,) a menu, and answer questions on them.

**Speaking:** talk about one's progress in French, present a restaurant, order a meal, describe a person or an object, give one's opinion on a cultural event, organise an evening..

**Phonetics:** semi vowels and oral vowels.

**Intercultural:** Cultural activities

## **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)

### 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

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-2

#### 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-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		

**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)”]**

## **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.

### **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 Political Science.**
- ✓ 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 Political Science.**
- ✓ 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 Political Science**.

- ✓ 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 Political Science**.
- ✓ 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 Political Science**.

# **UNIVERSITY OF DELHI**

## **UNDERGRADUATE PROGRAMMES OF STUDY**

### **STRUCTURE, COURSES & SYLLABI OF SEMESTER -III**





## BA (Hons) FRENCH

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

#### Category I

Undergraduate Programme of study with BA (Hons) French as a Single  
Core Discipline  
(B.A. Honours in French in three years)

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhance- ment Course (AEC) – 2 credits	Skill Enhance- ment Course (SEC) – 2 credits	Internship/ Apprentice- ship/Project/ Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
I	DSC - 7 DSC - 8 DSC - 9	Choose one from a pool of courses DSE 1 (4)	Choose one from a pool of courses GE-2 (4)	NIL	Choose one from a pool of SEC courses (2)	NIL	NIL	22 credits

#### STRUCTURE OF THIRD SEMESTER

**3 Discipline Specific Cores (DSCs)** - 3 courses of 4 credits = 12 credits offered by the Department of Germanic and Romance Studies

**1 Discipline Specific Electives (DSE)** – 1 course of 4 credits from a pool of courses offered by the Department of Germanic and Romance Studies.

**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 the Department of Germanic and Romance Studies).

**1 Skill Enhancement Course (SEC)** - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of SEC courses offered by any Department)



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

### DISCIPLINE SPECIFIC CORE COURSE – 7:

#### 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 (3)	4	3	1	0		

#### Learning Objectives

In semester 3, students will learn to

- Prepare for a meeting
- Accept or refuse an appointment, invitation
- Write and reply to an invitation
- React to a problem situation
- Describe habits
- Write about daily schedules
- Describe a past event
- Describe a place
- Describe a physical state
- Describe a person's character
- Write a biography
- Write a dialogue for a specific situation or a *roman-photo*.
- Describe their projects
- Describe their family

#### Course Learning Outcomes

At the end of Semester 3, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete partially Level A 2 of reading and writing skills as prescribed in the Common European Framework

#### SYLLABUS OF DSC-7<sup>1</sup>

<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

### **Unité 1: ( Lessons 1-4 + Project): (Weeks 1, 2)**

**Reading Comprehension:** Reading and understanding simple texts, and answering questions on them.

**Writing :** Write an invitation accept or refuse an invitation, description of a cultural event or activity, propose a meeting, accept or refuse a meeting proposal, fill in a lost property form.

**Grammar:** Negatives with *ne...plus, ne ...rien, ne personne*, structure *être en train de+ infinitif* (le present progressif), *être à l'heure, être en retard*.

**Vocabulary:** Words and structures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

**Intercultural:** Speed dating, park Asterix, Belgian national day.

**Practical component (if any) – NIL**

### **Unité 2: ( Lessons 1-4 + Project): (Weeks 3,4)**

**Reading Comprehension:** Read short texts on daily routine (personal and professional) people, places and events and answer simple questions on them.

**Writing:** Write about means of transport in your city, your daily routine, a well known.locality/area of your city.

**Grammar:** Present tense of reflexive verbs, passe compose with *avoir* and *être*, adverbs of frequency ( *souvent, jamais, rarement, parfois*)

**Vocabulary:** daily activities, personal objects, means of transport

**Intercultural:** Public means of transport in Morocco, paying a fine in Montreal, Dakar airport.

### **Unité 3: ( Lessons 1-4 + Project): (Weeks 5.6)**

**Reading Comprehension:** Read short journalistic texts, comic book adaptation of extracts from well known novelsshort descriptive texts on well known writers, historical events, objects, artists, an accident or a natural catastrophe and answer questions on them.

**Writing:** An email to a friend describing your visit to a city of historical importance, a short text on past events, people.

**Grammar:** the present continuous (*l'imparfait*), use of *passé composé* and *l'imparfait*, indicators of chronology *d'abord, puis, ensuite, après, afin*, direct object pronouns.

**Vocabulary :** short journalistic texts, description, careers and professions, parts of the body, health.

**Intercultural :** emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

### **Unité 4: ( Lessons 1-4 + Project): (Weeks 7.8, 9)**

**Reading Comprehension:** Read and answer a personality quiz, read and associate a photo and a text, read the physical description of a person and find the correct photo, read and understand

an email announcing the results of an interview, read simple advertisements looking for someone to share an appartement with and answer questions on the same.

**Writing:** describe a classmate, write down reasons for why the police is looking for a certain person, describe a work of art ( painting, sculpture, novel) of your choice, write the biography of a well known personality of your choice, note down things you should talk about or not in an interview, skills or aptitudes necessary for a good job in your domain, write a short advertisement looking for a person to share an appartement with.

**Grammar:** relative pronouns *qui, que/qu'* place and agreement of adjectives, comparative.

**Vocabulaire :** Physical description, descriptions of personality, biography.

**Intercultural:** sharing an appartement, job interview, cliches, descriptions of well known French and francophone personalities.

**Practical component (if any) – NIL**

#### **Unité 5: ( Lessons 1-4 + Project): (Weeks 10,11,12)**

**Reading Comprehension:** Read a short text on fabrics and fashion, clothes buying on line, different modes of payment and answer questions on them.

**Writing:** Your preferred dressing style, a message to an online seller.

**Grammar:** Markers of time ( *à partir de, dès*) superlative, adverbs of quantity (*assez, peu, beaucoup*),

**Vocabulaire :** Clothes and accessories, different types of fabrics, purchases, sentiments.

**Intercultural:** different types of payments, different types of fabrics, different dressing styles, online/offline purchases.

**Practical component (if any) – NIL**

#### **Unité 6: ( Lessons 1-4 + Project): (Weeks 13,14,15)**

**Reading Comprehension:** Read short texts ( about an app proposing outdoor activities, sportspersons' their future plans, visit to a wine growing region and a wine cellar) a message, a publicity slogan and answer questions on them.

**Writing:** Propose an activity for an application, write an SMS inviting a friend to a play, a family activity, write a slogan for a product.

**Grammar:** structure *verbs pouvoir, vouloir, devoir+infinitif*, the simple future tense, pronouns for indirect objects.

**Vocabulaire :** sports, hobbies, family.

**Intercultural:** Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

**Practical component (if any) – NIL**

**Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.
2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi – 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Aïrelle Pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
8. Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
9. « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
10. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d’activités* », Éditions Maison des Langues, 2018, Unités 1-4
11. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d’activités* », DIDIER FLE, 2022 Unités 1-5.

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 – 8

### 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		
<b>Language in Context: Developing Listening and Speaking Skills (3)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>		

### Learning Objectives

In Semester 3, students will learn to

- Compliment someone.
- Congratulate someone
- Ask about and give information about an event
- Accept or refuse an invitation.
- Speak about his likes and dislikes
- Ask for and give information about his habits.
- Describe his daily routine.
- Describe different modes of transport in his city and explain how to use them
- Describe an object, present its characteristics.
- Speak about past events ( personal and historical)
- Ask for and propose to help.
- Describe a person's character
- Compare people, events, places and objects
- Carry out simple purchases and transactions
- Talk about his family
- Present his projects
- Ask for and give his opinion on a variety of subjects ( different ways of meeting other people, importance of history and historical figures, stereotypes, etc)

### Learning outcomes

At the end of Semester 3, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain partially Level A2 of listening and speaking skills as described in the Common European Framework.

## **SYLLABUS OF DSC- 8<sup>2</sup>**

### **Unité 1: ( Lessons 1-4 + Project): (Weeks 1, 2)**

**Listening Comprehension:** Listen to a short text on different ways to meet people, an an flight announcement and answer simple questions on them.

**Speaking:** Compliment someone, congratulate someone, express opinion on the different ways of meeting others, propose a meeting, accept/refuse an invitation

**Phonetics:** semi vowels

**Vocabulary:** Words and structures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

**Intercultural:** Speed dating, park Asterix, Belgian national day.

### **Unité 2: ( Lessons 1-4 + Project): (Weeks 3,4)**

**Listening comprehension:** Listen to a short text on a personal/professional routine and answer questions on them, to a short dialogue or a public announcement and answer questions on them, associate an image with a text..

**Speaking:** your daily personal/professional routine, give advise or opinion about another's routine, pros and cons of public transport, give instructions on how to find one's way, present a well known person to the class, speak about his work, express your views on stereotypes between men and women. A favorite area/locality in your city

**Phonetics:** sibilant sounds *s, z et ch*

**Vocabulary:** daily activities, personal objects, means of transport

**Intercultural:** Public means of transport in Morocco, paying a fine in Montreal, Dakar airport

### **Unité 3: ( Lessons 1-4 + Project): (Weeks 5, 6)**

**Listening Comprehension:** listen to short texts and dialogues ( between an emergency service and a reporter, a patient and the doctor) and answer questions on them

**Speaking:** carry out a small police enquiry, present your region, present well known french and or francophone personalities related to science, arts, a historical event, describe a painting by a well known french/francophone painter, a dialogue between a doctor and a patient.

**Phonetics:** oral and nasal sounds

**Vocabulary :** short journalistic texts, description, careers and professions, parts of the body, health.

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<sup>2</sup> A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

**Intercultural :** emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

#### **Unité 4: ( Lessons 1-4 + Project): (Weeks7,8,9)**

**Listening Comprehension:** Listen to a text and circle the qualities described, listen to a short text ( interview with a journalist a discussion between a mother and a daughter, a description of a well known person, a job interview) and answer questions on them.

**Speaking:** describe a class mate, a well known personality( writer, singer, musician, painter, actor...) give your opinion on cliches,a job interview, dialogue between you and the person who is going to share your appartement.

**Phonetics:** Nasal vowels

**Vocabulaire :** Physical description, descriptions of personality, biography.

**Intercultural:** sharing an appartement, job interview, cliches, descriptions of well known French and francophone personalities.

#### **Unité 5: ( Lessons 1-4 + Project): (Weeks 10,11,12)**

**Listening Comprehension:** Listen to a short text, watch a video on clothes accessories and shopping and answer questions on them.

**Speaking:** speak about your preferred styles of dressing, your favorite clothes and accessories,your opinion for or against clothes made of animal fur,advantages and disadvantages of online shopping, a dialogue between you and the vendor to return an article purchased online.

**Phonetics:** e muet

**Vocabulaire :** Clothes and accessories, different types of fabrics, purchases, sentiments.

**Intercultural:** different types of payments, different types of fabrics, different dressing styles,online/offline purchases.

#### **Unité 6: ( Lessons 1-4 + Project): (Weeks13, 14, 15)**

**Listening Comprehension:** a telephone conversation, a voice message, short description of a game, and answer questions on them

**Speaking:** explain the functioning of an app to a friend, propose an outing to a friend, explain a game traditionally played in your country to a friend, present a region to your friend, your weekend projects, leave a voice message/reply to a voice message.

**Phonetics:** Graphie and phonie [o]

**Vocabulaire :** sports, hobbies, family.

**Intercultural:** Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

**Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.
2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi – 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Airelle Pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
9. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d’activités* », Éditions Maison des Langues, 2018, Unités 1-4
10. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, cahier d’activités* », DIDIER FLE, 2022 Unités 1-5.

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.



## 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	4	3	1	0		

### Learning Objectives

- Introduce students to literary texts with focus on the major cultural and intellectual movements of the XX and XXI century.
- Developing skills to identify and analyse various genres such as poetry, shorter narrative texts, autobiography, intermedial narratives written by French and Francophone authors.
- Introduction to major XX and XXI century writers and the themes/questions they engage with.

### Learning Outcomes

At the end of semester 3, a student will

- become familiar with literary criticism and understand the various ways of engaging with XX and XXI century literary texts written in French
- demonstrate their analytical skills by identifying key literary devices and themes present in poetry, shorter narrative texts, autobiography, intermedial narratives written in the XX and XXI century by French and Francophone authors
- be able to differentiate between various literary genres and understand the conventions, styles and specificities of such genres.

## SYLLABUS OF DSC-9

### Unit 1: (1-4 weeks)

Short narrative texts written by XX and XXI century writers: Study of narrative devices and specificity of the shorter narrative forms, Study of various components of narrative texts such as plot, event, character, setting, narrator, narrative style etc., study of the socio-cultural context that has shaped such texts.

### Unit 2: (5-8 weeks)

Poetic texts written by XX and XXI century writers: Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as sonnet, ode, free verse etc, study of the socio-cultural context that has shaped such texts.

### Unit 3: (9-12 weeks)

Life writing by the XX and XXI century writers: Study of the features and genres of autobiographical texts, understanding the autobiographical pact in relation to factuality, objectivity, and subjectivity of autobiographical and autofictional texts, study of the socio-cultural context that has shaped such texts.

### Unit 3: (13-15 weeks)

Intermedial narratives of the XX and XXI century: Study of the features and generic specificities of comic strips and graphic novels. Study of various components of such intermedial texts and strategies to analyse and interpret them.

**Practical component (if any) - NIL**

**Essential/recommended readings**

1. F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau débutant*, F Clé International, Paris, 2016.
  2. Jean-Louis Joubert, *Littérature Francophone Anthologie*, Cideb, 1997.
  3. Michel Brix, *Histoire de la Littérature française*, De Boeck, Bruxelles, Paris, 2014
- 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.

**GENERIC ELECTIVE (GE-3)**  
**Basic Communicative French (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		
Basic Communicative French (3)	4	3	1			

**Learning Objectives: Reading and Writing:**

In Semester 3, the student will learn to

- To compare courses offered by different language schools
- To carry out simple administrative procedures
- To organise a trip
- To get information on lodging and boarding
- To describe a place ( region town, city, country)
- To describe and understand safety measures
- To organise a weekend around a theme
- To describe a trip to an unusual place
- To describe his itinerary
- To read and understand a job offer
- To look for a job
- To propose one's services
- To give advice

- To describe one's career path
- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

### **Course Learning Outcomes (Reading and Writing)**

At the end of Semester 3, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.
- Complete partially Level A2 of reading and writing skills as described in the Common European Framework.

### **Learning Objectives (Listening and Speaking)**

In Semester 2, students will learn

- To describe a place ( region, city, country)
- To narrate an experience
- To speak about his feelings and emotions
- To describe a trip to an unusual place
- To describe his itinerary
- To propose one's services
- To give advice
- To describe one's career path
- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

### **Course Learning Outcomes ( Listening and Speaking)**

At the end of Semester 3, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to their immediate environment.
- interact in simple everyday situations.
- attain partially Level A2 of listening and speaking skills as described in the Common European framework.

## SYLLABUS OF GE 3 (FRENCH)<sup>3</sup>

### Dossier 1: Lessons 1-6 + Project (Weeks 1, 2 3)

**Reading Comprehension:** to read and understand short texts, messages, websites of language schools and lodging and boarding for students, a brochure describing various types of lodgings in France, unusual types of lodging facilities, to read proposals on how to visit a city and propose one's services as a tourist guide.

**Writing:** To create a text advising students how to prepare for a study trip to France , to prepare a brochure on different types of lodging about past events, projects and experiences, to write a short biography of a well known person, describe a person, to make a list of advice in a specific situation ( ex. improve one's French)

**Grammar:** Comparative, pronouns *y* and *en*, pronouns for direct and indirect objects, imperative with *devoir* + *infinitive*, *il faut* + *infinitive*, *il est impératif de*. Negative structures *ne...plus, rien, personne, jamais*, adverbs, relative pronouns *qui, que/qu' a qui*

**Listening Comprehension:** to listen to and understand short conversations, interviews, radio journal, a telephone conversation, and radio programs on various subjects and answer questions on them

**Speaking:** to talk about different apps for language learning, information relevant to students coming to France describe different modes of public transport, describe an itinerary, a lodging, tourist places and activities in your city.

**Phonetics:** Pronunciation of *plus* in different contexts, nasal vowels, intonation for imperative sentences.

**Vocabulary:** Words related to description of language school programs, administrative formalities, modes of transport, lodging and boarding, an unusual site, important places in a town and tourist activities

**Intercultural:** Linguistic stays and tourist visits

### Dossier 2: Lessons 1-6 + Project (Weeks 4, 5, 6, 7)

**Reading Comprehension:** Read short texts/forums on unusual tourist sites and itineraries, campus memories, brochures on various sport activities and answer questions on them

**Writing:** Describe an unusual tourist site, rules and advice to learn French, precautions to take while participating in a tourist activity, a memory, prepare a flyer for sporting activities, describe an unusual tourist visit.

**Grammar:** Agreement of the Past participle with *être*, present subjunctive, use of passé composé and imparfait, structures *c'est qui...* and *c'est que....* Gender of nouns, markers of time (*il y a, depuis, pendant, dans*)

**Listening Comprehension:** to listen to and understand conversations, radio programs, interviews on unusual tourist sites and itineraries, campus memories, sport activities and to answer questions on them.

**Speaking:** Describe an unusual tourist site, campus memories, sporting activities, personal and professional career path,.

**Phonetics:** nasal vowels, liaison

**Vocabulary:** Terms related to tourist activities, express rules and recommendations, sentiments and emotions, sporting activities and personal and career paths.

**Intercultural:** tourist visits and unusual experiences and meetings, café de langue

### Dossier 3: Lessons 1-6 + Project (Weeks 8, 9, 10, 11)

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<sup>3</sup> A text book contains 6-8 modules/units called *dossier* Each dossier comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.

**Reading comprehension:** read and understand a job advertisement, different types of CV, an advertisement proposing a service, a forum describing ones studies and career progression, an interview and answer questions on them.

**Writing:** an advertisement for a post in a language school, a CV, a proposal for a service, a short report on your career progression

**Grammar:** articulators, adverbs, hypothesis with *si*, *plus que-parfait*, formal questions and indefinite adjectives to express a quantity ( *tout, quelques, plusieurs*)

**Listening comprehension:** Listen to extracts of job descriptions, telephone conversations, a radio program extract of an interview and answer questions on them.

**Speaking:** Discuss and describe various professions related to a language school, different ways to look for jobs and propose one's services, speak about your career progression, a job interview.

**Phonetics:** sounds *s et z*, non nasal sounds, pronunciation *tout, tous*

**Vocabulary :** Terms to describe professional skills, related to interviews, CV , studies

**Intercultural:** Erasmus program, bilingual studies.

#### **Dossier 4: Lessons 1-6 + Project (Weeks 12, 13, 14, 15)**

**Reading Comprehension:** to read and understand short texts on television serials, music, the circus and comic books, forums on cultural events, and answer questions on them. Read and interpret tables and statistics on cultural preferences,

**Writing:** describe your preferred TV serial, a cultural event, carry out a survey of cultural practices in your country, famous French artists, French comic books and their authors

**Grammar:** Place of the adverb, structures *ce qui/ce que... c'est/ ce sont*, interrogative pronouns (*lequel, laquelle, lesquels, lesquelles*) superlative, the conditional present, different ways of asking a question.

**Listening Comprehension:** Listen to interviews, reports on cultural events, radio programs on cultural practices and comic books, circus and answer questions on them

**Speaking:** talk about your favorite TV serial, a cultural event, cultural practices in your country, famous French artists and French comic books

**Phonetics:** sound *r*, semi vowels

**Vocabulary:** terms related to TV series, cultural events, surveys, comic books, films and circus.

**Intercultural:** French cinema and film festivals

#### **Essential/Recommended Readings**

1. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo ('exercer), Nelly Mous (DELF) : « *Cosmopolite, Méthode de français A2*, » Hachette- TV 5 Monde, 2017, France Dossiers1-4.
2. Anouchka de Oliveira, Anneline Dintilhac, Dorothée Dupleix (DELF), Delphine Ripaud (Phonétique): « *Saison Méthode de Français A2+* » Les Editions DIDIER, 2014, France, Unité 0 et Module 1
3. Luca Giachino, Carla Baracco : « Nouvelle Generation Methode de francais (Livre+Cahier) » Les Editions DIDIER, France, 2022 Unités 1-3.
4. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite, Cahier d'activités A2*, » Hachette TV 5 Monde, 2017 France dossiers 1-4
5. Isabelle Cartier, Camille Dereeper, Camille Gomy, Anne Valenza, Delphine Ripaud : « *Saison Méthode de Français A2+* », Les Editions DIDIER, 2014, France, Unité 0 et Module 1

#### **DISCIPLINE SPECIFIC ELECTIVES (DSE 1)**

##### **Option 1: Studying Different Text Types**

### **Learning Objectives:**

- Introduction to discursive specificities and patterns of language across texts and the functions of texts in their social, literary and cultural contexts.
- Familiarise students with various types of texts so that they can identify how the texts resemble or differ from each other in terms of vocabulary, grammar, cohesion and stylistic features.

Increase awareness of linguistic and stylistic features of text types and the reasons for the variation between them. Such an awareness will be useful in further work with text, for example in writing, reading, analysing and interpreting them.

### **Learning Outcomes:**

- Develops skills to study different text types in order to familiarize 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 for DSE 1: Option 1: Studying Different Text types**

### **Unit 1 (1-5 weeks)**

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

### **Unit 2 (6-10 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 3 (10-15 Weeks)**

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

### **Essential/recommended Readings**

A selection of texts can be made from the following reference materials.

1. *Civilisation progressive du français - Niveau Intermédiaire*, Catherine Carlo, Mariella Causa, Clé International, Paris, 2016
2. *Civilisation progressive de la francophonie - Niveau Intermédiaire*, Jackson Noutchié-Njiké, Clé International, Paris, 2016
3. *Littérature progressive du Français - Niveau Intermédiaire*, Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, Clé International, Paris, 2016
4. *Littérature progressive de la francophonie - Niveau Intermédiaire*, F. Allouache, N. Blondeau, Clé International, Paris, 2016
5. *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 in *La Linguistique textuelle*, Jean-Michel Adam, Armand Colin, Paris, 2015
6. *ABC DELF B1*, Corinne Kober-Kleinert, Marie-Louise Parizet, Clé International, Paris.

Additional material may be made available by the Department.

## **DSE 1: Option 2: Introduction to the History of France and the Francophone World**

**Learning Objectives:**

- Develop an understanding about major historical events that have shaped France from the medieval to contemporary period.
- Critically engage with French Colonialism and its aftermath in relation to the period of decolonisation and its aftermath.
- Familiarize students with techniques and strategies to analyse historical documents as evidences of historical events.

**Learning Outcomes:**

- Familiarize students with the major social, political and cultural events from the medieval to contemporary period.
- Develop a critical perspective of the colonial past of France and its relations to its colonies.
- Provide a good understanding of Contemporary France and its relations with the French speaking world including its policy towards immigration.
- Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.

**Syllabus for DSE -1 Option 2: Introduction to the History of France and the Francophone World****Unit 1 (1-4 Weeks)**

- 1.1 The Gauls and the Franks.
- 1.2 The making of the Kingdom of France (987-1453) and Consolidation of the French Monarchy.
- 1.3. Renaissance and Guerre de Religions
- 1.4. Beginning of colonialism

**Unit 2 (5-8 Weeks)**

- 2.1 French Revolution and the Napoleonic era.
- 2.2 Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
- 2.3 France and its colonies.

**Unit 3 (9-12 Weeks)**

- 3.1 The Belle époque
- 3.2 The First World War
- 3.3 France between the Wars
- 3.4 The second World War and Decolonisation
- 3.5 Major developments of the Vth Republic

**Unit 4 (13-15 Weeks)**

- 4.1 Contemporary France and its relations with the French speaking world, including its policy towards immigration.
- 4.2 European Union

**Essential/recommended Readings**

1. Jean Thoraval et al, Les Grandes Etapes De La Civilisation Française, Bordas (1967).
2. Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale, en trois volumes*, Armand Colin, coll. Agora (1991).

3. Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle*, Seuil, 1996.
4. Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).
5. Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

Additional material may be provided by the Department.

## **DSE -1: Option 3 Life in French Speaking Countries**

### **Learning Objectives**

- The course initiates learners to the culture and civilization of France and French speaking countries.
- Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.
- Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.
- Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students

### **Learning Outcomes:**

- Understand historical, political, economic, cultural and social specificities of various French Speaking Countries
- Analyse various civilisational aspects of the French speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- Develop intercultural competence to engage with French Speaking Countries.

## **SYLLABUS DSE 1: Option 3: Life in French Speaking Countries**

### **Unit 1 (1-5 Weeks)**

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

### **Unit 2 (6-10 Weeks)**

Great thinkers of France and other Francophone countries.

### **Unit 3 (11-15 Weeks)**

Introduction to literature, cinema, art of France and other Francophone countries

### **Essential/recommended Readings**

1. Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
2. 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.
3. Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005
4. Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Ponti 5 : Enfances. Le français à l'université, 2007.



Additional material will be made available by the Department.

## **DSE 1: Option 4: Debating and Presentation Techniques**

### **Learning Objectives**

- Improve critical thinking and argumentative skills
- Develop skills to structure thoughts
- Impart skills to present structured thought in a coherent and rational manner
- Teach necessary lexical, discursive and grammatical tools of argumentative speech

### **Learning Outcomes**

- Present and explain information, findings, and supporting evidence, conveying clear and distinct arguments on simple topics related to their immediate environment
- Justify one's point of view with proper line of reasoning and examples
- Develop the skills to formulate, organize, prove arguments with the help of examples, data, tables, charts, illustrations or other graphic supports.
- Develop the capacity to formulate and present counter-arguments
- Acquire lexical, discursive, grammatical tools of argumentative speech
- Develop awareness about ICT enabled tools and non-verbal elements of an effective presentation such as, voice modulation, eye contact, use of space etc.

### **Unit 1 (1-4 weeks)**

Components and structure of argumentative speech: Introduction, development, conclusion, claims, proofs and evidences, The distinction between speaking and demonstrating

### **Unit 2 (5-8 weeks)**

Exercises on coherence and coherence with the help of connectors, Introduction of lexical, discursive and grammatical tools required to effectively present and justify concrete arguments.

### **Unit 3 (9-12 Weeks)**

Components and structure of debate: How to start and end a debate, how to present counter-arguments etc.

### **Unit 4 (13-15 Weeks)**

Gathering information, data, evidences through research and structured presentation of all these elements by utilizing verbal, non-verbal and ICT tools.

### **Essential/Recommended Readings**

- 1.Lambert Jean, (2022), *Tout sur l'expression orale-Plus de 40 fiches d'exercices et corrigés et commentés pour réussir sa prise de parole en public*, Paris : Bloc-notes-ellipses
- 2.Michele Barfety, Patricia Beaujohn, (2018), *Expression Orale : Niveau 2*, Paris : CLE International

Additional material will be made available 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 Political Science.**
- ✓ 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 Political Science.**
- ✓ 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 Political Science.**
- ✓ 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 Political Science.**
- ✓ 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 Political Science.**

# SEMESTER-IV BA (Hons) FRENCH

## DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

### Category I

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

#### DISCIPLINE SPECIFIC CORE COURSE – 10:

#### 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

In semester 4, students will learn to

- Describe a place of tourist interest
- Write a blog about different types of tourism
- Describe a country or a region
- Reserve a lodging/a hotel room
- Describe a hotel
- Enrol in an activity
- Write a note announcing a marriage, a birth, a death
- Write a recipe
- Design a menu for a restaurant
- Write short notices about a power cut, reduced water supply
- Describe a convocation
- Propose a service
- Describe his first professional experience

#### Course Learning Outcomes

At the end of Semester 4, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to their immediate environment as well as professional environment
- complete Level A 2 of reading and writing skills as prescribed in the Common European Framework

## **SYLLABUS OF DSC-10<sup>1</sup>**

### **Unit 1 [Unité 7: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Reading Comprehension:** Reading and understanding tourist blogs, brochures, descriptions of hotels and answering questions on them.

**Writing :** Write a blog, answer a blog, describe an animal, write recommendations for visitors to a particular country or a wildlife park, write a brochure on activities offered by a town to its tourists, write about the advantages and disadvantages of a sea cruise, complete a hotel form, give one's opinion on a hotel and its facilities, prepare an itinerary for a trip.

**Grammar:** Prepositions of place, the relative pronoun *où*, pronoun, adverbs of place

**Vocabulary:** Words and structures related to travel and tourism, means of transport, flora and fauna, camping, hotel industry.

**Intercultural:** Tips and tipping procedures in different francophone countries, ecotourism.

**Practical component (if any) – NIL**

### **Unit 2 [Unité 8: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Reading Comprehension:** Read short texts about family and family matters, family businesses, family activities, film critic, announcements of birth, death and marriage and answer simple questions on them.

**Writing:** Simple texts and emails on family activities and hobbies, critic of a film you have seen, announcements of death, birth and marriage.

**Grammar:** Expression of cause, articulators (*mais, alors, encore, en plus*),

**Vocabulary:** family, family activities, sentiments, emotions and impressions, daily life and major life events.

**Intercultural:** Typical family in your country, family matters

**Practical component (if any) – NIL**

### **Unit 3: [Unité 9: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Reading Comprehension:** Read short texts describing food habits, a restaurant, gastronomy in francophone countries, delivery of food at home., recipes

**Writing:** Short texts about a restaurant of your choice, a food speciality, a recipe, a menu, dietary tips

**Grammar:** Imperative of pronominal verbs, indefinite adjective *tout*, pronoun *en*.

**Vocabulary :** Food and health, utensils, menu

**Intercultural :** restaurant, recipes, menu, different dietary habits

<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons. Unit 1 refers to the syllabus requirement, unit 7 etc to the corresponding unit in the text book

**Practical component (if any) – NIL**

**Unit 4 [Unité 10: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Reading Comprehension:** Read short texts describing an apartment, a house, concerning neighbours, community life, short notes announcing water cuts, power cuts and answer questions on them.

**Writing:** Write short texts describing a room in one's house, one's relations with neighbours, community life, justifying one's change of profession, preparing posters/short messages announcing a power/water cut.

**Grammar:** Use of the expression “chez”, expression of duration (*pendant*), use of “on” in different contexts, expression of opposition (*mais, en revanche, par contre*).

**Vocabulaire :** The house, its different rooms, furniture and equipment in each room, relations with various social groups ( family, neighbours neighbourhood communities).

**Intercultural:** Types of dwelling, relations with different social groups, professional reconversion.

**Practical component (if any) – NIL**

**Unit 5 [Unité 11: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Reading Comprehension:** Reading texts on school and the education system, about well known educationists, coeducational institutions, university life in different francophone countries, an exceptional career trajectory, examination system, exam notifications.

**Writing:** Write short texts to present the education system in your country, an argumentative text on coeducational institutions, on studying and working to give advice to students leaving for education in a francophone country, professional projects prepare a virtual card to wish someone goodluck, an examination notification.

**Grammar:** Possessive pronouns, expression of objectives ( *Pour/afin de + infinitif*) verbes followed by the preposition *à or de*.

**Vocabulaire :** education system, training, studies, professional projects, examination.

**Intercultural:** Comparative study of education system in France, certain francophone countries and your own country, university convocation.

**Practical component (if any) – NIL**

**Unit 6 [Unité 12: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Reading Comprehension:** Read short texts on co working, description of different professions, collaboration at work, shared interests, explaining work culture at the office.

**Writing:** Write about your first working experience, Present a laboratory for innovations an email to talk about one's interests.

**Grammar:** demonstrative pronouns, noun formation, Indefinite pronouns (*plusieurs, quelques-uns, certains*)

**Vocabulaire :** professions, domains of work, digitalisation, associations in the work place, environment, ecology, a company.

**Intercultural:** office life, co working, first work experience, lunch break at work, centres of interest.

**Practical component (if any) – NIL**

### **Essential/recommended readings**

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo (exercer), Nelly Mous (DELF) : « *Cosmopolite, Méthode de français A2*, » Hachette-TV 5 Monde, 2017, France, Dossiers 5-8.
3. Sophie Bruzy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie-Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
5. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi –2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
6. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Aïrelle Pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
7. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 7-12.
8. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite , Cahier d’activités A2*, » Hachette TV 5 Monde, 2017, France Dossiers 5-8.
9. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.

11. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELFL) : « *Défi – 2 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8
12. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELFL) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d'activités* », DIDIER FLE, 2022 Unités 7-12.

Additional material may be provided by the Department.

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

#### DISCIPLINE SPECIFIC CORE COURSE – 11

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
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

In semester 4, students will learn to

- Ask for and give information about a place of tourist interest
- Speak of different modes of transport
- Lodge a complaint
- Explain one's choices
- Express one's satisfaction, dissatisfaction
- Announce good/bad news
- Order in a restaurant
- Give one's opinion
- Give a warning
- Talk about one's interests
- Encourage others
- Express one's hopes and desires

- Speak of one's work environment
- Speak of one's first professional experience
- Express one's intentions.

### Course Learning Outcomes

At the end of Semester 4, students will be able to

- Listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- complete Level A 2 of reading and writing skills as prescribed in the Common European Framework.

## SYLLABUS OF DSC-11<sup>2</sup>

### Unit 1:[Unité 7: ( Lessons 1-4 + Project)]

(6 hours)

**Listening Comprehension:** Listen to and understand information about a place of tourist interest, about an expedition, a sea cruise, description of a hotel and its facilities.

**Speaking:** Situate one's country on a world map, defend one's choice of a holiday destination, speak about different activities available for tourists, role play at a tourism bureau, speak about a sea cruise, present a boat/ship, role play between a client and the hotel receptionist, tipping procedures in one's country.

**Phonetics:** sound /œ/ and /ø/

**Vocabulary:** Words and structures related to travel and tourism, means of transport, flora and fauna, camping, hotel industry.

**Intercultural:** Tips and tipping procedures in different francophone countries, ecotourism.

### Unit 2:[Unité 8: ( Lessons 1-4 + Project)]

(6 hours)

**Listening comprehension:** Listen to songs, short testimonials, short texts on family activities, discussions, radio interviews and answer questions on them

**Speaking:** Debate on living with one's parents, talk about different games and sports played in your country, how one spends a Sunday with the family, role play between parents and children.

**Phonetics:** sound /j/

**Vocabulary:** family, family activities, sentiments, emotions and impressions, daily life and major life events.

**Intercultural:** Typical family in your country, family matters, family activities.

<sup>2</sup>A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.



**Unit 3:[Unité 9: ( Lessons 1-4 + Project)]****(6 hours)**

**Listening Comprehension:** Listen to short texts about different types of diets, dialogues in a restaurant and answer questions on them

**Speaking:** Speak about one's dietary habits, explain to a friend the specialities in a restaurant, present a recipe of your region or country, debate on food delivery at home.

**Phonetics:** sounds /r/ and /l/ liaison with the pronoun *en*.

**Vocabulary :** Food and health, utensils, menu

**Intercultural :** restaurant, recipes, menu, different dietary habits

**Unit 4:[Unité 10: ( Lessons 1-4 + Project)]****(9 hours)**

**Listening Comprehension:** Listen to short texts describing a house and its different rooms, songs, village events, problems with neighbours and answer questions on them.

**Speaking:** Describe your house, roleplay between an interior decorator and his client, between two friends discussing house repairs, between an optimist and a pessimist, between your neighbour and you.

**Phonetics:** Letters /c/ and /g/

**Vocabulaire :** The house, its different rooms, furniture and equipment in each room, relations with various social groups ( family, neighbours, neighbourhood communities).

**Intercultural:** Types of dwelling, relations within different social groups, professional reconversion.

**Unit 5:[Unité 11: ( Lessons 1-4 + Project)]****(9 hours)**

**Listening Comprehension:** Listen to and understand texts on education system, present and explain reasons for moving out of one's hometown for studies, discussion between young people on their future and future projects, simulation of an oral exam and answer questions on them

**Speaking:** Present your school/university to a francophone friend, present the education system in your country to a francophone friend, debate on the advantages and disadvantages of MOOC, role play between a counsellor and a student on which courses to choose, discuss your future projects ( after school/university) with a friend, give advice to foreign student on how to write an exam, present a convocation.

**Phonetics:** Accentuating a sentence.

**Vocabulaire :** education system, training, studies, professional projects, examination.

**Intercultural:** Comparative study of education system in France, certain francophone countries and your own country, university convocation.

## Unit 6: [Unité 12: ( Lessons 1-4 + Project)]

(9 hours)

**Listening Comprehension:** Listen to and understand texts on coworking, job interviews, innovation labs, songs, discussion between friends about their centers of interest, dialogue between two colleagues on how to use the coffee machine and answer questions on them

**Speaking:** Present your classroom, describe your working environment, present an ideal working environment, describe an association to which you belong, present a project to create a garden in your city, discuss your hobbies and free time activities, discuss solutions for work place problems.

**Phonetics:** sound /w/

**Vocabulaire :** professions, domains of work, digitalisation, associations in the work place, environment, ecology, a company.

**Intercultural:** office life, co working, first work experience, lunch break at work, centres of interest.

### Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo (exercer), Nelly Mous (DELF) : « *Cosmopolite, Méthode de français A2*, » Hachette-TV 5 Monde, 2017, France, Dossiers 5-8.
3. Sophie Bruzy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie-Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
5. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi –2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
6. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Airelle pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
7. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 7-12.

8. Anais Dorey –Mater,Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite , Cahier d’activites A2*, »Hachette TV 5 Monde,2017 ,France Dossiers 5-8.
9. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
11. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 2 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 5-8
12. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure,Lions Olivéri,LucieMensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et MarieGouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d’activités* », DIDIER FLE, 2022 Unités 7-12.

Additional material may be provided by the Department.

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

#### DISCIPLINE SPECIFIC CORE COURSE – 12:

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (2)	4	3	1	0	XII Passed	Should have studied Engaging with Literary texts (1)

##### Learning Objectives:

- Imparting tools to critically engage with literary texts written in French with focus on the major cultural and intellectual movements of the XX and XXI century.
- Developing skills to analyse various genres such as drama, novel, travel writing etc. written by French and Francophone authors
- Developing an in depth understanding of the major XX and XXI century writers and the themes/questions they engage with

##### Course Learning Outcomes :

At the end of Semester 4, students will

- Develop interpretive strategies to critically engaging with XX and XXI century literary texts written in French
- Be able to demonstrate their analytical skills by identifying key literary devices and themes present in drama, novel, travel writing etc. written by French and Francophone authors
- Be able to formulate an argument based on a literary text.

## **SYLLABUS OF DSC-12**

### **Unit 1 (15 hours)**

Dramatic texts written by XX and XXI century writers: Study of dramatic devices and specificity of the dramatic forms, Study of various components of dramatic texts such as characters and their characterization, setting, scenic indications, construction of the plot, etc., study of the socio-cultural context that has shaped such texts.

### **Unit 2: (15 hours)**

Novels written by XX and XXI century writers: Study of novelistic devices and the specificity of the novel form such as character, setting, plot, event, point of view, temporality, narrators and narrative conventions of various fictional genres such as existential novel, epistolary novel, new novel, historical novel etc, study of the socio-cultural context that has shaped such texts.

### **Unit 3: (15 hours)**

Travel writings by the XX and XXI century writers: Study of the features and travel writings, understanding the discourse of travel writing and the beginnings of 'Orientalism' – the 'imperial gaze', the binary of 'the self and the other', study of the socio-cultural context that has shaped such texts.

**Practical component (if any) - NIL**

### **Essential/recommended readings**

F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau débutant*, F Clé International, Paris, 2016

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

Michel Brix, *Histoire de la Littérature française*, De Boeck, Bruxelles, Paris, 2014

Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, *Littérature progressive du Français - Niveau intermédiaire*, Clé International, Paris, 2016

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE -2)

### DSE 2: Option 1: Studying 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
		Lecture	Tutorial	Practical/ Practice		
Studying Different Text Types (Option 1)	4	3	1	0	XII Passed	NIL

#### Learning Objectives:

- Introduction to discursive specificities and patterns of language across texts and the functions of texts in their social, literary and cultural contexts.
  - Familiarise students with various types of texts so that they can identify how the texts resemble or differ from each other in terms of vocabulary, grammar, cohesion and stylistic features.
- Increase awareness of linguistic and stylistic features of text types and the reasons for the variation between them. Such an awareness will be useful in further work with text, for example in writing, reading, analysing and interpreting them.

#### Learning Outcomes:

- Develops skills to study different text types in order to familiarize 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 for DSE 2: Option 1: Studying Different Text types

#### Unit 1 (15 hours)

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

#### Unit 2 (15 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 3 (15 hours)

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

#### Essential/recommended Readings

A selection of texts can be made from the following reference materials.

1. Catherine Carlo, Mariella Causa, *Civilisation progressive du français – Niveau Intermédiaire*, Clé International, Paris, 2016
2. Jackson Noutchié-Njiké *Civilisation progressive de la francophonie - Niveau Intermédiaire*, Clé International, Paris, 2016
3. Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, *Littérature progressive du Français - Niveau Intermédiaire*, Clé International, Paris, 2016
4. F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau Intermédiaire*, Clé International, Paris, 2016
5. *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 in La Linguistique textuelle, Jean-Michel Adam, Armand Colin, Paris, 2015
6. Corinne Kober-Kleinert, Marie-Louise Parizet, *ABC DELF B1*, Clé International, Paris.

Additional material may be made available by the Department.

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

**DSE 2: Option 2: Introduction to the History of France and the Francophone World (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		
Introduction to the History of France and the Francophone World (2) (Option 2)	4	3	1	0	XII Passed	Should have studied Introduction to the History of France and Francophone World (1)

**Learning Objectives:**

- Develop an understanding about major historical events that have shaped France from the medieval to contemporary period.
- Critically engage with French Colonialism and its aftermath in relation to the period of decolonisation and its aftermath.
- Familiarize students with techniques and strategies to analyse historical documents as evidences of historical events.

**Learning Outcomes:**

- Familiarize students with the major social, political and cultural events from the medieval to contemporary period.
- Develop a critical perspective of the colonial past of France and its relations to its colonies.
- Provide a good understanding of Contemporary France and its relations with the French speaking world including its policy towards immigration.
- Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.

## **Syllabus for DSE-2 Option 2: Introduction to the History of France and the Francophone World (2)**

### **Unit 1 (12 hours)**

- 1.1 The Gauls and the Franks.
- 1.2 The making of the Kingdom of France (987-1453) and Consolidation of the French Monarchy.
- 1.3. Renaissance and Guerre de Religions
- 1.4. Beginning of colonialism

### **Unit 2 (12 hours)**

- 2.1 French Revolution and the Napoleonic era.
- 2.2 Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
- 2.3 France and its colonies.

### **Unit 3 (12 hours)**

- 1.1 The Belle époque
- 1.2 The First World War
- 1.3 France between the Wars
- 1.4 The second World War and Decolonisation
- 1.5 Major developments of the Vth Republic

### **Unit 4 (9 hours)**

- 4.1 Contemporary France and its relations with the French speaking world, including its policy towards immigration.
- 4.2 European Union

### **Essential/recommended Readings**

- 1. Jean Thoraval *et al*, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).
- 2. Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale, en trois volumes*, Armand Colin, coll. Agora (1991).
- 3. Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle*, Seuil, 1996.
- 4. Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).
- 5. Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

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.

**DSE -2: Option 3: Life in French 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
		Lecture	Tutorial	Practical/ Practice		
Life in French Speaking countries (Option 3)	4	3	1	0	XII Passed	NIL

### Learning Objectives

- The course initiates learners to the culture and civilization of France and French speaking countries.
- Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.
- Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.
- Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students.

### Learning Outcomes:

- Understand historical, political, economic, cultural and social specificities of various French Speaking Countries
- Analyse various civilisational aspects of the French speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- Develop intercultural competence to engage with French Speaking Countries.

## SYLLABUS DSE 2: Option 3: Life in French Speaking Countries

### Unit 1 (15 hours )

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

### Unit 2 (15 hours)

Great thinkers of France and other Francophone countries.

### Unit 3 (15 hours)

Introduction to literature, cinema, art of France and other Francophone countries.

### Essential/recommended Readings

1. Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
2. 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.
3. Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005



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

Additional material will be made available by the Department.

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

**DSE 2: Option 4: 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
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques (Option 4)	4	3	1	0	XII Passed	NIL

**Learning Objectives**

- Improve critical thinking and argumentative skills
- Develop skills to structure thoughts
- Impart skills to present structured thought in a coherent and rational manner
- Teach necessary lexical, discursive and grammatical tools of argumentative speech

**Learning Outcomes**

- Present and explain information, findings, and supporting evidence, conveying clear and distinct arguments on simple topics related to their immediate environment
- Justify one's point of view with proper line of reasoning and examples
- Develop the skills to formulate, organize, prove arguments with the help of examples, data, tables, charts, illustrations or other graphic supports.
- Develop the capacity to formulate and present counter-arguments
- Acquire lexical, discursive, grammatical tools of argumentative speech
- Develop awareness about ICT enabled tools and non-verbal elements of an effective presentation such as, voice modulation, eye contact, use of space etc.

**Unit 1 (12 hours)**

Components and structure of argumentative speech: Introduction, development, conclusion, claims, proofs and evidences, distinction between speaking and demonstrating

**Unit 2 (12 hours)**

Exercises on coherence and cohesion with the help of connectors, Introduction of lexical, discursive and grammatical tools required to effectively present and justify concrete arguments.

**Unit 3 (12 hours)**

Components and structure of debate: How to start and end a debate, how to present counter-arguments etc.

**Unit 4 (9 hours)**

Gathering information, data, evidences through research and structured presentation of all these elements by utilizing verbal, non-verbal and ICT tools.

**Essential/Recommended Readings**

- 1.Lambert Jean, (2022), *Tout sur l'expression orale-Plus de 40 fiches d'exercices et corrigés et commentés pour réussir sa prise de parole en public*, Paris : Bloc-notes-ellipses
- 2.Michele Barfety, Patricia Beaujohn, (2018), *Expression Orale : Niveau 2*, Paris : CLE International

Additional material will be made available by the Department.

**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-IV**

**Category III**

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

**B.A. Programme with French**

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-4): French in Context: Intermediate 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		
French in Context: Intermediate Level – 2	4	3	1	Nil	Passed Class XII	None

**Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 4, the student will learn to

- read and understand relevant information in everyday material, such as letters, brochures, etc. in order to recognise significant points and line of argument in the treatment of the issue presented
- write personal letters describing experiences, feelings and events in some detail
- write a short story/anecdote and writing about feelings/impressions

- understand the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
- exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within one's field with some confidence
- discuss topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint

**Learning outcomes: (Reading, Writing, Listening and Speaking):**

At the end of Semester 4, a student will be able to

- acquire intermediate level of language skills related to familiar routine and non-routine matters.
- Complete Level A2 Level of the Common European Framework (CEF).

**SYLLABUS OF DSC-4<sup>1</sup>**

UNIT	CONTENT	HOURS
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<sup>1</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 4, last 4 units of the text book will be covered i.e. from Unit 5-8.

<p><b>Dossier 5</b> <b>(Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read content of an online newspaper article, online website of a university , a poster announcing council meeting of a neighbourhood and answer questions based on them.</p> <p><b>Writing:</b> Write characteristics of French people, write details of three exercises of the oral expression exam of DELF A2, make a list of major cultural differences between the French people and the people of your country, make an infographic illustrating these differences, write a short description of your activities in line with the association.</p> <p><b>Grammar:</b> structure <i>c'est/ce sont</i> + noun or indefinite pronoun + relative clause to characterise people, indirect speech in present tense to report , relative pronouns <i>où</i> and <i>dont</i> for giving details, demonstrative pronouns (<i>celui, celle, ceux, celles</i>) to indicate and give precisions, continuous present to talk about an ongoing action , <i>futur proche</i> tense and <i>recent past</i> tense(revision).</p> <p><b>Listening comprehension:</b> Listen to a interview on Skype, a conversation on social networking website, interview on radio, travel diary.</p> <p><b>Speaking:</b> Characterise a person, report a speech, express disagreement, speak about relations between people, convince someone, speak about one's state of mind.</p> <p><b>Phonetics:</b> The sounds [f], [v] and [b], consonantal linking, expressive intonation used to convince.</p> <p><b>Vocabulary:</b> Words to characterise a person, words related to french studies and french diploma, express one's agreement and disagreement, structures to ask for and give advices related to relation between people, convince someone, words to reassure someone, to express your perceptions and related to travel writing.</p> <p><b>Cultural:</b> People's café</p>	<p>11 hours</p>
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<p><b>Dossier 6</b> <b>(Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read contents of an internet page of French cookery school, read a recipe, observe a magazine cover , read article of a magazine, observe the title of a program, a discussion forum, observe an page of an online journal and answer questions based on them.</p> <p><b>Writing:</b> Write a recipe, present an original place in your city, present a product of your country and propose it to Chamber of Commerce and Industry of your city or country, create a new discussion on an internet forum, imagine life of an object and write its autobiography.</p> <p><b>Grammar:</b> Conjugation of verbs <i>-ger, -cer, -yer, -ayer</i> , prepositional verbs (<i>essayer de, éviter de, réussir à, penser à</i>, etc. ) for giving instructions, <i>si + imparfait</i> for making a proposition or to incite someone to do something, indefinite pronouns ( <i>quelqu'un, personne, nulle part</i>, etc.) to indicate a person, a thing or a place, agreement of the past participle with the verb <i>avoir</i>, possessive pronouns (<i>le mien, le tien, le sien</i>, etc.) to express possession, indicate chronology in a series of events (<i>avant de + infinitif + après +infinitif passé</i> ), the indicators of time- 2 ( <i>la même année, à l'âge de</i> , etc.).</p> <p><b>Listening comprehension:</b> Listen to and understand a radio show, forum on beauty, press report, a conversation on an internet website, to a conversation related to a kitchen recipe.</p> <p><b>Speaking:</b> Understand tasks and instructions, write a recipe, understand a mode of operation, talk about success, speak about cleaning and cosmetic products.</p> <p><b>Phonetics:</b> sounds [y], [y] and [u] , rhythm and intonation of a hypothetical question( <i>si + imparfait</i>) to incite someone to do something , the sounds [ʃ]and [ʒ]</p> <p><b>Vocabulary:</b> verbs related to cooking, words related to daily objects and daily tasks, words related to a recipe (utensils, ingredients, etc.), certain daily objects, words related to mode of operation of an association, to talk about commercial success, to cleaning and cosmetic products, to historical account of a shop.</p> <p><b>Cultural:</b> Made in France: Did you say vintage ?</p>	<p>11 hours</p>
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<p><b>Dossier 7</b> <b>(Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read contents of an internet page, article of a magazine and newspaper, an ad insert, a page on an online forum and answer questions based on them.</p> <p><b>Writing:</b> Present a French author, narrate a memory of learning French language and explain how learning of this language contributed to your progress, write about a childhood memory, your academic journey etc., present an association and its activities, prepare and present your campaign for protection of the environment, present activities for francophone people in your city.</p> <p><b>Grammar:</b> passé composé, imparfait and plus-que-parfait to create a story in past tense, few structures which indicate a precise moment ( <i>à partir du moment où, le jour où</i> etc. ) and a duration ( <i>pendant, jusqu'à présent</i> ), prepositions and indicators of time in order to locate in time(summary), expressions of cause and consequence to justify an association ( <i>grâce à, c'est pour ça que, comme, alors, donc, c'est pourquoi</i> etc.), prepositions <i>à</i> and <i>de</i> to link an adjective to its complement, <i>de plus en plus/de moins en moins</i> to indicate progression.</p> <p><b>Listening comprehension:</b> Listen to a radio interview, a conversation on an internet website, online forum or on a webzine.</p> <p><b>Speaking:</b> Understand a story or narration, narrate a memory, present a series of events, defend a cause, formulate a review and propose solutions,ask for and give advice.</p> <p><b>Phonetics:</b> Sounds [u], [/o/], [k],[g] and [ʒ], expressive intonation in an exclamatory sentence.</p> <p><b>Vocabulary:</b> describe one's link to the language, present a francophone writer, words related to professional world, to memories and, to community work, to protection of environment , expression to give advice, words related to associations and living together.</p> <p><b>Cultural:</b> Future: why to engage oneself in community work ? What do the French think about it?</p>	<p>11 hours</p>
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<p><b>Dossier 8 (Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read and understand contents of an online article and identify its theme, observe an advertisement, messages on online forum, column of a newspaper.</p> <p><b>Writing:</b> Present a current affairs news item, write about an unusual news item, make a list of themes of news items which incite you to react, give suggestions on a topic, make a list of your wishes for a better world, describe the story, author and style of writing of a book about francophone current affairs</p> <p><b>Grammar:</b> Passive voice to put emphasis on an element, nominalization to highlight an information, <i>gérondif</i> to give details, conditional(2) and few structures for giving suggestions ( <i>suggérer de, proposer de</i>), subjunctif (2) for expressing wishes and few structures for expressing hope.</p> <p><b>Listening comprehension:</b> Listen to a radio show, radio news about miscellaneous news items , debate on radio show (letters to the editor), street interview.</p> <p><b>Speaking:</b> Talk about current affairs, understand informations in the press, take action and give details , give suggestions, express wishes and hopes, talk about news related to literature</p> <p><b>Phonetics:</b> sounds [ø], [œ], <i>liaison</i> or <i>enchaînement</i> , pronunciation of verbs in subjunctive mood.</p> <p><b>Vocabulary:</b> terms related to news and information, to miscellaneous news items, few structures related to how to take action and incite someone to do something, to behaviours and attitudes (in context of dependance on mobile phones), to protection of environment, to news related to literature and talk about a book that one likes.</p> <p><b>Cultural:</b> Presenting news differently.</p>	<p>12 hours</p>
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**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony :  
« *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017  
Dossiers 5-8.



2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier- A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 7-12.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Aïrelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFL), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* » , Hachette Français langue étrangère, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELFL) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Chanéac-Knight Laëtitia : « *Odyssée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito- A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 7-12.

Additional material may be used.

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

# SEMESTER-V

## BA (Hons) FRENCH

### DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

#### Category I

#### (B.A. Honours in French in three years) STRUCTURE OF FIFTH SEMESTER

#### DISCIPLINE SPECIFIC CORE COURSE – 13:

#### 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

In semester 5, students will learn to

- Describe a person
- Write a biography
- Criticize/appreciate someone
- Give and justify one's opinion
- Write a short narrative text
- Describe behaviours and habits
- Describe interpersonal relations
- Ask for and give information on everyday habits
- Present a project
- Give explanations and precisions
- Ask for and give news about someone

#### Course Learning Outcomes

At the end of Semester 5, students will be able to

- read different types of texts and answer questions on them.
- write on subjects pertaining to their immediate environment as well as professional environment
- complete partially Level B1 of reading and writing skills as prescribed in the Common European Framework.

## **SYLLABUS OF DSC-13<sup>1</sup>**

### **Unit 1: [Unité 1: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Reading Comprehension:** Read and understand short texts on beauty, famous personalities, colleagues at work, friendship between senior citizens, a marriage toast and answer questions on them.

**Writing :** An email to a friend describing how to disguise himself, describe a person's facial features, make a list of a friend's qualities, write a message to a friend about friends of parents, an email to your superior describing the ideal assistant.

**Grammar:** Expression of cause (*car, comme, puisque*), Negation (*ne...que, ni...ni, ne...aucun*)

**Vocabulaire:** Physical descriptions, indicators of time, qualities and defects of a person, behavior at the workplace, disputes, friendship.

**Intercultural:** beauty, friendship between seniors.

**Practical component (if any) – NIL**

### **Unit 2:[Unité 2: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Reading Comprehension:** Read and understand flyers from travel agencies, short texts on tourism, ecology, short stories and legends airport instructions and answer questions on them.

**Writing:** Summary of a trip proposed by a tourist agency, defend one's choice of a tourist destination, an email to a friend describing ecotourism, prepare an itinerary.

**Grammar:** Indicators of space, prepositions (*par, en*), adverbs (*ailleurs, partout, autour*), adverbs of manner, pronouns *en* and *y*, adverbs of quantity, past tenses (*Passé composé, imparfait*)

**Vocabulaire:** Departures, holidays, types of holiday stays, eco-tourism, cultural tourism, airport, preparations for a journey.

**Intercultural:** Different types of tourism, holiday stays, myths, legends,

**Practical component (if any) – NIL**

### **Unit 3:[Unité 3: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Reading Comprehension:** Read and understand short texts on marriage, live-in relationships and divorce, education of teenagers in France and francophone countries, friendship, family celebrations.

**Writing:** A blog on changing societal norms, describe the generation you belong to, write an invitation for a family celebration, write an email to a friend with whom you are angry to express your displeasure.

<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

**Grammar:** *Plus-que-parfait*, agreement of the past participle, indirect speech, *infinitif passé*

**Vocabulaire :** family relations, education, generation and generation gap, friendship, human relations, reunions, agreements and disagreements.

**Intercultural :** Education in French and francophone countries, family ties and celebrations.

**Practical component (if any) – NIL**

#### **Unit 4: [Unité 4: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Reading Comprehension:** Read and understand short texts on do it yourself jobs, yoga, mountain treks, kickboxing and other physical activities and answer questions on them.

**Writing:** Write an email to a friend about do it yourself activities, about the advantages of yoga, to invite a friend to try out adventure sports, to complain against your sports coach, fill in a questionnaire about your habits.

**Grammar:** The structure *Si +imparfait*, present conditional, subjunctive after verbs of necessity.

**Vocabulaire :** Do it yourself activities, gardening, creative hobbies, yoga, society games, video games, adventure sports, sport records.

**Intercultural:** Do it yourself activities, yoga, adventure sports.

**Practical component (if any) – NIL**

#### **Unit 5 [Unité 5: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Reading Comprehension:** read and understand texts on university life, university campus, jobs in digital, marketing and finance, work meetings and one minute presentations and speed interviews.

**Writing:** Write an email to your friend on your impressions of a summer course in a French university, make a list of your professional ambitions and explain what influenced them, describe different professions, write a letter of motivation and a CV describe a product.

**Grammar:** Structures *ce qui, ce que*, place of adverbs in past tenses.

**Vocabulaire :** studies, training, work and professional experience, work meetings.

**Intercultural:** Job interview, letter of motivation, work from home

**Practical component (if any) – NIL**

#### **Unit 6: [Unité 6: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Reading Comprehension:** Read and understand texts on physical activity and health, doctor serials on television, use of robots in hospital, allergies and their causes, influence of consumption habits on health, health care and insurance.

**Writing:** Reply to health queries on a blog or forum, write an email to a friend describing the health system in your country.

**Grammar:** Structure *si + present/future*, markers of time, place of pronouns in an imperative sentence, conditional present.

**Vocabulaire :** Body, diseases, visit to a doctor, allergies, food, health measures.

**Intercultural:** health system in your country, doctor serials on TV, robots in medicine

**Practical component (if any) – NIL**

### **Essential/recommended readings**

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 1-6.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 1-4.
3. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 1-3.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Delphine Ripaud, Marie Rabin : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pédagogique et révision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4.
6. Marion Dufour, Julie Mainguet, Eugénie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau: « *Edito-B1, Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
7. Amélie Brito, Emilie Bucher : “*Odysée B1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 1-6.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 1-4.
9. Claire Sanchez : « *La Classe B-1 Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3 Cahier d’exercices* », Éditions Maison des Langues, 2019, Unités 1-4.

12. Elodie Heu-Boulhat, Julie Mainguet, Eugenie Mottironi, Serguei Opatski, Marion Perrard, : « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022 Unités 1-6.

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 – ( DSC-14)

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in context: Advanced Listening and Speaking skills(1)	4	3	1	0	XII Passed	NIL

#### Learning Objectives

In semester 5, students will learn to

- Give and ask for information
- Narrate past events
- Give a speech
- Make choices and justify preferences
- Make suggestions and react to suggestions by others
- Give and defend one's opinion
- Identify causes
- Give a testimonial
- Give information

#### Course Learning Outcomes

At the end of Semester 5, students will be able to

- Listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- complete partially Level B1 of reading and writing skills as prescribed in the Common European Framework.

## **SYLLABUS OF DSC-14<sup>2</sup>**

### **Unit 1: [Unité 1: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Listening Comprehension:** Listen to and understand short texts describing people, a conversation between a hairdresser and her client, between two colleagues at work, between different people discussing issues which often lead to disputes, a marriage toast and answer questions on them.

**Speaking:** talk about your favorite rock group, debate on the pros and cons of cosmetic surgery, advice to a friend who is going to work abroad, describe pictures, describe your favorite actor/actress, narrate a dispute with a friend, talk about a colleague with your friend.

**Phonetics:** vowel /e/

**Vocabulary:** Physical descriptions, indicators of time, qualities and defects of a person, behavior at the workplace, disputes, friendship.

**Intercultural:** beauty, friendship between seniors.

### **Unit 2:[Unité 2: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Listening comprehension:** Listen to and understand short texts on sea side resorts, friends making holiday plans, creative tourism, dialogue between a guide and tourists, airport announcements and answer questions on them.

**Speaking:** Role play between an employee in a travel agency and a client, debate on the pros and cons of tourism in big groups, discuss your holiday plans with a friend, present a trip you have undertaken, present a creative tourism project,

**Phonetics:** Abbreviations

**Vocabulary:** Departures, holidays, types of holiday stays, eco-tourism, cultural tourism, airport, preparations for a journey.

**Intercultural:** Different types of tourism, holiday stays, myths, legends,

### **Unit 3: [Unité 3: ( Lessons 1-4 + Project)]**

**(6 hours)**

**Listening Comprehension:** Listen to and understand a telephone conversation between friends discussing future plans, short texts on children's education, middle age, how to make more friends on social networking sites, a dispute between friends and answer questions on them.

**Speaking:** Describe a film poster, debate on various topics, on the competition to make more friends on social networking sites, give your definition of friendship, watch a video on

<sup>2</sup>A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

friendship, give advice to a friend for her first date, talk about family celebrations, narrate a dispute between friends.

**Phonetics:** Oral versus written forms

**Vocabulary :** family relations, education, generation and generation gap, friendship, human relations, reunions, agreements and disagreements.

**Intercultural :** Education in French and francophone countries, family ties and celebrations.

#### **Unit 4: [Unité 4: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Listening Comprehension:** Listen to and understand a dialogue between a couple debating whether to repair something themselves or call a professional, a discussion on upcycling, on holidays, short texts on the exceptional trajectory of a video game player.

**Speaking:** Give your opinion on do it yourself activities, debate on whether do it your self activities are principally for men only, on the pros and cons of video games, whether taking risks also gives pleasure, pros and cons of using a sports app to work out at home, choose an object and give ideas on how to recycle it, convince your friend on the advantages of doing yoga, talk about the importance of overcoming one's fear, present the exceptional trajectory of a sports person.

**Phonetics:** Short forms of a word.

**Vocabulaire :** Do it yourself activities, gardening, creative hobbies, yoga, society games, video games, adventure sports, sport records.

**Intercultural:** Do it yourself activities, yoga, adventure sports.

#### **Unit 5: [Unité 5: ( Lessons 1-4 + Project)]**

**(9 hours)**

**Listening Comprehension:** Listen to and understand a conversation between a student and a career counsellor, an interview for the post of community manager, a short text on working from home, on a work meeting and answer questions on them.

**Speaking:** Talk about your first experience at university, give your opinion on cheating in the exams, look for job opportunities on the Internet and justify why you chose to apply for one of them, prepare an oral summary on a topic of your choice, debate on the pros and cons on the liberty of choosing one's profession, discuss how work meetings happen in your place of work, present your project to a patron of arts and ask for financing of the project.

**Phonetics:** Different pronunciations of "plus"

**Vocabulaire :** education system, training, studies, professional projects, examination.

**Intercultural:** Comparative study of education system in France, certain francophone countries and your own country, university convocation.



**Unit 6: [Unité 6: ( Lessons 1-4 + Project)****(9 hours)**

**Listening Comprehension:** Listen to and understand a short text on hip-hop, on the daily routine of a doctor, on teleconsultation, a song on health, a conversation on the health system in France, a patient describing his symptoms to a doctor and answer questions on them.

**Speaking:** Discuss the importance of physical activity with your friend, tell your friend the plot of a doctor series on TV, debate the pros and cons of teleconsultation, present the different media used to talk about health in your country, an article of your choice on the use of artificial intelligence (robots) in medicine, describe any allergies or food allergies that you have.

**Phonetics:** distinction between the *imparfait* and the *conditionnel*.

**Vocabulaire :** Body, diseases, visit to a doctor, allergies, food, health measures.

**Intercultural:** health system in your country, doctor serials on TV, robots in medicine

**Practical component (if any) – NIL**

**Essential/recommended readings**

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 1-6.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 1-4.
3. Sophie Brezy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 1-3.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Marie Rabin Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christian Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia ( Conseil pedagogique et revision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4
6. Marion Dufour, Julie Mainguet, Eugenie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau: « *Edito-B1, Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
7. Amelie Brito, Emilie Bucher : “*Odysée B-1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 1-6.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 1-4.

9. Claire Sanchez : « *La Classe B1, Cahier d'activités* », CLÉ International, 2018, Unités 1-3.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L'Atelier B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 1-5.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4.
12. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022 Unités 1-5.

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– 15 (DSC-15)

#### Credit distribution, Eligibility and Pre-requisites of the Course

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

DSC-15 History of French and Francophone Literature-(1)	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Familiarize students with literary texts written in French with focus on the major cultural and intellectual movements from the Medieval Period to the XVIII century.</li> <li>Introduction to major writers and their works from the Medieval Period to the XVIII century along with the themes/questions they engage with</li> </ul>	

<ul style="list-style-type: none"> <li>Developing a critical overview of literary and cultural evolution in France and the Francophone world from the medieval period to the Enlightenment</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>Familiarize students with the origins and evolution of various literary techniques, devices, styles and literary themes from the Medieval Period to the eighteenth century.</li> <li>Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.</li> <li>Equip students with necessary tools to identify and critically engage with various literary movements and their core characteristics</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
A selection of literary texts with focus on the major cultural and intellectual movements from the Medieval Period to the 14 <sup>th</sup> Century with special focus on Chanson de geste, lais, narrative ballads, rondeau, Arthurian Romance, Roman de Renart, farce and fabliaux etc.	
<b>UNIT II</b>	<b>12 hours</b>
A selection of literary texts of the French Renaissance with special focus on the Humanist writers such as Rabelais, Montaigne etc. and poets of Pléiade such as Ronsard, Du Bellay etc.	
<b>UNIT III</b>	<b>12 hours</b>
A selection of literary texts of the XVII century Baroque and Classical writers such as Agrippa d'Aubigné, Edmond Rostand, Racine, Corneille, Molière, Jean de La Fontaine, Charles Perrault etc. along with the texts of women writers of Mouvement de la Préciosité, such as Madeleine de Scudéry, Madame de Lafayette etc.	
<b>UNIT IV</b>	<b>12 hours</b>
A selection of literary texts of the XVIII century writers of the Lumières such as Rousseau, Voltaire, Montesquieu, Diderot etc. with special focus on new literary genres that emerged in this century such as moral and philosophical Conte, autobiography, encyclopaedia as well as epistolary novels	
<b>Practical component (if any) – NIL</b>	
<b>References</b> D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i> , , Du Moyen Age au 20e siècle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. <i>Du Moyen-âge au XVIIIe siècle, 3 volumes</i> , (1988) <i>Itinéraires littéraires</i> , collection dirigée par G. Décole, Paris : Hatier. Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i> , Paris : CLE International Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française : les textes essentiels</i> , Paris : Hachette Jean-Louis Joubert, (1997), <i>Littérature Francophone Anthologie</i> , Paris : Cideb. Michel Laurin, (2012), <i>Anthologie Littéraire du Moyen Âge Au XIXe Siècle 3<sup>ème</sup> édition</i> , Québec : Beauchemin. Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i> , Paris : F. Nathan.	
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 (DSE -3)

#### DSE – 3: Option 1: 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
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation (Option 1)	4	3	1	0	XII Passed	NIL

#### Learning Objectives

- 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-3: Option 1: Introduction to Translation

##### 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.

### 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.
- Jones, Michele H. (2014). *The Beginning Translator's Workbook*. New York. Toronto: University Press of America.
- Roger, Valentine Watson. (2004). *Apprendre à traduire: Cahier d'exercices pour l'apprentissage de la traduction français-anglais anglais-français*. Toronto. Ontario: Canadian Scholar's Press Inc.

Additional material 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.

### DSE – 3: Option 2: 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
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression (Option 2)	4	3	1	0	XII Passed	NIL

**Course Learning Objectives :** At the end of the Course, a student will learn

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting
- To summarise a text.
- To carry out correspondance related to banking and post office services.

**Course Learning Outcomes :** At the end of the course a student will be able to

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting
- To summarise a text.
- To carry out correspondance related to banking and post office services.

### **SYLLABUS DSE 3: Option 2: Techniques of Written expression**

#### **Unit 1 (12 hours)**

Different types of Letters: Letters to ask for information, services. Letters of reclamation. Letters to protest against certain social issues.

#### **Unit 2 (12 hours)**

Analyse and write different types of advertisement: Classified advertisements in newspapers, advertisement to sell a product, advertisements to propose a service, advertisements of NGO.

#### **Unit 4 (12 hours)**

Summarise 2-3 texts on the same subject into a single text.

#### **Unit 5 (9 hours)**

Minutes of a meeting

#### **Essential/Recommended Readings:**

1. Claude Le Goff, *Le Nouveau French for Business: Le français des affaires*, Les éditions Didier, Paris, 1994.
2. RENN, H. et G. Tempesta, *Le français de l'hôtellerie et de la restauration*, CLE international, 1992.
3. WATTIER, Stéphane, *Production écrite DELF B2*, Commun Français, 2017.
4. BARIL, Denis, *Techniques de l'expression écrite et orale*, Editions Sirey, Paris, 2008.

Additional material 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.

### DSE – 3: Option 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
		Lecture	Tutorial	Practical/ Practice		
<b>Study of European Art (Option 3)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII Passed</b>	<b>NIL</b>

Study of European Art	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period.</li> <li>To study artworks of painter's representative of the Major Art Movements in Europe.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc.</li> <li>Develop an understanding of structures and Perspectives of Everyday life as seen by painters.</li> <li>Equip with tools to analyse artworks.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>6 hours</b>
How to analyse an artwork?: Introduction to the elements and components of Art	
<b>UNIT II</b>	<b>6 hours</b>
<ul style="list-style-type: none"> <li>Introduction to Renaissance art movements with special focus on Humanism and mannerism</li> <li>Innovative techniques introduced by the Renaissance artists</li> <li>The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance painters.</li> </ul>	
<b>UNIT III</b>	<b>6 hours</b>
Major art movements of the XVII century: Baroque and Classicism	
<b>UNIT IV</b>	<b>6 hours</b>
Major art movements of the XVIII century: Rococo and Neo-Classicism	
<b>UNIT V</b>	<b>9 hours</b>
Major art movements of the XIX century: Romanticism, Realism, Symbolism, Impressionism, Expressionism	
<b>UNIT VI</b>	<b>12 hours</b>
Major art movements of the XX century: Cubism, Fauvism, Surrealism, Futurism, Art Deco, Modern Art, Abstract Art, Postmodern Art, Neo-Realism	
<b>Essential/Recommended Readings:</b> Any of the textbooks given below may be prescribed:	

- Adams, Laurie Schneider, (1996), *The Methodologies of Art: An Introduction*, NY: Westview Press.
- Arnason, H. H. (2003), *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall.
- Boime, Albert (1990) *A Social History of Modern Art*, Volumes 5, Chicago: University of Chicago Press,
- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy* (1855), New York: Penguin
- Guitemie Maldonado, Marie-Pauline Martin, Natacha Pernac, Rowley Neville, (2019), *Bescherelle - Chronologie de l'histoire de l'art: de la Renaissance à nos jours*, Paris : Hatier.
- Hopkins, David, (2000), *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
- Patrick Weber, (2017), *Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche*, Paris : Librio.
- Read, Herbert (1984), *Meaning of Art*, London: Faber & Faber.
- Xavier Barral, I. Altet, (2013), *Histoire de l'art*, Paris : PUF

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.

### DSE – 3: Option 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
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature (Option 4)	4	3	1	0	XII Passed	NIL

#### Course Learning Objectives:

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

#### Course Learning Outcomes :

- Students will become familiar with the changing conceptions of children's literature.
- Students will be able to analyse various genres meant for young children and adolescents.
- Students will be aware of the role of children's literature in transmitting values.



## SYLLABUS DSE 3: Option 4

### Unit 1

(15 hours)

- 1.1 Changing conceptions of children's literature
- 1.2 Literature for children and /or adult readers?

### Unit 2

(15 hours)

- 2.1 Folklore for young children
- 2.2 Fables for young children

### Unit 3:

(15 hours)

- 3.1 Fairy tales for young children
- 3.2 Theatre for children
- 3.3 Children's literature and transmission of values.

### Essential/Recommended 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).
5. Nathalie Prince, *La Littérature de jeunesse*, Armand Colin, Paris, 2010.
6. Isabelle Nières-Chevrel, *Introduction à la littérature de jeunesse*, Didier jeunesse, « Passeurs d'histoires », Paris 2009

## DSE – 3: Option 5 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
		Lecture	Tutorial	Practical/ Practice		
Life writing (Option 5)	4	3	1	0	XII Passed	NIL

### Course Learning Objectives

- Familiarise students with the genre of biography, autobiography.
- Familiarise students to understand the difference with other genres of writing.

## Learning outcomes

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

## SYLLABUS OF DSE-4: Option 5: Life writing

### Unit I (15 hours)

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

### Unit II (15 hours)

Reading, writing and analysing Diaries and Letters

### Unit III: (15 hours)

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

## Essential/recommended readings

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

### Primary Texts:

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

Additional material 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.

**SEMESTER – V**  
**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 French**

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-5): French 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		
French in Context: Advanced Level - 1	4	3	1	Nil	Passed Class XII	None

**Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 5, the student will learn to

- read and understand longer texts related to socio-cultural issues in order to extract key information and conclusions of the text.
- answer questions in one's own words on tests related to socio-cultural issues.

- write detailed descriptions
- write straightforward connected texts on a range of familiar subjects within one's field of interest, by linking a series of shorter discrete elements into a linear sequence.
- listen and to understand radio and TV programs.
- answer questions on programmes recorded across various audio-visual media.
- express one's opinion and give one's point of view in a structured manner.

### Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 5, a student will be able:

- to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly
- to acquire basic debating and presentation skills
- read and understand longer texts related to socio-cultural issues and answer questions based on them.
- Complete partially Level B1 of CEF.

### SYLLABUS OF DSC-5<sup>1</sup>

UNIT	CONTENT	DURATION
<b>Dossier 1 (Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read content of webpage, online forum , an email , newspaper article, testimonials on an online forum, the summary of a novel, online webpage of a blog and answer questions based on it.</p> <p><b>Writing:</b> Make a list preferred criterias for choosing cities of expatriation, choose a city and a mode of expatriation, describe your ideal accomodation in your city, express your opinion on the city where you are studying french and give suggestions to improve the city, write a small passage about your arrival in a foreign city, if you were to expatriate to a new city where would you prefer to stay and what type of accomodation would you choose.</p>	11 hours

<sup>1</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 5, initial 4 units of the text book will be covered i.e from Unit 1-4.

	<p><b>Grammar:</b> Few prepositional verbs to talk about expatriation, express an intent , an ambition, conditional present to formulate a polite demand or a wish, place of adjective, conditional present to give advices, to describe a hypothetical situation, to make propositions, pronoun <i>où</i> and <i>dont</i> for giving details about a place, identify criteria, give a report a ranking, give warning.</p> <p><b>Listening comprehension:</b> Listen to an audioguide.</p> <p><b>Phonetics:</b> <i>liaison et enchaînement consonantique</i>, the pointers of informal french in spoken form.</p> <p><b>Vocabulary:</b> the criteria for choice of a city, report on ranking, warn about a societal phenomenon, give information on accomodation, communicate useful information on telephone, describe a lively place, express sentiments in relation to a city, describe one's arrival in a foreign city.</p>	
<p><b>Dossier 2</b> <b>(Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read and understand contents of an online forum, cover of of a magazine, complaint letter, receipt of registered letter, a webpage , an online article, online discussion forum, cover page of a book and answer questions based on it.</p> <p><b>Writing:</b> Present a problematic situations related to daily life that you encountered in foreign country, make an aide-mémoire to better manage a health situation in France, create an advice sheet to manage steps of moving in a francophone country, prepare an observation checklist to help discover a place.</p> <p><b>Grammar:</b> <i>subjonctif</i> to express sentiments, structures for writing a letter of complaint, express a consequence, imperatif mood and personal pronouns for giving instructions, indirect speech for reporting a communication or ideas, negation for qualifying one's tastes and preferences.</p> <p><b>Listening comprehension:</b> Listen to a conversation, radio show.</p> <p><b>Speaking:</b> Express sentiments, understand a complaint, resolve a problem, anticipate and manage a health problem, inform oneself about health insurance, understand formalities, ask for help, understand an administrative document, qualify one's tastes and interests, describe similarities and differences.</p> <p><b>Phonetics:</b> expression of discontentment, give importance to insistence, nasal vowels</p>	<p>11 hours</p>

	<p><b>Vocabulary:</b> express sentiments related to daily life, solve a problem with internet, describe the symptoms of an illness, understand the functioning of a medical assurance, succeed in administrative process, ask for help in order to manage a problem, qualify one's tastes and interests, enhance city life.</p>	
<p><b>Dossier 3</b> (Lessons 1-6 + Project)</p>	<p><b>Reading Comprehension:</b> Read and understand contents of homepage of a tourism website, an email, a webpage, summary of a novel, observe an infographic, a family photo, video report and answer questions based on it.</p> <p><b>Writing:</b> propose an group outing for your class and give suggestions to make it a success, choose a team building activity to do in your city and send mails that clearly mention the name of activity etc., write a small presentation describing cultural codes to be adhered to in a family function in your country, plan and present an original francophonie festival</p> <p><b>Grammar:</b> Expressions to give advice, expressions to highlight something, expressions of purpose in order to convince, few prepositional verbs to inform about an event, pronouns <i>en</i> and <i>y</i> to replace a place, a thing and an idea, negation (2) to express restriction, expressions of opposition and contrast, demonstrative and indefinite pronouns to describe behaviours.</p> <p><b>Listening comprehension:</b> Listen to a conversation, radio show, audio visual extract of a sociological study.</p> <p><b>Speaking:</b> Talk about outings, give advice, suggest an outing, choose a group outing.</p> <p><b>Phonetics:</b> Hesitation and interrogation, change of tone and melody.</p> <p><b>Vocabulary:</b> Interpret quantified data, express agreement and disagreement, group activity in professional environment, express a doubt, members of a family, describe a marriage ceremony, describe behaviours among friends.</p>	<p>11 hours</p>
<p><b>Dossier 4</b> (Lessons 1-6 + Project)</p>	<p><b>Reading Comprehension:</b> Read and observe the framework of sustainable development, read an online article on a webpage and answer questions based on it.</p> <p><b>Writing:</b> Present different types of accommodation and your experience with any, your initiatives regarding food wastage, present your mini-enterprise and talk about the challenges present an eco-friendly gesture that you would do and you would never do.</p>	<p>12 hours</p>

	<p><b>Grammar:</b> Adjectives and indefinite pronouns to express or moderate quantity, present participle to precise an action, adverbs of manner for giving details, adverbs of quantity and intensity to qualify one's advice, few prepositional verbs to express the objective of an action, infinitif and subjunctive mood to express the objective of an action, incite someone to act.</p> <p><b>Listening comprehension:</b> Listen to an audio record on radio broadcast, video (comic book page)</p> <p><b>Speaking:</b> account of an experience, express support and doubt, offer solutions, debate over controversial topics, identify a project for local sustainable development, to incite someone to act, identify eco friendly gestures, convince someone to do something.</p> <p><b>Phonetics:</b> sounds [y], [ɥ] and [u], tonality while persuading someone.</p> <p><b>Vocabulary:</b> describe neighbourly relations, express support and doubt, debate over controversial topics, talk about food wastage, words to talk about social micro-credit, loan and savings, to express oneself in informal french, describe a comic strip.</p>	
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**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue étrangère, 2018 Dossiers 1-4.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier-B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 1-4.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 1-6.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.

6. Mater Anaïs, Mathieu-Benoit Émilie : « *Cosmopolite- B1 Cahier d'activités* », Hachette Français langue étrangère, 2018 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 1-5.
8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 1-4.
9. Brito Amélie, Bucher Emilie: « *Odysée- B1, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 1-6.

Additional material may be used.

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



# BA (Hons) FRENCH

## COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

### Category I

Undergraduate Programme of study with BA (Hons) French as a Single  
Core Discipline  
(B.A. Honours in French in three years)

## STRUCTURE OF SIXTH SEMESTER

### DISCIPLINE SPECIFIC CORE COURSE – 16:

### 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

In semester 6, students will learn to

- Describe dressing styles
- Prepare a budget
- Write a resume of a text
- Write a critic of a film or a book
- Describe an art event

### Course Learning Outcomes

At the end of Semester 5, students will be able to

- read different types of texts and answer questions on them.
- write on subjects pertaining to their immediate environment as well as professional environment
- complete Level B1 of reading and writing skills as prescribed in the Common European Framework.

## **SYLLABUS OF DSC-16<sup>1</sup>**

### **Unit 1: (Unité 7:Lessons 1-4 + Project)**

**(6 hours)**

**Reading Comprehension:** Read and understand short texts on different dressing styles, how to prevent clothing wastage, a model's lifestyle, freedom to dress, youth and fashion, fashion week and answer questions on them.

**Writing :** Look for a dressing style on Internet and describe it, what type of clothes would you wear if you were 15 years younger, describe beauty norms in your culture, watch a fashion show and describe one of the clothes worn by a model, present the latest fashion trends in a country of your choice.

**Grammar:** structure *si+imparfait+ conditionnel present*, subjunctif after *je ne pense/crois pas que*, after verbs of wishing and wanting and sentiments,

**Vocabulary:** Dressing styles, clothes, clothing material, recycling clothes, beauty norms, critic and appreciation, models, fashion shows.

**Intercultural:** French fashion designers, models and fashion shows, beauty norms, fashion trends.

**Practical component (if any) – NIL**

### **Unit 2: (Unité 8:Lessons 1-4 + Project)**

**(6 hours)**

**Reading Comprehension:** Read and understand short texts on different types of media, headlines of newspapers on line, news briefs, an interview with a freelance journalist, fake news, invitation to a debate, different roles in a debate and answer questions on them on them.

**Writing:** On an online forum write about your media preferences and the type of articles you usually read, react to news briefs, prepare questions for an interview, short text on the danger of fake news.

**Grammar:** Formation of nouns, formation of passive, indicators of time,

**Vocabulary:** Media, news briefs, interviews, fake news, debates.

**Intercultural:** TV news, press, fake news, debates.

**Practical component (if any) – NIL**

### **Unit 3: ( Unité 9: Lessons 1-4 + Project)**

**(6 hours)**

**Reading Comprehension:** Read and understand texts on banking, credit, good money management, saving money while shopping, buying local produce, second hand clothing, budget for a company seminar, Lydia an online payment app and answer questions on them

<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

**Writing:** write an email to a bank asking for information on how to open a bank account corresponding to your needs, a short text to describe your saving habits, use of Lydia an online paying app,

**Grammar:** Placement of double pronouns, expression of consequence, indefinite pronouns *plusieurs, quelques-uns, certains*.

**Vocabulary :** Banking services, savings, inheritances, consumption, budget and payments.

**Intercultural :** food distributors, secondhand clothing payment apps.

**Practical component (if any) – NIL**

#### **Unit 4 : (Unité 10:Lessons 1-4 + Project) (9 hours)**

**Reading Comprehension:** Read and understand short texts on floating islands, poaching, protection of endangered species, tropical forests, animal hospitals, consumption of polluting products posters, and answer questions on them.

**Writing:** Prepare a poster for an association, write a short text to give your opinion on poaching, on protection of endangered species, write an email to WWF proposing your participation in one of its projects, write a summary of a given text.

**Grammar:** Expression of objective. Expression of opposition,

**Vocabulaire :** ecology, endangered species. Nature, pollution.

**Intercultural:** Humanitarian associations, ecology, endangered species and measures to protect them.

**Practical component (if any) – NIL**

#### **Unit 5: (Unité 11: Lessons 1-4 + Project) (9 hours)**

**Reading Comprehension:** Read and understand critic of a book, short texts reading digitalised texts, comic books, films, film reviews, cinema halls and cultural centres and answer questions on them.

**Writing:** Write about a book you have read, a film of your choice, a description of a museum dedicated to books and/or comics a short text on the need for film theatres, a film director of your choice.

**Grammar:** Gerondif ( *en + Present participle*), indirect speech ( *past tense*) compound relative pronouns ( *auquel, duquel...*),

**Vocabulaire :** literature, comic books, cinema,

**Intercultural:** Literary prizes, comic books, literature, museums on literature or films.

**Practical component (if any) – NIL**

#### **Unit 6: (Unité 12:Lessons 1-4 + Project) (9 hours)**

**Reading Comprehension:** Read and understand texts on contemporary art, street art, art museums, art by artificial intelligence, humor and imagination in art, visit to an art expo, movements in painting.

**Writing:** A short text on street art, to give your opinion on art created by AI, to explain what is art created by IA, describe a recent art movement.

**Grammar:** Relative pronoun *dont*, expression of concession, (*bien que, pourtant, cependant*)

**Vocabulaire :** Street art, Market for art, sculpture, painting, opening of an exhibition.

**Intercultural:** Street art, art and AI, different movements in painting

**Practical component (if any) – NIL**

### **Essential/recommended readings**

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
3. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pédagogique et révision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 5-9.
6. Marion Dufour, Julie Mainguet, Eugénie Mainguet, Sergei Opatski, Marion Perrard, Ghislaine Tabareau « *Edito-B1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2018, Unités 6-12.
7. Amelie Brito, Emilie Bucher : “*Odysée B1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 7-12.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
9. Claire Sanchez : « *La Classe B1, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.

10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L'Atelier B1*, Cahier d'activités », Les Éditions DIDIER, France, 2020, Unités 6-10.

11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 5-9.

12. Elodie Heu-Boulhat, Julie Mainguet, Eugénie Mottironi Sergei Opatski, Marion Perrard: « *Edito B1*, Cahier d'activités », DIDIER FLE, 2022 Unités 6-12

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 – 17

##### 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 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

In semester 6, students will learn to

- Describe different dressing styles
- Give a positive or negative opinion
- Propose one's services
- Speak about media and one's media habits
- Narrate a news brief
- Explain causes

- Carry out an interview
- Start and end a discussion
- Introduce a new idea/subject
- To give and ask for information
- Participate in a discussion
- Carry out a telephone conversation
- Justify one's choices
- Narrate the plot of a book/film
- Speak of one's likes and dislikes
- Present a topic
- Speak about one's preferences
- Describe an artistic activity

### Course Learning Outcomes

At the end of Semester 6, students will be able to

- Listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- complete Level B1 of listening and speaking skills as prescribed in the Common European Framework.

### SYLLABUS OF DSC-17<sup>2</sup>

#### Unit 1: (Unité 7:Lessons 1-4 + Project)

(6 hours)

**Listening Comprehension:** Listen to and understand short texts on description of different dressing styles, clothes collections for men and women an interview with the fashion designer J.P. Gaultier, to a song on fashion trends, comments on a fashion show and answer questions on them.

**Speaking:** Explain why you give more importance to certain clothes and not others, discuss whether fashion trends are accessible to people who have money, state the objectives of groups such as “body positive”, give a positive or negative opinion on various topics, state reasons for which certain clothes are considered exclusively masculine or feminine, debate on whether fashion trends influence ways of thinking, discuss criteria for choosing models in your country, state how you become aware of the latest fashion trends, choose 2-3 clothes from a fashion show and comment on them,

**Phonetics:** semi vowels [j], [ɥ], [w]

**Vocabulary:** Dressing styles, clothes, clothing material, recycling clothes, beauty norms, critic and appreciation, models, fashion shows.

**Intercultural:** French fashion designers, models and fashion shows, beauty norms, fashion trends.

<sup>2</sup>A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

## **Unit 2: (Unité 8:Lessons 1-4 + Project) (6 hours)**

**Listening comprehension:** Observe the headlines on French television and class them according to their subject, give your opinion of newsbriefs, listen to the critic of TV news, listen to the description of a fake news site, listen to news briefs and answer questions on them.

**Speaking:** Speak about how you keep yourself informed on latest events, which are the columns of a newspaper which interest you the most, associate a dialogue with the corresponding news brief, prepare an interview, ask your neighbour about the media he/she has the most confidence in, express your opinion on whether social media should be controlled, debate on various topics.

**Phonetics:** written and oral forms of /f/

**Vocabulary:** Media, news briefs, interviews, fake news, debates.

**Intercultural:** TV news, press, fake news, debates.

## **Unit 3: (Unité 9:Lessons 1-4 + Project) (6 hours)**

**Listening Comprehension:** Listen to a conversation between a student wanting to open a bank account and a bank employee, listen to a short text on renting instead of buying furniture, on how to prepare a budget and answer questions on them.

**Speaking:** Explain which bank you would choose and why, give advice to a friend who wants to open a bank account in France, discuss the reasons for which certain person are in debt at the end of the month, a conversation between your financial consultant and you to discuss a banking issue, discuss various ways of saving money, explain to a friend the notion of coupons, what are the new consumption tendencies in your country, describe online payment options available in your country, how do you manage your budget or your family's budget when you are on holiday.

**Phonetics:** Nasal vowels [ã], [ẽ], [õ]

**Vocabulary :** Banking services, savings, inheritances, consumption, budget and payments.

**Intercultural :** food distributors, secondhand clothing payment apps.

## **Unit 4 : (Unité 10 :Lessons 1-4 + Project)**

**(9 hours)**

**Listening Comprehension:** Look at the video on the Dzanga-sangha sanctuary in Central Africa, look at the video on the whale beached in Paris, listen to a song on the environment, listen to a short text describing an animal hospital, look at the video on the waste polluting oceans and answer questions on them.

**Speaking:** Present a project for a floating island, describe your relations with your neighbours, choose which association or social cause you would like to work for and justify, explain to a friend the importance of fighting against poaching, narrate to a friend the story of a whale beached in Paris, express your reaction on various subjects related to the environment, state what you would give up to save the planet.

**Phonetics:** Sounds [u], [y].

**Vocabulaire :** ecology, endangered species. Nature, pollution.

**Intercultural:** Humanitarian associations, ecology, endangered species and measures to protect them.

### **Unit 5 :(Unité 11:Lessons 1-4 + Project) (9 hours)**

**Listening Comprehension:** Listen to an author talk about his book, listen to a text on a mobile app allowing to read books online, watch the video on the Museum of Comics, watch the trailer of a film on the internet, listen to a discussion on OTT platforms, listen to a guided tour of cinema halls in Paris,

**Speaking:** do you prefer reading hard copies of books or books online, justify your choice, present your reading habits, give your opinion about comic books, present the last film that you have seen, present your preferences for films, TV series and justify them, debate on the pros and cons on watching a film with or without subtitles, ask for the way to a cinema hall, debate on the pros and cons of preserving cinema halls, present a cultural centre.

**Phonetics:** groups of consonants /pr/, /br/, /tr/

**Vocabulaire :** literature, comic books, cinema,

**Intercultural:** Literary prizes, comic books, literature, museums on literature or films.

### **Unit 6: (Unité 12:Lessons 1-4 + Project) (9 hours)**

**Listening Comprehension:** Listen to a short text on street art, listen to the description of a portrait created by AI, watch a video on the Cat sculptures on Champs Elysees, listen to persons discussing at the opening of an art exhibition,

**Speaking:** Describe a piece of street art in your city, give your opinion on street art, give your opinion on street exhibitions, advise a friend who wants to learn painting, discuss the pros and cons of learning how to paint and draw at home or on Internet.

**Phonetics:** sounds [e] and [ɛ]

**Vocabulaire :** Street art, Market for art, sculpture, painting, opening of an exhibition.

**Intercultural:** Street art, art and AI, different movements in painting



## Practical component (if any) – NIL

### Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
3. Sophie Bruzy Todd, Delphine Jégou, Cédric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Delphine Ripaud, Marie Rabin : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pédagogique et révision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 5-9.
6. Marion Dufour, Julie Mainguet, Eugenie Mainguet, Sergei Opatski, Marion Perrard, Ghislaine Tabareau « *Edito-B1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2018, Unités 6-12.
7. Amelie Brito, Emilie Bucher : “*Odysée B-1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 7-12.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 5-8.
9. Claire Sanchez : « *La Classe B1, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Cahier d’activites*», Les Éditions DIDIER, France, 2020, Unités 6-10.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3, Cahier d’exercices* », Éditions Maison des Langues, 2019, Unités 5-9.

12. Elodie Heu-Boulhat, Julie Mainguet, Eugénie Mottironi Sergei Opatski, Marion Perrard: « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022, Unités 6-12.

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 – 18:

#### 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		
<b>History of French &amp; Francophone Literature-(2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII Passed</b>	<b>Should have studied History of French &amp; Francophone Literature (1)</b>

<b>DSC-18</b>	
<b>History of French &amp; Francophone Literature-(2)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce the learners to different cultural and intellectual movements in French and Francophone Literature from the 19th century up to the present (21st century).</li> <li>Introduction to major French and Francophone writers and their works from the 19th century up to the contemporary period (21st century) along with the themes/questions they engage with.</li> <li>Developing a critical overview of literary and cultural evolution in France and the Francophone world from 19th century up to the contemporary period (21st century).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>Read, understand and analyse French and Francophone literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century)</li> <li>Develop skills to identify and analyse specific themes and questions dealt by writers, writing across various continents representing colonial and postcolonial experiences.</li> <li>Equip students with necessary tools to identify and critically engage with various literary movements and their core characteristics that emerged during this period.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>15 hours</b>
A selection of literary texts with focus on the major cultural and intellectual movements of the 19th Century, such as Romanticism, Realism, Symbolism, Naturalism. The selection can be made from the works of the following writers: Chateaubriand, Alphonse de Lamartine, Alfred de Vigny, Victor Hugo, Prosper Merimée, Honoré de Balzac, Stendhal, George Sand, Gustave Flaubert, Guy de Maupassant, Emile Zola etc.	
<b>UNIT II</b>	<b>15 hours</b>
A selection of literary texts with focus on the major cultural and intellectual	

movements of the 20 <sup>th</sup> Century, such as Dadaism, Surrealism, Existentialism, Absurd theatre, New Novel, OULIPO, Postmodernism, Neo-Realism etc. The selection can be made from the works of the following writers: Marcel Proust, Guillaume Apollinaire, André Breton, Louis Aragon, Paul Eluard, Jean-Paul Sartre, Albert Camus, Jacques Prévert, Eugène Ionesco, Samuel Becket, Marguerite Duras, Marguerite Yourcenar, Simone de Beauvoir, Nathalie Sarraute, Michel Tournier, Alain Robbe Grillet, Marcel Aymé, Georges Perec, Raymond Queneau, Patrcik Modiano, Annie Ernaux, Anna Gavalda, Jean-Marie Gustave Le Clézio etc.	
<b>UNIT III</b>	<b>15 hours</b>
A selection of literary texts written by major Francophone writers from the XIX century up to the contemporary Period, such as Maurice Maeterlinck, Amélie Nothomb, Blaise Cendrars, Charles Ferdinand Ramuz, Aimé Césaire, Leopold Sédar senghor, René Maran, Ahmadou Kourouma, Mongo Béti, Assia Djébar, Tahar Ben Jelloun, Mariama Bâ, Maryse Condé, Patrick Chamoiseau, Edouard Glissant, Ananda Dévi, Natacha Appanah, Shenaz Patel, Jean-Joseph Rabearivelo, Jean-Luc Raharimanana, Alain Mabanckou, Azouz Bégag, Dany Lafarrière, Monique Proulx, Jacques Godbout etc.	
<b>A selection will be made from the following list:</b>	
<b>Practical component (if any) – NIL</b>	
<p><b>References</b></p> <ul style="list-style-type: none"> <li>• D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i>, , Du Moyen Age au 20e siecle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan.</li> <li>• <i>Du Moyen-âge au XVIIIe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier.</li> <li>• Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International</li> <li>• Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International.</li> <li>• Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :</i></li> <li>• <i>les textes essentiels</i>, Paris : Hachette</li> <li>• Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i>, Paris : Cideb.</li> <li>• Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3<sup>ème</sup> édition</i>, Québec : Beauchemin.</li> <li>• Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan.</li> </ul>	
Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## DISCIPLINE SPECIFIC ELECTIVES (DSE-4)

### DSE 4: Option 1: 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
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing (Option 1)	4	3	1	0	XII Passed	Should have Semester

Research Methodology and Academic Writing	
<p><b>The Learning Objectives of this course are as follows;</b></p> <ul style="list-style-type: none"> <li>To introduce the learner to the basics of the research process and argumentation.</li> <li>To familiarize the learner with the process and stylistics of various forms of academic writing such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis.</li> <li>To develop in the learner an independent point of view and critical thinking.</li> </ul>	
<p><b>The Learning Outcomes of this course are as follows: The learner will be able</b></p> <ul style="list-style-type: none"> <li>to identify research gaps and construct hypothesis and arguments.</li> <li>To choose, access and effectively engage with primary, secondary and tertiary courses.</li> <li>To produce a coherent academic paper/text.</li> </ul>	
Syllabus:	
<b>UNIT I</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>Identifying the student's area of interest, a research gap and a research problem.</li> <li>Training students on how to choose and narrow down a topic.</li> <li>Building a research hypothesis.</li> <li>Basic types and components of a research question.</li> </ul>	
<b>UNIT II</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc.</li> <li>Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources.</li> <li>Constructing an annotated Bibliography.</li> </ul>	

<ul style="list-style-type: none"> <li>Familiarizing students with the different kinds of research: quantitative and qualitative 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).</li> </ul>	
<b>UNIT III</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>Basic knowledge on what an argument is and its components and structure.</li> <li>Identifying simple and complex arguments, as well as validity and soundness of an argument,</li> <li>Knowledge of logical fallacies.</li> <li>Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness.</li> </ul>	
<b>UNIT IV</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>Effective note-taking and summarizing academic/scientific texts.</li> <li>Constructing arguments and counter arguments. Quoting, paraphrasing and summarising from the source texts to construct the argument(s).</li> </ul>	
<b>UNIT V</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes.</li> <li>Familiarizing students with the ethics of research and plagiarism.</li> <li>Perfecting a final draft based on coherence and cohesion.</li> </ul>	
<p><b>Essential/Recommended Reading:</b> Any of the textbooks given below may be prescribed:  Jacques Garneau, (2016), <i>Pour réussir un texte argumentatif</i>, Montréal : Trécaré  Pierre Mongeau, (2009) <i>Réaliser son mémoire ou sa thèse</i>, Québec : Presses de l'Université du Québec  Pierre N'Da, (2016), <i>Initiation aux méthodes de recherche, aux méthodes critiques d'analyse des textes, et aux méthodes de rédaction en lettres, littératures et sciences humaines et sociales</i>, Paris : Connaissances et Savoirs,  Sylvie Garnier, Alan D. Savage, (2011), <i>Rédiger un texte académique en français</i>, Canada : Editions Ophrys</p>	
<p>Additional material may be provided by the Department.  <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**DSE 4: Option 2: 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
		Lecture	Tutorial	Practical/ Practice		
Introduction to Foreign Language Teaching (Option 2)	4	3	1	0	XII Passed	NIL

**Course Learning Objectives:**

- Create basic awareness about a foreign language classroom and textbook.
- Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching.
- Familiarisation with the theories in the fields of language, interaction and communication and their implications for Foreign language teaching programmes.

**Course Learning Outcomes:**

- Understand the basic principles in which the teaching of a foreign language is based
- Reflect upon the teaching and learning process of a foreign language
- Understand the role of mother tongue in Foreign language learning
- By using latest tools of Information technology and learning apps the students will be expected to create teaching materials.

**Syllabus DSE 4: Option 2: Introduction to Foreign Language Teaching**

**Unit 1 (15 hours)**

What is a classroom? Models of learning/teaching. Learning/acquisition different learning styles

**Unit 2 (15 hours)**

Different methods/approaches to teaching a foreign language. Introduction to the four skills

**Unit 3 (15 hours)**

Evaluation.

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

**Essential/Recommended 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).
3. Moirand S.: *Enseigner à communiquer en langue étrangère*, Ed; Hachette, Paris, 1982.
4. Germain C.: *Evolution de l'enseignement des langues: 5000 ans d'histoire*, CLE International, Paris 1993

Additional material will be made available by the Department.

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

#### **DSE 4: Option 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
		Lecture	Tutorial	Practical/ Practice		
<b>Introduction to Translation (Option 3)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII Passed</b>	<b>NIL</b>

##### **Learning Objectives**

- 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-4: Option 3: Introduction to Translation**

##### **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.

**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.
- Jones, Michele H. (2014). *The Beginning Translator's Workbook*. New York. Toronto: University Press of America.
- Roger, Valentine Watson. (2004). *Apprendre à traduire: Cahier d'exercices pour l'apprentissage de la traduction français-anglais anglais-français*. Toronto. Ontario: Canadian Scholar's Press Inc.

Additional material 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.

**DSE 4: Option 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
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression (Option 4)	4	3	1	0	XII Passed	NIL

**Course Learning Objectives :** At the end of the Course, a student will learn

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting
- To summarise a text.
- To carry out correspondance related to banking and post office services.

**Course Learning Outcomes :** At the end of the course a student will be able to

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting

- To summarise a text.
- To carry out correspondence related to banking and post office services.

#### **SYLLABUS DSE 4: Option 4 Techniques of Written expression**

##### **Unit 1 (12 hours)**

Different types of Letters: Letters to ask for information, services. Letters of reclamation. Letters to protest against certain social issues.

##### **Unit 2 (12 hours)**

Analyse and write different types of advertisement: Classified advertisements in newspapers, advertisement to sell a product, advertisements to propose a service, advertisements of NGO.

##### **Unit 3 (12 hours)**

Summarise 2-3 texts on the same subject into a single text.

##### **Unit 5 (9 hours)**

Minutes of a meeting

#### **Essential/Recommended Readings:**

1. Claude Le Goff, *Le Nouveau French for Business: Le français des affaires*, Les éditions Didier, Paris, 1994.
  2. RENN, H. et G. Tempesta, *Le français de l'hôtellerie et de la restauration*, CLE international, 1992.
  3. WATTIER, Stéphane, *Production écrite DELF B2*, Commun Français, 2017.
  4. BARIL, Denis, *Techniques de l'expression écrite et orale*, Editions Sirey, Paris, 2008.
- Additional material 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.

#### **DSE 4: Option 5: 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
		Lecture	Tutorial	Practical/ Practice		
Study of European Art (Option 5)	4	3	1	0	XII Passed	NIL

Study of European Art	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period.</li> <li>• To study artworks of painter's representative of the Major Art Movements in Europe.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc.</li> <li>• Develop an understanding of structures and Perspectives of Everyday life as seen by painters.</li> </ul>	

<ul style="list-style-type: none"> <li>Equip with tools to analyse artworks.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>6 hours</b>
How to analyse an artwork?: Introduction to the elements and components of Art	
<b>UNIT II</b>	<b>6 hours</b>
<ul style="list-style-type: none"> <li>Introduction to Renaissance art movements with special focus on Humanism and mannerism</li> <li>Innovative techniques introduced by the Renaissance artists</li> <li>The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance painters.</li> </ul>	
<b>UNIT III</b>	<b>6 hours</b>
Major art movements of the XVII century: Baroque and Classicism	
<b>UNIT IV</b>	<b>6 hours</b>
Major art movements of the XVIII century: Rococo and Neo-Classicism	
<b>UNIT V</b>	<b>9 hours</b>
Major art movements of the XIX century: Romanticism, Realism, Symbolism, Impressionism, Expressionism	
<b>UNIT VI</b>	<b>12 hours</b>
Major art movements of the XX century: Cubism, Fauvism, Surrealism, Futurism, Art Deco, Modern Art, Abstract Art, Postmodern Art, Neo-Realism	
<b>Essential/Recommended Readings:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press.</li> <li>Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall.</li> <li>Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press,</li> <li>Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin</li> <li>Guitemie Maldonado, Marie-Pauline Martin, Natacha Pernac, Rowley Neville, (2019), <i>Bescherelle - Chronologie de l'histoire de l'art: de la Renaissance à nos jours</i>, Paris : Hatier.</li> <li>Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP.</li> <li>Patrick Weber, (2017), <i>Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche</i>, Paris : Librio.</li> <li>Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber &amp; Faber.</li> <li>Xavier Barral, I. Altet, (2013), <i>Histoire de l'art</i>, Paris : PUF</li> </ul>	
Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

## DSE 4: Option 6: 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
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature (Option 6)	4	3	1	0	XII Passed	NIL

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, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

#### Course Learning Objectives:

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

#### Course Learning Outcomes :

- Students will become familiar with the changing conceptions of children's literature.
- Students will be able to analyse various genres meant for young children and adolescents.
- Students will be aware of the role of children's literature in transmitting values.

## SYLLABUS DSE 4 : Option 6: Children and Adolescent Literature

### Unit 1 (15 hours)

- 1.1 Changing conceptions of children's literature
- 1.2 Literature for children and /or adult readers?

### Unit 2 (15 hours)

- 2.1 Folklore for young children
- 2.2 Fables for young children

### Unit 3 (15 hours)

- 3.1 Fairy tales for young children

### 3.2 Theatre for children

### 3.3 Children's literature and transmission of values.

#### Essential/Recommended 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).
5. Nathalie Prince, *La Littérature de jeunesse*, Armand Colin, Paris, 2010.
6. Isabelle Nières-Chevrel, *Introduction à la littérature de jeunesse*, Didier jeunesse, « Passeurs d'histoires », Paris 2009

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

#### DSE 4: Option 7: 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
		Lecture	Tutorial	Practical/ Practice		
Life Writing (Option 7)	4	3	1	0	XII Passed	NIL

#### Course Learning Objectives

- Familiarise students with the genre of biography, autobiography.
- Familiarise students to understand the difference with other genres of writing.

#### Learning outcomes

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

#### SYLLABUS OF DSE-4: Option 7: Life writing

##### Unit I

(15 hours)

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

**Unit II****(15 hours)**

Reading, writing and analysing Diaries and Letters

**Unit III****(15 hours)**

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

**Essential/recommended readings**

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

**Primary Texts:**

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

Additional material will be provided by the Department.

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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 French**

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-6): French 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		
French in Context: Advanced Level – 2	4	3	1	Nil	Passed Class XII	None

**Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 6, the student will learn to

- Understand and summarise the main ideas of complex texts
- Write formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences
- Write argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples

- Understand the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect
- Engage in extended conversation on most general topics
- Debate and present on various issues of importance by sustaining a chain of reasoned argument /Commentary on audio-visual material

### Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 6, a student will be able to

- To read and understand argumentative texts related to contemporary issues.
- To write a text on contemporary issues presenting and defending one's point of view.
- To listen and to understand radio and TV programs of long duration related to contemporary social issues.
- To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner
- complete Level B1 of the CEF.

## SYLLABUS OF DSC-6<sup>1</sup>

### Content

UNIT	CONTENT	DURATION
<b>Dossier 5 (Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read content of internet page, letter of motivation, online article, observe a photo from a television show, book presentation and answer questions based on IT.</p> <p><b>Writing:</b> present your professional journey, give advices to present and highlight your competencies, make a list of your work experience( job, internship, summer job etc.) , make a mini record of your personal and professional journey, present tasks and competencies necessary for your studies and job , make a list of tasks that you complete in a day.</p> <p><b>Grammar:</b> Situate the different stages of one's career in time, articulators to structure a cover letter, structures for understanding and giving advices,</p>	11 hours

<sup>1</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 6, last 4 units of the text book will be covered i.e from Unit 5-8.



	<p>pronoun <i>où</i> to give details about date and time, <i>gérondif</i> to express simultaneity, differentiate between <i>gérondif</i> and <i>participe présent</i>.</p> <p><b>Listening comprehension:</b> Listen to a radio show(testimonials), video and answer questions based on them.</p> <p><b>Speaking:</b> Communicate on one's career, express one's motivation and present one's project, understand the tool "professional portfolio", understand and give advice for a job or interview, take risks, value your experience, understand one's job profile, describe the start of a working day.</p> <p><b>Phonetics:</b> Differentiate between pronunciations of past perfect, imperfect and conditionnal, highlighting certain events,</p> <p><b>Vocabulary:</b> Words used to designate courses and diploma degree, different parts of a professional portfolio, words to indicate professional skills, give your impressions, do a personal and professional assessment, words that indicates skills of a customer care representative.</p>	
<p><b>Dossier 6</b> <b>(Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read content of a pictogram, infographic, news column, front page of a magazine online forum, webpage, extracts from an internet page, comic book, observe images from a video of a television show, answer questions based on them.</p> <p><b>Writing:</b> Present your journey and precise the time of events and talk about people who were important during this journey, choose a fake news, analyse and present why it is false, prepare and stage a performance.</p> <p><b>Grammar:</b> Expression of contrast to discuss a subject- passive voice to insist on consequence of an action, agreement of past participle, indicators of time to specify the time of speaking, prepositional verbs to talk about information and misinformation, highlighting processes to capture attention.</p> <p><b>Listening comprehension:</b> Listen to a radio show(online forum, interview, online press article), video (comic strip) and answer questions based on it.</p> <p><b>Speaking:</b> Analyse front page of a magazine, compare traditional media and social media, report an event structure a press article, report past events, spot fake news, analyse fake news, capture attention of an audience, explain and argue.</p> <p><b>Phonetics:</b> Sounds [o] and [œ] and trunction and level of language.</p> <p><b>Vocabulary:</b> Analyse the cover of a magazine, journalistic writing style, traditional / active media</p>	<p>11 hours</p>

	terms, words to express information and misinformation, highlighting processes to capture attention.	
<b>Dossier 7 (Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read contents of an internet page, sidebar, newflash, article , photo observe an identity card, cover page of a magazine and answer questions based on them.</p> <p><b>Writing:</b> Present an innovation in your country, write an article on simplification of a scientific discovery , write an opinion note.</p> <p><b>Grammar:</b> Compound relative pronouns to avoid repetitions, structures to explain the usefulness and functioning of an operation, establish a chronological progression in an argument, expression of doubt and certainty.</p> <p><b>Listening comprehension:</b> Listen to a radio show(online press article), video and answer questions based on it.</p> <p><b>Speaking:</b> Understand a program that presents a scientific innovation, discover young French speaking talents and their achievements, explain a scientific discovery in simple manner, present a technological innovation, make an innovative concept understood, express one's opinion, imagine future, consider positive and negative consequences of an innovation.</p> <p><b>Phonetics:</b> Sounds[r] and [ʁ] and pronouncing or not [e].</p> <p><b>Vocabulary:</b> Introduce a topic in a program/report(1), few activities to play sports and relax , share a scientific discovery, introduce a topic in a program/report(2), talking about the economics of innovation, explaining something to someone, identifying characteristics of opinion paper, personify an object, express concern.</p>	11 hours
<b>Dossier 8 (Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read content of advertising strip of an internet website, article, a program schedule, film review, extract of an article observe a poster, an advertisement and answer questions based on it,</p> <p><b>Writing:</b> Present an interesting work of art, present the career of a live show artist, give your opinion on a film, make a profile card of readers in your class.</p> <p><b>Grammar:</b> Expressing manner and similarity, superlative degree to express enthusiasm, time of infinitive to understand chronology, double pronoun</p>	12 hours

	<p>to avoid repetition, interrogation to structure your thoughts.</p> <p><b>Listening comprehension:</b> Listen to a radio show(online press article, announcement, movie review), interview, video</p> <p><b>Speaking:</b> Give positive review of a cultural event, present a piece of work, express enthusiasm, talk about live shows, find out about an artist's career, understanding prize list, review a film, react to a review, find francophone books, ask yourself the importance of reading.</p> <p><b>Phonetics:</b> Expression of enthusiasm, complusory <i>liaison</i> and optional <i>liaison</i>.</p> <p><b>Vocabulary:</b> Express a positive or negative judgement, words for talking about live shows, for rewarding and congratulating, for talking about books and book stores.</p>	
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### Practical component (if any) - NIL

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue etrange 2018 Dossiers 5-8.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier- B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 5-9.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 7-12.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Mater Anaïs, Mathieu-Benoit Émilie t: « *Cosmopolite- 3 Cahier d'activites* », Hachette Français langue etrangere, 2018 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 6-10.

8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: «*Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 5-9.
9. Brito Amélie, Bucher Emilie: «*Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : «*Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 7-12.

Additional material may be used.

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