

गोंय विद्यापीठ

ताळगांव पठार,

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(Accredited by NAAC)

GU/Acad –PG/BoS -NEP/2024/205

Date : 10.06.2024

Ref. : GU/Acad –PG/BoS -NEP/2023/102/2 dated 19.06.2023

CIRCULAR

In supersession to the above referred Circular, the Syllabus of Semester III to VIII of the **Bachelor of Arts in French** Programme approved by the Standing Committee of the Academic Council in its meeting held on 10th & 11th May 2024 is enclosed. The syllabus of Semester I and II approved earlier is also attached.

The Dean/ Vice-Deans of the Shenoι Goembab School of Languages and Literature and Principals of the Affiliated Colleges offering the **Bachelor of Arts in French** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin Lawande)

Assistant Registrar – Academic-PG

To,

The Principals of Affiliated Colleges offering the Bachelor of Arts in French Programme.

Copy to:

1. The Director, Directorate of Higher Education, Govt. Of Goa
2. The Dean, Shenoι Goembab School, of Languages and Literature, Goa University.
3. The Vice-Deans, Shenoι Goembab School, of Languages and Literature, Goa University.
4. The Chairperson, BOS in French.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Programme Structure for Semester I to VIII Under Graduate Programme- French										
Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	FRE-100 Discovering French Language and Culture through sounds and images (4)	FRE-111 French for Beginners A1.1- (4)	FRE-131 Frenchness in Popular Culture- (3)		FRE-141 Essential French for Travel (3)					
II			FRE-132 Initiation to French for Science and Technology (3)		FRE-142 Intercultural Communication Competence (3)				FRE 161 French Cuisine: The Art of Gastronomy in France (4)	
III	FRE-200 French through Creative Activities (4)	FRE-211 Elementary French A1.2 (4)	FRE-231 Commercial Art in France and the Francophone World (3)		FRE-241 French for Student Integration (3)					

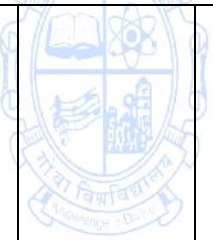
	<p>FRE-201 The French Speaking World- (4)</p>							
IV	<p>FRE-202 Intermediate French A2.1 (4)</p> <p>FRE-203 France and its Regions (4)</p> <p>FRE-204 Representation of Comedy and Tragedy in Media (4)</p>	<p>FRE-221 French for Hospitality and Tourism (4) VET</p>						<p>FRE-261 Front Office Communications (4)</p>

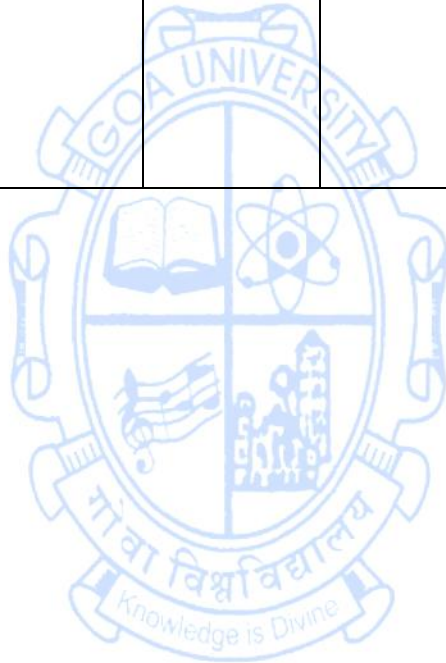
	<p>FRE-205 Exploring Tangible Culture: Indian and Francophone Objects (2)</p>								
V	<p>FRE-300 Advanced French Language B1.1 (4)</p> <p>FRE-301 The Golden Age of French Literature (4)</p> <p>FRE-302 Stylistics and Rhetorics (4)</p>	<p>FRE-321 Business Communication in French (4) VET</p>							

	<p>FRE-303 Once Upon a Time: A Cross-Cultural Journey through fables (2)</p>								
VI	<p>FRE-304 Advanced French Language B1.2 (4)</p> <p>FRE-305 The French Revolution and Literary Perspectives (4)</p> <p>FRE-306 Contemporary France – Issues and Debates (4)</p>	<p>FRE-322 Introduction to Translation Studies (4) VET</p>							

	FRE-307 Project (4)								
VII	FRE-400 Translation Studies: Theory and Practice (4) FRE-401 Eponymous Heroines in French Literature: From Classicism to Symbolism (4) FRE-402 Discovering France : Values, Lifestyles and Global Influences (4)	FRE-411 French Language Level 3 (4)							

	<p>FRE-403 Fundamentals of General Linguistics (4)</p>								
VIII	<p>FRE-404 Study of Linguistics: From Sounds to Sentences (4)</p> <p>FRE-405 Advanced Proficiency in French Language (4)</p> <p>FRE-406 Exploring the Francophone World : Literature,</p>	<p>FRE-412 Professional French for the Tourism Industry (4)</p>							

	<p>Cultures, and Identities (4)</p> <p>FRE-407</p> <p>French Literature and the World Wars (4)</p>									
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Semester I & II

Name of the Programme : B.A. French (Honours)

Course Code : FRE-100

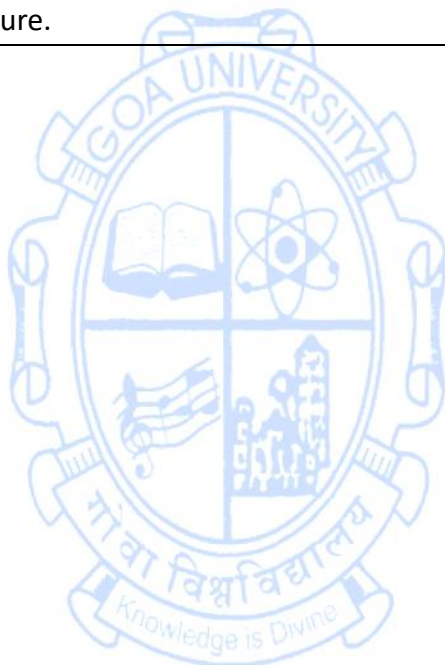
Title of the Course : Discovering French Language and Culture through sounds

Number of Credits : 04

Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	The aim of this foundation course is to introduce students to the sounds of the French language so as to enable them to articulate and pronounce correctly. Students are oriented to the diverse cultural icons through the different sights and sounds of France and the French-speaking world.	
Content:	Module 1 – Elements of Spoken French Basic rules of pronunciation - Articulating vowels and consonants - silent final consonants – position of syllables –the difference between written and spoken French.	15 hours
	Module 2 – Rhythm of the French Language Stress and intonation - liaisons and <i>enchaînements</i> - reinforcing sounds through poetry and songs - practical exercises.	15 hours
	Module 3 - Sights and Sounds of France Monuments and architecture - Food and wine - Art and cinema - Sports and leisure	15 hours
	Module 4 – Snapshots from French-speaking countries World Francophony map - Diversity of French language and cultures - personalities from the Francophone world.	15 hours
Pedagogy:	The course will feature a strong audio-visual component. Class time will be spent introducing the cultural concepts and sounds specific to spoken French through listening and spoken activities.	
References/ Readings:	1. Abry D. Chalaron. M-L. Les 500 exercices de phonétique A1/A2, Hachette, Paris, 2010. Carton, F. Introduction à la phonétique du français, Paris, Bordas, 1974. 2. Cassard, D. Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef, Centre de Linguistique Appliquée de Besançon, France, 1993-94. 3. Champagne-Muzart, C. et Bourdages, J.S. Le point sur la phonétique en didactique des langues, Anjou, Centre éducatif et culturel, 1993. 4. Marchal, A. Les sons et la parole, Montréal, Guérin, 1980.	

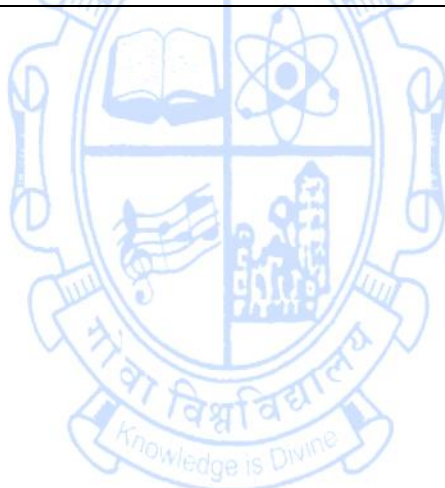
	<p>5. Martin, P. La description phonologique, La linguistique, Paris, 1985, pp. 159-175.</p> <p>6. Nathalie, H et Tony, T. Cosmopolite A1, Hachette, 2017.</p> <p>7. Wioland, F. La vie sociale des sons du Français. L'Harmattan, 2005.</p> <p>8. Weiss, F. Jouer, communiquer, apprendre, Hachette, 2002.</p> <p>9. Yaiche, F. Photos-Expressions, Hachette, 2002.</p>
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. identify elements of spoken French and pronounce them correctly. 2. understand and apply the rhythm of the French language to oral expression. 3. identify and name the significant cultural icons of France. 4. appreciate the diverse variants of the French language and culture.



Name of the Programme : B.A. French
Course Code : FRE–111
Title of the Course : French for Beginners A1.1
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the Course:	Any student pursuing a First year undergraduate programme at Goa University is eligible to take the course as a minor paper.	
Course Objectives:	This course introduces students to the basics of the French language. It aims at developing an ability to understand and communicate (read, write, speak and understand) in basic French in everyday situations.	
Content:	Module 1: Listening and Oral Expression Listening comprehension, pronunciation, greetings, spelling in French, introducing yourself, stating nationality and profession, describing personality traits, asking yes/no questions, answering negatively, expressing ownership, talking about family, requesting, describing people and things, saying what you are going to do.	15 hours
	Module 2: Reading and Understanding Strategies for understanding meaning, applying reading strategies, general comprehension, and identifying transparent words.	15 hours
	Module 3 : Writing skills Short compositions on self and environment, Writing short messages, postcards.	15 hours
	Module 4: Grammar and Vocabulary Articles, numbers, genders, personal pronouns, <i>être</i> and <i>avoir</i> verbs, present tense, agreement of adjectives, question words, possessive adjectives, the imperative, place of adjectives, prepositions of place, near future tense,	15 hours
Pedagogy:	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises.	
References/ Readings:	Prescribed Textbook: Edito 1/ Saison 1 / Version Originale 1 1. Cocton, Marie-Noëlle, et al. <i>Saison</i> . Didier, 2015. 2. Denyer, Monique, et al. <i>Version Originale 1: Méthode De Français: Livre De L'élève</i> . Editions Maison Des Langues, 2013. 3. Girardet, Jacky, and Jacques Pécheur. <i>Écho: Méthode De Français</i> . CLE International, 2013.	

	<ol style="list-style-type: none"> 4. Girardet, Jacky, and Jean-Marie Cridlig. <i>Panorama De La Langue Française</i>. CLE International, 2005. 5. <i>Grammaire Progressive Du Francais</i>. Cle International, 2014. 6. Hugot, Catherine, et al. <i>Alter Ego+ 1: Méthode Français</i>. Hachette, 2012. 7. Lescure, Richard, and Emmanuelle Gadet. <i>Delf A1: 150 Activités</i>. CLE International, 2005. 8. Mérieux, Régine, and Yves Loiseau. <i>Connexions</i>. Didier, 2008. 9. Spérandio, Caroline, et al. <i>Edito A1: Méthode De Français</i>. Editions Didier, 2022.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to :</p> <ol style="list-style-type: none"> 1. demonstrate their ability to use basic French structure and vocabulary 2. understand and produce simple texts in French 3. communicate in elementary situations of communication 4. understand and answer simple questions 5. participate in simple conversations in everyday situations



Name of the Programme : B.A. French
Course Code : FRE-131
Title of the Course : Frenchness in Popular Culture
Number of Credits : 03
Effective from AY : 2023-24

Pre-requisites for the Course	Nil	
Course Objectives:	The objective of the course is to discuss the different concepts and creations of French artists and intellectuals across different media that influence popular culture. The course will explore iconic French-speaking fictional characters and French brands which are a part of our collective culture and also look at French Food and its impact on world cuisine.	
Content:	Module 1. Food and Fashion Multiple Perspectives of French Food and Fashion: <i>Nouvelle cuisine</i> and fine dining, chefs and specialities; France's contribution to world Fashion: French Fashion and luxury brands	15 hours
	Module 2. Cinema Famous French and Francophone fictional detectives: Arsène Lupin, Hercule Poirot, Inspector Jacques Clouseau and Tintin	15 hours
	Module 3. Popular literature Fables and Fairy Tales (La Fontaine, Charles Perrault) Drama and Fiction (Moliere, Dumas); <i>Bande dessinée</i> (Uderzo and Goscinny- creators of Asterix) etc.	15 hours
Pedagogy:	The course advances learners' understanding of the topic through guided learning trajectories using a range of authentic resources and active learning strategies. A selection of texts and movie clips and other authentic documents to be discussed and critically analysed in class.	
References/ Readings:	<ol style="list-style-type: none"> 1. Alain De Button,. How Proust Can Change Your Life. 1998 2. Alexandre Dumas, Selected Works https://www.gutenberg.org/ebooks/author/492 3. Andi Zeisler, "Pop and Circumstance: Why Pop Culture Matters," Feminism and Pop Culture. 2007. 4. Charles Perrault . Short Stories. https://www.gutenberg.org/ebooks/authors/search/?query=Perrault,+Charles 5. Douglas Kellner, "Cultural Studies, Multiculturalism and Media Culture.". 2014 6. George Kay and François Uzan. Lupin. 2021 	

	<p>7. Hergé The Adventures of Tintin: The Secret of the the Unicorn. 1974.</p> <p>8. Jean de la Fontaine, Selected Works https://www.gutenberg.org/ebooks/author/1758</p> <p>9. Maurice Leblanc, Arsène Lupin Series. 1907-</p> <p>10. Molière, Selected Works https://www.gutenberg.org/ebooks/author/791</p> <p>11. René Goscinny and Uderzo, Albert. Asterix The Gaul. (1961)2005</p> <p>12. Spielberg, Steven.The Adventures of Tintin: Secret of the Unicorn, 2011</p> <p>13. Tim Delaney, “Pop Culture: An Overview,” Philosophy Now, November/December 2007 http://philosophynow.org/issues/64/Pop_Culture_An_Overview</p> <p>14. Uderzo, Albert. René Goscinny, Ray Goossens. Asterix the Gaul. 1967</p>
<p>Course Outcomes:</p>	<p>At the end of the course, learners will</p> <ol style="list-style-type: none"> 1. understand the impact of the French-speaking world on Food, Fashion, Fiction and Cinema. 2. analyze the contribution of France to detective fiction. 3. develop multiple perspectives on the consumption of popular culture. 4. appreciate the ways in which Frenchness is represented in media, cinema and popular literature.

Name of the Programme : B.A. French
Course Code : FRE-141
Title of the Course : Essential French for Travel
Number of Credits : 03(1T+2P)
Effective from AY : 2023-24

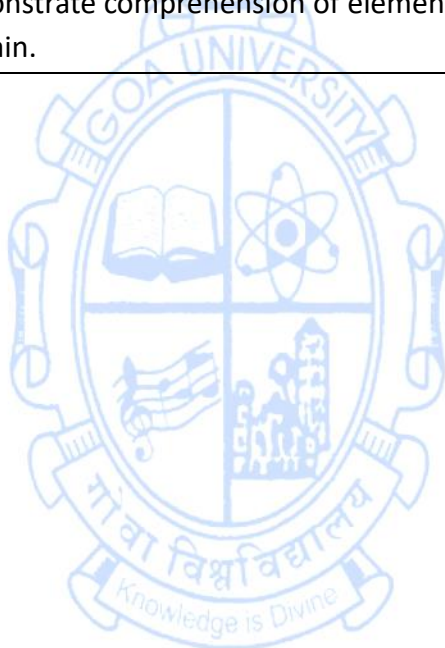
Pre-requisites for the Course:	Nil	
Course Objectives:	This course equips students with basic French language phrases, expressions and the know-how required for travel in France. It aims at developing an ability to understand and communicate (read, write, speak and understand) in elementary French in basic travel situations. It imparts the skills required for navigating in a French-speaking environment, and conducting day-to-day activities during travel.	
Content:	Module 1 : Getting Around in France Signs, symbols, personnel, spaces, bookings and documents related to arrival and transit, transport system, reading maps, asking for directions, transport rentals, understanding public space announcements, strategies for reading tourist documents and sight-seeing, travel etiquettes.	15 hours
	Module 2 : Dining out in France Types of eateries, reading and understanding ingredients and menus, choosing and ordering food, payment in restaurants, restaurant etiquettes.	30 hours
	Module 3 : Finding accommodation in France Types of accommodation, reservations, features and facilities, discovering the localities, reading rules and following etiquettes and safety measures.	30 hours
Pedagogy:	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises.	
References/ Readings:	1. Cocton, Marie-Noëlle, et al. <i>Saison</i> . Didier, 2015. 2. Denyer, Monique, et al. <i>Version Originale 1: Méthode De Français: Livre De L'élève</i> . Editions Maison Des Langues, 2013. 3. Girardet, Jacky, and Jacques Pécheur. <i>Écho: Méthode De Français</i> . CLE International, 2013. 4. Girardet, Jacky, and Jean-Marie Cridlig. <i>Panorama De La Langue Française</i> . CLE International, 2005. 5. <i>Grammaire Progressive Du Français</i> . Cle International, 2014. 6. Hugot, Catherine, et al. <i>Alter Ego+ 1: Méthode Français</i> . Hachette, 2012.	

	<p>7. Lescure, Richard, and Emmanuelle Gadet. <i>Delf A1: 150 Activités</i>. CLE International, 2005.</p> <p>8. Mérieux, Régine, and Yves Loiseau. <i>Connexions</i>. Didier, 2008.</p> <p>9. Spérandio, Caroline, et al. <i>Edito A1: Méthode De Français</i>. Editions Didier, 2022.</p> <p>Online websites</p> <p>1. https://apprendre.tv5monde.com/fr</p> <p>2. Taking a train in France https://www.youtube.com/watch?v=qbz_Hh_2C58&t=59s&pp=ygURdm95YWdlciBlbiBmcmFuY2U%3D</p> <p>3. How to commute in Paris https://www.youtube.com/watch?v=iVUUm9J8Lu8&pp=ygURdm95YWdlciBlbiBmcmFuY2U%3D</p> <p>4. Survival phrases en French https://www.youtube.com/watch?v=RvYKtdhQzgc&pp=ygUdb3JnYW5pc2VyIHVuIHZveWFnZSBibjBGcmFuY2U%3D</p>
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to</p> <ol style="list-style-type: none"> 1. Understand and communicate in basic French language required for travel purpose. 2. Use the transport system and dine out. 3. Manage their accommodation and observe safety. 4. Use know-how while traveling in France.


Name of the Programme : B.A. French
Course Code : FRE-132
Title of the Course : Initiation to French for Science and Technology
Number of Credits : 03
Effective from AY : 2023-24


Pre-requisites for the Course:	Nil	
Course Objectives:	A student pursuing a First year undergraduate programme at Goa University is eligible to take the course as a Skill Enhancement Course (SEC).	
Content:	Module 1: First Steps in France Francophonie, how to be polite in French, how to introduce in French, hobbies, seasons	15 hours
	Module 2: Universities and Colleges Student accommodation, finding your way around a map, university locations, French colleges, the French university calendar, names of famous scientists	15 hours
	Module 3: Science in everyday life Places to go out, eating habits, French cuisine, French festivals and public holidays, general scientific culture, names of important companies, the private and public research sector in France	15 hours
Pedagogy:	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises.	
References/ Readings:	Prescribed Textbook - Tech French A1/A2 Bibliography 1. Chaize, C., Gargasson, I., Naik, S. <i>Tech French</i> , Goyal Publishers 2011. 2. Goursau, Henri. <i>Dictionnaire Technique Et Scientifique. Dictionary of Technical and Scientific Terms</i> . Goursau, 1994. 3. Lahmidi, Zahra. <i>Sciences-Techniques.com</i> . CLE International, 2016. 4. Paris, Danièle, and Bruno Foltète-Paris. <i>Environnement.com</i> . CLE International, 2009. Webistes 1. "French Vocabulary - La Technologie - Technology Lesson 17." <i>YouTube</i> , YouTube, 8 Apr. 2022, https://www.youtube.com/watch?v=8oq47pNSqnk . 2. "Banque Numérique." <i>Accueil</i> , https://numerique.banq.qc.ca/patrimoine/details/52327/40721 .	

	<p>3. "Translation Centre for the Bodies of the EU." <i>IATE Translation Centre For the Bodies of the EU</i>, https://www.cdt.europa.eu/en/iate.</p> <p>4. Government of Canada, Public Services and Procurement Canada. "Termium plus® - Search - All Terms - Termium plus® - Translation Bureau." - <i>Search - All Terms - TERMIUM Plus® - Translation Bureau</i>, 14 Apr. 2023, https://www.btb.termiumplus.gc.ca/tpv2alpha/alpha-eng.html?lang=eng.</p>
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. understand the particularities of the French culture and the French lifestyle. 2. comprehend the terminology used in the scientific domain. 3. use domain-specific scientific terminology. 4. demonstrate comprehension of elementary texts in the scientific domain.



Name of the Programme : B.A. French
Course Code : FRE-142
Title of the Course : Intercultural Communication Competence
Number of Credits : 03(1T+2P)
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	<p>This course aims at developing soft skills in ways of being and behaving in multicultural contexts, in order to become interculturally competent and help learners meet local and global challenges in culturally diverse contexts.</p> <p>The primary objective of this course is to highlight customs, values, and beliefs that shape different cultures and the way in which different communities perceive the world. The course also aims at appreciating diversity, encouraging curiosity and providing strategies as a way towards intercultural awareness.</p>	
 Content:	Module 1. Getting acquainted with Intercultural Awareness Definition of culture, Meaning of cultural identity, Stereotypes and cultural bias, Relation between language and culture, National and international initiatives for promoting equality and inclusion.	15 hours
	Module 2. Cultural Practices in relation to the Self and the Other. Greetings, Body language and Gestures, Food; Clothing, Values and Beliefs (money, family, time etc.)	30 hours
	Module 3. Strategies for effective intercultural communication Correct use of language for communicating effectively across cultures, optimum cultural and context-appropriate etiquette and sensitive responses to cultural differences.	30 hours
Pedagogy:	<p>The course is taught in English</p> <p>The course advances learner's understanding of the topic through a range of authentic resources and active learning strategies. Drawing from the lived - cultural experience of the learners, the course facilitates group discussions and critical thinking on the prescribed topics. Through role-play and simulations, the learner is provided with opportunities to display intercultural sensitivity and adaptation.</p>	
References/ Readings:	1. Al-Dorani, Sarah. Evolution of cross-cultural identities. 2022. https://www.youtube.com/watch?v=uo9r8cLQ8Aw	


	<ol style="list-style-type: none"> 2. Commisceo-global. France - Culture, Etiquette and Business Practices https://www.commisceo-global.com/resources/country-guides/france-guide 3. Council of Europe, Directorate of Democratic Citizenship and Participation. Developing Intercultural Competence through Education. 2013. https://rm.coe.int/developing-intercultural-enfr/16808ce258 4. Intercultural competences: conceptual and operational framework, 2013 https://unesdoc.unesco.org/ark:/48223/pf0000219768 5. Martin, J. N., and Thomas K. Nakayama, Intercultural Communication in Contexts, 5th ed. Boston, MA: McGraw-Hill, 2010 6. Meyers, Erin. Business Speaker Erin Meyer: How Cultural Differences Affect Business. 2015. https://www.youtube.com/watch?v=zQvqDv4vbEg 7. Meyers, Erin. The Culture Map, 2014 8. Nisbett, R. E., The Geography of Thought: How Asians and Westerners Think Differently...and Why. New York: Free Press, 2003 9. Pusch, M. D., "The Interculturally Competent Global Leader," in The Sage Handbook of Intercultural Competence, ed. Darla K. Deardorff. Thousand Oaks, CA: Sage, 2009 10. University of Minnesota Libraries Publishing. Communication in the Real World. 2013 https://open.lib.umn.edu/communication/
<p>Course Outcomes:</p>	<p>At the end of the course, learners will be able to</p> <ol style="list-style-type: none"> 1. understand culturally diverse world views and ways of being 2. analyse cultural experiences, practices and perspectives from their own and other diverse cultural groups 3. display the use of culturally appropriate language, gestures and etiquette in different contexts. 4. communicate effectively maintaining cross-cultural competencies.

Name of the Programme : B.A. French
Course Code : FRE 161
Title of the Course : French Cuisine: The Art of Gastronomy in France
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites of the course:	Any student wanting to exit the First year Undergraduate Programme at Goa University is eligible to take the course as an Exit Course	
Course Objectives:	<p>The aim of this course is to provide students with the knowledge and skills required to work in a restaurant serving European Cuisine. The course is aimed at</p> <ol style="list-style-type: none"> 1. Knowing about French Cuisine and planning a French Meal. 2. Knowing the French names of Food Products and Specialities from France 3. Planning a French Meal 4. Reading a French menu and describing the dishes 5. Reading and understanding a recipe in French 6. Articulating and pronouncing the names of French Foods and Beverages correctly. 7. Students are oriented to diverse culinary terms. 	
Content:	Module 1 – Planning a French Meal Knowing the different courses in a meal- Traditional French Specialities and Beverages - Pairing food and wines – Laying a table- Food etiquette	15 Hours
	Module 2 – French food and beverage products Shopping in a Food supermarket- French names for fruit and vegetables- meats and poultry products- bakery products- beverages-milk products and cheese- seafood- grocery products	15 Hours
	Module 3 – French restaurants Type of French restaurants- Reading a French menu – Describing dishes to clients- taking orders in French (role plays. Describing Indian food in French.	15 Hours
	Module 4 – French kitchens Domestic and professional kitchens – Understanding ingredients, quantities and instructions. Names of French names for kitchen utensils, appliances and tools.	15 Hours
Pedagogy:	The course will feature a strong audio-visual component. Class time will be spent introducing the cultural concepts and sounds specific to French cuisine through reading, listening and spoken activities and role plays.	


<p>References/ Readings:</p>	<p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. A. M. Calmy, <i>Le Français du Tourisme</i>. Paris: Hachette, 2004. 2. Belmehdi, Racha. <i>A Votre Service</i>. Nom de l'éditeur, 2024. 3. C. Descotes-Genon, <i>Service Compris - Pratique du Français de l'Hotellerie et de la restauration et de la Cuisine P G</i>, 1999 4. Corbeau, Sophie, et al. <i>Tourisme.Com</i>. CLE International, 2019. 5. Dussac, Elisabeth, et al. <i>Bon Voyage!: Français Du Tourisme</i>. CLE International, 2017. 6. Jerome Cholvy, <i>En cuisine</i>. Français Professionnel. CLE International, 2014. 7. Mourlhon-Dallies, Florence. <i>Enseigner Une Langue à Des Fins Professionnelles</i>. Didier, 2019. 8. S. Corbeau et al. <i>Hotellerie-restauration.com - français professionnel</i>. Paris: CLE, 2006.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. identify elements of French cuisine and pronounce them correctly. 2. understand and apply French culinary terms for menus and recipes in French. 3. identify and name the significant food traditions of France. 4. appreciate the diverse elements of French gastronomy and etiquette. 5. Work in a French or European food restaurant or kitchen

Semester III**Name of the Programme : B.A. French****Course Code : FRE 200****Title of the Course : French through Creative Activities****Number of Credits : 04****Effective from AY : 2024-25**

Prerequisites for the course	Any student pursuing a second-year undergraduate programme is eligible to take the course as a major paper.	
Course Objectives	<p>The course aims at improving the quality of comprehension and expression in the French language through activities inspired from a variety of texts- literary as well as non-literary. It aims at developing the ability to:</p> <ol style="list-style-type: none"> 1. identify different forms of expressions – vocabulary, proverbs, idioms and sentences used in a creative work. 2. appreciate and interpret various texts and oral creative works through the vocabulary and ways of expression. 3. apply appropriate expressions in selected creative activities. 4. collaborate and use digital tools to create different creative works. 	
Content	 Module 1: Découvrir la langue Jeux de mots, champs lexicaux, jeux surréalistes, expressions idiomatiques, proverbes, contraintes oulipiennes, figures de style, styles poétiques.	15 Hours
	Module 2: Art de la brièveté Slogans publicitaires, graffiti numérique, micronouvelle, même Internet, réels, affiches publicitaires ou programmes, virelangues, publicités audiovisuelles, Bande dessinée, calligrammes.	15 Hours
	Module 3: Art de l'élaboration Éléments d'une histoire, autobiographie, histoire autour d'une image, histoire avec les éléments étudiés, art de la description, (Genre au choix) <ol style="list-style-type: none"> 1. photo roman 2. nouvelle/ conte (comédie, tragédie, horreur, fantastique, etc) 	15 Hours
	Module 4: Réécriture d'extraits littéraires (au choix) Adaptations de courts textes littéraires (fables, contes, nouvelles, poèmes, théâtre, etc.)	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual),	

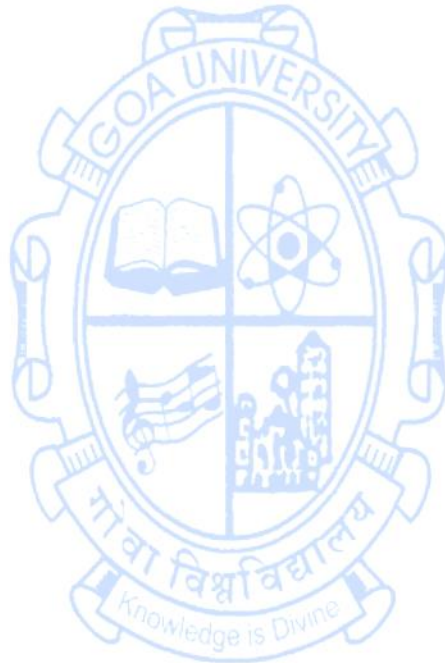
	and task-based exercises with the integration of digital tools for creative activities and digital content.
References/ readings	<p>BIBLIOGRAPHY</p> <p>Selected units from the French Textbooks and resources available online.</p> <p>BOOKS</p> <ol style="list-style-type: none"> 1. Cadet Et Al, La communication par l’image, Nathan, 1998. 2. C. Vorger, D, Abry, K Bouchoueva, Jeux de slam, Ateliers de Poésie Orale, FLE PUG, 2016. 3. Weiss François, Jouer, Communiquer, Apprendre, Hachette livre, 2002. 4. Yaiche, Francis, Photos-Expressions, Hachette livre, 2002.
Course outcomes	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. understand the art of brevity and create concise expressions in French. 2. create a wide range of literary and non-literary content. 3. adapt and rewrite classics with a literary twist. 4. Collaborate and use digital tools to create an original work (story, poem, meme, etc.).

Name of the Programme : B.A. French
Course Code : FRE 201
Title of the Course : The French Speaking World
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites of the course:	Any student pursuing the Second Year Undergraduate Programme is eligible to take the course as a Major.	
Objective:	<p>In this course students will be introduced to the geo-political, historical and cultural aspects of the francophone world through a variety of multimedia content. It aims at ;</p> <ol style="list-style-type: none"> 1. introducing French-speaking countries and regions. 2. sensitizing students to the cultural, political, economic, and linguistic dynamics shaping the Francophone world. 3. exposing students to key contemporary themes such as colonial legacies, identity, and cultural exchange. 	
Content:	 <p>Module 1 – Introduction à la francophonie Unions géoculturelles et géo-linguistiques, carte du monde francophone, diverses motivations et raisons d'adhésion, Pères fondateurs de la francophonie, Francophonie linguistique, politique et coloniale, coopération pour la paix, démocratie, Déclaration universelle des droits de l'homme, diversité linguistique et géographique au sein du monde francophone.</p>	15 hours
	<p>Module 2 – Colonialisme et décolonisation Survol du colonialisme français et de la décolonisation en Afrique, en Asie et aux Amériques. (Québec, Maghreb, Pondichéry)</p>	15 hours
	<p>Module 3 – Pratiques culturelles et linguistiques Brève étude de la diversité culturelle au sein de la francophonie - des pratiques culturelles. (les fêtes, la danse, la musique, les traditions).</p>	15 hours
	<p>Module 4 - Contes francophones Lecture de 4 contes francophones et exploration de thèmes tels que la tradition, l'identité et les échanges culturels à partir de contes des régions francophones.</p> <ol style="list-style-type: none"> 1. Rose Latulipe 2. Les moitiés 3. La chique de Bétel 4. L'ogre et le fils de Kavo 	15 hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media	

	and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.
<p>References/ Readings:</p> 	<p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Aggarwal, Kusum, Les Francophonies Postcoloniales-Textes Et Contextes, New Delhi: Langers International Pvt. Ltd, 2016. 2. Alpha-Nicolet, Rose Latulippe, Alpha-Nicolet, Groupe d'alphabétisation populaire, 1992. 3. Fievet, Martine, Littérature En Classe De Fle, Cle International, 2013. 4. Forsdick, Charles Et Murphy, David, Francophone Postcolonial Studies: A Critical Introduction, Uk: Hodder Education, 2003. 5. Jackson Noutchié-Njiké, Civilisation Progressive De La Francophonie - Niveau Débutant (A1), Cle International, 2019. 6. Jackson Noutchié-Njiké, Civilisation Progressive De La Francophonie - Niveau intermédiaire (A2/B1), Cle International, 2019. 7. J., Guiart, Contes et légendes de la Grande-Terre, Office De La Recherche Scientifique, Cote De Classement N° 2492 Et Technique Outre-Mer, 1955. 8. John D. Lyons , The Cambridge Companion to French Literature, Cambridge University Press; 1st edition, 2015. 9. Lagarde Et Michard, Littérature du XIXe siècle - Les Grands Auteurs Français du programme - Anthologie et histoire littéraire, 1993. 10. Laila, Nicki, Sam Et Rosemary, Francophone Literatures: A Literary And Linguistic Companion, New York: Routledge, 2010. 11. Majumdar, Margaret A, Francophone Studies: The Essential Glossary. Uk: Hodder Education, 2002. 12. Moura, Jean-Marc, Littératures Francophones Et Théorie Postcoloniale Jean-Marc Moura. Paris : Presses Universitaires De France, 1999. 13. Nguyễn Xuân Hiên, Betel-Chewing in Vietnam - Its Past and Current Importance, ANTHROPOS, 2006. 14. Tonnet-Lacroix, Eliane, La littérature française et francophone de 1945 à l'an 2000. Paris : Harmattan, 2003.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. explain key points related to Francophonie. 2. demonstrate an understanding of the geographical and linguistic diversity of the French-speaking world. 3. analyze the historical significance of French colonialism and decolonization. 4. illustrate some key cultural practices within the Francophone world.

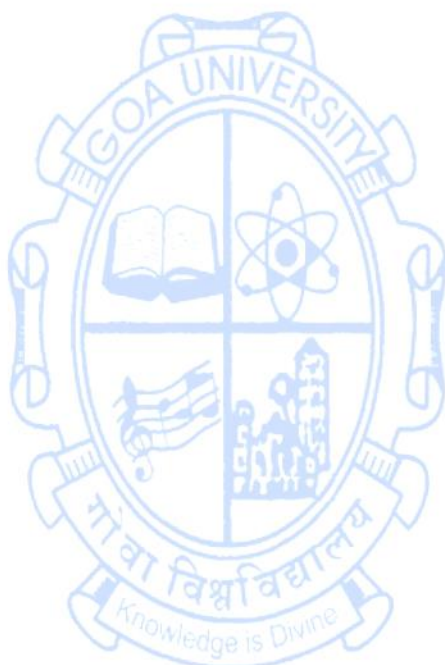
5. interpret and analyze Francophone tales as expressions of cultural identity.



Name of the Programme : B.A. French
Course Code : FRE 211
Title of the Course : Elementary French A1.2
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the Course:	Any student having a level of A1.1 or equivalent level in French is eligible to take the course as a minor paper.	
Course Objectives:	This course introduces students to the elementary concepts of the French language. It aims at developing an ability to understand and communicate (read, write, speak, and understand) in basic French in everyday situations.	
Content:	Module 1: Listening and Oral Expression Oral comprehension, pronunciation, describing personality traits, expressing preferences, discussing themes related to family, hobbies, activities, and professions.	15 Hours
	Module 2: Reading and Understanding Strategies for understanding texts, reading strategies, and general comprehension.	15 Hours
	Module 3: Writing skills Short compositions on immediate environment, short messages, emails, postcards.	15 Hours
	Module 4: Grammar and Vocabulary Articles, personal pronouns, the present and the past tense, adjectives, interrogation, negation, the imperative, prepositions.	15 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ Readings:	Prescribed Textbooks: Edito 1/ Saison 1 / Version Originale 1 (au choix) BIBLIOGRAPHY 1. Cocton, Marie-Noëlle, Et Al. Saison. Didier, 2015. 2. Denyer, Monique, Et Al. Version Originale 1: Méthode De Français: Livre De L'élève. Editions Maison Des Langues, 2013. 3. Girardet, Jacky, And Jacques Pécheur. Écho: Méthode De Français. CLE International, 2013. 4. Girardet, Jacky, And Jean-Marie Cridlig. Panorama De La Langue Française. CLE International, 2005. 5. Grammaire progressive du Français. CLE International, 2014. 6. Hugot, Catherine, Et Al. Alter Ego+ 1: Méthode Français. Hachette, 2012.	

	<p>7. Lescure, Richard, And Emmanuelle Gadet. Delf A1: 150 Activités. CLE International, 2005.</p> <p>8. Mérieux, Régine, And Yves Loiseau. Connexions. Didier, 2008.</p> <p>9. Spérandio, Caroline, Et Al. Édito A1: Méthode De Français. Éditions Didier, 2022.</p>
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate their ability to use basic French structures and vocabulary. 2. understand and produce simple texts in French. 3. understand and answer simple questions. 4. participate in simple conversations in everyday situations.



Name of the Programme : B.A. French
Course Code : FRE-231
Title of the Course : Commercial Art in France and the Francophone World
Number of Credits : 3
Effective from AY : 2024-25

Prerequisites for the Course:	Any student pursuing a second year undergraduate programme is eligible to take the course as a multidisciplinary paper.	
Course Objectives:	The objective of the course is to identify various styles, concepts, and works of French and Francophone artists. Understanding the significance and essence of elements used in commercial art.	
Content:	Module 1: Introduction to Commercial Art Exploring the styles, concepts, and works of print and digital media produced by popular artists in France and other French speaking nations.	15 Hours
	Module 2: Elements of Culture in Art Analysing the importance of symbols and motifs incorporated into different works of French commercial art. Studying patterns and colour values specific to the culture.	15 Hours
	Module 3: Conceptualisation and Creation Creating artistic content based on French themes (branding, mood boards, taglines, copy-writing, jingles, posters etc.) using multimedia.	15 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content. Course will be taught in English.	
References/ Readings:	BIBLIOGRAPHY BOOKS 1. Aitchison, French, Cutting Edge Advertising: How to Create the World's Best for Brands in the 21st Century, 1999. 2. Davis Ben, Art in the After-Culture, Haymarket Books, 2021. 3. Munari Bruno, Design as Art, Penguin Modern Classics, 1966.	
Course Outcomes:	At the end of the course, students will be able to; <ol style="list-style-type: none"> 1. describe contributions made by popular artists in France and other French speaking nations. 2. identify the value of colour and patterns related to culture. 3. analyse motifs and symbols in commercial art. 4. create content for the purpose of advertising. 	

Name of the Programme : B.A. French
Course Code : FRE 241
Title of the Course : French for Student Integration
Number of Credits : 3
Effective from AY : 2024-25

Prerequisites of the course:	Nil	
Objective:	The aim of this course is to equip the learners with skills required to settle comfortably into the French cultural and administrative life when they visit France for study purposes	
Content:	<p>Module 1 – Theory</p> <p>Savoir se préparer : préparer la check-list, types de visa, la démarche séjour, se mettre en contact avec l’institution d’accueil, préparer son budget.</p> <p>Savoir faire: choisir un forfait mobile, ouvrir un compte bancaire, résilier un contrat, découvrir les modes de paiement, souscrire à une connexion internet, démarche d’État des lieux.</p> <p>Savoir vivre: découvrir l’ALS-CAF, types de contrat de travail, candidature spontanée, CROUS, trouver un travail étudiant en France.</p> <p>Savoir étudier : système éducatif français, auditeur libre, respecter les codes culturels, les stéréotypes et les clichés.</p> <p>Savoir se détendre: espace Schengen, se déplacer en France, acheter un billet SNCF, trouver un logement pendant les vacances.</p>	15 Hours
	<p>Module 2 – Practical</p> <p>Savoir se préparer: rédiger une lettre de motivation pour poser sa candidature, chercher le bon visa-étudiant en ligne, comprendre et remplir le formulaire « Demande de Visa » , démarrer la procédure OFII, rédiger et envoyer un courriel à l’université d’accueil, préparer son budget.</p> <p>Savoir faire: comparer les différents forfaits mobiles, comparer et ouvrir le compte bancaire, rédiger une lettre de résiliation éventuelle, parler au téléphone, simulation d’État des lieux.</p>	60 Hours

	<p>Savoir vivre: simulation de l'ALS-CAF, comparer les différents types de contrat de travail, présenter une candidature spontanée.</p> <p>Savoir étudier: comparer le système éducatif français avec le système éducatif indien, découvrir les différents diplômes, LMD, etc., utiliser le champ lexical du système éducatif français, se sensibiliser sur les codes culturels en France, parler des stéréotypes et des clichés.</p> <p>Savoir se détendre: préparer un itinéraire pour se déplacer en France, comparer et choisir les différentes applications mobiles pour se déplacer en France, comparer les prix d'un vol en Europe, réserver les billets de bus/train, chercher et réserver un logement pour les vacances.</p>	
 <p>Pedagogy:</p>	<p>The course will feature a strong audio-visual component. Class time will be spent learning and using technology and skills required to settle comfortably into the French cultural and administrative life when they visit France for study purposes through search engines, role play, simulations and language use.</p>	
 <p>References/ Readings:</p>	<p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Bassi, Claudie, administration.com, CLE International, 2005. 2. Béatrice Tauzin, Anne-Lyse Dubois, Objectif Express -Nouvelle Édition, Hachette, 2020. 3. Calmy, Anne-Marie. Le français du tourisme, Hachette, 2004. 4. Juliette Marion, Baptiste Chauveau, Léo Bezies-Gros, Carnet de Voyage, Goyal Publishers, 2013. 5. N C Mirakamal K Madanagobalane, Le Français par Les Textes, Samhita Publishers, 2019. 6. Ragini Mehta, Collaboration-French for Business, Goyal Publishers, 2014. 7. RIEHL, L., Objectif Diplomatie 1 : Le Français Des Relations Internationales et Européennes, Hachette, 2017. 8. Santhana Krishnan K.G. Jyothi Venkatesh, Suman Venkatesh, Bon Séjour 1, Goyal Publishers, 2018.. 	
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. identify the required protocols for a study trip in France. 2. sensitize themselves on certain French administrative processes. 3. carry out essential day-to-day activities in France. 4. discover France and its culture. 	

Semester IV

Name of the Programme : B.A. French (Honors)


Course Code : FRE 202

Title of the Course : Intermediate French A2.1

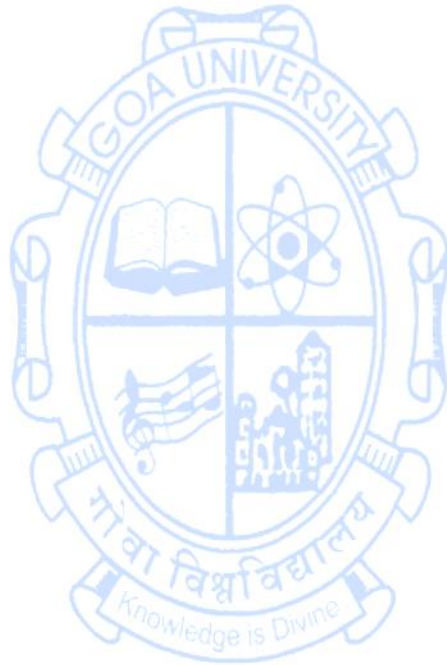
Number of Credits : 4

Effective from AY : 2024-25

Prerequisites for the Course:	Any student pursuing a Second-Year Undergraduate Programme is eligible to take the course as a major paper.	
Course Objectives:	<p>This course introduces students to and expands on French language communication and French language. It aims at developing the;</p> <ol style="list-style-type: none"> 1. intermediate competency in understanding simple exchange of information on familiar topics, oral and in writing 2. intermediate competency in expressing effectively in routine tasks and social exchanges, orally and in writing 3. awareness of differences in cultural representations in source and target cultures. 4. consolidating and enhancing the skills previously acquired. 	
Content:	<p>Module 1: Compréhension Orale et Production Orale Faire des projets, Rassurer, Faire une proposition, Choix et achat d'un vêtement, Exprimer des goûts et des préférences, Faire des suppositions, Accuser/défendre quelqu'un, Interdire/demander une autorisation, Proposer de faire quelque chose/refuser/insister, Donner des instructions, Porter un toast, Raconter une histoire, Choisir un programme, Demander et donner des nouvelles de quelqu'un, Choisir une activité de loisir, Retrouver quelqu'un.</p>	15 hours
	<p>Module 2: Compréhension Écrite Compte rendu de table ronde, Extraits de magazines: exemples de création de petites entreprises, Lettre de demande d'emploi (stage), Articles de presse sur la vie politique et sur les événements insolites, Programme de télévision, Lettres de prise de contact, Récits de rencontres, Recettes de cuisine, Programmes et descriptifs de fêtes- Célébrations.</p>	15 hours
	<p>Module 3: Production Écrite Développer brièvement une opinion sur un sujet d'éducation, Lettre de motivation, Contester ou approuver une décision ou un fait, Faire un programme, Présenter un fait d'après des indications orales, Lettres ou messages de prises de contact, Recettes de cuisine, Projet de fête.</p>	15 hours

	<p>Module 4: Grammaire et Vocabulaire</p> <p>Le futur, La comparaison des qualités, des quantités, et des actions, Les pronoms “en” et “y”, Le subjonctif (emploi lié à quelques verbes), Expression de la quantité (poids et mesure-évaluation-restriction), Les propositions relatives, Les adverbes, La forme “en + participe présent”, Les pronoms objets directs, Les pronoms objets indirects</p> <p>Le vocabulaire du travail, de l'éducation et la formation, du changement, de l'entreprise, de l'administration, de la politique, de la presse écrite, de la télévision et la radio, de l'apprentissage d'une langue étrangère, des fêtes et des animations locales, de la cuisine.</p>	15 hours
Pedagogy:	<p>Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises.</p>	
 References/ Readings:	<p>Prescribed Textbook: Echo A2/ Edito 2/ Saison 2 / Version Originale</p> <ol style="list-style-type: none"> 1. BRETHET,(2006) Alter Ego 2, Hachette livre 2. CRIDLIG ET GIRARDET, (2004) Panorama 2, CLE International 3. DE CHRISTINE ANDANT, METTON ET AL., (2009) A Propos A1, PUG, 4. HEU ET AL, (2014) Saisons 2 Niveau A2, Didier 5. DENYER, GARMENDIA, LIONS OLIVIERI, Version originale 2 (2012), Méthode de français, Student's Book, , Paris, Éditions Maison des langues. 6. GIRARDET, JACKY, and JACQUES, PÉCHEUR. <i>Écho A2: Méthode de Français</i>. Cle International, 2013. 7. GREGOIRE M, (2012) Grammaire progressive du français : niveau débutant, CLE International. 8. MAGNE, OLIVIERI, Version originale 2 (2012),, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues. 9. MÉRIEUX ET LOISEAU 2004 Connexions 2, Didier 10. POISSON-QUINTON, Compréhension écrite A2, CLE International 11. ROWLINSON ET AL., Oxford Paperback French Dictionary & Grammar, OUP. 	
Course Outcomes:	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. draft texts related to personal interests and experiences (announcements, advertisements etc.). 2. understand and communicate opinions on everyday objects and situations. 	

	<ol style="list-style-type: none">3. understand and respond to simple correspondence (letters, emails etc.).4. contribute effectively and constructively to group learning activities.
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Name of the Programme : B.A. French
Course Code : FRE- 203
Title of the Course : France and its Regions
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites of the course:	Any student pursuing the Second year Undergraduate Programme is eligible to take the course as a Major.	
Course Objective:	This course provides an in-depth exploration of the geography, economic activities, and cultural heritage of France. It aims at: <ol style="list-style-type: none"> examining the diverse geographical features of France. exposing the rich cultural heritage represented by its landmarks, monuments, and culinary traditions. 	
Content:	Module 1 – Hexagone, régions et territoires d’outre-mer Découverte de la France et de ses régions : Frontières continentales de la France, régions et départements, villes et ports de France métropolitaine et des territoires de Caraïbes, de l’océan Indien et du Pacifique Climat, faune et flore, ressources naturelles.	15 hours
	Module 2 – Paysage et relief français Caractéristiques géographiques de la France métropolitaine : Massifs montagneux: Massif Central, Massif Armoricaïn, Massif des Ardennes, Vosges, Alpes, Jura, Pyrénées. Plaines et plateaux: plaines du Languedoc, Val de Loire et ses plaines, plaine d’Alsace, bassin d’Aquitaine, Landes et plaine de Sologne, plaine des Flandres Fleuves et bassins versants: Seine et bassin parisien, vallée du Rhin, estuaire de Garonne et de la Gironde, Rhône et son bassin, Camargue, lac d’Annecy. Côtes, îles et forêts : Côte atlantique, littoraux méditerranéens, golfe de Gascogne, canal du Midi, Corse, forêt de Fontainebleau.	15 hours
	Module 3 – Spécialités régionales Les régions viticoles (Champagne, Bourgogne, Le Bordelais, La vallée du Rhône), les terroirs régionaux (Lyon, Bourgogne, Bretagne, le Pays Basque, La Provence)	15 hours
	Module 4 – Sites du patrimoine mondial de l’UNESCO en France Apprécier l’importance culturelle des Sites du patrimoine mondial de l’UNESCO : Mont-Saint-Michel et sa baie ; Château et parc de Versailles ; Port de Bordeaux ; Pont du Gard ; Avignon - Centre historique de la Cité des Papes ; Cathédrale Notre-Dame de Reims ; Chemins de Saint-	15 hours

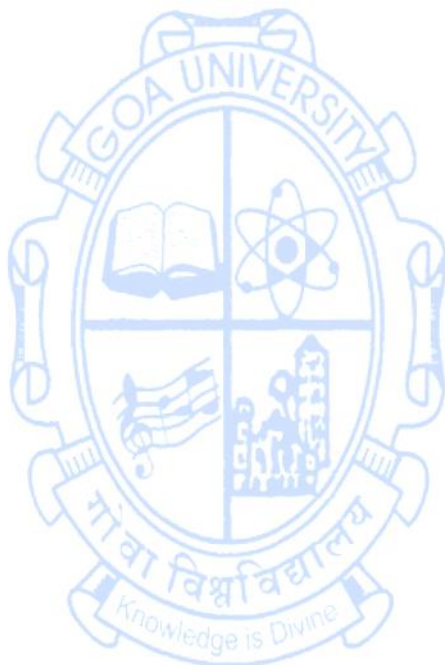
	Jacques-de-Compostelle en France ; Sites préhistoriques de la vallée de la Vézère ; Salines Royales d’Arc-et-Senans ; Causses et paysage agropastoral Cévennes-Méditerranée, Châteaux de la Loire ; ville fortifiée de Carcassonne.
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.
References/ Readings:	<p>BIBLIOGRAPHY</p> <p>BOOKS</p> <ol style="list-style-type: none"> 1. Bourgeois, Eurin, La France des Régions, Presses Universitaires de Grenoble, 2009. 2. Editions Atlas, La Grande Encyclopédie de la France et de ses Régions, Richesses du Patrimoine, Tome I, 2002. 3. Nijke, Jackson Noutchie Civilisation Progressive de la Francophonie : Intermediare A2 B1, Paris CLE Internationale, 2019. 4. Northcutt Wayne, The Regions of France. A Reference Guide to History and Culture, 1996.
Course Outcomes:	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the geographical features and regions of France, including its topography, climate, and natural resources. 2. identify key geographical landmarks, such as mountain ranges, rivers, and coastlines. 3. describe culinary regional specialities of France. 4. analyse the cultural heritage of France, including its historical landmarks, monuments, and UNESCO World Heritage Sites.




Name of the Programme : B.A. French
Title of the course : Representation of Comedy and Tragedy in Media
Course Code : FRE 204
Number of credits : 4
Effective from AY : 2024-2025

Pre-requisites for the course	Any student pursuing a second-year undergraduate program is eligible to take the course as a major paper.	
Course Objectives	This course aims at introducing the genre of comedy and tragedy to students through media. The students would be familiarized with the basic concepts and elements of comedy and tragedy. The students would explore various types of media from France, francophone countries and India and identify and comprehend the use and portrayal of comedy and tragedy in media.	
Content	Module 1: Introduction à la comédie et à la tragédie Définition et caractéristiques de comédie et de tragédie, différents types de comédie, genres comiques, fonctions de la tragédie, tragédie grecque, tragédie classique, structure de la tragédie.	15 Hours
	Module 2: Le journalisme Caricatures, bandes dessinées, titres satiriques dans les journaux, articles sur les événements tragiques, manière d'écrire les gros titres, reportage des événements tragiques.	15 Hours
	Module 3: La télévision et le cinéma Dessins animés, extraits de séries télévisées, extraits de films, publicités.	15 Hours
	Module 4: Réseaux sociaux et les médias populaires Courts métrages, parodies, mèmes internet, réels sur Instagram, blogs, blagues, spectacle d'humoriste, documentaires, GIFs, farces	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises. The pedagogy will include a combination of lecture methods and group discussions. Course will be taught in French.	
References/ readings	BIBLIOGRAPHY Selected units from the French Textbooks and resources available online. BOOKS 1. Bousquet P, Carbonelle A, Castelle C, La comédie et le comique, Genres et mouvements, Balises, Nathan, 2001 2. Claude Puzin, La tragédie et le tragic, Genres et mouvements, Balises, Nathan, 2000	

<p>Course outcomes</p>	<p>At the end of the course, students will be able to ;</p> <ol style="list-style-type: none"> 1. understand the various elements of comedy and tragedy. 2. familiarize themselves with the different media in France/ Francophone and India. 3. explore various movies and sitcoms in France/ Francophone/ India. 4. identify these elements in different media. 5. compare the content from France/ Francophone and India.
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Name of Programme : B.A. French
Course Code : FRE 205
Title of the Course : Exploring Tangible Culture: Indian and Francophone Objects
Number of Credits : 2
Effective from AY : 2024-25

Prerequisites for the Course:	Nil	
Course Objectives:	<p>This course offers an in-depth exploration of tangible cultural objects from both India and the Francophone world, examining the cultural significance, historical context, and contemporary relevance of various artefacts.</p> <p>The objects will focus on themes like clothing, cuisine, transport, local games, trees and plants.</p> <p>Through interdisciplinary approaches, students will develop critical skills for analysing and interpreting cultural objects, gaining insights into identity and the diverse cultural landscapes of these regions.</p>	
Content:	 <p>Module 1: Objets culturels de l'Inde</p> <ol style="list-style-type: none"> 1. Tenues vestimentaires: sari, turbans 2. Cuisine: chai, biryani, confiseries 3. Transports: Ambassador, pilot, kalli-pilli, Autorickshaw 4. Plantes/arbres: banian, pipal, 5. Jeux: échecs, cricket, kabballi, goddyanni, langdi, logoriyo, taabul-fale, bodyaani 	10 Hours
	<p>Module 2: Objets culturels de pays francophones</p> <ol style="list-style-type: none"> 1. Tenues vestimentaires: pagne (Afrique de l'Ouest), djellâba (Maroc), 2. Cuisine: tiep (Sénégal), saka-saka (RDC), couscous (Algérie), Poutine (Canada) 3. Transports: zemidjans (Bénin), ndiaga ndiaye (Sénégal), heua wai (Laos), cyclo-pousse (Vietnam), woro-woro (Côte d'Ivoire), chameaux (Niger) 4. Plantes/arbres: Iboga (Gabon), Baobab (Mali, Senegal), Érable (Canada) 5. Jeux: football (Ginée), lamb (Senegal), méharées (Tunisie), pousse-pion (Camaroun), awalé (Côte d'Ivoire, Niger), fanorona (Madagascar) 	20 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	

<p>References/ Readings:</p>	<p>PRESCRIBED TEXT BOOKS :</p> <ol style="list-style-type: none"> 1. Njike, J, <i>Civilisation Progressive de la Francophonie 500 activités- Niveau Intermédiaire</i>, CLE International 31, 2003. 2. Njike, J, <i>Civilisation Progressive de la Francophonie 350 activités- Niveau Débutant</i>, CLE International, 2005. <p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Charles Dickens, <i>Dickens in France, Selected pieces by Charles Dickens on France and the French</i>, In Print Publishing Ltd., Brighton, 1996 2. Ina Caro, <i>The Road from the Past - Traveling through History in France</i>, A Harvest Book, 1994 3. Meyer Denis, <i>Clés pour la France en 80 icônes culturelles: pour comprendre la France et les Français / Buch</i>, Hachette 4. Raymonde Carroll, <i>Cultural Misunderstandings - The French-American Experience</i>, Univ. of Chicago Press, 1987 5. Richard Bernstein, <i>Fragile Glory - A Portrait of France and the French</i>, Plume, New York, 1990 6. Roland Barthes, <i>Mythologies</i> 7. Sanche De Gramont, <i>The French - Portrait of a People</i>, Putnam's Sons, New York, 1969. 8. Sudhir Hazareesingh, <i>How the French Think. An Affectionate Portrait of an Intellectual People</i>, Penguin, 2015.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to;</p> <ol style="list-style-type: none"> 1. identify cultural objects from India and the Francophone world within their historical, social, and cultural contexts. 2. analyse cultural objects. 3. evaluate the ways in which cultural objects contribute to the formation and negotiation of individual and collective identities. 4. apply interdisciplinary approaches to the study of tangible cultural heritage, drawing on methodologies and insights from fields such as art history, anthropology, and cultural studies.

Name of the Programme : B.A. French
Course Code : FRE 221
Title of the course : French for Hospitality and Tourism
Number of credits : 4
Effective from AY : 2024-2025

Pre-requisites for the course	Any student pursuing a second-year undergraduate programme is eligible to take the course as a minor paper.	
Course Objectives	<p>The course aims at equipping students with essential French vocabulary and expressions in the domain of hospitality and tourism. The course aims at developing the ability to;</p> <ol style="list-style-type: none"> 1. understand the vocabulary and expressions related to the domain of hospitality and tourism 2. apply the expressions learnt in various situations in restaurants, hotels and tourism through simulations. 	
Content	<p>Module 1: Bureau du tourisme Types de tourisme, documents touristiques, lieux et activités touristiques, accueillir les clients, fournir les informations pratiques sur la ville et ses sites touristiques (horaires, situation et chemin, animations culturelles, prix et tarifs, conditions d'accès), répondre aux demandes de renseignements oralement et par courriel.</p>	15 Hours
	<p>Module 2: Agence de voyage Le personnel du tourisme, lexicque des transports, réserver les billets, présenter l'itinéraire d'un circuit, d'une excursion, vendre un forfait.</p>	15 Hours
	<p>Module 3: Hôtellerie Le personnel de l'hôtellerie, types de logements et de chambres, les services et les prestations dans un hôtel, Prendre une réservation (en présentiel, par téléphone, et par courriel), créer les brochures ou dépliants pour les hôtels, décrire l'espace d'un hôtel et les prestations, répondre aux réclamations, gérer les paiements.</p>	15 Hours
	<p>Module 4: Restauration Le lexicque de la cuisine (les aliments , les équipements, les couverts et les ustensiles , l'espace du restaurant et de la cuisine, la brigade de la cuisine et du restaurant. accueillir et servir les clients, prendre la commande –, donner des renseignements sur un plat, conseiller des plats et des boissons, gérer les paiements et les réclamations dans un restaurant.</p>	15 Hours
Pedagogy	Teaching methods and syllabus are based on the principles of autonomous and self-directed learning methodologies. This course	

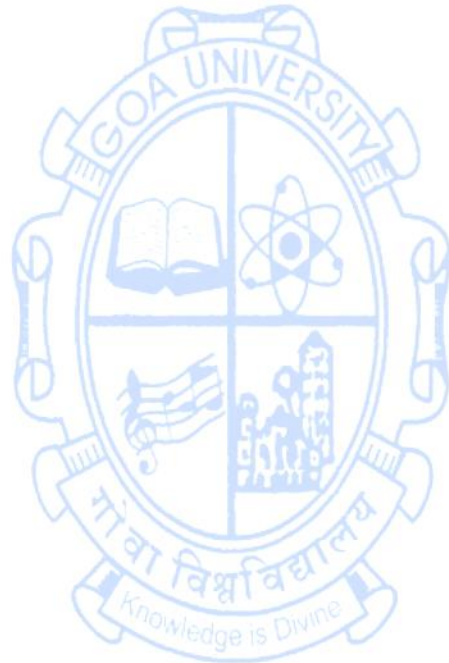
	contains various media and forms of presentation, independent work (group and individual), and task-based exercises.
References/ readings	<p>BIBLIOGRAPHY</p> <p>Selected units from the French Textbooks and resources available online.</p> <ol style="list-style-type: none"> 1. C. Peyroutet et al, (2013) Le tourisme en France, Nathan. 2. Calmy Anne Marie, (2004) Le Français du Tourisme, Hachette, Paris 3. Cholvy, En Cuisine : français professionnel A1/A2, CLE 4. Coll, Laygues, Le français en context- Tourisme (A1+/A2+), Méthode de français - Maison des langues, Paris. 5. Corbeau et al. (2013) Tourisme.com, 2ème édition Broché, Cle International 6. Corbeau S et al, (2006) Hôtellerie-restauration.com: Méthode de français professionnel de l'hôtellerie et de la restauration, CLE, Paris 7. Descotes. Genon., ServiceCompris, Pratique du Français de l'Hotellerie, de la restauration et de la cuisine, PUG, Grenoble 8. Juliette Marion & Baptiste Chauveau, (2013) Carnet de voyage, Goyal publications, New Delhi 9. K. Madanagobalane, et al, (2011) L'hotellerie et le tourisme, Samhita publications, Chennai
Course outcomes	<p>By the end of the course, students will be able to</p> <ol style="list-style-type: none"> 1. evaluate and respond to the requirements of tourists concerning the tourist attractions, activities as well as accommodation 2. create brochures for tourists 3. identify and evaluate the aptness of certain tourist documents to assist the guests 4. describe local delicacies to assist the tourists with food choices 5. Imagine and play out scenarios related to tourist requirements



Name of the Programme : B.A. French
Course Code : FRE-261
Title of the Course : Front Office Communications
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the Course:	Any student wanting to exit the Second year Undergraduate Programme at Goa University is eligible to take the course as an Exit Course	
Course Objectives:	<ol style="list-style-type: none"> 1. To familiarize with front-office organization 2. To make hotel reservations and plan leisure activities 3. To have basic communication in French 4. To type using the French keyboard effectively 	
Content:	Module 1 - Introduction to Front Office - Organogram and Layout; - Coordination with other departments.	15 Hours
	Module 2 - Reservations Verbal and non-verbal communication; Typing using the French keyboard; Amendment and cancellation of reservations; Telephone etiquette.	15 Hours
	Module 3 - Concierge Services In-house planning of activities; Travel desk.	15 Hours
	Module 4 - Role-Play in Specific Situations	15 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ Readings:	BIBLIOGRAPHY <ol style="list-style-type: none"> 1. Belmehti, Racha. <i>A Votre Service</i>. Nom de l'éditeur, 2024. 2. Corbeau, Sophie, et al. <i>Tourisme.Com</i>. CLE International, 2019. 3. Dussac, Elisabeth, et al. <i>Bon Voyage!: Français Du Tourisme</i>. CLE International, 2017. 4. Mourlhon-Dallies, Florence. <i>Enseigner Une Langue à Des Fins Professionnelles</i>. Didier, 2019. 	

Course Outcomes:	At the end of this course students will be able to: 1. Communicate effectively in front-office operations; 2. Produce texts using the French keyboard; 3. Plan activities related to travel and tourism; 4. Manage a travel desk.
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Semester V**Name of the Programme : B.A. French****Course Code : FRE 300****Title of the Course : Advanced French Language B1.1****Number of Credits : 4****Effective from AY : 2024-25**

Pre-requisites for the Course:	Nil	
Course Objectives:	This course aims at consolidating and enhancing the skills previously acquired to further develop the student's ability to understand and communicate (read, write, speak, understand, reflect, and analyze) in French in any given socio-cultural or professional setting.	
Content:	Module 1 : Compréhension orale et expression orale Compréhension des différents accents et registres en français. Expressions et débats sur diverses questions d'actualité en matière de cinéma, télé-réalité, francophonie et diversité des cultures. Raconter des événements passés. Débattre l'indépendance des journaux.	15 Hours
	Module 2 : Lecture et compréhension Compréhension de textes spécialisés, d'articles scientifiques et journalistiques, et de critiques de films.	15 Hours
	Module 3 : Compétences en rédaction Essais sur divers sujets tels que l'environnement, les différents modes de consommation, monde du travail, avantages et inconvénients d'une langue unique, une expérience professionnelle, un souvenir ou une anecdote.	15 Hours
	Module 4 : Grammaire et vocabulaire Nominalisation des phrases verbales, actif-passif, adverbes de manière, futur, subjonctif présent, passé composé, imparfait, négation, préfixe privatif, indicateurs de temps – antériorité, simultanéité, postériorité, pronoms relatifs, expression du but, comparatif et superlatif, place de l'adjectif, plus-que-parfait, pronoms – en/y.	15 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	

<p>References/ Readings:</p>	<p>Prescribed Textbook: Édito B1- Unité 1, 2, 3, 4, 5, 6</p> <p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Abbadie C. L'expression française écrite et orale. Grenoble : PUG flem. 1994. 2. Boularès, Frérot. Grammaire progressive du Français niveau avancé, avec 400 exercices. Paris : CLE International. 1999. 3. Bloomfield, Beya. DELF B1/B2 200 activités, CLE Internationale. 2006. 4. Catherine, Sylvie. Alter Ego 3, Hachette. 2013. 5. Chalaron, Andant. A Propos B1, PUG. 2005 6. Chovelon, B. & Barthe, M. Expression et style, français de perfectionnement. Grenoble : PUG. 2002. 7. Dufour, Mainguet, Et Al. Édito B1. Méthode de français. Les Éditions Didier. 2018. 8. Heu, Gatin, Et Al. Édito B1. Cahier. Les Éditions Didier. 2023. 9. Mérieux, Loiseau. Connexions 3, Didier. 2015.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate their ability to use French structure and vocabulary 2. comprehend and produce texts in French 3. communicate in formal and informal situations 4. understand and respond to various questions posed 5. participate in conversations of daily life

Name of the Programme : B.A. French (Honors)
Course Code : FRE 301
Title of the Course : The Golden Age of French Literature
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites of the course:	Nil.	
Course Objective:	<p>In this course, students will understand French Classicism that developed in 17th century France. It aims at</p> <ol style="list-style-type: none"> 1. introducing the historical and cultural context, and the aesthetic principles of French Classicism 2. examining major literary genres of French Classicism, with a focus on prominent authors and their works. 3. exploring how Classicist literature reflects and shapes ethical and philosophical ideas of the time, such as notions of virtue, honour, duty, and reason. 	
Content:	<p>Module 1 – Le classicisme: Contexte historique et Principes esthétiques : Émergence du classicisme en France au 17e siècle, marqué par le règne de Louis XIV; influences des idées de l'Antiquité gréco-romaine et de la Renaissance italienne; adhésion aux règles strictes de l'art classique, caractérisées par l'ordre, la clarté, l'équilibre et la sobriété; importance de la raison et de la logique dans la création artistique, en opposition à l'émotivité du baroque; recherche de l'universalité et de la vérité dans l'expression artistique; théâtre classique; querelle des Anciens et des Modernes; héritage: le néo-classicisme.</p>	10 Hours
	<p>Module 2 – Figures majeures : un survol Salons littéraires et académies; Poésie classique (<i>Les Fables</i> de Jean de La Fontaine, <i>L'Art Poétique</i> de Nicolas Boileau); Essais et réflexions philosophiques (<i>Pensées</i> de Blaise Pascal, <i>Discours de la Méthode</i> de René Descartes); Les moralistes (<i>Les Maximes</i> de François de La Rochefoucauld, <i>Les Caractères</i> de Jean de La Bruyère, <i>Les Contes</i> de Charles Perrault); Développement de la prose (<i>La Princesse de Clèves</i> de Madame de Lafayette); Dramaturgie classique (les chefs-d'œuvre de Pierre Corneille – <i>Horace</i>, <i>Attila</i>, Jean Racine – <i>Andromaque</i>, <i>Phèdre</i> et Molière – <i>Le Malade Imaginaire</i>, <i>Médecin malgré lui</i>)</p>	10 Hours
	<p>Module 3 – Étude d'une comédie classique <i>L'Avare</i> de Molière</p>	20 Hours

	Module 4 - Étude d'une tragi-comédie classique <i>Le Cid</i> de Corneille	20 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ Readings:	BIBLIOGRAPHY <ol style="list-style-type: none"> 1. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, Français Littérature - Édition 2011, Nathan 2. Corneille P, Le Cid, London George G. Harrap 1958 3. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau debutant, avec 600 activités, CLE International 2013. 4. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau intermédiaire, avec 650 activités, CLE International 2004. 5. Lagarde et Michard : Littérature du XVIIe siècle, Paris Les Editions Bordas à Paris 1970 6. Molière, L'Avare, London George G. Harrap 1961 7. P.-G. Castex, P.Surer, G.Becker Histoire de la littérature 23 française, Hachette, 1974 	
Course Outcomes:	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the historical context in which French Classicism emerged, 2. identify and describe the aesthetic principles of French Classicism. 3. list texts from various genres of French Classicism and identify their authors. 4. analyse select classicist drama texts demonstrating an understanding of key themes, motifs, and stylistic features. 5. communicate their understanding of French Classicism through written and oral presentations, demonstrating clarity, coherence in their analyses. 	

Name of the Programme : B.A. French
Course Code : FRE 302
Title of the Course : Stylistics and Rhetorics
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	This course aims at introducing students to several stylistic and rhetorical forms and reading and analyzing texts to explain use of stylistic and rhetorical strategies. The course also aims at improving written skills in different styles and contexts representing a wide variety of prose styles and genres.	
Content	Module 1: La Rhétorique La Rhétorique, l'histoire de la rhétorique, les grands rhétoriciens - Socrates, Platon, Aristote, les trois piliers de la persuasion d'Aristote La rhétorique de l'image de Rolands Barthes, Analyse des images publicitaires	15 Hours
	Module 2: L'argumentation Différence entre argumenter, persuader et convaincre, types d'arguments, argumentation - plan et développement, rédiger l'introduction, grandes parties, sous parties et la conclusion, les connecteurs logiques, rédaction des textes argumentatifs	15 Hours
	Module 2: Les fonctions poétiques du langage Fonctions de la poésie, les figures de style, l'énonciation et la focalisation, la chronologie du récit, le champ lexical, les rimes - la disposition et la valeur, connotation et dénotation, versification, sonorités, analyse de quelques poèmes. <ol style="list-style-type: none"> 1. A une passante - Charles Baudelaire 2. La terre est bleu comme une orange - Paul Eluard 3. Vieille Chanson du jeune temps - Victor Hugo 4. Le Pont Mirabeau - Guillaume Apollinaire 	15 Hours
	Module 4: Le stylistique de langue Registres de langue, expressions idiomatiques, l'argot, le verlan, la formation des mots - les mots valises, le télescopage, les sigles, les proverbes, les dictons, les expressions familières	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	

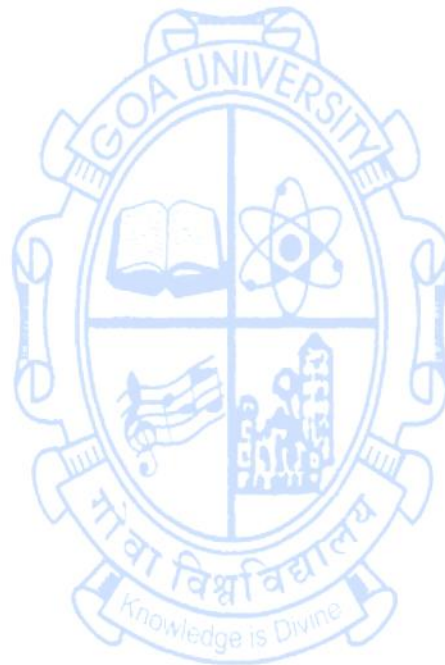
<p>References/ readings</p>	<p>BIBLIOGRAPHY</p> <p>Selected units from the French Textbooks and resources available online.</p> <p>BOOKS</p> <ol style="list-style-type: none"> 1. BARTHES, Roland, L'ancienne rhétorique, in L'aventure sémiologique, Paris, Seuil, 1985. 2. DUPRIEZ, Bernard, Gradus. Les procédés littéraires, Paris, UGE, 1984. 3. FONTANIER, Pierre, Les figures du discours (intr. G. Genette), Paris, Flammarion, 1997. 4. Groupe μ (J. Dubois, F. Edeline, J.-M. Klinkenberg, P. Minguet, F. Pire, H. Trinon), Les Exercices de style de Queneau Rhétorique générale, Paris, Seuil, 1982 (Centre d'études poétiques, université de Liège) 5. MILLY, Jean, Poétique des textes, Paris, Nathan, 1992. 6. MOLINIE, Georges, Dictionnaire de rhétorique, Paris, Librairie Générale Française, 1992.
<p>Course outcomes:</p>	<p>At the end of the course, students will be able to ;</p> <ol style="list-style-type: none"> 1. analyze and interpret samples of good writing that include a variety of nonfiction selections to identify and explain use of rhetorical strategies and techniques 2. read a variety of fiction, poetry and drama to gain an understanding of how various effects are achieved by writers' linguistic and rhetorical choices 3. write in informal contexts to become increasingly skillful in creating and maintaining one's own voice, using appropriate words, varying sentences structure, increasing coherence and controlling tone 4. write for a variety of purposes: complete narrative, expository, analytical and argumentative writing assignments that are based on readings that represent a wide variety of prose styles and genres. 5. analyze visual images (art, paintings, advertisements, graphs, cartoons etc)

Name of the Programme : B.A. French
Course Code : FRE-303
Title of the Course : Once Upon a Time: A Cross-Cultural Journey through fables
Number of Credits : 2
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	<p>Fables are timeless narratives that entertain, educate, and impart wisdom through the adventures of animals, mythical creatures, and sometimes humans. This course delves into the enchanting world of fables originating from India and Europe. By studying fables from these two distinct cultural contexts, students will explore the universal themes, moral lessons, and narrative techniques that have captivated audiences for centuries. Through comparative analysis, students will gain a deeper appreciation for the cultural nuances, universal themes and storytelling traditions that shape these timeless narratives.</p> <p>At the end of the course, students will be able to</p> <ol style="list-style-type: none"> 1. Explain the historical and cultural contexts of fables from India and Europe. 2. Analyse the narrative techniques employed by fabulists to convey moral and philosophical lessons. 3. Compare and contrast the themes and motifs present in fabulist works from Indian and European cultural traditions. 4. Evaluate the enduring relevance and contemporary significance of fabulist literature in shaping societal values and perspectives. 	
Content	Module 1: Fondements des Fables <ol style="list-style-type: none"> 1. Vue d'ensemble du genre des fables, littérature fabuliste en Inde et en Europe 2. Définition et caractéristiques des fables 3. Thèmes, variations et évolution des fables 	10 Hours
	Module 2 : Contes de Sagesse : Fables Indiennes <ol style="list-style-type: none"> 1. Influences culturelles, religieuses et philosophiques sur la littérature fabuliste indienne 2. Analyse des techniques narratives et des préoccupations thématiques dans une sélection de fables du Panchatantra, des contes Jataka et du Hitopadesha Les contes <ol style="list-style-type: none"> 1. L'homme saint et la souris - Panchatantra 2. La tortue bavarde - Panchatantra 3. The broken pot - Panchatantra 4. The Ass without Heart and ears - Panchatantra 	10 Hours

	<p>5. Les pièces d'or - Jataka Tales</p> <p>Module 3: Légendes et Leçons : Fables Européennes</p> <ol style="list-style-type: none"> 1. Analyse des techniques narratives et des préoccupations thématiques dans une sélection de fables de Jean de La Fontaine et d'Ésope. 2. Comparaison des techniques narratives et des préoccupations thématiques dans les fables européennes et indiennes. <p>Les contes</p> <ol style="list-style-type: none"> 1. La Souris métamorphosée en fille - Jean de la Fontaine 2. La Tortue et les deux Canards - Jean de la Fontaine 3. L'âne vêtu de la peau du lion - Aesop 4. La laitière et le pot au lait - Aesop 5. La poule qui a pondu l'oeuf en or - Aesop 	<p>10 Hours</p>
<p>Pedagogy</p>	<p>Close reading and interpretation of fables. Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.</p>	
<p>References/ readings</p>	<p>BIBLIOGRAPHY Selected fables from the following sources.</p> <p>BOOKS</p> <ol style="list-style-type: none"> 1. Chattopadhyay, Nibedita. "Les fables du Panchatantra et les fables de Jean de la Fontaine Une étude comparée thématique".2012. PhD dissertation. Shodhganga, hdl.handle.net/10603/155926. Accessed 24 May 2021. 2. Jacob. Joyce. Les Représentations du Masculin et du Féminin dans les Fables du Panchatantra et les Fables de Jean de la Fontaine. Unpublished TYBA Project. Goa University. 202. 3. Jataka Tales, Cambridge University Press, 1916. 4. Kumar N, Suresh. Histoires Panchatantra pour les enfants, Kindle ed., 2020 5. La Fontaine, Jean. La Fontaine Fables. Garnier-FLAMMARION, 1966. 6. Selected Stories From Panchatantra. Alka Publications 	
<p>Course outcomes</p>	<p>At the end of the course, students will be able to ;</p> <ol style="list-style-type: none"> 1. analyse motifs, narrative structures, and moral lessons in fable literature 2. compare selected fables from India and Europe, focusing on variation and universal themes that unite humanity across geographical boundaries. 	

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| | <ol style="list-style-type: none">3. explain the ethical dilemmas and societal norms presented within these narratives.4. examine how fable literature intersects with psychology, philosophy, and folklore studies, deepening their understanding of human nature, cultural transmission, and storytelling's impact on collective consciousness. |
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Name of the Programme : B.A. French
Course Code : FRE 321
Title of the Course : Business Communication in French
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	<p>This course introduces students to a specialized business language to help them to work and succeed in an international French-speaking environment. It lays emphasis on oral and written communication, as well as the acquisition of a business and commercial vocabulary dealing with the varied activities of a commercial firm. It aims, at:</p> <ol style="list-style-type: none"> 1. introducing students to the cultural and commercial etiquettes in Francophone societies. 2. developing student's linguistic skills and working knowledge of the vocabulary and expressions used in business transactions 3. helping students imagine and construct a letter of interest for a position in a French-speaking company and also plan a strategy for responding to a French interview and determine its efficiency by participating in a job interview in French. 4. Analyzing a product, its potential success and devising a marketing campaign in French. <p>Furthermore, the course will engage students with the working world through practice in the job search process, CV preparation, interviewing, interacting, and performing in a French-speaking working environment. In doing so, students will draw on valuable crossover skills from their own culture and their native language</p>	
Content	Module 1- Apply for a Job -Job search, Job application: Cover letter and CV, -the fundamentals of a formal job interview: Prepare for an Interview, Do's and Don't during an interview. Simulation: Job Interview	15 Hours
	Module 2-Oral business communication: - receiving calls & leaving voicemails - exchanging information on the phone - checking & clarifying facts & figures - making polite requests & enquiries - talking about professional experiences - delivering a presentation	15 Hours

	<p>Module 3-Written business communication</p> <ul style="list-style-type: none"> -Business Letter and email -Writing letters following up sales -Taking notes for a presentation -Report writing 	15 Hours
	<p>Module 4- Marketing</p> <ul style="list-style-type: none"> -Introducing one's own company and product description -Placing an order, making a payment -study of advertisements and publicity material 	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	<p>BIBLIOGRAPHY</p> <p>Selected units from the French Textbooks and resources available online.</p> <p>BOOKS</p> <ol style="list-style-type: none"> 1. Bas, L., and C. Hesnard. Correspondance Commerciale Française. Nathan, 1998. 2. Dubois, Anne-Lyse, et Béatrice Tausin. Objectif Express 2. Hachette Français Langue Étrangère, 2015. 3. Penfornis, Jean-Luc. Vocabulaire Progressif Du Français Des Affaires: Intermédiaire. CLE International, 2018. 	
Course outcomes	<p>At the end of the course, students will be able to ;</p> <ol style="list-style-type: none"> 1. use specialized terminology for the French-speaking workplace and use appropriate vocabulary/expressions and appropriate manners to hold business conversations 2. acquire basic knowledge of French socio-cultural values, which often inform French ways of doing business 3. design and compose their CV in French and appear for an interview in French. 4. exhibit knowledge about the various strategies used in marketing to promote a product 	

Semester VI

Name of the Programme : B.A. French (Honors)
Course Code : FRE 304
Title of the Course : Advanced French Language B1.2
Number of Credits : 4
Effective from AY : 2024-25

Pre-requisites for the Course:	Nil	
Course Objectives:	This course aims at consolidating and enhancing the skills previously acquired to further develop the student's ability to understand and communicate (read, write, speak, understand, reflect, and analyse) in French in any given socio-cultural or professional setting.	
Content:	Module 1 : Compréhension orale et expression orale Compréhension des différents accents et registres en français. Expressions et débats sur diverses questions d'actualité en philosophie, affaires, pratiques de lectures et de presse. Raconter un voyage, convaincre quelqu'un, présenter l'utilité d'un objet et parler du futur.	15 Hours
	Module 2 : Lecture et compréhension Compréhension de textes spécialisés, d'articles scientifiques et journalistiques, et critiques de films.	15 Hours
	Module 3 : Compétences en rédaction Essais sur divers sujets tels que les articles pour la presse à sensation, philosophie, médias, événements artistiques, écrire un mail de réclamation et une biographie.	15 Hours
	Module 4 : Grammaire et vocabulaire Condition et hypothèse, gérondif, ordre du discours, discours rapporté au présent et au passé, interrogation, cause et conséquence, et pronoms relatifs composés, ordre des doubles, futur antérieur, opposition et concession, indicateurs de temps.	15 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	

<p>References/ Readings:</p>	<p>Prescribed Textbook: Édito B1: Unité 7, 8, 9, 10,11, 12</p> <p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Abbadie C. L'expression française écrite et orale. Grenoble : PUG flem. 1994. 2. Boularès, Frérot. Grammaire progressive du Français niveau avancé, avec 400 exercices. Paris : CLE International. 1999. 3. Bloomfield, Beya. DELF B1/B2 200 activités, CLE Internationale. 2006. 4. Catherine, Sylvie. Alter Ego 3, Hachette. 2013. 5. Chalaron, Andant. A Propos B1, PUG. 2005 6. Chovelon, B. & Barthe, M. Expression et style, français de perfectionnement. Grenoble : PUG. 2002. 7. Dufour, Mainguet, et Al. Édito B1. Méthode de français. Les Éditions Didier. 2018. 8. Heu, Gatin, Et Al. Édito B1. Cahier. Les Éditions Didier. 2023. 9. Mérieux, Loiseau. Connexions 3, Didier. 2015.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate their ability to use French structure and vocabulary 2. comprehend and produce texts in French 3. communicate in formal and informal situations 4. understand and respond to various questions posed 5. participate in conversations of daily life

Name of the Programme : B.A. French
Course Code : FRE 305
Title of the Course : The French Revolution and Literary Perspectives
Number of Credits : 4
Effective from AY : 2024-25

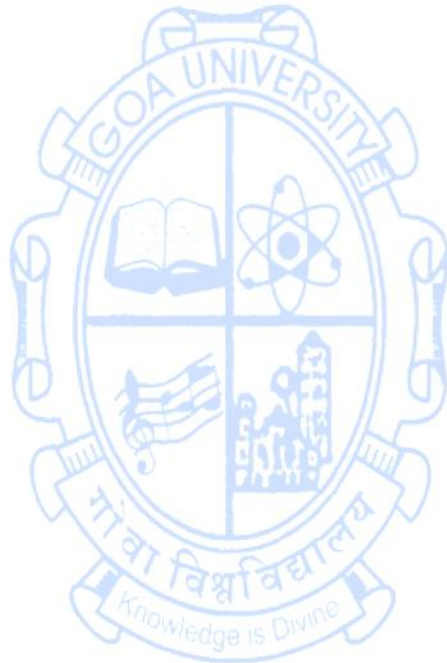
Prerequisites of the course:	Nil	
Course Objectives:	<p>In this course, students will engage with literary perspectives around the French Revolution. It aims at</p> <ol style="list-style-type: none"> 1. Providing students with an understanding of the historical and social context of France before and after the French Revolution, and how these contexts influenced literary production. 2. Exploring the diversity of literary genres and movements in pre- and post-Revolutionary France, including poetry, drama, novels, and essays. 3. Develop students' skills in close reading and critical analysis of pre- and post-Revolution French literature. 	
Content:	<p>Module 1 – Contexte historique et littéraire avant la Révolution</p> <p>Introduction à la société française avant 1789; étude des thèmes dominants et des styles littéraires prérévolutionnaires (la comédie, le roman épistolaire, les essais, les discours philosophiques et les encyclopédies, les romans satiriques, les contes philosophiques, les pamphlets); la satire sociale et politique; les idées des Lumières et leur impact sur la littérature (<i>Encyclopédie</i> de Diderot et d'Alembert, <i>Lettres philosophiques</i> de Voltaire, <i>L'Esprit des lois</i>, <i>Lettres Persanes</i> de Montesquieu, et <i>Le Contrat social</i> de Rousseau); émergence du romantisme et ses premières manifestations (<i>Les Confessions</i> de Jean-Jacques Rousseau, <i>Atala</i>, <i>René</i>, <i>le Génie du Christianisme</i> de François-René de Chateaubriand, <i>Paul et Virginie</i> de Bernardin de Saint-Pierre)</p>	<p>10 Hours</p>
	<p>Module 2 – Evènements politiques et littéraires après la Révolution française</p> <p>Bref survol des évènements politiques (la révolution, la Terreur, l'empire Napoléonienne et la restauration); le développement du romantisme; les caractéristiques; la poésie et le théâtre romantique; le héros romantique; les grands auteurs et les œuvres (<i>Les Méditations poétiques</i> d'Alphonse de Lamartine, <i>Notre-Dame de Paris</i>, <i>Les Misérables</i>, <i>Hernani</i> de Victor Hugo, <i>La Confession d'un enfant du siècle</i> d'Alfred de Musset, <i>Cyrano de Bergerac</i> d'Edmond Rostand)</p>	<p>10 Hours</p>

	<p>Module 3 – Étude d'un conte philosophique du siècle des Lumières <i>Candide</i> de Voltaire</p>	<p>20 Hours</p>
	<p>Module 4 - Étude de la poésie romantique <i>Le Lac, Le vallon, L'isolement</i> (Alphonse de Lamartine) <i>Le Mendiant, L'Expiation, Demain, dès l'aube, La source</i> (Victor Hugo) <i>Le Mont des Oliviers, La Mort du Loup</i> (Alfred de Vigny), <i>Fantaisie</i> (Gerard de Nerval),</p>	<p>20 Hours</p>
Pedagogy:	<p>Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.</p>	
References/ Readings:	<p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, Français Littérature - Édition 2011, Nathan 2. Ferroudja Allouache, Nicole Blondeau, Littérature Progressive du français, niveau debutant, avec 600 activités, CLE International, 2013 3. Ferroudja Allouache, Nicole Blondeau, Littérature Progressive du français, niveau intermédiaire, avec 650 activités, CLE International, 2004 4. Lagarde et Michard : Littérature du XIXe siècle, Paris Les Editions Bordas 1969 5. Lagarde et Michard : Littérature du VIIIe siècle, France Les Editions Bordas A Paris 1970 6. P-G. Castex, P.Surer, G.Becker Histoire de la littérature française, Hachette, 1974 	
Course Outcomes:	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the major historical events, social movements in France before and after the Revolution, and their impact on literature. 2. Identify main themes in literature from before and after the French Revolution 3. List a variety of literary texts from different genres, authors, covering the pre and post French Revolution period. 4. Analyse an Enlightenment era philosophical novel, and select Romanticist poems, demonstrating an understanding of key themes, motifs, and stylistic features. 5. communicate their understanding of texts through written and oral presentations, demonstrating clarity, coherence in their analysis. 	

Name of the Programme : B.A. French
Course Code : FRE-306
Title of the Course : Contemporary France – Issues and Debates
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	This course aims to 1. describe contemporary issues and debates in France. 2. examine the way in which controversial issues are presented in the French and International media. 3. provide background information on various aspects of France, its government and its political, social and demographic environment.	
Content	Module 1: Défis mondiaux Santé, Droits de l'homme	15 Hours
	Module 2: Familles et communautés Citoyenneté, Structures familiales	15 Hours
	Module 3: Vie contemporaine et identités Éducation et voyages, Langue et identité	15 Hours
	Module 4: Science et technologie Questions éthiques, Impact social de la technologie	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	PRESCRIBED TEXT BOOK Selected bibliography and recommended websites included BIBLIOGRAPHY 1. Bourel, Guillaume; Chevallier, Marielle; Guillausseau, Axelle et Joubert, Guillaume, Bescherelle Chronologie Histoire de France Des origines à nos jours, Hatier, 2023. 2. Mauchamp, Nelly, La France d'aujourd'hui : civilisation, CLE International, 1991. 3. René, Lanson, La France Et Sa Civilisation : De La Revolution à Nos Jours, George G. Harrap & Co, 2018. 4. Steele, Ross, Civilisation progressive du français - nouvelle édition: Livre intermédiaire, Fernand Nathan, 2017.	
Course outcomes:	At the end of this course, the student will be able to 1. describe the existing social, political and economic problems in French society.	

	<ol style="list-style-type: none">2. present and comment on a contemporary social issue in France.3. examine various perspectives of contentious issues in French society.4. present and defend an argument related to any contemporary issue in France.
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Name of the Programme : B.A. French
Course Code : FRE 322
Title of the Course : Introduction to Translation Studies
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	<p>The course is designed to introduce students to basic concepts of translation theory, linguistics and comparative stylistics. It is focused on the history, theory, and practice of translation. It has been designed to ensure that theoretical knowledge goes hand in hand with a practical understanding.</p> <p>The main goal of this course is to</p> <ol style="list-style-type: none"> 1. initiate students to basic translation techniques 2. introduce students to translation studies as separate discipline of knowledge 3. enable them to link theory and practice 4. develop students' contrastive knowledge and their critical thinking skills 5. and improve students' writing skills and language fluency through the practice of translation. 	
Content	<p>Module 1. Introduction to Linguistics An introduction to linguistics: structures and functions of languages: Characteristics of Human Language, Language and Communication, Language Functions and relation between Language and Culture</p>	15 Hours
	<p>Module 2. Translation Theory Different schools of translation: linguistics, comparative and interpretative and their applications</p>	15 Hours
	<p>Module 3. Contrastive Stylistics Systematic comparison of the English and French languages from the macro to the micro points of view, in the process of translation</p>	15 Hours
	<p>Module 4. Use of Translation resources for Translation Practice -Types of texts and their translations (basic business documents, news reports and texts from elementary literary works), to demonstrate their stylistic and linguistic features and recommends strategies to translate them. -Use of translation resources</p>	15 Hours

	- Identification of common problems in translation and their solutions.	
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	<p>BIBLIOGRAPHY</p> <p>Selected units from the French Textbooks and resources available online.</p> <p>BOOKS</p> <ol style="list-style-type: none"> 1. Baker, Mona. In Other Words: A Coursebook on Translation. Routledge, 2011. 2. Catford, John Cunnison. A Linguistic Theory of Translation: An Essay in Applied Linguistics. Oxford University Press, 1965. 3. Delisle, Jean. L'enseignement de l'interprétation et de La Traduction: De La Théorie À La Pédagogie. Éd. de l'Université d'Ottawa, 1981. 4. Nida, Eugene A. The Theory and Practice of Translation. E.J. Brill, 1982. 5. Steiner, George. After Babel: Aspects of Language and Translation. Oxford University Press, 1992. 6. Vinay, Jean-Paul, and Jean Darbelnet. Stylistique Comparée Du Français et de l'anglais: Méthode de Traduction. Didier, 2016. 	
Course outcomes	<p>At the end of the course, students will be able :</p> <ol style="list-style-type: none"> 1. to translate different types of general texts and documents from French to English 2. to translate elementary texts into French 3. to understand structures and functions of languages in general 4. to understand the differences between the source and target languages and cultures 5. to understand the limits and effectively use modern technology as a translation tool 	

Semester VII**Name of the Programme : B.A. French****Course Code : FRE 400****Title of the Course : Translation Studies: Theory and Practice****Number of Credits : 4****Effective from AY : 2024-25**

Prerequisites for the course	Nil	
Course Objectives	<p>The aim of this course is to introduce the basic notions of translation science, and the models and approaches that describe this scientific field. Based on the translation of texts of various styles and themes, the course attempts to define the differences and specificities of English and French from a contrastive perspective.</p> <p>The course includes an introduction to text translation techniques and an approach to the terminological issues involved in the translation of everyday texts. The course also includes a comparative analysis of given terminologies, as well as the linguistic perfecting of French as a foreign language.</p>	
Content	Module 1-Initiation à la traduction Définition et concepts de base- Les études de traduction – produit, processus et fonction.	15 Hours
	Module 2-Théories de la traduction Modèles linguistiques, sociolinguistiques comparatives et interprétatives- la stylistique comparée et procédés techniques.	15 Hours
	Module 3-Problèmes théoriques de la traduction Différences entre l'anglais/ les langues indiennes et le français – Génie de la langue- la traduction des expressions idiomatiques et clichés – lexique et culture – la vision du monde.	15 Hours
	Module 4-Traduction des textes généraux anglais et français, analyse des textes traduits et la traduction multimédia (sous-titrage des clips de films).	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	BIBLIOGRAPHY Selected units from the French Textbooks and resources available online. BOOKS	

1. A. Berman. La traduction et la lettre ou l'Auberge du lointain. Paris: Seuil, 1999.
2. A. Brisset, "L'identité culturelle de la traduction. En réponse à Antoine Berman," Palimpsestes, 11. Paris: Presses Sorbonne Nouvelle, 1998.
3. A. Chesterman. Readings in translation theory, Helsinki: Finn Lectura, 1989.
4. A. Nida & C. R. Taber, The Theory and Practice of Translation. Leiden: E. J. Brill, 1969.
5. E. Nida, Toward a Science of Translating. Leiden : E. J. Brill, 1964.
6. G. Mounin, Les belles infidèles. Paris: Cahiers du Sud, 1955.
7. G. Mounin, Les problèmes théoriques de la traduction. Paris: Gallimard, 1963.
8. G. Mounin, Linguistique et traduction. Brussels: Dessart & Mardaga, 1976.
9. G. Steiner, After Babel: Aspects of Language and Translation, 2nd ed. Oxford/New York, Oxford University Press, 1992.
10. G. Toury, Descriptive Translation Studies and Beyond. Amsterdam: John Benjamins, 1995.
11. H. Van Hoof, (1991): Histoire de la traduction en Occident. France: Duculot, 1991.
12. J. C. Catford, A Linguistic Theory of Translation: An Essay in Applied Linguistics, Oxford University Press, 1965.
13. J. Delisle, L'analyse du discours comme méthode de traduction : initiation à la traduction française de textes pragmatiques anglais théorie et pratique. Ottawa: Éditions de l'Université d'Ottawa, 1982.
14. J. Delisle, L'enseignement de l'interprétation et de la traduction: de la théorie à la pédagogie. Ottawa: Éditions de l'Université d'Ottawa, 1981.
15. J. M. Sager & M.-J. Hamel, Comparative Stylistics of French and English : A Methodology for Translation. Amsterdam: John Benjamins, 1995.
16. J. P. Vinay & J. Darbelnet, Stylistique comparée du français et de l'anglais Paris Didier, 1967
17. J. S. Holmes et al., Eds., Literature and Translation: New Perspectives in Literary Studies. Leuven: Acco, 1978.
18. J. S. Holmes et al., Eds., The Nature of Translation: Essays in the Theory and Practice of Literary Translation. The Hague: Mouton, 1970.
19. J. S. Holmes, Translated! Papers on Literary Translation and Translation Studies. Amsterdam: Rodopi, 1988.

	<p>20. J-R, Ladmiral, Traduire : théorèmes pour la traduction. Paris: Payot, 1979.</p> <p>21. Lederer M. & D. Seleskovitch (2001): Pédagogie raisonnée de l'interprétation, Margot, Jean-Claude (1979): Traduire sans trahir : la théorie de la traduction et son application aux textes bibliques, Lausanne: Age d'homme.</p> <p>22. Lederer, Marianne & D. Seleskovitch, La traduction simultanée – Fondements théoriques. Paris: Minard Lettres Modernes, 1981.</p> <p>23. M. Baker, In Other Words: A Coursebook on Translation. London/New York: Routledge, 1992.</p> <p>24. M. Ballard Ed., La traduction plurielle. Lille: Presses universitaires de Lille, 1990.</p> <p>25. M. Ballard, De Cicéron à Benjamin. Traducteurs, traductions, réflexions, coll « Étude de la traduction ». Lille: Presses universitaires de Lille, 1995.</p> <p>26. M. Lederer & D. Seleskovitch, Interpréter pour traduire, 3rd ed. Paris: Didier Erudition, 1993.</p> <p>27. M. Lederer, La traduction aujourd'hui - le modèle interprétatif. Paris: Hachette, 1994.</p> <p>28. M. Shuttleworth & M. Cowie, Dictionary of Translation Studies. Manchester: St Jerome Press, 1997.</p> <p>29. M. Snell-Hornby et al., Ed., Translation Studies: An Interdiscipline. Amsterdam: John Benjamins, 1994.</p> <p>30. M. Snell-Hornby, Translation Studies: An Integrated Approach. Amsterdam: John Benjamins, 1995.</p> <p>31. P. Newmark, A Textbook of Translation. New York/London: Prentice Hall, 1988.</p> <p>32. P. Newmark, Approaches to Translation Oxford. New York: Pergamon, 1981.</p> <p>33. V. Lawrence, ed., Rethinking Translation — Discourse, Subjectivity, Ideology. London and New York: Routledge, 1992.</p>
<p>Course outcomes</p>	<p>At the end of the course the student is expected to:</p> <ol style="list-style-type: none"> 1. acquire a range of techniques enabling them to overcome obstacles in the transition from the source language to the target language ; 2. activate or reactivate passive vocabulary and make spontaneous use of the same; 3. master major writing techniques; 4. by the end of the course be able to translate a text into French/English

Name of the Programme : B.A. French
Course Code : FRE 401
Title of the Course : Eponymous Heroines in French Literature: From Classicism to Symbolism
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites of the course:	Nil	
Course Objective:	Through this course, students will understand the evolution of women characters and their roles in French literature from the 17th to the 19th centuries. It aims at <ol style="list-style-type: none"> exploring the socio-cultural contexts that influenced the portrayal of women in literature during each period. examining recurring themes and motifs associated with the women protagonists analysing the representation of women protagonists in French literature across literary periods: Classicism, Romanticism, Realism, and Symbolism. 	
Content:	Module 1 – Héroïnes éponymes dans le Classicisme Représentations des femmes dans les œuvres classiques. Étude de <i>La Princesse de Clèves</i> de Madame de Lafayette.	15 hours
	Module 2 – Héroïnes éponymes dans le Romantisme Les notions romantiques de l'amour, de la passion, de l'individualité féminine. Étude d'une nouvelle fantastique <i>La Vénus d'Ille</i> de Prosper Mérimée	15 hours
	Module 3 – Héroïnes éponymes dans le Réalisme Analyse des représentations réalistes des femmes dans <i>Eugénie Grandet</i> d'Honoré de Balzac.	15 hours
	Module 4 - Héroïnes éponymes dans le Symbolisme Analyse des représentations mythiques et mystiques des femmes dans les poèmes symbolistes : <i>A une passante</i> , <i>A une dame créole</i> , <i>Le désespoir de la vieille</i> (C. Baudelaire), <i>Ophélie</i> (A. Rimbaud), <i>Je ne veux plus aimer que ma mère Marie</i> (P.Verlaine), <i>Sainte</i> , <i>La marchande d'herbes aromatiques</i> (S. Mallarmé)	15 hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	

<p>References/ Readings:</p>	<p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Balzac, Honoré. Eugénie Grandet. Paris Gallimard. 1965. 2. Baudelaire, Charles. Les Fleurs du Mal. Paris Librairie Larousse. 1959. 3. Baudelaire, Charles. Le Spleen de Paris. Lausanne, Editions Rencontre. 1958. 4. Lagarde, Michard. XXe Siècle. Collection Littéraire. Paris Les Editions Bordas À Paris. 1969. 5. Madeleine, Marie. La Princesse de Clèves. Paris Librairie. 1678. 6. Mérimée, Prosper. La Vénus d’Ille. Sorbonne Librairie Larousse. 1975.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the representation of women protagonists in French literature across different literary periods. 2. contextualize select literary texts within their historical, social, and cultural frameworks. 3. identify and analyse recurring themes and motifs related to women’s experience and representation in French literature. 4. analyse and interpret the characteristics, motivations, and actions of women characters in selected literary works.



Name of the Programme : B.A. French
Course Code : FRE 402
Title of the Course : Discovering France: Values, Lifestyles and Global Influences
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	<p>From the historical roots of the Republic to current debates, this course explores the political, social and cultural dynamics that define modern France.</p> <p>At the end of this course, students will be able to :</p> <ol style="list-style-type: none"> 1. describe French identity and the fundamental principles of the French Republic 2. analyze the social, political and cultural issues that give rise to discussion in France 3. analyze the different representations of France in the national and international media 4. describe France's influence in the world 5. examine the cultural and social practices that shape everyday life in France. 	
Content	<p>Module 1: Les valeurs de la République</p> <ul style="list-style-type: none"> -Les principes fondamentaux de la République française, tels que la liberté, l'égalité et la fraternité, la laïcité parmi d'autres et leur évolution historique. - L'identité et l'esprit français 	20 Hours
	<p>Module 2: France sous la Ve République</p> <ul style="list-style-type: none"> - Présentation historique des origines et de la mise en place de la Ve République - les événements et les figures clés de cette période - les grandes lignes de la politique étrangère de la France sous la Ve République, y compris les relations avec l'Union européenne, et les anciennes colonies - Réformes politiques, économiques, éducatifs et sociales mises en œuvre sous les différents présidents de la Ve République 	20 Hours
	<p>Module 3: La vie en France</p> <ul style="list-style-type: none"> - Les habitudes quotidiennes- les loisirs et les activités de détente en France- les comportements au travail - Les débats contemporains : les signes religieux ostentatoires, les enjeux socio-économiques de consommation de masse et durable, etc. 	20 Hours

	- Les représentations et la déconstruction des stéréotypes associés à la France véhiculés par les médias nationaux et internationaux	
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	<p>PRESCRIBED TEXT BOOK</p> <p>Selected bibliography and recommended websites included</p> <p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Bourel, Guillaume; Chevallier, Marielle; Guillausseau, Axelle; Joubert, Guillaume, <i>Bescherelle Chronologie Histoire de France Des origines à nos jours</i>, Hatier, 2023. 2. Mauchamp, Nelly, <i>La France d'aujourd'hui : civilisation</i>, CLE International, 1991. 3. René, Lanson, <i>La France Et Sa Civilisation : De La Revolution à Nos Jours</i>, George G. Harrap & Co, 2018. 4. Steele, Ross, <i>Civilisation progressive du français - nouvelle édition: Livre intermédiaire</i>, Fernand Nathan, 2017. 	
Course outcomes	<p>At the end of this course, the student will be able to</p> <ol style="list-style-type: none"> 1. describe the history and evolution of republican ideals in France. 2. examine contemporary debates in French society. 3. situate the French Republic in the European and global context, by examining its history, its influence and its international relations. 4. describe the customs and habits of daily and professional life. 	


Name of the Programme : B.A. French
Title of the Course : Fundamentals of General Linguistics
Course Code : FRE-403
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	Introduction to the basic concepts and analytical methods of linguistics. This course aims to present the fundamental concepts of general linguistics as propounded by the key theorists	
Content	Module 1. Concepts de base Importance d'étudier les langues- histoire des théories linguistiques- Grammaire et linguistique- Branches de la linguistique- Langue et parole – Langue parlée et langue écrite – langage humain et langage animal- la double articulation- fonctions du langage (Jakobson).	20 Hours
	Module 2. Langage et Communication Sémiologie et Linguistique – Indice et Signal – Signe et Symbole – Le signe linguistique (Saussure) – Les systèmes sémiologiques et leur classement – la communication et l'interdépendance de codes – les registres de langue.	20 Hours
	Module 3. Langue et Culture Variations et la diversité dans la langue française - Apport des linguistes: Saussure, Whorf et Sapir.	20 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	PRESCRIBED TEXT BOOK Selected bibliography and recommended websites included BIBLIOGRAPHY 1. A. Chervel, Histoire de la grammaire scolaire. Paris: Payot, 1977. 2. A. Martinet, Économie des changements phonétiques. Traité de phonologie diachronique. Berne: Francke, 1955. 3. A. Meillet, Linguistique historique et linguistique Générale. Paris: Champion-Klincksieck, 1921-1936. 4. E. Benveniste, Le Vocabulaire des institutions indo-européennes, Tome 1. Paris: Minuit, 1969. 5. E. Benveniste, Problèmes de linguistique générale, Tome 1. Paris: Gallimard, 1966	

	<ol style="list-style-type: none"> 6. E. Benveniste, Problèmes de linguistique générale, Tome 2. Paris:Gallimard, 1974. 7. F. Brunot, La Pensée et la langue. Paris: Masson, 1922. 8. F. Saussure, Cours de linguistique générale, Édition critique par 9. Rudolf Engler. Wiesbaden: Otto Harrassowitz, 1967-1974. 10. F. Saussure, Cours de linguistique générale, Paris: Payot, 1916. 11. F. Saussure, Cours de linguistique générale. Édition critique préparée par T. de Mauro. Paris: Payot, 1972. 12. J. Derrida, De la Grammatologie. Paris: Minuit, 1967 13. J Derrida, 'Écriture et la difference Paris Seuil, 1967 14. J- Chiss & C Puech , "Derrida lecteur de Saussure effets d'une mise en crise, philosophique du Cours de linguistique generale," dans Fondations de la linguistique. Bruxelles: De Boeck, 1987. p. 91-104. 15. J- Chiss & C Puech, "Fondations de la linguistique Études d'histoire et d'épistomologie Louvain-la-Neuve : Duculot, 1997. 16. J- Chiss & C Puech, Le langage et ses disciplines XIXe-XXe siècles. Paris et Bruxelles : Duculot, 1999. 17. Foucault, 'Archéologie du savoir' Paris Gallimard, 1969 18. O. Ducrot, T. Todorov, D. Sperber, S. Moustafa et F. Wahl, Qu'est-ce que le structuralisme ? Paris: Seuil, 1968 19. R Barthes, "Introduction l'analyse structurale des recits," Communications, no. 8, 1966. Available: https://www.persee.fr/doc/comm_0588-8018_1966_num_8_1_1113 20. R. Jakobson, (publié sous la dir. de Tzvetan Todorov) Questions de Poétique. Paris: Seuil, 1973. 21. R. Jakobson, Essais de linguistique générale 1. Paris: Minuit, 1963. 22. R. Jakobson, Essais de linguistique générale 2. Paris: Minuit, 1970.
<p>Course outcomes</p>	<p>At the end of the course, the students will be able:</p> <ol style="list-style-type: none"> 1. define the theoretical foundations of general linguistics, including the main concepts and approaches. 2. describe the different aspects of <i>langage</i> and list their characteristics; 3. identify the various linguistic functions of discourse 4. analyse the relationship between language and society, examining linguistic variations, dialects and sociolinguistic phenomena.

Name of the Programme : B.A. French
Course Code : FRE 411
Title of the Course : French Language Level 3
Number of Credits : 4
Effective from AY : 2024-25


Pre-requisites for the Course:	Nil	
Course Objectives:	This course is designed to prepare students for the B2 exam according to the Common European Framework of Reference for Languages.	
Content:	Module 1 : Développer la communication, la culture et la langue du savoir-faire Manier la langue française spontanément et avec aisance, être capable de suivre une argumentation complexe et de développer un point de vue.	15 Hours
	Module 2 : Exprimer avec précision et sens clair tant dans les domaines personnels, professionnels ou académiques Suivre les émissions de télévision et de films	15 Hours
	Module 3 : Travailler sur des documents longs sur des sujets bien connus Étude de documents décrivant la société française d'aujourd'hui, les attitudes et les comportements.	15 Hours
	Module 4 : Rédiger un texte clair, structuré, des rapports ou essais Documents, textes, visuels et des documents audio doivent être choisis en fonction du sujet enseigné.	15 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	

<p>References/ Readings:</p> 	<p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. A. Berthet, B. Sampsonis, S. Pons, Alter Ego 3: Méthode de français. Paris: Hachette, 2007. 2. A. Bloomfield, DELF B1: 200 activités. Paris: CLE International, 2017. 3. A. Christine, M-L. Chalaron, À Propos B1-B2: Méthode de français. New Delhi: Langers, 2005. 4. D. Dupleix, D. Ripaud, I. Mraz, Saison 4 Niveau B2: Méthode de français. Delhi: Goyal Publishers, 2015. 5. J. Girardet, Panorama 4: Méthode de français, Paris: CLE International, 1997. 6. J. Pecheur, J. Girardet, Echo A2: Méthode de français. Delhi: Goyal Publishers, 2013. 7. M Denyer, C. Ollivier, E. Perrichon, Version Originale 3: Méthode de français. Paris: Éditions Maison des langues, 2013. 8. M. Boulares, Grammaire progressive du français-Avancée. Paris: CLE International, 2019. 9. R. Merieux, Y. Loiseau. Connexions 2: Méthode de français. Paris: Didier, 2004. S. Poisson-Quinton, R. Mimran, Compréhension écrite B1/B2. Delhi: Goyal Publishers, 2007.
<p>Course Outcomes:</p>	<p>At the end of this course, the student will be able to communicate in French with a certain ease on topics covered during the course, so that he/she can :</p> <ol style="list-style-type: none"> 1. identify the meaning of an oral message dealing with everyday topics; 2. understand French texts (newspapers, magazines, etc.) intended for average readers; 3. use the most common structures of the language correctly; 4. write formal and informal texts in French.



Semester VIII**Name of the Programme : B.A. French****Course Code : FRE 404****Title of the Course : Study of Linguistics: From Sounds to Sentences****Number of Credits : 4****Effective from AY : 2024-25**

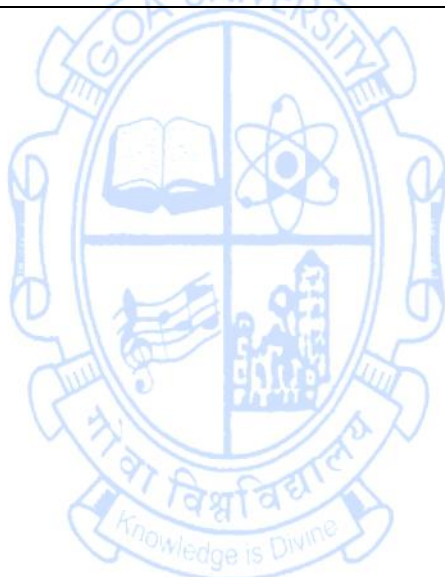
Pre-requisites for the course	Nil	
Course Objectives	The aim of this course is to introduce and deepen the foundations of linguistic theory and to provide the basic terminology required for any linguistic analysis in various fields such as phonetics, phonology, morphology and syntax.	
Content	Module 1- Phonétique et Phonologie La phonologie et la phonétique - La transcription phonétique - Les organes d'articulation - Voyelles et Consonnes -Les voyelles -Les consonnes - Les semi-voyelles - Le 'e muet' ou schwa -La variation phonétique.	30 Hours
	Module 2-Morphologie Critères en morphologie la recherché des morphèmes- morphèmes libres et liés -Flexion et dérivation - Morphologie de l'oral et de l'écrit -Les allomorphes -La morphologie du genre -La morphologie verbale – Morphologie comme trait distinctif- la morphologie lexicale.	15 Hours
	Module 3-Syntaxe La notion de phrase - Langue orale et langue écrite - La créativité - Règles de réécriture et arbres syntaxiques - Syntagmes - Analyse fonctionnelle, thématique et structurelle - Le syntagme nominal - Le syntagme adjectival (SADJ) - Le syntagme prépositionnel: (SP) - Le syntagme verbal (SV) - Les phrases complexes -Les phrases enchâssées - Les phrases coordonnées- Arbres syntaxiques.	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	BIBLIOGRAPHY BOOKS 1. Béchade, H.-D, Phonétique et morphologie du français moderne et contemporain, Paris. Presses Universitaires de France, 1989. 2. Bloomfield, L., Langage, traduction de J. Gazio, Paris. Payot, 1970.	

	<ol style="list-style-type: none"> 3. Boudreault, M. et al., Prononciation du français par le rythme, Québec. Presses de l'Université Laval, 1967. Calaque, A., Trente-deux exercices de phonétique française, St Germain-en-Laye. Maison des instituteurs, 1969. 4. Carton, F., Introduction à la phonétique du français, Paris. Bordas, 1974. 5. Cassard, D., Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef. Centre de Linguistique Appliquée de Besançon, France, 1993-1994. 6. Champagne-Muzart, C. et Bourdages, J.S., Le point sur la phonétique en didactique des langues, Anjou. Centre éducatif et culturel, 1993. 7. CL, D. T. et al., Ngu am hoc tieng Viet hien dai, Hanoi, NXB Giao duc, 1977. Dell, F., Les règles phonologiques tardives et la morphologie dérivationnelle du français, Ph. D. Diss., MIT, inédit, 1970. 8. Dubois, Jean, Étude sur la dérivation suffixale en français moderne et contemporain. Paris: Larousse, 1963. 9. Duchet, J-L., La Phonologie, coll. Que sais-je ?, P.U.F., Paris, 1981 (rééd. 1998) 10. Flux, N., La Grammaire, coll. Que sais-je ?, P.U.F. Paris, 1993 11. Lebel, J. G., Le conditionnement phonétique, l'enjeu d'une nouvelle pédagogie en correction phonétique. Revue de Phonétique Appliquée 1987, pp. 183-189. 12. Malmberg, B., La phonétique, Paris, Presses Universitaires de France, Collection « Que sais-je ? » 1958. 13. Marchal, A., Les sons et la parole. Montréal, Guerin, 1980. 14. Martin, P., « La description phonologique », La linguistique, Paris, 1985 15. Soutet, O., La Syntaxe du français. 1989 (rééd. 2005). 16. Sauvageot, Aurélien, Français écrit, français parlé. Paris: Larousse, 1962. 17. Walter, Henriette, Le français dans tous les sens. Paris: Éditions Robert Laffont, 1988.
Course outcomes	<p>At the end of this course, students will be able to...</p> <ol style="list-style-type: none"> 1. define the fundamental concepts of language study; 2. analyze a fragment and identify its linguistic units; 3. appropriately describe a given linguistic situation; 4. list and describe the different criteria for linguistic classification.

Name of the Programme : B.A. French
Course Code : FRE-405
Title of the Course : Advanced Proficiency in French Language
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	This French language course aims to improve French language skills and it corresponds to B2-C1 of the Common European Framework of Reference for Languages (CEFR).	
Content	Module 1: Compréhension écrite et orale Les textes sur la culture, la civilisation et la littérature: textes journalistiques et littéraires - narratifs, argumentatifs et descriptifs, dictées et résumés. Pratique de la compréhension orale- documents audio et vidéo, extraits d'émissions de radio/ télévision, interviews, et conversations dans un milieu francophone.	15 Hours
	Module 2: Expression écrite Production des textes écrits sur la culture et la civilisation: sujets – situations réelles et imaginaires, compositions argumentatives, narratives, expressives et explicatives.	15 Hours
	Module 3: Grammaire avancée Analyse et usage des temps, modes, voix et discours. Expression de la cause, la conséquence, l'opposition, la concession et le but. Identification et usage des expressions idiomatiques, des expressions imagées, des proverbes et des clichés: expressions sur la nature, les animaux et les parties du corps.	15 Hours
	Module 4: Pratique de l'expression orale expression libre, dialogue guidés, simulations, présentations orales, et débats.	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	1. Ashraf, Mahtab and Miannay, Denis. Dictionnaire des expressions idiomatiques françaises, Le Livre de Poche, 1990. 2. Bouclarès M. and Jean-Louis F., Grammaire progressive du Français, Paris, CLE International, 1998.	

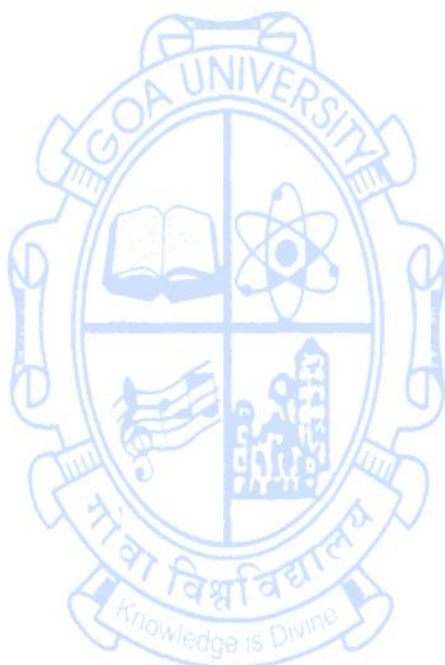
	<ol style="list-style-type: none"> 3. Geneviève-Dominique D. S. and Santomauro A., Cours de grammaire française, Paris, Didier, 1997. 4. Grevisse, Maurice, Le Bon Usage, Ed. Duculot, 1992. 5. Le Robert, Dictionnaire des expressions et locutions, Educa Books, 2020. 6. Rey, Allain, Dictionnaire Historique de la langue française (3 tomes), Le Robert; le robert édition, 2012.
<p>Course outcomes</p>	<p>At the end of the course, the student will be able to;</p> <ol style="list-style-type: none"> 1. express themselves clearly and in detail on a wide range of subjects. 2. develop a point of view on a contemporary issue and discuss the advantages and disadvantages of different options. 3. communicate with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. 4. participate actively in day-to-day conversations, presenting and defending opinions.



Name of the Programme : B.A. French (Honors)
Course Code : FRE 406
Title of the Course : Exploring the Francophone World : Literature, Cultures, and Identities
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	This course aims to introduce students to the richness and diversity of Francophone literature through the study of three significant novels. The readings will help in exploring the historical, cultural, and social contexts of the novels, and in examining colonialism, identity and power dynamics, the environment, and societal norms as dominant francophone themes.	
Content	Module 1: Découverte de la Culture Francophone Le monde francophone, les influences historiques et sociales, la diversité culturelle et les enjeux contemporains, la langue et l'identité, les grandes thématiques des littératures francophones.	15 Hours
	Module 2: Nature et Environnement <i>La grande peur dans la montagne</i> (Ramuz, C.F.)	15 Hours
	Module 3: Représentations de la société précoloniale, de la colonisation, et de la résistance <i>Ségou : Les murailles de terre</i> (Condé, M.)	15 Hours
	Module 4: Diglossie, domination linguistique et identité linguistique <i>Kamouraska</i> (Hébert, A.)	15 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	1. Begag, A., <i>le gone du Chaâba</i> . Points, 2005. 2. Conde, M., <i>Ségou : Les murailles de terre</i> , Paris: Editions Robert Laffont; 1984 3. Hébert, A., <i>Kamouraska</i> , Canada: Seuil, 1970 4. Njike, Jackson N., <i>Civilisation Progressive De La Francophonie Intermédiaire A2 B1</i> , Paris: CLE International, 2019. 5. Ramuz, C.F., <i>La grande peur dans la montagne</i> . Paris Bernard Grasset, 1926	

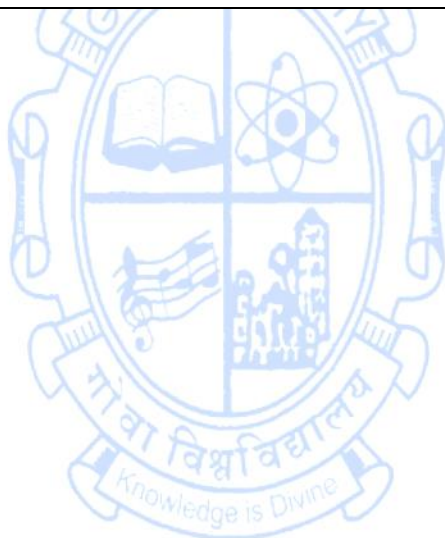
<p>Course outcomes</p>	<p>At the end of the course, the student will be able to;</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of select Francophone novels, from diverse geographical and cultural contexts. 2. contextualize the novels within the historical, cultural, and social milieu of their respective settings. 3. interpret the themes and narrative structures of each novel. 4. discuss the representation of colonialism, identity politics, power dynamics, environment, and social norms in the novels.
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Name of the Programme : B.A. French
Course Code : FRE 407
Title of the Course : French Literature and the World Wars
Number of Credits : 4
Effective from AY : 2024-25

Prerequisites of the course:	Nil	
Course Objective:	Through this course, students will explore artistic responses to war and the representation of wartime experiences in literature. It aims at: <ol style="list-style-type: none"> 1. examining the impact of the two world wars on French literature of the 20th century. 2. understanding the socio-cultural context of French society after the wars and its influence on literature. 3. evaluating literary techniques, narrative strategies, and stylistic innovations employed in works related to the wars. 	
Content:	Module 1 – Littérature de l'Entre-Deux-Guerres et de la Résistance Étude des poèmes surréalistes et de la résistance : <i>Il faut aller voir</i> (A. Breton), <i>La terre est bleue comme une orange</i> (P. Eluard), <i>La courbe de tes yeux</i> (P. Eluard), <i>Liberté</i> (P. Eluard), <i>C</i> (L. Aragon), <i>Ballade de celui qui chanta dans les supplices</i> (L. Aragon).	15 Hours
	Module 2 – Angoisse existentielle, solitude et quête de sens dans le théâtre de l'absurde Étude de <i>La Cantatrice chauve</i> d'Eugène Ionesco.	15 Hours
	Module 3 – Questions de l'existence, de la liberté et de la responsabilité individuelle Étude de <i>Huis Clos</i> de Jean-Paul Sartre.	15 Hours
	Module 4 - Formes littéraires expérimentales de l'après-guerre. Étude de <i>Moderato Cantabile</i> de Marguerite Duras.	15 Hours
Pedagogy:	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ Readings:	BIBLIOGRAPHY <ol style="list-style-type: none"> 1. Duras, Marguerite. <i>Moderato Cantabile</i>. Paris Les Editions De Minuit. 1958. 2. Eluard, Paul. <i>Poesies (1913-1926)</i>. Paris Gallimard. 1971. 	

	<ol style="list-style-type: none"> 3. Ionesco, Eugene. La Cantatrice Chauve : Anti-Pieuvre Suivi de la Leçon Drame Comique. Paris Gallimard. 1954. 4. Lagarde, Michard. XXe Siècle. Collection Littéraire. Paris Les Editions Bordas À Paris. 1969. 5. Sartre, Jean-Paul. Huis Clos. Paris : Jean-Benoit Hutier. 1997.
<p>Course Outcomes:</p>	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the impact of the two world wars on French literature, including shifts in themes, styles, and narrative techniques. 2. recognize the socio-cultural and historical context of select 20th-century literary works 3. interpret literary representations of war experiences in select texts. 4. analyse themes related to memory, trauma, national identity, and resilience in select texts. 5. appreciate the complexities of war experiences and their representation in literature, fostering empathy and understanding.



Name of the Programme : B.A. French
Course Code : FRE 412
Title of the course : Professional French for the Tourism Industry
Number of credits : 4
Effective from AY : 2024-2025

Pre-requisites for the course	Nil	
Course Objectives	The course centers around various task based activities and commonly encountered scenarios in the domain. This course aims at enriching and developing communicative and professional skills in the field of tourism and hotel through various audio visual resources, numerous authentic written documents that are used in the industry. The objective of this course is to facilitate students with the necessary vocabulary, expressions and skills required in the tourism and hospitality industry.	
Content	Module 1: Découvrir le monde du tourisme les acteurs, les métiers, les lieux. Le marché du travail	15 Hours
	Module 2: Accueillir et aider le touriste l'accueil et l'aide, les transports, les horaires, les programmes, l'hôtellerie, la restauration, la gastronomie	15 Hours
	Module 3: Concevoir un produit touristique l'offre d'itinéraires, d'excursions, de circuits l'offre d'animations culturelles et de loisirs, l'offre d'hébergement et de restauration	15 Hours
	Module 4: Assurer la vente et l'après-vent la vente des prestations et des services, le paiement, les réclamations	7 Hours
	Module 5: Promouvoir le produit et fidéliser le client Promouvoir l'entreprise, son image, ses produits, connaître et faire connaître le pays, fidéliser le client	8 Hours
Pedagogy	Teaching methods are based on principles of autonomous and self-directed learning methodologies. This course contains various media and forms of presentation, independent work (group and individual), and task-based exercises with the integration of digital tools for creative activities and digital content.	
References/ readings	BIBLIOGRAPHY Selected units from the French Textbooks and resources available online. 1. A. M. Calmy, Le Français du Tourisme. Paris : Hachette, 2004. 2. C. Descotes-Genon, Service Compris - Pratique du Français de l'Hôtellerie et de la restauration et de la Cuisine P G, 1999 3. S. Corbeau et al. Hotellerie-restauration.com - français professionnel. Paris: CLE, 2006.	

<p>Course outcomes</p>	<p>At the end of this course, the student will be able to</p> <ol style="list-style-type: none"> 1. create and present tourist packages 2. make reservations for travel and accommodation 3. respond to a request for information from a customer 4. write a general information (know-how) document about your country, for the use of international tourists. 5. welcome and help the guest settle in their room, explain the modalities of reservation, modify or cancel a reservation (individual or group) 6. welcome and seat the customer (individual or group) at the table, take orders, offer and explain special or personalized menus (group, package, children, diets)
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