



NEP - CURRICULUM FRAMEWORK – 2024-25

PROGRAMME: B.A. FRENCH (DEGREE & HONOURS DEGREE),
BHARATHIDASAN GOVT. COLLEGE FOR WOMEN (AUTONOMOUS)

PROGRAMME : B.A. FRENCH

B.A. FRENCH DEGREE & HONOURS DEGREE (NEP CURRICULUM) (WITH EFFECT FROM THE ACADEMIC YEAR 2024-2025 ONWARDS)

Outcome of the Programme

The Bachelor of Arts degree offers students a comprehensive education, focusing on critical thinking, effective communication, and in-depth knowledge of their chosen field. Graduates will develop a broad intellectual foundation, sharpen their analytical and research skills, and cultivate an awareness of cultural and ethical issues. The programme also emphasizes the importance of adaptable career and life skills, preparing students for diverse professional and academic pursuits. With a strong foundation in both theoretical and practical knowledge, B.A. graduates are equipped to navigate various challenges and excel in a wide range of fields. Additionally, the degree fosters creativity and innovation, encouraging students to approach problems from diverse perspectives and develop unique solutions.

Specific Outcome of the Programme

The B.A. French Degree programme will help students enhance their understanding of modern French civilization and culture. The programme will introduce key literary works across different genres and offer insight into French culture and society. It will also focus on developing basic language skills, including oral and written comprehension and communication, for all students who choose it as a multidisciplinary course.

A student completing the B.A. French degree programme will demonstrate proficiency in using methods suitable for research, critical analysis, creative work, or professional performance. The outcome of the programme is to produce distinguished students who will excel in various fields and professions, both in India and abroad. They will have diverse career options, including civil service, business, commerce, industry, and media, beyond just teaching.

Additionally, the programme will equip students with intercultural competence, enabling them to effectively engage with global communities and adapt to diverse cultural environments.

Eligibility for the UG Programme:

A student who wants to join the first year of this course should have studied FRENCH as second language at Higher Secondary level (or its equivalent in other boards).

Students holding a “Baccalauréat” or “French Brevet” are also eligible to join the first year.

In case the student has not studied French as second language at Higher Secondary level, the student should either:

a) have studied French from VI Std to X Std at the School level.

(OR)

b) have passed the A2 DELF examination conducted by the CIEP, Paris.

Duration of the Programme:

The duration of the UG (Honours) programme is 4 years or 8 semesters. If a student wants to leave after the completion of the first, second or third year, the student will be given a UG Certificate, UG Diploma, or UG Degree respectively, provided they secure the prescribed number of credits (as given in the detailed Table 2 given below). Students who exit with a UG Certificate, UG Diploma, or UG Degree are permitted to re-enter within three years and complete the Honours programme. Students may be permitted to take a break from the study, and they are allowed to re-enter the programme and complete the programme within the stipulated maximum period of seven years.

Awarding of UG Certificate, UG Diploma, Degree, and Honours Degree:

UG Certificate: If a student wants to exit after the completion of the first year, the student will be given a UG Certificate, provided they secure the 40 credits, and have satisfied the credit requirements as mentioned in the Table 1 given below.

- ❖ In addition, students who wish to exit after the first two semesters should undergo a 4-credit work-based learning/internship of duration of 4 weeks during the summer term, within three months after taking the I-year (II semester) End-Semester Examination, in order to get a UG Certificate.

UG Diploma: If a student wants to exit after the completion of the second year, the student will be given a UG Diploma, provided they secure 80 credits and have satisfied the credit requirements as mentioned in the Table 1 given below.

- ❖ In addition, students who wish to exit after the first four semesters should undergo a 4-credit work-based learning/internship of duration of 4 weeks during the summer term, within three months after taking the II-year (IV semester) End-Semester Examination, in order to get a UG Diploma.

Note: Students who thus exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme, if only vacancy exists in the concerned Department.

3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after the successful completion of three years, securing 120 credits, and have satisfied the credit requirements as mentioned in the Table 1 given below.

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as mentioned in the Table 1 given below.

UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The Research Project/Dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

Infrastructure Requirement: The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors.

Undergraduate Degree Programmes in brief:

Undergraduate Degree programmes of either 3- or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:

- a UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
- a UG Diploma after 2 years (4 semesters) of study,
- a Bachelor's Degree after a 3-year (6 semesters) programme of study,
- a 4-year Bachelor's Degree (Honours) (a student who secures secure 75% marks and above in the first six semesters) after eight semesters programme of study. If a student completes a rigorous Research Project in their major area(s) of study in the 4th year of a Bachelor's degree (Honours with Research Project).
- However, the Research Project may be replaced by three major courses, on completion of which a student will obtain a B.A. (Hons) Degree by Coursework.

Structure of the Undergraduate Programme:

The UG programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG (Honours) or UG (Honours with Research) programmes are given below:

Table 1: Minimum Credit Requirements to award Degree under each category

S.No.	Category	Total Credits	
		3-year Degree	4-year Degree
1.	Major Discipline Course (MJD) including Summer Internship	60	80
2.	Minor Discipline Course (MID)	24	32
3.	Multi-Disciplinary Course (MLD)	09	09
4.	Ability Enhancement Course (AEC)	08	08
5.	Skill Enhancement Course (SEC)	09	09
6.	Value-Added Common Courses (VAC)	08	08
7.	Winter Project – (Community Engagement & Service)	02	02
8.	Research Project/Dissertation*	-	12
	Total	120	160

*** Note:**

Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research Project / Dissertation.

Curricular components of the Undergraduate Programme:

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness.

Number of Credits by Type of Course:

Major Disciplinary Courses (MJD) (60 Credits for UG Degree, 80 Credits for UG (Hons) Degree:

Discipline Specific Courses.

Minor Disciplinary Courses (MID) (24 Credits for UG Degree, 32 Credits for UG (Hons) Degree:

Allied/ Elective subjects to the Major discipline. It may be disciplinary/Inter-disciplinary.

Multi-Disciplinary Courses (MLD) – (9 Credits):

1. Natural Sciences
2. Physical Sciences
3. Mathematics and Statistics
4. Computer Science/Applications
5. Data Analysis
6. Social Sciences
7. Humanities
8. Commerce and Management
9. Library Science
10. Media Sciences etc.

Ability Enhancement Courses (AEC) – (8 Credits):

1. English Language
2. Languages (Tamil, Hindi and French)

Skill Enhancement Courses (SEC) – (9 Credits):

Courses aimed at imparting practical skills, Hands-on training, soft skills etc to enhance the employability and entrepreneurship of the students. The course may be designed as per the students need and available Institutional resources.

Value-Added Common Courses (VAC) – (8 Credits):

1. Understanding India
2. Environmental Studies
3. Health & Wellness, Yoga Education, Sports & Fitness
4. Digital Technologies

Internship and Community Service based project:

1. Summer Internship (4 Credits) – (Internship in an Industrial organisation/Training centres/Research Institutions)
 - As per the UGC guidelines, all UG students should be exposed to Summer Internship in Industrial Organisations / Training Centres / Research Institutions, etc. Such Summer Internship shall be done for 4 weeks during the summer vacation i.e., in between 4th semester and 5th semester. A review of report (in English) and award 4 credits on Work based learning by students is to be recorded during the 5th semester. The report should explain clearly what each student has learnt during the Internship period. The Internship Report and the Viva-Voce Examination will be evaluated by the Internal Faculty members. *Summer internship shall be for a minimum of 4 weeks.*
2. Winter Project/Community Engagement and Service (2 Credits)
 - All UG students are also mandated to participate in a 15 days community engagement activity during winter vacation between 3rd and 4th Semester or within the timeframe of 4th semester. The credit will be added to the 4th semester. This Community engagement activity is expected to expose the

students to social problems of neighbourhood village. The students may prepare a report on the activities carried out for an award of 2 credits.

Research Project – (12 Credits):

Students may be given necessary guidance by the Faculty members in identifying the research problems, conduct of study and preparation of a Project Report.

Level of courses:

Courses are coded based on the learning outcomes, level of difficulty and academic rigour. The Coding structure is as follows:

- 0 to 99 – Pre-requisite course with no credits
- 100 to 199 – Foundation or Introductory Courses
- 200 to 299 – Intermediate-level Courses
- 300 to 399 – Higher-level Courses
- 400 to 499 – Advanced Courses

Detailed Structure of the UG Programme:

Table 2: The Semester-wise and Broad Course Category-wise Distribution of Credits of the Undergraduate Programme

Sem ester	Major Courses - Core	Minor Courses	Multidisciplinary Courses	Ability Enhancement Courses (Languages)	Skill Enhancement Courses /Internship /Dissertation	Common Value-Added Courses	Total Credits	
I	(100 Level) (1 No.)	(100 Level) (1 No.)	(1 course)	1 course)	(1 course)	(2 courses)	20	
II	(100 Level) (1 No.)	(100 Level) (1 No.)	(1 course)	(1 course)	(1 course)	(2 courses)	20	
<i>Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work-based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.</i>							40	
III	(200 Level) (2 Nos.)	(200 Level) (1 No.)	(1 course)	(1 course)	(1 course)	-	20	
IV	(200 Level) (3 Nos.)	(200 Level) (1 No.)	-	(1 course)	(WP: CE&S)	-	20	
<i>Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill-based vocational courses offered during first year or second year summer term.</i>							80	
V	(300 Level) (3 Nos.)	(300 Level) (1No.)	-	-	(Summer Internship)	-	20	
VI	(300 Level) (4 Nos.)	(300 Level) (1No.)	-	-	-	-	20	
<i>Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits.</i>							120	
VII	(400 Level) (3 Nos.)	(400 Level) (2 Nos.)	-	-	-	-	20	
VIII	(400 Level) (2 Nos.)	-	-	-	(Research Project/ Dissertation)	-	20	
	<i>Students will be awarded UG Degree (Honours) with Research in the relevant Discipline / Subject provided they secure 160 credits.</i>							160
	(400 Level) (+3 Nos.)	-	-	-	-	-		
<i>Students will be awarded UG Degree (Honours) with Coursework in the relevant Discipline / Subject provided they do 3 Major Courses to replace Research and secure 160 credits</i>								

Pedagogical approaches:

1. Lecture Classes
2. Tutorial Classes
3. Experiments in Laboratory
4. Seminar Classes
5. Internship
6. Studio Activity based Course
7. Project Work Course
8. Community Engagement and Service

Every semester shall have a minimum of 20 credits.

Evaluation methodology:

All credit courses will be evaluated based on a total of 100 marks, distributed as follows:

Internal Assessment	: 25 marks
End-Semester Examination	: 75 marks

Breakup of Internal Assessment Marks:

For all credit courses, the breakup of the Internal Assessment marks is as follows:

A. Mid-Semester Examination	: 20 marks
B. Percentage of Attendance	: 5 marks
Total	: 25 marks

Practical:

Internal Assessment	: 50 marks
End-Semester Examination	: 50 marks

Winter Project (Community Engagement & Service):

1. Identifying the problem/Topic Selection – 20 marks
2. Survey/Data Collection – 20 marks
3. Analysis, Consolidation & Report Submission – 30 marks
4. Presentation and Viva Voce – 30 marks

Summer Internship/Industrial Training:

1. Attendance – 20 marks
2. Observational Report Submission/Certificate – 80 marks

Internal Test Scheme:

Mid-Semester Examinations : Conducted during the 8th or 9th week from the start of classes.

Duration of the Examination : 1 hour 30 minutes (90 minutes).

Attendance Scale:

95% to 100%	: 5 marks
90% to 95%	: 4 marks
85% to 90%	: 3 marks
80% to 85%	: 2 marks
75% to 80%	: 1 mark
Below 75%	: 0 marks

A minimum of 70% attendance is required to be eligible to appear for the End-Semester Examination.

Attendance Below 70%: Eligible to appear for the Examination with Condonation Fee.

Attendance Below 60%: Not eligible to appear for the Examination.

Criteria for Pass mark:

For Minimum Pass mark

Internal Assessment	: No minimum pass mark required.
End-Semester Examination	: Minimum pass mark is 30 out of 75.
Overall Pass marks	: A combined minimum of 40 marks out of 100 (including Internal Assessment and End-Semester Examination) is required to pass the course.

End-Semester Examination Scheme – Theory Subjects:

Total marks : 75 marks

Section A: 10 X 2 = 20 marks (10 out of 12 questions to be answered)

Section B: 5 X 5 = 25 marks (5 out of 8 questions to be answered)

Section C: 3 X 10 = 30 marks (3 out of 5 questions to be answered)

GENERAL PATTERN OF THE QUESTION PAPER

FOR MAJOR, MINOR, MULTI-DISCIPLINARY, SKILL ENHANCEMENT COURSES

SECTIONS	No of questions to be asked	No of questions to be answered	Marks for each question	Total	Special Instructions
SECTION – A	12	10	2	20	
SECTION – B	8	5	5	25	
SECTION – C	5	3	10	30	
TOTAL	25	18		75	

Section A (20 marks)

12 questions to be set out of which 10 are to be answered briefly in French in about one or two sentences each, with each question carrying 2 marks. Questions may be set on the lessons/concepts of each course in the prescribed portions of the textbook.

Section B (25 marks)

8 (**eight**) questions out of which 5 (**five**) questions are to be answered in French in about 150 words, with each question carrying 5 marks.

Section C (30 marks)

5 (**five**) questions out of which 3 (**three**) questions are to be answered in French in about 300 words, with each question carrying 10 marks.

PATTERN OF THE QUESTION PAPER
FOR MAJOR DISCIPLINARY COURSES:
GRAMMAR COURSES & WRITTEN EXPRESSION COURSES

FIRST YEAR: I sem – Acquiring French Grammar – I & Enhancing Written Expression – I

FIRST YEAR: II sem – Acquiring French Grammar – II & Enhancing Written Expression – II

SECTIONS	No of questions to be asked	No of questions to be answered	Marks for each question	Total	Special Instructions
SECTION – A	12	10	2	20	Exercises & Short Questions on Grammar
SECTION – B	8	5	5	25	
SECTION – C	5	3	10	30	
TOTAL	25	18		75	

Section A (20 marks)

12 exercises to be set out of which 10 are to be answered, with each question carrying 2 marks. Short Questions viz. Definitions, Explanations, Examples, ... on grammatical points may also be set within the prescribed portions of the textbook to be answered briefly in about 1 or 2 sentences.

Section B (25 marks)

8 (**eight**) exercises out of which 5 (**five**) exercises are to be answered in French, with each exercise carrying 5 marks.

Section C (30 marks)

May contain three short essays set from the prescribed portions of the textbook and two big exercises – a total 5 (**five**) questions out of which 3 (**three**) questions to be answered in French, with each question carrying 10 marks.

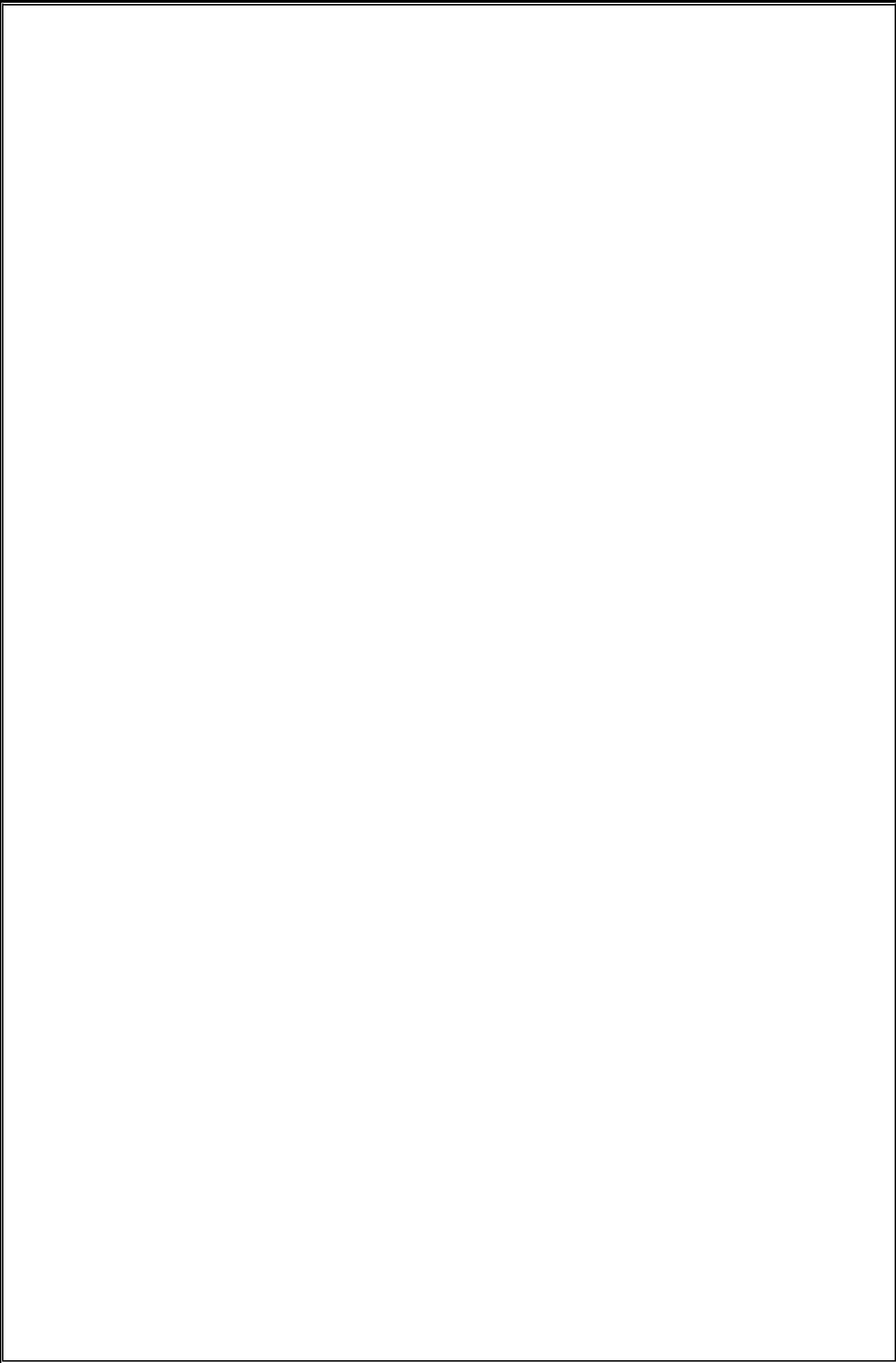
Table 3: Detailed Category-wise Distribution of Credits of the Undergraduate Programme:

S.No.	Category	No. of Courses		Credits for a course	Total Credits	
		3-year Degree	4-year Degree		3-year Degree	4-year Degree
1.	Major Discipline Course (MJD) including Summer Internship	15	20	4	60	80
2.	Minor Discipline Course (MID)	6	8	4	24	32
3.	Multi-Disciplinary Course (MLD)	3	3	3	09	09
4.	Ability Enhancement Course (AEC)	4	4	2	08	08
5.	Skill Enhancement Course (SEC)	3	3	3	09	09
6.	Value Added Common Courses (VAC)	4	4	2	08	08
7.	Winter Project – (Community Engagement & Service)	1	1	2	02	02
8.	Research Projects	-	1	12	-	12
	or Additional Major Courses*	-	3	4	-	
	Total	36	43 + 1 RP Or 46		120	160

Note: * Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research Project / Dissertation.

Table 4: Detailed Semester-wise Distribution of Credits of the Undergraduate Programme:

Sem	MJD	MID	MLD	AEC	SEC	VAC	WP	Total
I	1	1	1	1 (Eng)	1	1 & 2		7
II	1	1	1	1 (Lang)	1	3 & 4		7
III	2	1	1	1 (Eng)	1	-		6
IV	3	1	-	1 (Lang)		-	1 WP	6
V	3+1 Summer Internship	1	-	-		-		5
VI	4	1	-	-	-	-		5
VII	3	2	-	-	-	-		5
VIII	2	Research Project (or) 3 MJD Courses						2 or 5
Total	20	8	3	4	3	4	1	43/46



PROGRAMME : B.A. FRENCH

Level - 100

SEMESTER – I					
S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD – 1		Acquiring French Grammar – I	4	5
2.*	MID – 1 (A)		Enhancing Written Expression – I	4	5
	MID – 1 (B)		Practising Phonetics – I		
3.	MLD – 1		ANY 1 COURSE: NATURAL SCIENCES/PHYSICAL SCIENCES/HUMANITIES & SOCIAL SCIENCES	3	4
4.	AEC – 1		FOUNDATION COURSE IN ENGLISH – I <i>(TO ALL ARTS STUDENTS)</i>	2	4
	AEC – 1		FOUNDATION COURSE IN FRENCH – I <i>(TO ALL SCIENCE & COM STUDENTS)</i>		
5.	SEC – 1		Communication Skills for Hotel Business	3	4
6.	VAC – 1		UNDERSTANDING INDIA	2	4
7.	VAC – 2		ENVIRONMENTAL STUDIES	2	4
				20	30

*** MID-1 (A) / MID-1 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.**

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Acquiring French Grammar – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be expected to: <ul style="list-style-type: none"> acquire of basic language skills and parts of speech. initiate and to respond to requests in a variety of contexts. express themselves in a manner appropriate to the situation in which they find themselves. 	• Nature of the Course:	MJD – 1
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> invest in good French grammar books which often provide comprehensive explanations of French grammar rules, verb conjugations, and sentence structure. regularly practise grammar exercises and drills which allow you to reinforce specific grammar points. consider using flashcards to memorize verb conjugations, verb tenses, and other grammar rules. 	<p>To begin with, simpler grammar concepts like parts of speech, verb conjugation, etc. which will help students' language development can be given. Students are encouraged to analyse and correct their own errors in grammar through peer-review exercises and self-assessment. This approach fosters a deeper understanding of grammar rules and encourages self-directed learning.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG programme in French (I Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a basic vocabulary of commonly used French words and phrases is essential. familiarize themselves with French pronunciation and the sounds of the language. have an understanding basic sentence structure in French. familiarize themselves with some basic grammar concepts such as nouns, pronouns, verbs, ... have a basic understanding of verb conjugation in French. set goals and put in consistent effort. 	<p>A Bridge course for learning French Grammar is not always necessary.</p> <p>However, if a student prefers to do, he can consider for a Bridge course to learn French Grammar.</p> <p>Several online language learning platforms offer structured courses that progress from beginner to intermediate levels.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook: Maia GRÉGOIRE, Odile THIÉVENAZ, GRAMMAIRE PROGRESSIVE DU FRANÇAIS (Niveau intermédiaire) , Paris, CLE International, 2013. pp.08-73.			
I		UNIT 1 : 1. Le verbe « être » – p.8 2. L'adjectif – p.12 3. La négation et l'interrogation (1) – p.18 4. Le nom et l'article – p.22	15
II		UNIT 2 : 5. « C'est » et « Il est » – p.32 6. Les possessifs – p.36 7. Les noms de parenté et de groupe – p.38 8. Les démonstratifs – p.40	15
III		UNIT 3 : 9. « Il y a » et « C'est » – p.42 10. La situation dans l'espace (1) – p.44 11. Le verbe « avoir » – p.48 12. L'adjectif (2) – p.54	15
IV		UNIT 4 : 13. Les nombres – p.58 14. Les temps (1) – p.64 15. Les indéfinis – p.68	15
V		UNIT 5 : 16. Bilan No. 1 – p.72 17. Bilan No. 2 – p.73	15

10. Unit-wise Student activities:

Unit 1:

- Practise conjugating the verb "être" through exercises and role-play conversations.
- Explore adjectives by describing objects and people in the classroom.

Unit 2:

- Differentiate between "C'est" and "Il est" in real-life scenarios through interactive group discussions.
- Engage in activities using possessive pronouns to describe ownership of personal items.

Unit 3:

- Create dialogues using "Il y a" to discuss items in a room, reinforcing spatial vocabulary.
- Practise using the verb "avoir" to express age and possession while interacting with peers.

Unit 4:

- Learn numbers and count objects in the classroom to reinforce numerical vocabulary.

- Begin to grasp the basics of verb tenses and use them in simple sentences, gradually building grammar skills.

Unit 5:

- Conduct comprehensive grammar quizzes or assessments based on the material covered in the previous units to evaluate students' understanding and progress.
- Organize group discussions or debates where students apply the grammar rules they've learned to express opinions, argue, and analyse different topics in French, reinforcing their grammar knowledge.

11. Basic Textbook:

Maïa GRÉGOIRE, Odile THIÉVENAZ, **GRAMMAIRE PROGRESSIVE DU FRANÇAIS (Niveau intermédiaire)**, Paris, CLE International, 2013.

**Syllabus : Chapitres : 1 – 15 ; Bilan No.1 et No.2.
pp.08-73.**

12. Reference Books:

1. Maïa Grégoire et al., **GRAMMAIRE PROGRESSIVE DU FRANÇAIS - Niveau débutant**, Paris, CLE International, 2019.
2. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A1**, Paris, Hachette, 2005.
3. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A2**, Paris, Hachette, 2006.
4. Dominique Jennepin et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau B1**, Paris, Hachette, 2005.
5. K. Madanagopalane et al. **A Comprehensive French Grammar, (Grammaire française avec corrigé d'exercices)**, Chennai, Samhita Publications, 2004.
6. Frank Marchand et al., **Comment apprendre la grammaire ? - Niveau – 1**, Paris, Larousse, 1973.
7. Christian Baylon et Paul Fabre, **Grammaire systématique de la langue française**, Paris, Nathan, 1980.

Grammaire française :

1. Maurice Grevisse, **Le Bon Usage**, Gembloux, Éd. J. Duculot, 1992.
2. **La Conjugaison** : 1200 verbes, Bescherelle 1, Paris, Hatier, 1992.

13. Web Resource (Websites/Databases/E-Resources):

1. [Duolingo - French](#)
2. [BBC Languages - French](#)
3. [ThoughtCo - French Grammar](#)
4. [Tex's French Grammar](#)
5. [Lawless French](#)
6. [LanguageGuide.org - French Grammar](#)
7. [French Today](#)
8. [Kwiziq French](#)
9. [French Grammar Central](#)
10. YouTube channels like "Learn French with Alexa" and "FrenchPod101"

14. Journals/Magazines (National /International):

1. **L'Express:** L'Express, a weekly news magazine, provides opportunities to encounter varied grammatical structures.
2. **Français dans le Monde** - This magazine aims at learners of French. It covers language-related topics, including grammar, as well as cultural aspects of the French-speaking world.
3. **Revue française de linguistique appliquée** - A French journal that publishes research in applied linguistics, which can include studies on language acquisition and grammar.
4. **Le Monde:** Reading articles in Le Monde, one of France's most respected newspapers can expose you to complex French grammar and vocabulary.
5. **Le Point:** Le Point, prominent French news magazine, can be a valuable resource for language learners.
6. **Courrier International:** This magazine is a great way to learn grammar while staying informed about global events.
7. **Vogue Paris:** Reading Vogue Paris can introduce you to specialized vocabulary and grammar related to these areas.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Enhancing Written Expression – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> demonstrate a clear understanding of French grammar, vocabulary, and sentence structure. adapt their written communication to different contexts, formal or informal. evaluate and synthesize information from different sources and expressing their own arguments in writing. 	• Nature of the Course:	MID-1 (A)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> focus on improving grammatical accuracy to ensure students can write with precision. choose the most appropriate words for the intended tone and style of their writing. get training in composition and style of various types of writing, such as formal essays, informal letters, reports, creative pieces, and more. 	The pedagogy should focus on a balanced approach. It should incorporate a combination of structured grammar and syntax lessons, vocabulary building through contextual activities, and practical writing assignments. Additionally, cultural insights should be integrated, enhancing learners' cultural competence, making the course comprehensive and culturally sensitive. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG programme in French (I Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a foundational understanding of the French language, including a grasp of essential vocabulary, grammar, and sentence structure. understand written texts in French to effectively analyse, synthesize, and respond to them in their own writing. focuses on written expression, proficiency in listening and speaking so as to understand the nuances of the language. have a strong listening and speaking skills. engage in regular reading in French. 	Bridge courses can be beneficial for students preparing for a course on Written Expression in French. Here are two potential bridge course topics. <ul style="list-style-type: none"> A bridge course can help students transition from basic to intermediate proficiency in French. A bridge course on French Writing Fundamentals can concentrate on the foundational elements of French writing, including sentence structure, paragraph organization, and basic essay writing. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook: Sylvie Poisson-Quinton, <i>Compétences : EXPRESSION ÉCRITE – NIVEAU 1</i> , Paris, CLE International, 2017. pp.6-57.			
I		UNIT 1 : UNITÉ 1 J'ai quelque chose à vous annoncer LEÇON 1 : REMPLISSEZ UNE FICHE D'INSCRIPTION . . . p. 6 Dire qui on est, dire ce qu'on fait, donner ses coordonnées. LEÇON 2 : J'ARRIVE JEUDI . . . p.12 OBJECTIFS FONCTIONNELS : Annoncer quelque chose à quelqu'un (1) – Demander quelque chose à quelqu'un (1).	20
II		UNIT 2 : LEÇON 3 : ON SE MARIE LE 16 . . . p.18 Annoncer quelque chose à quelqu'un (2) – Proposer quelque chose à quelqu'un (1) – Accepter une invitation (1). UNITÉ 2 J'aimerais venir avec vous mais c'est impossible LEÇON 4 : BRAVO, C'EST SUPER ! . . . p.26 Annoncer quelque chose à quelqu'un (3) – Féliciter quelqu'un.	15
III		UNIT 3 : LEÇON 5 : TU VIENS DIMANCHE ? . . . p.32 Proposer quelque chose à quelqu'un (1) – Accepter une invitation (2) – Demander une information sur un lieu (1) LEÇON 6 : DÉSOLÉ, JE NE PEUX PAS . . . p.38 Proposer quelque chose (2) – Répondre négativement à une proposition, à une invitation – S'excuser.	15
IV		UNIT 4 : UNITÉ 3 Elle est comment ? LEÇON 7 : JE SUIS GRANDE, BRUNE... . . . p.46 Demander un renseignement (1) – Expliquer quelque chose – Décrire quelqu'un (1). LEÇON 8 : MOI, JE LA TROUVE TRÈS JOLIE ! . . . p.52 Décrire quelqu'un (2) – Exprimer son opinion sur quelqu'un (1).	15
V		UNIT 5 : Conclusion Expliquer les savoir-faire à acquérir pour ce niveau.	10

10. Unit wise Student activities:

Unit 1:

- In Unit 1, students will practice introducing themselves, sharing their activities, and providing contact information to enhance their communication skills in French.
- They will also learn how to announce important information and ask questions to others effectively.

Unit 2:

- In Unit 2, students will master the art of making announcements, suggesting plans, and accepting invitations graciously, broadening their conversational abilities.
- They will also develop the skill of congratulating others in French.

Unit 3:

- This unit focuses on proposing plans, accepting invitations, and politely declining them, allowing students to engage in social interactions confidently.

- Students will learn to apologize and express regret in various situations.

Unit 4:

- The unit guides students in asking for information, explaining things, and describing people, enhancing their descriptive and inquiry skills in the French language.
- They will also be able to express their opinions about others' appearances.

Unit 5 (Conclusion):

- In this concluding unit, students will have acquired the ability to communicate effectively in French, encompassing various situations such as self-introduction, social plans, and describing individuals.
- They will be well-equipped with the skills needed to engage in written expression in French confidently, with the ability to express themselves in a culturally appropriate manner.

11. Basic Textbook:

Sylvie Poisson-Quinton, *Compétences : EXPRESSION ÉCRITE – NIVEAU 1*, Paris, CLE International, 2017.

**Syllabus : Unités : 1, 2 et 3 (in Unit 3 - Leçons 7 & 8 only).
Leçons 1 – 8 ; pp.6-57.**

12. Reference Books:

1. Sylvie Poisson-Quinton et al., *Compétences : EXPRESSION ÉCRITE – NIVEAU 2*, Paris, CLE International, 2020.
2. C. Peyroutet, *Repères pratiques : La pratique de l'expression écrite*, Paris, Nathan, 2006.
3. Dorothee Duplex et al., *atelier FLE : Production écrite, (B1/B2)*, Paris, Didier, 2006.
4. Cecile Van den Avenne, *Savoir rédiger : maîtriser son expression écrite*, Paris, Editions Jeunes/StudyRama, 2012.
5. Jean K. Mathieu, TEF CANADA, *Expression écrite - 150 Topics to Succeed*, Kindle Edition, 2020.

13. Web Resource (Websites/Databases/E-Resources):

1. iLanguages (<https://ilanguages.org/french.php>): This offers free French lessons, including writing exercises and quizzes to reinforce your written expression skills.
2. Bonjour de France (<https://www.bonjourdefrance.com/>): This website offers free French exercises and tests that cover various aspects of written expression, including grammar and vocabulary.
3. French.about.com (<https://www.thoughtco.com/french-4133083>): ThoughtCo's French section includes a variety of articles and exercises to help you improve your written expression skills.
4. Kwiziq French (<https://www.kwiziq.com/>): Kwiziq offers personalized French lessons and exercises, including written expression, to help you advance at your own pace.
5. Le Point du FLE (<https://www.lepointdufle.net/>): This website provides a wealth of resources for learning French, including writing exercises and activities for different levels of proficiency.

14. Journals/Magazines (National /International):

National French Journals/Magazines:

1. Le Monde Diplomatique (<https://www.monde-diplomatique.fr/>): A renowned French newspaper known for its in-depth analysis and articles on a wide range of topics.
2. L'Express (<https://www.lexpress.fr/>): L'Express covers politics, culture, and current affairs in France and around the world.
3. Le Figaro (<https://www.lefigaro.fr/>): One of France's major newspapers, providing news, opinion pieces, and cultural coverage.
4. Le Nouvel Observateur (<https://www.nouvelobs.com/>): This magazine focuses on politics, society, and culture, offering various perspectives.
5. Télérama (<https://www.telerama.fr/>): A magazine specializing in cultural news, and reviews, which help you improve your writing skills in the context of culture.

International French Journals/Magazines:

1. Courrier International (<https://www.courrierinternational.com/>): This magazine compiles articles from various international newspapers, allowing you to explore different writing styles and global perspectives in French.
2. Vanity Fair France (<https://www.vanityfair.fr/>): Vanity Fair France covers culture, fashion, and society, offering opportunities to explore creative and lifestyle writing.
3. Causette (<https://www.causette.fr/>): A feminist magazine addressing social issues and culture, which can help you engage with contemporary French writing.
4. Le Point (<https://www.lepoint.fr/>): Le Point is known for its coverage of politics and current events, providing insights into French and international affairs.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Practising Phonetics – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> develop a better understanding of the specific sounds and pronunciation nuances in French. recognize and differentiate between various French sounds, including vowel and consonant distinctions. sound more natural and integrate more seamlessly into French-speaking environments. 	• Nature of the Course:	MID-1(B)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> develop their ear for French sounds by listening to native speakers, whether through audio recordings, podcasts, or conversations. familiarize themselves with the International Phonetic Alphabet (IPA) symbols used to represent French sounds. learn the correct mouth and lip positions required for producing French sounds. 	<p>The course will heavily incorporate audio materials. Alongside written assignments, students will be responsible for recording pronunciation practice sessions and submitting these audio files as part of their homework. During class sessions, the focus will be on reinforcing the concepts covered in readings and practising pronunciation through group exercises, both in larger groups and smaller groups.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG programme in French (I Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> familiarize with the French alphabets. have a fundamental understanding of standard French pronunciation rules. understand and construct sentences in French to practise pronunciation effectively. ensure access to reliable phonetic learning resources. invest in a good French pronunciation guide or use Online resources that provide detailed explanations, audio examples, and phonetic transcriptions. 	<p>Students can consider enrolling in French pronunciation language courses with a strong focus on phonetics.</p> <p>These Bridge courses provide targeted instruction and practical exercises for mastering French sounds and intonation. They are invaluable for building a strong foundation in pronunciation before advancing to more comprehensive French language studies.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
	Textbook: Dominique Abry et Marie-laure Chalaron, <i>LES 500 EXERCICES DE PHONÉTIQUE A1/A2</i> , Paris, Hachette, 2010. pp.7-100.		
I		UNIT 1 : Introduction – Des lettres, des sons, des chiffres 1. Alphabets graphique et phonétique – p. 7 2. Chiffres et nombres – pp. 8-11 – pp.11-12	15
II		UNIT 2 : Partie I Syllabation, rythme et intonation – p.13 1. Rythme et accents – pp.14-17 2. Intonation – pp.18-22	15
III		UNIT 3 : 3. Liaisons et enchaînements – pp.23-28 Partie II Les voyelles – p.29 1. La voyelle ouverte [a] et le soin [wa] – pp.30-35	15
IV		UNIT 4 : 2. Les voyelles fermées – pp.36-44 3. Les voyelles intermédiaires – pp.45-63	15
V		UNIT 5 : 1. Le [ə] instable – pp.69-76 2. Les voyelles nasales – pp.77-94	15

10. Unit-wise Student activities:

Unit 1:

- Create a phonetic alphabet chart and have students practice pronouncing French sounds accurately by matching them to their corresponding symbols.
- Organize a numbers scavenger hunt where students must find and identify numbers in their environment, reinforcing numerical vocabulary.

Unit 2:

- Engage in rhythm and rhyme exercises, encouraging students to create short poems or songs that highlight French pronunciation patterns and syllable stress.
- Conduct role-play scenarios where students practice varying intonation patterns to convey different emotions or intentions in their speech.

Unit 3:

- Play an audio clip with connected speech and have students transcribe and practice the correct liaisons, focusing on how words link together in spoken French.
- Organize a pronunciation relay race where students must correctly pronounce words with [a] and [wa] sounds, emphasizing proper mouth shape and tongue placement.

Unit 4:

- Create tongue twisters that contain words with closed vowels, challenging students to articulate these vowels clearly and rapidly.

Unit 5:

- Le [ə] instable (Unstable [ə]): Have students listen to short dialogues.
- Identify instances of the unstable [ə] sound, then practice its pronunciation in different word positions.

11. Basic Textbook:

Dominique Abry et Marie-laure Chalaron, **LES 500 EXERCICES DE PHONÉTIQUE A1/A2**, Paris, Hachette, 2010.

Syllabus : The topics to be covered are from **pp.7-100**.

12. Reference Books:

1. Dominique Abry et Marie-laure Chalaron, **LES 500 EXERCICES DE PHONÉTIQUE B1/B2**, Paris, Hachette, 2011.
2. Jacqueline Vaissière, **La phonétique**, Paris, Collection : Que sais-je ?, 2007.
3. Fernand Carton, **Introduction à la phonétique du français**, Paris, Bordas, 1974.
4. Alain Marchal, **Les sons et la parole**, Montréal, Guérin. 1980.
5. CHAMPAGNE-MUZART, C. et BOURDAGES, J. S. **Le point sur la phonétique en didactique des langues**, Anjou, Centre éducatif et culturel. 1993.
6. Pierre Martin, **Manuel de phonologie fonctionnelle**, Centre international de recherche en aménagement linguistique, Québec, 1997.
7. Trudie Maria Booth, **French Phonetics: A Guide to Correct Pronunciation of French**, University Press of America, 2000.
 - This comprehensive book offers detailed explanations of French sounds, practical exercises, and audio resources for improving pronunciation.
8. Guitard, **French Pronunciation Illustrated**, Cambridge University Press, 1959.
 - A user-friendly guide with visual aids and audio examples to help learners master French sounds and intonation.
9. Nitze, William Albert, **A Handbook of French Phonetics**, New York, H. Holt and Company, 1918.
 - A comprehensive guide that combines theory with practical exercises to help learners understand and produce French sounds accurately.
10. Francis W. Nachtman, **Exercises in French Phonics**, Publisher Stipes Pub Llc, 1981.

13. Web Resource (Websites/Databases/E-Resources):

1. **Forvo** (Website: [Forvo - French Pronunciation](#)): Forvo is a user-contributed pronunciation dictionary with audio recordings of native speakers pronouncing words and phrases in French.
2. **BBC Languages - French** (Website: [BBC Languages - French](#)): The BBC offers a pronunciation guide for French learners, including audio clips and interactive exercises to help you practice sounds, words, and phrases.
3. **Phonétique - Le Point du FLE** (Website: [Le Point du FLE - Phonétique](#)): This resource provides a wide range of French phonetics exercises, lessons, and audio recordings to help learners refine their pronunciation skills.
4. **iLanguages - French Phonetics and Pronunciation** (Website: [iLanguages - French Phonetics](#)): iLanguages provides free lessons on French phonetics, focusing on specific sounds and offering audio samples for practice.
5. **French Accent Magazine** (Website: [French Accent Magazine](#)): This resource offers audio articles with accompanying transcripts that help learners practice their listening comprehension and pronunciation skills.
6. **Speechling** (Website: [Speechling - French](#)): Speechling offers free and paid options for improving French pronunciation.

14. Journals/Magazines (National /International):

International Journals:

1. **Journal of French Language Studies** (Published by: Cambridge University Press)
Website: [Journal of French Language Studies](#)
This academic journal publishes research on various aspects of the French language, including phonetics and pronunciation.
2. **Phonetica** (Published by: Karger Publishers)
Website: [Phonetica](#)
While not exclusively focused on French, Phonetica covers research in phonetics, phonology, and speech science, including studies related to French phonetics.

National Journals and Magazines:

1. **Le Français dans le Monde** (Published by: CLE International)
Website: [Le Français dans le Monde](#)
This magazine is dedicated to the French language and culture. While it covers various aspects of French, it occasionally includes articles related to pronunciation and phonetics.
2. **Études de linguistique appliquée** (Published by: Didier Érudition)
Website: [Études de linguistique appliquée](#)
This French-language journal covers applied linguistics topics, including language learning and phonetics.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:		B.A. FRENCH	
2. Title of the subject:		ANY 1 COURSE: NATURAL SCIENCES/PHYSICAL SCIENCES/HUMANITIES & SOCIAL SCIENCES	
3. Course code:			
*MULTIDISCIPLINARY COURSE – 1		Specifications:	
MAXIMUM TOTAL MARKS:	100	• Nature of the Course:	MLD – 1
INTERNAL ASSESSMENT	25 marks	• No. of credits:	3
END SEMESTER EXAMINATION	75 marks	• No. of Hours/Week:	4
		• (Theory/Practical)	--
		• % of Theory & Problems	--
• Courses:			
<p>All Undergraduate students in French are mandated to pursue 9 credits worth of courses in Multi-disciplinary Courses. They are expected to learn three basic/introductory courses (one each in Natural Sciences, Physical Sciences, Humanities & Social Sciences) and one each in the first three semesters designed by other departments for this purpose.</p>			

1. Title of the UG programme:		B.A. FRENCH	
2. Title of the subject:		Foundation Course in English – I (TO ALL ARTS STUDENTS)	
3. Course code:			
*FOR ALL ARTS STREAMS: ENGLISH – I		7. Specifications:	
MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH	• Nature of the Course:	AEC – 1
MAXIMUM TOTAL MARKS:	100	• No. of credits:	2
INTERNAL ASSESSMENT	25 marks	• No. of Hours/Week:	4
END SEMESTER EXAMINATION	75 marks	• (Theory/Practical)	Theory
		• % of Theory & Problems	Theory & Exercises
• Syllabus Content:			
The syllabus is prescribed by the DEPARTMENT OF ENGLISH, B.G.C.W.			

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Foundation Course in French – I (TO ALL SCIENCE & COM STUDENTS)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> attain a partial level of proficiency in French, including the ability to speak, write, read, and understand the language fluently and accurately. develop cultural competence, gaining an understanding of French culture, customs, and societal norms. engage in meaningful conversations and comprehend spoken and written French with ease. 	• Nature of the Course:	AEC – 1
	• No. of credits:	2
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> start with common words and phrases such as greetings, numbers, colours, and everyday objects. learn about nouns, verbs, adjectives, and how they interact in sentences. actively practice speaking and listening to French. watch French movies or TV shows with subtitles. immerse in the language as much as possible by reading simple texts, listening to French music, ... 	The teaching methods and curriculum are centred around introducing students to the concepts of autonomous and self-learning, along with Language for Specific Purposes methodologies. This module encompasses LSP across diverse mediums and formats of presentation, including oral lectures, audio-visual tools such as television and video, and the utilization of information and communication technologies like the internet and CD-ROMs. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG (I Semester) in this institution and has already studied French as Second language is eligible to take this course as an Ability Enhancement Course. Students should ... <ul style="list-style-type: none"> have a genuine interest in learning French. familiarize themselves with language learning tools and resources. practise listening to native speakers to improve their pronunciation skills. read regularly magazines in French. set up a quiet space for studying, gathering necessary materials, and eliminating distractions. 	A Bridge course for learning French at beginner-level is not always necessary. However, there are still some options: <ul style="list-style-type: none"> Intensive courses often include more hours of instruction per week and provide an immersive learning experience. An intermediate-level French course serves as a bridge between beginner and advanced proficiency. 	

9.				Syllabus content	
Unit No.	Unit Heading	Detailed Contents		No. of Hours of Teaching	
<p>Textbook : Luca Giachino, et Carla Baracco, <i>NOUVELLE GÉNÉRATION - A1, Méthode de français</i>, Paris, Didier, 2022. pp.10-65.</p>					
I		UNIT 1 : Unité 0 Bienvenue ! – p.10 La France et la francophonie		15	
II		UNIT 2 : Unité 1 Contacts – p.18 Emma la championne – p.20		15	
III		UNIT 3 : Unité 2 Qu'est-ce qu'ils font ? – p.34 Où est mon sac ? – p.36		10	
IV		UNIT 4 : Unité 3 Portraits – p.50 Un casting – p.50 Le Petit Spirou – p.51		10	
V		UNIT 5 : Révisions des unités		10	

10. Unit-wise Student activities:

Unit 1:

- Role-play common greetings and polite expressions, allowing students to practice conversational French in everyday scenarios.
- Create a calendar in French, using the days and months vocabulary learned in the unit, and engage in discussions about important dates.

Unit 2:

- Conduct mock interviews where students introduce themselves, state their nationality, and describe their professions in French.
- Practice writing emails with proper etiquette and use the learned email formulas to communicate in a business or informal context.

Unit 3:

- Explore different careers and professions through group discussions or presentations, encouraging students to describe their dream jobs in French.
- Reinforce numerical skills by conducting exercises and games that involve counting, calculations, and discussing quantities in French.
- Simulate telephone conversations using provided rituals, such as greetings and weather-related discussions, to enhance speaking skills.

Unit 4:

- Explore the theme of "Portraits," learning to describe people and enhance your vocabulary for discussing physical appearances and character traits.
- Dive into the world of casting, practicing French through scenarios related to auditions, roles, and the entertainment industry.
- Discover "Le Petit Spirou," delving into the French comic world to enhance comprehension and conversational skills.

Unit 5:

- Revision of the previous units: Engage in activities that involve creating and discussing portraits, fostering language skills related to personal descriptions.
- Participate in exercises that simulate casting situations, providing language practice for expressing preferences, abilities, and opinions.

11. Basic Textbook:

Luca Giachino, et Carla Baracco, **NOUVELLE GÉNÉRATION - A1, Méthode de français**, Paris, Didier, 2022.

Syllabus : Unités : 0, 1, 2 et 3.
pp.10-65.

12. Reference Books:

1. Nathalie Hirschsprung et al., **Cosmopolite 1-A1, Méthode de français**, French Edition, Hachette, 2017 and Indian Edition, Goyal Publishers, 2017.
2. Marion Alcaraz, **Edito 1, Méthode de français**, Paris, Didier, 2017.
3. Neige Pruvost et al., **ENTRE NOUS - A1 – méthode de français**, Paris, Maison des Langues, 2015.
4. Marie-Noëlle Cocton et al., **SAISON - 1 – méthode de français**, Paris, Didier, 2014.
5. M. Denyer et al., **VERSION ORIGINALE 1, Méthode de français**, Paris, Maison des langues, 2013.
6. Jacky Giradet et al., **Écho A1, Méthode de français**, Paris, CLE International, 2013.
7. Catherine Hugot, **Alter Ego A1, Méthode de français**, Paris, Hachette, 2012.
8. Claire Miquel, **COMMUNICATION PROGRESSIVE DU FRANCAIS, Niveau débutant**, Paris, CLE International, 2009.
9. Régine Mérieux, Yves Loiseau, **Latitudes 1 – A1/A2**, Paris, Didier, 2008.
10. Michèle Mahéo-Le Coadic et al., **FESTIVAL 1, Méthode de français**, Paris, CLE International, 2005.
11. Régine Mérieux, Yves Loiseau, **Connexions 1**, Paris, Didier, 2004.
12. Jacky Girardet et al., **PANORAMA 1, Méthode de français**, Paris, CLE International, 2000.

13. Web Resource (Websites/Databases/E-Resources):

1. [FluentU](#)
2. [French About](#)
3. [FrenchPod101](#)
4. [Bonjour de France](#)
5. [Lawless French](#)
6. [BBC Ma France](#)

14. Journals/Magazines (National /International):

French Magazines for Beginners:

1. "**Bien Dire**": This magazine is specifically designed for French learners at different levels, including beginners. It includes articles with audio recordings and exercises to help improve your listening and reading skills.
2. "**Ici Paris**": This lifestyle magazine includes short articles and features suitable for beginners who want to practice reading and understanding conversational French.
3. "**Astrapi**": This is a popular French magazine for children. Although it's aimed at kids, it can be an excellent resource for beginner French learners as it uses simple language and engaging stories.

International Magazines for Beginners:

1. "**News in Slow French**": This resource offers news articles and audio recordings at a slower pace, making it ideal for beginners. It helps you improve your listening and comprehension skills.
2. "**French Entrée**": French Entrée is an online magazine that covers various aspects of life in France. It provides articles on travel, culture, and lifestyle in simplified French suitable for beginners.
3. "**BBC French Magazine**": The BBC offers a French magazine that includes articles and exercises designed for beginners. It's a good resource to practice reading and listening in French.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Communication Skills for Hotel Business	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will know to: <ul style="list-style-type: none"> welcome clients at the hotel, and restaurant; and describe a hotel, city or monument. take a message on the phone; help a customer to choose, organize or buy something. help the client to change, cancel a reservation or service. 	• Nature of the Course:	SEC – 1
	• No. of credits:	3
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> focus on acquiring a specialized vocabulary and phrases relevant to the hotel industry. have role-play scenarios such as booking a room, handling guest inquiries, or addressing complaints which can help reinforce your vocabulary and communication skills. have a training which includes cultural sensitivity sessions that teach them how to interact respectfully with French guests. 	Focus is given on effective communication techniques for handling various customer service situations: addressing complaints, providing recommendations, and ensuring guest satisfaction, all while practicing language skills. Realistic scenarios can be created based on hotel business interactions, such as check-in/check-out processes, guest inquiries, and etc. Role-playing these scenarios allows students to practice their communication skills in a context relevant to the industry. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG programme in French (I Semester) in this institution is eligible to take this course as a Skill Enhancement Course. Students should ... <ul style="list-style-type: none"> have a solid foundation in the French language. familiarize with hotel industry terminology in your native language. understand the key concepts related to the hotel business, such as room types, reservation procedures, check-in/check-out processes, etc. cultivate strong customer service skills, including active listening, problem-solving, and empathy. deliver a positive guest experience. 	There might not be specific Bridge courses tailored exclusively to French communication skills in the hotel business. However, if a student prefers to do, he can consider for a Bridge course to help him prepare for this role effectively. Some institutions offer language tracks within their hospitality programs, which can help him acquire industry-specific communication skills in French.	

9.				Syllabus content	
Unit No.	Unit Heading	Detailed Contents		No. of Hours of Teaching	
<p>Textbook: Sophie CORBEAU et al., <i>Hôtellerie-restauration.com</i>, Paris, CLE International, 2013. pp.6-61.</p>					
I		UNIT 1 : Descriptif de l'Hôtel de la Paix – p.6 Organigramme de l'Hôtel de la Paix – p.7 Bienvenue à l'Hôtel de la Paix – pp.8-13 Le Personnel L'établissement		10	
II		UNIT 2 : Réservation – pp.14-29 Réserver une chambre par téléphone Réserver une table au restaurant Réserver par Internet Confirmer une réservation Refuser une réservation Modifier ou annuler une réservation		15	
III		UNIT 3 : Accueil – pp.30-45 Accueillir un client Accueillir un groupe Installer un client dans sa chambre Produits et messages d'accueil Accueillir au restaurant Accueillir au standard		15	
IV		UNIT 4 : Services – pp.46-61 Présenter les équipements de l'hôtel Prendre une commande à l'étage Informer sur les curiosités locales		10	
V		UNIT 5 : Services – pp.46-61 Assurer le service à l'étage Décrire un plat Prendre une commande au restaurant		10	

10. Unit wise Student activities:

Unit 1:

- Conduct a virtual tour or presentation of a hotel, describing its features and amenities in French.
- Create an organizational chart for a hotel, labelling positions in French and discussing their roles within the establishment.

Unit 2:

- Role-play scenarios where students practice making hotel reservations over the phone, through email, and online in French.
- Simulate situations where students confirm, reject, or modify hotel reservations, emphasizing proper communication techniques.

Unit 3:

- Role-play welcoming guests to a hotel in various scenarios, including individual travellers and groups, using polite French expressions.
- Design welcome messages and materials for hotel rooms, practicing language related to hospitality and comfort.

Unit 4:

- Organize a role-play scenario where students take on the roles of hotel staff and guests, practicing how to present hotel facilities and services in French.
- Create a guided tour of a fictional hotel, with students describing various hotel amenities and local attractions in French, enhancing their communication skills.

Unit 5:

- Develop a restaurant menu project where students describe and illustrate different dishes in French, practicing how to provide detailed explanations to guests.
- Set up a simulated restaurant scenario, with students playing the roles of waitstaff and customers, practicing taking restaurant orders and providing service in French.

11. Basic Textbook:

Sophie CORBEAU et al., *Hôtellerie-restauration.com*, Paris, CLE International, 2013.

**Syllabus : Unités : 1, 2, 3 et 4.
pp.6-61.**

12. Reference Books:

1. Malini Gupta et al, *BON VOYAGE ! Méthode de français de l'Hôtellerie et du Tourisme pour les débutants*, Delhi, Goyal Publishers & Distributors, 2017.
2. N.C. Mirakamal et al, *L'Hôtellerie et le tourisme, Méthode de français*, Goyal Publishers & Distributors, 2015.
3. Chandrasekhar R et al, *À votre service 1 - Français pour l'hôtellerie et le tourisme*, Goyal Publishers / Hachette, 2003.
4. H. RENNER et al., *Le français de l'hôtellerie et de la restauration*, Paris, CLE International, 1993.
5. CHRISTIANE DESCOTES-GENON et al., *Service compris, Pratique du Français de l'hôtellerie et, de la restauration et de la cuisine*, PUG, COLLECTION : FRANÇAIS SUR OBJECTIF SPÉCIFIQUE (FOS), Grenoble, 1995.

13. Web Resource (Websites/Databases/E-Resources):

1. [FrançaisFacile - Hôtellerie et Tourisme](#)
2. [Hotel and Restaurant French](#)
3. [Business French for Hotel and Restaurant Industry](#)
4. <https://www.thoughtco.com/french-vocabulary-at-the-hotel-4078764>
5. <http://lingohut.com/en/v72809/french-lesson-hotel-checking-in>
6. <https://www.frenchentree.com/living-in-france/learn-french/useful-french-phrases-at-ahotel/>
7. <https://www.talkinfrench.com/accommodations-hotels/>
8. <http://www.completefrance.com/language-culture/language/24-french-phrases-you-willneed-to-book-a-hotel-in-france-1-4426330>
9. <https://www.campusfrance.org/en/resource/hospitality-and-hotel-management>

14. Journals/Magazines (National /International):

National French Journals/Magazines:

1. **Hospitality ON** (<https://hospitality-on.com/>): This French publication focuses on the hospitality industry, offering news, articles, and insights relevant to communication within the hotel business.
2. **L'Hôtellerie Restauration (France)** (<https://www.lhotellerie-restauration.fr/>): This magazine covers a wide range of topics related to the hotel and restaurant industry, providing valuable insights for effective communication in this field.
3. **Tourmag** (<https://www.tourmag.com/>): While primarily focused on the tourism sector, Tourmag also addresses the hotel industry, offering information and articles that can aid in communication skills development.

International Hospitality and Travel Magazines in French:

1. **Tour Hebdo** (<https://www.tourhebdo.com/>): This publication is in French and covers tourism and hospitality, making it a valuable resource for honing communication skills in the hotel business.
2. **Luxe et Prestige** (<https://www.luxe-et-prestige.com/>): While focused on luxury and prestige, this magazine often features articles and reports related to high-end hotels and can provide insights for effective communication in the upscale hotel sector.
3. **Hôtels, Restaurants, Bars (HRB)** (<https://www.hotels-restaurants-bars.com/>): This publication is dedicated to the hospitality industry, offering articles, reviews, and communication-related insights specifically tailored to the hotel business.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:		B.A. FRENCH	
2. Title of the subject:		Understanding India	
3. Course code:			
		4. Specifications:	
MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH	• Nature of the Course:	VAC – 1
MAXIMUM TOTAL MARKS:	100	• No. of credits:	2
INTERNAL ASSESSMENT	25 marks	• No. of Hours/Week:	4
END SEMESTER EXAMINATION	75 marks	• (Theory/Practical)	Theory
		• % of Theory & Problems	N.A.
<p>• Syllabus Content: Prescribed by the PONDICHERRY UNIVERSITY</p> <p style="text-align: center;">UNDERSTANDING INDIA</p> <p>Course Overview: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among students of Indian society, Indian knowledge systems and cultural heritage.</p> <p>Course Objective and Outcome: The course aims at making the students understand India from global, national and local perspectives. A student would be able to understand India in geographical, historical, social, cultural and political settings. At the end of the semester, the students will be able to appreciate the multicultural and multifaceted nature of India.</p> <p>Unit I: Geography of India</p> <ul style="list-style-type: none"> • India on the map of the world and its neighbouring countries • Geographical diversities <p>Unit II: History of India</p> <ul style="list-style-type: none"> • India's Freedom Struggle • An introduction to Indian knowledge systems <p>Unit III: Communicating Culture</p> <ul style="list-style-type: none"> • Oral narratives: Myths, tales and folklore • Introduction to the Tribal Cultures of India <p>Unit IV: Indian Social Structure</p> <ul style="list-style-type: none"> • Continuity and change of the Indian Social Structure: Caste, Community, Class and Gender 			

Unit V: Understanding Indian Polity

- The evolution of State in India: Nature and origin
- Interpreting India: Traditional, Modern and Contemporary
- Constitution as a living document

Reading List

Unit I: Geography of India

- Ramesh Dutta Dikshit, *Political Geography: Politics of Place and Spatiality of Politics*, Macmillan Education, 2020.
- Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
- Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
- Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective*. Vol. 3 – Indian Perspective.
- Tirtha, Ranjit 2002: *Geography of India*, Rawat Publications., Jaipur & New Delhi.
- Pathak, C. R. 2003: *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata.
- Tiwari, R.C. (2007) *Geography of India*. Prayag Pustak Bhawan, Allahabad 12. Sharma,
- T.C. (2013) *Economic Geography of India*. Rawat Publication, Jaipur.

Unit II: History of India

- <https://iksindia.org>
- Bose D. M., S. N. Sen and B. V. Subbarayappa ed. (1971) *A Concise History of Science in India*, Indian National Science Academy, New Delhi.
- Chandra, Bipan, Amal Tripathi & Barun De (1972), *Freedom Struggle*, National Book Trust, New Delhi.
- Husain, S. Abid. (2003). *The National Culture of India*, National Book Trust, New Delhi.
- Kapoor, Kapil and Avadesh Kumar Singh ed. (2005), *Indian Knowledge Systems*, 2 Volumes, DK Printworld, New Delhi.
- Mohanta, Basant Kumar and Vipin Kumar Singh ed. (2012), *Traditional Knowledge System and Technology in India*, Pratibha Prakashan.
- *History of Technology in India*, 3 Volumes (1997-2012), Indian National Science Academy, New Delhi.
- *The Cultural Heritage of India Series*, 8 Volumes (2002), Ramakrishna Mission Institute, Calcutta.

Unit III: Communicating Culture: Tellings, Representations, and Leisure

- Kanak Mital, “A Santhal Myth, Five Elements” & M.D. Subash Chandran, “Peasant Perception of Bhutas, Uttara Kannada” in Prakrti, *The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition, edited by Baidyanath Saraswati), pp. 119-125; 151-166.
- A. K. Ramanujan, “‘A Flowering Tree’: A Woman’s Tale”, *Oral Tradition*, 12/1 (1997): 226-243.
- Stuart H. Blackburn, “The Folk Hero and Class Interests in Tamil Heroic Ballads”, *Asian Folklore Studies*, Vol. 37, No. 1 (1978), pp. 131-149.
- Beatrix Hauser, “From Oral Tradition to ‘Folk Art’: Re-evaluating Bengali Scroll Paintings”, in *Asian Folklore Studies*, Vol. 61, No. 1 (2002), pp. 105-122.
- Komal Kothari, “Myths, Tales and Folklore: Exploring the Substratum of Cinema” pdf.

Unit IV: Indian Social Structure

- Singh, Y. (1968). Caste and Class: Some Aspects of Continuity and Change. *Sociological Bulletin*, 17(2), 165–186. <https://doi.org/10.1177/0038022919680205>
- Singh, Y. (1986). *Modernization of Indian Tradition: A Systemic Study of Social Change*. India: Rawat Publications.
- Gupta, D. (2000). *Interrogating caste: understanding hierarchy and difference in Indian society*. India: Penguin Books.
- Rege, S. (1996). *Caste and Gender: The Violence Against Women in India*. Italy: European University Institute.
- Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-colonial India*. India: Dorling Kindersley (India), licencees of Pearson Education in South Asia.
- Uberoi, P. (1994). *Family, Kinship and Marriage in India*. India: Oxford University Press.
- Robinson, R. (2004). *Sociology of Religion in India*. India: SAGE Publications.
- Srinivas, M. N. (2000). *Caste: Its 20th Century Avatar*. India: Penguin Books Limited.
- Jamil, G. (2021). *Women in Social Change*. SAGE Publishing India.
- Bhasin, K. (2000). *Understanding Gender*.

Unit V: Understanding Indian Polity

- Madhav Khosla. *The Indian Constitution*. New Delhi, Oxford University Press, 2012.
- Ramachandra Guha. *Makers of Modern India*. Cambridge, Mass., The Belknap Press of Harvard University Press, 2013.
- Thapar, Romila. *Indian Cultures as Heritage: Contemporary Pasts*. London, Seagull Books, 2021.
- Venkataraghavan Subha Srinivasan. *The Origin Story of India's States*. Penguin Random House India Private Limited, 25 Oct. 2021.
- J Sai Deepak. *India That Is Bharat: Coloniality, Civilisation, Constitution*. New Delhi, Bloomsbury, 2021.

1. Title of the UG programme:		B.A. FRENCH									
2. Title of the subject:		Environmental Studies									
3. Course code:											
		4. Specifications:									
<table border="1"> <tr> <td>MEDIUM OF INSTRUCTION & EXAMINATION</td> <td>ENGLISH</td> </tr> <tr> <td>MAXIMUM TOTAL MARKS:</td> <td>100</td> </tr> <tr> <td>INTERNAL ASSESSMENT</td> <td>25 marks</td> </tr> <tr> <td>END SEMESTER EXAMINATION</td> <td>75 marks</td> </tr> </table>		MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH	MAXIMUM TOTAL MARKS:	100	INTERNAL ASSESSMENT	25 marks	END SEMESTER EXAMINATION	75 marks	• Nature of the Course:	VAC – 2
		MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH								
		MAXIMUM TOTAL MARKS:	100								
		INTERNAL ASSESSMENT	25 marks								
		END SEMESTER EXAMINATION	75 marks								
• No. of credits:	2										
• No. of Hours/Week:	4										
• (Theory/Practical)	Theory										
• % of Theory & Problems	N.A.										

• **Syllabus Content: Prescribed by the PONDICHERRY UNIVERSITY**

ENVIRONMENTAL STUDIES

Learning Objectives:

To acquaint students with

- the physical environment, its components and the major issues.
- the impact of human activities on environment, environmental problems, hazards and risks.

Unit 1: Multidisciplinary nature of environmental studies [3 lectures]

1. Definition, scope and importance; Need for public awareness.
2. Environmental ethics: Issues and possible solutions.
3. Environment Protection Act.

Unit 2: Natural Resources, Renewable and Non-renewable Resources [5 lectures]

1. Forest resources: Use and over-exploitation, deforestation, Timber extraction.
2. Water resources: Use and over-utilization of surface and ground water, floods, drought, dams-benefits and problems.
3. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture.
4. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources.
5. Land resources: Land as a resource, land degradation, soil erosion and desertification.

Unit 3: Ecosystems [7 lectures]

1. Concept of an ecosystem.
2. Structure and function of an ecosystem.
3. Energy flow in the ecosystem.
4. Food chains, food webs and ecological pyramids.
5. Characteristic features, structure and function of
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems

Unit 4: Biodiversity and its conservation [7 lectures]

1. Introduction – Definition: genetic, species and ecosystem diversity.
2. Biogeographical classification of India, India as a mega-diversity nation
3. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic values.
4. Hot-spots of biodiversity.
5. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
6. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit 5: Environmental Pollution [8 lectures]

1. Definition, cause, effects and control measures of:
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Noise pollution
 - e. Thermal pollution
 - f. Nuclear hazards
2. Solid waste management: Causes, effects and control measures of urban and industrial wastes.
3. Disaster management: floods, earthquake, cyclone and landslides.

Textbooks for reference:

1. Odum, E. P., Barrett G., W., 2011, Fundamentals of Ecology, 5ed., Cengage Learning. ISBN-13: 978-8131500200
2. Sharma, P. D., 2011. Ecology and Environment, Rastogi Publications. ISBN-13: 978-8171339655
3. Erach Bharucha, Environment Studies, 1st Ed., Universities Press, 2005.
4. Anil K De and Arnab K De, Environmental and Ecology, 1st Ed., New Age International, 2009.
5. Anubha Kaushik, Environmental Science and Engineering, 5th Ed., New Age International, 2016.
6. Rana S.V.S., Essentials of Ecology and Environmental Science, 5th Ed., PHI, 2013.
7. Tyler Miller, Environmental Science, 14th Ed., Cengage, 2014.
8. Botkin and Keller, Environmental Science, 8th Ed., Wiley India, 2012.
9. Rajagopalan R, Environmental Studies, From Crisis to Cure, 3rd Ed., Oxford University Press, 2015.

PROGRAMME : B.A. FRENCH

Level - 100

SEMESTER – II

S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD – 2		Acquiring French Grammar – II	4	5
2.*	MID – 2 (A)		Enhancing Written Expression – II	4	5
	MID – 2 (B)		Practising Phonetics – II		
3.	MLD – 2		ANY 1 COURSE: NATURAL SCIENCES/PHYSICAL SCIENCES/HUMANITIES & SOCIAL SCIENCES	3	4
4.	AEC – 2		FOUNDATION COURSE IN FRENCH – I (TO ALL ARTS STUDENTS)	2	4
	AEC – 2		FOUNDATION COURSE IN ENGLISH – I (TO ALL SCIENCE & COM STUDENTS)		
5.	SEC – 2		Communication Skills for Professions	3	4
6.	VAC – 3		HEALTH & WELLNESS, YOGA EDUCATION	2	4
7.	VAC – 4		DIGITAL TECHNOLOGIES	2	4
				20	30

*** MID-1 (A) / MID-1 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.**

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Acquiring French Grammar – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> • formulate grammatically correct and coherent sentences. • articulate themselves effectively, adapting their expression to suit various situational contexts. • demonstrate an improved ability to analyse complex texts, as a solid grasp of grammar enhances their comprehension skills. 	• Nature of the Course:	MJD – 2
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> • use online resources and websites that offer grammar exercises and explanations. Websites like Duolingo, Babel, or the BBC's French grammar resources can be helpful. • enroll Language courses which provide structured learning with opportunities for practice from instructors. • write in French which is an excellent way to practice grammar. 	<p>To begin with, simpler grammar concepts which will help students' language development can be given. Students are encouraged to analyse and correct their own errors in grammar through peer-review exercises and self-assessment. This approach fosters a deeper understanding of grammar rules and encourages self-directed learning. The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> • Any student pursuing First year UG programme in French (II Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> • have a basic vocabulary which will give them a foundation to work with a better understanding a properly constructed sentence. • practise French pronunciation which can be quite different from English. • know accents which can change the meaning and pronunciation of words. • have an understanding these parts of speech which will be beneficial as they progress to more complex grammar rules. • set goals and put in consistent effort. 	<p>A Bridge course for learning French grammar is not always necessary.</p> <p>However, if a student prefers to do, he can consider for a Bridge course to learn French grammar.</p> <p>Several online language learning platforms offer structured courses that progress from beginner to intermediate levels.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
<p>Textbook: Maïa GRÉGOIRE, Odile THIÉVENAZ, GRAMMAIRE PROGRESSIVE DU FRANÇAIS (Niveau intermédiaire), Paris, CLE International, 2013. pp.74-139.</p>			
I		<p>UNIT 1 :</p> <p>16. Les verbes en « -er » au présent – p.74 17. Le temps (2) – p.80 18. L’adverbe – p.82 19. L’expression de la quantité – p.86</p>	15
II		<p>UNIT 2 :</p> <p>20. Le pronom « en » – p.90 21. La situation dans l’espace (2) – p.94 22. Le comparatif et le superlatif – p.96 23. Le verbe « aller » – p.102</p>	15
III		<p>UNIT 3 :</p> <p>24. Le pronom « y » – p.104 25. La situation dans l’espace et de temps (3) – p.106 26. Les verbes en « -ir », « -oir » et « -re » au présent – p.108 27. Les verbes pronominaux – p.122</p>	15
IV		<p>UNIT 4 :</p> <p>28. Les verbes compléments – p.124 29. Les pronoms toniques – p.132 30. L’impératif – p.134 31. Le conditionnel (1) – p.136</p>	15
V		<p>UNIT 5 :</p> <p>32. Bilan No. 3 – p.138 33. Bilan No. 4 – p.139</p>	15

10. Unit-wise Student activities:

Unit 1:

- Les verbes en « -er » au présent: Have students create flashcards with common -er verbs and their present tense conjugations. Practice using these verbs in sentences.
- Le temps (2): Create a timeline of important events in French history and discuss the different tenses used to describe them.

Unit 2:

- Le pronom « en »: Show students pictures of different foods and ask them to describe how much of each item they want using "en" (e.g., J'en veux trois pommes).
- La situation dans l’espace (2): Have students give directions to a partner using spatial prepositions like "à gauche de" (to the left of) and "à droite de" (to the right of).

Unit 3:

- Le pronom « y »: Provide a list of places (e.g., à l'école, au cinéma) and ask students questions like "Tu y vas souvent?" (Do you go there often?) to practice using "y."

- Les verbes pronominaux: Give students a list of reflexive verbs and have them write sentences describing their daily routines using these verbs.

Unit 4:

- Les verbes compléments: Provide sentences with direct and indirect objects and ask students to identify the objects and rewrite the sentences with pronouns (e.g., Je donne le livre à Marie -> Je le lui donne).
- L'impératif: Create a set of commands for students to follow (e.g., Écoutez, Répétez, Fermez la porte) and have them practice giving commands to their peers.

Unit 5:

- Conduct comprehensive grammar quizzes or assessments based on the material covered in the previous units to evaluate students' understanding and progress.
- Organize group discussions or debates where students apply the grammar rules they've learned to express opinions, argue, and analyse different topics in French, reinforcing their grammar knowledge.

11. Basic Textbook:

Maïa GRÉGOIRE, Odile THIÉVENAZ, **GRAMMAIRE PROGRESSIVE DU FRANÇAIS (Niveau intermédiaire)**, Paris, CLE International, 2013.

**Syllabus : Chapitres : 16 – 31 & Bilans : No.3 et No.4.
pp.74-139.**

12. Reference Books:

1. Maïa Grégoire et al., **Grammaire progressive du français - Niveau débutant**, Paris, CLE International, 2019.
2. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A1**, Paris, Hachette, 2005.
3. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A2**, Paris, Hachette, 2006.
4. Dominique Jennepin et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau B1**, Paris, Hachette, 2005.
5. K. Madanagopalane et al. **A Comprehensive French Grammar, (Grammaire française avec corrigé d'exercices)**, Chennai, Samhita Publications, 2004.
6. Frank Marchand et al., **Comment apprendre la grammaire ? - Niveau – 1**, Paris, Larousse, 1973.
7. Christian Baylon et Paul Fabre, **Grammaire systématique de la langue française**, Paris, Nathan, 1980.

Grammaire française :

1. Maurice Grevisse, **Le Bon Usage**, Gembloux, Éd. J. Duculot, 1992.
2. **La Conjugaison** : 1200 verbes, Bescherelle 1, Paris, Hatier, 1992.

13. Web Resource (Websites/Databases/E-Resources):

1. LanguageGuide.org - French Grammar
2. [French Today](http://FrenchToday.com)
3. [Kwiziq French](http://KwiziqFrench.com)
4. [French Grammar Central](http://FrenchGrammarCentral.com)
5. YouTube channels like "Learn French with Alexa" and "FrenchPod101"

6. [Duolingo - French](#)
7. [BBC Languages - French](#)
8. [ThoughtCo - French Grammar](#)
9. [Tex's French Grammar](#)
10. [Lawless French](#)

14. Journals/Magazines (National /International):

1. **Le Monde:** Reading articles in Le Monde, one of France's most respected newspapers can expose you to complex French grammar and vocabulary.
2. **L'Express:** L'Express, a weekly news magazine, provides opportunities to encounter varied grammatical structures.
3. **Le Point:** Le Point, prominent French news magazine, can be a valuable resource for language learners.
4. **Courrier International:** This magazine is a great way to learn grammar while staying informed about global events.
5. **Vogue Paris:** Reading Vogue Paris can introduce you to specialized vocabulary and grammar related to these areas.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Enhancing Written Expression – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> compose coherent and well-structured texts, such as essays, reports, or creative pieces. develop an understanding of how to write in a culturally appropriate manner in French. think critically and analyse various written materials in French. 	• Nature of the Course:	MID-2 (A)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> understand verb conjugations, noun-adjective agreement, sentence structure, and the correct use of tenses and moods. be trained to build their French vocabulary, including specialized terminology for various contexts. learn how to structure their writing, create engaging introductions, develop arguments, and conclude effectively. 	<p>The pedagogy should focus on a balanced approach. It should incorporate a combination of structured grammar and syntax lessons, vocabulary building through contextual activities, and practical writing assignments. Additionally, cultural insights should be integrated, enhancing learners' cultural competence, making the course comprehensive and culturally sensitive. The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG programme in French (II Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> build upon existing language skills to improve their written expression. have a reasonable level of reading comprehension in French. understand written texts in French to effectively analyse, synthesize, and respond to them in their own writing. focuses on written expression, proficiency in listening and speaking so as to understand the nuances of the language. engage in regular reading in French. have a strong listening and speaking skills. 	<p>Bridge courses can be beneficial for students preparing for a course on Written Expression in French. Here are two potential bridge course topics.</p> <ul style="list-style-type: none"> A bridge course can help students transition from basic to intermediate proficiency in French. A bridge course on French Writing Fundamentals can concentrate on the foundational elements of French writing, including sentence structure, paragraph organization, and basic essay writing. 	

9.	Syllabus content		
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
	<p>Textbook: Sylvie Poisson-Quinton, <i>Compétences : EXPRESSION ÉCRITE - NIVEAU 1</i>, Paris, CLE International, 2017. Leçons 9 – 15 ; pp.58-105.</p>		
I		<p>UNIT 1 : LEÇON 9 : ELLE N'EST PAS MAL MAIS JE PRÉFÈRE SA SŒUR ! p.58 Décrire quelqu'un (3) – Exprimer son opinion sur quelqu'un (2) – Comparer deux personnes. UNITÉ 4 C'est un endroit fantastique ! LEÇON 10 : À LOUER GÎTE TOUT CONFORT, p.66 Demander des renseignements sur quelque chose (2). Donner des renseignements sur quelque chose (1) – Donner son opinion sur quelque chose.</p>	20
II		<p>UNIT 2 : LEÇON 11 : EMBARQUEMENT IMMÉDIAT PORTE 26, p.72 Demander des renseignements sur quelque chose (3) – Donner des informations sur quelque chose (2) – Décrire un lieu (1). LEÇON 12 : VIVE LES VACANCES !, p.78 Décrire un lieu (2) – Comparer deux lieux. Exprimer son opinion sur un lieu.</p>	20
III		<p>UNIT 3 : UNITÉ 5 Faits divers LEÇON 13 : JOURNÉE DE RÊVE OU DE CAUCHEMAR ?, p.86 Raconter quelque chose (1) – Se situer dans le temps (1) – Ordonner un récit (1). LEÇON 14 : OU ÉTIEZ-VOUS LE 22 JUIN À 15 HEURES ?, p.92 Raconter quelque chose (2) – Se situer dans le temps (2) – Ordonner un récit (2).</p>	15
IV		<p>UNIT 4 : LEÇON 15 : NOUVELLE ATTAQUE D'UNE PHARMACIE, p.98 Raconter un événement au passé – Préciser les circonstances d'un événement – Commenter quelque chose.</p>	10
V		<p>UNIT 5 : Conclusion : Expliquer les savoir-faire à acquérir pour ce niveau.</p>	10

10. Unit wise Student activities:

Unit 1:

- In Lesson 9, students can practice describing someone, expressing their opinions about individuals, and comparing two people, fostering their ability to provide detailed descriptions and comparisons.
- Lesson 10 involves requesting information about a rental property, giving information about it, and sharing their opinions. This activity hones their skills in seeking and providing information while expressing personal preferences.

Unit 2:

- In Lesson 11, students can engage in activities like asking for information about a location, giving details about it, and describing a place. This enhances their skills in seeking and providing location-related information in written French.

- Lesson 12 offers an opportunity to describe a place, compare two locations, and express opinions about them, strengthening their ability to convey their impressions of different places.

Unit 3:

- In Lesson 13, students can narrate an event, establish a chronological sequence, and structure a narrative, building their storytelling capabilities in written French.
- Lesson 14 involves recounting an event, situating it in time, and organizing a narrative, enhancing their narrative writing and temporal expressions.

Unit 4:

- Lesson 15 offers an exercise in narrating a past event, specifying its circumstances, and providing commentary, encouraging students to write about and analyse a recent event in French.

Unit 5 (Conclusion):

- In the concluding unit, students will have acquired the essential skills for effective written expression in French. They will be equipped with the ability to describe, compare, narrate, and provide information in various contexts.

11. Basic Textbook:

Sylvie Poisson-Quinton, *EXPRESSION ÉCRITE – NIVEAU 1*, Paris, CLE International, 2017.

Syllabus : Unités : 3 (in Unit 3 – **Leçon 9** only), **4** et **5**.
Leçons 9 – 15 ; pp.58-105.

12. Reference Books:

1. Sylvie Poisson-Quinton et al., *Compétences : EXPRESSION ÉCRITE – NIVEAU 2*, Paris, CLE International, 2020.
2. C. Peyroutet, *Repères pratiques : La pratique de l'expression écrite*, Paris, Nathan, 2006.
3. Dorothee Duplex et al., *atelier FLE : Production écrite, (B1/B2)*, Paris, Didier, 2006.
4. Cecile Van den Avenne, *Savoir rédiger : maîtriser son expression écrite*, Paris, Editions Jeunes/StudyRama, 2012.
5. Jean K. Mathieu, TEF CANADA, *Expression écrite - 150 Topics to Succeed*, Kindle Edition, 2020.

13. Web Resource (Websites/Databases/E-Resources):

1. iLanguages (<https://ilanguages.org/french.php>): This offers free French lessons, including writing exercises and quizzes to reinforce your written expression skills.
2. Bonjour de France (<https://www.bonjourdefrance.com/>): This website offers free French exercises and tests that cover various aspects of written expression.
3. French.about.com (<https://www.thoughtco.com/french-4133083>): ThoughtCo's French section includes a variety of articles and exercises to help you improve your written expression skills.
4. Kwiziq French (<https://www.kwiziq.com/>): Kwiziq offers personalized French lessons and exercises, including written expression, to help you advance at your own pace.
5. Le Point du FLE (<https://www.lepointdufle.net/>): This website provides a wealth of resources for learning French, including writing exercises and activities for different levels of proficiency.

14. Journals/Magazines (National /International):

National French Journals/Magazines:

1. Le Monde Diplomatique (<https://www.monde-diplomatique.fr/>): A renowned French newspaper known for its in-depth analysis and articles on a wide range of topics.
2. L'Express (<https://www.lexpress.fr/>): L'Express covers politics, culture, and current affairs in France and around the world.
3. Le Figaro (<https://www.lefigaro.fr/>): One of France's major newspapers, providing news, opinion pieces, and cultural coverage.
4. Le Nouvel Observateur (<https://www.nouvelobs.com/>): This magazine focuses on politics, society, and culture, offering various perspectives.

International French Journals/Magazines:

1. Courrier International (<https://www.courrierinternational.com/>): This magazine compiles articles from various international newspapers, allowing you to explore different writing styles and global perspectives in French.
2. Vanity Fair France (<https://www.vanityfair.fr/>): Vanity Fair France covers culture, fashion, and society, offering opportunities to explore creative and lifestyle writing.
3. Causette (<https://www.causette.fr/>): A feminist magazine addressing social issues and culture, which can help you engage with contemporary French writing.
4. Le Point (<https://www.lepoint.fr/>): Le Point is known for its coverage of politics and current events, providing insights into French and international affairs.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Practising Phonetics – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> improve their pronunciation, and speak more clearly and be understood by native speakers. improve their listening comprehension, and can better follow and understand spoken French in different accents. work towards reducing their foreign accent when speaking French for effective communication. 	• Nature of the Course:	MID-2 (B)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> practice mimicking the sounds they hear, paying close attention to the pronunciation of vowels, consonants... study phonetic transcriptions of French words and sentences to identify the specific sounds and their positions within words. work on tongue placement for various sounds, paying attention to differences between voiced and voiceless consonants. 	The course will heavily incorporate audio materials. Alongside written assignments, students will be responsible for recording pronunciation practice sessions and submitting these audio files as part of their homework. During class sessions, the focus will be on reinforcing the concepts covered in readings and practising pronunciation through group exercises, both in larger groups and smaller groups. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG programme in French (II Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> learn the differences between French and their native language's pronunciation patterns. know to connect written words with their correct phonetic pronunciations. ensure access to reliable phonetic learning resources. consider using language learning apps or software that offer interactive phonetic exercises and feedback to improve your pronunciation. practise pronunciation effectively. 	Students can consider enrolling in French pronunciation language courses with a strong focus on phonetics. These Bridge courses provide targeted instruction and practical exercises for mastering French sounds and intonation. They are invaluable for building a strong foundation in pronunciation before advancing to more comprehensive French language studies.	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
	Textbook: Dominique Abry et Marie-Laure Chalaron, <i>LES 500 EXERCICES DE PHONÉTIQUE A1/A2</i> , Paris, Hachette, 2013. pp.101-178.		
I		UNIT 1 : Partie III Les consonnes – p.101	20
II		UNIT 2 : 1. Les consonnes occlusives – pp.102-130	20
III		UNIT 3 : 2. Les consonnes constrictives – pp.136-158	15
IV		UNIT 4 : Les consonnes liquides – pp.162-178	15
V		UNIT 5 : Conclusion	5

10. Unit-wise Student activities:

Unit 1:

- Explore French consonants on page 101 through interactive exercises to distinguish and practice their unique sounds.
- Engage in pronunciation drills focusing on consonant articulation to enhance your understanding and fluency.

Unit 2:

- Delve into the world of occlusive consonants (pages 102-130) with hands-on exercises to master their correct pronunciation.
- Practice these sounds in various contexts, improving your ability to articulate them distinctly in spoken French.

Unit 3:

- Study constrictive consonants (pages 136-158) and participate in exercises that emphasize correct tongue and lip positions.
- Develop fluency by integrating these consonants into words and phrases, refining your overall French phonetics skills.

Unit 4:

- Explore liquid consonants (pages 162-178) through targeted activities, focusing on smooth articulation and transitions.
- Engage in speaking exercises that incorporate liquid consonants into spoken French, helping you achieve natural pronunciation.

11. Basic Textbook:

Dominique Abry et Marie-Laure Chalaron, ***LES 500 EXERCICES DE PHONÉTIQUE A1/A2***, Paris, Hachette, 2013.

Syllabus : The topics to be covered are from **pp.101-178.**

12. Reference Books:

1. Dominique Abry et Marie-laure Chalaron, **LES 500 EXERCICES DE PHONÉTIQUE B1/B2**, Paris, Hachette, 2011.
2. Jacqueline Vaissière, **La phonétique**, Paris, Collection : Que sais-je ?, 2007.
3. Fernand Carton, **Introduction à la phonétique du français**, Paris, Bordas, 1974.
4. Alain Marchal, **Les sons et la parole**, Montréal, Guérin. 1980.
5. CHAMPAGNE-MUZART, C. et BOURDAGES, J. S. **Le point sur la phonétique en didactique des langues**, Anjou, Centre éducatif et culturel. 1993.
6. Pierre Martin, **Manuel de phonologie fonctionnelle**, Centre international de recherche en aménagement linguistique, Québec, 1997.
7. Trudie Maria Booth, **French Phonetics: A Guide to Correct Pronunciation of French**, University Press of America, 2000.
 - This comprehensive book offers detailed explanations of French sounds, practical exercises, and audio resources for improving pronunciation.
8. Guitard, **French Pronunciation Illustrated**, Cambridge University Press, 1959.
 - A user-friendly guide with visual aids and audio examples to help learners master French sounds and intonation.
9. Nitze, William Albert, **A Handbook of French Phonetics**, New York, H. Holt and Company, 1918.
 - A comprehensive guide that combines theory with practical exercises to help learners understand and produce French sounds accurately.
10. Francis W. Nachtman, **Exercises in French Phonics**, Publisher Stipes Pub Llc, 1981.
 - A workbook-style resource that offers a variety of exercises to reinforce French pronunciation skills.

13. Web Resource (Websites/Databases/E-Resources):

1. **Forvo** (Website: [Forvo - French Pronunciation](#)): Forvo is a user-contributed pronunciation dictionary with audio recordings of native speakers pronouncing words and phrases in French.
2. **BBC Languages - French** (Website: [BBC Languages - French](#)): The BBC offers a pronunciation guide for French learners, including audio clips and interactive exercises to help you practice sounds, words, and phrases.
3. **Phonétique - Le Point du FLE** (Website: [Le Point du FLE - Phonétique](#)): This resource provides a wide range of French phonetics exercises, lessons, and audio recordings to help learners refine their pronunciation skills.
4. **University of Iowa - French Phonetics** (Website: [University of Iowa - French Phonetics](#)): This university website offers interactive multimedia lessons on French phonetics, including detailed explanations and audio examples.
5. **iLanguages - French Phonetics and Pronunciation** (Website: [iLanguages - French Phonetics](#)): iLanguages provides free lessons on French phonetics, focusing on specific sounds and offering audio samples for practice.
6. **French Accent Magazine** (Website: [French Accent Magazine](#)): This resource offers audio articles with accompanying transcripts that help learners practice their listening comprehension and pronunciation skills.
7. **Speechling** (Website: [Speechling - French](#)): Speechling offers free and paid options for improving French pronunciation. You can listen to native speakers and record your own voice for comparison and feedback.

14. Journals/Magazines (National /International):

International Journals:

1. **Journal of French Language Studies** (Published by: Cambridge University Press)
Website: [Journal of French Language Studies](#)
This academic journal publishes research on various aspects of the French language, including phonetics and pronunciation.
2. **Phonetica** (Published by: Karger Publishers)
Website: [Phonetica](#)
While not exclusively focused on French, Phonetica covers research in phonetics, phonology, and speech science, including studies related to French phonetics.

National Journals and Magazines:

1. **Le Français dans le Monde** (Published by: CLE International)
Website: [Le Français dans le Monde](#)
This magazine is dedicated to the French language and culture. While it covers various aspects of French, it occasionally includes articles related to pronunciation and phonetics.
2. **Études de linguistique appliquée** (Published by: Didier Érudition)
Website: [Études de linguistique appliquée](#)
This French-language journal covers applied linguistics topics, including language learning and phonetics.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:		B.A. FRENCH	
2. Title of the subject:		ANY 1 COURSE: NATURAL SCIENCES/PHYSICAL SCIENCES/HUMANITIES & SOCIAL SCIENCES	
3. Course code:			
*MULTIDISCIPLINARY COURSE – 2		Specifications:	
MAXIMUM TOTAL MARKS:	100	• Nature of the Course:	MLD – 2
INTERNAL ASSESSMENT	25 marks	• No. of credits:	3
END SEMESTER EXAMINATION	75 marks	• No. of Hours/Week:	4
		• (Theory/Practical)	--
		• % of Theory & Problems	--
• Courses:			
<p>All Undergraduate students in French are mandated to pursue 9 credits worth of courses in Multi-disciplinary Courses. They are expected to learn three basic/introductory courses (one each in Natural Sciences, Physical Sciences, Humanities & Social Sciences) and one each in the first three semesters designed by other departments for this purpose.</p>			

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Foundation Course in French – I (TO ALL ARTS STUDENTS)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> attain a partial level of proficiency in French, including the ability to speak, write, read, and understand the language fluently and accurately. develop cultural competence, gaining an understanding of French culture, customs, and societal norms. engage in meaningful conversations and comprehend spoken and written French with ease. 	• Nature of the Course:	AEC – 2
	• No. of credits:	2
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> start with common words and phrases such as greetings, numbers, colours, and everyday objects. learn about nouns, verbs, adjectives, and how they interact in sentences. actively practice speaking and listening to French. watch French movies or TV shows with subtitles. immerse in the language as much as possible by reading simple texts, listening to French music, ... 	The teaching methods and curriculum are centred around introducing students to the concepts of autonomous and self-learning, along with Language for Specific Purposes methodologies. This module encompasses LSP across diverse mediums and formats of presentation, including oral lectures, audio-visual tools such as television and video, and the utilization of information and communication technologies like the internet and CD-ROMs. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG (II Semester) in this institution and has already studied French as Second language is eligible to take this course as an Ability Enhancement Course. Students should ... <ul style="list-style-type: none"> have a genuine interest in learning French. familiarize themselves with language learning tools and resources. practise listening to native speakers to improve their pronunciation skills. read regularly magazines in French. set up a quiet space for studying, gathering necessary materials, and eliminating distractions. 	A Bridge course for learning French at beginner-level is not always necessary. However, there are still some options: <ul style="list-style-type: none"> Intensive courses often include more hours of instruction per week and provide an immersive learning experience. An intermediate-level French course serves as a bridge between beginner and advanced proficiency. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook : Luca Giachino, et Carla Baracco, <i>NOUVELLE GÉNÉRATION - A1, Méthode de français</i> , Paris, Didier, 2022. pp.10-65.			
I		UNIT 1 : Unité 0 Bienvenue ! – p.10 La France et la francophonie	10
II		UNIT 2 : Unité 1 Contacts – p.18 Emma la championne – p.20	10
III		UNIT 3 : Unité 2 Qu'est-ce qu'ils font ? – p.34 Où est mon sac ? – p.36	15
IV		UNIT 4 : Unité 3 Portraits – p.50 Un casting – p.50 Le Petit Spirou – p.51	15
V		UNIT 5 : Révisions des unités	10

10. Unit-wise Student activities:

Unit 1:

- Role-play common greetings and polite expressions, allowing students to practice conversational French in everyday scenarios.
- Create a calendar in French, using the days and months vocabulary learned in the unit, and engage in discussions about important dates.

Unit 2:

- Conduct mock interviews where students introduce themselves, state their nationality, and describe their professions in French.
- Practice writing emails with proper etiquette and use the learned email formulas to communicate in a business or informal context.

Unit 3:

- Explore different careers and professions through group discussions or presentations, encouraging students to describe their dream jobs in French.
- Reinforce numerical skills by conducting exercises and games that involve counting, calculations, and discussing quantities in French.
- Simulate telephone conversations using provided rituals, such as greetings and weather-related discussions, to enhance speaking skills.

Unit 4:

- Explore the theme of "Portraits," learning to describe people and enhance your vocabulary for discussing physical appearances and character traits.
- Dive into the world of casting, practicing French through scenarios related to auditions, roles, and the entertainment industry.
- Discover "Le Petit Spirou," delving into the French comic world to enhance comprehension and conversational skills.

Unit 5:

- Revision of the previous units: Engage in activities that involve creating and discussing portraits, fostering language skills related to personal descriptions.
- Participate in exercises that simulate casting situations, providing language practice for expressing preferences, abilities, and opinions.

11. Basic Textbook:

Luca Giachino, et Carla Baracco, **NOUVELLE GÉNÉRATION - A1, Méthode de français**, Paris, Didier, 2022.

Syllabus : Unités : 0, 1, 2 et 3.
pp.10-65.

12. Reference Books:

1. Nathalie Hirschsprung et al., **Cosmopolite 1-A1, Méthode de français**, French Edition, Hachette, 2017 and Indian Edition, Goyal Publishers, 2017.
2. Marion Alcaraz, **Edito 1, Méthode de français**, Paris, Didier, 2017.
3. Neige Pruvost et al., **ENTRE NOUS - A1 – méthode de français**, Paris, Maison des Langues, 2015.
4. Marie-Noëlle Cocton et al., **SAISON - 1 – méthode de français**, Paris, Didier, 2014.
5. M. Denyer et al., **VERSION ORIGINALE 1, Méthode de français**, Paris, Maison des langues, 2013.
6. Jacky Giradet et al., **Écho A1, Méthode de français**, Paris, CLE International, 2013.
7. Catherine Hugot, **Alter Ego A1, Méthode de français**, Paris, Hachette, 2012.
8. Claire Miquel, **COMMUNICATION PROGRESSIVE DU FRANCAIS, Niveau débutant**, Paris, CLE International, 2009.
9. Régine Mérieux, Yves Loiseau, **Latitudes 1 – A1/A2**, Paris, Didier, 2008.
10. Michèle Mahéo-Le Coadic et al., **FESTIVAL 1, Méthode de français**, Paris, CLE International, 2005.
11. Régine Mérieux, Yves Loiseau, **Connexions 1**, Paris, Didier, 2004.
12. Jacky Girardet et al., **PANORAMA 1, Méthode de français**, Paris, CLE International, 2000.

13. Web Resource (Websites/Databases/E-Resources):

1. [FluentU](#)
2. [French About](#)
3. [FrenchPod101](#)
4. [Bonjour de France](#)
5. [Lawless French](#)
6. [BBC Ma France](#)

14. Journals/Magazines (National /International):

French Magazines for Beginners:

1. "**Bien Dire**": This magazine is specifically designed for French learners at different levels, including beginners. It includes articles with audio recordings and exercises to help improve your listening and reading skills.
2. "**Ici Paris**": This lifestyle magazine includes short articles and features suitable for beginners who want to practice reading and understanding conversational French.
3. "**Astrapi**": This is a popular French magazine for children. Although it's aimed at kids, it can be an excellent resource for beginner French learners as it uses simple language and engaging stories.

International Magazines for Beginners:

1. "**News in Slow French**": This resource offers news articles and audio recordings at a slower pace, making it ideal for beginners. It helps you improve your listening and comprehension skills.
2. "**French Entrée**": French Entrée is an online magazine that covers various aspects of life in France. It provides articles on travel, culture, and lifestyle in simplified French suitable for beginners.
3. "**BBC French Magazine**": The BBC offers a French magazine that includes articles and exercises designed for beginners. It's a good resource to practice reading and listening in French.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Communication Skills for Professions	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will know to: <ul style="list-style-type: none"> develop specialized terminology for the French-speaking workplace and use appropriate vocabulary/expressions to hold business conversations. acquire basic knowledge of French socio-cultural values, which often inform French ways of doing business. design and compose their CV and appear for an interview in French. 	• Nature of the Course:	SEC – 2
	• No. of credits:	3
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> focus on vocabulary, phrases, and cultural norms relevant to business interactions. practise common business scenarios such as meetings, negotiations, presentations, and writing professional emails and reports. gain a deeper understanding of the nuances in professional communication. refine their communication skills and adapt to the professional context. 	Role-play scenarios that mirror real-life professional interactions in various fields can allow students to practice communicating effectively in their specific industry contexts. Authentic materials such as business emails, reports, and industry-specific documents written in French can be introduced. Analysing these materials helps students understand the language conventions and communication styles specific to their profession. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG programme in French (II Semester) in this institution is eligible to take this course as a Skill Enhancement Course. Students should ... <ul style="list-style-type: none"> have some proficiency in vocabulary, grammar and pronunciation. familiarize themselves with French business culture, etiquette, norms. learn about business practices, customs, such as greetings, forms of address, etc. in professional settings. deliver a positive guest experience. excel in meetings, negotiations, presentations, email correspondence, business letter writings, etc. 	There might not be specific Bridge courses tailored exclusively to Professional communication skills in French. However, if a student prefers to do, he can consider for a Bridge course to help him prepare for this role effectively. Many online language learning platforms offer specialized modules or courses for business or professional communication in French.	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook : COMMUNICATION PROGRESSIVE DU FRANÇAIS DES AFFAIRES, Niveau intermédiaire, Paris, CLE International, 2010. pp.6-19 ; pp. 74-91 ; pp.106-127.			
I		UNIT 1 : 1. CIVILITÉS 1. Salutations – p.6 2. Vendredi soir – p.8 3. Samedi soir – p.10 4. Dire au revoir – p.12 5. Faire ses excuses – p.14 6. Remerciements – p.16 7. Meilleurs vœux – p.18	15
II		UNIT 2 : 6. REUNIONS 35. Forum d'entreprises – p.74 36. Biographie des intervenants – p.76 37. Ordre du jour – p.78 38. Salle de réunion – p.80 39. Ouvrir une réunion – p.82	15
III		UNIT 3 : 40. Points de vue – p.84 41. Polémiques – p.86 42. Conclure une réunion – p.88 43. Compte-rendu de réunion – p.91	10
IV		UNIT 4 : 8. RESSOURCES HUMAINES 51. Postuler un emploi – p.106 52. Curriculum vitae – p.108 53. Recommandation – p.110 54. Entretien d'embauche – p.112 55. Notes d'information – p.114 56. Bruits de couloir – p.116	10
V		UNIT 5 : 57. Règles internes – p.118 58. Congé maladie – p.120 59. Formation professionnelle – p.122 60. Accident du travail – p.124 61. Horaires variables – p.126	10

10. Unit-wise Student activities:

Unit 1:

- Conduct role-play scenarios for greetings, farewells, and expressions of gratitude, allowing students to practice polite interactions in professional settings.
- Organize a simulated business social event where students use the vocabulary from the unit to engage in conversations and exchange courtesies.

Unit 2:

- Host a mock business forum or meeting where students assume different roles and follow the agenda in French.
- Assign students to research and present biographies of real or fictional speakers, practicing introducing speakers professionally in French.

Unit 3:

- Organize a toastmaster-style event where students present toasts in French, enhancing their public speaking skills and expressions.
- Hold a debate on a business-related topic, with students presenting arguments for and against in French, improving their persuasive language abilities.

Unit 4:

- Role-play job interviews where students practice postulating for a job in French, including creating a cover letter and presenting themselves professionally.
- Organize a mock career fair where students create CVs and exchange them with classmates, engaging in networking and discussions about their qualifications.

Unit 5:

- Conduct a presentation or debate about internal company rules and policies, encouraging students to discuss and explain these rules in French.
- Create a scenario where students act as HR professionals, handling various workplace situations such as sick leave requests, professional development, workplace accidents, and flexible schedules in French.

11. Basic Textbook:

Jean-Luc Penfornis, **COMMUNICATION PROGRESSIVE DU FRANÇAIS DES AFFAIRES, Niveau intermédiaire**, Paris, CLE International, 2010.

Syllabus : Unités : 1, 6, 7 et 8.
pp.6-19 ; pp. 74-91 ; pp.106-127.

12. Reference Books:

1. Jean-Luc Penfornis, **français.com : Niveau débutant (A1-A2), Méthode de français professionnel**, Paris, CLE International, 2013.
2. Jean-Luc Penfornis, **français.com : Niveau intermédiaire, Méthode de français professionnel**, Paris, CLE International, 2013.
3. Jean-Luc Penfornis, **Affaires.com Niveau avancé (B2/C1) Méthode de français professionnel**, Paris, CLE International, 2017.
4. Jean-Luc Penfornis, **Vocabulaire progressif du français des affaires avec 200 exercices**, Paris, CLE International, 2004.
5. Claire Miquel, **Comment vont les affaires ?**, Paris, Hachette, Paris, 2000.
6. Michel DANILO et al., **Le français de la communication professionnelle**, Paris, CLE International, 1993.
7. Michel Danilo et al., **Le français de l'entreprise**, Paris, CLE International, 1993.

13. Web Resource (Websites/Databases/E-Resources):

1. [Coursera - Business French Specialization](#)
2. [BBC Business - French](#)
3. [France Diplomatie - French for Business](#)
4. https://www.youtube.com/watch?v=EKEo-fd6_ow
5. <https://www.youtube.com/watch?v=HHd9J0B3JHY>
6. <https://www.youtube.com/watch?v=Av69JMCJSzQ>
7. <https://www.youtube.com/watch?v=xITZpRuFTUw>
8. [https://apprendre.tv5monde.com/en?xtor=SEC-8-GOO-\[APP SE Apprendre Anglais\]-\[123029052198\]-S-](https://apprendre.tv5monde.com/en?xtor=SEC-8-GOO-[APP SE Apprendre Anglais]-[123029052198]-S-)

14. Journals/Magazines (National /International):

1. Harvard Business Review France (<https://www.hbrfrance.fr/>): The French edition of the renowned Harvard Business Review offers articles, case studies, and insights on leadership, management, and communication in the business world.
2. Stratégies (<https://www.strategies.fr/>): This magazine covers marketing, advertising, and communication strategies in the business world, providing valuable information for enhancing communication skills.
3. Les Échos (<https://www.lesechos.fr/>): Les Échos is a leading French newspaper with a business focus. It offers news, analysis, and reports related to economics, finance, and corporate communication.
4. Capital (<https://www.capital.fr/>): Capital is a French business and economics magazine that addresses topics relevant to business communication, finance, and entrepreneurship.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:		B.A. FRENCH									
2. Title of the subject:		Health & Wellness, Yoga Education, Sport & Fitness									
3. Course code:											
		4. Specifications:									
<table border="1"> <tr> <td>MEDIUM OF INSTRUCTION & EXAMINATION</td> <td>ENGLISH</td> </tr> <tr> <td>MAXIMUM TOTAL MARKS:</td> <td>100</td> </tr> <tr> <td>INTERNAL ASSESSMENT</td> <td>25 marks</td> </tr> <tr> <td>END SEMESTER EXAMINATION</td> <td>75 marks</td> </tr> </table>		MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH	MAXIMUM TOTAL MARKS:	100	INTERNAL ASSESSMENT	25 marks	END SEMESTER EXAMINATION	75 marks	<ul style="list-style-type: none"> • Nature of the Course: VAC – 3 • No. of credits: 2 • No. of Hours/Week: 4 • (Theory/Practical) -- • % of Theory & Problems N.A. 	
MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH										
MAXIMUM TOTAL MARKS:	100										
INTERNAL ASSESSMENT	25 marks										
END SEMESTER EXAMINATION	75 marks										
<ul style="list-style-type: none"> • Syllabus Content: Prescribed by the PONDICHERY UNIVERSITY 											
<p>HEALTH & WELLNESS, YOGA EDUCATION, SPORT AND FITNESS</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Describing Health & Wellness programs and services offered, how to access them, and their value to their well-being. • Learn that principles of nutrition are all important parts of overall wellness. • To learn the basic concept of wellbeing. • Demonstrate how to get healthy and stay healthy using multiple strategies. • Identify healthy behaviours and practices that help to avoid and reduce health risks. • Yoga education to practice mental hygiene. • Yoga education to integrate moral values • Yoga education to possess emotional stability. • Learn the physical fitness management. <p>UNIT-I HEALTH & WELLNESS</p> <p>Define and differentiate health and wellness - Components of health wellness and their relationship between physical activity - Local, demographic, societal issues and factors affecting health and wellness.</p> <p>Diet and nutrition for health & wellness - Essential components of balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals - malnutrition, under nutrition and over nutrition.</p> <p>UNIT-II MANAGEMENT OF HEALTH AND WELLNESS</p> <p>Meaning & importance of various dimensions of wellness. Relationship of physical fitness in achieving wellness. Drugs, doping and wellness. Role of diet and exercise in health management.</p> <p>UNIT-III YOGA EDUCATION</p> <p>Meaning and definition of yoga and its aims and objectives - Basic principles of yoga and its</p>											

importance in our daily life - Yoga for mental attitude - Mind, body, breath and emotional level for higher plan of living.

UNIT-IV YOGA PRACTICES

Types and limbs of yoga - Yoga postures— Asana - Breathing Practices— Pranayama - Relaxation-Meditation - Mudra.

UNIT-V FITNESS ACTIVITIES

Types of fitness activities - Outdoor activities— Basic movement patterns. Indoor activity Aerobics 'Dance Fitness, Resistance Training for fitness.

Textbooks for reference:

1. Physical Activity and Health by Claude Bouchard, Steven N. Blair, William L. Haskell. 2. Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021.
2. Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Well-being by Nashay Lorick, 2022
3. Lifestyle Diseases: Lifestyle Disease Management, by C. Nyambichu & Jeff Lumiri, 2018.
4. Physical Activity and Mental Health by Angela Clow & Sarah Edmunds, 2013.
5. The Fitness Mindset by Brian Keane
6. Health Promotion: Mobilizing Strengths to Enhance Health, Wellness, and Well-being [1 ed.] F.A. Davis Company.
7. Yoga RX: A Step-by-Step Program to Promote Health, Wellness, and Healing for Common Ailments, Broadway.
8. Advanced Hatha Yoga: Classic Methods of Physical Education and Concentration [1 ed.], Inner Traditions.
9. Yoga and Physical Education, National Council of Educational Research and Training (NCERT), India.
10. Wealth First: Winning at Weight Loss and Wellness.
11. Administration of Health and Physical Education Programme. Bucher, Charles A.
12. Treaties of Hygiene and Public Health, Ghosh, B.N.
13. Principles of Public Health Administration 2003, Hanlon, John J.
14. The School Health and Health Education, Turner, C.E.
15. Health Education (National Education Association of U.T.A.), Moss et. al.
16. The School Health Education (Harber and Brothers, New York), Nemir A.
17. Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
18. The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson, Boyd-Eaton S. et al (1989)
19. Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons, Terras S. (1994).

1. Title of the UG programme:		B.A. FRENCH									
2. Title of the subject:		Digital Technologies									
3. Course code:											
		4. Specifications:									
<table border="1"> <tr> <td>MEDIUM OF INSTRUCTION & EXAMINATION</td> <td>ENGLISH</td> </tr> <tr> <td>MAXIMUM TOTAL MARKS:</td> <td>100</td> </tr> <tr> <td>INTERNAL ASSESSMENT</td> <td>25 marks</td> </tr> <tr> <td>END SEMESTER EXAMINATION</td> <td>75 marks</td> </tr> </table>		MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH	MAXIMUM TOTAL MARKS:	100	INTERNAL ASSESSMENT	25 marks	END SEMESTER EXAMINATION	75 marks	<ul style="list-style-type: none"> Nature of the Course: No. of credits: No. of Hours/Week: (Theory/Practical) % of Theory & Problems 	<p>VAC – 4</p> <p>2</p> <p>4</p> <p>--</p> <p>N.A.</p>
MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH										
MAXIMUM TOTAL MARKS:	100										
INTERNAL ASSESSMENT	25 marks										
END SEMESTER EXAMINATION	75 marks										
<ul style="list-style-type: none"> Syllabus Content: Prescribed by the PONDICHERRY UNIVERSITY 											
DIGITAL TECHNOLOGIES											
Course Outcomes:											
<ul style="list-style-type: none"> Learn about digital paradigm. Understand the importance of digital technology, digital financial tools, e-commerce. Analyse the concepts of communication and networks. Understand the e-governance and Digital India initiatives. Understand the use & applications of digital technology. Learn the applications of machine learning and big data. 											
		Syllabus content									
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching								
I		Introduction & Evolution of Digital Systems. Role & Significance of Digital Technology. Information & Communication Technology & Tools. Computer System & its working. Software and its types. Operating Systems: Types and Functions. Problem solving: Algorithms and Flowcharts.	7								
II		Communication Systems: Principles, Model & Transmission Media. Computer Networks & Networks & Internet: Concepts & Application, WWW, Web Browsers, Search Engines, Messaging, Email, Social Networking. Computer Based Information System: Significance & Types. E-commerce & Digital Marketing: Basic Concepts, Benefits & Challenges.	7								
III		Digital India & e-Governance: Initiatives, Infrastructure, Services and Empowerment. Digital Financial Tools: Unified Payment Interface, Aadhaar Enabled Payment System, USSD, Credit/Debit Cards, e-Wallets, Internet Banking, NEFT/RTGS and IMPS, Online Bill Payments and PoS. Cyber Security; Threats, Significance, Challenges, Precautions, Safety Measures & Tools, legal and ethical perspectives.	7								

IV		Emerging Technologies & their applications: Overview of Cloud Computing, Big Data, Internet of Things, Virtual Reality.	7
V		Emerging Technologies & their applications: Blockchain & Cryptocurrency, Robotics, Machine Learning & Artificial Intelligence, 3-D Printing. Digital Signatures.	7
Practical Component			
	Practice	<ol style="list-style-type: none"> 1. Operating System Installation and configuration 2. Application Software Installation and configuration 3. Hardware understanding and minor troubleshooting 4. Networking, cabling, configuration 	10
Recommended Learning Resources			
	Print Resources	<ol style="list-style-type: none"> 1. Promod Kumar, Anuradha Tomar, R. Sharmila, “Emerging Technologies in Computing – Theory, Practice and Advances”, Chapman and Hall / CRC, 1st Edition, 2021, eBook ISBN: 9781003121466. https://doi.org/10.1201/9781003121466 2. V. Rajaraman, “Introduction to Information Technology”, PHI, 3rd Edition, 2018, ISBN-10:9387472299, ISBN-13:9387472297. 3. E. Balagurusamy, “Fundamentals of Computers”, Tata MC GrawHill, 2nd Edition, 2011, ISBN: 9780071077880. <p style="text-align: center;">*****</p>	

PROGRAMME : B.A. FRENCH

Level - 200

SEMESTER – III

S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD – 3		Glimpses of Medieval & 16 th century Literatures	4	5
2.	MJD – 4		Exploring Literary Texts – I (Middle Ages & 16 th century)	4	5
3.*	MID – 3 (A)		Studying French Civilisation – I	4	5
	MID – 3 (B)		Preparing for DELF A1 Exam		
4.	MLD – 3		ANY 1 COURSE: NATURAL SCIENCES/PHYSICAL SCIENCES/HUMANITIES & SOCIAL SCIENCES	3	4
5.	AEC – 3		FOUNDATION COURSE IN ENGLISH – II (TO ALL ARTS STUDENTS)	2	4
	AEC – 3		FOUNDATION COURSE IN FRENCH – II (TO ALL SCIENCE & COM STUDENTS)		
6.	SEC – 3		Communication Skills for Tourism Sector	3	4
				20	27

* MID-3 (A) / MID-3 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Glimpses of Medieval & 16th century Literatures	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> display comprehension of Middle Ages and 16th-century French literature, culture and society. grasp diverse cultural elements and social concerns of the discussed era. recognize and explain significant literary movements represented in the texts, encompassing Middle Ages and Renaissance periods. 	• Nature of the Course:	MJD – 3
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> familiarize themselves with various literary genres of the time, such as epic poetry, chivalric romance, and allegory. connect the literature of the time to broader historical trends of the medieval period and the emergence of humanistic ideas. develop their critical thinking skills by comparing Medieval literature and Humanism. 	Historical context can be provided for each literary movement, discussing the social, political, and cultural factors that influenced it. Students can be encouraged to compare and contrast literary works from different movements. By analysing key texts side by side, students can discern how literary styles, themes, and ideas evolved across periods, facilitating a deeper understanding of each movement. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (III Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> familiarise themselves with different literary genres and their characteristics, as Medieval literature encompasses a wide range of genres. know the major events, cultural and societal structures of the 16th-century. analyse the complex themes found in Medieval Literature and Humanism. have basic research skills to explore historical documents, academic articles, and literary criticism. develop strong critical thinking skills. 	A Bridge course for learning the French literature (Literary Movement) is not always necessary. However, if a student prefers to do, he can consider for a Bridge course to learn the French literature. Several YouTube videos with foundational knowledge on Medieval history or culture can provide him with a contextual understanding of the time period in which Medieval Literature and Humanism emerged.	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
	<p align="center">Textbook : Nicole Masson, <i>La Littérature française</i>, Avec la collaboration de Julie Bouillet, Paris, Editions Eyrolles Hachette, 2007. Partie I : Le Moyen Âge (pp.17-46 & 50-59) et Partie II : Le XVIe siècle (pp.67-96 & 105-110).</p>		
I		UNIT 1 : Partie I : Le Moyen Âge Ch. 1 : Du latin au français – p.17	15
II		UNIT 2 : Ch. 2 : Les premiers textes de la « littérature française » – p.21 Ch. 3 : Les genres littéraires au Moyen Âge – p.25	15
III		UNIT 3 : Partie II : Le XVIe siècle Ch. 4 : La Première Renaissance – p.67-72 Ch. 5 : La génération de François Ier – p.73-84	15
IV		UNIT 4 : Ch. 6 : La Renaissance épanouie – p.85-96 Montaigne et Les Essais – p.105-110	15
V		UNIT 5 : Conclusion : La Littérature au Moyen Âge La Littérature au XVIe siècle	15

10. Unit-wise Student activities:

Unit 1:

- Organize a medieval literature reading club where students select and discuss classic medieval texts, exploring the themes and literary styles of the era.
- Host a creative writing contest where students are challenged to compose their own medieval-inspired short stories, incorporating elements of chivalry and courtly love.

Unit 2:

- Conduct a genre analysis workshop where students examine different literary genres of the medieval period, such as chansons de geste or troubadour poetry, and present their findings.
- Encourage students to create visual representations (e.g., posters or presentations) of key characteristics and examples of medieval literary genres.

Unit 3:

- Organize a debate on the impact of humanism on medieval society, with students taking on roles as scholars and philosophers to discuss the philosophical and cultural changes.
- Assign students research projects on prominent humanists and their contributions to the Renaissance, followed by presentations to the class.

Unit 4:

- Host a Renaissance art exhibition where students research and showcase famous artworks from the period, emphasizing the humanist themes and influences.
- Create a role-playing activity where students simulate encounters between humanist thinkers and engage in discussions on topics like individualism, secularism, and human potential.

Unit 5:

- Organize a mini symposium where students research and present key literary works from the Middle Ages and Humanism, highlighting their significance and themes in French.
- Host a debate or discussion forum where students analyse the impact of Humanism on literature and culture, encouraging them to express their opinions in French.

11. Basic Textbook:

Nicole Masson, *La Littérature française*, Avec la collaboration de Julie Bouillet, Paris, Editions Eyrolles Hachette, 2007.

Syllabus : **Partie I : Le Moyen Âge (pp.17-46 & 50-59)**
et Partie II : Le XVI^e siècle (pp.67-96 & 105-110).

NOTE: Questions may be asked ONLY from the authors' biography & the literary works.

12. Reference Books:

1. *Moyen Âge – Les Grands Auteurs français du programme*, Collection littéraire Lagarde et Michard, Paris, Bordas, 1970.
2. *XVI^e SIÈCLE – Les Grands Auteurs français du programme*, Collection littéraire Lagarde et Michard, Paris, Bordas, 1970.
3. Pierre Castex et Paul Surer, *Manuel des études littéraires françaises : Moyen Âge*, Paris, Librairie Hachette, 2019.
4. Pierre Castex et Paul Surer, *Manuel des études littéraires françaises : XVI^e siècle*, Paris, Librairie Hachette, 2019.
5. Magnard (Collection), *Les Grands Textes du Moyen Âge et du XVI^e siècle - Classiques et Contemporains*, Paris, 2005.
6. Robert Horville (Collection dirigée par), *Littérature française – Anthologie : XI^e-XVI^e SIÈCLE*, Paris, Larousse, 1994.
7. Magnard (Collection), *XVI^e-XVII^e siècles - Collection “textes et contextes”*, Paris, 1983.
8. Henri Mitterrand (Collection), *Littérature : Moyen Âge/XVI^e siècle - Textes et Documents*, Paris, Nathan, 1990.
9. Cécile de Ligny, Manuela Rousselot, *La littérature française*, Paris, Nathan, 2002.
10. Pierre Castex et Paul Surer, *Histoire de la littérature française*, Paris, Librairie Hachette, 1974.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.medievistes.fr/>
2. <http://classiques.uqac.ca/>
3. <http://www.tresors-de-la-renaissance.org/>
4. <https://www.bec.fr/>
5. https://fr.wikipedia.org/wiki/Moyen_%C3%82ge
6. <https://www.histoire-pour-tous.fr/dossiers/95-moyen-age.html>
7. <https://www.youtube.com/playlist?list=PLg3j4JXFagVPxzSHK3ai9GEIahijAPRp3>
8. <https://fr.wikipedia.org/wiki/Humanisme>
9. <https://www.espacefrancais.com/lhumanisme/#gsc.tab=0>
10. <https://www.youtube.com/watch?v=c6FoSLxDRQ0>
11. **Gallica (Bibliothèque nationale de France):**

Website: [Gallica](https://gallica.bnf.fr/)

14. Journals/Magazines (National /International):

International Journals and Magazines:

1. "**French Studies**" (**International**): This academic journal covers a wide range of French literary and cultural topics, including medieval literature and humanism.
2. "**Medium Ævum**" (**International**): This journal publishes articles on literature, history, and culture of the medieval period, including French medieval literature.
3. "**Renaissance and Reformation**" (**International**): This journal occasionally includes articles related to French humanism and its intersection with broader European humanistic movements.
4. "**Speculum**" (**International**): This journal, published by the Medieval Academy of America, explores all aspects of the Middle Ages, including literature. It sometimes covers French medieval literature and humanism.

National Journals and Magazines (France):

1. "**Le Moyen Âge**" (**France**): This French journal focuses specifically on medieval studies, including literature, history, and culture of the Middle Ages in France.
2. "**Dix-Septième Siècle**" (**France**): This journal occasionally includes articles related to the transition from the medieval to early modern periods in France, which can touch on humanism.
3. "**Cahiers de l'Humanisme et de la Renaissance**" (**France**): This journal explores humanism during the Renaissance period, including its presence in France.
4. "**Bibliothèque d'Humanisme et Renaissance**" (**France**): This publication is dedicated to the study of humanism and the Renaissance in France and Europe.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Exploring Literary Texts – I (Middle Ages & 16th century)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> develop an understanding of the literary styles, themes of French literature during the Medieval Ages and the 16th-century. learn to identify how historical events, societal changes, and cultural movements influenced the literature. analyse and interpret French literary texts from the Medieval Ages and the 16th-century. 	• Nature of the Course:	MJD – 4
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> practise the skill of close reading to uncover hidden meanings, symbolism, and literary techniques. become proficient in contextualizing texts within their historical and cultural backgrounds. learn how to formulate and defend their interpretations of French literary texts using evidence from the texts and relevant historical context. identify literary movements accurately. 	Students should be encouraged to engage in close reading and analysis of the literary texts. The literary works within their historical, cultural, and societal contexts can be situated. The author's background and the prevalent themes and ideas of the time can be discussed. This approach helps students appreciate the literature within a broader cultural and historical framework. Literary styles and themes can be analysed through texts. The course is taught in French .	
	6. Pre-requisites:	
	8. Bridge courses to be done:	
	<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (III Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a good command of grammar, vocabulary, and comprehension skills. familiarise with basic literary terms, concepts, and techniques such as symbolism, theme, and narrative structure. develop strong critical thinking skills. have an understanding of the historical and cultural context of France during the Middle Ages and the 16th century. 	A Bridge course for taking this course on Literary Texts is not always necessary. However, if a student prefers to do, he can consider for a Bridge course focusing on the French literature. A Bridge course on online or YouTube channels about French history can help students understand the historical context in which the literary works were written.

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Moyen Âge : Collection Lagarde et Michard MOYEN ÂGE 1. Anonyme – Le Chanson de Roland : Roland refuse de sonner du cor, pp.13-15 2. Anonyme – Le Roman de Renard : La pêche d'Ysengrin, pp. 82-83 3. Anonyme – La Farce de maître Pathelin : Le trompeur trompé, pp.178-180 4. François Villon – Ballade des pendus, pp. 219-220	15
II		UNIT 2 : XVI^e Siècle : Collection Lagarde et Michard XVI^e SIÈCLE 5. Rabelais – L'Éducation idéale, pp.45 – 46 6. Du Bellay – Heureux qui comme Ulysse..., p.113	15
III		UNIT 3 : XVI^e Siècle : Collection Lagarde et Michard XVI^e SIÈCLE 7. Ronsard – Mignonne, allons voir si la rose..., p.139 8. Montaigne – L'art de voyager, pp.202 – 204	15
IV		UNIT 4 : Collection Progressive - Débutant 9. Le Moyen Âge – pp.10-11 10. Aucassin et Nicolette, <i>chant 27</i> , fin XIIe-début XIIIe siècle – pp.12-13 11. Pisan, Christine de : « Seulette suis » in <i>Cent ballades</i> , 1394-1399 – pp.14-15	15
V		UNIT 5 : Collection Progressive - Débutant 12. Le XVI^e Siècle – pp.16-17 13. Marot, Clément : « L'Adieu envoyé aux dames de la Cour » in <i>Les Épîtres</i> , 1537 – pp.18-19	15

10. Unit-wise Student activities:

Unit 1:

- Organize a dramatic reading session where students take on the roles of characters from the medieval texts and bring the stories to life through their voices and expressions.
- Host a discussion on the themes of chivalry and honour in medieval literature, encouraging students to analyse the moral values depicted in the texts.

Unit 2:

- Organize a discussion and analysis session where students explore the themes and messages conveyed in the works of Rabelais, Du Bellay, and Ronsard, encouraging them to express their interpretations in French.
- Assign students to create creative responses to the literary texts, such as modern adaptations, short stories inspired by the works, or even artistic representations, promoting creativity and deeper engagement with the material.

Unit 3:

- Conduct a research project where students delve into the essays of Montaigne and present their findings, including summaries, key ideas, and personal reflections in French.

- Arrange a philosophical discussion forum where students debate the ideas presented in Montaigne's works, fostering critical thinking and the ability to express philosophical concepts in French.

Unit 4:

- Organize a storytelling event where students create modern adaptations of Aucassin et Nicolette, incorporating contemporary elements while preserving the essence of the medieval tale.
- Assign students the task of translating Christine de Pizan's "Seullette suis" into modern French, encouraging them to grasp the nuances of medieval language.

Unit 5:

- Host a mock poetry slam, allowing students to perform Marot's "L'Adieu envoyé aux dames de la Cour" while incorporating their interpretations and emotions.

11. Basic Textbooks:

1. **Moyen Âge – Les Grands Auteurs français du programme**, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.
2. **XVI^e SIÈCLE – Les Grands Auteurs français du programme**, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.

Units: 1, 2 & 3: The texts are taken from Collection littéraire Lagarde et Michard.

3. Nicole Blonde et al, **LITTÉRATURE PROGRESSIVE DU FRANÇAIS (2^e édition)**, Niveau débutant, Paris, CLE International, 2013.

Units: 4 & 5: The texts are taken from Collection Progressive.

12. Reference Books:

1. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : Moyen Âge**, Paris, Librairie Hachette, 2019.
2. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XVI^e siècle**, Paris, Librairie Hachette, 2019.
3. Magnard (Collection), **Les Grands Textes du Moyen Âge et du XVI^e siècle - Classiques et Contemporains**, Paris, 2005.
4. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XI^e-XVI^e SIÈCLE**, Paris, Larousse, 1994.
5. Henri Mitterrand (Collection), **Littérature : Moyen Âge/XVI^e siècle - Textes et Documents**, Paris, Nathan, 1990.
6. Magnard (Collection), **XVI^e-XVII^e siècles - Collection “textes et contextes”**, Paris, 1983.
7. Cécile de Ligny, Manuela Rousselot, **La littérature française**, Paris, Nathan, 2002.
8. Pierre Castex et Paul Surer, **Histoire de la littérature française**, Paris, Librairie Hachette, 1974.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.britannica.com/art/French-literature>
2. <http://www.litteratureaudio.com/>
3. <http://www.lire-des-livres.com/>

4. <http://www.youscribe.com/>
5. **Bibliothèque nationale de France (BnF):**
Website: <https://www.bnf.fr/> (The National Library of France offers a vast digital collection of medieval manuscripts and early printed books, providing access to historical texts and manuscripts.)
6. **Gallica:**
Website: <https://gallica.bnf.fr/> (Gallica is a digital library hosted by the BnF, featuring a rich collection of digitized medieval manuscripts and Renaissance texts.)

14. Journals/Magazines (National /International):

1. **"Revue des Langues Romanes" (International):** This academic journal publishes articles and critical analyses of various aspects of Romance languages and literatures, including medieval French texts.
2. **"Cahiers de Civilisation Médiévale" (France):** This French journal focuses on medieval studies and often publishes critical essays and articles that delve into specific medieval texts.
3. **"Medium Ævum" (International):** This journal may include articles and essays that discuss selected texts from the French medieval period.
4. **"Bibliothèque de la Pléiade" (France):** This prestigious French series published by Gallimard includes critical editions of significant literary works, including medieval and Renaissance texts.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Studying French Civilisation – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> • read and appreciate geographical and sociocultural aspects of France. • develop cultural competence, which includes an appreciation of French cultural values, norms, and customs. • engage respectfully and effectively in cross-cultural interactions with French-speaking individuals and communities. 	• Nature of the Course:	MID-3 (A)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	<ul style="list-style-type: none"> • Pedagogy: 	
Students should ... <ul style="list-style-type: none"> • develop cultural awareness by immersing themselves in various aspects of French culture like French art, music, cuisine, customs. • strengthen your ability to analyse historical events, movements, within the context of French history. • learn to access and evaluate academic sources, archives, and databases related to French civilization. 	<p>Cultural sensitivity and a global perspective can be emphasized when teaching French Civilization. The diversity within French culture, including regional differences, immigrant communities, and multicultural influences can be highlighted. Students are encouraged to consider the global impact of French history and culture, including colonialism and its legacies.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> • Any student pursuing Second year UG programme in French (III Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> • have a good command of grammar, vocabulary, and comprehension skills. • have an understanding of European history, particularly the history of France and its major historical events to study of French civilization. • have a curiosity and openness to exploring these aspects enriching their learning experience. • familiarise with academic databases. • interact with French speakers or visiting French-speaking regions. • access historical documents. 	<p>A Bridge course for taking this course on the French civilisation is not always necessary.</p> <p>However, if a student prefers to do, he can consider for a Bridge course focusing on the French civilisation.</p> <p>A Bridge course on online or YouTube channels about the French civilisation can help students understand better.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
<p>Textbook : Catherine Carlo, Mariella Causa, CIVILISATION PROGRESSIVE DU FRANÇAIS (Niveau débutant), Paris, CLE International, 2005.</p> <p style="text-align: center;">Refer the pages mentioned.</p> <p>(NOTE: Only 8 states in “Les régions françaises” to be taught. Refer Units: 1 & 2)</p>			
I		<p>UNIT 1 : L'ESPACE FRANÇAIS</p> <p>1. Généralités pp.8-11</p> <p>2. Les régions françaises</p> <p>1. Champagne-Ardenne, Alsace, Lorraine pp. 14-15</p> <p>2. Haute et Basse- Normandie pp. 18-19</p> <p>3. Bretagne pp. 20-21</p> <p>4. Île-de-France pp. 24-25</p>	15
II		<p>UNIT 2 : 2. Les régions françaises</p> <p>5. Paris pp. 26-27</p> <p>6. PACA, Corse pp. 32-33</p> <p>7. Midi-Pyrénées pp. 38-39</p> <p>8. Les DOM pp. 40-43</p>	15
III		<p>UNIT 3 : LA FRANCE DANS LE MONDE</p> <p>1. La France en Europe – pp.44-47</p> <p>2. Les échanges politiques – pp.48-49</p> <p>3. Les échanges économiques – pp.50-51</p> <p>4. La Francophonie – pp.52-53</p>	15
IV		<p>UNIT 4 : LA VIE AU QUOTIDIEN</p> <p>1. Le calendrier – pp.54-55</p> <p>2. Une semaine de travail – pp.56-59</p> <p>3. Une vie d'étudiant – pp.60-61</p>	15
V		<p>UNIT 5 :</p> <p>4. Le repas – pp.62-67</p> <p>5. Les courses – pp.68-71</p> <p>6. Les transports – pp.72-75</p>	15

10. Unit-wise Student activities:

Unit 1:

- Regional Showcase: Organize a virtual or physical exhibition where students research and present information about different French regions, their culture, traditions, and geography.
- Regional Cuisine: Host a cooking class where students prepare dishes from various French regions and share their culinary creations, exploring the diversity of French cuisine.

Unit 2:

- Organize a group discussion or debate on France's role in Europe, encouraging students to research and present arguments about its political significance within the continent, all conducted in French.
- Create a mock United Nations session where students represent France and other countries, simulating political exchanges and negotiations, practicing diplomatic language and international relations terminology in French.

Unit 3:

- Set up a trade fair activity where students explore France's economic exchanges with other countries, creating presentations on and trade partnerships.

- Host a cultural celebration focusing on the Francophonie, where students showcase the diversity of French-speaking countries through presentations, music, and cuisine, promoting cultural understanding and language use in French.

Unit 4:

- Have students maintain a diary in French, documenting their daily routines as if they were living in France, allowing them to practice writing about their daily lives.
- Challenge students to plan a week's schedule entirely in French, including daily activities, meals, and leisure time, reinforcing language skills while exploring French culture.

Unit 5:

- Create a virtual French market where students role-play as shoppers and merchants, practicing conversations related to shopping and haggling in French.
- Assign students different modes of transportation in France (e.g., TGV, métro) to research and present, highlighting their significance in daily life and travel.

11. Basic Textbook:

Catherine Carlo, Mariella Causa, **CIVILISATION PROGRESSIVE DU FRANÇAIS (Niveau débutant)**, Paris, CLE International, 2005.

Syllabus : The topics to be covered. **Refer Syllabus content.**

(NOTE: Only 8 states in “Les régions françaises” to be taught. Refer Units: 1 & 2)

12. Reference Books:

1. Alice Doumikian, **LA CIVILISATION FRANÇAISE**, Publié par la décision du conseil scientifique de l'UNIVERSITÉ LINGUISTIQUE V. BRIOUSSOV, Erévan – 2006.
2. Ross STEELE, **Civilisation progressive du français - Niveau intermédiaire**, Paris, CLE International, 2004.
3. Roselyne Roesch, Rosalba Rolle-Harold, **LA FRANCE au quotidien**, Presses Universitaires de Grenoble, 2004.
4. Nelly Mauchamp, **La France de toujours – Civilisation**, Paris, CLE International, 1997.
5. Michel Paoletti, **Civilisation française quotidienne**, Paris, Didier, 1995.
6. Alain Kimmel, **Vous avez dit France ? – Pour comprendre la société française actuelle**, Paris, Hachette / CIEP, 1987.
7. Denis C. Meyer, **Clés pour la France en 80 icônes culturelles : pour comprendre la France et les Français**, Paris, Hachette, 2014.

13. Web Resource (Websites/Databases/E-Resources):

1. https://www.youtube.com/watch?v=tfqZOihE_2E
2. <https://www.youtube.com/watch?v=CwzUZ3pRDsU>
3. <http://cuistophe.free.fr/region/specul/france.html>
4. [https://apprendre.tv5monde.com/en?xtor=SEC-8-GOO-\[APP SE Apprendre Anglais\]-\[123029052198\]-S-\[how%20to%20learn%20french\]&gclid=Cj0KCQjw0vWnBhC6ARIsAJpJM6eKEtxvVuB5YKqkJNXbp9lITQ6dujrPZGtM08a621wMyd9DiD0_kZgaAqU4EALw_wcB](https://apprendre.tv5monde.com/en?xtor=SEC-8-GOO-[APP SE Apprendre Anglais]-[123029052198]-S-[how%20to%20learn%20french]&gclid=Cj0KCQjw0vWnBhC6ARIsAJpJM6eKEtxvVuB5YKqkJNXbp9lITQ6dujrPZGtM08a621wMyd9DiD0_kZgaAqU4EALw_wcB)
5. <http://www.francetvinfo.fr/>
6. <https://asia.tv5monde.com/>
7. <http://la1ere.francetvinfo.fr/>

14. Journals/Magazines (National /International):

International Journals and Magazines:

1. "**French Historical Studies**" (**International**): This academic journal focuses on the history of France and the Francophone world.
2. "**French Cultural Studies**" (**International**): This interdisciplinary journal examines French culture, literature, film, and other aspects of civilization.
3. "**France Today**" (**International**): This magazine offers insights into contemporary French culture, travel, food, and lifestyle. It's written in English.
4. "**France-Amérique**" (**International**): This bilingual magazine (in English and French) explores French and Francophone culture, arts, and lifestyle.

National Journals and Magazines (France):

1. "**Le Monde Diplomatique**" (**France**): This French newspaper covers international politics, economics, and culture. It provides a deep analysis of global issues and their impact on French society.
2. "**Le Magazine Littéraire**" (**France**): This magazine often features articles on French writers, artists, and cultural trends, offering insights into French civilization.
3. "**Courrier International**" (**France**): This magazine compiles articles from various international publications, translates them into French, and provides a global perspective on current affairs and culture.
4. "**Géo France**" (**France**): This magazine explores geography, travel, and culture worldwide, including articles about various regions of France and their cultural heritage.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Preparing for DELF A1 Exam	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> engage in simple conversations, introduce themselves, and communicate effectively in French. understand and respond to basic written and spoken French, such as short texts, and simple dialogues. take the DELF A1 exam, equipping them with test-taking strategies. 	• Nature of the Course:	MID-3 (B)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> develop the ability to understand and respond to spoken French, particularly in common daily scenarios. improve reading comprehension by working on basic texts like signs, labels, and short messages in French. acquaint themselves with the DELF A1 exam format, including the structure and timing of each section. 	<p>Interactive activities, role-playing, and real-life scenarios to improve listening, speaking, reading, and writing skills should be emphasized. Regular practice tests and mock exams should be integrated to build exam confidence. Cultural insights and language immersion should be woven into lessons to enhance overall language proficiency. The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (III Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a genuine interest in learning the French language and motivation to pursue language proficiency. familiarise with the French alphabet and basic pronunciation rules. converse in French on familiar topics. access to language learning resources, such as textbooks, online courses, or language classes. dedicate to regular practice and study time for gradual skill development. have a willingness to engage in spoken and written practice to reinforce learning. have a knowledge in French culture. 	<p>A Bridge course for the DELF A1 Exam serves as a preparatory step to help learners' transition into the A1 level of French proficiency.</p> <ul style="list-style-type: none"> It should focus on building fundamental language skills, including basic vocabulary, common phrases, and essential grammar concepts. It should incorporate activities that promote speaking and listening comprehension. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook : Richard LESCURE et al., LE NOUVEL ENTRAINEZ-VOUS : DELF A1 – 150 activités , Paris, CLE International, 2007.			
I		UNIT 1 : Les objectifs de ce cours préparatoire sont les suivants : <ul style="list-style-type: none"> • Préparer les élèves au type d'épreuves (orales et écrites) • Mesurer si les élèves ont les connaissances pour satisfaire aux exigences de l'examen • Donner les conseils indispensables pour permettre de réussir 	15
II		UNIT 2 : Chapitre 1 : Compréhension écrite Présentation de l'épreuve et des activités de compréhension écrite <ul style="list-style-type: none"> 1. Lire pour s'orienter – p.7 2. Lire des instructions – p.9 3. Lire pour s'informer et discuter – p.19 4. Lire la correspondance – p.24 Épreuves types – p.34 Auto-évaluation – p.44 – p.50 	15
III		UNIT 3 : Chapitre 2 : Compréhension orale Présentation de l'épreuve et des activités de compréhension orale <ul style="list-style-type: none"> 1. Compréhension générale de l'oral – p.51 2. Comprendre des locuteurs natifs – p.53 3. Comprendre des annonces et des instructions – p.56 Épreuves types – p.62 Auto-évaluation – p.72 – p.76 	15
IV		UNIT 4 : Chapitre 3 : Production écrite Présentation de l'épreuve et des activités de production écrite <ul style="list-style-type: none"> 1. Compléter une fiche, un bulletin, un questionnaire – p.77 2. Ecrire des phrases et des textes (messages, lettres, annonces) sur des sujets de la vie quotidienne – p.79 Épreuves types – p.87 Auto-évaluation – p.98 – p.100 	15
V		UNIT 5 : Chapitre 4 : Production orale Présentation de l'épreuve et des activités de production orale <ul style="list-style-type: none"> Entretien dirigé – p.101 1. Echange d'informations – p.103 2. Dialogue simulé – p.110 – p.115 Êtes-vous prêt pour passer à l'oral ? – p.124 	15

10. Unit wise Student activities:

Unit 1: Introduction to DELF A1 Preparation

- Preparing for Exam Formats: Students engage in practice exercises mirroring the oral and written formats of the DELF A1 exam, familiarizing themselves with its structure.
- Knowledge Assessment: Assessments are conducted to gauge students' existing knowledge and identify areas requiring improvement.
- Success Strategies: Essential tips and strategies for achieving success in the exam are imparted to students.

Unit 2: Reading Comprehension

- Orientation Reading: Practice reading short texts to extract key information and identify the main ideas.
- Following Instructions: Read and comprehend various types of instructions and directions in French.
- Reading for Information and Discussion: Read texts for information and engage in discussions about the content.
- Reading Correspondence: Understand and interpret written correspondence, such as emails and letters.
- Sample Exam Practice: Attempt sample reading comprehension exams to test comprehension skills.
- Self-Assessment: Evaluate your progress with auto-evaluation exercises.

Unit 3: Listening Comprehension

- General Oral Comprehension: Practice listening to spoken French to grasp the general meaning and context.
- Understanding Native Speakers: Listen to native speakers and improve comprehension skills.
- Understanding Announcements and Instructions: Practice understanding announcements and instructions in spoken French.
- Sample Listening Comprehension Tests: Engage in sample listening comprehension tests.

Unit 4: Written Production

- Completing Forms: Learn to complete forms, questionnaires, and reports in French.
- Everyday Writing: Practice writing sentences, messages, letters, and announcements on daily life topics.
- Sample Written Production Exercises: Attempt sample writing exercises.
- Self-Evaluation: Assess your written production skills using self-evaluation tasks.

Unit 5: Oral Production

- Guided Conversations: Engage in directed interviews and conversations.
- Information Exchange: Practice exchanging information in French.
- Simulated Dialogues: Engage in simulated dialogues and conversations.
- Oral Exam Readiness: Prepare for the oral exam with readiness activities.

11. Basic Textbook:

Richard LESCURE et al., **LE NOUVEL ENTRAINEZ-VOUS : DELF A1 – 150 activités**, Paris, CLE International, 2007.

12. Reference Books:

1. Bruno Girardeau et al., **Réussir le DELF A1**, Didier, 2011.
2. Caroline Veltcheff et al., **PRÉPARATION À L'EXAMEN DU DELF A1**, Paris, Hachette, 2011.
3. David Clément-Rodriguez et al. **ABC DELF A1**, Paris, CLE International, 2022.
4. Michele Barfety et al., **Compétences A1, A2, Expression orale-Niveau 1**, Paris, CLE International, 2004.
5. Sylvie Poisson-Quinton., **Compétences A1, Compréhension écrite-Niveau 1**, Paris, CLE International, 2017.
6. Michele Barfety et al., **Compétences A1, A2, Compréhension orale-Niveau 1**, Paris, CLE International, 2004.
7. Sylvie Poisson-Quinton., **Compétences A1, Expression écrite-Niveau 1**, Paris, CLE International, 2004.

13. Web Resource (Websites/Databases/E-Resources):

1. **DEL F A1 Sample Papers (Official):** The official website for the DEL F A1 Exam often provides sample papers and practice materials for each section of the exam, including listening, reading, writing, and speaking.
2. **Alliance Française:** The official website of Alliance Française, a renowned language institution, provides resources for French learners. It offers sample papers, practice exercises, and study tips for the DEL F A1 Exam.
3. **YouTube:** YouTube features numerous channels and playlists dedicated to DEL F A1 preparation. These include video lessons, listening exercises, and speaking practice.

14. Journals/Magazines (National /International):

1. **Le français dans le monde (International) :**
While it primarily focuses on French language and culture, reading articles and features in this magazine can help learners improve their comprehension of written French.
2. **Bien-dire (International):**
Bien-dire is a French language learning magazine that includes articles, audio recordings, and exercises for learners of various proficiency levels. It can be beneficial for improving listening and reading skills.
3. **Le Monde Diplomatique (French Edition, International) :**
This French newspaper covers international news and events. Reading articles from this publication can expose learners to authentic French language use.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:		B.A. FRENCH	
2. Title of the subject:		ANY 1 COURSE: NATURAL SCIENCES/PHYSICAL SCIENCES/HUMANITIES & SOCIAL SCIENCES	
3. Course code:			
*MULTIDISCIPLINARY COURSE – 3		Specifications:	
MAXIMUM TOTAL MARKS:	100	• Nature of the Course:	MLD – 3
INTERNAL ASSESSMENT	25 marks	• No. of credits:	3
END SEMESTER EXAMINATION	75 marks	• No. of Hours/Week:	4
		• (Theory/Practical)	--
		• % of Theory & Problems	--
• Courses:			
<p>All Undergraduate students in French are mandated to pursue 9 credits worth of courses in Multi-disciplinary Courses. They are expected to learn three basic/introductory courses (one each in Natural Sciences, Physical Sciences, Humanities & Social Sciences) and one each in the first three semesters designed by other departments for this purpose.</p>			

1. Title of the UG programme:		B.A. FRENCH									
2. Title of the subject:		Foundation Course in English – II (TO ALL ARTS STUDENTS)									
3. Course code:											
*FOR ALL ARTS STREAMS: ENGLISH – II		4. Specifications:									
<table border="1"> <tr> <td>MEDIUM OF INSTRUCTION & EXAMINATION</td> <td>ENGLISH</td> </tr> <tr> <td>MAXIMUM TOTAL MARKS:</td> <td>100</td> </tr> <tr> <td>INTERNAL ASSESSMENT</td> <td>25 marks</td> </tr> <tr> <td>END SEMESTER EXAMINATION</td> <td>75 marks</td> </tr> </table>		MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH	MAXIMUM TOTAL MARKS:	100	INTERNAL ASSESSMENT	25 marks	END SEMESTER EXAMINATION	75 marks	<ul style="list-style-type: none"> • Nature of the Course: AEC – 3 • No. of credits: 2 • No. of Hours/Week: 4 • (Theory/Practical) Theory • % of Theory & Problems Theory & Exercises 	
MEDIUM OF INSTRUCTION & EXAMINATION	ENGLISH										
MAXIMUM TOTAL MARKS:	100										
INTERNAL ASSESSMENT	25 marks										
END SEMESTER EXAMINATION	75 marks										
<ul style="list-style-type: none"> • Syllabus Content: 											
<p>The syllabus is prescribed by the DEPARTMENT OF ENGLISH, B.G.C.W.</p>											

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Foundation Course in French – II (TO ALL SCIENCE & COM STUDENTS)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will know to: <ul style="list-style-type: none"> comprehend and generate content about personal hobbies and life events, including notices and promotions. express viewpoints on common items and occurrences. grasp and reply to basic written exchanges like letters and emails. participate constructively in group learning tasks. 	• Nature of the Course:	AEC – 3
	• No. of credits:	2
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> participate in simple conversations, introduce themselves, describe their daily routine, and discuss familiar topics. write short paragraphs or essays about topics they're familiar with, describe experiences, or send messages in French. focus on essential French grammar rules, including verb conjugations, noun-adjective agreement, and the use of prepositions. 	The teaching methods and curriculum are centred around introducing students to the concepts of autonomous and self-learning, along with Language for Specific Purposes methodologies. This module encompasses LSP across diverse mediums and formats of presentation, including oral lectures, audio-visual tools such as television and video, and the utilization of information and communication technologies like the internet and CD-ROMs. The course is taught in French .	
	6. Pre-requisites:	8. Bridge courses to be done:
<ul style="list-style-type: none"> Any student pursuing Second year UG (III Semester) in this institution and has already studied French as Second language is eligible to take this course as an Ability Enhancement Course. Students should ... <ul style="list-style-type: none"> practise listening to native speakers to improve their pronunciation skills. ensure that they have the time to dedicate to regular practice and study sessions. have a genuine interest in learning French. learn a new language which requires a commitment of time and effort. to learn to practise pronunciation. 	A Bridge course for learning French at intermediate-level is not always necessary. However, there are still some options: <ul style="list-style-type: none"> Intensive courses often include more hours of instruction per week and provide an immersive learning experience. Utilize online language learning platforms that offer structured intermediate-to-advanced courses. 	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
		Textbook : Luca Giachino, et Carla Baracco, <i>NOUVELLE GÉNÉRATION - A1, Méthode de français</i> , Paris, Didier, 2022. pp.66-111.	
I		UNIT 1 : Unité 4 – Temps libre, p. 66 <ul style="list-style-type: none"> • Les activités quotidiennes • Les moments de la journée 	10
II		UNIT 2 : <ul style="list-style-type: none"> • Les matières scolaires • Les loisirs • La fréquence 	10
III		UNIT 3 : Unité 5 – Vendre et acheter, p.82 <ul style="list-style-type: none"> • Les aliments • Les emballages • Les quantités • Les commerces et les commerçants 	15
IV		UNIT 4 : Unité 6 – Tout le monde s’amuse, p. 98 <ul style="list-style-type: none"> • Les sorties • Les saisons • Les fêtes • Les messages 	15
V		UNIT 5 : <ul style="list-style-type: none"> • Révisions des unités 	10

10. Unit-wise Student activities:

Unit 1:

- Explore daily activities and moments of the day, enhancing vocabulary related to routines and time expressions.
- Engage in exercises focused on describing everyday activities and understanding the concept of different times of the day.

Unit 2:

- Learn French vocabulary related to school subjects, hobbies, and expressing frequency.
- Practice discussing interests, preferences, and how often activities occur in various contexts.

Unit 3:

- Expand your knowledge of French by exploring vocabulary related to foods, packaging, quantities, and interactions with merchants.
- Engage in language activities centred around buying and selling, fostering proficiency in everyday commerce situations.

Unit 4:

- Explore vocabulary related to outings, seasons, celebrations, and messages, enhancing conversational skills and cultural awareness.
- Participate in activities that involve discussing various aspects of entertainment, building language skills in diverse contexts.

Unit 5:

- Consolidate your learning by revisiting and reviewing key concepts from previous units.
- Engage in comprehensive language exercises and assessments to reinforce understanding across various themes and topics.

11. Basic Textbook:

Luca Giachino, et Carla Baracco, **NOUVELLE GÉNÉRATION - A1, Méthode de français**, Paris, Didier, 2022.

Syllabus : Unités : 4, 5 et 6.
pp.66-111.

12. Reference Books:

1. D. Abi Mansour, et al., **ODYSSÉE - A1, Méthode de français**, Paris, CLE International, 2021.
2. Nathalie Hirschsprung et al., **Cosmopolite 1-A1, Méthode de français**, French Edition, Hachette, 2017 and Indian Edition, Goyal Publishers, 2017.
3. Marion Alcaraz, **Edito 1, Méthode de français**, Paris, Didier, 2017.
4. Neige Pruvost et al., **ENTRE NOUS - A1 – méthode de français**, Paris, Maison des Langues, 2015.
5. Marie-Noëlle Cocton et al., **SAISON - 1 – méthode de français**, Paris, Didier, 2014.
6. M. Denyer et al., **VERSION ORIGINALE 1, Méthode de français**, Paris, Maison des langues, 2013.
7. Jacky Giradet et al., **Écho A1, Méthode de français**, Paris, CLE International, 2013.
8. Catherine Hugot, **Alter Ego A1, Méthode de français**, Paris, Hachette, 2012.
9. Claire Miquel, **COMMUNICATION PROGRESSIVE DU FRANCAIS, Niveau débutant**, Paris, CLE International, 2009.
10. Régine Mérieux, Yves Loiseau, **Latitudes 1 – A1/A2**, Paris, Didier, 2008.
11. Michèle Mahéo-Le Coadic et al., **FESTIVAL 1, Méthode de français**, Paris, CLE International, 2005.
12. Régine Mérieux, Yves Loiseau, **Connexions 1**, Paris, Didier, 2004.
13. Jacky Girardet et al., **PANORAMA 1, Méthode de français**, Paris, CLE International, 2000.

13. Web Resource (Websites/Databases/E-Resources):

1. [FluentU](#)
2. [French About](#)
3. [FrenchPod101](#)
4. [Bonjour de France](#)
5. [Lawless French](#)
6. [BBC Ma France](#)
7. [About.com French Language](#)

14. Journals/Magazines (National /International):

1. **"Le Monde" (International):** Le Monde, one of France's most respected newspapers, provides a wide range of news articles and features.
2. **"L'Express" (France):** A weekly news magazine that covers a variety of topics including politics, economics, and culture.
3. **"Le Figaro" (France):** A daily newspaper with sections on politics, business, culture, and more.
4. **"Courrier International" (France):** Courrier International is a French weekly newspaper that translates articles from various international publications into French.
5. **"Madame Figaro" (France):** This women's lifestyle magazine covers fashion, beauty, culture, and more.
6. **"Le Point" (France):** A weekly news magazine known for its in-depth reporting and analysis on current events.
7. **"Vogue Paris" (France):** For those interested in fashion and lifestyle, Vogue Paris offers articles in French that can help improve vocabulary related to these topics.
8. **"Paris Match" (France):** Paris Match is a popular French news magazine that covers a wide range of topics, including current events, politics, culture, and celebrities.
9. **"L'Obs" (France):** L'Obs (formerly Le Nouvel Observateur) is a French news magazine that covers current events, politics, culture, and society. It provides engaging articles suitable for intermediate learners.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Communication Skills for Tourism Sector	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will know to: <ul style="list-style-type: none"> demonstrate improved proficiency in spoken communication, engaging with tourists, colleagues, and industry partners. deliver informative and engaging presentations to industry audiences. exhibit the ability to create well-structured and compelling written materials tailored for the tourism field. 	• Nature of the Course:	SEC – 3
	• No. of credits:	3
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> build a strong vocabulary related to tourism, travel, and hospitality. understand and use polite expressions and formal language when interacting with tourists and clients. hone their ability to provide clear and concise information to tourists. practise problem-solving skills to handle unexpected situations or address customer complaints. 	Scenarios that mimic common situations in the tourism sector, giving directions to tourist attractions, or assisting with restaurant reservations can be created. Different roles, like tourists' professionals, can be assigned to students. They can be encouraged to reflect on their performance and strategies for enhancing their communication skills in similar situations can be discussed. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (III Semester) in this institution is eligible to take this course as a Skill Enhancement Course. Students should ... <ul style="list-style-type: none"> have a foundational understanding of the French language. communicate fluently and accurately in French. familiarize themselves with the customs, traditions, and social norms of French-speaking countries. be passionate about travel, cultural exploration. have a strong desire to work in the tourism industry or engage with tourists. know popular tourist destinations. 	There might not be specific Bridge courses tailored exclusively to offer communication skills for Tourism Sector in French. However, if a student prefers to do, he can consider for a Bridge course to help him prepare for this role effectively. Many online language learning platforms offer language training with simulated scenarios and role-play exercises related to tourism, such as booking / reserving accommodations, giving directions, and interacting with tourists.	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
	Textbook : Anne Marie CALMY, <i>LE FRANÇAIS DU TOURISME</i> , Paris, Hachette, 2004. pp.10 – 73.		
I		UNIT 1 : Découvrir le monde du tourisme Unité 1 : Les acteurs, les métiers, les lieux, pp. 10-18 Unité 2 : Le marché du travail, pp. 19-26	15
II		UNIT 2 : Accueillir et assister le touriste Unité 1 : L'accueil et l'assistance, pp. 30-38 Unité 2 : Les transports, les horaires, les programmes, pp. 39-47	15
III		UNIT 3 : Accueillir et assister le touriste Unité 3 : L'hôtellerie, la restauration, la gastronomie, pp.48-56	10
IV		UNIT 4 : Concevoir un produit touristique Unité 1 : L'offre d'itinéraires, d'excursions, de circuits, pp. 60-68	10
V		UNIT 5 : Concevoir un produit touristique Unité 2 : L'offre d'animations culturelles et de loisirs, pp. 69-73 Unité 3 : L'offre d'hébergement et de restauration, pp.74-84	10

10. Unit-wise Student activities:

Unit 1:

- Role-play Customer Service: Conduct role-play scenarios where students take on the roles of tourists and tourism professionals, practicing greetings, inquiries, and assisting with common travel needs.
- Tourism Vocabulary Bingo: Create bingo cards with French tourism-related vocabulary words. Students play bingo while listening to definitions and descriptions, enhancing their vocabulary and comprehension.

Unit 2:

- Organize a tourist information centre role-play scenario where students take on the roles of tourist information agents and tourists, practicing how to provide directions, schedules, and program recommendations in French.
- Plan a "Travel Itinerary" project where students create detailed travel plans for imaginary tourists, incorporating transportation options, schedules, and suggested activities, presenting their itineraries in French.

Unit 3:

- Conduct a restaurant simulation activity where students play the roles of waitstaff and customers, practicing how to take orders, describe dishes, and provide restaurant service in French.

- Host a French culinary showcase where students research and present information about various French dishes and gastronomic experiences, using appropriate gastronomic terminology in French.

Unit 4:

- Tour Package Sales Pitch: Students work in pairs or groups to design and deliver sales pitches for their tour packages, focusing on effective communication of itinerary details and unique selling points.

Unit 5:

- Cultural Event Promotion: Challenge students to create promotional materials (posters, flyers) for cultural events or festivals, practicing persuasive language and cultural appreciation.

11. Basic Textbook:

Anne Marie CALMY, **LE FRANÇAIS DU TOURISME**, Paris, Hachette, 2004.

Syllabus : Unités : 1, 2 et 3.
pp.10 – 73.

12. Reference Books:

1. Arnaud Laygues, Andreu Coll, **Le français en contexte Tourisme (A1+/A2+), Méthode de français professionnel**, Paris, Maison des langues, 2014.
2. Sophie Corbeau et al., **tourisme.com, 2^{ème} Edition**, Paris, CLE International, 2013.
3. Juliette Marion, Baptiste Chauveau, **Carnet de voyage**, New Delhi, Goyal publications, 2013.
4. H. RENNER et al., **Le français du tourisme**, Paris, CLE International, 1991.
5. Claude Bouthier et Claude Peyroutet, **Le tourisme en France**, Paris, Nathan, 2010.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.fluentu.com/blog/french/french-travel-phrases-3/>
2. <https://speechling.com/blog/101-basic-french-words-for-travel-in-france/>
3. <https://www.youtube.com/watch?v=wbtghqIreTQ>
4. <https://www.youtube.com/watch?v=0qIJ5dQ-LYI>
5. <https://www.youtube.com/watch?v=HgIm25zWALQ>
6. <https://www.fluentin3months.com/french-phrases-for-travel/>
7. <https://www.youtube.com/watch?v=IBr-ivFCZtI>
8. <https://www.youtube.com/watch?v=6GaSXM9Ts-s>
9. <https://www.youtube.com/watch?v=ILL6Tf9hJk>
10. <https://www.frenchlearner.com/travel/hotel/>

14. Journals/Magazines (National /International):

International Journals and Magazines:

1. **"Tourism Management" (International):** This academic journal focuses on various aspects of tourism, including marketing, hospitality, and destination management.
2. **"Journal of Travel Research" (International):** This scholarly journal explores travel and tourism from a research perspective.

3. **"Travel Weekly" (International):** This publication covers news, trends, and insights in the travel industry, making it a valuable resource for staying updated on the latest developments and language used in the sector.
4. **"Travel Trade Gazette" (International):** TTG focuses on the travel and tourism trade, providing news and analysis relevant to professionals in the industry.

National Journals and Magazines (France):

1. **"Tour Hebdo" (France):** This French trade magazine covers news and trends in the tourism industry, including hospitality, travel agencies, and destinations.
2. **"L'Echo Touristique" (France):** This publication focuses on the travel and tourism business in France. It covers topics like marketing, technology, and trends.
3. **"Voyages & Stratégie" (France):** This magazine explores the marketing and communication strategies in the tourism sector.
4. **"Le Quotidien du Tourisme" (France):** This daily newspaper provides news and updates related to the tourism industry in France and around the world.
5. **"Bienvenue à Bord" (France):** This magazine is dedicated to the airline and hospitality industry, covering topics such as in-flight services, customer experience, and tourism trends.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

PROGRAMME : B.A. FRENCH

Level - 200

SEMESTER – IV					
S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD – 5		Glimpses of Classicism & Enlightenment Era	4	5
2.	MJD – 6		Exploring Literary Texts – II (17 th & 18 th centuries)	4	5
3.	MJD – 7		Learning Spoken Communication	4	5
4.*	MID – 4 (A)		Studying French Civilisation – II	4	5
	MID – 4 (B)		Preparing for DELF A2 Exam		
5.	AEC – 4		FOUNDATION COURSE IN FRENCH – II <i>(TO ALL ARTS STUDENTS)</i>	2	4
	AEC – 4		FOUNDATION COURSE IN ENGLISH – II <i>(TO ALL SCIENCE & COM STUDENTS)</i>		
6.	WP**		Community Engagement & Service	2	6
				20	30

* MID–4 (A) / MID–4 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.

** Winter Project – Field-based course

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Glimpses of Classicism & Enlightenment Era	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> demonstrate understanding of Classicism and Enlightenment French literary trends, culture and society. understand various cultural aspects and societal issues of the covered time. identify and elucidate important literary movements depicted in texts, covering the 17th and 18th centuries. 	• Nature of the Course:	MJD – 5
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> develop strong critical thinking skills to critically analyse texts, documents, and ideas from the Classical and Enlightenment periods. study the major political, social, and cultural events, viz. the reign of Louis XIV, the Enlightenment philosophers, the French Revolution, ... utilize libraries, digital archives, and academic databases to understand. 	Historical context can be provided for each literary movement, discussing the social, political, and cultural factors that influenced it. Students can be encouraged to compare and contrast literary works from different movements. By analysing key texts side by side, students can discern how literary styles, themes, and ideas evolved across periods, facilitating a deeper understanding of each movement. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (IV Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a basic knowledge of French. understand with the historical context of France during the Classical and Enlightenment periods. familiarise themselves with different literary genres of Classical literature and Enlightenment Era. familiarize themselves with key literary and philosophical movements, figures, and works from this period. have basic research skills to explore historical documents, academic articles, and literary criticism. 	A Bridge course for learning the French literature (Literary Movements) is not always necessary. However, if a student prefers to do, he can consider for a Bridge course to learn the French literature. Several YouTube videos will provide you with foundational knowledge on Classical period (17th century) and Enlightenment Age (18th century) can provide him with a contextual understanding of the time period in which the texts emerged.	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Le XVIIe siècle - Introduction Le Contexte et les origines du Classicisme Les Principes du Classicisme Le Théâtre classique : La tragédie au XVII ^e siècle et la comédie au XVII ^e siècle	15
II		UNIT 2 : La Poésie classique au XVII ^e siècle Le Roman classique au XVII ^e siècle La Querelle des Anciens (Classiques) et des Modernes	15
III		UNIT 3 : Le XVIIIe siècle - Introduction Le Contexte historique du siècle des Lumières Les Principes des Lumières Principaux philosophes et œuvres des Lumières	15
IV		UNIT 4 : L'Encyclopédie Le Théâtre au XVIII ^e siècle La Poésie au XVIII ^e siècle Le Prérromantisme	15
V		UNIT 5 Conclusion : Le Classicisme Le Siècle des Lumières	15

10. Unit-wise Student activities:

Unit 1:

- Host a classical theatre night where students stage scenes from classic tragedies and comedies of the 17th century, emphasizing the principles of classical drama.
- Organize a debate where students take on the roles of supporters of classicism and those advocating for more modern approaches, mirroring the "Querelle des Anciens et des Modernes."

Unit 2:

- Initiate a poetry recitation contest featuring classical poems from the 17th century, focusing on students' ability to capture the formal style and themes.
- Have students write and present book reviews that evaluate classic novels from the 17th century, emphasizing the narrative style and thematic elements.

Unit 3:

- Host a "Philosophers' Salon" where students research and portray key 18th century philosophers, engaging in philosophical discussions on topics of the era.
- Organize a project where students create a digital encyclopaedia, mirroring the spirit of the "Encyclopédie," covering a range of topics with detailed articles & illustrations.

Unit 4:

- Conduct a multimedia presentation session where students explore and present on the impact of the "Encyclopédie" on knowledge dissemination and Enlightenment thought.

- Initiate a discussion forum on the transition from Enlightenment thinking to the emergence of Pre-Romanticism, focusing on literary and philosophical shifts in the late 18th century.

Unit 5:

- Organize a debate or discussion forum where students explore the key principles and literary works of Classicism and the Enlightenment, encouraging them to express their opinions and interpretations in French.
- Assign students to research and present on influential figures of the Enlightenment, such as Voltaire or Rousseau, highlighting their contributions to philosophy, literature, and social thought in French.

11. Basic Textbooks:

1. **XVII^e SIÈCLE – Les Grands Auteurs français du programme**, *Collection littéraire Lagarde et Michard*, Paris, Bordas, 1985.
2. **XVIII^e SIÈCLE – Les Grands Auteurs français du programme**, *Collection littéraire Lagarde et Michard*, Paris, Bordas, 1985.

Syllabus : LITERARY MOVEMENTS

1. *Le Classicisme*
2. *Le Siècle des Lumières*

12. Reference Books:

1. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XVII^e siècle**, Paris, Librairie Hachette, 2019.
2. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XVIII^e siècle**, Paris, Librairie Hachette, 2019.
3. Cécile de Ligny, Manuela Rousselot, **La littérature française**, Paris, Nathan, 2002.
4. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XVII^e SIÈCLE**, Paris, Larousse, 1994.
5. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XVIII^e SIÈCLE**, Paris, Larousse, 1994.
6. Henri Mitterrand (Collection), **Littérature : XVII^e siècle - Textes et Documents**, Paris, Nathan, 1991.
7. Henri Mitterrand (Collection), **Littérature : XVIII^e siècle - Textes et Documents**, Paris, Nathan, 1991.
8. Magnard (Collection), **XVII-XVIII siècles - Collection “textes et contextes”**, Paris, 1983.
9. Pierre Castex et Paul Surer, **Histoire de la littérature française**, Paris, Librairie Hachette, 1974.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://gallica.bnf.fr/>
2. [Internet Encyclopedia of Philosophy - Enlightenment](#)
3. [MIT Visualizing Cultures - Enlightenment](#)
4. https://fr.wikipedia.org/wiki/Classicisme_fran%C3%A7ais
5. <https://www.espacefrancais.com/le-classicisme/#gsc.tab=0>
6. <https://www.youtube.com/watch?v=mflQMzT1fMs>
7. https://fr.wikipedia.org/wiki/Si%C3%A8cle_des_Lumi%C3%A8res

8. <https://www.espacefrancais.com/le-siecle-des-lumieres/#gsc.tab=0>
9. <https://www.youtube.com/watch?v=pLB2UjnOkvM>

14. Journals/Magazines (National /International):

International Journals and Magazines:

1. **"Eighteenth-Century Studies" (International):** This academic journal is dedicated to the interdisciplinary study of the 18th century, including the Enlightenment era.
2. **"Dix-Huitième Siècle" (International):** This journal publishes research on the French 18th century, which is the heart of the Enlightenment.
3. **"Studies on Voltaire and the Eighteenth Century" (International):** This journal focuses on the works and impact of Voltaire, one of the key Enlightenment figures.

National Journals and Magazines (France):

1. **"Dix-Huitième Siècle" (France):** This French journal explores the culture, literature, and history of the 18th century of France.
2. **"Lumières" (France):** This magazine is dedicated to the study of the Enlightenment period and its influence on contemporary society.
3. **"Cahiers Montesquieu" (France):** This publication is dedicated to his works and ideas, providing insights into the era.
4. **"Le Magazine littéraire" (France):** This magazine covers literature and literary history, often including features on classic French authors and their contributions to the Enlightenment.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Exploring Literary Texts – II (17 th & 18 th centuries)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> demonstrate knowledge and understanding of 17th and 18th century French culture and society through the study of major modern literary works. evince the ability to read and to discuss perceptively representative works of French literature. identify and trace the development of major themes that appear in the texts studied. 	• Nature of the Course:	MJD – 6
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> develop the ability to perform close reading, revealing hidden meanings, symbolism, and literary techniques. master the skill of placing literary works within their historical and cultural contexts. acquire the capacity to construct and support their interpretations of French literary texts by drawing on textual evidence and pertinent historical context. 	Students should be encouraged to engage in close reading and analysis of the literary texts. The literary works within their historical, cultural, and societal contexts can be situated. The author's background and the prevalent themes and ideas of the time can be discussed. This approach helps students appreciate the literature within a broader cultural and historical framework. Literary styles and themes can be analysed through texts. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (IV Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a good command of grammar, vocabulary, and comprehension skills. familiarise with basic literary terms, concepts, and techniques such as narrative structure of those periods. have an understanding of the historical and cultural context of France during the Classical and Enlightenment eras. identify literary movements accurately. understand the basic literary concepts. 	A Bridge course for taking this course on Literary Texts is not always necessary. <p>However, if a student prefers to do, he can consider for a Bridge course focusing on the French literature.</p> <p>A Bridge course on online or YouTube channels about French history can help students understand the historical context in which the literary works were written.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : XVII^e SIÈCLE : Collection Lagarde et Michard XVII^e SIÈCLE 1. Pascal – Le roseau pensant, pp.157-158 2. Boileau – La tragédie, pp.341-343 3. Mme de La Fayette – L'héroïne, pp.356-357 4. Fénelon – Le meilleur gouvernement, pp.426-427	15
II		UNIT 2 : XVIII^e SIÈCLE : Collection Lagarde et Michard XVIII^e SIÈCLE 5. Fontenelle – La dent d'or, pp.24-25 6. Marivaux – Le Jeu de l'amour et du hasard : L'amour-propre contre l'amour, pp.50-51	15
III		UNIT 3 : XVIII^e SIÈCLE : Collection Lagarde et Michard XVIII^e SIÈCLE 7. Voltaire – Zadig : La danse, pp.131-132 8. André Chénier – La jeune Tarentine, pp.369-370	15
IV		UNIT 4 : Collection Progressive - Débutant 9. Le XVII^e Siècle – pp.22-23 10. La Fontaine, Jean de : « <i>La Cigale et la Fourmi</i> », livre I, fable 1, 1668 – pp.24-25 11. Molière : <i>Les Bourgeois gentilhomme</i> , acte II, scène 4, 1670 – pp.26-27 12. La Bruyère, Jean de : <i>Les Caractères</i> , 1688 – pp.30-31	15
V		UNIT 5 : Collection Progressive - Débutant 13. Le XVIII^e Siècle – pp.32-33 14. Montesquieu : <i>Lettres persanes</i> , lettre 23, 1721 – pp.34-35 15. Rousseau, Jean-Jacques : <i>Julie ou La Nouvelle Héloïse</i> , lettre 26, 1761 – pp.36-37	15

10. Unit-wise Student activities:

Unit 1:

- Organize a fable-writing workshop where students create their own fables in the style of La Fontaine, emphasizing moral lessons and clever storytelling.
- Host a character analysis discussion on Mme de La Fayette's "L'héroïne," exploring the complexities of the protagonist and the themes of heroism.

Unit 2:

- Organize a literary analysis workshop where students explore the works of Fontenelle and Marivaux, discussing themes, characters, and writing styles in French.
- Assign students to create dramatic readings or adaptations of scenes from Marivaux's "Le Jeu de l'amour et du hasard," encouraging them to act out and perform the dialogues in French.

Unit 3:

- Conduct a comparative analysis activity where students compare the writing styles and themes of Voltaire's "Zadig" and André Chénier's "La jeune Tarentine" in French, exploring the connections between Enlightenment literature and Romanticism.

- Organize a creative writing project where students compose their own short stories or poems inspired by the themes and narratives found in the texts, reinforcing their understanding of French literary techniques.

Unit 4:

- Organize a dramatic reading of select scenes from Molière's "Les Bourgeois gentilhomme" immersing students in the theatrical atmosphere of the 17th century.
- Host a debate on the enduring relevance of La Bruyère's "Les Caractères" and its observations on human behaviour, encouraging students to draw parallels with contemporary society.

Unit 5:

- Conduct a letter-writing exercise where students assume the roles of characters from Montesquieu's "Lettres persanes" and Rousseau's "Julie ou La Nouvelle Héloïse," crafting letters reflecting the perspectives and dilemmas of the Enlightenment era.

11. Basic Textbooks:

1. **XVII^e SIÈCLE – Les Grands Auteurs français du programme**, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.
2. **XVIII^e SIÈCLE – Les Grands Auteurs français du programme**, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.

Units: 1, 2 & 3 : The texts are taken from Collection littéraire Lagarde et Michard.

3. Nicole Blonde et al, **LITTÉRATURE PROGRESSIVE DU FRANÇAIS (2^e édition), Niveau débutant**, CLE International, Paris, 2013.

Units: 4 & 5: The texts are taken from Collection Progressive.

12. Reference Books:

1. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XVII^e siècle**, Paris, Librairie Hachette, 2019.
2. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XVIII^e siècle**, Paris, Librairie Hachette, 2019.
3. Cécile de Ligny, Manuela Rousselot, **La littérature française**, Paris, Nathan, 2002.
4. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XVII^e SIÈCLE**, Paris, Larousse, 1994.
5. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XVIII^e SIÈCLE**, Paris, Larousse, 1994.
6. Henri Mitterrand (Collection), **Littérature : XVII^e siècle - Textes et Documents**, Paris, Nathan, 1991.
7. Henri Mitterrand (Collection), **Littérature : XVIII^e siècle - Textes et Documents**, Paris, Nathan, 1991.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.britannica.com/art/French-literature>
2. <http://www.litteratureaudio.com/>
3. <http://www.lire-des-livres.com/>

4. <http://www.youscribe.com/>

14. Journals/Magazines (National /International):

National Journals and Magazines (France):

1. "**Dix-Septième Siècle**" (France): This French journal is dedicated to the study of the 17th century, which includes the works of authors like Corneille, Molière, and Racine.
2. "**Dix-Huitième Siècle**" (France): This journal explores the culture, literature, and history of the 18th century, including the Enlightenment era. It publishes articles in French that delve into the works of Voltaire, Rousseau, and others.

Anthologies and Compilations:

1. "**Anthologie de la littérature française**" (Various Publishers): This anthology series includes selections from French literary texts spanning various centuries. Look for volumes dedicated to the 17th and 18th centuries to access key texts.
2. "**The Portable Enlightenment Reader**" (International): This compilation includes writings from key Enlightenment thinkers such as Voltaire, Rousseau, and Diderot, along with introductions and annotations to aid in understanding.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Learning Spoken Communication	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> develop intermediate-level proficiency in French through practical dialogues, enhancing conversational skills. gain insights into French culture, customs, and expressions embedded within the dialogues. acquire strategies for nuanced language use, enabling learners to navigate real-life communication scenarios. 	• Nature of the Course:	MJD – 7
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> hone speaking and listening skills by engaging in interactive dialogues, enabling to understand nuances. develop a robust vocabulary relevant to everyday scenarios, enhancing lexical resources for effective communication. apply learned language skills in practical situations, promoting confident communication in real-life contexts. 	<p>Teachers employ an immersive pedagogy emphasizing student participation in authentic dialogues. Integrating cultural insights, interactive activities, and communicative exercises, instructors foster an engaging learning environment that enhances language acquisition and cultural understanding for intermediate-level French learners. They can employ varied teaching materials for a dynamic learning experience.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (IV Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> a foundational understanding of French at the beginner level. some knowledge of French grammar basics for comprehending intermediate-level structures. an eagerness to explore French culture which enhances engagement. prior exposure to language learning which facilitates a smoother transition to intermediate French proficiency. a consistent practice outside the classroom. 	<p>A Bridge course for learning theory of communication is not always necessary.</p> <p>However, there are still some options: Foundational French Course: A brief review of basic French grammar and vocabulary to ensure a solid foundation before delving into intermediate-level material. Conversational Skills Workshop: A specialized course focusing on enhancing conversational fluency through interactive exercises, preparing students for the dialogue-rich content in the textbook.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook : Evelyne Sirejols, <i>Communication en dialogues, Niveau intermédiaire</i> , Paris, CLE International, 2018. pp.6-59.			
I		UNIT 1 : Ch.1 - INVITER, ACCEPTER, REFUSER, S'EXCUSER, p.6 – 10 Ch.2 - OFFRIR, REMERCIER, p.11 – 15	15
II		UNIT 2 : Ch.3 - ANNONCER UN ÉVÈNEMENT, FÉLICITER, p.16 – 20 Ch.4 - DEMANDER UN SERVICE, DONNER UN CONSEIL, p.21 – 25	15
III		UNIT 3 : Ch.5 - RASSURER, ENCOURAGER, FAIRE UN REPROCHE, p.26 – 32 Ch.6 - AU RESTAURANT, À L'HÔTEL, p.33 – 37	15
IV		UNIT 4 : Ch.7 - PARLER D'ARGENT, p.38 – 42 Ch.8 - PARLER DE SA SANTÉ, p.43 – 47	15
V		UNIT 5 : Ch.9 - SE DÉPLACER EN VILLE, EN TRAIN, EN AVION, p. 48 – 52 Ch.10 - LES LOISIRS ET LES VACANCES, p.53 – 59	15

10. Unit-wise Student activities:

Unit 1:

- Ch.1: Role-play scenarios where students practice inviting, accepting, refusing, and apologizing in various social contexts.
- Ch.2: Organize a dialogue-based skit focusing on expressing gratitude and offering in different situations.

Unit 2:

- Ch.3: Plan and present announcements for hypothetical events, encouraging creative expression.
- Ch.4: Conduct paired activities for students to simulate service requests and provide advice.

Unit 3:

- Ch.5: Create dialogues emphasizing reassurance, encouragement, and constructive feedback.
- Ch.6: Simulate restaurant and hotel interactions through role-playing exercises, enhancing practical conversational skills.

Unit 4:

- Ch.7: Engage in discussions about financial topics, encouraging students to share personal perspectives.
- Ch.8: Role-play health-related conversations to reinforce vocabulary and expressions related to well-being.

Unit 5:

- Ch.9: Plan a pretend city tour or travel scenario to practice conversational skills related to transportation.

- Ch.10: Design a poster or presentation showcasing leisure and vacation activities, promoting creative expression and cultural exploration.

11. Basic Textbook:

Evelyne Sirejols, *Communication en dialogues, Niveau intermédiaire*, Paris, CLE International, 2018.

**Syllabus : Chapitres 1 – 10.
pp.6-59.**

12. Reference Books:

1. Céline Himber et al., *Adomania – 2, Méthode de français*, Paris, Hachette, 2016.
2. Michael D. Oates et al, *ENTRE AMIS, VOLUME 2, AN INTERACTIVE APPROACH*, Cengage Learning, 2010.
3. Annie Berthet, *ALTER Ego, A2 : Méthode de français*, Paris, Hachette, 2006.
4. Jean-Pol Caput, *Guide d'expression écrite*, Paris, Hachette, 1991.
5. Denis Baril, *Techniques de l'expression écrite et orale*, 10^e édition, Paris, Ed. Sirey, 2002.
6. Michele Barfety, *Expression orale*, Paris, CLE International, 2010.
7. Pierre Gesnouin, *Expression écrite*, 4^e éd., Paris, Bordas, 1990.
8. Jean-Yves Thiébault, *Expression écrite*, Paris, Vuibert, 2003.
9. Lionel Bellenger, *L'expression orale*, 3^e éd., Paris, Presses universitaires de France, 1988.
10. Francis VANOYE, *EXPRESSION COMMUNICATION*, Paris, Armand Colin, 1973.

13. Web Resource (Websites/Databases/E-Resources):

1. **Duolingo** (<https://www.duolingo.com/>): Duolingo offers interactive exercises and gamified lessons to enhance vocabulary and grammar skills in French.
2. **BBC Languages** - French (<http://www.bbc.co.uk/languages/french/>): BBC Languages provides free online courses, audio, video, games, and quizzes for French learners at various proficiency levels.
3. **Français Authentique** (<https://www.francaisauthentique.com/>): Français Authentique offers podcasts, videos, and resources designed to improve listening comprehension and conversational skills.
4. **Lawless French** (<https://www.lawlessfrench.com/>): Lawless French provides comprehensive lessons, quizzes, and resources covering grammar, vocabulary, and cultural aspects of the French language.
5. **Collins Easy Learning** – French (<https://www.collinsdictionary.com/us/dictionary/french-english>): Collins offers online dictionaries and language resources for French learners, including grammar guides and vocabulary builders.
6. **Memrise** (<https://www.memrise.com/>): Memrise uses a flashcard-based approach and mnemonic techniques to help learners memorize and recall French vocabulary.
7. **French Today** (<https://www.frenchtoday.com/>): French Today offers audiobooks, lessons, and resources for improving French pronunciation and understanding spoken French.
8. **Bonjour de France** (<https://www.bonjourdefrance.com/>): Bonjour de France provides a variety of exercises, activities, and lessons for learning French, categorized by proficiency level.

14. Journals/Magazines (National /International):

National Journals/Magazines:

1. "**Le Monde Diplomatique**" (<https://www.monde-diplomatique.fr/>): An influential French monthly newspaper offering in-depth analysis of international issues, politics, and culture.
2. "**L'Express**" (<https://www.lexpress.fr/>): A weekly news magazine covering current affairs, politics, and cultural topics in France and globally.
3. "**Courrier International**" (<https://www.courrierinternational.com/>): A weekly magazine that translates and compiles articles from international publications, providing diverse perspectives on global events.

International Journals/Magazines:

1. "**France Today**" (<https://www.francetoday.com/>): An English-language magazine offering insights into French culture, lifestyle, travel, and current events.
2. "**The Connexion**" (<https://www.connexionfrance.com/>): An English-language newspaper reporting on news and events in France, catering to expatriates and English-speaking residents.
3. "**French Review**" (<https://frenchreview.frenchteachers.org/>): A journal published by the American Association of Teachers of French, featuring articles on language, literature, and culture for French educators and learners.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	
b)	Percentage of Attendance - 5 Marks	25 Marks

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Studying French Civilisation – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> • read and appreciate geographical and sociocultural aspects of France. • develop cultural competence, which includes an appreciation of French cultural values, norms, and customs. • engage respectfully and effectively in cross-cultural interactions with French-speaking individuals and communities. 	• Nature of the Course:	MID-4 (A)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	<ul style="list-style-type: none"> • Pedagogy: 	
Students should ... <ul style="list-style-type: none"> • develop cultural awareness by immersing yourself in various aspects of French culture like French art, literature, music, cuisine, customs. • strengthen their ability to analyse historical events, movements, within the context of French history. • learn to access and evaluate academic sources, archives, and databases related to French civilization. 	<p>Cultural sensitivity and a global perspective can be emphasized when teaching French civilization. The diversity within French culture, including regional differences, immigrant communities, and multicultural influences can be highlighted. students are encouraged to consider the global impact of French history and culture, including colonialism and its legacies.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> • Any student pursuing Second year UG programme in French (IV Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> • have a good command of grammar, vocabulary, and comprehension skills. • interact with French speakers. • have an understanding of European history, particularly the history of France and its major historical events to study of French civilization. • have a curiosity and openness to exploring these aspects will enrich their learning experience. • interact with French speakers or visiting French-speaking regions. • learn the societal structures of France. 	<p>A Bridge course for taking this course on the French civilisation is not always necessary.</p> <p>However, if a student prefers to do, he can consider for a Bridge course focusing on the French civilisation.</p> <p>A Bridge course on online or YouTube channels about the French civilisation can help students understand better.</p>	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
		Textbook : Catherine Carlo, Mariella Causa, CIVILISATION PROGRESSIVE DU FRANÇAIS, Niveau débutant , Paris, CLE International, 2005. pp.76-131.	
I		UNIT 1 : LES TEMPS LIBRE 1. Quelques fêtes traditionnelles – pp.76-79 2. Les vacances – pp.80-81 3. Les loisirs – pp.82-89	15
II		UNIT 2 : 4. Les médias – pp.90-93 5. Les amis, les voisins – pp.94-95 6. Les animaux de compagnie – pp.96-97	15
III		UNIT 3 : L'ORGANISATION SOCIALE 1. Qui gouverne ? – pp.98-103 2. La vie citoyenne – pp.104-105 3. Familles – pp.106-111	15
IV		UNIT 4 : L'ORGANISATION SOCIALE 4. L'école – pp.112-117 5. Le travail – pp.118-123 6. Le système de santé – pp.124-127	15
V		UNIT 5 : L'ORGANISATION SOCIALE 7. Un pays croyant ? – pp.128-129 8. Le temps de la vie – pp.130-131	15

10. Unit-wise Student activities:

Unit 1:

- Organize a cultural fair where students present and celebrate some of the traditional festivals discussed in the unit, giving insights into their significance and customs.
- Host a discussion on leisure activities and vacations, allowing students to share their own experiences and preferences, thus encouraging conversational French.

Unit 2:

- Arrange a media analysis project where students examine different forms of media, such as newspapers, television, and social media, to understand their impact on society.
- Conduct a role-playing activity where students simulate social interactions with friends and neighbours, using appropriate French expressions to enhance their conversational skills.

Unit 3:

- Organize a mock election or debate, with students taking on roles as political candidates or engaged citizens to discuss issues related to governance and civic life.
- Create a family tree assignment where students research and present their own family history, using relevant French vocabulary to describe relationships and backgrounds.

Unit 4:

- Organize a classroom debate or discussion about the French education system, allowing students to express their opinions on the structure, challenges, and advantages of the system in French.
- Create a research project where students explore different aspects of the French healthcare system, including its structure, services, and challenges, and present their findings in French.

Unit 5:

- Host a cultural exchange activity where students discuss the role of religion in society, exploring the diversity of beliefs and practices in France and comparing them to their own cultural backgrounds, all in French.
- Plan a project where students examine the concept of time and life stages in French culture, discussing milestones and traditions associated with different life phases in French society.

11. Basic Textbook:

Catherine Carlo, Mariella Causa, **CIVILISATION PROGRESSIVE DU FRANÇAIS, Niveau débutant**, Paris, CLE International, 2005.

Syllabus : The topics to be covered are from **pp.76-131**.

12. Reference Books:

1. Alice Doumikian, **LA CIVILISATION FRANÇAISE**, Publié par la décision du conseil scientifique de l'UNIVERSITÉ LINGUISTIQUE V. BRIOUSSOV, Erévan – 2006.
2. Ross STEELE, **Civilisation progressive du français - Niveau intermédiaire**, Paris, CLE International, 2004.
3. Roselyne Roesch, Rosalba Rolle-Harold, **LA FRANCE au quotidien**, Presses Universitaires de Grenoble, 2004.
4. Nelly Mauchamp, **La France de toujours – Civilisation**, Paris, CLE International, 1997.
5. Michel Paoletti, **Civilisation française quotidienne**, Paris, Didier, 1995.
6. Alain Kimmel, **Vous avez dit France ?**, Paris, CIEP, 1987.
7. Denis C. Meyer, **Clés pour la France en 80 icônes culturelles : pour comprendre la France et les Français**, Paris, Hachette, 2014.

13. Web Resource (Websites/Databases/E-Resources):

1. https://www.youtube.com/watch?v=tfqZOihE_2E
2. <https://www.youtube.com/watch?v=CwzUZ3pRDsU>
3. <http://cuistophe.free.fr/region/specul/france.html>
4. [https://apprendre.tv5monde.com/en?xtor=SEC-8-GOO-\[APP_SE Apprendre Anglais\]-\[123029052198\]-S-\[how%20to%20learn%20french\]&gclid=Cj0KCQjw0vWnBhC6ARIsAJpJM6eKEtxvVuB5YKqkJNXbp9lITQ6dujrPZGtM08a621wMyd9DiD0_kZgaAqU4EALw_wcB](https://apprendre.tv5monde.com/en?xtor=SEC-8-GOO-[APP_SE Apprendre Anglais]-[123029052198]-S-[how%20to%20learn%20french]&gclid=Cj0KCQjw0vWnBhC6ARIsAJpJM6eKEtxvVuB5YKqkJNXbp9lITQ6dujrPZGtM08a621wMyd9DiD0_kZgaAqU4EALw_wcB)
5. <http://www.francetvinfo.fr/>
6. <https://asia.tv5monde.com/>
8. <http://la1ere.francetvinfo.fr/>

14. Journals/Magazines (National /International):

International Journals and Magazines:

5. "**French Historical Studies**" (**International**): This academic journal focuses on the history of France and the Francophone world.
6. "**French Cultural Studies**" (**International**): This interdisciplinary journal examines French culture, literature, film, and other aspects of civilization.
7. "**France Today**" (**International**): This magazine offers insights into contemporary French culture, travel, food, and lifestyle. It's written in English.
8. "**France-Amérique**" (**International**): This bilingual magazine (in English and French) explores French and Francophone culture, arts, and lifestyle.

National Journals and Magazines (France):

1. "**Le Monde Diplomatique**" (**France**): This French newspaper covers international politics, economics, and culture. It provides a deep analysis of global issues and their impact on French society.
2. "**Le Magazine Littéraire**" (**France**): This magazine often features articles on French writers, artists, and cultural trends, offering insights into French civilization.
3. "**Courrier International**" (**France**): This magazine compiles articles from various international publications, translates them into French, and provides a global perspective on current affairs and culture.
4. "**Géo France**" (**France**): This magazine explores geography, travel, and culture worldwide, including articles about various regions of France and their cultural heritage.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Preparing for DELF A2 Exam	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> attain an intermediate level of proficiency in French, enabling them to communicate in everyday situations. have the skills to read and understand moderately complex texts, write coherent messages, short paragraphs. prepare well to take the DELF A2 exam, with a strong grasp of the exam format, strategies for each section. 	• Nature of the Course:	MID-4 (B)
	• No. of credits:	4
	• No. of Hours/Week:	5
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> practise speaking French regularly, focusing on basic conversations, and simple questions and answers. develop the skill to write short, coherent texts, including personal messages and simple descriptions. regularly take practice mock exams to familiarize themselves with the content and gain confidence in DELF A2 Exam. 	Interactive activities, role-playing, and real-life scenarios to improve listening, speaking, reading, and writing skills should be emphasized. Regular practice tests and mock exams should be integrated to build exam confidence. Cultural insights and language immersion should be woven into lessons to enhance overall language proficiency. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (IV Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> build upon their language skills and meet the A2-level requirements. have a solid grasp of basic French vocabulary and grammar concepts, including verb conjugations. practice in listening to and speaking French helps students gain confidence in their oral communication skills. have familiarity with reading comprehension and writing sentences and short texts in French is necessary for success at the A2 level. converse in French on familiar topics. have a genuine interest in French. 	A Bridge course for the DELF A2 Exam serves as a preparatory step to help learners' transition into the A2 level of French proficiency. <ul style="list-style-type: none"> It should emphasize spoken communication and listening comprehension, as these skills are vital for success at the A2 level. It should emphasize spoken communication and listening comprehension, as these skills are vital for success at the A2 level. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook : Richard LESCURE et al., <i>LE NOUVEL ENTRAINEZ-VOUS : DELF A2 – 200 activités</i> , Paris, CLE International, 2007.			
I		UNIT 1 : Les objectifs de ce cours préparatoire sont les suivants : <ul style="list-style-type: none"> • Préparer les élèves au type d'épreuves (orales et écrites) • Mesurer si les élèves ont les connaissances pour satisfaire aux exigences de l'examen • Donner les conseils indispensables pour permettre de réussir 	15
II		UNIT 2 : Chapitre 1 : Compréhension orale Présentation de l'épreuve et des activités de compréhension orale – p.7 1. Comprendre des annonces et des instructions orales – p.9 2. Comprendre des émissions de radio et des enregistrements – p.17 3. Comprendre une conversation entre locuteurs natifs- p.24 Épreuves types – p.31 Auto-évaluation – p.34	15
III		UNIT 3 : Chapitre 2 : Compréhension écrite Présentation de l'épreuve et des activités de compréhension écrite – p.35 1. Lire des instructions – p.37 2. Lire pour s'orienter – p.52 3. Lire pour s'informer et discuter – p.68 4. Comprendre la correspondance – p.86 Épreuves types – p.103 Auto-évaluation – p.111	15
IV		UNIT 4 : Chapitre 3 : Production écrite Présentation de l'épreuve et des activités de production écrite – p.113 Épreuves types – p.144 Auto-évaluation – p.146	15
V		UNIT 5 : Chapitre 4 : Production orale Présentation de l'épreuve et des activités de production orale – p.147 1. Entretien dirigé – p.149 2. Monologue suivi – p.158 3. Exercice en interaction – p.165	15

10. Unit wise Student activities:

Unit 1: Introduction to DELF A1 Preparation

- Preparing for Exam Formats: Students engage in practice exercises mirroring the oral and written formats of the DELF A1 exam, familiarizing themselves with its structure.
- Knowledge Assessment: Assessments are conducted to gauge students' existing knowledge and identify areas requiring improvement.

- Success Strategies: Essential tips and strategies for achieving success in the exam are imparted to students.

Unit 2: Oral Comprehension

- Understanding Oral Instructions: Practice comprehending spoken instructions and announcements.
- Listening to Radio and Recordings: Improve listening skills by understanding radio broadcasts and audio recordings.
- Native Speaker Conversations: Engage in understanding conversations between native speakers.
- Sample Oral Comprehension Tests: Attempt sample tests to enhance listening comprehension.
- Self-Assessment: Evaluate your oral comprehension skills through self-assessment tasks.

Unit 3: Reading Comprehension

- Reading Instructions: Practice reading and comprehending various types of instructions.
- Orientation Reading: Enhance orientation reading skills to extract key information.
- Reading for Information and Discussion: Read texts for information and engage in discussions.
- Correspondence Comprehension: Understand written correspondence like letters and emails.
- Sample Reading Comprehension Tests: Attempt sample reading comprehension exams.
- Self-Evaluation: Assess your progress with self-evaluation exercises.

Unit 4: Written Production

- Writing Presentation: Learn about the written production component of the exam.
- Sample Written Production Tests: Attempt sample tests to practice written expression.
- Self-Evaluation: Assess your written production skills with self-evaluation tasks.

Unit 5: Oral Production

- Oral Production Presentation: Understand the oral production component of the exam.
- Guided Interview: Engage in directed interviews to practice spoken expression.
- Monologue: Prepare monologues on specific topics.
- Interactive Exercises: Practice interactive oral exercises.

11. Basic Textbook:

Richard LESCURE et al., *LE NOUVEL ENTRAINEZ-VOUS : DELF A2 – 200 activités*, Paris, CLE International, 2007.

12. Reference Books:

8. Marjolaine Dupuy et al., *Réussir le DELF A2*, Didier, 2010.
9. Alexandre Holle et al., *PRÉPARATION À L'EXAMEN DU DELF A2*, Paris, Hachette, 2007.
10. David Clément-Rodriguez et al. *ABC DELF A2*, Paris, CLE International, 2021.
11. Michele Barfety et al., *Compétences A1, A2, Expression orale-Niveau 1*, Paris, CLE International, 2004.
12. Sylvie Poisson-Quinton., *Compétences A1-A2, Compréhension écrite-Niveau 1*, Paris, CLE International, 2020.
13. Michele Barfety et al., *Compétences A1, A2, Compréhension orale-Niveau 1*, Paris, CLE International, 2004.
14. Sylvie Poisson-Quinton., *Compétences A2-B1, Expression écrite-Niveau 1*, Paris, CLE International, 2021.

13. Web Resource (Websites/Databases/E-Resources):

1. **DEL F A1 Sample Papers (Official):** The official website for the DELF A1 Exam often provides sample papers and practice materials for each section of the exam, including listening, reading, writing, and speaking.
2. **Alliance Française:** The official website of Alliance Française, a renowned language institution, provides resources for French learners. It offers sample papers, practice exercises, and study tips for the DELF A1 Exam.
3. **YouTube:** YouTube features numerous channels and playlists dedicated to DELF A1 preparation. These include video lessons, listening exercises, and speaking practice.

14. Journals/Magazines (National /International):

1. **Le français dans le monde (International):**
While it primarily focuses on French language and culture, reading articles and features in this magazine can help learners improve their comprehension of written French.
2. **Bien-dire (International):**
Bien-dire is a French language learning magazine that includes articles, audio recordings, and exercises for learners of various proficiency levels.
3. **News in Slow French (International, Online):**
This online resource offers news articles and podcasts in slow, easy-to-understand French. It can help learners practice their listening and reading skills.
4. **Le Monde Diplomatique (French Edition, International):**
This French newspaper covers international news and events. Reading articles from this publication can expose learners to authentic French language use.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Foundation Course in French – II (TO ALL ARTS STUDENTS)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will know to: <ul style="list-style-type: none"> comprehend and generate content about personal hobbies and life events, including notices and promotions. express viewpoints on common items and occurrences. grasp and reply to basic written exchanges like letters and emails. participate constructively in group learning tasks. 	• Nature of the Course:	AEC – 4
	• No. of credits:	2
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> participate in simple conversations, introduce themselves, describe their daily routine, and discuss familiar topics. write short paragraphs or essays about topics they're familiar with, describe experiences, or send messages in French. focus on essential French grammar rules, including verb conjugations, noun-adjective agreement, and the use of prepositions. 	The teaching methods and curriculum are centred around introducing students to the concepts of autonomous and self-learning, along with Language for Specific Purposes methodologies. This module encompasses LSP across diverse mediums and formats of presentation, including oral lectures, audio-visual tools such as television and video, and the utilization of information and communication technologies like the internet and CD-ROMs. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG (IV Semester) in this institution and has already studied French as Second language is eligible to take this course as an Ability Enhancement Course. Students should ... <ul style="list-style-type: none"> practise listening to native speakers to improve their pronunciation skills. ensure that they have the time to dedicate to regular practice and study sessions. have a genuine interest in learning French. learn a new language which requires a commitment of time and effort. to learn to practise pronunciation. 	A Bridge course for learning French at intermediate-level is not always necessary. However, there are still some options: <ul style="list-style-type: none"> Intensive courses often include more hours of instruction per week and provide an immersive learning experience. Utilize online language learning platforms that offer structured intermediate-to-advanced courses. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook : Luca Giachino, et Carla Baracco, <i>NOUVELLE GÉNÉRATION - A1, Méthode de français</i> , Paris, Didier, 2022. pp.66-111.			
I		UNIT 1 : Unité 4 – Temps libre, p. 66 <ul style="list-style-type: none"> • Les activités quotidiennes • Les moments de la journée 	10
II		UNIT 2 : <ul style="list-style-type: none"> • Les matières scolaires • Les loisirs • La fréquence 	10
III		UNIT 3 : Unité 5 – Vendre et acheter, p.82 <ul style="list-style-type: none"> • Les aliments • Les emballages • Les quantités • Les commerces et les commerçants 	15
IV		UNIT 4 : Unité 6 – Tout le monde s’amuse, p. 98 <ul style="list-style-type: none"> • Les sorties • Les saisons • Les fêtes • Les messages 	15
V		UNIT 5 : <ul style="list-style-type: none"> • Révisions des unités 	10

10. Unit-wise Student activities:

Unit 1:

- Explore daily activities and moments of the day, enhancing vocabulary related to routines and time expressions.
- Engage in exercises focused on describing everyday activities and understanding the concept of different times of the day.

Unit 2:

- Learn French vocabulary related to school subjects, hobbies, and expressing frequency.
- Practice discussing interests, preferences, and how often activities occur in various contexts.

Unit 3:

- Expand your knowledge of French by exploring vocabulary related to foods, packaging, quantities, and interactions with merchants.
- Engage in language activities centred around buying and selling, fostering proficiency in everyday commerce situations.

Unit 4:

- Explore vocabulary related to outings, seasons, celebrations, and messages, enhancing conversational skills and cultural awareness.
- Participate in activities that involve discussing various aspects of entertainment, building language skills in diverse contexts.

Unit 5:

- Consolidate your learning by revisiting and reviewing key concepts from previous units.
- Engage in comprehensive language exercises and assessments to reinforce understanding across various themes and topics.

11. Basic Textbook:

Luca Giachino, et Carla Baracco, *NOUVELLE GÉNÉRATION - A1, Méthode de français*, Paris, Didier, 2022.

**Syllabus : Unités : 4, 5 et 6.
pp.66-111.**

12. Reference Books:

1. D. Abi Mansour, et al., *ODYSSÉE - A1, Méthode de français*, Paris, CLE International, 2021.
2. Nathalie Hirschsprung et al., *Cosmopolite 1-A1, Méthode de français*, French Edition, Hachette, 2017 and Indian Edition, Goyal Publishers, 2017.
3. Marion Alcaraz, *Edito 1, Méthode de français*, Paris, Didier, 2017.
4. Neige Pruvost et al., *ENTRE NOUS - A1 – méthode de français*, Paris, Maison des Langues, 2015.
5. Marie-Noëlle Cocton et al., *SAISON - 1 – méthode de français*, Paris, Didier, 2014.
6. M. Denyer et al., *VERSION ORIGINALE 1, Méthode de français*, Paris, Maison des langues, 2013.
7. Jacky Giradet et al., *Écho A1, Méthode de français*, Paris, CLE International, 2013.
8. Catherine Hugot, *Alter Ego A1, Méthode de français*, Paris, Hachette, 2012.
9. Claire Miquel, *COMMUNICATION PROGRESSIVE DU FRANCAIS, Niveau débutant*, Paris, CLE International, 2009.
10. Régine Mérieux, Yves Loiseau, *Latitudes 1 – A1/A2*, Paris, Didier, 2008.
11. Michèle Mahéo-Le Coadic et al., *FESTIVAL 1, Méthode de français*, Paris, CLE International, 2005.
12. Régine Mérieux, Yves Loiseau, *Connexions 1*, Paris, Didier, 2004.
13. Jacky Girardet et al., *PANORAMA 1, Méthode de français*, Paris, CLE International, 2000.

13. Web Resource (Websites/Databases/E-Resources):

1. [FluentU](#)
2. [French About](#)
3. [FrenchPod101](#)
4. [Bonjour de France](#)
5. [Lawless French](#)
6. [BBC Ma France](#)
7. [About.com French Language](#)

14. Journals/Magazines (National /International):

1. **"Le Monde" (International):** Le Monde, one of France's most respected newspapers, provides a wide range of news articles and features.
2. **"L'Express" (France):** A weekly news magazine that covers a variety of topics including politics, economics, and culture.
3. **"Le Figaro" (France):** A daily newspaper with sections on politics, business, culture, and more.
4. **"Courrier International" (France):** Courrier International is a French weekly newspaper that translates articles from various international publications into French.
5. **"Madame Figaro" (France):** This women's lifestyle magazine covers fashion, beauty, culture, and more.
6. **"Le Point" (France):** A weekly news magazine known for its in-depth reporting and analysis on current events.
7. **"Vogue Paris" (France):** For those interested in fashion and lifestyle, Vogue Paris offers articles in French that can help improve vocabulary related to these topics.
8. **"Paris Match" (France):** Paris Match is a popular French news magazine that covers a wide range of topics, including current events, politics, culture, and celebrities.
9. **"L'Obs" (France):** L'Obs (formerly Le Nouvel Observateur) is a French news magazine that covers current events, politics, culture, and society. It provides engaging articles suitable for intermediate learners.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Community Engagement & Service	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> develop a stronger sense of civic responsibility as they actively engage with and contribute to their local community. acquire opportunities to apply academic concepts and skills in real-world settings. gain practical experience that enhances their problem-solving abilities and critical thinking skills. 	• Nature of the Course:	WP*
	• No. of credits:	2
	• No. of Hours/Week:	6
	• (Theory/Practical)	--
	• % of Theory & Problems	N.A.
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> have effective communication skill when working with diverse community members and organizations. Have trained in active listening, clear verbal and written communication, and cross-cultural communication to facilitate the exchange of ideas. develop problem-solving and critical thinking skills to address community challenges effectively. identify root causes, analysing data, and developing innovative solutions. 	<ul style="list-style-type: none"> Students are engaged to actively participate in real-world community issues, reflecting on their experiences to gain insights. Collaborative learning is emphasized, promoting teamwork and partnerships with community members and organizations. They are encouraged to address social challenges effectively while fostering personal and academic growth through hands-on experiences and cooperation. 	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG programme in French (IV Semester) in this institution is eligible to take this course as a Winter Project. Students should ... <ul style="list-style-type: none"> a foundational understanding of factors such as socio-economic conditions, cultural diversity, and social issues within the community. approach their service projects with sensitivity and a contextual understanding of the communities they aim to assist. engage in respectful and empathetic communication with community members and organizations. 	A Bridge course for Community Engagement Service can help prepare students for effective participation. Here are two components that a Bridge course can cover: <ul style="list-style-type: none"> Community Context Awareness: The bridge course can offer an overview of the community where students will be engaged, including its demographics, history, and prevalent social issues. Communication and Collaboration Skills: The course can provide training in effective communication, cross-cultural competency, and collaboration techniques. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		*All UG students are also mandated to participate in a 15 days community engagement activity during winter vacation between 3 rd and 4 th Semester or within the timeframe of 4 th semester. The credit will be added to the 4 th semester. This Community engagement activity is expected to expose the students to social problems of neighbourhood village. The students may prepare a report on the activities carried out for an award of 2 credits. The report should contain a one-page summary written in French. The detailed report for the Winter Project, written in English, should be 15–20 pages long and include some GPS-tagged photos as proof, reflecting their learning outcomes, practical applications, and challenges faced. Community Engagement shall be done for a minimum of 2 weeks.	

13. Web Resource (Websites/Databases/E-Resources) :

Suggestions on types of web resources and places to look for community engagement opportunities in Puducherry:

1. **Local Nonprofit Organizations:** Many local nonprofit organizations and community groups in Puducherry have websites or social media pages where they post information about volunteer opportunities and community engagement initiatives.
2. **Local Government Websites:** The official website of the Puducherry government may provide information about community development projects, social initiatives, and volunteering opportunities.
3. **Community Forums and Social Media:** Local community forums, social media groups, and online discussion boards can be valuable resources for finding community engagement opportunities.
4. **NGO Directories:** Some websites and directories compile information about NGOs and nonprofit organizations operating in specific regions.

14. Journals/Magazines (National /International) :

1. "**Economic and Political Weekly**" (EPW): EPW covers a wide range of social, economic, and political issues in India and often features articles on community development, grassroots initiatives, and social engagement.
2. "**The Indian Journal of Social Work**": This journal focuses on social work and social issues in India. While not specific to Puducherry, it may include research and articles related to community engagement and service initiatives across the country.
3. "**Civil Society**": This national magazine covers topics related to non-profits, social change, and community development in India. It often features stories and insights on community engagement efforts.
4. "**Yojana**": Published by the Government of India, Yojana often includes articles and reports on social and community development initiatives across the country, providing insights into national programs and strategies.

PROGRAMME : B.A. FRENCH

Level - 300

SEMESTER - V					
S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD - 8		Insights into Literary Movements – I (19 th century)	4	6
2.	MJD - 9		Exploring Literary Texts – III (19 th century)	4	6
3.	MJD - 10		Practising Translation – I	4	6
4.*	MID - 5 (A)		Learning French History – I	4	6
	MID - 5 (B)		Mastering Grammar – I		
5.	MJD - 11		Summer Internship	4	6
				20	30

* MID-5 (A) / MID-5 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Insights into Literary Movements – I (19th century)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> exhibit knowledge and comprehension of French culture and society in the 19th century. grasp diverse cultural facets and societal concerns of the discussed era. recognize the key literary movements in the texts, encompassing Realism, Romanticism, and Symbolism. 	• Nature of the Course:	MJD – 8
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/ Answers
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> practice the skill of close reading, which involves a meticulous examination of literary texts to uncover deeper meanings. familiarize yourself with various literary theories that can help you interpret and analyse texts effectively. explore the themes, stylistic elements, and cultural implications of works from Romanticism, Realism, Naturalism and Symbolism. 	Historical context for each literary movement can be provided, the social, political, and cultural factors that influenced it can be discussed. Students can be encouraged to compare and contrast literary works from different movements. By analysing key texts side by side, students can discern how literary styles, themes, and ideas evolved across periods, facilitating a deeper understanding of each movement. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (V Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a basic understanding of the French language and literature. have a prior knowledge of French history, politics, and society during the XIX century of France. be comfortable with techniques for analysing poetry, prose, and drama, as well as understanding literary devices, themes, and styles. have basic research skills to explore historical documents literary criticism. be familiar with basic literary terms and concepts of the century. 	There may not be specific "Bridge courses" designed solely for the literary movements like Romanticism, Realism, Naturalism and Symbolism of France. However, if a student prefers to do, he can consider for a Bridge course to learn the French Literature. Several online classes and YouTube videos on Introduction to French Literature will provide a comprehensive overview of French Literature from its origins to the modern era, including movements of 19 th -century like the Romanticism, Realism, Naturalism and Symbolism.	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Le Romantisme - Introduction Le Contexte historiques du Romantisme Les Principes du Romantisme Le Drame romantique La Poésie romantique Le Roman romantique	15
II		UNIT 2 : Le Réalisme - Introduction Le Contexte historique du Réalisme Les Principes du Réalisme Le Roman réaliste	15
III		UNIT 3 : Le Naturalisme - Introduction Le Contexte historiques du Naturalisme Les Principes du Naturalisme Le Roman naturaliste	15
IV		UNIT 4 : Le Symbolisme - Introduction Le Contexte historiques du Symbolisme Les Principes du Symbolisme La Poésie symboliste	15
V		UNIT 5 : Conclusion : Les mouvements littéraires du XIXe siècle	15

10. Unit-wise Student activities:

Unit 1:

- Host a "Romantic Evening" event where students explore and present on key Romantic principles, poets, and authors through dramatic readings and poetry recitations.
- Organize a debate on the influence of Romanticism on contemporary literature and art, encouraging students to argue for or against its lasting impact.

Unit 2:

- Create a literary magazine in the style of Realism, where students contribute short stories or articles that capture the everyday life and social issues of the 19th century.
- Conduct a comparative analysis of a realist novel and its corresponding film adaptation, exploring how realism translates to the visual medium.

Unit 3:

- Organize a book club discussion focusing on a Naturalist novel like Émile Zola's "Germinal," encouraging students to analyse the author's portrayal of the impact of social and environmental factors on the characters.
- Have students conduct research and present on the life and works of a prominent Naturalist author, exploring their contributions to 19th-century French literature and their influence on literary movements.

Unit 4:

- Hold a poetry slam event where students compose and perform their own symbolist poems, focusing on abstract and evocative language.
- Explore the use of symbolism in contemporary art and music, encouraging students to analyse and present on its presence in various forms of artistic expression.

Unit 5:

- Organize a mini symposium where students research and present key literary works from all the literary movements of 19th century, highlighting their significance and themes in French.

11. Basic Textbook:

XIX^e SIÈCLE – Les Grands Auteurs français du programme, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.

Syllabus : LITERARY MOVEMENTS

1. *Le Romantisme*
2. *Le Symbolisme*
3. *Le Réalisme*
- et 4. *Le Naturalisme*

12. Reference Books:

1. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XIX^e siècle**, Paris, Librairie Hachette, 2019.
2. Cécile de Ligny, Manuela Rousselot, **La littérature française**, Paris, Nathan, 2002.
3. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XIX^e SIÈCLE**, Paris, Larousse, 1994.
4. Henri Mitterrand (Collection), **Littérature : XIX^e siècle - Textes et Documents**, Paris, Nathan, 1991.
5. Magnard (Collection), **XIX^e siècle - Collection “textes et contextes”**, Paris, 1983.
6. Pierre Castex et Paul Surer, **Histoire de la littérature française**, Paris, Librairie Hachette, 1974.
7. Martine Fievet, **Littérature en classe de FLE**, Paris, CLE International, 2013.
8. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, **Français Littérature**, Paris, Nathan, 2011.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://gallica.bnf.fr/>
2. <https://fr.wikipedia.org/wiki/Romantisme>
3. <https://www.espacefrancais.com/le-romantisme/#gsc.tab=0>
4. <https://www.youtube.com/watch?v=VNMESQRCg7c>
5. [https://fr.wikipedia.org/wiki/R%C3%A9alisme_\(litt%C3%A9rature\)](https://fr.wikipedia.org/wiki/R%C3%A9alisme_(litt%C3%A9rature))
6. <https://www.espacefrancais.com/le-realisme/#gsc.tab=0>
7. https://www.youtube.com/watch?v=p_gNEZhQY1A
8. <https://www.espacefrancais.com/le-symbolisme/#gsc.tab=0>
9. <https://www.etudes-litteraires.com/symbolisme.php>
10. <https://www.youtube.com/watch?v=CA1GLFOPJD0>

14. Journals/Magazines (National /International):

International Journals and Magazines:

1. "**Nineteenth-Century French Studies**" (**International**): This academic journal is dedicated to the study of 19th-century French literature and culture.
2. "**Romanticism**" (**International**): This journal focuses specifically on the Romantic literary movement, providing in-depth analysis and critical articles on Romantic authors and works, including French Romanticism.
3. "**Revue des Sciences Humaines**" (**International**): This interdisciplinary journal often includes articles related to literary movements and authors of the 19th century.

National Journals and Magazines (France):

1. "**Romantisme**" (**France**): This French journal explores the Romantic period in literature and arts.
2. "**Revue d'Histoire du XIXe siècle**" (**France**): This journal often includes articles and research on the historical context of 19th-century literary movements.
3. "**Cahiers de l'Association internationale des études françaises**" (**France**): This journal covers a wide range of French literary and cultural topics, including articles on Romanticism, Realism, and Symbolism.
4. "**Société des Études romantiques et dix-neuviémistes**" (**France**): This society's publications often include articles, essays, and research related to 19th-century literary movements, including Romanticism and Symbolism.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Exploring Literary Texts – III (19th century)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> develop an understanding of the literary styles, themes of French literature during the 19th century. learn to identify how historical events, societal changes, and cultural movements influenced the literature. analyse and interpret French literary texts from the 19th century. 	• Nature of the Course:	MJD – 9
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> practise the skill of close reading to uncover hidden meanings, symbolism, and literary techniques. become proficient in contextualizing texts within their historical and cultural backgrounds. learn how to formulate and defend their interpretations of French literary texts using evidence from the texts and relevant historical context. 	Students should be encouraged to engage in close reading and analysis of the literary texts. The literary works within their historical, cultural, and societal contexts can be situated. The author's background and the prevalent themes and ideas of the time can be discussed. This approach helps students appreciate the literature within a broader cultural and historical framework. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (V Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> read texts in their original form with deeper insights into the nuances of the literature. familiarise with basic literary terms, concepts, and techniques such as symbolism, theme, and narrative structure. have access to relevant texts, critical essays, and academic resources that focus on Romanticism, Realism, Naturalism and Symbolism. develop strong literary analysis skills. A basic understanding of the historical and cultural context of France. 	There may not be specific "Bridge courses" designed solely for the literary texts of the movements like Romanticism, Realism, Naturalism and Symbolism of France. However, if a student prefers to do, he can consider for a Bridge course focusing on French Literature. A Bridge course on online or YouTube channels about French history can help students understand the historical context in which the literary works were written.	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : XIX^e SIÈCLE : Collection Lagarde et Michard XIX^e SIÈCLE 1. Chateaubriand – Chant des oiseaux, p.46 2. Lamartine – Le Lac, pp.88-90 3. Alfred de Vigny – La Mort du Loup, pp.130-132 4. Victor Hugo – Demain dès l'aube, p.178 5. Balzac – Le Père Goriot : La déchéance du P.G., pp.312-313 6. Baudelaire – L'Albatros, p.434 7. Verlaine – Mon rêve familial, p.506	20
II		UNIT 2 : Collection Progressive - Débutant 8. Le XIX^e Siècle – pp.42-43 9. Musset, Alfred de : « Venise », nouvelle, in <i>Contes d'Espagne et d'Italie</i> , 1810-1857 – pp.44-45	15
III		UNIT 3 : Collection Progressive - Débutant 10. Hugo, Victor : <i>Notre-Dame de Paris</i> , 1831 – pp.50-52 11. Sand, George: <i>Consuelo</i> , chapitre 8, 1842 – pp.54-55	15
IV		UNIT 4 : Collection Progressive - Débutant 12. Baudelaire, Charles : « L'Invitation au voyage » in <i>Les Fleurs du mal</i> , 1857 – pp.58-59 13. Verlaine, Paul : « Chanson d'automne » in <i>Poèmes saturniens</i> , 1866 – pp.60-61	10
IV		UNIT 5 : Collection Progressive - Débutant 14. Flaubert, Gustave : <i>Correspondance</i> , 1872 – pp.66-67 15. Maupassant, Guy de : <i>Le Papa de Simon</i> , in <i>L'Enfant et autres histoires de famille</i> , 1879-1889 – pp.68-69	15

10. Unit-wise Student activities:

Unit 1:

- Host a poetry recitation competition where students choose and perform one of the provided poems by Chateaubriand, Lamartine, Alfred de Vigny, Hugo, Baudelaire, or Verlaine, focusing on interpretation and expression.
- Organize a discussion forum where students analyse the themes and literary techniques employed in Balzac's excerpt from "Le Père Goriot," exploring the concept of moral decline.

Unit 2:

- Have students create a multimedia presentation on a significant 19th-century literary figure, such as Musset, Mérimée, or Balzac, highlighting their contributions to literature and society.
- Analyze Musset's short story "Venise" in terms of its depiction of exoticism and cultural commentary.

UNIT 3:

- Explore the rich historical context of Hugo's "Notre-Dame de Paris" (1831) through group discussions and research, delving into the socio-political climate of 19th-century France.
- Analyse George Sand's "Consuelo" (1842) in chapter 8 (pp. 54-55) to understand the role of female protagonists in 19th-century literature and their impact on gender dynamics.

UNIT 4:

- Explore Baudelaire's "L'Invitation au voyage" (1857) and dissect its avant-garde style, examining how it challenged traditional poetic forms and themes in the 19th century.
- Dive into Verlaine's "Chanson d'automne" (1866) and discuss the poem's use of vivid imagery and symbolism to convey the melancholic essence of autumn.

Unit 5:

- Encourage students to explore the "Correspondence" of Gustave Flaubert and discuss how it provides insights into the literary and cultural milieu of the 19th century.
- Analyse the theme of family dynamics and relationships in Guy de Maupassant's "Le Papa de Simon" followed by a class discussion on the portrayal of family in 19th-century literature.

11. Basic Textbooks:

1. **XIX^e SIÈCLE – Les Grands Auteurs français du programme**, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.

Syllabus: Unit 1: The texts are taken from Collection littéraire Lagarde et Michard.

2. Nicole Blonde et al, **LITTÉRATURE PROGRESSIVE DU FRANÇAIS (2^e édition), Niveau débutant**, CLE International, Paris, 2013.

Syllabus: Units: 2, 3, 4 & 5: The texts are taken from Collection Progressive.

12. Reference Books:

1. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XIX^e siècle**, Paris, Librairie Hachette, 2019.
2. Cécile de Ligny, Manuela Rousselot, **La littérature française**, Paris, Nathan, 2002.
3. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XIX^e SIÈCLE**, Paris, Larousse, 1994.
4. Henri Mitterrand (Collection), **Littérature : XIX^e siècle - Textes et Documents**, Paris, Nathan, 1991.
5. Magnard (Collection), **XIX^e siècle - Collection "textes et contextes"**, Paris, 1983.
6. Pierre Castex et Paul Surer, **Histoire de la littérature française**, Paris, Librairie Hachette, 1974.
7. Martine Fievet, **Littérature en classe de FLE**, Paris, CLE International, 2013.
8. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, **Français Littérature**, Paris, Nathan, 2011.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.britannica.com/art/French-literature>
2. <http://www.litteratureaudio.com/>
3. <http://www.lire-des-livres.com/>
4. <http://www.youscribe.com/>

14. Journals/Magazines (National /International):

International Journals and Magazines :

1. "**Nineteenth-Century French Studies**" (**International**): This academic journal specializes in 19th-century French literature and culture. It often publishes articles that analyse and interpret specific literary texts from this period.
2. "**Romanticism**" (**International**): As the name suggests, this journal is dedicated to the Romantic literary movement. It often features analyses of specific Romantic texts, including those by French authors.

National Journals and Magazines (France):

1. "**Revue d'Histoire Littéraire de la France**" (**France**): This French journal specializes in literary history and often includes articles and critical essays on specific texts from various centuries, including the 19th century.
2. "**Romantisme**" (**France**): Focusing on the Romantic period, this French journal delves into the works of Romantic authors like Victor Hugo and Alfred de Musset, providing in-depth analysis.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Practising Translation – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> translate different types of general texts and documents from French to English. translate elementary texts into French. understand the theory of translation. understand structures and functions of languages in general. 	• Nature of the Course:	MJD –10
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> invest time in improving their language proficiency in both the source and target languages. improve their contextual understanding and cultural nuances in both languages. familiarise with cultural references, customs, and idioms will help them make accurate translations. 	Students are provided with bilingual texts where they can compare the original French content with its English translation. They are encouraged to identify linguistic nuances, idiomatic expressions, and cultural subtleties that may pose challenges during translation. Peer review and self-assessment of translated texts are encouraged. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (V Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a certain level of proficiency in both the source language (SL) and the target language (TL). have an understanding the cultural, historical, and social contexts of both languages. practise reading a wide range of materials in both languages to improve their comprehension. have strong writing skills for conveying the intended message in the TL. familiarize themselves with reference materials and resources, such as dictionaries, glossaries, style guides, and translation software. consecrate time for practising it. 	A Bridge course for learning Translation is not always necessary. <p>However, if a student prefers to do, he can consider for a Bridge course to learn Translation.</p> <p>Numerous online platforms offer specialized courses in translation. Websites like Coursera, edX, and Udemy provide access to courses taught by experienced translators and professors.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
		Textbook : Jean-Marc Hiernard, <i>Les règles d'or de la traduction : anglais - français, français - anglais</i> , Paris, Ed. Ellipses, 2003. pp.9-106 ; pp. 165-190.	
I		UNIT 1 : Chapitre 1 : Approche du texte, pp. 9-30 I. Étude du texte à traduire II. Étude du lexique III. Usage du dictionnaire IV. La formation des mots	15
II		UNIT 2 : Chapitre 2 : La phrase, pp. 33-43 I. Des structures différentes II. Problèmes de ponctuation III. Transcription d'un dialogue IV. Inversion	15
III		UNIT 3 : Chapitre 3 : Les opérations de traduction, pp.45-52 I. La transposition II. La modulation III. L'étoffement IV. L'effacement	15
IV		UNIT 4 : Chapitre 4 : Le groupe verbal, pp.53-106 I. La traduction des temps II. La traduction des auxiliaires de modalité III. Le passif	15
V		UNIT 5 : Deuxième Partie – Have a try ! pp. 165-190	15

10. Unit wise Student activities:

Unit 1:

Chapter 1: Text Approach, pp.9-30:

- Analyse a French passage for translation elements, emphasizing key linguistic features.
- Create a vocabulary list and explore meanings of challenging words in the text.

Unit 2:

Chapter 2: The Sentence, pp.33-43:

- Identify and analyse different sentence structures in French.
- Address punctuation challenges and practice accurate punctuation in French sentences.

Unit 3:

Chapter 3: Translation Operations, pp.45-52:

- Practice sentence transposition between French and English.
- Explore techniques for modulation, expanding, and deleting content during translation.

Unit 4:

Chapter 4: The Verbal Group, pp.53-106:

- Translate sentences focusing on accurate representation of different verb tenses.

- Work on the translation of modal auxiliary verbs, and practise constructing passive voice sentences.

Unit 5:

Part Two – Have a Try! pp.165-190

- Engage in translation exercises applying concepts learned in previous chapters.

11. Basic Textbook:

Jean-Marc Hiernard, *Les règles d'or de la traduction : anglais - français, français - anglais*, Paris, Ed. Ellipses, 2003.

**Syllabus : Chapitres : 1, 2, 3 et 4.
pp.9-106 ; pp. 165-190.**

12. Reference Books:

1. Dolly Soulié, *Traduire en anglais : LES MOTS GRAMMATICaux*, Paris, Hachette, 1993.
2. Françoise Grellet, *Initiation au thème anglais : The Mirrored Image*, Paris, Hachette, 1993.
3. Françoise Grellet, *Initiation à la version anglaise : The Word against the Word*, Paris, Hachette, 1993.
4. J.-P. Vinay et J. Darbelnet, *Stylistique comparée du français et de l'anglais*, Paris, Didier, 1987.
5. François Gallix, Michael Walsh, *La Traduction littéraire*, Paris, Hachette, 1997.
6. Hélène Chuquet, Michel Paillard, *Approche linguistique des problèmes de traduction*, Paris, Ophrys, 1989.
7. Jacqueline Guillemin-Flescher, *Syntaxe comparée du français et de l'anglais*, Paris, Ophrys, 1981.
8. Georges Mounin, *Les problèmes théoriques de la traduction*, Paris, Gallimard, 1963.

Grammaire française : (très utile pour éviter les trop nombreuses fautes de français) :

1. Maurice Grevisse, *Le Bon Usage*, Gembloux, Éd. J. Duculot, 1992.
2. *La Conjugaison* : 1200 verbes, Bescherelle 1, Paris, Hatier, 1992.

Grammaire anglaise :

1. S. Berland-Delépine, *La Grammaire anglaise de l'étudiant*, Paris, Ed. Ophrys, 1974.
2. J. Bouscaren, *Linguistique anglaise : initiation à une grammaire de l'énonciation*, Paris, Ophrys, Ed. Révisée, 1993.

13. Web Resource (Websites/Databases/E-Resources):

1. [WordReference](#)
2. [Reverso](#)
3. [Duolingo](#)
4. [Linguee](#)
5. [Bab.la](#)

14. Journals/Magazines (National /International):

French Journals/Magazines:

1. **Le Monde Diplomatique:** This monthly newspaper offers well-researched articles that can challenge your translation skills.
2. **Le Figaro:** A French daily newspaper provides ample material for translation practice.
3. **L'Obs (formerly Le Nouvel Observateur):** A French news magazine that offers insightful articles on current events, culture, and society.
4. **Courrier International:** Courrier International translates articles from various international publications into French. It can be a valuable resource for translation practice, especially if you're translating from English to French.

English Journals/Magazines:

1. **The New York Times:** Reading and translating articles from this publication can be both challenging and rewarding.
2. **The Guardian:** The Guardian, a British newspaper, is an excellent source for practicing English to French translation.
3. **The Economist:** This weekly international news and business publication offers in-depth articles that can be complex to translate but highly educational.
4. **National Geographic:** It can be a great resource for learning specialized vocabulary and cultural nuances in translation.
5. **Time Magazine:** Time is a valuable source for practicing translation between English and French.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	History of France – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> • have a strong grasp of the major historical events, movements, that have shaped France's history. • develop analytical skills, enabling them to critically assess historical sources and interpret historical narratives. • understand the cultural, social, and intellectual contexts in which historical events occurred. 	• Nature of the Course:	MID-5 (A)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> • develop effective research skills to find reliable and comprehensive sources of information on French history. • practice contextualizing historical events by considering the political, social, economic, and cultural factors. • familiarize themselves with important historical concepts, like nationalism, colonialism, and revolution, and how they shaped French history. 	<p>A variety of multimedia resources such as historical documentaries, virtual tours of museums and historical sites, and visual timelines can be utilised. Students are engaged to analyse primary sources from different historical periods, such as letters, diaries, artwork, and documents. Class discussions and debates on key historical events and controversies can be organised.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> • Any student pursuing Third year UG programme in French (V Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> • have familiarity with key global historical periods like antiquity, the Middle Ages, the Renaissance age, and the Enlightenment. • have proficient reading and research skills to read historical texts, and primary sources to gain an understanding of French history. • some proficiency in the French language to access primary sources written in French and understanding nuances in historical literature. • have a basic knowledge of geography. 	<p>A Bridge course for learning French history is not always necessary.</p> <p>However, if a student prefers to do, he can consider for a Bridge course to learn the French history.</p> <p>Several YouTube videos will provide an overview of key historical periods, figures, and events in French history. They emphasize critical thinking, research skills, and the development of a chronological framework.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook : Jean Mathiex, <i>HISTOIRE DE FRANCE</i> , Paris, Hachette, 2014. pp.7-55.			
I		UNIT 1 : Chapitre 1 DES HOMMES SANS NOM « AUX GALLO-ROMAINS » – p.7 Un passé toujours vivant – p.10 Chapitre 2 DE LA GAULE INDÉPENDANTE À LA GAULE ROMAINE – p.12 Vercingétorix et La Gaule romanisée – p.14	15
II		UNIT 2 : Chapitre 3 COMMENT LA GAULE DEVINT LA FRANCE ? – p.16	15
III		UNIT 3 : Chapitre 4 LA FRANCE FÉODALE – p.24 Les moines, vrais maîtres à penser de l'Europe médiévale ? – p.30 Art roman – Art gothique – p.32 Ce que le Moyen Âge nous a légué – p.34	15
IV		UNIT 4 : Chapitre 5 LA RENAISSANCE, LA RÉFORME, LES GUERRES DE RELIGION – p.36 Les châteaux Renaissance – p.40 L'humanisme – La Réforme – p.42	15
V		UNIT 5 : Chapitre 6 LA MONARCHIE ABSOLUE – p.44 Culture et art sous le Roi-Soleil – p.52 Versailles – p.54	15

10. Unit-wise Student activities:

Unit 1: 1. Gallo-Roman Leadership Analysis: Research and present contributions of Gallo-Roman leaders, emphasizing historical significance.

2. Historical Memory Exhibition: Organize a museum-style exhibition showcasing Gallo-Roman artifacts and preserving historical memory.

3. Transition Timeline Role-play: Create a timeline illustrating Gaul's transition to Roman Gaul; role-play key figures for historical insight.

Unit 2: 4. Gaul to France Multimedia Project:

- Design multimedia presentations exploring cultural changes in Gaul's transformation into France.

Unit 3: 5. Medieval Monks' Role Debate:

- Discuss the impact of medieval monks on European culture through a class debate.

6. Middle Ages Legacy Showcase:

- Collaborate on multimedia presentations highlighting lasting contributions of the Middle Ages.

Unit 4: 7. Renaissance Castle Investigation:

- Investigate Renaissance castles, focusing on architectural innovations and cultural influence.

Unit 5: 8. Virtual Versailles Tour:

- Create a virtual tour of Versailles, emphasizing its architectural and historical significance.

9. Versailles Debate and Arts Exploration:

- Engage in a debate on Versailles' political implications; explore its role in French arts and culture.

11. Basic Textbooks:

Jean Mathiex, *HISTOIRE DE FRANCE*, Paris, Hachette, 2014.

Syllabus: Chapitres 1 – 6 ; pp.7-55.

12. Reference Books:

1. Claude Naudin et Marie-Lise Cuq, *Encyclopédie des jeunes : L'Histoire de France*, Paris, Larousse, 2000.
2. Gérard Labrune, Philippe. Toutain, *L'histoire de France*, Paris, Nathan, 2004.
3. Jean Carpentier et al. *Histoire de France : La France de la préhistoire à la 5e république*, Paris, Seuil, 2000.
4. Pascal Balmand, *Histoire de la France*, Paris, Hatier, 1992.
5. Eliana Gardaire, *LA FRANCE, VOUS CONNAISSEZ ? Histoire et civilisation*, Paris, Didier, 1989.
6. Jean Thoraval et al, *LES GRANDES ÉTAPES DE LA CIVILISATION FRANÇAISE*, Paris, Bordas, 1967.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.youtube.com/watch?v=OfbQQEiF80Q>
2. <https://www.youtube.com/watch?v=W2I4rc7qCOI>
3. BBC History: France (Website: [BBC History - France](#)): BBC provides a comprehensive overview of French history with articles, timelines, and interactive features.
4. The Louvre Museum (Website: [Louvre Museum](#)): Explore the Louvre's online collection to learn about French art and history.
5. France in the Age of the Enlightenment (Website: [Culturespaces](#)): This resource offers insights into the Enlightenment era in France.
6. French Revolution Digital Archive (Website: [Stanford University Libraries](#)): A rich collection of primary source documents related to the French Revolution.
7. History Today: France (Website: [History Today - France](#)): This site provides a series of articles and essays on various aspects of French history.
8. France Diplomatie (Website: [France Diplomatie - History](#)): Explore the historical background of French foreign policy and international relations.
9. The French Revolution: A Digital Archive (Website: [Library of Congress](#)): A collection of primary sources related to the French Revolution.
10. The Napoleonic Guide (Website: [Napoleonic Guide](#)): Offers in-depth information about the life and times of Napoleon Bonaparte, a pivotal figure in French history.

14. Journals/Magazines (National /International):

International Journals:

1. French Historical Studies (Published by: Society for French Historical Studies)
 - Website: [French Historical Studies](#) : A prominent international journal covering a wide range of topics in French history, from medieval to modern periods.
2. H-France Review (Published by: H-France)
 - Website: [H-France Review](#) : An online scholarly review journal that provides reviews of books, films, and exhibitions related to French history and culture.
3. Revue d'Histoire Moderne et Contemporaine (Published by: Presses de Sciences Po)
 - Website: [Revue d'Histoire Moderne et Contemporaine](#) : A French-language journal focusing on modern and contemporary history, including political, social, and cultural aspects.

National Journals and Magazines:

1. Annales. Histoire, Sciences Sociales (Published by: EHESS)
 - Website: [Annales. Histoire, Sciences Sociales](#) : A renowned French journal covering history and social sciences, offering a wide range of historical research.
2. L'Histoire (Published by: Les Éditions Tallandier)
 - Website: [L'Histoire](#) : A popular French history magazine that provides articles, analysis, and features on various historical topics.
3. Revue Historique (Published by: Presses Universitaires de France)
 - Website: [Revue Historique](#) : A respected French-language historical journal with a focus on research and scholarship.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Mastering Grammar – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be expected to: <ul style="list-style-type: none"> be proficient in using complex tenses (past perfect, conditional) and mood (subjunctive) appropriately in both written and spoken communication. have a deep understanding of idiomatic expressions, colloquialisms, and nuances in the French language. develop the skills to analyse their own grammar errors and self-correct. 	• Nature of the Course:	MID-5 (B)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> practise conjugation of verbs in different tenses, mastering the use of articles, prepositions, and pronouns, and understanding sentence structure. pay attention to how native speakers use grammar in real conversations. write essays or participate in online forums or language exchange platforms where they can receive corrections from native speakers or experienced learners. 	Teaching French Grammar for B2 level should focus on interactive activities, contextual learning, real-life usage, error correction, and fostering communication skills to ensure students can apply grammar rules effectively in diverse situations, both written and spoken. Incorporate authentic materials, role-playing, peer collaboration, and targeted feedback to deepen understanding and retention of complex grammar concepts. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (V Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a knowledge of common vocabulary, basic grammar rules (e.g., verb conjugations in present and past tenses, and basic sentence structure). have a solid vocabulary foundation, including a range of parts of speech. have a solid reading comprehension to tackle more advanced grammar concepts in written form. have a reasonable level of understanding of the spoken language. practise exercises for internalising it. 	While there might not be a specific "Bridge course" designed exclusively for transitioning from an intermediate level to an upper intermediate level (B2) in French grammar. Here are two points to consider when creating your personalized bridge course: <p>Structured Online Courses: Many online language learning platforms offer intermediate-to-advanced courses that can serve as a bridge between the two levels.</p> <p>Tutoring or Language Exchange: Consider working with a tutor or participating in language exchange sessions with native or fluent French speakers.</p>	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
	Textbook : Marie-Pierre Caquineau-Gündüz et al., LES 500 EXERCICES DE GRAMMAIRE, Niveau B 2 , Paris, Hachette, 2007. pp.07-109.		
I		UNIT 1 : I^{ère} Partie – Le groupe du nom et les pronoms Chapitre 1 – Le nom et l'adjectif – pp.7-15 Chapitre 2 – L'expansion du nom : la proposition subordonnée relative – pp.16-21 Chapitre 3 – Les articles – pp.22-30	15
II		UNIT 2 : Chapitre 4 – Les démonstratifs et les possessifs – pp.31-36 Chapitre 5 – Les indéfinis – pp.37-44 Chapitre 6 – Les pronoms personnels – pp.45-58	15
III		UNIT 3 : II^{ème} Partie – Le verbe Chapitre 7 – Les constructions verbales – pp.59-70 Chapitre 8 – Les trois formes du verbe : actif, passif, pronominal – pp.71-78	15
IV		UNIT 4 : Chapitre 9 – L'indicatif – pp.79-91 Chapitre 10 – Valeurs comparées : indicatif, conditionnel, subjonctif, impératif – pp.92-99	15
V		UNIT 5 : Chapitre 11 – Les participes et les formes en -ant – pp.100-105 Chapitre 12 – L'infinitif – pp.106-109	15

10. Unit-wise Student activities:

Unit 1:

- Chapter 1 - Noun and Adjective: Engage students in descriptive writing exercises, where they create sentences using varied adjectives to modify nouns from a list of common objects.
- Chapter 3 - Articles: Organize a discussion session where students analyze French articles in newspapers or magazines, highlighting the importance of gender and number agreement.

Unit 2:

- Chapter 4 - Demonstratives and Possessives: Conduct a group activity where students present personal possessions, using demonstratives and possessive pronouns to describe them.
- Chapter 5 - Indefinites: Organize a debate on societal issues and have students use indefinite pronouns to express opinions, fostering critical thinking and language skills.

Unit 3:

- Chapter 7 - Verbal Constructions: Create dialogues for pair work, encouraging students to use different verbal constructions like reflexive verbs and phrasal verbs.
- Chapter 8 - Conduct a sentence transformation exercise where students convert active sentences into passive and reflexive forms, reinforcing their understanding of verb forms and their applications.

Unit 4:

- Chapter 9 - Indicative: Assign projects where students research and present on famous French personalities, practicing the indicative mood in biographical descriptions.
- Chapter 10 - Comparative Values: Arrange a role-play scenario where students act out hypothetical situations using different verb forms (indicative, conditional, subjunctive, imperative) to emphasize their unique roles.

Unit 5:

- Chapter 11 - Participles: Create a story-writing task, prompting students to include sentences with participles and gerunds to narrate actions and events.
- Chapter 12 - Infinitive: Have students prepare short speeches explaining their future career aspirations using infinitive phrases to express goals and ambitions.

11. Basic Textbook :

Marie-Pierre Caquineau-Gündüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau B 2**, Paris, Hachette, 2007.

Syllabus : Parties : **I et II.**
pp.07-109.

12. Reference Books:

1. Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel : **L'Expression française écrite et orale – I**, 5ème édition, Presses Universitaires de Grenoble (Français Langue Etrangère), 1994. Partie I et Partie II.
2. Christiane Descotes-Genon, Marie-Hélène Morsel, Claude Richou : **Exercices**, Presses Universitaires de Grenoble, 2005.
3. Roberte Tomassone : **Pour enseigner la grammaire**, Paris, Edition Delagrave, 2002.
4. Maïa Grégoire et al., **Grammaire progressive du français - Niveau débutant**, Paris, CLE International, 2019.
5. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A1**, Paris, Hachette, 2005.
6. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A2**, Paris, Hachette, 2006.
7. Dominique Jennepin et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau B1**, Paris, Hachette, 2005.
8. K. Madanagopalane et al. **A Comprehensive French Grammar, (Grammaire française avec corrigé d'exercices)**, Chennai, Samhita Publications, 2004.
9. Frank Marchand et al., **Comment apprendre la grammaire ? - Niveau – 1**, Paris, Larousse, 1973.
10. Christian Baylon & Paul Fabre, **Grammaire systématique de la langue française**, Paris, Nathan, 1980.

Grammaire française :

11. Maurice Grevisse, **Le Bon Usage**, Gembloux, Éd. J. Duculot, 1992.
12. **La Conjugaison** : 1200 verbes, Bescherelle 1, Paris, Hatier, 1992.

13. Web Resource (Websites/Databases/E-Resources):

1. [Duolingo - French](#)
2. [BBC Languages - French](#)
3. [ThoughtCo - French Grammar](#)
4. [Tex's French Grammar](#)
5. [Lawless French](#)

14. Journals/Magazines (National /International):

1. **Français dans le Monde** - This magazine aims at learners of French. It covers language-related topics, including grammar, as well as cultural aspects of the French-speaking world
2. **Revue française de linguistique appliquée** - A French journal that publishes research in applied linguistics, which can include studies on language acquisition and grammar.
3. **Le Monde**: Reading articles in Le Monde, one of France's most respected newspapers can expose you to complex French grammar and vocabulary.
4. **L'Express**: L'Express, a weekly news magazine, provides opportunities to encounter varied grammatical structures.
5. **Le Point**: Le Point, prominent French news magazine, can be a valuable resource for language learners.
6. **Courrier International**: This magazine is a great way to learn grammar while staying informed about global events.
7. **Vogue Paris**: Reading Vogue Paris can introduce you to specialized vocabulary and grammar related to these areas.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Summer Internship	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> • apply the knowledge and skills they've acquired during your academic coursework in a real-world setting • develop and refine specific skills relevant to their career goals. • expose themselves to the professional world, to gain insights into the industry, sector, or field they are interested in. 	• Nature of the Course:	MJD – 11
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> • invest time in gaining a solid understanding of the industry, its trends, and current challenges. • develop strong research skills to gather information, analyse data, and update with industry developments. • hone their time management skills to meet project deadlines and balance multiple tasks. • develop their ability to adapt to changing circumstances and think critically to solve problems. 	<ul style="list-style-type: none"> • Interns are encouraged to reflect on their personal and professional goals and how the internship experience can help them achieve these goals. • A mentor or supervisor within the organization who can provide guidance, regular feedback, and support to the intern. • Interns are encouraged to maintain a journal or portfolio where they document their daily tasks, accomplishments, and reflections on their learning experiences. 	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> • Any student pursuing Third year UG programme in French (V Semester) in this institution is eligible to do this Summer Internship as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> • ensure that they have completed relevant coursework related to their chosen field or industry. • prepare a well-crafted resume and cover letter that highlight their academic achievements, relevant coursework, extracurricular activities... • build a professional network and seek guidance from career counsellors. • have an understanding of the course of study. • be strongly motivated in doing interns. 	<p>While there may not be a specific "Bridge course" designed solely for summer internships, they can be effectively prepared by considering the following strategies:</p> <p>However, there are still some options:</p> <ul style="list-style-type: none"> • Many career centres offer professional development workshops and courses that can serve as a bridge to prepare them a summer internship. • Workshops that focus on industry-specific skills and knowledge related to their internship can be sought out. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		All students will undergo internships/apprenticeships in a firm, industry, or organization or training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships to actively engage with the practical side of their learning and, as a by-product, further improve their employability.	
		* As per the UGC guidelines, all UG students should be exposed to Summer Internship in Industrial Organisations / Training Centres / Research Institutions, etc. Such Summer Internship shall be done for 4 weeks during the summer vacation i.e., in between 4 th semester and 5 th semester. A review of report for an award of 4 credits on Work based learning by students is to be recorded during the 5 th semester. The report should contain a one-page summary written in French. The detailed report for the Summer Internship, written in English, should be 25–30 pages long, reflecting their learning outcomes, practical applications, and challenges faced. The Internship Report and the Viva-Voce Examination will be evaluated by the Internal Faculty members. Summer internship shall be done for a minimum of 4 weeks.	

13. Web Resource (Websites/Databases/E-Resources):

Internship Websites:

Internship platforms are as follows:

1. Internshala
2. Letsintern
3. LinkedIn
4. Check the official website of the Puducherry government or related government departments for internship programs.
5. Attend career fairs, industry events, and seminars in Puducherry to network with professionals and learn about internship openings through word-of-mouth.

14. Journals/Magazines (National /International):

1. **Internship Websites:** Utilize online internship platforms such as Internshala (internshala.com), LetsIntern (letsintern.com), and Twenty19 (twenty19.com). These websites often list internship opportunities in various cities, including Puducherry.

2. **LinkedIn:** Create a LinkedIn profile if you don't already have one, and use the platform to search for internship positions in Puducherry. Many companies and organizations post internship openings on LinkedIn.
3. **Job Portals:** Check popular job portals like Naukri.com, Indeed.co.in, and Shine.com. They often feature internship listings for different locations, including Puducherry.
4. **University Career Services:** If you are a student, reach out to your university's career services or placement cell. They may have information about internships in Puducherry or can help you connect with relevant opportunities.
5. **Local Newspapers:** Look for classified advertisements in local newspapers like "The Hindu," "The Times of India," or regional newspapers in Puducherry. Companies and organizations sometimes advertise internship openings in print media.
6. **Government Websites:** Check the official website of the Government of Puducherry (<https://py.gov.in/>) for any internship programs or opportunities with government departments.
7. **Company Websites:** Visit the websites of companies and organizations located in Puducherry that you are interested in interning with. Many organizations post internship openings on their websites.

PROGRAMME : B.A. FRENCH

Level - 300

SEMESTER – VI

S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD - 12		Insights into Literary Movements – II (20 th century)	4	6
2.	MJD - 13		Exploring Literary Texts – IV (20 th century)	4	6
3.	MJD - 14		Practising Translation – II	4	6
4.	MJD - 15		Exploring Francophone Literary Texts	4	6
6.*	MID - 6 (A)		Learning French History – II	4	6
	MID - 6 (B)		Mastering Grammar – II		
				20	30

*** MID-6 (A) / MID-6 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.**

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Insights into Literary Movements – II (20th century)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> exhibit knowledge and comprehension of French culture and society in the 20th century. grasp diverse cultural facets and societal concerns of the discussed era. recognize the key literary movements mirrored in the texts, encompassing Surrealism, Existentialism, Absurd Theatre and New Novel. 	• Nature of the Course:	MJD – 12
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> practise the skill of close reading, which involves a meticulous examination of literary texts to uncover deeper meanings. familiarize yourself with various literary theories that can help you interpret and analyse texts effectively. explore the themes, stylistic elements, and cultural implications of works from Surrealism, Existentialism, Absurd Theatre and New Novel. 	Historical context for each literary movement can be provided, the social, political, and cultural factors that influenced it can be discussed. Students can be encouraged to compare and contrast literary works from different movements. By analysing key texts side by side, students can discern how literary styles, themes, and ideas evolved across periods, facilitating a deeper understanding of each movement. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (VI Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a basic understanding of the French language and literature. have a prior knowledge of French history, politics, and society during the XX century of France. be comfortable with techniques for analysing prose and drama, and understand literary themes, and styles. have basic research skills to explore historical documents, literary criticism. develop critical thinking skills and interpret cultural phenomena. 	There may not be specific "Bridge courses" designed solely for the literary movements like Surrealism, Existentialism, Absurd Theatre and New Novel of France. However, if a student prefers to do, he can consider for a Bridge course to learn the French Literature. Several online classes and YouTube videos on Introduction to French Literature will give a comprehensive overview of French Literature from its origins to the modern era, including movements like the Surrealism, Existentialism, Absurd theatre and New Novel.	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Le Surréalisme - Introduction Le Contexte historique du Surréalisme Pratiques du Surréalisme Principes du Surréalisme Thèmes du Surréalisme Poétique du Surréalisme Principaux auteurs surréalistes	20
II		UNIT 2 : L'Existentialisme - Introduction Le Contexte historique de l'Existentialisme Les Principes de l'Existentialisme Les Thèmes de l'Existentialisme Les Concepts fondamentaux de l'Existentialisme Principaux auteurs existentialistes	15
III		UNIT 3 : Le Théâtre de l'absurde - Introduction Le Contexte historique du Théâtre de l'absurde Les Caractéristiques du Théâtre de l'absurde Procédés utilisés dans le Théâtre de l'absurde Les Thèmes du Théâtre de l'absurde Principaux auteurs du Théâtre de l'absurde	15
IV		UNIT 4 : Le Nouveau Roman - Introduction Le Contexte historique du Nouveau Roman Les Principes du Nouveau Roman Les Thèmes du Nouveau Roman Principaux auteurs du Nouveau Roman	15
V		UNIT 5 : Conclusion : Les mouvements littéraires du XXe siècle	10

10. Unit-wise Student activities:

Unit 1:

- Organize a Surrealist-themed art exhibition where students create visual artwork inspired by Surrealist principles and themes.
- Hold a discussion forum where students analyse the works of key Surrealist authors like André Breton and Salvador Dalí, exploring the influence of dreams and the unconscious.

Unit 2:

- Host a philosophical debate where students discuss existentialist principles and their application in contemporary society.

- Encourage students to write personal reflections on existentialist themes such as freedom, choice, and the absurd, sharing their perspectives with the class.

Unit 3:

- Stage a performance of an absurdist play by playwrights like Samuel Beckett or Eugène Ionesco, allowing students to experience and interpret the genre first-hand.
- Analyse and compare the absurd elements in different absurdist plays, discussing how they challenge traditional theatre conventions.

Unit 4:

- Have students write their own short stories or excerpts in the style of the Nouveau Roman, emphasizing experimental narrative techniques.
- Organize a book club where students read and critically evaluate works by Nouveau Roman authors such as Alain Robbe-Grillet, discussing the themes and innovations in the genre.

Unit 5:

- Organize a mini symposium where students research and present key literary works from all the literary movements of 20th century, highlighting their significance and themes in French.
- Host a debate or discussion forum where students analyse the impact of Surrealism, Existentialism, Absurd theatre and New Novel, encouraging them to express their opinions in French.

11. Basic Textbook:

XX^e SIÈCLE – Les Grands Auteurs français du programme, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.

Syllabus : LITERARY MOVEMENTS

1. *Le Surréalisme*
2. *L'Existentialisme*
3. *Le Théâtre de l'absurde*
- et 4. *Le Nouveau Roman*

12. Reference Books:

1. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XX^e siècle**, Paris, Librairie Hachette, 2019.
2. Cécile de Ligny, Manuela Rousselot, **La littérature française**, Paris, Nathan, 2002.
3. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XX^e SIÈCLE**, Paris, Larousse, 1994.
4. Magnard (Collection), **XX^e siècles - Collection “textes et contextes”**, Paris, 1983.
5. Henri Mitterrand (Collection), **Littérature : XX^e siècle - Textes et Documents**, Paris, Nathan, 1991.
6. Pierre Castex et Paul Surer, **Histoire de la littérature française**, Paris, Librairie Hachette, 1974.
7. Martine Fievet, **Littérature en classe de FLE**, Paris, CLE International, 2013.
8. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, **Français Littérature**, Paris, Nathan, 2011.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://gallica.bnf.fr/>

2. <https://fr.wikipedia.org/wiki/Surr%C3%A9alisme>
3. <https://www.espacefrancais.com/le-surrealisme/#gsc.tab=0>
4. <https://www.youtube.com/watch?v=RvN213AVDqs>
5. <https://fr.wikipedia.org/wiki/Existentialisme>
6. <https://www.espacefrancais.com/lexistentialisme/#gsc.tab=0>
7. <https://www.youtube.com/watch?v=o3aO68N3LIE>
8. https://fr.wikipedia.org/wiki/Th%C3%A9%C3%A2tre_de_l%27absurde
9. <https://www.espacefrancais.com/le-theatre-de-labsurde/#gsc.tab=0>
10. <https://www.youtube.com/watch?v=kbjWYT17f-0>
11. https://fr.wikipedia.org/wiki/Nouveau_Roman
12. <https://www.espacefrancais.com/le-nouveau-roman/#gsc.tab=0>
13. <https://www.youtube.com/watch?v=dQg5k8BounQ>

14. Journals/Magazines (National /International):

1. Gallica digital library by the Bibliothèque nationale de France
2. **"La Révolution surréaliste" (The Surrealist Revolution):** Founded by André Breton. This Surrealist journal published manifestos, poetry, and artworks.
3. **"Les Temps modernes" (Modern Times):** Edited by Jean-Paul Sartre and Simone de Beauvoir. This literary and political review delved into existentialist philosophy and existentialist literature.
4. **"Les Cahiers de la Comédie-Française" (Notebooks of the Comédie-Française).** This journal has featured articles and discussions on Absurdist plays and playwrights.
5. **"Tel Quel":** A prominent journal of literary and critical theory promoting the Nouveau Roman movement.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Exploring Literary Texts – IV (20th century)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> develop an understanding of the literary styles, themes of French literature during the 20th century. learn to identify how historical events, societal changes, and cultural movements influenced the literature. analyse and interpret French literary texts from the 20th century. 	• Nature of the Course:	MJD – 13
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/ Answers
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> practice the skill of close reading to uncover hidden meanings, symbolism, and literary techniques. become proficient in contextualizing texts within their historical and cultural backgrounds. learn how to formulate and defend their interpretations of French literary texts using evidence from the texts and relevant historical context. 	Students should be encouraged to engage in close reading and analysis of the literary texts. The literary works within their historical, cultural, and societal contexts can be situated. The author's background and the prevalent themes and ideas of the time can be discussed. This approach helps students appreciate the literature within a broader cultural and historical framework. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (VI Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> read texts in their original form with deeper insights into the nuances of the literature. familiarise with basic literary terms, concepts, and techniques such as symbolism, theme, and narrative structure. have access to relevant texts, critical essays, and academic resources that focus on Romanticism, Realism, and Symbolism in French literature. develop strong literary analysis skills. analyse the societal structures of France during the period of study. 	A Bridge course for taking this course is not always necessary. However, if a student prefers to do, he can consider for a Bridge course focusing on French Literature. A Bridge course on online or YouTube channels about French history can help students understand the historical context in which the literary works were written.	

9.			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : XX^e SIÈCLE : Collection Lagarde et Michard XX^e SIÈCLE 1. Guillaume Apollinaire – Le Pont Mirabeau, p.38 2. Marcel Proust – Un univers dans une tasse de thé, pp.238-240 3. Paul Eluard – Liberté, pp.385-386 4. Jacques Prévert – Pour faire le portrait d'un oiseau, p.613	20
II		UNIT 2 : XX^e SIÈCLE : Collection Lagarde et Michard XX^e SIÈCLE 5. Eugène Ionesco – « Rhinocéros ! Rhinocéros ! » pp.676-677 6. Samuel Beckett – En attendant Godot : « Nous attendons. Nous ennuyons... », p.686 7. Jean Genet – Les Bonnes : une « cérémonie » tragique, pp.692 – 694 8. Albert Camus – L'Étranger : La porte du malheur, pp.725-727	20
III		UNIT 3 : Collection Progressive - Débutant 9. Le XX^e Siècle – p.74 10. Apollinaire, Guillaume : Poèmes à Lou, 1915 – p.80	10
IV		UNIT 4 : Collection Progressive - Débutant 11. Céline, Louis-Ferdinand : Voyage au bout de la nuit, 1932 – p.82 12. Anouilh, Jean : Antigone, 1944 – p.88 13. Prévert, Jacques : Familiale, in Parole, 1946 – p.92	15
V		UNIT 5 : Collection Progressive - Débutant 14. Sagan, Françoise : Bonjour tristesse, 1954 – p.102 15. Sartre, Jean-Paul : Les Mots, 1964 – p.106	10

10. Unit-wise Student activities:

Unit 1:

- Analyze the themes of love, transience, and modernity in the poetry of Guillaume Apollinaire, Paul Eluard, and Jacques Prévert and the writing style of Marcel Proust. Discuss their themes, styles, and contributions to 20th-century French literature.
- Explore how these poets and the author experimented with language, form, and imagery to reflect the tumultuous spirit of the early 20th century.

Unit 2:

- Discuss the absurdity of existence and societal conformity in the works of Eugène Ionesco, Samuel Beckett, Jean Genet, Albert Camus, and Le Clézio.
- Examine the existential themes and motifs such as alienation, identity, and the search for meaning prevalent in these texts.

Unit 3:

- Analyze the evolution of Guillaume Apollinaire's poetic style and themes in "Poèmes à Lou" and contextualize them within the backdrop of World War I.
- Discuss the impact of historical events and personal experiences on Apollinaire's poetry and its significance in the modernist movement.

Unit 4:

- Explore the themes of disillusionment, alienation, and existential despair in Louis-Ferdinand Céline's "Voyage au bout de la nuit" and Jacques Prévert's "Familiale."
- Analyze the narrative techniques and social critique employed by Céline and Prévert in depicting the darker aspects of human existence.

Unit 5:

- After reading Sartre's "Les Mots," organize a class debate on the existentialist themes found in the text, encouraging students to analyse and discuss the philosophical concepts presented.
- While studying Sagan's "Bonjour tristesse," assign students to create character profiles for the main characters, exploring their motivations, personalities, and roles in the narrative.

11. Basic Textbooks:

1. **XX^e SIÈCLE – Les Grands Auteurs français du programme**, Collection littéraire Lagarde et Michard, Paris, Bordas, 1985.

Unit 1 & 2: The texts are taken from Collection littéraire Lagarde et Michard.

2. Nicole Blonde et al, **LITTÉRATURE PROGRESSIVE DU FRANÇAIS (2^e édition), Niveau débutant**, CLE International, Paris, 2013.

Units: 3, 4 & 5: The texts are taken from Collection Progressive.

12. Reference Books:

1. Pierre Castex et Paul Surer, **Manuel des études littéraires françaises : XX^e siècle**, Paris, Librairie Hachette, 2019.
2. Cécile de Ligny, Manuela Rousselot, **La littérature française**, Paris, Nathan, 2002.
3. Robert Horville (Collection dirigée par), **Littérature française – Anthologie : XX^e SIÈCLE**, Paris, Larousse, 1994.
4. Henri Mitterrand (Collection), **Littérature : XX^e siècle - Textes et Documents**, Paris, Nathan, 1991.
5. Magnard (Collection), **XX^e siècles - Collection "textes et contextes"**, Paris, 1983.
6. Pierre Castex et Paul Surer, **Histoire de la littérature française**, Paris, Librairie Hachette, 1974.
7. Martine Fievet, **Littérature en classe de FLE**, Paris, CLE International, 2013.
8. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, **Français Littérature**, Paris, Nathan, 2011.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.britannica.com/art/French-literature>
2. <http://www.litteratureaudio.com/>
3. <http://www.lire-des-livres.com/>
4. <http://www.youscribe.com/>
5. Websites of academic journals, university departments, or literary-focused organizations often host such content.

14. Journals/Magazines (National /International):

1. Gallica digital library by the Bibliothèque nationale de France
2. "**La Nouvelle Revue Française**" (**The New French Review**): A prestigious literary magazine that has published and reviewed numerous 20th-century French literary texts and authors.
3. "**Cahiers du Cinéma**" (**Cinema Notebooks**): While primarily focused on film, this journal has also featured discussions on literary adaptations and intersections between literature and cinema.
4. "**Critique**" (**Critique**): A multidisciplinary journal that covers literature, philosophy, and the arts.
5. "**L'Herne**" (**The Herne**): This journal often releases special issues focusing on individual 20th-century French authors.
6. "**Europe**" (**Europe**): A literary and cultural magazine with a rich history of publishing literary texts, essays, and critical discussions.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Practising Translation – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> understand structures and functions of languages in general, understand the differences between the source and target languages and cultures, understand the limits and effectively use modern technology as a translation tool. 	• Nature of the Course:	MJD – 14
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> read extensively in both languages to familiarize themselves with writing styles and genres. study the cultural, historical, and social aspects of both source and target languages. translate texts from a variety of genres and fields, such as literature, technical manuals, and marketing materials. 	<p>Students are assigned real-world translation tasks such as translating news articles, advertisements, or excerpts from literature. A dynamic and engaging learning environment that focuses on honing translation abilities can be created while exposing students to the complexities of language, culture, and communication.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (VI Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a solid foundation in grammar, vocabulary, and idiomatic expressions in both languages. have strong reading skills since they'll be working with written texts. involve in rewriting text in a coherent and idiomatic way for an effective translation. require careful attention to detail to translate accurately and effectively. understand the ethical responsibilities of a translator, including issues related to confidentiality, accuracy, and cultural sensitivity. establish a study routine and set goals. 	<p>A Bridge course for learning Translation is not always necessary.</p> <p>However, if a student prefers to do, he can consider for a Bridge course to learn Translation.</p> <p>Numerous online platforms offer specialized courses in translation. Websites like Coursera, edX, and Udemy provide access to courses taught by experienced translators and professors.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
	Textbook : Jean-Marc Hiernard, <i>Les règles d'or de la traduction : anglais - français, français - anglais</i> , Paris, Ed. Ellipses, 2003. pp.107-164 ; pp.191-201.		
I		UNIT 1 : Chapitre 5 : Le groupe nominal, pp. 107-130 I. Le nom II. Le nombre et le genre	15
II		UNIT 2 : Chapitre 6 : Les mots pièges, pp. 131-152 I. Les faux-amis II. Quelques mots délicats à traduire	15
III		UNIT 3 : Chapitre 7 : Les références culturelles, pp. 153-158 I. Les noms propres II. Les éléments propres à une culture	15
IV		UNIT 4 : Chapitre 8 : Petit rappel grammatical, pp. 159-164 I. L'usage des majuscules II. Le pluriel des noms composés III. Le pluriel des noms propres français IV. L'accord du participe passé	15
V		UNIT 5 : Deuxième Partie – Have a try ! pp. 191-201	15

10. Unit-wise Student activities:

Unit 1:

Chapter 5: The Noun Group, pp.107-130:

- Explore the characteristics of nouns in French, focusing on their role and usage.
- Study the concepts of number and gender within noun groups, practicing agreement rules.

Unit 2:

Chapter 6: Tricky Words, pp.131-152:

- Identify and understand false cognates (faux-amis) to avoid translation pitfalls.
- Work on translating challenging words that require nuanced understanding and context.

Unit 3:

Chapter 7: Cultural References, pp.153-158:

- Examine proper noun usage and cultural elements in French texts for accurate translation.
- Explore how cultural references impact language and interpretation in translation.

Unit 4:

Chapter 8: Grammar Recap, pp.159-164:

- Review the rules for capitalization and understand their application in French.
- Focus on plural forms of compound nouns, French proper nouns, and agreement of past participles.

Unit 5: Part Two – Have a try! pp.191-201:

- Engage in translation exercises applying concepts learned in previous chapters.
- Practice translating passages from French to English, incorporating various grammatical elements.

11. Basic Textbook:

Jean-Marc Hiernard, *Les règles d'or de la traduction : anglais - français, français - anglais*, Paris, Ed. Ellipses, 2003.

Syllabus : **Chapitres : 5, 6, 7 et 8.**
pp.107-164 ; pp.191-201.

12. Reference Books:

1. Dolly Soulié, *Traduire en anglais : LES MOTS GRAMMATICaux*, Paris, Hachette, 1993.
2. Françoise Grellet, *Initiation au thème anglais : The Mirrored Image*, Paris, Hachette, 1993.
3. Françoise Grellet, *Initiation à la version anglaise : The Word against the Word*, Paris, Hachette, 1993.
4. J.-P. Vinay et J. Darbelnet, *Stylistique comparée du français et de l'anglais*, Paris, Didier, 1987.
5. François Gallix, Michael Walsh, *La Traduction littéraire*, Paris, Hachette, 1997.
6. Hélène Chuquet, Michel Paillard, *Approche linguistique des problèmes de traduction*, Paris, Ophrys, 1989.
7. Jacqueline Guillemin-Flescher, *Syntaxe comparée du français et de l'anglais*, Paris, Ophrys, 1981.
8. Georges Mounin, *Les problèmes théoriques de la traduction*, Paris, Gallimard, 1963.

Grammaire française : (très utile pour éviter les trop nombreuses fautes de français) :

1. Maurice Grevisse, *Le Bon Usage*, Gembloux, Éd. J. Duculot, 1992.
2. *La Conjugaison* : 1200 verbes, Bescherelle 1, Paris, Hatier, 1992.

Grammaire anglaise :

1. S. Berland-Delépine, *La Grammaire anglaise de l'étudiant*, Paris, Ed. Ophrys, 1974.
2. J. Bouscaren, *Linguistique anglaise : initiation à une grammaire de l'énonciation*, Paris, Ophrys, Ed. Révisée, 1993.

13. Web Resource (Websites/Databases/E-Resources):

1. [Collins Dictionary](#)
2. [BBC Languages - French](#) and [BBC Languages - English](#)
3. [Reverso](#)
4. [Duolingo](#)
5. [Linguee](#)
6. [Bab.la](#)

14. Journals/Magazines (National /International):

French Journals/Magazines:

1. **Le Monde Diplomatique:** This monthly newspaper offers well-researched articles that can challenge your translation skills.
2. **Le Figaro:** A French daily newspaper provides ample material for practice.
3. **L'Obs (formerly Le Nouvel Observateur):** A French news magazine that offers insightful articles on current events, culture, and society.
4. **Courrier International:** Courrier International translates articles from various international publications into French. It can be a resource for translation practice.
5. **Sciences et Avenir:** This magazine is a good choice for specialized vocabulary and translation practice in scientific contexts.

English Journals/Magazines:

1. **The New York Times:** Reading and translating articles from this publication can be both challenging and rewarding.
2. **The Guardian:** The Guardian, a British newspaper, is an excellent source for practicing English to French translation.
3. **The Economist:** This weekly international news and business publication offers in-depth articles that can be complex to translate but highly educational.
4. **National Geographic:** It can be a great resource for learning specialized vocabulary and cultural nuances in translation.
5. **Time Magazine:** Time is a valuable source for practicing translation between English and French.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Exploring Francophone Literary Texts	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> understand of the diverse cultures, histories, and societal structures within Francophone regions. demonstrate cultural sensitivity and adaptability when interacting with individuals from these regions. critically analyse the historical, political, and cultural dynamics at play in Francophone societies. 	• Nature of the Course:	MJD – 15
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> practise vocabulary acquisition, grammar application, and idiomatic expressions found in the texts. receive training in advanced reading comprehension techniques specific to Francophone texts. learn how to dissect literary elements, identify thematic motifs, and explore the historical and cultural context of texts. 	<p>Students should be encouraged to engage in close reading and analysis of the Francophone literary texts. The literary works within their historical, cultural, and societal contexts can be situated. The author's background and the prevalent themes and ideas of the time can be discussed. This approach helps students appreciate the literature within a broader cultural and historical framework. The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (VI Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> decipher unfamiliar vocabulary in context, and extract nuanced meaning from literary and cultural materials. developing skills in recognizing cultural references, historical allusions, and societal themes embedded in the texts. practice articulating their interpretations of Francophone texts through written assignments and class discussions. develop strong literary analysis skills. know art, music, cuisine and customs. 	<p>There may not be a specific "Bridge course" tailored exclusively for learning French through Francophone texts.</p> <p>However, if a student prefers to do, he can consider for a Bridge course focusing on Introduction to Francophone Literature.</p> <p>A Bridge course on online or YouTube channels about Francophone countries and Literature can be of help to students who wish to learn Francophone Literature.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Collection Progressive - Débutant 1. Cendrars, Blaise : <i>Prose du transsibérien et de la petite Jehanne de France</i> , 1913 – p.78 2. Ba, Mariama : <i>Une si longue lettre</i> , 1979 – p.118 3. Begag, Azouz : <i>Le Gone du Chaâba</i> , 1986 – p.120	15
II		UNIT 2 : Collection Progressive - Débutant 4. Condé, Maryse : <i>Moi, Tituba sorcière...</i> , 1986 – p.122 5. Amrouche, Marguerite Taos : <i>Solitude ma mère</i> , 1995 – p.128 6. Djébar, Assia : <i>Oran, langue morte</i> , 1987 – p.130	15
III		UNIT 3 : Collection Progressive - Débutant 7. Nothomb, Amélie : <i>Stupeur et tremblements</i> , 1999 – p.134 8. Kourouma, Ahmadou : <i>Allah n'est pas obligé</i> , 2000 – p.136 9. Sijie, Dai : <i>Balzac et la petite tailleuse chinoise</i> , 2000 – p.142	15
IV		UNIT 4 : Les Français par les textes 10. Agota Kristof, <i>Nos études ou Les jumeaux rédigent la composition</i> – pp.9-10 11. Gérard Bessette, <i>Le Libraire ou Le Capharnaüm</i> – pp.15-16	15
V		UNIT 5 : Les Français par les textes 12. Marie-Claire Blais, <i>Une saison dans la vie d'Emmanuel ou L'hiver a été dur, mais le printemps sent meilleur</i> – pp.28-29 13. Camille Lemmonier, <i>Monsieur Friquet ou Conversations sans foi !</i> – pp.47-48	15

10. Unit-wise Student activities:

Unit 1:

- Analyze the themes of journey, modernity, and the female experience in Blaise Cendrars' "Prose du transsibérien et de la petite Jehanne de France," Mariama Ba's "Une si longue lettre," and Azouz Begag's "Le Gone du Chaâba."
- Discuss how these works challenge traditional narrative structures and cultural norms, and explore the significance of their settings in shaping the characters' identities and experiences.

Unit 2:

- Examine the themes of identity, colonialism, and female empowerment in Maryse Condé's "Moi, Tituba sorcière...," Marguerite Taos Amrouche's "Solitude ma mère," and Assia Djébar's "Oran, langue morte."
- Discuss the authors' use of language, imagery, and storytelling techniques to convey the complexities of post-colonial societies and the resilience of marginalized voices.

Unit 3:

- Explore the themes of cultural clash, identity, and workplace hierarchy in Amélie Nothomb's "Stupeur et tremblements" and Ahmadou Kourouma's "Allah n'est pas obligé."

- Analyze the themes of cultural exchange, identity, and censorship in Dai Sijie's "Balzac et la petite tailleuse chinoise" through discussion.

Unit 4:

- Organize a literary exploration session on the themes of identity and self-discovery in Agota Kristof's "Nos études ou Les jumeaux rédigent la composition" and Gérard Bessette's "Le Libraire ou Le Capharnaüm."
- Discuss the impact of the changing seasons as a metaphor in Marie-Claire Blais' "Une saison dans la vie d'Emmanuel," focusing on its symbolism in the story.

Unit 5:

- Discuss the impact of the changing seasons as a metaphor in Marie-Claire Blais' "Une saison dans la vie d'Emmanuel," focusing on its symbolism in the story.
- Encourage students to write alternative endings for the story by Camille Lemmonier, promoting creativity and critical thinking.

11. Basic Textbooks:

1. Nicole Blonde et al, **LITTÉRATURE PROGRESSIVE DU FRANÇAIS (2^e édition), Niveau débutant**, CLE International, Paris, 2013.

Units: 1, 2 and 3.

Syllabus : Only the above texts are to be studied from the above Textbook.

Refer Page Nos. given against the texts in the Syllabus Content No.9.

2. K. Madnagobalane, N.C. Mirakamal, **LE FRANÇAIS PAR LES TEXTES**, Chennai, Samhita Publications, 2019.

Units: 4 and 5.

Syllabus : Only the above texts are to be studied from the above Textbook.

Refer Page Nos. given against the texts in the Syllabus Content No.9.

12. Reference Books:

1. Jackson Noutchié-Njiké, **Civilisation progressive de la Francophonie - Niveau débutant (A1)**, Paris, CLE International, 2019.
2. K. Madanagobalane, N.C. Mirakamal, **LE FRANÇAIS PAR LES TEXTES**, Chennai, Samhita Publications, 2019.
3. Jean Louis JOUBERT, **Petit guide des littératures francophones**, Paris, Nathan, 2006.
4. Jean Louis JOUBERT, **Littérature francophone – Anthologie**, Paris, Nathan, 1997.
5. Jeans-Georges PROSPER, **Histoire de la Littérature mauricienne de langue française – Nouvelle Edition**, Maurice : Les Editions de l'Océan Indien, 1994.
6. Jean-Louis JOUBERT, (sous la direction de) : **Littératures francophones d'Asie et du Pacifique – Anthologie**, Edition Nathan, Paris, 1997.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.moyak.com/papers/history-francophonie.html>
2. https://en.wikipedia.org/wiki/Organisation_internationale_de_la_Francophonie
3. <https://www.britannica.com/art/French-literature>
4. <http://www.litteratureaudio.com/>

5. <http://www.lire-des-livres.com/>
6. Project Gutenberg (Website: [Project Gutenberg - French](#)): Project Gutenberg offers a collection of French literature, including classic texts by Francophone authors.
7. Gallica (Website: [Gallica - Bibliothèque nationale de France](#)): Gallica is the digital library of the Bibliothèque nationale de France. It provides access to a collection of French literary works, historical documents, and manuscripts of Francophone texts.
8. Littérature audio (Website: [Littérature audio - Livres audio gratuits à écouter et télécharger](#)): Littérature audio provides free audio recordings of literary works in French, allowing you to listen to Francophone texts being read aloud.
9. ClicNet (Website: [ClicNet - Bibliothèque électronique de littérature](#)): ClicNet is an electronic library of French literature that offers a selection of texts, essays, and resources for Francophone literature enthusiasts.

14. Journals/Magazines (National /International):

1. "**Francophonies d'Amérique**" (**Francophonies of America**): This journal explores the literature and culture of Francophone communities in North America.
2. "**Présence Francophone**" (**Francophone Presence**): An academic journal that focuses on Francophone literature.
3. "**Horizons Maghrébins - Le droit à la mémoire**" (**Maghrebian Horizons - The Right to Memory**): This journal specializes in Maghrebian (North African) literature and culture, offering critical examinations of Francophone texts from the Maghreb.
4. "**Études Littéraires Africaines**" (**African Literary Studies**): This journal concentrates on African literature, including works written in French.
5. "**Nouvelles Études Francophones**" (**New Francophone Studies**): An academic journal that covers Francophone literature and culture.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	History of France – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> attain a thorough understanding of historical influencing France's history. cultivate analytical abilities to critically evaluate historical sources and decipher historical narratives. comprehend the cultural, social, and intellectual backgrounds shaping the context of historical occurrences. 	• Nature of the Course:	MID-6 (A)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> cultivate proficient research capabilities for accessing credible and exhaustive resources pertaining to French history. hone the skill of placing historical events in context like political, social, economic, and cultural dimensions. acquire familiarity with historical principles such as nationalism, colonialism, and revolution, and their impact on shaping French history. 	<p>A variety of multimedia resources such as historical documentaries, virtual tours of museums and historical sites, and visual timelines can be utilised. Students are engaged to analyse primary sources from different historical periods, such as letters, diaries, artwork, and documents. Class discussions and debates on key historical events and controversies can be organised.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (VI Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> gain awareness of major global historical eras such as antiquity, the Middle Ages, the Renaissance, and the Enlightenment. cultivate adept reading and research abilities for comprehending historical texts and primary sources related to French history. attain a basic command of the French language to access primary sources in French and grasp subtleties in historical literature. analyse the historical events of France. 	<p>A Bridge course for learning French history is not always necessary.</p> <p>However, if a student prefers to do, he can consider for a Bridge course to learn the French history.</p> <p>Several YouTube videos will provide an overview of key historical periods, figures, and events in French history. They emphasize critical thinking, research skills, and the development of a chronological framework.</p>	

9.			
Unit No.	Unit Heading	Syllabus content	No. of Hours of Teaching
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Chapitre 7 L'ÈRE DES LUMIÈRES – p.56	15
II		UNIT 2 : Chapitre 8 1789-1815 : LA REVOLUTION FRANÇAISE ET SES SUITES – p.65 La Déclaration des Droits de l'Homme et du Citoyen – p.74 L'héritage de la Révolution – L'héritage du Consulat et de l'Empire – p.76	15
III		UNIT 3 : Chapitre 9 EXPANSION ÉCONOMIQUE ET COMBAT D'IDÉES – 1815-1870 – p.78 Le combat romantique – p.86 Société et économie en mutation – p.88	15
IV		UNIT 4 : Chapitre 10 DANS LA MÊLÉE DES PUISSANCES – 1871-1945 – p.90 Art et littérature à la charnière des siècles – p.102 Les techniques du siècle nouveau – p.106	15
V		UNIT 5 : Chapitre 11 VERS LA FRANCE D'AUJOURD'HUI – p.108 Vie intellectuelle au XXe siècle – p.118 Techniques avant-garde au XXe siècle – p.120	15

10. Unit-wise Student activities:

Unit 1: "Age of Enlightenment" – p. 56:

- Explore the Enlightenment's profound impact on French society, fostering critical thinking and intellectual progress.
- Investigate key historical events during this era, shaping the cultural and philosophical landscape.

Unit 2: "French Revolution and Its Legacy 1789-1815" – p. 65:

- Examine the pivotal period of the French Revolution, focusing on the principles outlined in the Declaration of the Rights of Man and evaluating the enduring impact of the Consulate and Empire.
- Analyse historical narratives and events during 1789-1815, emphasizing the socio-political changes that transformed France.

Unit 3: "Economic Expansion and Ideological Struggles 1815-1870" – p. 78:

- Investigate the 19th-century cultural and economic landscape, emphasizing the influence of the Romantic movement and analysing socio-economic transformations.
- Explore ideological conflicts during 1815-1870, highlighting the evolving societal and economic dynamics.

Unit 4: "Amidst Power Struggles 1871-1945" – p. 90:

- Analyse geopolitical dynamics and cultural shifts from 1871-1945, focusing on the influence of art, literature, and technological innovations on shaping historical narratives.
- Examine key events during this period, elucidating the intricate power dynamics and technological advancements.

Unit 5: "Towards Present-Day France" – p. 108:

- Delve into 20th-century intellectual developments, examining the evolution of thought, and explore avant-garde techniques in art and technology.

11. Basic Textbook:

Jean Mathieux, *HISTOIRE DE FRANCE*, Paris, Hachette, 2014.

**Syllabus : Chapitres : 7, 8, 9, 10 et 11.
pp.56-120.**

12. Reference Books:

1. Claude Naudin et Marie-Lise Cuq, *Encyclopédie des jeunes : L'Histoire de France*, Paris, Larousse, 2000.
2. Gérard Labrune, Philippe. Toutain, *L'histoire de France*, Nathan, Paris, 2004.
3. Jean Carpentier et al. *Histoire de France : La France de la préhistoire à la 5e république*, Paris, Seuil, 2000.
4. Pascal Balmand, *Histoire de la France*, Paris, Hatier, 1992.
5. Eliana Gardaire, *LA FRANCE, VOUS CONNAISSEZ ? Histoire et civilisation*, Paris, Didier, 1989.
6. Jean Thoraval et al, *LES GRANDES ÉTAPES DE LA CIVILISATION FRANÇAISE*, Paris, Bordas, 1967.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.youtube.com/watch?v=OfbQQEiF80Q>
2. <https://www.youtube.com/watch?v=W2I4rc7qCOI>
3. BBC History: France (Website: [BBC History - France](#)): BBC provides a comprehensive overview of French history with articles, timelines, and interactive features.
4. The Louvre Museum (Website: [Louvre Museum](#)): Explore the Louvre's online collection to learn about French art and history.
5. France in the Age of the Enlightenment (Website: [Culturespaces](#)): This resource offers insights into the Enlightenment era in France.
6. French Revolution Digital Archive (Website: [Stanford University Libraries](#)): A rich collection of primary source documents related to the French Revolution.
7. History Today: France (Website: [History Today - France](#)): This site provides a series of articles and essays on various aspects of French history.
8. France Diplomatie (Website: [France Diplomatie - History](#)): Explore the historical background of French foreign policy and international relations.
9. The French Revolution: A Digital Archive (Website: [Library of Congress](#)): A collection of primary sources related to the French Revolution.
10. The Napoleonic Guide (Website: [Napoleonic Guide](#)): Offers in-depth information about the life and times of Napoleon Bonaparte, a pivotal figure in French history.

14. Journals/Magazines (National /International):

International Journals:

1. French Historical Studies (Published by: Society for French Historical Studies)
 - Website: [French Historical Studies](#) : A prominent international journal covering a wide range of topics in French history, from medieval to modern periods.
2. H-France Review (Published by: H-France)
 - Website: [H-France Review](#) : An online scholarly review journal that provides reviews of books, films, and exhibitions related to French history and culture.
3. Revue d'Histoire Moderne et Contemporaine (Published by: Presses de Sciences Po)
 - Website: [Revue d'Histoire Moderne et Contemporaine](#) : A French-language journal focusing on modern and contemporary history, including political, social, and cultural aspects.

National Journals and Magazines:

1. Annales. Histoire, Sciences Sociales (Published by: EHESS)
 - Website: [Annales. Histoire, Sciences Sociales](#) : A renowned French journal covering history and social sciences, offering a wide range of historical research.
2. L'Histoire (Published by: Les Éditions Tallandier)
 - Website: [L'Histoire](#) : A popular French history magazine that provides articles, analysis, and features on various historical topics.
3. Revue Historique (Published by: Presses Universitaires de France)
 - Website: [Revue Historique](#) : A respected French-language historical journal with a focus on research and scholarship.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Mastering Grammar – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be expected to: <ul style="list-style-type: none"> construct complex sentences, incorporating elements like relative clauses, indirect speech, into their speech and writing. recognize and use the idiomatic expressions in context, allowing them to communicate more fluently. identify and rectify common mistakes independently. 	• Nature of the Course:	MID-6 (B)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> engage in regular grammar exercises to reinforce their understanding of French grammar rules. actively use language to solidify rules. understand how grammar is applied naturally and enhance their ability to comprehend spoken French. find a language exchange partner or join a language class where you can practice speaking and receive feedback on your grammar usage. 	Teaching French Grammar for B2 level should focus on interactive activities, contextual learning, real-life usage, error correction, and fostering communication skills to ensure students can apply grammar rules effectively in diverse situations, both written and spoken. Incorporate authentic materials, role-playing, peer collaboration, and targeted feedback to deepen understanding and retention of complex grammar concepts. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Third year UG programme in French (VI Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> already have a good grasp of basic French language skills. able to engage in simple conversations about everyday topics. express yourself more precisely and engage in more complex conversations and writing. practice listening to native speakers and reading all types of texts to enhance the reading skills. understand the spoken language. consecrate time in practising the rules. 	While there might not be a specific "Bridge course" designed exclusively for transitioning from an intermediate level to an upper intermediate level (B2) in French grammar. Here are two points to consider when creating your personalized bridge course: Structured Online Courses: Many online language learning platforms offer intermediate-to-advanced courses that can serve as a bridge between the two levels. Tutoring or Language Exchange: Consider working with a tutor or participating in language exchange sessions with native or fluent French speakers.	

- Ch.20.: Organize a hypothetical scenario game where students construct sentences using conditional expressions to describe possible outcomes.

Unit 4:

- Ch.21.: Task students with writing a diary entry, incorporating various temporal expressions to convey daily routines and events.
- Ch.22.: Arrange a debate where students argue for and against different societal issues, using opposition and concession expressions to support their arguments.

Unit 5:

- Ch.23: Challenge students to create a short story with alternative endings, employing hypothetical expressions to explore different scenarios.
- Ch.24: Organize a multimedia project where students compare and contrast cultural aspects of various Francophone regions, presenting their findings using comparative expressions.

11. Basic Textbook:

Marie-Pierre Caquineau-Gündüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau B 2**, Paris, Hachette, 2007.

Syllabus : Parties : **III, IV et V.**
pp.110-209.

12. Reference Books:

1. Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel : **L'Expression française écrite et orale – I**, 5ème édition, Presses Universitaires de Grenoble (Français Langue Etrangère), 1994. Partie I et Partie II.
2. Christiane Descotes-Genon, Marie-Hélène Morsel, Claude Richou : **Exercices**, Presses Universitaires de Grenoble, 2005.
3. Roberte Tomassone : **Pour enseigner la grammaire**, Edition Delagrave, Paris, 2002.
4. Maïa Grégoire et al., **Grammaire progressive du français - Niveau débutant**, Paris, CLE International, 2019.
5. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A1**, Paris, Hachette, 2005.
6. Anne Akyüz et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau A2**, Paris, Hachette, 2006.
7. Dominique Jennepin et al., **LES 500 EXERCICES DE GRAMMAIRE, Niveau B1**, Paris, Hachette, 2005.
8. K. Madanagopalane et al. **A Comprehensive French Grammar, (Grammaire française avec corrigé d'exercices)**, Chennai, Samhita Publications, 2004.
9. Frank Marchand et al., **Comment apprendre la grammaire ? - Niveau – 1**, Paris, Larousse, 1973.
10. Christian Baylon et Paul Fabre, **Grammaire systématique de la langue française**, Paris, Nathan, 1980.

Grammaire française :

1. Maurice Grevisse, **Le Bon Usage**, Gembloux, Éd. J. Duculot, 1992.
2. **La Conjugaison** : 1200 verbes, Bescherelle 1, Paris, Hatier, 1992.

13. Web Resource (Websites/Databases/E-Resources):

1. [Duolingo - French](#)
2. [BBC Languages - French](#)
3. [ThoughtCo - French Grammar](#)
4. [Tex's French Grammar](#)
5. [Lawless French](#)

14. Journals/Magazines (National /International):

1. **Français dans le Monde** - This magazine aims at learners of French. It covers language-related topics, including grammar, as well as cultural aspects of the French-speaking world
2. **Revue française de linguistique appliquée** - A French journal that publishes research in applied linguistics, which can include studies on language acquisition and grammar.
3. **Le Monde**: Reading articles in Le Monde, one of France's most respected newspapers can expose you to complex French grammar and vocabulary.
4. **L'Express**: L'Express, a weekly news magazine, provides opportunities to encounter varied grammatical structures.
5. **Le Point**: Le Point, prominent French news magazine, can be a valuable resource for language learners.
6. **Courrier International**: This magazine is a great way to learn grammar while staying informed about global events.
7. **Vogue Paris**: Reading Vogue Paris can introduce you to specialized vocabulary and grammar related to these areas.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

PROGRAMME : B.A. Hons FRENCH

Level - 400

SEMESTER - VII

S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD - 16		Interpreting Drama	4	6
2.	MJD - 17		Novel in Focus	4	6
3.	MJD - 18		Reading Narratives - I	4	6
4.*	MID - 7 (A)		Developing Writing Skills	4	6
	MID - 7 (B)		French for Science & Technology - I		
5.**	MID - 8 (A)		Acing French Assessments	4	6
	MID - 8 (B)		French for Science & Technology - II		
				20	30

* MID-7 (A) / MID-7 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.

** MID-8 (A) / MID-8 (B) - The Department floats 2 streams of Minor courses (Allied/specialisation/elective) and student chooses any one course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Interpreting Drama	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> understand the social, historical backdrops and the artistic trends that influenced the literature of that era. cultivate verbal and non-verbal modes of expression. develop the capacity to evaluate, analyse, and interpret written and spoken texts. 	• Nature of the Course:	MJD – 16
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> familiarize themselves with the linguistic nuances and archaic expressions common in 17th-century French literature. gain a deep understanding of the plot, characters, themes, and historical context. consider the play's style, use of metaphors, and the socio-cultural backdrop of the 17th century. 	Teaching a 17th-century French play requires a contextual approach. Historical and cultural context, emphasizing the era, playwright, and influences should be given to the students. Language proficiency, close textual analysis, and acting techniques should be promoted. Students' appreciation of historical, linguistic, and literary aspects of the 17th-century themes may be deepened. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VII Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a solid grasp of the French language, particularly historical forms. have an emphasize on the era, playwright, and influences. familiarise with the era's historical and cultural context of 17th-century. possess basic theatre knowledge and an appreciation for literary analysis. access to annotated editions or translations to comprehend the play. engage critically with the text and its relevance to contemporary themes. understand cultural traditions of France at that epoch. 	There may not be specific "Bridge courses" designed solely for studying French play. <p>However, if a student prefers to do, he can consider for a Bridge course focusing on French literature of 17th-century.</p> <p>A preparatory Bridge course for studying a 17th-century French play should focus on language, culture, and literary analysis. It should cover historical French language, contextualize the era, introduce theatre basics, and provide guidance on text analysis.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		<p>UNIT 1 : Introduction and Character Introduction</p> <p>Acts Covered: Act 1, which introduces the main characters and sets the stage for the story.</p> <ul style="list-style-type: none"> • Introduction to Harpagon and his miserly behavior. • Presentation of other important characters such as Cléante, Élise, and Valère. • Establishing the central conflict of Harpagon's desire to marry Mariane for her dowry 	15
II		<p>UNIT 2 : Love and Deception</p> <p>Acts Covered: Continue with Acts 2 and 3, where the theme of love and deception intensifies.</p> <ul style="list-style-type: none"> • Exploring the romantic relationships between Cléante and Mariane, and Élise and Valère. • Harpagon's efforts to control his children's marriages for financial gain. • The use of deception and disguise to pursue love interests. 	15
III		<p>UNIT 3 : Conflict and Confrontation</p> <p>Acts Covered: Focus on Acts 4 and 5, which involve increasing conflict and confrontation.</p> <ul style="list-style-type: none"> • The culmination of conflicts between Harpagon and his children, as well as his greedy pursuit of wealth. • The unveiling of various deceptions and the potential for disastrous consequences. • The rising tensions and the play's turning point. 	15
IV		<p>UNIT 4 : Resolution and Comedy</p> <p>Acts Covered: Include Acts 5 (continued) and 5 (final), which lead to the play's resolution.</p> <ul style="list-style-type: none"> • The resolution of romantic and familial conflicts. • The comedic elements of the play, including humorous misunderstandings and plot twists. • Harpagon's transformation or comeuppance as the story reaches its climax. 	15
V		<p>UNIT 5 : Conclusion and Reflection</p> <p>Acts Covered: Conclude with Act 5 (final) and any closing scenes.</p> <ul style="list-style-type: none"> • Wrapping up loose ends and resolving remaining plot threads. • Reflecting on the play's central themes, such as the consequences of greed and the power of love. • Discussing Molière's comedic style and the enduring relevance of "L'Avare." 	15

10. Unit-wise Student activities:

Unit 1:

- In this unit, students should become familiar with the main characters, particularly Harpagon, and understand the initial conflicts and relationships within the play.

Unit 2:

- In this unit, students explore the themes of love and deception as they witness the tangled romantic relationships and the use of disguise and trickery.

Unit 3:

- In this unit, students delve into the escalating conflicts between Harpagon and his children, leading to a point of no return.

Unit 4:

- In this unit, students experience the comedic elements and witness the resolution of the play's conflicts, often with humorous twists and turns.

Unit 5:

- In this final unit, students reflect on the play's central themes, character development, and Molière's comedic style as they reach the play's conclusion.

11. Basic Textbook:

Prescribed Play:

L'AVARE, Molière

Publisher : Any complete publication

12. Reference Books:

1. ***L'Avare – Molière***, *Petits classiques*, Paris, Ed. Larousse, 2007.
Larousse's edition of "L'Avare" by Molière includes detailed notes and annotations, making it an excellent resource for those seeking a deeper understanding of the play.
2. ***L'Avare – Molière***, *Avec la Préface de Jacques Morel*, Ed. Le Livre de Poche, 1986.
3. ***L'Avare de Molière – Analyse de l'œuvre rédigée par Florence Meurée et Lucile Lhoste***, Ed. Profil-littéraire.fr, 2016.
4. ***L'Avare de Molière – Analyse d'œuvre (approfondie) rédigée par Tatiana Sgalbiero***, Ed. Profil-littéraire.fr, 2015.
5. ***L'Avare de Molière – Le monologue d'Harpagon : Commentaire et Analyse de texte***, par Alexandre Salcède, Ed. lePetitLitteraire.fr, 2014.
6. ***L'avare – Molière***, *analysé par Hélène Potelet, et al.* Collection *Les Classiques illustrés Hatie*, Ed. Hatier, 2022.
7. ***L'Avare (Folio + Collège) (French Edition)***, Ed. Folio, 2017.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.theatre-contemporain.net/textes/L-Avare-Moliere/contenus-pedagogiques/idcontent/61771>
2. <https://www.etudier.com/dissertations/Commentaire-De-Texte-l-Avare-De-Moli%C3%A8re/67741486.html>
3. [SparkNotes - L'Avare](#)
4. [Encyclopædia Britannica - Molière](#)
5. [Shmoop - L'Avare](#)

6. Search for "L'Avare Molière analysis" on YouTube to find relevant videos.

14. Journals/Magazines (National /International):

1. "**French Studies** (International): This academic journal covers a wide range of French literature and culture topics, including critical articles and analyses of classic works like "L'Avare" by Molière.
2. "**The French Review** (International): This journal occasionally publishes articles and reviews related to French literary classics, including Molière's plays.
3. "**Molière Studies** (International): This specialized publication is dedicated to the study of Molière's works, making it an invaluable resource for in-depth analysis of "L'Avare."
4. "**Theatre Journal** (International): This journal covers a wide range of topics related to theater and performance studies, including articles on the works of playwrights like Molière.
5. "**French Forum** (International): This journal often includes articles on French literature, including analyses of classical works such as those by Molière.
6. "**Cahiers de l'Association Internationale des Études Françaises** (France): This French journal covers various aspects of French literature, including classic works like those of Molière. It provides a French perspective on "L'Avare."

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

2. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Novel in Focus	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> understand the author's intent and the underlying messages conveyed through their literary works. explore the historical, social, and economic contexts of the period in which the novels were written. demonstrate the ability to grasp the characters, themes, and storyline of the novels effectively. 	• Nature of the Course:	MJD – 17
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> consider different perspectives on the novel and question the author's intentions. study the author's biography, examining the social and political issues of the era, and understanding the literary movements or trends that influenced the work. develop strong communication skills for writing and discussing their thoughts and interpretations. 	Teaching the study of novels involves interactive discussions, literary analysis assignments, and contextual exploration. Active student engagement through discussions and seminars can be promoted. Historical and cultural context can be provided to enrich their understanding. Fostering a collaborative and inclusive classroom environment is key to nurturing a deep appreciation for literature and analytical skills. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VII Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> familiarise themselves with basic literary terminology and concepts which can greatly enhance their understanding of novels. identify and analysing literary devices (metaphor, foreshadowing), understanding subtext and underlying themes, and making connections between different parts of a novel. grasp terms such as plot, character development and narrative structure. be able to think critically about texts. 	There may not be specific "Bridge courses" designed solely for studying French novels. <p>However, if a student prefers to do, he can consider for a Bridge course to learn the French literature.</p> <p>A preparatory Bridge course for studying French novels should focus on language, culture, and literary analysis. It should cover historical French language, contextualize the era, introduce theatre basics, and provide guidance on text analysis.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Introduction and Meursault's Daily Life Chapters: Part One, Chapters 1 to 2 Overview: Introduce the protagonist, Meursault, his personality, and his routine life in Algiers. Explore the themes of existentialism and absurdity as they begin to emerge in his actions and thoughts.	15
II		UNIT 2 : The Murder of the Arab and Trial Chapters: Part One, Chapters 3 to 6 Overview: Analyse Meursault's pivotal act of killing the Arab on the beach and his subsequent arrest and trial. Delve into the themes of alienation, indifference, and society's judgment.	15
III		UNIT 3 : Imprisonment and Reflections Chapters: Part Two, Chapters 1 to 3 Overview: Explore Meursault's experiences in prison, his interactions with other inmates, and his reflections on life, death, and his own choices. Discuss the themes of isolation and introspection.	15
IV		UNIT 4 : The Trial and Confrontation Chapters: Part Two, Chapter 4 Overview: Examine Meursault's trial and his confrontations with the legal system, society, and his own sense of self. Analyse the philosophical and existential aspects of his defence.	15
V		UNIT 5 : The Beach and Conclusion Chapters: Part Two, Chapter 5 Overview: Explore the novel's climax at the beach and its symbolic significance. Discuss Meursault's final thoughts and the conclusion of the story. Reflect on the novel's themes, including absurdity, mortality, and the human condition.	20

10. Unit-wise Student activities:

Unit 1:

- Character Journal: Have students keep a journal from Meursault's perspective, recording his daily thoughts and actions to gain insight into his character and his perception of the world.
- Existentialism Discussion: Organize a class discussion on existentialist themes, encouraging students to explore how Meursault's indifference and detachment align with existentialist philosophy.

Unit 2:

- Character Analysis: Assign students to analyse Meursault's motivations for the murder, using evidence from the text to support their interpretations.
- Mock Trial: Create a mock trial scenario in class, with students playing different roles, to simulate Meursault's trial. Encourage debate about his culpability and society's judgment.

Unit 3:

- Letter from Prison: Ask students to write a letter from Meursault to a friend or family member, reflecting on his experiences in prison and his evolving perspective on life.
- Philosophical Discussion: Lead a discussion on the philosophical concepts of absurdity and alienation, using Meursault's prison experiences as a starting point.

Unit 4:

- Character Cross-Examination: Assign students to take on the roles of different characters in Meursault's trial and conduct cross-examinations, exploring their motives and perspectives.
- Debate on Existentialism: Organize a debate where students argue whether Meursault's actions and attitudes align with existentialist principles or not, drawing from textual evidence.

Unit 5:

- Symbolism Exploration: Have students create visual representations or presentations exploring the symbolism of the beach and its significance in the novel.

11. Basic Textbook:

Prescribed Novel:

***L'ÉTRANGER*, Albert Camus**

Publisher : Any complete publication

12. Reference Books:

1. ***L'Étranger – Albert Camus : Analyse de l'œuvre, analyse de Pierre Weber et Larissa Duval***, Ed. Profil-littéraire.fr, 2016. - This book provides a comprehensive summary and an analysis of "L'Étranger."
2. ***L'Étranger d'Albert Camus : Analyse de l'œuvre, analyse approfondie de Julie Pihard***, Ed. Profil-littéraire.fr, 2016. This book provides a detailed analysis of "L'Étranger."
3. ***L'Étranger de Albert Camus, Collection « Connaitre une œuvre »***, Editions Cénacle, 2014.
4. ***L'Étranger de Albert Camus, Fiche de lecture***, Edition : Comprendre la littérature, 2020.

13. Web Resource (Websites/Databases/E-Resources):

1. **Gallica**: Gallica is the digital library of the Bibliothèque nationale de France, and it provides access to a wide range of French literary works. You can find "L'Étranger" by Albert Camus. Visit it at: <https://gallica.bnf.fr>.
2. **Wikisource**: Wikisource is a community-driven platform that hosts a collection of free and openly licensed texts, including "L'Étranger" in their original French. You can find them at: <https://fr.wikisource.org>.
3. **Érudit**: Érudit is a digital platform that offers scholarly articles, research papers, and literary analyses related to French literature, including and "L'Étranger." Visit it at www.erudit.org.
4. **Cairn.info**: Cairn.info is another academic resource that provides articles and publications about French literature, including critical analyses and studies of both novels. Access it at www.cairn.info.

5. **Camus Society:** The Camus Society's website provides information about Albert Camus and his works, including "L'Étranger." You can find discussions, articles, and resources related to the novel at www.camussociety.com.

14. Journals/Magazines (National /International):

National Publications (France):

1. **Le Magazine Littéraire:** A prominent French literary magazine that often features articles and reviews on classic and contemporary literature, including works like "L'Étranger."

International Publications:

1. **The New Yorker:** Known for its in-depth cultural coverage, including literature, The New Yorker occasionally publishes articles and essays about classic and modern literary works, which may include analyses of "L'Étranger."
2. **The Paris Review:** An esteemed literary magazine, The Paris Review often includes interviews, essays, and reviews related to French and international literature, including works by Albert Camus.
3. **World Literature Today:** This publication focuses on global literature and often features articles, reviews, and translations of classic and contemporary French literature, making it a valuable resource for exploring these novels.
4. **Literary Journals:** Consider exploring various literary journals that publish academic articles and critical analyses of classic literary works. Examples include "Modern Language Review" and "The French Review."

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

2. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Reading Narratives – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> enhance students' lexical competence and also provide authentic language use. develop their sociocultural knowledge as well. develop reading comprehension skills particularly and language skills generally. 	• Nature of the Course:	MJD – 18
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/ Answers
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> start with common words and phrases, and then move on to more specialized vocabulary related to the themes and topics often found in literature. have a good grasp of French grammar and syntax. reflect on the themes and messages conveyed in the story, and consider how they relate to broader French culture and society. 	<p>Students are encouraged to engage in close reading of short stories, analysing the text for themes, character development, symbolism, and narrative techniques. Group discussions where students can share their interpretations, facilitate a deeper understanding of the stories. Multiple short stories can be assigned from different French-speaking regions or time periods.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VII Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a good command of grammar, vocabulary, and comprehension skills. develop basic reading skills in French, such as the ability to sound out words, recognize common phrases, and understand the basics of sentence structure. understand the cultural and historical context of France for comprehending many French short stories. be prepared to use French-English dictionaries or language apps to look up unfamiliar words and phrases. compare short stories of authors. 	<p>While there may not be specific "Bridge courses" exclusively designed for learning a collection of French short stories, they can prepare themselves effectively by considering the following strategies:</p> <ul style="list-style-type: none"> An understanding of the cultural, historical, and social context of the short stories can be developed. The authors of the short stories of the course can be researched and the literary periods or movements they belong to can be learnt about. 	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : <i>LE PETIT CHAPERON ROUGE, Charles Perrault</i>	15
II		UNIT 2 : <i>LA CLOCHE, Jules Lemaître</i>	15
III		UNIT 3 : <i>ESTULA, Auteur anonyme</i>	15
IV		UNIT 4 : <i>LA MORT DE VATEL, Mme de Sévigné</i>	15
V		UNIT 5 : <i>LA DERNIÈRE CLASSE, Alphonse Daudet</i> Conclusion : Le conte, la nouvelle, le fabliau, la correspondance littéraire	15

10. Unit-wise Student activities:

Unit 1:

- Organize a storytelling session where students take turns retelling "Le Petit Chaperon Rouge" in their own words, emphasizing different narrative styles and perspectives.
- Encourage students to create a visual storyboard or comic strip that illustrates key scenes from the story, enhancing their comprehension and artistic skills.

Unit 2:

- Conduct a character analysis exercise where students explore the motivations and personalities of the characters in "La Cloche," promoting critical thinking and discussion.
- Have students write alternative endings or continuations for the story, allowing them to exercise their creative writing skills.

Unit 3:

- Initiate a group discussion on the mystery surrounding the authorship of "Estula" and encourage students to speculate on the possible origins and intentions behind this anonymous work.
- Explore the historical and cultural context of "Estula" by researching the time period and societal norms when it was likely written, fostering historical awareness.

Unit 4:

- Organize a debate where students take on the roles of different historical figures from the story and discuss the events surrounding the death of François Vatel, offering varied perspectives.
- Encourage students to research and present on the real-life historical context of Vatel's time, delving into the world of 17th-century France.

Unit 5:

- Assign students different tales, short stories, metrical tales and notable letters from literary figures from various authors and ask them to analyse the themes,

characters, and narrative techniques used. Have them present their findings to the class.

- Form small groups and assign each group a different type of literary work (short story, metrical tale, or letter). Have them lead discussions and share their insights with the class.

11. Basic Textbooks:

The following *tales/short stories/anecdotes* are prescribed:

1. **LE PETIT CHAPERON ROUGE**, Charles Perrault
2. **LA CLOCHE**, Jules Lemaître
3. **ESTULA**, Auteur anonyme
4. **LA MORT DE VATEL**, Mme de Sévigné
5. **LA DERNIÈRE CLASSE**, Alphonse Daudet

12. Reference Books:

1. **Guy de Maupassant - Contes choisis : Édition pour la jeunesse**, Paris, Ed. Albin Michel, 1974.
2. **Contes et nouvelles par Guy de Maupassant**, Paris, Ed. G. Charpentier et E. Fasquelle, 1974.
3. **Histoires ou contes du temps passé, Charles Perrault**, Paris, Gallimard, 1999.
4. **Les Grands Écrivains français – CONTES ET RÉCITS**, Ed. A. Maria Gabriel, Domus Mariae Publications, 1980.
5. **Nineteenth-Century French Short Stories: Dover Dual-Language Book** edited by **Stanley Appelbaum**, Dover Publications Inc., 2003: This book offers a collection of 41 French short stories by various authors, presented in both French and English.
6. **Great French Short Stories: 24 Masterpieces of Passion and Love** edited by **M. E. Speare**, The World Publishing Company, First Printing, 1943: This anthology includes a selection of classic French short stories by authors like Maupassant, Balzac, Flaubert, and more.
7. **French Stories/Contes Français: A Dual-Language Book** edited by **Wallace Fowlie**, Dover Publications Inc., 2012: Similar to the first book mentioned, this collection presents French short stories in both French and English.
8. **The Oxford Book of French Short Stories** edited by **Elizabeth Fallaize**, Oxford University Press, 2010: This book compiles a wide range of French short stories from different eras and authors, providing English translations and background information on the authors.
9. **French Stories for Beginners: 20 Captivating Short Stories to Learn French & Grow Your Vocabulary the Fun Way!** by **Lingo Mastery**, 2018: If you're learning French, this book includes beginner-friendly short stories in French, along with English translations and vocabulary-building exercises.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.youtube.com/watch?v=UG3ItABgwpw> (Le Petit Chaperon rouge)
2. <https://www.litteratureaudio.com/livre-audio-gratuit-mp3/piste/estula>
3. <https://www.youtube.com/watch?v=n5VCSj2QWVM>
4. <https://www.britannica.com/art/French-literature>
5. <http://www.litteratureaudio.com/>

6. <http://www.lire-des-livres.com/>
7. **Project Gutenberg - French Short Stories (in French):** Project Gutenberg offers a collection of French short stories by classic authors like Guy de Maupassant, Marcel Proust, and Voltaire. You can access them at [Project Gutenberg French Short Stories](#).
8. **The Fable Cottage - French Short Stories for Children (in French and English):** The Fable Cottage provides a collection of French short stories for children, accompanied by English translations. You can explore them at [The Fable Cottage French Stories](#).

14. Journals/Magazines (National /International):

1. **"The Paris Review" (International):** This prestigious literary magazine often features translated French short stories alongside works from international authors.
2. **"Granta" (International):** Granta publishes translated short stories from around the world, including French authors.
3. **"La Nouvelle Revue Française" (France):** This French magazine occasionally publishes short stories by contemporary French authors.
4. **Anthologies:** Look for anthologies of French short stories in bookstores and libraries. These anthologies compile works by various authors and often provide introductory notes and annotations to help you understand the stories in context. Examples include: i) **"French Short Stories: Nouvelles Françaises"** edited by Richard Coward, ii) **"Short Stories in French"** edited by Richard Coward
5. **Online Literary Magazines:** Explore online literary magazines that may feature French short stories. These magazines often provide contemporary and experimental works. Keep an eye out for publications like "Feuilleton" or "Inculte."

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

2. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Developing Writing Skills	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> convey their thoughts, ideas, and information clearly and coherently through written communication. gain proficiency in various writing genres, such as formal and informal letters, summaries, reports, essays, ... to synthesize information, analyse complex topics, and present well-reasoned arguments or summaries. 	• Nature of the Course:	MID-7 (A)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> be trained to understand and implement the appropriate structure for different types of writing. learn how to select and use appropriate vocabulary, maintain consistency in tone and style, and adapt the language to the specific audience and purpose of the writing. be trained to critically read and analyse different types of texts, as this skill is essential for creating effective summaries and reports. 	<p>The pedagogy for teaching writing skills in areas such as letter writing, summary, and report writing should be by theory and practice. It should include structured lessons on writing conventions, style, and genre-specific guidelines. Active engagement through writing assignments and peer feedback should be emphasized. Practical exercises are essential to develop proficiency in these writing forms, fostering creativity and clarity in communication.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VII Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a foundational understanding of the language in which they are learning these skills. understand various written materials and adapt their writing style, tone, and content to the specific needs of letter writing, or report writing. have a reasonable level of reading comprehension. present their assignments to the class, discuss and analyse by themselves. 	<p>Bridge courses can help students prepare for this course. Here are two potential bridge course topics:</p> <p>Intermediate Language Proficiency: This course focusing on enhancing language skills, including grammar, vocabulary, and sentence structure, can help students transition from basic language proficiency to an intermediate level.</p> <p>Reading and Comprehension Skills: This course will improve reading and comprehension skills of students in extracting key information from texts and understanding various writing styles.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : 1ère partie : COMMENT MIEUX S'EXPRIMER PAR ECRIT Maîtriser la construction de la phrase p.6 Bien utiliser la ponctuation p.11 S'exprimer avec clarté et netteté p.15 S'exercer à démontrer et à convaincre p.20	15
II		UNIT 2 : 2 ^e partie : LA CORRESPONDANCE USUELLE Indications générales p.26 Quelques types de lettres usuelles p.30	15
III		UNIT 3 : 3 ^e partie : LES COMPTES RENDUS ET LES RAPPORTS Le compte rendu d'événements p.38 Le compte rendu d'activités p.42 Le compte rendu de lecture p.45	20
IV		UNIT 4 : 3 ^e partie : LES COMPTES RENDUS ET LES RAPPORTS Le rapport p.48	15
V		UNIT 5 : Conclusion Expliquer les savoir-faire à acquérir pour ce niveau.	15

10. Unit-wise Student activities:

Unit 1:

- Write short sentences to practice constructing well-structured French sentences.
- Create a paragraph using appropriate punctuation to enhance clarity and coherence.
- Develop a persuasive essay on a chosen topic to demonstrate the ability to convince and present arguments effectively.

Unit 2:

- Practice writing different types of letters, such as formal and informal letters, including letters of inquiry, application, and appreciation.
- Engage in a simulated email exchange to practice professional communication in a business context.
- Compose a thank-you letter to express gratitude.

Unit 3:

- Write a report on a recent event or activity you participated in, summarizing key details and findings.
- Prepare a summary of a book or article you have read, highlighting the main points and your opinion on the content.
- Create a report on a specific topic, such as a research project, by providing a detailed analysis and recommendations.

Unit 4:

- Develop a comprehensive report on a chosen subject, following the appropriate structure and format.
- Write an executive summary as a standalone document to present the key findings and recommendations from the comprehensive report.

Unit 5:

- In Unit 5's conclusion, students engage in reflective writing and self-assessment to evaluate their progress, create a portfolio of their work, and discuss their experiences while preparing for a final assessment.

11. Basic Textbook:

Robert Besson, **GUIDE PRATIQUE DE LA COMMUNICATION ÉCRITE**, Paris, CASTEILLA, 1987.

Syllabus : **Parties : 1, 2 et 3.**
pp.6-51.

12. Reference Books:

1. Claire Charnet et al., **Activités - Rédiger un résumé, un compte rendu, une synthèse**, Paris, Hachette, 1998.
2. Baylon, C., et Fabre P, **Grammaire systématique de la langue française**, Paris. Nathan, 1980.
3. Capelle G. et Grellet F., **Écriture II & III**, Paris, Hachette, 1980.
4. Moirand S., **Situations d'écrit**, Paris, CLE International, 1979.
5. Denis Baril, **Techniques de l'expression écrite et orale**, 10^e édition, Paris, Ed. Sirey, 2002.
6. Jean-Pol Caput, **Guide d'expression écrite**, Paris, Hachette, 1991.
7. Langue française, n°26, 1975. "**Techniques d'expression**" - Sous la direction de : Jacqueline Bastuji et Daniel Delas, (pp. 113-118), Paris, Larousse, 1975.
8. CHRISTIAN ABBADIE et al., **L'Expression française écrite et orale**, MAISON D'ÉDITION : PUG, COLLECTION : LES GRAMMAIRES DU FLE, 2003.
9. Jacques Laverrière et al., **Formation à l'expression écrite et orale**, Editions d'Organisation, Collection Fiches E.O.- Formation permanente, 2001.
10. Matthieu Dubost et al., **AMÉLIORER SON EXPRESSION ÉCRITE ET ORALE**, Paris, Ed. Ellipses, 2014.

13. Web Resource (Websites/Databases/E-Resources):

1. **Le Figaro - Éducation** (<https://etudiant.lefigaro.fr/langues/fiches-d-espagnol/fiche/detail/ecrit-l-essentiel-en-espagnol-1402/>): Le Figaro's education section provides resources for improving writing skills in French, including sample letters, essays, and reports.
2. **Tex's French Grammar** (<http://www.laits.utexas.edu/tex/>): Tex's French Grammar from the University of Texas offers comprehensive lessons and exercises that cover various aspects of French writing and grammar.
3. **Bonjour de France** (<https://www.bonjourdefrance.com/>): Bonjour de France offers interactive exercises and lessons to enhance writing skills in French, including writing formal letters, summaries, and reports.

4. **Le Point du FLE - Rédaction** (<https://www.lepointdufle.net/redaction.htm>): This resource provides a collection of exercises and tips to improve writing skills.
5. **Lawless French - Writing Skills** (<https://www.lawlessfrench.com/writing/>): Lawless French offers a variety of writing lessons and exercises, covering different forms of written communication in French, including formal letters and essays.

14. Journals/Magazines (National /International):

National French Journals/Magazines:

1. **Le Monde Diplomatique** (<https://www.monde-diplomatique.fr/>): Known for its in-depth analysis and quality writing, this French journal can help learners' study.
2. **L'Express** (<https://www.lexpress.fr/>): L'Express covers a wide range of topics, offering diverse writing styles and examples for learners to explore.
3. **Le Figaro** (<https://www.lefigaro.fr/>): A French newspaper with articles that can serve as models for various forms of writing, including reports and summaries.

International French Journals/Magazines:

1. **Courrier International** (<https://www.courrierinternational.com/>): This magazine compiles articles from around the world, providing opportunities to study and practice writing skills in various styles and genres.
2. **Science et Vie** (<https://www.science-et-vie.com/>): This magazine offers articles that can help improve their writing skills in this specific genre.
3. **Vanity Fair France** (<https://www.vanityfair.fr/>): Vanity Fair France covers culture, fashion, and society, offering opportunities to explore creative and lifestyle writing.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	French for Science & Technology – I	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be expected to: <ul style="list-style-type: none"> communicate fluently in French within the context of science and technology. engage in communication with researchers, and professionals in French-speaking environments. produce and interpret a range of professional documents, such as technical reports, presentations, and project proposals, in French. 	• Nature of the Course:	MID-7 (B)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> engage in systematic vocabulary-building exercises specific to science and technology fields. develop the ability to write technical documents in French, such as research papers, reports, etc. participate in group discussions, presentations, related to scientific and technological topics in French. find a language exchange partner where they can practise speaking and receive feedback on their language. 	Specialized vocabulary drills, and technical reading assignments, must be incorporated. Exposure to authentic French scientific content promote cultural understanding. Continuous assessment and feedback mechanisms ensure students grasp both language and subject matter, preparing them for successful engagement in French-speaking scientific and technological communities.. Interactive discussions, presentations foster effective communication skills. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VII Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> possess some cultural awareness of French-speaking scientific and technological communities. Be familiar with fundamental principles will ease comprehension of specialized terminology and concepts. have a solid grasp of the French language at an intermediate level or higher. prepare for effective communication in a professional context. 	Students may benefit from a Bridge course that focuses on the following: <ul style="list-style-type: none"> A short, intensive language refresher course can prepare them for the more specialized language requirements of the Science and Technology course. A preliminary course that introduces students to basic scientific and technical vocabulary and concepts will make it easier for students to transition into the more advanced language of the specialized course. 	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : LEÇON 0 : SI SIMPLE ! p.10 UNITÉ 1 : PREMIERS PAS EN FRANCE p.13 LEÇON 1 : DELHI-PARIS p.13 LEÇON 2 : DANS LE TAXI p.16	15
II		UNIT 2 : LEÇON 3 : PREMIER JOUR p.20 LEÇON 4 : À LA SORTIE DES COURS p.23 TESTEZ- VOUS p.26 VIE PRATIQUE p.27	15
III		UNIT 3 : UNITÉ 2 : UNIVERSITÉ ET GRANDES ÉCOLES p.28 LEÇON 5 : DÉCOUVERTE DE LA CITÉ U p.28 LEÇON 6 : À LA FAC p.30	15
IV		UNIT 4 : LEÇON 7 : L'EMPLOI DU TEMPS p.33 LEÇON 8 : LA SCIENCE DANS LE MONDE p.36 TESTEZ- VOUS p.40 VIE PRATIQUE p.41	15
V		UNIT 5 : UNITÉ 3 : LA SCIENCE AU QUOTIDIEN p.42 LEÇON 9 : UNE EXPO À LA CITE DES SCIENCES p.42 LEÇON 10 : UN DÎNER BIEN FRANÇAIS p.46 LEÇON 11 : ON SE VOIT AU COLLOQUE ? p.49 LEÇON 12 : LA SCIENCE EN APPLICATION p.53 TESTEZ- VOUS p.56 VIE PRATIQUE p.57	15

10. Unit-wise Student activities:

Unit 1:

- Leçon 1: Pair students up for a dialogue activity where they simulate a conversation between travelers arriving in Paris, practicing greetings and introductions.
- Leçon 2: Organize a role-play exercise where students take on the roles of taxi drivers and passengers, using French phrases for directions and destinations.

Unit 2:

- Leçon 3: Have students create a visual representation of their first day on a French university campus, including labeling key locations in French.
- Leçon 4: Conduct a group discussion where students share their daily routines and extracurricular activities, using French to describe their schedules.

Unit 3:

- Leçon 5: Organize a virtual tour of a French university dormitory or campus, encouraging students to describe what they see in French.
- Leçon 6: Assign students to create a mini-presentation about a specific French university or grande école, highlighting its programs and specialties.

Unit 4:

- Leçon 7: Create a French academic timetable for the week and have students discuss their schedules, practicing time-related vocabulary.

- Leçon 8: Organize a debate on a current scientific topic, with students presenting arguments for or against using French to express their viewpoints.

Unit 5:

- Leçon 9: Plan a virtual visit to a French science museum or exhibition, where students write a review in French about their experience.
- Leçon 10: Host a virtual French dinner party, with each student preparing a French dish and presenting it in French, emphasizing culinary vocabulary.
- Leçon 11: Students organize a mock scientific conference where they present their research or ideas in French, simulating an academic conference setting.
- Leçon 12: Students create posters or infographics illustrating practical applications of scientific concepts discussed in class, practicing technical explanations in French.

11. Basic Textbook:

Ingrid Le Gargasson et al., **Tech French, A1-A2**, *French for Science and Technology*, India, Goyal Publishers, 2011.

**Syllabus : Parties : I, II et III.
pp.10-57.**

12. Reference Books:

1. Henri Goursau, **DICIONNAIRE TECHNIQUE ET SCIENTIFIQUE** (*Dictionary of Technical and Scientific Terms*), Editions Henri Goursau, 1994.
2. Zahra Lahmidi, **sciences-techniques.com**, Paris, CLE International, 2016.
3. Jacqueline Tolas, **Le français pour les sciences**, PUG, 2004.
4. Catherine Carras et al., **Le français sur objectifs spécifiques (FOS) et la classe de langue**, Paris, CLE International, 2016.
5. Danièle Paris, Bruno Foltête- Paris, **environnement.com**, Paris, CLE International, 2009.

13. Web Resource (Websites/Databases/E-Resources):

1. **BBC Languages - French:** BBC Languages offers a variety of resources to help learners practice French at different levels. It covers general language skills. Website: [BBC Languages - French](#)
2. **TV5MONDE - Apprendre le Français:** TV5MONDE provides free French language learning resources, including video lessons, grammar exercises, and quizzes. Website: [TV5MONDE - Apprendre le Français](#)
3. **Français Authentique:** This resource focuses on improving listening comprehension through real-life conversations and stories. Website: [Français Authentique](#)
4. **Le Point du FLE:** Le Point du FLE is a collection of French learning resources for practicing language skills, including science and technology-related topics. Website: [Le Point du FLE](#)
5. **France Université Numérique (FUN):** FUN offers free online courses from universities in France, covering a wide range of subjects, including science and technology. Website: [France Université Numérique \(FUN\)](#)
6. **Coursera - French Courses:** Coursera offers a selection of online courses in French, including some related to science and technology topics. These courses can provide an opportunity to learn scientific vocabulary and concepts in French.

14. Journals/Magazines (National /International):

International Journals/Magazines:

1. **Sciences et Avenir:** A prominent French science magazine that covers a wide range of scientific topics, making it valuable for language learners interested in science-related content.
2. **Pour la Science:** The French edition of "Scientific American," focusing on science and technology developments. It provides in-depth articles on various scientific subjects.
3. **Futura-Sciences:** A French online science news platform offering articles, videos, and infographics on scientific topics, making it accessible for language learners.

National Journals/Magazines:

1. **Science et Vie:** A popular French science magazine covering a broad spectrum of scientific topics, from physics and biology to technology and space exploration.
2. **Ciel et Espace:** A magazine dedicated to astronomy and space exploration, offering specialized content for those interested in the field of space sciences.
3. **Les Cahiers de Science & Vie Junior:** This magazine presents scientific topics in a more accessible and educational format, making it suitable for language learners.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Acing French Assessments	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> attain a heightened level of proficiency in core subjects through preparation for success in entrance exams. develop students to tackle complex exam questions with confidence. acquire and apply effective exam strategies, honing time-management skills and optimizing performance contributing to overall exam success. 	• Nature of the Course:	MID-8 (A)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> attain mastery in essential skills through targeted training, enhancing proficiency in practical applications. foster adaptability and innovation by providing hands-on skill development, empowering individuals to navigate diverse challenges and contribute effectively in dynamic environments. cultivate a mindset of continuous improvement, promoting ongoing skill enhancement and ensuring individuals remain adept and resilient in the face of evolving demands. 	<p>The pedagogy for this program combines comprehensive content review, strategic exam techniques, and simulated practice exams. Interactive lectures, focused study materials, and personalized feedback ensure students acquire a deep understanding of key subjects, honing critical skills for success in entrance / competitive exams in French. It also integrates regular assessments and feedback sessions to monitor individual progress and address specific learning needs.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VII Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> possess a strong academic background, including proficiency in relevant subjects. demonstrate proficiency in the language of instruction, ensuring effective comprehension during the course. exhibit strong motivation and commitment to the course. assess success in their learning. 	<p>Bridge courses can help students prepare for this course. Here are some potential bridge courses:</p> <p>Explore any Bridge Course for French entrance exams, designed to bolster grammar, history, geography, literature, and linguistics proficiency. The course should incorporate mock exams, interactive sessions, and personalized feedback, ensuring thorough preparation and confidence for success in competitive French exams.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Grammar Essentials : <ul style="list-style-type: none"> • Overview of French grammatical structures. • Verb conjugation, tenses, and sentence construction. • Practice exercises and quizzes for application. 	15
II		UNIT 2 : French History and Civilization: <ul style="list-style-type: none"> • Historical periods, key events, and influential figures in French history. • Cultural aspects, including art, literature, and societal developments. • Understanding the evolution of French society. 	15
III		UNIT 3 : Geography and General Knowledge: <ul style="list-style-type: none"> • Geography of France, including regions, landmarks, and cities. • General knowledge about contemporary France. • Current affairs, political structure, and socio-economic aspects. 	15
IV		UNIT 4 : Literature Appreciation: <ul style="list-style-type: none"> • Overview of French literary periods and movements. • Prominent French authors, their works, and literary analysis. • Interpretation of excerpts and short stories. 	15
V		UNIT 5 : Translation and Linguistics Skills: <ul style="list-style-type: none"> • Translation exercises from French to English and vice versa. • Introduction to linguistic concepts and theories. • Application of linguistic principles in practical scenarios. 	15

10. Unit-wise Student activities:

Unit 1:

- Engage in interactive online exercises to practice verb conjugation and sentence construction, followed by peer-reviewed writing assignments to apply learned grammatical structures in context.
- Participate in grammar clinics where students collaboratively identify and rectify common errors, fostering a dynamic learning environment for mastering French grammar.

Unit 2:

- Conduct independent research projects on specific historical periods or influential figures, presenting findings to the class for a deeper understanding of France's historical and cultural evolution.
- Organize cultural immersion activities, such as French film screenings, literature discussions, and art exhibitions, promoting a holistic appreciation of French history and civilization.

Unit 3:

- Collaborate on group projects mapping out the geographical features of France, followed by presentations that incorporate current affairs, fostering teamwork and comprehensive knowledge of the country.
- Participate in simulated quiz competitions covering French geography and general knowledge, creating a competitive yet supportive environment for honing awareness and recall skills.

Unit 4:

- Form literary discussion groups to critically analyze assigned works, encouraging students to share interpretations, enhancing analytical skills and deepening their appreciation for French literature.
- Develop and present creative projects, such as dramatic readings or artistic interpretations, allowing students to express their understanding and emotional resonance with studied literary pieces.

Unit 5:

- Engage in translation workshops where students collaboratively tackle challenging texts, discussing linguistic nuances and enhancing translation precision.
- Participate in linguistics debates on language evolution and structure, fostering critical thinking and analytical skills necessary for success in the translation and linguistics sections of entrance exams.

11. Basic Textbook:

This course adopts a unique approach by eschewing specific textbooks. Instead, our strategy involves utilizing past question papers to comprehensively cover the syllabi of previous semesters, encompassing grammar, history, geography, general knowledge, literature, civilization, translation, and linguistics.

12. Reference Books:

1. Malika Abdoun, *2500 QCM D'actualité et de culture Générale, Catégories B et C*, Paris, Ed. Dunod, 2021.
2. Mélanie Hoffert et al., *2 500 QCM DE CULTURE GÉNÉRALE ET D'ACTUALITÉ*, Paris, Ed. Vuibert, 2019.
3. Mélanie Hoffert et al., *2000 QCM de culture générale et actualité - Exercices et fiches - Catégories B et C : Concours 2015-2016*, Paris, Ed. Vuibert, 2014.
4. Noëlle Benhamou, *QCM de culture générale pour réussir ses concours*, Paris, Ed. Ellipses, 2017.
5. Annie Lachaud, *2000 QCM de culture générale et actualité - Catégories B et C*, Paris, Ed. Vuibert, 2011.

13. Web Resource (Websites/Databases/E-Resources):

1. Campus France India: <https://www.inde.campusfrance.org/> - Provides information on studying in France, including exams and scholarships.
2. Alliance Française India: <https://alliancefrancaise.org.in/> - Offers language courses, cultural events, and resources for French learners.
3. France Education International (formerly CIEP): <https://www.france-education-international.fr/> - Offers DELF/DALF exams and resources for French proficiency.
4. French Embassy in India: <https://in.ambafrance.org/> - Provides information on scholarships, exams, and cultural events related to French education.

- Online French Learning Platforms:
Duolingo (French): <https://www.duolingo.com/>
Babbel (French): <https://www.babbel.com/learn-french>

14. Journals/Magazines (National /International):

National French Journals/Magazines:

- French newspapers like "**Le Monde**" and "**Libération**" to stay updated on current affairs and improve their language proficiency.
- "**Le français dans le monde**" - A magazine that covers various aspects of learning and teaching French. Website: <https://boutique.fdlm.org/>
- "**Bien-dire**" - A magazine that focuses on improving French language skills and cultural understanding. Website: <https://www.biendire.com/>
- "**French Cultural Magazines**" - Explore cultural magazines available at your local library or online platforms that provide insights into French culture, history, etc.
- "**Courrier International**" - A French magazine that compiles articles from international newspapers, providing diverse perspectives and improving language skills. Website: <https://www.courrierinternational.com/>
- "**Le Monde Diplomatique**" - An international affairs magazine that offers in-depth articles in French, enhancing reading comprehension skills. Website: <https://www.monde-diplomatique.fr/>

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

- Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	French for Science & Technology – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be expected to: <ul style="list-style-type: none"> communicate fluently in French within the context of science and technology. engage in communication with researchers, and professionals in French-speaking environments. produce and interpret a range of professional documents, such as technical reports, presentations, and project proposals, in French. 	• Nature of the Course:	MID-8 (B)
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> engage in systematic vocabulary-building exercises specific to science and technology fields. develop the ability to write technical documents in French, such as research papers, reports, etc. participate in group discussions, presentations, related to scientific and technological topics in French. find a language exchange partner where they can practise speaking and receive feedback on their language. 	Specialized vocabulary drills, and technical reading assignments, must be incorporated. Exposure to authentic French scientific content promote cultural understanding. Continuous assessment and feedback mechanisms ensure students grasp both language and subject matter, preparing them for successful engagement in French-speaking scientific and technological communities.. Interactive discussions, presentations foster effective communication skills. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VII Semester) in this institution is eligible to take this course as a Minor Disciplinary Course. Students should ... <ul style="list-style-type: none"> possess some cultural awareness of French-speaking scientific and technological communities. Be familiar with fundamental principles will ease comprehension of specialized terminology and concepts. have a solid grasp of the French language at an intermediate level or higher. understand the importance of learning this comprehensive course. 	Students may benefit from a Bridge course that focuses on the following: <ul style="list-style-type: none"> A short, intensive language refresher course can prepare them for the more specialized language requirements of the Science and Technology course. A preliminary course that introduces students to basic scientific and technical vocabulary and concepts will make it easier for students to transition into the more advanced language of the specialized course. 	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : UNITÉ 4 : FORMATION SCIENTIFIQUE 58 LEÇON 13 : TP DE CHIMIE 58 LEÇON 14 : PARTICIPER A UN PLAT DE GROUPE 61	15
II		UNIT 2 : LEÇON 15 : RESOUDRE UN EXERCICE DE MATHS..... 64 LEÇON 16 : PARCOURS DE JEUNES INGENIEURS..... 67 TESTEZ- VOUS 70 VIE PRATIQUE 71	15
III		UNIT 3 : UNITÉ 5 : NOUVELLES TECHNOLOGIES 72 LEÇON 17 : AU CŒUR DES TELECOMMUNICATIONS : 72 LEÇON 18 : LA METHODE DE L'EXPOSEE ET LES ENERGIES 75	15
IV		UNIT 4 : LEÇON 19 : LE TRI, MAIS POUR QUOI FAIRE ? 78 LEÇON 20 : DES ONDES DANS LE CERVEAU 80 TESTEZ- VOUS 82 VIE PRATIQUE 83	15
V		UNIT 5 : UNITÉ 6 : LES EXAMENS ET LE STAGE 84 LEÇON 21 : LA PREPARATION DES EXAMENS 84 LEÇON 22 : LE JOUR DES EXAMENS 87 LEÇON 23 : LA RECHERCHE DE STAGE 90 LEÇON 24 : LE RAPPORT DE STAGE ET LE 93 TESTEZ- VOUS 96 VIE PRATIQUE 98	15

10. Unit-wise Student activities:

Unit 1:

- L.13: These experiments not only teach them fundamental scientific principles but also foster hands-on learning experiences.
- L.14: It focuses on collaborative skills as students work together on group projects. This not only enhances their scientific knowledge but also hones their teamwork and communication abilities, which are vital in scientific research and innovation.

Unit 2:

- L.15: Through practical exercises and problem-solving techniques, students gain confidence in tackling mathematical challenges, a crucial skill in science and technology fields.
- L.16: It explores the exciting journey of young engineers, giving students insight into the experiences and challenges they might encounter in their future careers.

Unit 3:

- L.17: It focuses on telecommunications. This lesson not only exposes students to cutting-edge technology but also highlights its significance in modern society, paving the way for future career opportunities.
- L.18: It introduces students to energy methods, deepening their understanding of sustainable energy sources and the role of science and technology in addressing global energy challenges.

Unit 4:

- L.19, which educates students about the importance of recycling and its impact on the environment. This knowledge equips them to make informed decisions in their daily lives and potentially contribute to environmental conservation efforts.
- Lesson 20 takes a fascinating journey into the study of brain waves, providing students with insights into the intersection of neuroscience and technology.

Unit 5:

- L.21: It guides students in preparing for exams effectively, helping them develop study strategies and time management skills.
- L.22: It addresses the nerves and challenges associated with exam day, offering tips to manage stress and perform at their best.
- L.23: It assists students in navigating the process of searching for internships, a crucial step in their academic and professional journey.
- L.24: It helps students understand the importance of writing comprehensive internship reports and presentations, preparing them for effective communication in a professional context.

11. Basic Textbook:

Ingrid Le Gargasson et al., **Tech French, A1-A2**, *French for Science and Technology*, India, Goyal Publishers, 2011.

**Syllabus : Parties : IV, V et VI.
pp.58-99.**

12. Reference Books:

1. Henri Goursau, **DICTIONNAIRE TECHNIQUE ET SCIENTIFIQUE** (*Dictionary of Technical and Scientific Terms*), Editions Henri Goursau, 1994.
2. Zahra Lahmidi, **sciences-techniques.com**, Paris, CLE International, 2016.
3. Jacqueline Tolas, **Le français pour les sciences**, PUG, 2004.
4. Catherine Carras et al., **Le français sur objectifs spécifiques (FOS) et la classe de langue**, Paris, CLE International, 2016.
5. Danièle Paris, Bruno Foltête- Paris, **environnement.com**, Paris, CLE International, 2009.

13. Web Resource (Websites/Databases/E-Resources):

1. **BBC Languages - French:** BBC Languages offers a variety of resources to help learners practice French at different levels. It covers general language skills.
Website: [BBC Languages - French](#)
2. **TV5MONDE - Apprendre le Français:** TV5MONDE provides free French language learning resources, including video lessons, grammar exercises, and quizzes.
Website: [TV5MONDE - Apprendre le Français](#)
3. **Le Point du FLE:** Le Point du FLE is a collection of French learning resources for practicing language skills, including science and technology-related topics.
Website: [Le Point du FLE](#)
4. **France Université Numérique (FUN):** FUN offers free online courses from universities in France, covering a wide range of subjects, including science and technology. Website: [France Université Numérique \(FUN\)](#)

5. **Coursera - French Courses:** Coursera offers a selection of online courses in French, including some related to science and technology topics. These courses can provide an opportunity to learn scientific vocabulary and concepts in French.

Website: [Coursera - French Courses](#)

14. Journals/Magazines (National /International):

International Journals/Magazines:

1. **Sciences et Avenir:** A prominent French science magazine that covers a wide range of scientific topics, making it valuable for language learners interested in science-related content.
2. **Pour la Science:** The French edition of "Scientific American," focusing on science and technology developments. It provides in-depth articles on various scientific subjects.
3. **Futura-Sciences:** A French online science news platform offering articles, videos, and infographics on scientific topics, making it accessible for language learners.

National Journals/Magazines:

1. **Science et Vie:** A popular French science magazine covering a broad spectrum of scientific topics, from physics and biology to technology and space exploration.
2. **Ciel et Espace:** A magazine dedicated to astronomy and space exploration, offering specialized content for those interested in the field of space sciences.
3. **Les Cahiers de Science & Vie Junior:** This magazine presents scientific topics in a more accessible and educational format, making it suitable for language learners.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

PROGRAMME : B.A. Hons FRENCH

Level - 400

SEMESTER – VIII

S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MJD – 19		Teaching French as a Foreign Language	4	6
2.	MJD – 20		Research Methodology	4	6
3.*	RP*		Research Project	12	
(OR)					
1.	MJD – 19		Teaching French as a Foreign Language	4	6
2.	MJD – 20		Research Methodology	4	6
3.**	MJD – 21		Reading Narratives – II	4	6
4.**	MJD – 22		Familiarising Francophone Civilisation	4	6
5.**	MJD – 23		Introducing Linguistics	4	6
				20	30

❖ ON SUCCESSFUL COMPLETION OF RESEARCH PROJECT

➔ **The students will obtain a B.A. (Hons) French Degree by Research Project.**

❖ HOWEVER, THE RESEARCH PROJECT MAY BE REPLACED BY THREE MAJOR COURSES, ON COMPLETION OF WHICH ...

❖ **The students will obtain a B.A. (Hons) Degree by Coursework.**

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Teaching French as a Foreign Language	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> develop pedagogical expertise to design and deliver engaging French language lessons, adapting teaching strategies. prepare to navigate cross-cultural nuances within the French language classroom. acquire skills in designing fair and comprehensive assessments for optimal language acquisition. 	• Nature of the Course:	MJD – 20
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> cultivate engaging and interactive teaching methods to enhance student participation and language retention. develop strategies for creating a conducive and inclusive language learning environment. acquire proficiency in designing fair and constructive assessments for evaluating language proficiency and guiding effective instruction. 	The course focuses on cultivating dynamic instructional methods, incorporating experiential learning and task-based instruction. Emphasis is placed on creating a culturally immersive environment to enhance language acquisition and foster a global understanding of the French language. It emphasizes reflective teaching practices for continuous improvement. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VIII Semester) in this institution is eligible to take this course as a Major Disciplinary Course Students should ... <ul style="list-style-type: none"> possess a solid foundation in intermediate-level language skills. a background in education or linguistics to facilitate comprehension of pedagogical concepts. a genuine enthusiasm for teaching and imparting language skills, fostering a positive learning environment. basic computer skills to effectively engage in virtual components of the course and utilize technology-enhanced teaching methods. own the necessary learning materials. 	Here are some potential Bridge Courses for Teaching French as a Foreign Language: <p>The proposed Bridge Courses: French Language Proficiency Enhancement: Pedagogical Adaptability Training: Cultural Sensitivity Development:</p> The courses encompass advanced language proficiency training, pedagogical adaptability strategies, and cultural sensitivity development. These courses aim to equip educators with the necessary skills to provide effective and inclusive French language instruction in diverse and multicultural learning environments.	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Première partie : La langue : enseignement et apprentissage Ch.1 – La langue : enseignez-vous le fle, le flm, le fls ou le fos ? – pp.13-18	15
II		UNIT 2 : Ch.2 – L’enseignement : sa formation, ses rôles– pp.19-38	15
III		UNIT 3 : Ch.3 – L’élève/l’apprenant : les lieux d’apprentissage, les contraintes – pp.47-75	15
IV		UNIT 4 : Deuxième partie : démarches technologiques et fiches d’activités de classe La leçon zéro en fle – pp.79	15
V		UNIT 5 : Ch.4 – L’orale, l’expression, la production en monologue et en interaction – pp.81-98	15

10. Unit-wise Student activities:

Unit 1: Language: Teaching and Learning

- Engage students in a discussion about the challenges of teaching and learning French as a foreign language, focusing on the distinctions between "fle," "flm," "fls," and "fos."
- Follow up with activities that encourage students to reflect on their own language learning experiences and strategies.

Unit 2: Teaching: Training, Roles

- Facilitate a workshop or seminar where students explore the training and roles of language teachers, examining different approaches to language instruction and discussing the responsibilities of educators.
- Encourage students to analyse case studies or classroom scenarios to deepen their understanding of effective teaching practices.

Unit 3: Learner: Learning Environments, Constraints

- Organize a group activity where students investigate various learning environments for language learners, such as classrooms, language labs, and immersion programs, and discuss the constraints and advantages of each.
- Encourage students to share personal anecdotes or observations about their own language learning experiences and challenges.

Unit 4: Technological Approaches and Classroom Activity Sheets

- Introduce students to the concept of "La leçon zéro en fle" (the zero lesson in French as a foreign language) and guide them in creating activity sheets or lesson plans for introducing basic French language concepts to beginner learners.
- Encourage students to incorporate technological tools and resources to enhance their lesson designs.

Unit 5: Oral Communication, Expression, Production in Monologue and Interaction

- Organize role-play activities or debates where students practice oral communication skills in French, focusing on both monologue and interactive scenarios.
- Provide prompts or discussion topics related to everyday situations or cultural themes to encourage authentic communication and expression.

11. Basic Textbooks:

Christine Tagliante, *La classe de langue – Collection Techniques et pratiques de classe*, CLE International/SEJER, Paris, 2006.

**Syllabus : Première Partie : Chapitres : 1, 2, 3, (pp.13-38 ; 47-78)
Deuxième Partie : Chapitre : 4 (pp.79-98).**

12. Reference Books:

1. Paola Bertocchini, Edvige Costanzo, *Manuel de Formation Pratique pour le Professeur de FLE*, Paris, CLE International, 2008.
2. Boyer et Riviera : *Nouvelle introduction à la didactique du français langue étrangère*, Paris, CLE International, 1990.
3. Robert Galisson, *D'hier à aujourd'hui – La didactique générale des langues étrangères*, Paris, CLE International, 1980.
4. Cynthia Eid, Judith PATOUMA, *Plurilinguisme et pluriculturalisme – Collection Techniques et pratiques de classe*, Paris, CLE International.
5. Cristelle Cavalla et al., *Le vocabulaire en classe de langue – Collection Techniques et pratiques de classe*, Paris, CLE International.
6. Martine Fievet, *La littérature en classe de FLE – Collection Techniques et pratiques de classe*, Paris, CLE International.
7. Christine Tagliante, *L'évaluation et le Cadre européen commun – Collection Techniques et pratiques de classe*, Paris, CLE International.

13. Web Resource (Websites/Databases/E-Resources):

1. **Le Café du FLE** : Website: [Le Café du FLE](#)
Le Café du FLE is a platform offering resources, lesson plans, and teaching tips for French as a foreign language. It is a valuable resource for teachers looking for creative and engaging teaching materials.
2. **FLE.fr - Ressources pour enseigner le français langue étrangère**: Website: [FLE.fr](#)
FLE.fr provides resources for teaching French as a foreign language, including lesson plans, activities, and multimedia materials. It is a collaborative platform where teachers can share and access teaching materials.
3. **TV5MONDE - Enseigner le français** : Website: TV5MONDE – Enseigner le français
TV5MONDE offers a dedicated section for teaching French. It provides educational resources, lesson plans, and activities suitable for various proficiency levels.
4. **IF profs India**: Website: IFprofs India
IFprofs is a platform for French teachers around the world. The India section provides information on events, resources, and professional development opportunities for French teachers in India.
5. **Centre International d'Études Pédagogiques (CIEP)** : Website: CIEP

CIEP, based in France, is a leading international center for educational expertise. The website offers resources, training programs, and materials for French teachers, including those teaching French as a foreign language.

14. Journals/Magazines (National /International):

1. **Le Français dans le Monde:** Published by the International Federation of French Teachers (FIPF), "Le Français dans le Monde" provides articles, resources, and news related to the teaching of French as a foreign language.
2. **Francophonie:** "Francophonie" is a publication by the International Organisation of La Francophonie. It covers various aspects of French language and culture, and some issues may include articles relevant to language teaching.
3. **The Modern Language Journal:** While not exclusive to French, "The Modern Language Journal" is a widely respected academic journal that publishes research articles on language acquisition, teaching methods, and language education. It covers a broad range of languages, including French.
4. **The French Review:** Published by the American Association of Teachers of French (AATF), "The French Review" is a journal that covers various aspects of French language. It includes articles on language pedagogy and teaching methodologies.
5. **The Language Learning Journal:** This journal focuses on research and practice in language learning and teaching. It covers diverse languages, and articles related to teaching French as a foreign language may be included.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Research Methodology	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> acquire advanced research skills, critically assessing literature, and designing comprehensive plans. demonstrate methodological mastery in diverse research techniques, from source evaluation to data analysis. effectively communicate findings, adhere to ethical standards, and cultivate critical thinking. 	• Nature of the Course:	MJD – 20
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> develop advanced research skills through hands-on exercises and case studies. hone methodological expertise in diverse research techniques, from literature evaluation to data analysis. enhance communication skills for effective presentation of research findings, fostering critical thinking and ethical research conduct. 	The pedagogy for this course is to engage students through interactive lectures, case studies, and practical exercises. It fosters critical thinking by guiding them through the intricacies of research design, data collection, and analysis. It provides personalized feedback, ensuring a comprehensive understanding of research methodologies. It facilitates collaborative learning through group discussions. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VIII Semester) in this institution is eligible to take this course as a Major Disciplinary Course Students should ... <ul style="list-style-type: none"> possess foundational academic knowledge, including proficiency in relevant subjects. demonstrate language proficiency for effective comprehension in the academic context. exhibit strong motivation and commitment, for successful completion of this course. familiarise with computer skills for research documentation and analysis. subscribe for journals of research methodology. 	A Bridge course for taking this course is not always necessary. <p>However, if a student prefers to do, he can consider for a Bridge course focusing on Research Methodology.</p> <p>He can explore any specialized Bridge Course designed to reinforce foundational academic knowledge, enhance language proficiency for scholarly communication, and provide focused training in critical thinking and analytical skills crucial for successful engagement with advanced research methodologies.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Ch. 1 - Qu'est-ce qu'un mémoire ? – pp.5 – 7 Ch. 2 - Pourquoi faire un mémoire ? – pp.8 – 10 Ch. 3 - Comment choisir un sujet de mémoire ? – pp.11 – 14	15
II		UNIT 2 : Ch. 4 - Comment tester la pertinence d'un sujet ? – pp.15 – 16 Ch. 5 - Recherches, méthodes, techniques. – pp.22 – 28 Ch. 6 - Les étapes de la réalisation d'un mémoire – pp.29 – 31	15
III		UNIT 3 : Ch. 7 - Une technique de travail : « le classeur » – pp.32 – 43 Ch. 8 - Combien de pages ? – pp.44 – 45 Ch. 9 - Combien de temps ? – pp.46 – 48	15
IV		UNIT 4 : Ch. 13 - À quoi servent les livres ? – pp.59 – 61 Ch. 14 - La recherche bibliographique – pp.62 – 68 Ch. 15 - Le plan – pp.69 – 71 Ch. 16 - À qui s'adressent le mémoire ? – pp.72 – 73	15
V		UNIT 5 : Ch. 19 - Pourquoi et comment faire les citations ? – pp.89 – 91 Ch. 20 - L'utilisation des notes – pp.92 – 96 Ch. 21 - Qu'est-ce que la bibliographie ? – pp.97 – 99 Ch. 22 - La mise au point du manuscrit – pp.100 – 107	15

10. Unit-wise Student activities:

Unit 1: Understanding the Research Process

- In Chapter 1, students explore the essence of a research project, grasping the fundamental concept of a "mémoire" and its significance in academic pursuits.
- Chapter 3 guides students on choosing a research topic, providing insights into the process and factors influencing the selection, fostering a foundational understanding of the research journey.

Unit 2: Evaluating and Planning Research

- Chapter 4 equips students with skills to assess the relevance of a research topic, emphasizing critical evaluation for informed decision-making.
- Chapter 6 outlines the steps in crafting a research project, guiding students through the intricacies of planning and execution, laying the groundwork for a systematic approach.

Unit 3: Developing Practical Research Techniques

- Chapter 7 introduces the concept of a "classeur" as a work technique, offering students an organizational tool for efficient data management and research documentation.
- Chapter 9 addresses crucial aspects of time management, providing insights into optimizing research timelines and promoting effective planning for successful project completion.

Unit 4: Enhancing Research Skills

- Chapters 13 and 14 focus on the significance of literature in research, elucidating the purpose of books and guiding students through bibliographic research techniques.

- Chapters 15 and 16 delve into the structural components of a research project, emphasizing the importance of a well-defined plan and understanding the target audience for effective communication.

Unit 5: Mastering Citations and Manuscript Presentation

- Chapter 19 explores the why and how of citations, emphasizing their importance in academic writing and scholarly communication.
- Chapter 22 addresses the meticulous details of manuscript preparation, guiding students through the final stages of refining their work for effective presentation and submission.

11. Basic Textbooks:

Jean-Pierre Fragnière, *COMMENT RÉUSSIR UN MÉMOIRE*, Dunod, Paris, 2001.

Syllabus : **Chapitres : 1, 2, 3, 4, 5, 6, 7, 8, 9
13, 14, 15, 16, 19, 20, 21 et 22.**

12. Reference Books:

1. Mathieu Guidère, *Méthodologie de la recherche*, Paris, Ed. Ellipses, 2004.
2. Mounir M. Toure, *Initiation à la Méthodologie de la Recherche*, Ed. L'Harmattan, 2007.
3. Marie-Hélène Voyer, *Méthodologie et recherche en études littéraires*, Université Laval, 2012.
4. Catherine Fromilhague et al., *Introduction à l'analyse stylistique*, Paris, Armand Colin, 2016.
5. Ilona KOVÁCS, *Introduction aux méthodes de la critique littéraire*, Budapest, 2006.
6. *Devenir chercheur – Ecrire une thèse en sciences sociales* (sous la direction de Moritz Hunsmann et Sebastien Kapp, Editions de l'Ecoles des hautes études en sciences sociales, 2013.

13. Web Resource (Websites/Databases/E-Resources):

1. **Cairn.info** (<https://www.cairn.info/>): Cairn.info provides access to a wide range of French-language academic journals and articles covering various disciplines, including research methodology.
2. **Persée** (<http://www.persee.fr/>): Persée is a digital library offering access to a large collection of French scientific journals. It covers a broad spectrum of subjects and can be a valuable resource for research methods.
3. **Thèses.fr** (<https://www.theses.fr/>): Thèses.fr is the portal for the search of French theses. It allows you to access a comprehensive collection of doctoral theses, which often include detailed discussions on research methodologies.
4. **HAL (Hyper Articles en Ligne)** (<https://hal.archives-ouvertes.fr/>): HAL is a multi-disciplinary open access archive where researchers can deposit scholarly documents from all academic fields. It includes articles, conference papers, and preprints, providing insights into various research methodologies.
5. **Inist-CNRS** (<https://www.inist.fr/>): The National Institute of Scientific and Technical Information (Inist) is associated with the French National Center for Scientific Research (CNRS). It provides access to scientific and technical information and can be useful for research methodology resources.

- OpenEdition (<https://www.openedition.org/>): OpenEdition is a platform for electronic resources in the humanities and social sciences. It includes a variety of journals, books, and research materials that can contribute to your understanding of research methodologies.

14. Journals/Magazines (National /International):

- Revue Française de Sociologie (RFS) :
Website: <https://www.cairn.info/revue-francaise-de-sociologie.htm>
- Méthod(e)s: Revue de l'Association Française de Sociologie (AFS) :
Website: <https://www.methodes.revues.org/>
- Méthod(e)s et Savoirs dans l'Enseignement Supérieur (MS ES) :
Website: <https://journals.openedition.org/mse/>
- Mémoire(s), Identité(s), Marginalité(s) (MIM) :
Website: <https://journals.openedition.org/mimmemoire/>
- Recherches Qualitatives :
Website: <https://www.recherche-qualitative.qc.ca/revue/>
- Revue Française de Pédagogie (French Review of Pedagogy)
Website: <https://www.cairn.info/revue-francaise-de-pedagogie.htm>

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

- Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Research Project	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> • deepen their language skills, expanding vocabulary and improving comprehension. • provide insights into Francophone cultures, fostering a nuanced appreciation for diverse perspectives. • hone critical thinking skills, requiring the ability to analyse and present findings effectively. 	• Nature of the Course:	RP*
	• No. of credits:	12
	• No. of Hours/Week:	
	• (Theory/Practical)	N.A.
	• % of Theory & Problems	N.A.
	•	
5. Skill Training:	• Pedagogy:	
Students should require ... <ul style="list-style-type: none"> • strong command of French, which is essential for effective communication and comprehension during the research process. • training in research methods to gather relevant sources, and employ effective data collection techniques. • developing an understanding of Francophone cultures to approach research with cultural sensitivity. 	Research Guide can employ a communicative pedagogy, integrating interactive language sessions, cultural immersion experiences, and research method workshops. He can encourage critical thinking, fostering independent inquiry while providing guidance on academic writing conventions in French. He can facilitate progress reviews and constructive feedback sessions to guide students through the research process.	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> • Any student pursuing Fourth year UG programme in French (VIII Semester) in this institution is eligible to take this course as a Major Disciplinary Course Students should possess... <ul style="list-style-type: none"> • Proficiency in French: Strong language skills in reading, writing, and speaking essential for effective communication. • Research skills: Familiarity with research methods, literature review, and data analysis. • Cultural awareness: A foundational understanding of Francophone cultures. • Time management: Ability to plan and execute a research project within specified timelines. • Cross-cultural communication training. 	If a student prefers to do, he can consider for a Bridge courses for Research work. Intensive French language course: Enhance language skills through focused courses to ensure proficiency in reading, writing, and speaking. Research methodology workshop: Equip students with essential research skills, including literature review, data collection, and analysis techniques tailored to their French research project. Cross-cultural communication training: Provide students with insights into Francophone cultural nuances, fostering effective communication and a deeper understanding of diverse perspectives encountered during their French research project.	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		<p>Students choosing a 4-Year Bachelor's degree (Honors with Research) are required to take up research projects under the guidance of a faculty member.</p> <p>Students will select a research topic in consultation with the class teacher, showcasing their personal interest. They are required to meticulously compose a dissertation, spanning no less than 25 pages, on their chosen subject. Submission deadlines will be adhered to, and evaluations will be conducted collaboratively by the class teacher and another internal examiner. Additionally, students will undergo a Viva Voce session, providing an opportunity to defend their research findings, ensuring a comprehensive assessment process.</p> <p>The students are expected to complete the Research Project in the eighth semester.</p>	* Not Applicable

PROGRAMME : B.A. Hons FRENCH

❖ ON SUCCESSFUL COMPLETION OF RESEARCH PROJECT

➔ The students will obtain a B.A. (Hons) French Degree by Research Project.

❖ HOWEVER, THE RESEARCH PROJECT MAY BE REPLACED BY THREE MAJOR COURSES, ON COMPLETION OF WHICH ...

❖ The students will obtain a B.A. (Hons) Degree by Coursework.

PROGRAMME : B.A. Hons FRENCH

SEMESTER – VIII

S. No.	COURSE CATEGORY	COURSE CODE	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
3.**	MJD - 21		Reading Narratives – II	4	6
4.**	MJD - 22		Familiarising Francophone Civilisation	4	6
5.**	MJD - 23		Introducing Linguistics	4	6
				20	30

**** THE RESEARCH PROJECT MAY BE REPLACED BY THREE MAJOR COURSES MJD-21, MJD-22 and MJD-23.**

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Reading Narratives – II	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> elevate their vocabulary skills and gain exposure to genuine language usage. deepen their awareness of sociocultural aspects, gaining insights into the cultural context. cultivate advanced reading comprehension skills, while refining their overall language capabilities. 	• Nature of the Course:	MJD – 21
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Questions/Answers
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> commence with commonly used words and phrases, gradually introducing specialized vocabulary associated with literary themes and subjects. demonstrate a solid command of French grammar and syntax, ensuring the ability to construct grammatically accurate and coherent sentences. analyse story themes, exploring their connection to French culture/society. 	<p>Students are encouraged to engage in close reading of short stories, analysing the text for themes, character development, symbolism, and narrative techniques. Group discussions where students can share their interpretations, facilitate a deeper understanding of the stories. Multiple short stories can be assigned from different French-speaking regions or time periods.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VIII Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> possess strong grammar, vocabulary, and comprehension abilities. foster foundational French reading skills, including word pronunciation, and sentence structure understanding. grasp the cultural and historical backdrop of France, which is crucial for comprehending short stories. be ready to utilize French-English dictionaries or language apps when encountering unfamiliar language elements. cultivate regularly reading habit. able to create engaging narratives. 	<p>While there may not be specific "Bridge courses" exclusively designed for learning a collection of French short stories, they can prepare themselves effectively by considering the following strategies:</p> <ul style="list-style-type: none"> An understanding of the cultural, historical, and social context of the short stories can be developed. The authors of the short stories of the course can be researched and the literary periods or movements they belong to can be learnt about. 	

9. Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : HISTOIRE DE LA REINE GISÈLE ET DE LA FÉE CORYSANTE, François Fénelon	15
II		UNIT 2 : JEAN ET SA LETTRE, Paul Féval	15
III		UNIT 3 : LES TROGLODYTES (LETTRE XI, Lettres persanes), Montesquieu	15
IV		UNIT 4 : LE CHIEN ET LE CHEVAL, Un conte de Zadig, Voltaire	15
V		UNIT 5 : LE PAPA DE SIMON, Guy de Maupassant Conclusion : La fable, la nouvelle, l'épistolaire, le conte	15

10. Unit-wise Student activities:

Unit 1:

- Organize a group discussion where students analyse the themes of virtue and magic in François Fénelon's "Histoire de la Reine Gisele et de la Fée Corysante."
- Encourage students to rewrite or adapt a section of the story with a modern twist, exploring how the themes are relevant today.

Unit 2:

- Have students create a character analysis of Jean in Paul Féval's "Jean et sa lettre," exploring his motivations and the consequences of his actions.
- Organize a debate where students discuss the ethical dilemmas faced by Jean in the story and whether his decisions were justified.

Unit 3:

- Conduct a comparative analysis of Montesquieu's "Les Troglodytes" with contemporary society, examining the satirical elements and social commentary.
- Ask students to write a modern-day letter in the style of Montesquieu's "Lettres persanes," addressing current societal issues with satire and humour.

Unit 4:

- Analyse the symbolism of animals in Voltaire's "Le chien et le cheval" and "Un conte de Zadig," and discuss how these tales convey philosophical ideas.
- Have students create their own short fable, drawing inspiration from Voltaire's style and themes, and share their interpretations in class.

Unit 5:

- Assign students different fables, short stories, epistolary and tales from literary figures from various authors and ask them to analyse the themes, characters, and narrative techniques used. Have them present their findings to the class.

- Form small groups and assign each group a different type of literary work (short story, metrical tale, or letter). Have them lead discussions and share their insights with the class.

11. Basic Textbooks:

The following *tales/short stories/anecdotes* are chosen and prescribed:

1. **HISTOIRE DE LA REINE GISELE ET DE LA FEE CORYSANTE**, François Fénelon
2. **JEAN ET SA LETTRE**, Paul Féval
3. **LES TROGLODYTES (LETTRE XI, Lettres persanes)**, Montesquieu
4. **LE CHIEN ET LE CHEVAL, Un conte de Zadig**, Voltaire
5. **LE PAPA DE SIMON**, Guy de Maupassant

12. Reference Books:

1. **Guy de Maupassant - Contes choisis : Édition pour la jeunesse**, Paris, Ed. Albin Michel, 1974.
2. **Contes et nouvelles par Guy de Maupassant**, Paris, Ed. G. Charpentier et E. Fasquelle, 1974.
3. **Histoires ou contes du temps passé, Charles Perrault**, Paris, Gallimard, 1999.
4. **Les Grands Écrivains français – CONTES ET RÉCITS**, Ed. A. Maria Gabriel, Domus Mariae Publications, 1980.
5. **Nineteenth-Century French Short Stories: Dover Dual-Language Book** edited by **Stanley Appelbaum**, Dover Publications Inc., 2003: This book offers a collection of 41 French short stories by various authors, presented in both French and English.
6. **Great French Short Stories: 24 Masterpieces of Passion and Love** edited by **M. E. Speare**, The World Publishing Company, First Printing, 1943: This anthology includes a selection of classic French short stories by authors like Maupassant, Balzac, Flaubert, and more.
7. **French Stories/Contes Français: A Dual-Language Book** edited by **Wallace Fowle**, Dover Publications Inc., 2012: Similar to the first book mentioned, this collection presents French short stories in both French and English.
8. **The Oxford Book of French Short Stories** edited by **Elizabeth Fallaize**, Oxford University Press, 2010: This book compiles a wide range of French short stories from different eras and authors, providing English translations and background information on the authors.
9. **French Stories for Beginners: 20 Captivating Short Stories to Learn French & Grow Your Vocabulary the Fun Way!** by **Lingo Mastery**, 2018: If you're learning French, this book includes beginner-friendly short stories in French, along with English translations and vocabulary-building exercises.

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.youtube.com/watch?v=Jpmkoceg6KI>
2. <https://www.youtube.com/watch?v=FDahhBkN-4c>
3. <https://www.britannica.com/art/French-literature>
4. <http://www.litteratureaudio.com/>
5. <http://www.lire-des-livres.com/>

6. **Project Gutenberg - French Short Stories (in French):** Project Gutenberg offers a collection of French short stories by classic authors like Guy de Maupassant, Marcel Proust, and Voltaire. These stories are available for free in their original French language, making them a valuable resource for language learners. You can access them at [Project Gutenberg French Short Stories](#).
7. **The Fable Cottage - French Short Stories for Children (in French and English):** The Fable Cottage provides a collection of French short stories for children, accompanied by English translations. These stories are suitable for language learners of all ages and include audio recordings. You can explore them at [The Fable Cottage French Stories](#).

14. Journals/Magazines (National /International):

1. **"Recherches & Travaux" (Research & Works):** This academic journal often covers French literature and literary analysis, making it a valuable resource for in-depth discussions of short stories.
2. **"Cahiers de Narratologie" (Narratology Notebooks):** This journal focuses on narrative studies, including the analysis of short stories.
3. **"Romance Notes":** An academic journal that explores various aspects of Romance literature, including French literature.
4. **"Comparative Literature Studies":** This interdisciplinary journal covers world literature, including French literature.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Familiarizing Francophone Civilisation	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> gain knowledge from various fields such as history, sociology, anthropology, and geography to understand Francophone civilizations. enhance in their French language proficiency in the context of analysis of Francophone texts. engage in cross-cultural dialogue, appreciate cultural differences. 	• Nature of the Course:	MJD – 22
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> consider learning about specific regional variations of French, such as Québécois French or African French. familiarize themselves with the locations, landscapes, and topographical features of French-speaking countries. explore the rich cultural traditions of Francophone regions, including art, music, dance, cuisine, and festivals. 	A variety of multimedia resources such as documentaries, films, music, and visual arts from Francophone regions can be utilized. These materials can offer insights into the cultures being studied. Active participation through group discussions and debates on relevant topics like colonial history, contemporary issues, and cultural expressions within Francophone regions can be encouraged. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VIII Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> understand that French varies across different Francophone regions. have a basic understanding of the geographic locations and historical backgrounds of major Francophone regions and countries. develop cultural sensitivity to diverse cultural practices and beliefs within the Francophone world. analyse the cultural, social, and historical significance of different aspects of Francophone civilization. recognise diverse cultural facets. 	A Bridge course for taking this course is not always necessary. <p>However, if a student prefers to do, he can consider for a Bridge course focusing on Francophone Civilisation.</p> <p>A Bridge course on online or YouTube channels about Francophone Civilisation can help students understand better.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : La Francophonie, c'est quoi ? – p.10 L'évolution de la Francophonie – p.12 Les pays francophones – p.14	15
II		UNIT 2 : Le fonctionnement de la Francophonie – p.16 Les opérateurs de la Francophonie – p.18	15
III		UNIT 3 : 3. Les fêtes – pp.40-49 4. Les traditions – pp.50-55	15
IV		UNIT 4 : 10. Les jeux – pp.86-91 11. La cuisine – pp.92-97	15
V		UNIT 5 : 12. Les modes de vie – pp.98-103 16. La mode – pp.122-127 18. Les grands écrivains – pp.134-139	15

10. Unit-wise Student activities:

Unit 1:

- Organise a class discussion on "La Francophonie, c'est quoi ?" (What is Francophonie?) where students share their understanding of the term and discuss its cultural and linguistic significance.
- Provide a blank world map and ask students to locate and label countries mentioned in "Les pays francophones" (Francophone countries). This activity promotes geography awareness.

Unit 2:

- In "Le fonctionnement de la Francophonie" (The functioning of Francophonie), have students participate in a mock diplomatic negotiation or summit to understand how international organizations like Francophonie operate.
- Assign students different "Les opérateurs de la Francophonie" (Operators of Francophonie) and have them research and present on the roles and contributions of these organizations to the Francophone world.

Unit 3:

- Host a multicultural festival where students research and present on the festivals and traditions of various francophone countries, including cuisine.
- Encourage students to create multimedia presentations or posters showcasing the unique traditions and celebrations found in different parts of the Francophone world.

Unit 4:

- Organize a cultural fair where students research and present on various aspects of Francophone culture, including games, providing a comprehensive view of diversity.

- Host a cooking class featuring traditional dishes from different Francophone regions, allowing students to explore the culinary heritage of these cultures.

Unit 5:

- Organize a multicultural day where students present information about their own native languages, promoting cultural exchange and language diversity awareness.
- Host a fashion show in which students create and describe outfits.

11. Basic Textbook:

Jackson Noutchié-Njiké, *Civilisation progressive de la Francophonie - Niveau débutant*, Paris, CLE International, 2019.

Syllabus : pp.10-19 & Chapitres : 3, 4, 10, 11, 12, 16 et 18.

12. Reference Books:

1. Jackson Noutchié-Njiké, *Civilisation progressive de la Francophonie - Niveau intermédiaire*, Paris, CLE International, 2003.
2. Jean Louis JOUBERT, *Petit guide des littératures francophones*, Paris, Nathan, 2006.
3. Jean Louis JOUBERT, *Littérature francophone – Anthologie*, Paris, Nathan, 1997.
4. Ambroise Kom, *Dictionnaire des œuvres littéraires de langue française en Afrique au Sud du Sahara*, Editions L'Harmattan, 2001.
5. Lilyan Kesteloot, *Histoire de la littérature négro-africaine*, Editions Karthala, 2002.
6. Christiane Chaulet Achour, *Les francophones littéraires*, Editions PU VINCENNES, 2016.
7. *Littératures francophones et théorie postcoloniale*, Collection Quadrige, Editions Presses Universitaires France, 2013.
8. Adama Coulibaly, *Littératures africaines et territoires : Écriture migrante et nouveaux territoires littéraires dans quelques romans africains francophones*, pp.249 à 262, <https://www.cairn.info/litteratures-africaines-et-territoires--9782811105129-page-249.htm?contenu=article>

13. Web Resource (Websites/Databases/E-Resources):

1. <https://www.moyak.com/papers/history-francophonie.html>
2. https://en.wikipedia.org/wiki/Organisation_internationale_de_la_Francophonie
3. <http://www.francetvinfo.fr/>
4. <https://asia.tv5monde.com/>
5. <http://la1ere.francetvinfo.fr/>

14. Journals/Magazines (National /International):

International Journals and Magazines:

1. **The French Review (International):**
<https://www.jstor.org/journal/frenrevispecissu#:~:text=The%20French%20Review%20is%20the,Francophone%20studies%20in%20the%20world>. : This academic journal covers French language, literature, culture, and civilization.

2. **Francophonies d'Amérique (International):**
<https://www.erudit.org/en/journals/fa/> : This journal focuses on the French-speaking communities in North America, including Canada and Louisiana.
3. **Cahiers d'Études Africaines (International):**
<https://journals.openedition.org/etudesafricaines/> : This journal explores African cultures, societies, and histories with a focus on Francophone Africa.
4. **Études Francophones Refereed journal (International):**
<https://languages.louisiana.edu/about-us/etudes-francophones> : This journal is dedicated to the study of Francophone literature, culture, and civilization.

National Journals and Magazines (France):

1. **La Revue des Mondes Musulmans et de la Méditerranée (France):**
<https://journals.openedition.org/remmm/> : This journal covers the Mediterranean region, including North Africa, and provides insights into the diverse cultures.
2. **Afrique contemporaine (France):** <https://afrique-contemporaine.cairn.info/en/> : This journal focuses on contemporary African issues, including politics, culture, etc.
3. **Asie et Océanie – Tableaux régionaux (France):**
<https://observatoire.francophonie.org/qui-apprend-le-francais-dans-le-monde/le-francais-langue-etrangere/asie-et-oceanie-tableaux-regionaux/> : This journal examines Francophone communities and interactions in Asian regions.
4. **Québec Studies (France)** <https://acqs.org/quebec-studies-journal/> : This journal often includes articles on Quebec's culture, literature, and society.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C)	75 Marks
Questions from all units of syllabus	
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. Hons FRENCH	
2. Title of the subject:	Introducing Linguistics	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> gain an understanding of the structure of language, including phonetics, phonology, morphology, syntax. learn about the historical development of languages, language change, and language evolution over time. understand the social and cultural aspects of language. 	• Nature of the Course:	MJD – 23
	• No. of credits:	4
	• No. of Hours/Week:	6
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should ... <ul style="list-style-type: none"> dissect language structures, break down phonetic patterns, and analyse sentence syntax. practise transcribing speech sounds, identify phonological features, and understand the articulatory mechanisms involved. develop critical thinking abilities to interpret linguistic research effectively. gain practical experience in data collection and analysis 	Effective pedagogy for teaching linguistics involves a balance of theory and practical application. Interactive discussions, language analysis exercises, and real-world examples can be employed to engage students. Critical thinking and research skills, fostering a deeper understanding of language structures and their cultural implications can be encouraged. Teaching methods to suit diverse learning styles can be adapted. The course is taught in French .	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Fourth year UG programme in French (VIII Semester) in this institution is eligible to take this course as a Major Disciplinary Course. Students should ... <ul style="list-style-type: none"> have a basic understanding of grammar, phonetics, and vocabulary. be proficient in analytical thinking and problem-solving helps in understanding linguistic concepts and patterns. have a curious and open-minded approach to exploring the intricacies of language. have a background in related fields such as psychology, anthropology, sociology for linguistic study. dissect language structure and its role. 	Students can consider preparatory Bridge courses for learning linguistics. They can <ul style="list-style-type: none"> start with an introductory linguistics course, covering language fundamentals. explore language structure in courses on grammar and phonetics /phonology. study language and culture for cultural context. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
I		UNIT 1 : Ière partie : Langue et communication (Chapitres : 1 – 6) Chapitre 1 : Sémiologie et Linguistique Chapitre 2 : Sémiologie et Linguistique (2)	15
II		UNIT 2 : Chapitre 3 : Les systèmes sémiologiques Chapitre 4 : Le système linguistique	15
III		UNIT 3 : Chapitre 5 : La communication non linguistique Chapitre 6 : La communication linguistique	15
IV		UNIT 4 : 2ème partie : Langage humain (Chapitres : 8, 10, 11) Chapitre 8 : Langue et parole Chapitre 10 : Langue parlée et langue écrite Chapitre 11 : Synchronie et Diachronie	15
V		UNIT 5 : 4ème Partie : Phonétique et Phonologie (Chapitre : 21) Chapitre 21 : La Prosodie	15

10. Unit-wise Student activities :

Unit 1:

- Chapter 1: Introduce students to the basics of semiotics and linguistics, exploring the relationship between signs and language.
- Chapter 2: Deepen understanding by delving into the intricacies of semiotics, emphasizing its relevance in linguistic analysis.

Unit 2:

- Chapter 3: Encourage students to explore various semiotic systems beyond language, fostering an appreciation for symbolism in culture and communication.
- Chapter 4: Dive into the linguistic system, dissecting language structure, and its role in human communication.

Unit 3:

- Chapter 5: Examine non-linguistic communication forms, like gestures and visual symbols, to appreciate the breadth of human expression.
- Chapter 6: Analyse linguistic communication, exploring how language shapes human interaction and meaning exchange.

Unit 4:

- Chapter 8: Differentiate between language and speech, emphasizing their roles in human communication.
- Chapter 10: Explore the distinctions between spoken and written language, considering their unique characteristics and uses.
- Chapter 11: Examine language through synchronic and diachronic perspectives, providing insight into language evolution and variation.

Unit 5:

- Chapter 17: Develop students' understanding of phonetics and phonology, focusing on the sounds of language and their role in linguistic analysis.

- Chapter 21: Investigate prosody, emphasizing intonation, stress patterns, and rhythm in speech.
- Chapter 22: Introduce students to syntax, highlighting the organization of words and phrases in sentences, a crucial aspect of language structure.

11. Basic Textbook:

Christian Baylon, Paul Fabre, *INITIATION À LA LINGUISTIQUE*, Paris, Nathan, 1991.

Syllabus: Chapitres: 1, 2, 3, 4, 5, 6, 8, 10, 11 & 21 only.

12. Reference Books:

1. Georges Mounin, *Clefs pour la linguistique*, Paris, SEGHERS, 1974.
2. André Martinet, *Éléments de linguistique générale*, Paris, Colin, 1967.
3. Ferdinand de Saussure, *Cours de Linguistique générale*, Paris, Payot. 1995.
4. Françoise Dubois-Charlier et al., *Comment s'initier à la linguistique ?* Paris, Larousse, 1974.
5. Philippe MONNERET : *Exercices de Linguistique*, Paris, Ed. Quadrigue / PUF (Quadrigue Manuels), 2009, pp.440. (Seulement Deuxième et Troisième Parties, pp.87 to 429).

13. Web Resource (Websites/Databases/E-Resources):

1. **Université Ouverte des Humanités - Linguistique (UOH):**
Website: [UOH Linguistique](#)
Description: This open online platform offers a variety of linguistics courses in French. It covers a wide range of topics and provides access to lecture materials, reading materials, and assignments.
2. **Langue Française - La linguistique en français:**
Website: [Langue Française](#)
Description: This website offers a collection of articles, resources, and discussions related to linguistics in French. It's a valuable resource for exploring various linguistic topics.
3. **Linguatca - Portail des Sciences du Langage:**
Website: [Linguatca](#)
Description: Linguatca is a French-language portal for language sciences. It provides access to linguistic research papers, tools, and resources for linguists and students.
4. **LingQ:**
Website: [LingQ en Français](#)
Description: LingQ offers language learning content, including resources for learning linguistics in French.

14. Journals/Magazines (National /International):

National (French) Linguistics Journals/Magazines:

1. **Langage et Société** - A prominent French journal that explores the relationship between language and society, covering sociolinguistics and related topics.

2. **Cahiers de Linguistique** - A journal dedicated to linguistic research with a focus on French linguistics, including phonetics, syntax, and semantics.
3. **Travaux de Linguistique** - A journal that features research in various linguistic fields, including phonology, syntax, and semantics.
4. **Faits de Langues** - Focusing on language description and variation, this journal publishes research on various languages, including French.

International Linguistics Journals:

1. **Linguistique** - An international journal that publishes research in various linguistic subfields, including phonetics, morphology, and language acquisition, in the French language.
2. **Langages** - While primarily in French, this journal occasionally includes articles in English and other languages, covering a wide range of linguistic topics.
3. **Revue de Linguistique et de Didactique des Langues** - This journal publishes articles in French and covers linguistic research and language teaching methodologies.
4. **Revue Québécoise de Linguistique** - Focusing on Canadian French and linguistic issues in Quebec, this journal provides insights into the linguistics of French-speaking Canada.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

PROGRAMME : B.A. FRENCH

**MULTIDISCIPLINARY COURSES (MLD)
OFFERED TO OTHER DEPARTMENT STUDENTS
(For Semesters I, II, & III only)**

LIST OF MULTIDISCIPLINARY COURSES (MLD)

S. No.	COURSE CATEGORY	SEM	TITLE OF THE COURSE	Credits	Lec./Tut Hrs/Wk
1.	MLD - 1	I	French Essentials	3	4
2.	MLD - 2	II	Express French	3	4
3.	MLD - 3	III	Interactive French	3	4
				9	

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	French Essentials (TO OTHER DEPT STUDENTS)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> attain listening, speaking, reading and writing skills in the concerned language. read simple texts and answering questions on them. equip students to write about subjects pertaining to their immediate environment. 	• Nature of the Course:	MLD – 1
	• No. of credits:	3
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	<ul style="list-style-type: none"> Pedagogy: 	
Students should... <ul style="list-style-type: none"> start with common words and phrases such as greetings, numbers, colours, and everyday objects. pay close attention to French pronunciation, as it differs significantly from English. invest time in understanding basic French grammar rules and sentence structure. 	<p>The teaching methods and curriculum are centred around introducing students to the concepts of autonomous and self-learning, along with Language for Specific Purposes methodologies. This module includes oral lectures, audio-visual tools, and the utilization of information and communication technologies like the internet and CD-ROMs.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing First year UG (I Semester) in this institution and has not studied French as Second language is eligible to take this course as a Multi-disciplinary Course. Students should ... <ul style="list-style-type: none"> have a motivation which plays a significant role in their learning journey. familiarize themselves with language learning tools and resources. practise French unique sounds and pronunciation rules that can be challenging for beginners. learn a new language which requires a commitment of time and effort. create a conducive learning environment. practise listening to native speakers to improve your pronunciation skills. read regularly magazines in French. 	<p>A Bridge course for learning French at beginner-level is not always necessary.</p> <p>Bridge courses specifically designed for beginners in French are less common, as beginner-level courses are typically designed to introduce learners to the language.</p> <p>However, there are still some options: Some online platforms offer intensive beginner French courses.</p>	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook: Jean-Luc Penfornis, <i>En contact – Méthode de français, Niveau débutant</i> , Paris, CLE International, 2023. pp. 7-42.			
I		UNIT 1 : Unité 1 BONJOUR, Page 7 1. Premiers mots, Page 8 2. Première classe, Page 10 3. Rencontres, Page 12 4. Coordonnées, Page 14 5. BILANS, Page 17	15
II		UNIT 2 : Unité 2 OBJETS, Page 19 1. Objets précieux, Page 20 2. Objets comme ça, Page 22 3. Objets ici et là, Page 24 4. Cadeaux, Page 26 5. BILANS, Page 29	15
III		UNIT 3 : Unité 3 AGENDA, Page 31 1. Vingt-quatre heures, Page 32 2. Habitudes, Page 34	10
IV		UNIT 4 : Unité 3 : AGENDA 3. Au rythme des saisons, Page 36 4. Rendez-vous, Page 38	10
V		UNIT 5 : Unité 3 : AGENDA 5. BILANS, Page 41	10

10. Unit wise Student activities:

Unit 1:

- Begin with basic greetings and introductions to build conversational skills, then practice these interactions with peers.
- Explore vocabulary related to personal information, such as name, age, and nationality, and engage in role-play conversations.

Unit 2:

- Investigate the concept of valuable objects and describe personal belongings to enhance vocabulary and speaking abilities.
- Discuss various types of objects found in different places and create dialogues or presentations to showcase understanding.

Unit 3:

- Create daily schedules and practice telling time to develop language skills related to time management.
- Share and discuss personal routines, including activities during different seasons, and exchange information about appointments and plans.

Unit 4:

- Explore vocabulary related to city life, such as types of housing and urban environments, and engage in group discussions.
- Plan and describe imaginary outings in the city, practicing conversational skills and using appropriate vocabulary.

Unit 5:

- Organize a city-themed project where students create brochures or presentations about a city they admire, using the vocabulary and information related to urban life from Unité 3.
- Conduct a city tour role-play activity where students take on the roles of tour guides and tourists, using French to describe and explore various city landmarks and attractions, reinforcing vocabulary from the unit.

11. Basic Textbook:

Jean-Luc Penfornis, *En contact – Méthode de français, Niveau débutant*, Paris, CLE International, 2023.

Syllabus : Unités : 1, 2 et 3.
pp. 7-42.

12. Reference Books:

1. Nathalie Hirschsprung et al., *Cosmopolite 1-A1, Méthode de français*, French Edition, Hachette, 2017 and Indian Edition, Goyal Publishers, 2017.
2. Marion Alcaraz, *Edito 1, Méthode de français*, Paris, Didier, 2017.
3. Neige Pruvost et al., *ENTRE NOUS - A1 – méthode de français*, Paris, Maison des Langues, 2015.
4. Marie-Noëlle Cocton et al., *SAISON - 1 – méthode de français*, Paris, Didier, 2014.
5. M. Denyer et al., *VERSION ORIGINALE 1, Méthode de français*, Paris, Maison des langues, 2013.
6. Jacky Giradet et al., *Écho A1, Méthode de français*, Paris, CLE International, 2013.
7. Catherine Hugot, *Alter Ego A1, Méthode de français*, Paris, Hachette, 2012.
8. Claire Miquel, *COMMUNICATION PROGRESSIVE DU FRANCAIS, Niveau débutant*, Paris, CLE International, 2009.
9. Régine Mérieux, Yves Loiseau, *Latitudes 1 – A1/A2*, Paris, Didier, 2008.
10. Michèle Mahéo-Le Coadic et al., *FESTIVAL 1, Méthode de français*, Paris, CLE International, 2005.
11. Régine Mérieux, Yves Loiseau, *Connexions 1*, Paris, Didier, 2004.
12. Jacky Girardet et al., *PANORAMA 1, Méthode de français*, Paris, CLE International, 2000.

13. Web Resource (Websites/Databases/E-Resources):

1. [Duolingo](https://www.duolingo.com)
2. [BBC Languages - French](https://www.bbc.com/learning-a french)
3. [FrenchPod101](https://www.frenchpod101.com)
4. [Transparent Language Online](https://www.transparentlanguage.com)
5. [About.com French Language](https://www.about.com/french-language)
6. [BBC Ma France](https://www.bbc.com/ma-france)

14. Journals/Magazines (National /International):

French Magazines for Beginners:

1. "**Bien Dire**": This magazine is specifically designed for French learners at different levels, including beginners. It includes articles with audio recordings and exercises to help improve your listening and reading skills.
2. "**Bonjour de France**": This magazine offers a variety of free exercises, texts, and interactive activities to help beginners learn French.
3. "**Ici Paris**": This lifestyle magazine includes short articles and features suitable for beginners who want to practice reading and understanding conversational French.

International Magazines for Beginners:

1. "**News in Slow French**": This resource offers news articles and audio recordings at a slower pace, making it ideal for beginners. It helps you improve your listening and comprehension skills.
2. "**French Entrée**": French Entrée is an online magazine that covers various aspects of life in France. It provides articles on travel, culture, and lifestyle in simplified French suitable for beginners.
3. "**Oh La La, I Speak French!**": This magazine is designed for English speakers learning French. It includes articles, exercises, and vocabulary explanations to help beginners build their language skills.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	
b)	Percentage of Attendance - 5 Marks	25 Marks

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Express French (TO OTHER DEPT STUDENTS)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will be able to: <ul style="list-style-type: none"> express simple ideas, needs, opinions in familiar everyday situations, such as introducing oneself, ordering food, etc. understand simple written texts, like emails, messages, and simple stories, and signs and labels in public places. write short texts and messages, and speak in simple sentences, providing information about daily activities. 	• Nature of the Course:	MLD – 2
	• No. of credits:	3
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> improve their ability to communicate effectively and be understood by native speakers. read French texts at your A1-A2 level, such as short stories, graded readers, and simple news articles. practise writing exercises to reinforce grammar and vocabulary. learn common words and phrases related to everyday life, including topics like food, travel, hobbies, and family. 	The teaching methods and curriculum are centred around introducing students to the concepts of autonomous and self-learning, along with Language for Specific Purposes methodologies. This module encompasses LSP across diverse mediums and formats of presentation, including oral lectures, audio-visual tools such as television and video, and the utilization of information and communication technologies like the internet and CD-ROMs. The course is taught in French .	
	6. Pre-requisites:	8. Bridge courses to be done:
<ul style="list-style-type: none"> Any student pursuing First year UG (II Semester) in this institution and has not studied French as Second language is eligible to take this course as a Multi-disciplinary Course. Students should ... <ul style="list-style-type: none"> have some foundational knowledge of the French language. have an access to textbooks, online courses, language learning apps, and audio materials for A1 level learners. be mentally prepared to invest time and effort in their studies. have a positive attitude and a genuine interest in French culture and language. read regularly magazines in French. 	A Bridge course for learning French at beginner-level is not always necessary. However, there are still some options: <ul style="list-style-type: none"> Intensive courses often include more hours of instruction per week and provide an immersive learning experience. Utilize online language learning platforms that offer structured beginner-to-intermediate courses. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
Textbook: Sylvie Poisson-Quinton et al., <i>Amical 1 – Méthode de français</i> , Paris, CLE International, 2017. pp.8-46.			
I		UNIT 1 : Unité 1 : Un, deux, trois... Contact ! LEÇON 0 Bonjour ! <ul style="list-style-type: none"> • se repérer dans la langue française LEÇON 1 Contact ! <ul style="list-style-type: none"> • saluer, demander quelque chose, remercier 	10
II		UNIT 2 : LEÇON 2 Vous êtes français ? <ul style="list-style-type: none"> • se présenter, poser une question (1), s'excuser LEÇON 3 Toi aussi, tu es japonaise ? <ul style="list-style-type: none"> • poser une question (2) LEÇON 4 Désolée je suis touriste <ul style="list-style-type: none"> • révisions Unité 1 	15
III		UNIT 3 : Unité 2 : Qu'est-ce que vous aimez ? LEÇON 5 Qu'est-ce que tu aimes ? <ul style="list-style-type: none"> • parler de soi • exprimer ses goûts, ses préférences LEÇON 6 Vous avez quel âge? <ul style="list-style-type: none"> • poser une question (3) • décrire quelqu'un (1) • demander et dire l'âge 	10
IV		UNIT 4 : Unité 2 : Qu'est-ce que vous aimez ? LEÇON 7 Vous venez avec moi ? <ul style="list-style-type: none"> • proposer quelque chose (1) • accepter, refuser LEÇON 8 Elle est comment ? <ul style="list-style-type: none"> • révisions Unité 2 • décrire quelqu'un (2) 	15
V		UNIT 5 : Unité 1: Récapitulations, p.28 Unité 2 : Récapitulations, p.46	10

10. Unit-wise Student activities:

Unit 1:

- In Unit 1, students can engage in activities like practicing greetings, asking for information, and expressing gratitude to build their basic conversational skills in French.
- They can also role-play scenarios to apply what they've learned, such as greeting someone, asking for directions, and thanking a person.

Unit 2:

- In Unit 2, students can practice introducing themselves, asking questions about nationality and age, and apologizing for not understanding.
- They can engage in role-play exercises where they introduce themselves to others, inquire about someone's nationality and age, and respond to questions politely.

Unit 3:

- Unit 3 focuses on discussing personal preferences and interests. Students can engage in activities where they express their likes and dislikes, sharing their favorite activities and foods in French.
- Students can also practice describing themselves and others, as well as asking about people's ages, allowing them to create dialogues around these topics.

Unit 4:

- In Unit 4, students can participate in activities that involve making suggestions and either accepting or declining them. Role-playing scenarios where they propose outings and receive responses can help reinforce these language skills.

Unit 5:

- Unit 5 serves as a recap of the material covered in Units 1 and 2. Students can engage in review exercises, such as summarizing key greetings, questions, and expressions they've learned.

11. Basic Textbook:

Sylvie Poisson-Quinton et al., *Amical 1 – Méthode de français*, Paris, CLE International, 2017.

**Syllabus : Unités : 1 et 2.
pp.8-46.**

12. Reference Books:

1. Nathalie Hirschsprung et al., *Cosmopolite 1-A1, Méthode de français*, French Edition, Hachette, 2017 and Indian Edition, Goyal Publishers, 2017.
2. Marion Alcaraz, *Edito 1, Méthode de français*, Paris, Didier, 2017.
3. Neige Pruvost et al., *ENTRE NOUS - A1 – méthode de français*, Paris, Maison des Langues, 2015.
4. Marie-Noëlle Cocton et al., *SAISON - 1 – méthode de français*, Paris, Didier, 2014.
5. M. Denyer et al., *VERSION ORIGINALE 1, Méthode de français*, Paris, Maison des langues, 2013.
6. Jacky Giradet et al., *Écho A1, Méthode de français*, Paris, CLE International, 2013.
7. Catherine Hugot, *Alter Ego A1, Méthode de français*, Paris, Hachette, 2012.
8. Claire Miquel, *COMMUNICATION PROGRESSIVE DU FRANCAIS, Niveau débutant*, Paris, CLE International, 2009.
9. Régine Mérieux, Yves Loiseau, *Latitudes 1 – A1/A2*, Paris, Didier, 2008.
10. Michèle Mahéo-Le Coadic et al., *FESTIVAL 1, Méthode de français*, Paris, CLE International, 2005.
11. Régine Mérieux, Yves Loiseau, *Connexions 1*, Paris, Didier, 2004.
12. Jacky Girardet et al., *PANORAMA 1, Méthode de français*, Paris, CLE International, 2000.

13. Web Resource (Websites/Databases/E-Resources):

1. [Duolingo](#)
2. [BBC Languages - French](#)
3. [FrenchPod101](#)
4. [Transparent Language Online](#)

5. [About.com French Language](#)

14. Journals/Magazines (National /International):

French Magazines for Beginners:

1. "**Bien Dire**": This magazine is specifically designed for French learners at different levels, including beginners. It includes articles with audio recordings and exercises to help improve your listening and reading skills.
2. "**Bonjour de France**": This magazine offers a variety of free exercises, texts, and interactive activities to help beginners learn French. It covers grammar, vocabulary, and culture.
3. "**Ici Paris**": This lifestyle magazine includes short articles and features suitable for beginners who want to practice reading and understanding conversational French.

International Magazines for Beginners:

1. "**French Entrée**": French Entrée is an online magazine that covers various aspects of life in France. It provides articles on travel, culture, and lifestyle in simplified French suitable for beginners.
2. "**Oh La La, I Speak French!**": This magazine is designed for English speakers learning French. It includes articles, exercises, and vocabulary explanations to help beginners build their language skills.
3. "**BBC French Magazine**": The BBC offers a French magazine that includes articles and exercises designed for beginners. It's a good resource to practice reading and listening in French.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.

1. Title of the UG programme:	B.A. FRENCH	
2. Title of the subject:	Interactive French (TO OTHER DEPT STUDENTS)	
3. Course code:		
4. Learning outcomes:	7. Specifications:	
Students will able to: <ul style="list-style-type: none"> understand short texts related to the areas of most immediate relevance in order to obtain information, goods and services. write short personal texts describing events and related to specific needs of the learner. understand essential points of simple oral text. 	• Nature of the Course:	MLD – 3
	• No. of credits:	3
	• No. of Hours/Week:	4
	• (Theory/Practical)	Theory
	• % of Theory & Problems	Theory & Exercises
	•	
5. Skill Training:	• Pedagogy:	
Students should ... <ul style="list-style-type: none"> learn and practise with Flashcards, mobile apps, or vocabulary books which can help them practise. practise language learning apps or resources with audio to refine their accent. listen to French podcasts, watch French movies or TV shows with subtitles. immerse in the language as much as possible by reading simple texts, listening to French music, ... 	<p>The teaching methods and curriculum are centred around introducing students to the concepts of autonomous and self-learning, along with Language for Specific Purposes methodologies. This module encompasses LSP across diverse mediums and formats of presentation, including oral lectures, audio-visual tools such as television and video, and the utilization of information and communication technologies like the internet and CD-ROMs.</p> <p>The course is taught in French.</p>	
6. Pre-requisites:	8. Bridge courses to be done:	
<ul style="list-style-type: none"> Any student pursuing Second year UG (III Semester) in this institution and has not studied French as Second language is eligible to take this course as a Multi-disciplinary Course. Students should ... <ul style="list-style-type: none"> be open to learning and practise the pronunciation, such as nasal vowels and liaisons. practise listening to native speakers to improve their pronunciation skills. ensure that they have the time to dedicate to regular practice and study sessions. learn a new language which requires a commitment of time and effort. have a positive attitude in learning. 	<p>A Bridge course for learning French at beginner-level is not always necessary.</p> <p>However, there are still some options:</p> <ul style="list-style-type: none"> Intensive courses often include more hours of instruction per week and provide an immersive learning experience. Utilize online language learning platforms that offer structured beginner-to-intermediate courses. 	

9.			
Syllabus content			
Unit No.	Unit Heading	Detailed Contents	No. of Hours of Teaching
		Textbook : Gael Crépieux et al., <i>INTERACTIONS 1 – Méthode de français, 2^e édition</i> , Paris, CLE International, 2019. pp.7 – 48.	
I		UNIT 1 : Leçon 0 – Découverte – p.7 Se présenter	10
		UNIT 2 : Unité 1 : Rencontres – p.9 Leçon 1 – Contacts – p.10 Interroger sur le nom et le domicile	10
II		UNIT 3 : Leçon 2 – Présentations – p.16 Interroger sur la nationalité Leçon 3 – Coordonnées – p.22 Échanger ses coordonnées	15
III		UNIT 4 : Unité 2 : Envies – p.29 Leçon 4 – Goûts – p.30 Échanger sur les goûts et les préférences Leçon 5 – Loisirs – p.36 Échanger sur les habitudes et faire une proposition	15
IV		UNIT 5 : Leçon 6 – Souhaits – p.42 Échanger sur la possession et sur le souhait	10

10. Unit-wise Student activities:

Unit 1:

- Conduct a "Meet and Greet" session where students take turns introducing themselves in French, practicing self-presentation skills.
- Create a poster project where students design visual representations of themselves, including their names, interests, and hometowns, all in French.

Unit 2:

- Organize a role-play activity where students pair up and take on the roles of strangers meeting for the first time, practicing the vocabulary and phrases for introducing themselves and asking about names and residences in French.
- Develop a survey project where students create and administer questionnaires to classmates, collecting data on their names and places of residence, reinforcing question forms and responses in French.

Unit 3:

- Leçon 2 – Présentations: Nationalities Chart: Have students create a chart showcasing various nationalities and practice discussing them in French.
- Leçon 3 – Coordonnées: Contact Exchange Simulation: Arrange a simulation activity where students exchange contact information, such as phone numbers and email addresses, in French.

Unit 4:

- Leçon 4 – Goûts: Taste and Preference Interviews: Pair students and have them interview each other about their tastes and preferences in food, music, and other areas, using French expressions.
- Leçon 5 – Loisirs: Hobbies Showcase: Encourage students to prepare short presentations about their hobbies and leisure activities in French.

Unit 5:

- Leçon 6 – Souhaits : Possession Discussion : Engage students in conversations about possessions, asking questions like "Qu'est-ce que tu as?" (What do you have?) and responding in French.
- Wishful Thinking Activity: Have students express their wishes for the future in French, using the conditional tense, and discuss their aspirations with peers.

11. Basic Textbook:

Gael Crépieux et al., *INTERACTIONS 1 – Méthode de français, 2^e édition*, Paris, CLE International, 2019.

**Syllabus : Unités : 1 et 2.
pp.7 – 48.**

12. Reference Books:

1. Nathalie Hirschsprung et al., *Cosmopolite 1-A1, Méthode de français*, French Edition, Hachette, 2017 and Indian Edition, Goyal Publishers, 2017.
2. Marion Alcaraz, *Edito 1, Méthode de français*, Paris, Didier, 2017.
3. Neige Pruvost et al., *ENTRE NOUS - A1 – méthode de français*, Paris, Maison des Langues, 2015.
4. Marie-Noëlle Cocton et al., *SAISON - 1 – méthode de français*, Paris, Didier, 2014.
5. M. Denyer et al., *VERSION ORIGINALE 1, Méthode de français*, Paris, Maison des langues, 2013.
6. Jacky Giradet et al., *Écho A1, Méthode de français*, Paris, CLE International, 2013.
7. Catherine Hugot, *Alter Ego A1, Méthode de français*, Paris, Hachette, 2012.
8. Claire Miquel, *COMMUNICATION PROGRESSIVE DU FRANCAIS, Niveau débutant*, Paris, CLE International, 2009.
9. Régine Mérieux, Yves Loiseau, *Latitudes 1 – A1/A2*, Paris, Didier, 2008.
10. Michèle Mahéo-Le Coadic et al., *FESTIVAL 1, Méthode de français*, Paris, CLE International, 2005.
11. Régine Mérieux, Yves Loiseau, *Connexions 1*, Paris, Didier, 2004.
12. Jacky Girardet et al., *PANORAMA 1, Méthode de français*, Paris, CLE International, 2000.

13. Web Resource (Websites/Databases/E-Resources):

1. [FluentU](#)
2. [French About](#)
3. [Bonjour de France](#)
4. [Lawless French](#)
5. [BBC Ma France](#)

14. Journals/Magazines (National /International):

French Magazines for Beginners:

1. "**Bien Dire**": This magazine is specifically designed for French learners at different levels, including beginners.
2. "**Bonjour de France**": This magazine offers a variety of free exercises, texts, and interactive activities to help beginners learn French.
3. "**Ici Paris**": This lifestyle magazine includes short articles and features suitable for beginners who want to practice reading and understanding conversational French.
4. "**Astrapi**": This is a popular French magazine for children. Although it's aimed at kids, it can be an excellent resource for beginner French learners as it uses simple language and engaging stories.

International Magazines for Beginners:

1. "**News in Slow French**": This resource offers news articles and audio recordings at a slower pace, making it ideal for beginners.
2. "**French Entrée**": French Entrée is an online magazine that covers various aspects of life in France. It provides articles on travel, culture, and lifestyle in simplified French suitable for beginners.
3. "**Oh La La, I Speak French!**": This magazine is designed for English speakers learning French. It includes articles, exercises, and vocabulary explanations to help beginners build their language skills.
4. "**BBC French Magazine**": The BBC offers a French magazine that includes articles and exercises designed for beginners.

15. Evaluation methodology:

Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End-Semester Exam is for 75 marks.

Internal Assessment component:

Total Internal Assessment mark for a theory subject is 25 marks.

The breakup is:

a)	Mid Semester Exam (one) - 20 Marks	25 Marks
b)	Percentage of Attendance - 5 Marks	

End-Semester Examination:

The breakup of End-Semester Exam marks:

Theory subjects (Sec A, Sec B & Sec C) Questions from all units of syllabus	75 Marks
Maximum Total:	100 Marks

16. Faculty Qualifications/Specialisation:

1. Faculty who has an M.A. and additional qualification like NET or higher qualifications like M.Phil or Research degree : Phd can teach this course.
