



CIRCULAR

Ref. No.: GU/Acad –PG/BoS -NEP/2025-26/229 dated 05.07.2025

In supersession to the above referred Circular, the structure and syllabus of Semester III and IV of the **Master of Arts in French** Programme comprising the RSE and GE Courses were approved by the Standing Committee of the Academic Council in its meeting held 24th & 25th November 2025. Further, DSVE Courses were approved by the Academic Council in its meeting held on 24th April, 12th & 13th May 2026 is attached.

The Syllabus of Semester I and II approved earlier by the the Academic Council in its meeting held on 13th & 14th June 2025 is also attached.

The Dean & Vice-Dean (Academic) of the Shenoi Goembab School of Languages and Literature are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, Shenoi Goembab School of Languages and Literature, Goa University.
2. The Vice-Dean (Academic), Shenoi Goembab School of Languages and Literature, Goa University.
3. The Principals of Affiliated Colleges offering the Master of Arts in Konkani Programme.

Copy to:

1. Chairperson, BoS in French, Goa University.
2. Programme Director, M.A. French, Goa University.
3. Controller of Examinations, Goa University.
4. Assistant Registrar Examinations (PG), Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY
MASTER OF ARTS IN FRENCH
(Effective from the Academic Year 2025-26)

ABOUT THE PROGRAMME

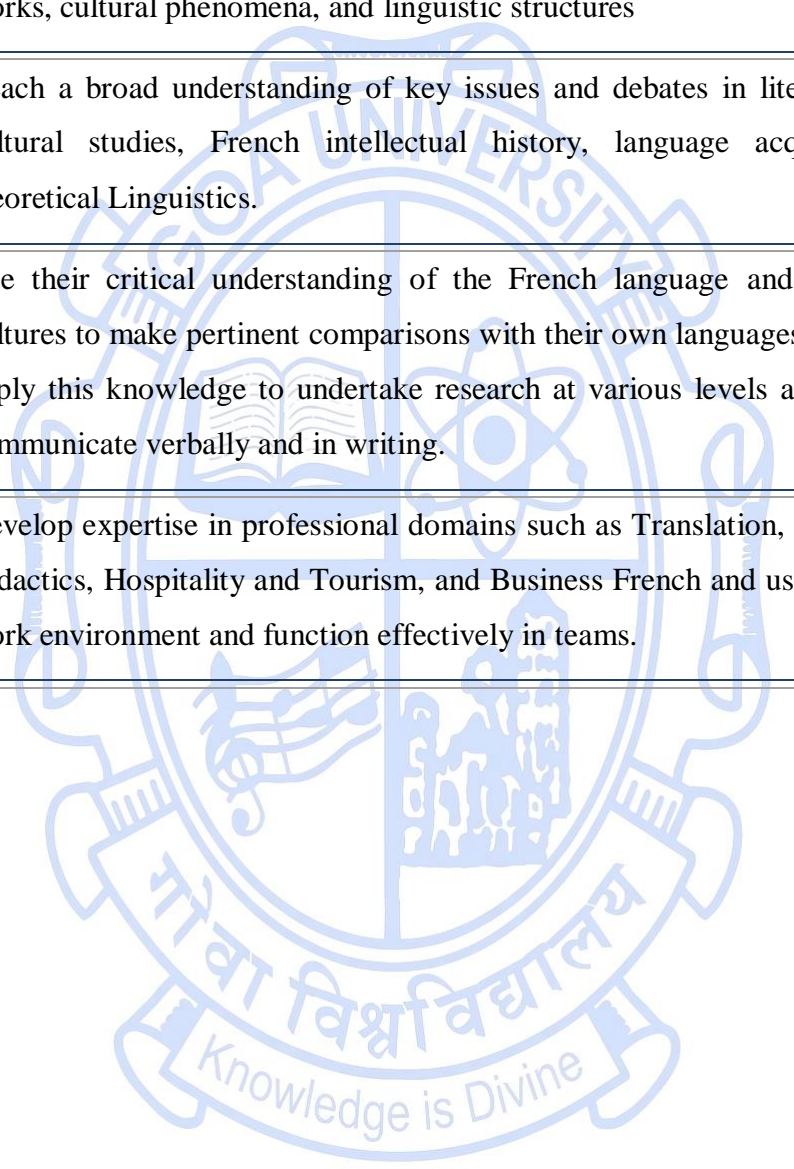
The M.A. French programme focuses on developing literacy and analytical skills to read, interpret, and analyse various forms of French texts, while also fostering a broad understanding of literary analysis, cultural studies, French intellectual history, and theoretical linguistics. Students are encouraged to make relevant comparisons between French and their language and culture, demonstrating a critical understanding of both. This comprehensive approach equips learners with the necessary skills and knowledge to engage effectively in a globalised world, emphasising cross-cultural awareness and the ability to navigate diverse environments. Aligning the curricula with these outcomes, the discipline ensures that learners are well-prepared to contribute meaningfully to the field of French language and Francophone studies, at a local, regional, national and international level.

OBJECTIVES OF THE PROGRAMME

1. Develop Advanced Literary and Communication Skills
2. Foster Cross-Cultural Awareness
3. Encourage Critical Reflection and Comparative Insight
4. Develop Skill-Oriented Proficiency
5. Promote Professional and Applied Competence
6. Encourage Lifelong and Autonomous Learning

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO 1.	Develop literacy skills to read, write, and interpret a variety of media, from newspapers to literary texts to formal academic texts in French
PSO 2.	Develop analytical skills to improve their understanding of French literary works, cultural phenomena, and linguistic structures
PSO 3.	Reach a broad understanding of key issues and debates in literary analysis, cultural studies, French intellectual history, language acquisition, and theoretical Linguistics.
PSO 4.	Use their critical understanding of the French language and Francophone cultures to make pertinent comparisons with their own languages and cultures, apply this knowledge to undertake research at various levels and effectively communicate verbally and in writing.
PSO 5.	Develop expertise in professional domains such as Translation, Interpretation, Didactics, Hospitality and Tourism, and Business French and use IT tools in a work environment and function effectively in teams.

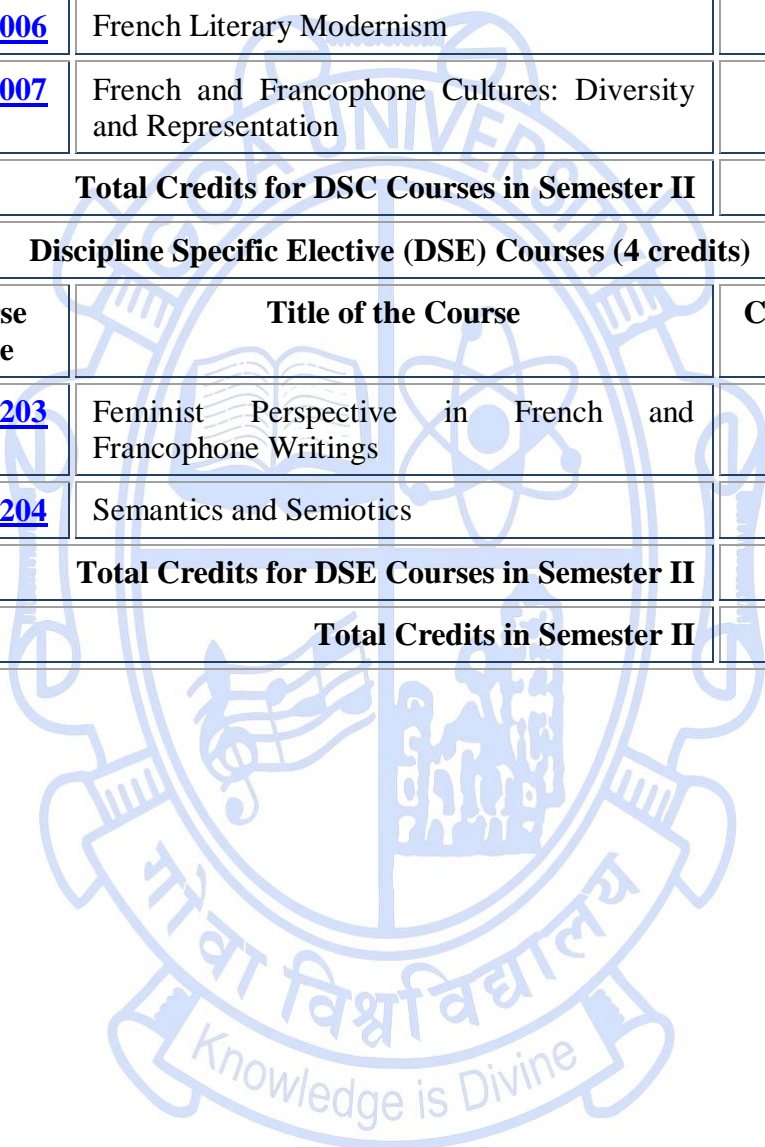


PROGRAMME STRUCTURE
Master of Arts in French
Effective from Academic Year 2025-26

Bridge Course			
Sr. No.	Course Code	Title of the Course	Credits
1	<u>FRE-1000</u>	French Language-Bridge Course	2

SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>FRE-5000</u>	Theory and Practice of Translation	4T	400
2	<u>FRE-5001</u>	General Linguistics: Fundamental Concepts	4T	400
3	<u>FRE-5002</u>	French Heroines: from Classicism to Symbolism	4T	400
4	<u>FRE-5003</u>	Francophone Ecologies	4T	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>FRE-5201</u>	The Art of French Expression	4T	400
2	<u>FRE-5202</u>	Oral Skills in French Through Audio-Visual Media	4T	400
Total Credits for DSE Courses in Semester I			8	
Total Credits in Semester I			20	

SEMESTER II				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	FRE-5004	Advanced French Language Skills	4T	500
2	FRE-5005	Phonetics, Morphology, and Syntax	4T	500
3	FRE-5006	French Literary Modernism	4T	500
4	FRE-5007	French and Francophone Cultures: Diversity and Representation	4T	500
Total Credits for DSC Courses in Semester II			16	
Discipline Specific Elective (DSE) Courses (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	FRE-5203	Feminist Perspective in French and Francophone Writings	4T	400
2	FRE-5204	Semantics and Semiotics	4T	400
Total Credits for DSE Courses in Semester II			8	
Total Credits in Semester II			20	



SEMESTER III**Research Specific Elective (RSE) Courses (12 credits)**

Sr. No.	Course Code	Title of the Course	Credits	Level
1	FRE-6000	Research Methodology	4T	500
2	FRE-6001	Academic Writing	4T	500
3	FRE-6002	The Art of Reading Literature	4T	500
4	FRE-6003	Introduction to Game Studies	4T	500
5	FRE-6004	Literary Translation	4T	500
6	FRE-6005	Introduction to Text Analysis with Digital Tools	4T	500
Total Credits for RSE Courses in Semester III			12	

Discipline Specific Vocational Elective (DSVE) Courses (8 credits)

Sr. No.	Course Code	Title of the Course	Credits	Level
1	FRE-6401	Scientific and Technical Translation	2T+2P	500
2	FRE-6402	French for Tourism and Hospitality	2T+2P	500
3	FRE-6403	Didactics of French Language Teaching and Learning	2T+2P	500
Total Credits for DSVE Courses in Semester III			8	
Total Credits in Semester III			20	

Discipline Specific Dissertation (DSD) (40 Credit Dissertation)

Sr. No.	Course Code	Title of the Course	Credits	Level
1	FRE-6501	Dissertation	40	500

SEMESTER IV				
Generic Elective (GE) Courses (20 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	FRE-6201	Mythology in Literature and Popular culture	4T	500
2	FRE-6202	Intercultural Communication at the Workplace	4T	500
3	FRE-6203	French for Tourism Professionals	4T	500
4	FRE-6204	Introduction to French Gastronomy	4T	500
5	FRE-6205	France and the European Union	4T	500
6	FRE-6206	French Language Literature through Translation	4T	500
7	FRE-6207	Interactive Digital Narratives: Strategies and Tools	4T	500
8	FRE-6208	French Language Skills for Student Mobility	4T	500
9	FRE-6209	French Language Skills for Student Integration	4T	500
Total Credits for GE Courses in Semester IV			20	

Discipline Specific Dissertation (DSD)/ Internship (20 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	FRE-6502	Dissertation	20	500
Total Credits in Semester IV			20	

Blooms Taxonomy Cognitive Levels	
Cognitive Level	Notations
K1	Remembering
K2	Understanding
K3	Applying
K4	Analyzing
K5	Evaluating
K6	Create

BRIDGE COURSE

Title of the Course	French Language - Bridge Course
Course Code	FRE-1000
Number of Credits	2
Theory/Practical	Theory
Level	300
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	Yes
Course for advanced learners	No

Prerequisites for the Course	Nil
Course Objectives:	<p>The course aims to help students strengthen their French skills by focusing on reading, listening, speaking, and writing through real-life themes and simulations. Learners will be able to</p> <ul style="list-style-type: none">• Identify and comprehend key elements in spoken and written texts related to themes such as education, community life, and environmental issues within French and Francophone contexts.• Use basic grammatical structures correctly when speaking and writing, demonstrating understanding through discussions and text analysis.• Compare everyday practices and cultural representations in different French-speaking communities through oral and written activities.• Create coherent written texts and structured oral presentations on specific themes, combining linguistic accuracy

	with cultural understanding.			
Course Outcomes:			Mapped to PSO	
	CO 1. Understand and identify key aspects in written and spoken texts related to French and Francophone themes (education, community life, environmental issues, etc.).		PSO 1, PSO 2	
	CO 2. Apply basic grammatical structures correctly in both oral and written production by analyzing and discussing thematic texts.		PSO 1	
	CO 3. Analyze and compare various everyday practices and representations within French-speaking communities through oral and written exercises		PSO 2, PSO 4	
	CO 4. Produce coherent written texts and structured oral presentations on given themes, demonstrating an ability to integrate linguistic knowledge with cultural insights.		PSO 1	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1 :	<p>Vivre et Communiquer en Français</p> <p>1.1 L'éducation</p> <ul style="list-style-type: none"> • Compréhension orale et écrite: l'extrait de Claudine à l'école, le système d'éducation québécois, L'éducation en France et en Polynésie, Mon professeur, les parcours des apprenants • Analyse grammaticale: Le présent de l'indicatif, Depuis, Voilà...que / voici...que / il y a...que / ça fait...que, L'impératif, C'est vs. Il / Elle est , Les expressions interrogatives , Les questions avec quel.s/quelle.s, lequel.s/laquelle.s, Les expressions négatives, La double négation • Production orale et écrite: Décrire des activités quotidiennes, Comparer les systèmes éducatifs, Décrire un(e) professeur(e), Rechercher des conseils sur son parcours éducatif, Mener des interviews avec des candidat(e)s, Activités quotidiennes, comparaison entre le système éducatif, description d'un ou une prof, cherchez des conseils sur votre parcours, interviewer les candidats ou les candidates. 	5	CO1, CO2, CO3, CO4	K1, K2, K3, K4

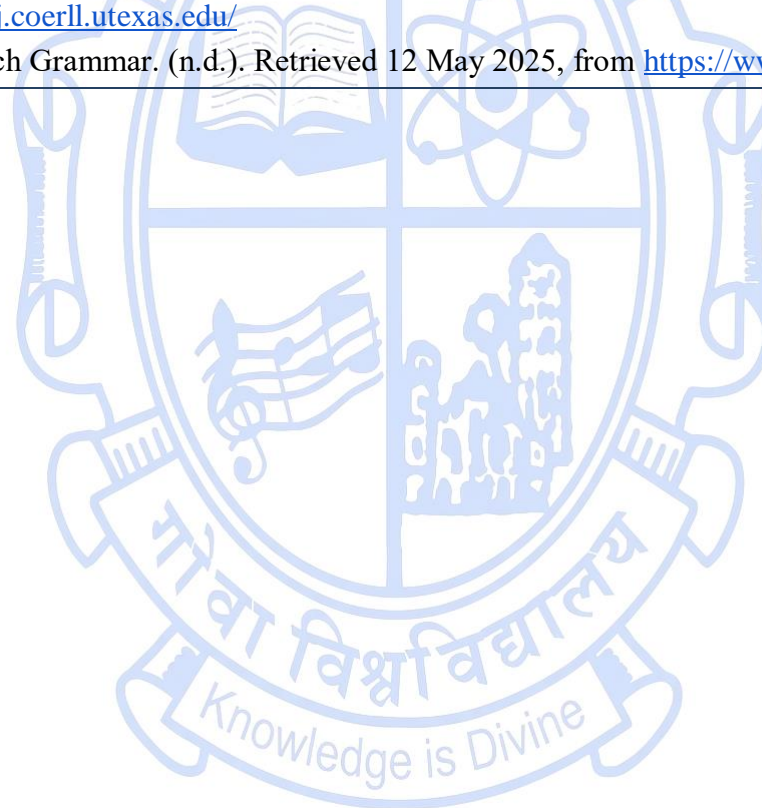
	1.2 La famille et la communauté <ul style="list-style-type: none"> • Compréhension orale et écrite: Lettre à ma fille, la famille, l'extrait de Candide, • Analyse grammaticale: Le passé composé, L'imparfait, Passé simple, Plus-que-parfait • Production orale et écrite: la vie en famille 	5	CO1, CO2, CO3, CO4	K1, K2, K3, K4
	1.3 Les jeunes face aux défis de la vie adulte <ul style="list-style-type: none"> • Compréhension orale et écrite: les conversations entre des étudiants, le choc culturel et les défis de l'intégration, Coût des études en France : le malaise des étudiants africains, le reportage par Action Séjours • Analyse grammaticale: Les pronoms compléments d'objet direct et indirect, Les pronoms compléments et adverbiaux avec l'impératif, Les pronoms disjoints, Les adjectifs, Le comparatif, Le superlatif, Les articles : omissions en français • Production orale et écrite: La mondialisation et des études à l'étranger 	5	CO1, CO2, CO3, CO4	K1, K2, K3, K4
Module 2 :	Culture et Expression en Français 2.1 L'architecture, Le patrimoine et L'urbanisation, <ul style="list-style-type: none"> • Compréhension orale et écrite: Haïti : Des opportunités pour tous, les Mini-Maisons, Notre-Dame de Paris, Revue de l'urbanisation en République démocratique du Congo, Innover pour l'architecture durable en Afrique Centrale • Analyse grammaticale: Formation du subjonctif, Les expressions impersonnelles, Usage du subjonctif, Le subjonctif au passé, Le subjonctif et le superlatif • Production orale et écrite: les problèmes et des difficultés des pays, des aménagements et des constructions, protection des lieux culturels 	5	CO1, CO2, CO3, CO4	K1, K2, K3, K4
	2.2 L'écologie <ul style="list-style-type: none"> • Compréhension orale et écrite: l'extrait de Vingt mille lieues sous les mers, Guerre et écologie au Congo, biodéchets, l'extrait de La Mort de la Terre, Y'a un monstre dans ma cuisine, l'autonomie alimentaire 	5	CO1, CO2, CO3, CO4	K1, K2, K3, K4

	<ul style="list-style-type: none"> • Analyse grammaticale: Le future simple, Le futur antérieur, Le conditionnel présent, Le conditionnel passé, Les propositions subordonnées avec si • Production orale et écrite: les gestes pour sauver la planète, le monde de demain 			
	<p>2.3 La vie contemporaine, les médias et les Beaux-Arts</p> <ul style="list-style-type: none"> • Compréhension orale et écrite: Un balado qui donne la parole aux étudiants, Paléofutur – Les nouveaux médias, À la défense de la presse écrite, l'extrait - Le Petit Nicolas • Analyse grammaticale: Les pronoms relatifs définis, Les pronoms relatifs indéfinis, Les causatifs faire et rendre Les adverbes de la manière, du temps, du lieu, et de la quantité, Les adjectifs et les pronoms possessifs, Les adjectifs et les pronoms démonstratifs, Les expressions du temps, La voix passive, Le participe présent • Production orale et écrite: les médias sociaux, la presse écrite, les dessins animés 	5	CO1, CO2, CO3, CO4	K1, K2, K3, K4
Pedagogy:	The course uses authentic resources and will follow a task-based, communicative approach to help students practice their French through activities focused on written and oral comprehension, grammatical analysis, oral production (discussions), and written production. The course will integrate real-life themes such as education, community life, contemporary issues, and cultural expression to make learning relevant and engaging.			
References/ Readings:	<ol style="list-style-type: none"> 1. Bourque-Labbé, A., Hoye, A., Blythe, A., Abjean, A., Ponga, C., Davis, D. Q., Blackburn, E., Wall, J., Corea, J., Sowanou, J., Snyder, J., Butler, K., Nelson, L., Preteseville, M., Quiblier, M., Fahnstrom, M., Roy, O., Wieseler, R., Lind, S., & Fisher, T. (2022). Let's Chat! French. Boise State University. https://boisestate.pressbooks.pub/pathwaysfrench/ 2. Herbeck, D. M. D., Hoye, A., Gehrig, B., Ruhter, M., Westbrook, S., & Spring, E. (2022). Français inclusif: An Interactive Textbook for French 102. Boise State University. https://boisestate.pressbooks.pub/french102/ 3. Weatherley, G., Lee, C. B., Lord, C., Hendrix, J., Diop, O. L., Schablitsky, D., & Cypret, K. (n.d.). Le pont: From Intermediate to Advanced French. The University of Kansas. Retrieved 12 May 2025, from https://opentext.ku.edu/lepont/ 			
Web Resources:	1. Apprendre le français FLE gratuitement, cours de français avec TV5MONDE. (n.d.). Retrieved 12 May 2025, from			

<https://apprendre.tv5monde.com/fr>

2. Enhancing French Skills | Videos and activities for practice with communicative language functions. (n.d.). Retrieved 12 May 2025, from <https://sites.la.utexas.edu/enhancing-french-skills/>
3. Hoye, A., Herbeck, D. M. D., Gehrig, B., Westbrook, S., Ruhter, M., Blackburn, E., Herbeck, D. J., & Saget, H. (2022). Français inclusif: An Interactive Textbook for French 101. Boise State University. <https://boisestate.pressbooks.pub/french101/>
4. Le français facile avec RFI: Apprendre le français avec l'actualité internationale. (n.d.). Français Facile - RFI. Retrieved 12 May 2025, from <https://francaisfacile.rfi.fr/fr/>
5. Les CONVERSATIONS mises à jour. (n.d.). Les CONVERSATIONS Mises à Jour. Retrieved 12 May 2025, from <https://cmaj.coerll.utexas.edu/>
6. Tex's French Grammar. (n.d.). Retrieved 12 May 2025, from <https://www.laits.utexas.edu/tex/index.html>

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SEMESTER I

Discipline Specific Core Courses

Title of the Course	Theory and Practice of Translation
Course Code	FRE-5000
Number of Credits	04
Theory/Practical	4T
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<p>L'objectif de ce cours est de :</p> <ol style="list-style-type: none">1. expliquer les concepts et théories fondamentaux de la traductologie, en mettant l'accent sur les différences entre l'anglais, les langues indiennes et le français.2. analyser divers modèles et approches de la traduction, y compris les méthodes linguistiques, sociolinguistiques et comparatives.3. appliquer les techniques de traduction pour résoudre les problèmes liés aux expressions idiomatiques, aux clichés et au lexique culturel en traduction.

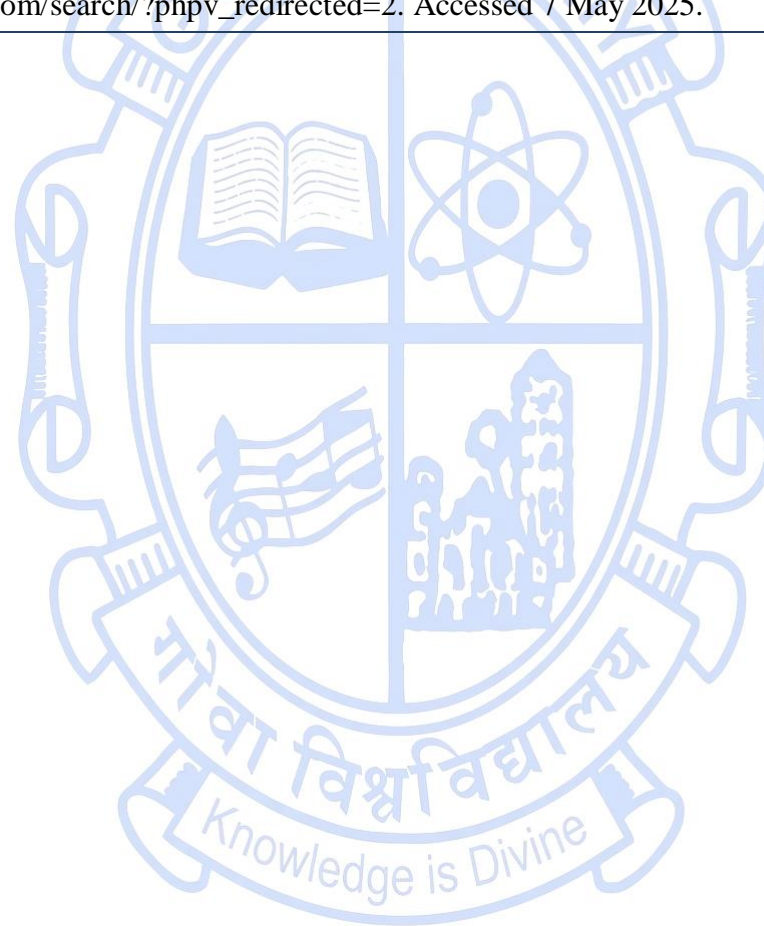
	4. développer des compétences pratiques dans la traduction de textes généraux, y compris des contenus multimédias, et évaluer l'efficacité des stratégies de traduction.			
Course Outcomes:			Mapped to PSO	
	CO 1. Identifier et décrire les concepts clés de la théorie de la traduction et le rôle de la traduction en tant que pratique linguistique et culturelle.		PSO 2	
	CO 2. Comparer et différencier les théories de la traduction et les appliquer à diverses tâches de traduction		PSO 5	
	CO 3. Évaluer les problèmes de traduction liés aux expressions idiomatiques et aux différences culturelles, et proposer des solutions efficaces		PSO 4	
	CO 4. Traduire avec précision des textes variés, y compris des contenus généraux et multimédias, tout en démontrant une maîtrise des nuances linguistiques et stylistiques		PSO 5	
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Initiation à la traduction Définition et concepts de base, Notion de base et Terminologie, Les études de traduction – produit, processus et fonction, Stylistique comparée, Culture et notions de l' identité	15	CO1	K2
Module 2:	Théories de la traduction Théories interprétatives —TIT, littéraires et sémiotiques de la Traduction, Théories communicatives, sociolinguistiques et herméneutiques de la traduction. La perspective indienne	15	CO 2	K3, K4
Module 3:	Problèmes théoriques de la traduction Différences entre l'anglais/ les langues indiennes et le français – Génie de la langue- la traduction des expressions idiomatiques et clichés – lexique et culture – la vision du monde.	15	CO 3	K5, K6
Module 4:	Pratique de la traduction	15	CO 4	K3, K6

	La traduction des textes anglais et français, analyse des textes traduits et la traduction multimédia			
Pedagogy:	Les méthodes d'enseignement et le programme sont fondés sur les principes des méthodologies d'apprentissage autonomes. Ce cours comprend divers supports et formes de présentation, un travail indépendant (en groupe et individuel), ainsi que des exercices basés sur des tâches.			
References/ Readings:	<ol style="list-style-type: none"> 1. A. Berman. La traduction et la lettre ou l'Auberge du lointain. Paris: Seuil, 1999. 2. A. Brisset, "L'identité culturelle de la traduction. En réponse à Antoine Berman," Palimpsestes, 11. Paris: Presses Sorbonne Nouvelle, 1998. 3. A. Chesterman. Readings in translation theory, Helsinki: Finn Lectura, 1989. 4. A. Nida & C. R. Taber, The Theory and Practice of Translation. Leiden: E. J. Brill, 1969. 5. Ballard M. La Traduction de la théorie à la didactique : études. Lille: Université de Lille III, 1984. 6. E. Nida, Toward a Science of Translating. Leiden : E. J. Brill, 1964. 7. G. Mounin, Les belles infidèles. Paris: Cahiers du Sud, 1955. 8. G. Mounin, Les problèmes théoriques de la traduction. Paris: Gallimard, 1963. 9. G. Mounin, Linguistique et traduction. Brussels: Dessart et Mardaga, 1976. 10. G. Steiner, After Babel: Aspects of Language and Translation, 2nd ed. Oxford/New York, Oxford University Press, 1992. 11. G. Toury, Descriptive Translation Studies and Beyond. Amsterdam: John Benjamins, 1995. 12. H. Van Hoof, (1991): Histoire de la traduction en Occident. France: Duculot, 1991. 13. J. C. Catford, A Linguistic Theory of Translation: An Essay in Applied Linguistics, Oxford University Press, 1965. 14. J. Delisle, L'analyse du discours comme méthode de traduction : initiation à la traduction française de textes pragmatiques anglais théorie et pratique. Ottawa: Éditions de l'Université d'Ottawa, 1982. 15. J. Delisle, L'enseignement de l'interprétation et de la traduction: de la théorie à la pédagogie. Ottawa: Éditions de l'Université d'Ottawa, 1981. 16. J. M. Sager & M.-J. Hamel, Comparative Stylistics of French and English : A Methodology for Translation. Amsterdam: John Benjamins, 1995. 17. J. P. Vinay & J. Darbelnet, Stylistique comparée du français et de l'anglais. Paris: Didier, 1967. 			

	<ol style="list-style-type: none"> 18. J. S. Holmes et al., Eds., <i>Literature and Translation: New Perspectives in Literary Studies</i>. Leuven: Acco, 1978. 19. J. S. Holmes et al., Eds., <i>The Nature of Translation: Essays in the Theory and Practice of Literary Translation</i>. The Hague: Mouton, 1970. 20. J. S. Holmes, <i>Translated! Papers on Literary Translation and Translation Studies</i>. Amsterdam: Rodopi, 1988. 21. J-R, Ladmiral, <i>Traduire : théorèmes pour la traduction</i>. Paris: Payot, 1979. 22. Lederer M. & D. Seleskovitch (2001): <i>Pédagogie raisonnée de l'interprétation</i>, Margot, Jean-Claude (1979): <i>Traduire sans trahir : la theorie de la traduction et son application aux textes bibliques</i>, Lausanne: Age d'homme. 23. Lederer, Marianne & D. Seleskovitch, <i>La traduction simultanée – Fondements théoriques</i>. Paris: Minard Lettres Modernes, 1981. 24. M. Baker, <i>In Other Words: A Coursebook on Translation</i>. London/New York: Routledge, 1992. 25. M. Ballard Ed., <i>La traduction plurielle</i>. Lille: Presses universitaires de Lille, 1990. 26. M. Ballard, <i>De Cicéron à Benjamin. Traducteurs, traductions, réflexions</i>, coll « Étude de la traduction ». Lille: Presses universitaires de Lille, 1995. 27. M. Lederer & D. Seleskovitch, <i>Interpréter pour traduire</i>, 3rd ed. Paris: Didier Erudition, 1993. 28. M. Lederer, <i>La traduction aujourd'hui - le modèle interprétatif</i>. Paris: Hachette, 1994. 29. M. Shuttleworth & M. Cowie, <i>Dictionary of Translation Studies</i>. Manchester: St Jerome Press, 1997. 30. M. Snell-Hornby et al., Ed., <i>Translation Studies: An Interdiscipline</i>. Amsterdam: John Benjamins, 1994. 31. M. Snell-Hornby, <i>Translation Studies: An Integrated Approach</i>. Amsterdam: John Benjamins, 1995. 32. P. Newmark, <i>A Textbook of Translation</i>. New York/London: Prentice Hall, 1988. 33. P. Newmark, <i>Approaches to Translation</i> Oxford. New York: Pergamon, 1981. 34. V. Lawrence, ed., <i>Rethinking Translation — Discourse, Subjectivity, Ideology</i>. London and New York: Routledge, 1992.
<p>Web Resources:</p>	<ol style="list-style-type: none"> 1. "Linguee: Dictionary for German, French, Spanish, and More." <i>Linguee.Com</i>, www.linguee.com/. Accessed 7 May 2025. 2. "The Terminology Database of the European Union." <i>Iate</i>, iate.europa.eu/search/standard/result/1618909451037/1. Accessed 7 May 2025.

3. Government of Canada, Public Services and Procurement Canada. "Termium Plus®." *Government of Canada, Public Services and Procurement Canada, Translation Bureau, TERMIUM®*, 6 May 2025.
4. *Reverso Context / Translation in Context - Arabic, German, Spanish, French, Hebrew, Italian, Japanese, Korean, Dutch, Polish, Portuguese, Romanian, Russian, Swedish, Turkish, Ukrainian, Chinese, English*, context.reverso.net/translation/. Accessed 7 May 2025.
5. Services, ProZ.com Translation. "Search Translation Glossaries & Dictionaries." *ProZ.Com*, www.proz.com/search/?phpv_redirected=2. Accessed 7 May 2025.

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Title of the Course	General Linguistics: Fundamental Concepts
Course Code	FRE-5001
Number of Credits	4
Theory/Practical	4 Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

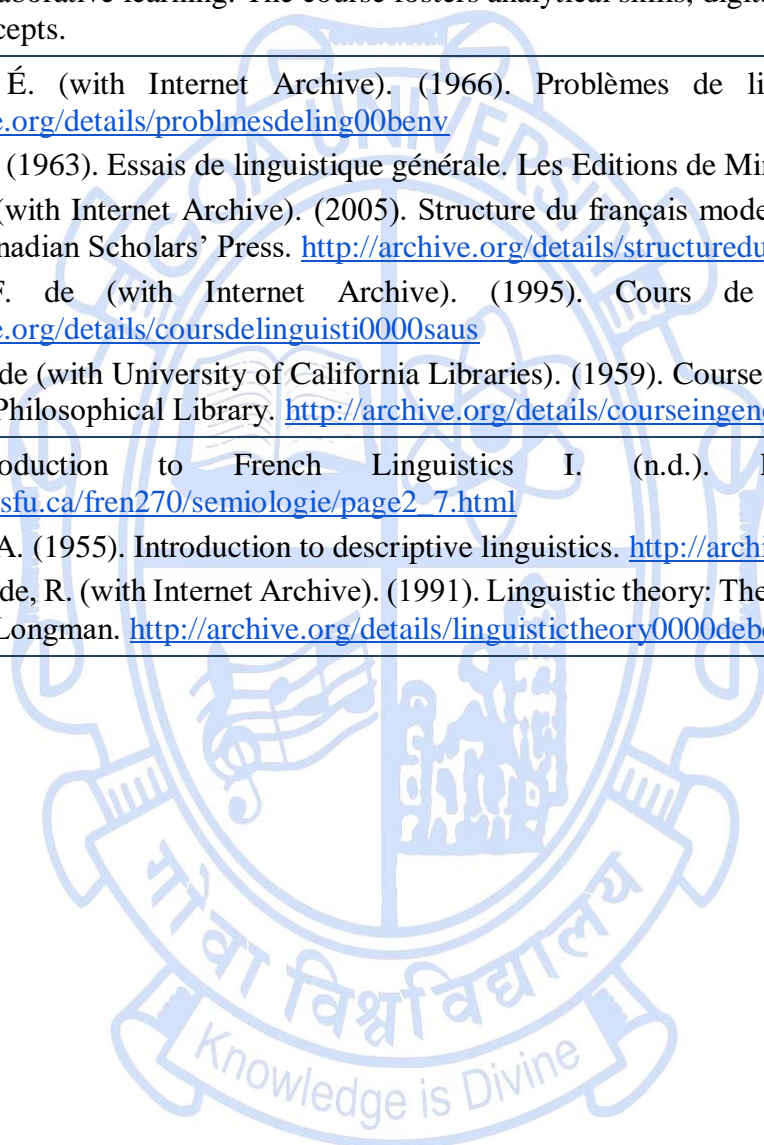
Prerequisites for the Course:	Nil	
Course Objectives:	<p>This course aims to provide a comprehensive understanding of linguistic theories and their application to the French language.</p> <ul style="list-style-type: none"> • Identify the key foundations of Linguistics • Analyse Linguistic Norms and Variations • Apply Communication Models to Linguistic Studies • Examine Semiotic Aspects of Language • Understand the Structure of Linguistic Systems • Investigate Human Language Specificity 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify key concepts differentiating grammar from linguistics and analyze the evolution	PSO2, PSO3

	of linguistic thought.			
	CO 2. Critically analyze the role of norms and usages in language, focusing on the relationship between power and language practices.			PSO2, PSO3
	CO 3. Explain communication models and their critiques, particularly Jakobson's model, and apply these models to real-world linguistic situations.			PSO3, PSO4
	CO 4. Evaluate linguistic signs through semiotic analysis and create models illustrating the structure and function of linguistic signs.			PSO2, PSO3
	CO 5. Analyze the structural organization of linguistic systems, focusing on syntagmatic and paradigmatic relation			PSO2, PSO3
	CO 6. Assess the unique features of human language, such as double articulation, linearity, and metaphorical use.			PSO3, PSO4
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Fondements de la linguistique</p> <p>1.1 Introduction à la linguistique et à l'usage de la langue: La grammaire et la linguistique, La langue et le langage, La langue et la parole, Les différents codes linguistiques</p> <p>1.2 Normes, pouvoir et variation linguistique: La norme et le pouvoir, Les normes et les usages, les registres</p> <p>1.3. Évolution linguistique et perspectives historiques: L'étude de la langue au cours des âges, La diachronie et la synchronie, La langue et ses usages</p>	15	CO1, CO2, CO3	K1, K2, K4
Module 2:	<p>Communication et signe linguistique</p> <p>2.1 Les Fondements de la Communication Linguistique: La boucle de la communication, Les différents types de code, Les différents types de communication, Les schémas de la communication linguistique, Critique du schéma de Jakobson</p> <p>2.2. Les Signes et leur Interprétation Les signes : indices, signaux et codes, L'interprétation des signes, Les indices et les signaux de la parole, Les constituants</p>	15	CO3, CO4	K2, K3, K4

	<p>du signe linguistique, La signification.</p> <p>2.3 La Structure et la Spécificité du Signe Linguistique: Le lien arbitraire entre signifiant et signifié, Le signe linguistique : conventionnel et nécessaire, Les unités distinctives du signe linguistique, La discrétion du signe linguistique, La forme et la substance</p>			
Module 3:	<p>Structuration du système linguistique</p> <p>3.1: La Spécificité du Langage Humain : Intuition et Connaissance: La spécificité du code linguistique humain, La connaissance intuitive des règles linguistiques, Connaissance intuitive et connaissance passive.</p> <p>3.2 Sous-systèmes et Interactions : Paradigmes, Syntagmes et Axes Linguistiques: Les quatre sous-systèmes linguistiques, La stratification du système linguistique, Les techniques d'analyse linguistique, Le paradigme et la commutation, Le syntagme et la permutation, Commutation et permutation : axe vertical/axe horizontal.</p> <p>3.3. L'Articulation Linguistique : Signification, Distinction et Complexité Humaine: L'articulation linguistique: La première articulation : les unités significatives, La deuxième articulation : les unités distinctives, L'économie de la double articulation, La spécificité humaine : double articulation, linéarité, dissociation du message, mensonge et métaphore.</p>	15	CO5	K2, K4
Module 4:	<p>Spécificités et créativité du langage humain</p> <p>4.1 Les apports des linguistes : Saussure, Whorf et Sapir L'influence du langage sur la pensée et la perception du monde</p> <p>4.2 La diversité et les pratiques linguistiques en France et dans les autres contextes francophones.</p> <p>4.3 La langue comme outil de créativité et d'innovation. Jeux de mots et néologismes. Le langage dans les médias : techniques de persuasion</p>	15	CO3, CO6	K1, K2, K3, K4, K5
Pedagogy:	<p>This linguistics course is taught in French, using a learner-centered, autonomous approach. Teaching methods include multimedia resources (videos, podcasts, digital texts), independent and group work, and task-based exercises. Discussions and assignments encourage critical thinking and practical application, while digital tools facilitate creative</p>			

	projects and collaborative learning. The course fosters analytical skills, digital literacy, and a reflective understanding of linguistic concepts.
References/ Readings:	<ol style="list-style-type: none"> 1. Benveniste, É. (with Internet Archive). (1966). Problèmes de linguistique générale. [Paris] Gallimard. http://archive.org/details/problmesdeling00benv 2. Jakobson, R. (1963). Essais de linguistique générale. Les Editions de Minuit. 3. Léon, P. R. (with Internet Archive). (2005). Structure du français moderne: Introduction à l'analyse linguistique. Toronto : Canadian Scholars' Press. http://archive.org/details/structuredufranc0000leon 4. Saussure, F. de (with Internet Archive). (1995). Cours de linguistique générale. Paris : Payot. http://archive.org/details/coursdelinguisti0000saus 5. Saussure, F. de (with University of California Libraries). (1959). Course in general linguistics (W. Baskin, Trans.). New York : Philosophical Library. http://archive.org/details/courseingenerall00saus
Web Resources:	<ol style="list-style-type: none"> 1. SFU: Introduction to French Linguistics I. (n.d.). Retrieved 12 May 2025, from https://www.sfu.ca/fren270/semiologie/page2_7.html 2. Gleason, H. A. (1955). Introduction to descriptive linguistics. http://archive.org/details/in.gov.ignca.4947 3. De Beaugrande, R. (with Internet Archive). (1991). Linguistic theory: The discourse of fundamental works. London ; New York : Longman. http://archive.org/details/linguistictheory0000debe

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Title of the Course	French Heroines: From Classicism to Symbolism
Course Code	FRE-5002
Number of Credits	04
Theory/Practical	4 Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil.	
Course Objectives:	<ul style="list-style-type: none"> • To introduce students to major French literary movements—Classicism, Romanticism, Realism, and Symbolism , and their historical contexts. • To examine the characteristics of each movement. • To recognise principles of a movement in an illustrative text. • To develop students’ ability to interpret and analyse literary texts. • To introduce students to a range of iconic female figures in French literature, exploring their significance, with a focus on sensitising learners to the presence of women in literature. 	
Course Outcomes:		Mapped to PSO
	CO 1. Recall key historical, social contexts of the four literary movements studied	PSO 1, PSO 2, PSO 3
	CO 2. Identify major features of a literary movement in the text	PSO 1, PSO 2, PSO 3

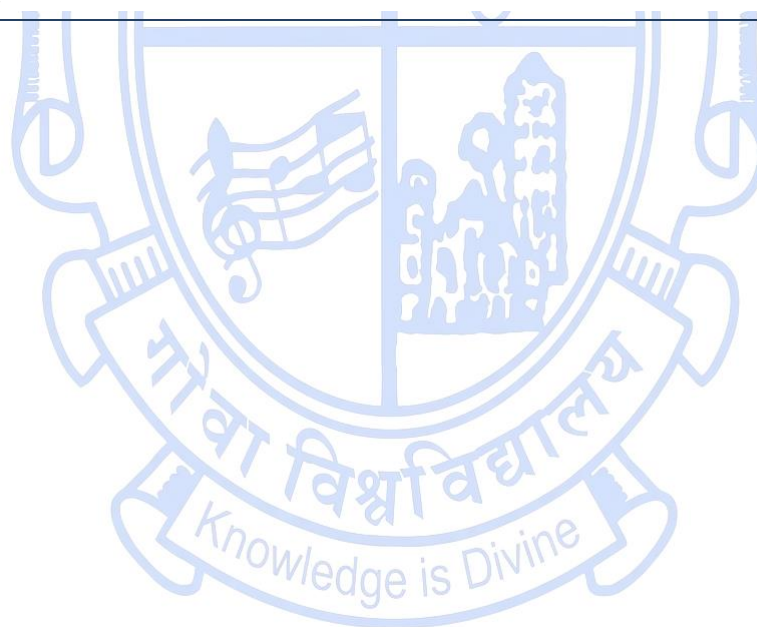
	CO 3. Apply key concepts and stylistic features of a literary movement to interpret selected texts		PSO 1, PSO 2, PSO 3	
	CO 4. Break down the central themes of a literary text and examine how they interact with the principles and historical context of the corresponding literary movement		PSO 1, PSO 2, PSO 3	
	CO 5. Recognise and describe the portrayals of women protagonists in French literature in relation to the values and aesthetics of their respective literary movements		PSO 1, PSO 2, PSO 3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Le classicisme à travers les Contes de Perrault (<i>Le Petit Chaperon Rouge, La Belle au Bois Dormant</i>). Brève introduction au classicisme : contexte historique (XVIIe siècle), ordre, bienséance, fonction didactique de la littérature. Identification des caractéristiques du classicisme dans les contes.	10	CO1, CO2	K1, K2
Module 2:	Le romantisme à travers <i>La Vénus d'Ille</i> de Prosper Mérimée Introduction au romantisme : contexte post-Révolution du XIXe siècle, exaltation des sentiments, mystère, fascination pour le surnaturel, rejet du rationalisme. Repérage des motifs romantiques dans la nouvelle.	10	CO 1, CO 2	K1, K2
Module 3:	Le réalisme à travers <i>Eugénie Grandet</i> d'Honoré de Balzac Contexte du réalisme : post-romantisme, société bourgeoise, descriptions précises, critique sociale. Caractéristiques réalistes dans le roman. Analyse du conflit entre amour et argent.	15	CO 3, CO 4	K3, K4
Module 4:	Le symbolisme à travers des poèmes de Baudelaire, Verlaine et Mallarmé (4 poèmes au choix: <i>À une passante, À une dame créole, Le désespoir de la vieille, Je ne veux plus aimer que ma mère Marie, Sainte, La marchande d'herbes</i>	15	CO3, CO4	K3, K4

	<p><i>aromatiques)</i></p> <p>Contexte du symbolisme : réaction contre le réalisme/naturalisme, spiritualité, mystère.</p> <p>Esthétique symboliste : suggestion, musicalité, images polysémiques, synesthésie.</p> <p>Analyse poétique guidée.</p>			
Module 5:	<p>Figures féminines dans la littérature française</p> <p>Aperçu des héroïnes littéraires depuis les contes classiques jusqu’au symbolisme, en mettant en lumière leur rôle, et les valeurs qu’elles incarnent ou contestent.</p> <p>Introduction ludique à la représentation féminine à travers des contes classiques.</p> <p>Réflexion sur la femme inquiétante.</p> <p>Présentation d’un personnage féminin ancré dans les réalités économiques et sociales.</p> <p>Exploration de la figure féminine comme symbole ou idéal dans la poésie symboliste.</p>	10	CO5	K1, K2, K3
Pedagogy:	<p>Students will be introduced to literary movements through visual timelines that contextualise texts within their historical frameworks. A flipped classroom approach will be used to encourage pre-reading at home, allowing classroom sessions to focus on close, text-in-hand analysis. Thematic discussions, mini exposés, and peer-led dialogues will promote deeper reflection and exchange of ideas. Small-group problem-solving activities will support collaborative exploration of complex literary questions.</p>			
Texts:	<ol style="list-style-type: none"> 1. Balzac, Honoré De. Eugénie Grandet. Paris, Librairie Hachette, 1971 2. Baudelaire, Charles, Les Fleurs Du Mal. Paris, Librairie Larousse, 1959 3. Baudelaire, Charles, Petits Poèmes en Prose, Canada Librairie Larousse, 1971 4. Mallarmé, Stéphane, Mallarmé Et Le Symbolisme. Paris, Librairie Larousse, 1966. 5. Mérimée, Prosper, La Vénus d’Ille, Carmen. Sorbonne Librairie Larousse, 1975. 6. Perrault, Charles, Les Contes de Perrault. Montreal: Editions Heritage, 1981. 7. Verlaine, Paul. Poèmes Saturniens Suivi de Fêtes galantes. Paris, Le livre de Poche, 1961. 			

**References/
Readings:**

1. Clourd, Henri. Petite Histoire De La Littérature Française des Origines à nos Jours. Paris, Editions Albin Michel, 1965.
2. Denoeu, François, Sommets Littéraires Français : Anthologie-Histoire de la Littérature-Française des Origines à nos Jours. Boston : D.C. Heath, 1967.
3. France, Peter (ed.), The New Oxford Companion to Literature in French, Oxford University Press, 1995.
4. Grandpré, Pierre De, Histoire De La Littérature Française. Montréal: Librairie Beauchemin Limitée, 1969.
5. Lanson, Gustave, Histoire De La Littérature Française. France Librairie Larousse, 1951
6. Lagarde, André; Michard Laurent, XXe siècle. Paris, Bordas, 1969.
7. Ligny, Cécile, La Littérature Française. Paris Nathan, 1992.
8. Mitterand, Henri, La Littérature Française Du Xxe Siècle. Paris Nathan, 1996.
9. Robbe-Grillet, Alain, Pour un nouveau roman, Les Éditions de Minuit, 1963.
10. Simon, Pierre-Henri, Histoire De La Littérature Française : Au XX Siècle : 1900-1950. Paris Librairie Armand Colin, 1967.

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Title of the Course	Francophone Ecologies
Course Code	FRE-5003
Number of Credits	04
Theory/Practical	4 Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Prerequisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • Present key geographical, ecological aspects of various Francophone regions. • Recognise the role of indigenous voices in expressing ecological consciousness. • Explore literary uses of nature and landscape imagery as tools of cultural memory, resistance, and identity formation. • Critically examine human-nature relationships as represented in Francophone texts. 	
Course Outcomes:		Mapped to PSO
	CO 1. identify key geographic, climatic, and ecological characteristics of selected Francophone regions	PSO 1, PSO 2, PSO 3
	CO 2. explain how nature is used to express cultural values in First Nations oral tales from Quebec.	PSO 1, PSO 2, PSO 3

	CO 3. use textual evidence to show how Sardessai's nature imagery expresses ideas of resistance and belonging		PSO 1, PSO 2, PSO 3	
	CO 4. analyse the thematic functions of nature in Ramuz's novel and assess the tension between human ambition and ecological limits.		PSO 1, PSO 2, PSO 3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>La Francophonie au prisme de la nature Présentation de trois régions francophones : relief, climat, végétation, ressources naturelles. Faune et flore dans le monde francophone Introduction à l'écologie dans la littérature francophone Défis écologiques contemporains</p>	15	CO1	K1
Module 2:	<p>Sagesses écologiques des Premières Nations du Québec Étude de contes autochtones de la tradition orale (innu/ wendat/ abenaqui/ cri/ huron/ algonquin) Respect de la nature, cohabitation avec les animaux, spiritualité liée à la terre Personnages animaux, forêt, eau comme figures centrales Transmission de valeurs écologiques par les contes</p>	15	CO 2	K3
Module 3:	<p>Nature, mémoire et résistance dans la poésie de Manoharrai Sardessai. Goa coloniale, exil et attachement au territoire. La critique de l'oppression coloniale. Évocation de la flore et faune, dans le combat pour la liberté et expression de nostalgie.</p>	15	CO3	K3
Module 4:	<p>L'homme face à la nature à travers <i>La Grande Peur dans la Montagne</i> (C.F.Ramuz) Représentation du paysage montagnard suisse comme espace hostile et sacré Conflit entre développement humain et force de la nature</p>	15	CO 4	K4

	Communauté et isolement face à la catastrophe			
Pedagogy:	The pedagogy for this course is designed to foster critical engagement with Francophone literature and culture through an ecological lens, using a combination of interactive, analytical, and creative approaches. Teaching methods will include close reading exercises, guided discussions, oral presentations, multimedia resources, and short research-based assignments. Group work and comparative activities will be encouraged to nurture intercultural awareness and sensitivity to ecological diversity and indigenous wisdom through literary study.			
Texts:	<ol style="list-style-type: none"> 1. Gagnon, Cécile, Mille Ans De Contes Québec Tome-2. France: Editions Milan, 2001. 2. Ramuz, Charles. Grande Peur Dans La Montagne, Paris Bernard Grasset 1926. 3. Sardesai, Manoharrai, My song ; Ma chanson ; O meu canto / ManoharRai SarDesai. Goa : New Age Printers, 2008. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Demougin, Jacques, Dictionnaire de la littérature française et francophone. Paris Reference Larousse, 1987. 2. Furtado, Edith Noronha Melo, Les oeuvres de Manohar Rai Sardesai: point de rencontre entre l'Inde et la France. Delhi: Goyal Publishers & Distributors Pvt. Ltd; 2014. 3. Moura, Jean-Marc, Littératures francophones et théorie postcoloniale. Paris : Presses universitaires de France, 1999. 4. Offord, Malcolm, Francophone literatures: a literary and linguistic companion. New York: Routledge; 2010. 5. Roy, Régis, Choix De Nouvelles Et De Contes. Québec: Les Éditions David, 2001. 6. Sardesai, Manoharrai, Jayat Jage. Goa Gomant Bharati Prakashan, 1964. 			

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Discipline Specific Elective (DES) Courses

Title of the Course	The Art of French Expression	
Course Code	FRE-5201	
Number of Credits	04	
Theory/Practical	4 Theory	
Level	400	
Effective from AY	2025-2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To enhance listening, reading, and interpretative skills using authentic oral and written materials • To reinforce command over grammar, syntax, and lexical elements. • To build collaborative skills towards writing content for a newsletter. • Enhance written production through the creation of descriptive and narrative texts. 	
Course Outcomes:		Mapped to PSO
	CO 1. demonstrate understanding of structure, argument, and cultural context in authentic written and oral French texts	PSO 1, PSO 2, PSO 5

	CO 2. demonstrate the ability to select and use a rich variety of words and expressions appropriate to formal, informal, and thematic contexts		PSO 1, PSO 2, PSO 5	
	CO 3. plan, draft, and revise structured texts using appropriate genre conventions and stylistic strategies		PSO 1, PSO 2, PSO 5	
	CO 4. demonstrate creativity in written expression.		PSO 1, PSO 2, PSO 5	
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Compréhension et analyse de textes oraux et écrits Analyse de contenus oraux authentiques : émissions, interviews, podcasts. Écoute de variétés d'accents francophones Lecture critique de textes journalistiques, culturels et littéraires. Lecture/ Écoute guidée avec prise de notes, fiches de lecture, questions de compréhension et discussions.</p>	15	CO 1	K3, K4
Module 2:	<p>Enrichissement lexical et complexité syntaxique Expressions idiomatiques, proverbes, langage familier vs soutenu. Reformulation et paraphrase. Introduction au langage inclusif et neutre. Création de mini-textes enrichis d'expressions idiomatiques. Reformulation de textes dans divers registres. Révision et emploi des temps du passé, futur, conditionnel et subjonctif. Voix active et passive, discours rapporté. Subordination : cause, conséquence, opposition, concession. Exercices de transformation et de conjugaison, reformulation, rédaction guidée à contrainte grammaticale.</p>	15	CO 2	K3
Module 3:	<p>Projet de publication collaborative d'une newsletter Lecture et analyse de newsletters authentiques, avec fiche de repérage de formes et styles</p>	15	CO 3	K6

	<p>Écrire une description sensorielle d'un lieu ou d'une scène</p> <p>Rédiger un court récit d'événement ou anecdote marquante</p> <p>Création d'une rubrique régulière (micro-interview, annonces)</p> <p>Révision collective, amélioration stylistique, finalisation des textes, relectures croisées, mise en forme.</p> <p>Cohérence éditoriale : titres accrocheurs, paragraphes équilibrés, hiérarchisation de l'information.</p> <p><i>Créer et publier un newsletter numérique rédigé et illustré par les étudiants, intégrant récits courts, descriptions, interviews, éléments créatifs (dessins, citations, critiques)</i></p>			
Module 4:	<p>Atelier d'Écriture créative visant un numéro spécial de la newsletter</p> <p>Décrire un lieu mystérieux ou familier, réel ou imaginaire, à partir de cartes ou images; créer un personnage; écrire un dialogue réaliste entre deux personnages, imaginer un court récit fictif sous forme de photo-roman.</p> <p>Raconter un souvenir réel ou inventé</p> <p>Monologue intérieur d'un objet ou animal</p> <p>Transformer une photo ou une image en histoire.</p> <p>Cadavre exquis- Créer un récit collectif absurde ou poétique</p> <p>Écrire un texte sans utiliser la lettre "e" ou "a".</p> <p>Textes à contrainte de forme : haïku, acrostiche, tautogramme</p> <p>Révision des textes, relecture par les pairs, enrichissement du vocabulaire et style.</p> <p>Mise en page pour la publication d'un numéro spécial de la newsletter, type <i>Lettre Littéraire</i></p>	15	CO 4	K6
Pedagogy:	<p>The pedagogy of this course is rooted in the principles of autonomous learning methodologies. The course integrates task-based learning, enabling students to engage with real-world challenges in a meaningful way. Both independent and collaborative work are central to the course, fostering initiative, and reflective practice. Through this learner-centered approach, students build the skills necessary to analyse complex material, and communicate effectively in French.</p>			

<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Barféty, Michèle, Compréhension orale Niveau 3, CLE International, 2016. 2. Barreau, Delphine et al., Travailler l'oral avec la radio, PUG FLE, 2019. 3. Chabert, Céline & Debeuckelaere, Anne, Préparer le DELF B1 & B2: Méthodologie de l'épreuve et production écrite, entraînements, corrigés, PUG FLE, 2017. 4. Dictionnaire des expressions idiomatiques françaises, Ed. Le Livre de Poche, 1995. 5. Dupleix, Dorothée & Maigre, Bruno, Production écrite: Niveaux B1/B2, Didier, 2007. 6. Grégoire, Maïa & Kostucki, Alina, Grammaire progressive du français - Niveau perfectionnement (B2/C2), CLE International, 2017. 7. Geneviève-Dominique D. S. and Santomauro A., Cours de grammaire française, Paris, Didier, 1997. 8. Girardet, J. & Gibbe, C., Écho B2: Méthode de français, CLE International, 2014. 9. Hirschsprung, Nathalie & Tricot, Tony, Cosmopolite 4: Méthode de français B2, Hachette 2019.
<p>Web Resources:</p>	<ol style="list-style-type: none"> 1. "4309 Exercises to Learn French TV5MONDE: Learn French." <i>TV5MONDE: Learn French</i>, 2021, apprendre.tv5monde.com/en/collection-all?xtor=SEC-8-GOO-. Accessed 19 Apr. 2025. 2. "InnerFrench – Learn French through Topics That Matter." <i>Innerfrench.com</i>, 2019, innerfrench.com. Accessed 19 Apr. 2025. 3. "Learn French with the International News - Le Français Facile Avec RFI." <i>Français Facile - RFI</i>, francaisfacile.rfi.fr/en/. 4. Weinachter, Helene. "Le Point Du FLE - Apprendre et Enseigner Le Français." <i>Le Point Du FLE</i>, 2025, www.lepointdufle.net/#google_vignette. Accessed 19 Apr. 2025.

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Title of the Course	Oral Skills in French through Audio Visual Media
Course Code	FRE-5202
Number of Credits	04
Theory/Practical	4 Theory
Level	400
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

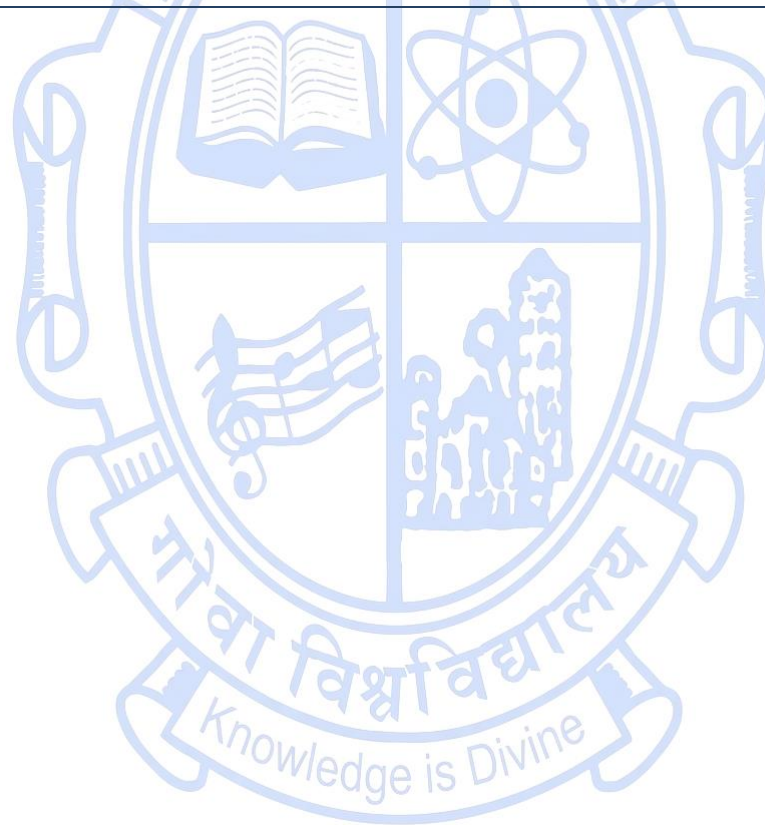
Pre-requisites for the Course:	Nil	
Course Objectives:	<p>L'objectif de ce cours est de :</p> <ul style="list-style-type: none"> • Développer la conscience phonétique des apprenants et leur capacité à identifier et reproduire les caractéristiques essentielles du français oral. • Initier les apprenants à la diversité linguistique et culturelle de l'espace francophone à travers les chansons afin de développer leur compétence de compréhension orale et leur sensibilité interculturelle. • Amener les apprenants à analyser la structure narrative et les techniques de production des podcasts • Permettre aux apprenants de créer un podcast en français en utilisant des outils numériques accessibles. 	
Course Outcomes:		Mapped to PSO
	CO1. Maîtriser les principes phonétiques de base du français et développer la conscience des particularités de la prononciation française.	PSO 2, PSO 4

	CO2. Appliquer des stratégies d'écoute active pour repérer et interpréter des éléments linguistiques et culturels dans des chansons françaises et francophones.		PSO 2, PSO 3, PSO 4	
	CO3. Analyser la structure et les composantes des podcasts et évaluer différentes techniques narratives.		PSO 1, PSO 2, PSO 3	
	CO4. Créer un podcast en français en appliquant les compétences techniques et linguistiques acquises		PSO 4, PSO 5	
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Principes de base – Initiation à la phonétique française 1.1 Introduction à la phonétique française: voyelles, consonnes et syllabification, voyelles nasales et leur articulation	15	CO 1	K1 K2
	1.2 Caractéristiques distinctives du français oral: liaison, enchaînement, élision Rythme, accentuation et intonation en français		CO 1	K2 K3
	1.3 Distinction des registres formels et informels en français parlé		CO 1	K3 K4
	1.4 Marqueurs et rythmes de l'oral spontané		CO 1	K2 K3
Module 2:	Repérage et compréhension à travers la chanson 2.1. Repérage linguistique Identification de mots-clés, expressions idiomatiques, registres de langue. Activités types : trous à compléter, remise en ordre, reformulation, compréhension globale et détaillée.	15	CO 2	K1 K2 K3
	2.2. Chanson comme reflet culturel Découverte des contextes culturels (société, histoire, jeunesse, genre, identité, etc.) à travers des chansons francophones.		CO 2	K2 K4

	2.3. Jeux de langue et émotions Analyse de jeux de mots, double sens, figures de style (métaphore, répétition, allitération). Interprétation des émotions exprimées et de l'intention du chanteur.		CO 2	K4 K5
	2.4. Projet collectif – Présentation orale d'une chanson		CO 2	K4
Module 3:	Initiation au concept du podcast	15	CO 3	K2
	3.1. Introduction au podcast comme médium contemporain		CO 3	K2
	3.2. Types de podcasts (narratif, interview, documentaire)		CO 3	K4
	3.3. Éléments structurels (introduction, transitions, conclusion) et Techniques narratives (storytelling, rythme, engagement du public)		CO 3	K4
	3.4. Podcasts français et francophones populaires et leurs thématiques		CO 3	K4
Module 4:	Création d'un podcast en français	15	CO 4	K2
	4.1. Découverte des outils numériques pour la création de podcasts		CO 4	K3 K4
	4.2. Conceptualisation du podcast: choix du thème, format, public cible		CO 4	K6
	4.3. Rédaction d'un script et du contenu - Création d'un plan d'épisode avec introduction, développement et conclusion		CO 4	K6
	4.4. Création du podcast		CO 4	K6
Pedagogy:	The course includes interactive lectures, task-based learning, and project-based assignments, such as creating and producing a podcast in French. Students will engage with French songs and podcasts to explore linguistic features, cultural contexts, and emotional expression. The use of digital tools and multimedia resources supports learning, while peer collaboration and feedback enhance their development.			
References/ Readings:	<ol style="list-style-type: none"> 1. Abri, Dominique, et Marie Laure Chalaron. Phonétiques - 350 exercices. Hachette 2. Abri, Dominique. Les 500 exercices en français. Hachette. 3. Bonneau, Anne. Les instantanés du monde. Feuillage; Illustrated édition,2016. 4. Boeuf, Pénélope. Créer son Podcast Poche pour les Nuls,2021. 			

Web Resources:

1. <https://whatthefrance.org/alors-on-chante/>
2. <https://creators.spotify.com/pod/profile/passernelles/>
3. <https://francaisfacile.rfi.fr/fr/podcasts/les-voisins-du-12-bis-le-podcast-en-fran%C3%A7ais/>
4. <https://francaisfacile.rfi.fr/fr/podcasts/apprendre-le-fran%C3%A7ais-avec-parlez-vous-paris/>
5. <https://enseigner.tv5monde.com/fiches-pedagogiques-fl/paroles-de-clips>
6. <https://la1ere.francetvinfo.fr/programme-audio/instantanes-du-monde-3c61a815-54ef-46d1-a51b-763dc092cf69/>
7. <https://cmaj.coerll.utexas.edu/about-this-collection/>



SEMESTER II

Discipline Specific Core (DSC) Courses

Title of the Course	Advanced French Language Skills
Course Code	FRE-5004
Number of Credits	04
Theory/Practical	4 Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	FRE-5201/FRE-5202	
Course Objectives:	<ul style="list-style-type: none">• To develop advanced French language proficiency through real-world topics• To improve grammatical precision• To foster oral and written communication through cultural, historical, and technological themes.• To cultivate critical thinking and structured reasoning in French.	
Course Outcomes:		Mapped to PSO
	CO 1. Analyse and discuss social and cultural trends in French	PSO 1, PSO 2

	CO 2. Accurately describe past events and historical narratives		PSO 1, PSO 2
	CO 3. Express preferences, comparisons, and aesthetic judgments		PSO 1, PSO 2
	CO 4. Debate and express opinions on technological and societal changes		PSO 1, PSO 2
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	<p>Modes et Tendances Analyser son rapport aux vêtements et à l'apparence. Présenter une tendance, un mode de consommation alimentaire. Décrire un mode de vacances. Commenter une pratique sociale. Analyser une tendance. Introduire un texte explicatif.</p>	15	CO1 K4, K5
Module 2:	<p>Histoire et Mémoire Parler du passé avec précision Décrire un métier. Présenter une évolution de la société. Évoquer des lieux du passé et des souvenirs d'enfance. Analyser différentes manières de raconter l'histoire.</p>	15	CO 2 K3, K4
Module 3:	<p>Une culture commune Comparer et exprimer des préférences, Résumer un livre et dire ce qu'on en pense, Débattre. Donner son avis, poser un problème et proposer des solutions, Décrire une spécificité culturelle.</p>	15	CO3 K3. K5
Module 4:	<p>Nouvelles Technologies Décrire et commenter une actualité technologique Questionner les avantages et les désavantages d'une technologie. Commenter une évaluation sociétale liée aux technologies. Développer un point de vue, et un raisonnement.</p>	15	CO 4 K4, K5
Pedagogy:	The pedagogy of this course is rooted in the principles of autonomous learning methodologies. The course encourages learners to take ownership of their intellectual development through a combination of diverse materials and modes of		

	presentation. Through this learner-centered approach, students build the skills necessary to analyse complex material, and communicate effectively in French across a range of contexts.
Texts:	1. Hirschsprung, Nathalie; Tricot, Tony, <i>Cosmopolite 4, Méthode de français B2</i> . Paris: Hachette, 2019.
References/ Readings:	<ol style="list-style-type: none"> 1. Barféty, Michèle, <i>Compréhension orale Niveau 3</i>, CLE International, 2016. 2. Barreau, Delphine et al., <i>Travailler l’oral avec la radio</i>, PUG FLE, 2019. 3. Chabert, Céline & Debeuckelaere, Anne, <i>Préparer le DELF B1 & B2: Méthodologie de l’épreuve et production écrite, entraînements, corrigés</i>, PUG FLE, 2017. 4. Grégoire, Maïa & Kostucki, Alina, <i>Grammaire progressive du français - Niveau perfectionnement (B2/C2)</i>, CLE International, 2017. 5. Geneviève-Dominique D. S. and Santomauro A., <i>Cours de grammaire française</i>, Paris, Didier, 1997. 6. Girardet, J. & Gibbe, C., <i>Écho B2: Méthode de français</i>, CLE International, 2014.
Web Resources:	<ol style="list-style-type: none"> 1. “4309 Exercises to Learn French TV5MONDE: Learn French.” <i>TV5MONDE: Learn French</i>, 2021, apprendre.tv5monde.com/en/collection-all?xtor=SEC-8-GOO-. Accessed 19 Apr. 2025. 2. “InnerFrench – Learn French through Topics That Matter.” <i>Innerfrench.com</i>, 2019, innerfrench.com. Accessed 19 Apr. 2025. 3. “Learn French with the International News - Le Français Facile Avec RFI.” <i>Français Facile - RFI</i>, francaisfacile.rfi.fr/en/. 4. Weinachter, Helene. “Le Point Du FLE - Apprendre et Enseigner Le Français.” <i>Le Point Du FLE</i>, 2025, www.lepointdufle.net/#google_vignette. Accessed 19 Apr. 2025.

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Title of the Course	Phonetics, Morphology and Syntax	
Course Code	FRE-5005	
Number of Credits	04	
Theory/Practical	4T	
Level	500	
Effective from AY	2025-2026	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	FRE 5001	
Course Objectives:	<p>L'objectif de ce cours est de :</p> <ul style="list-style-type: none"> • Expliquer les principes fondamentaux de la phonétique et de la phonologie, y compris l'articulation, la prosodie et la variation phonétique. • Analyser et appliquer les techniques de transcription phonétique et les variations de la prononciation des voyelles, des consonnes et des semi-voyelles. • Examiner et différencier les structures morphologiques, y compris les morphèmes, la dérivation, l'inflexion et la morphologie lexicale. • Évaluer et construire des structures syntaxiques complexes, y compris la composition de phrases, l'analyse fonctionnelle et les arbres syntaxiques. 	
Course Outcomes:		Mapped to PSO

	CO 1. Identifier et décrire les éléments phonétiques et phonologiques clés, y compris la prosodie et les mécanismes d'articulation.		PSO 2	
	CO 2. Analyser et transcrire les variations phonétiques en utilisant les conventions de l'Alphabet Phonétique International (API).		PSO 3	
	CO 3. Comparer et appliquer les concepts morphologiques tels que la dérivation, l'inflection et les variations morphosyntaxiques dans le français oral et écrit.		PSO 3	
	CO 4. Construire et évaluer des structures syntaxiques en utilisant les règles de structure des phrases, les arbres syntaxiques et l'analyse fonctionnelle de la grammaire.		PSO 2	
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1:	Phonétique et Phonologie La phonologie et la phonétique –Les diverses branches de la phonétique- Les organes d'articulation-Le mode d'articulation-Le point ou le lieu d'articulation-	15	CO1	K2
Module 2:	Phonétique et Pratique Les voyelles- Les phonèmes et les variantes-Les paires minimales - Les semi-voyelles - Le 'e muet' ou schwa- L'articulation des consonnes- Le classement des consonnes – Les semi-consonnes- La variation phonétique.-La transcription phonétique	15	CO 2	K3, K4
Module 3:	Morphologie Critères en morphologie la recherché des morphèmes- morphèmes libres et liés - Flexion et dérivation -Morphologie de l'oral et de l'écrit -Les allomorphes -La morphologie du genre -La morphologie verbale – Morphologie comme trait distinctif- la morphologie lexicale.	15	CO 3	K3, K4
Module 4:	Syntaxe La notion de phrase - Langue orale et langue écrite - La créativité - Règles de réécriture et arbres syntaxiques - Syntagmes - Analyse fonctionnelle, thématique et structurelle - Le syntagme nominal - Le syntagme adjectival (SADJ) - Le	15	CO 4	K5, K6

	syntagme prépositionnel: (SP) - Le syntagme verbal (SV) - Les phrases complexes -Les phrases enchâssées - Les phrases coordonnées- Arbres syntaxiques.			
Pedagogy:	Les méthodes d'enseignement et le programme sont fondés sur les principes des méthodologies d'apprentissage autonomes. Ce cours comprend divers supports et formes de présentation, un travail indépendant (en groupe et individuel), ainsi que des exercices basés sur des tâches.			
References/ Readings:	<ol style="list-style-type: none"> 1. Béchade, H.-D, Phonétique et morphologie du français moderne et contemporain, Paris. Presses Universitaires de France, 1989. 2. Bloomfield, L., Langage, traduction de J. Gazio, Paris. Payot, 1970. 3. Boudreault, M. et al., Prononciation du français par le rythme, Québec. Presses de l'Université Laval, 1967. 4. Calaque, A., Trente-deux exercices de phonétique française, St Germain-en-Laye. Maison des instituteurs, 1969. 5. Carton, F., Introduction à la phonétique du français, Paris. Bordas, 1974. 6. Cassard, D., Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef. Centre de Linguistique Appliquée de Besançon, France, 1993-1994. 7. Champagne-Muzart, C. et Bourdages, J.S., Le point sur la phonétique en didactique des langues, Anjou. Centre éducatif et culturel, 1993. 8. CL, D. T. et al., Ngu am hoc tieng Viet hien dai, Hanoi, NXB Giao duc, 1977. 9. Dell, F., Les règles phonologiques tardives et la morphologie dérivationnelle du français, Ph. D. Diss., MIT, inédit, 1970. 10. Dubois, Jean, Étude sur la dérivation suffixale en français moderne et contemporain. Paris: Larousse, 1963. 11. Duchet, J-L., La Phonologie, coll. Que sais-je ?, P.U.F., Paris, 1981 (rééd. 1998) 12. Flaux, N., La Grammaire, coll. Que sais-je ?, P.U.F. Paris, 1993 13. Lebel, J. G., Le conditionnement phonétique, l'enjeu d'une nouvelle pédagogie en correction phonétique. Revue de Phonétique Appliquée 1987, pp. 183-189. 14. Malmberg, B., La phonétique, Paris, Presses Universitaires de France, Collection « Que sais-je ? » 1958. 15. Marchal, A., Les sons et la parole. Montréal, Guérin, 1980. 16. Martin, P., « La description phonologique », La linguistique, Paris, 1985, pp. 159-175. 17. Soutet, O., La Syntaxe du français. 1989 (rééd. 2005). 			

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Title of the Course	French Literary Modernism
Course Code	FRE-5006
Number of Credits	04
Theory/Practical	4T
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

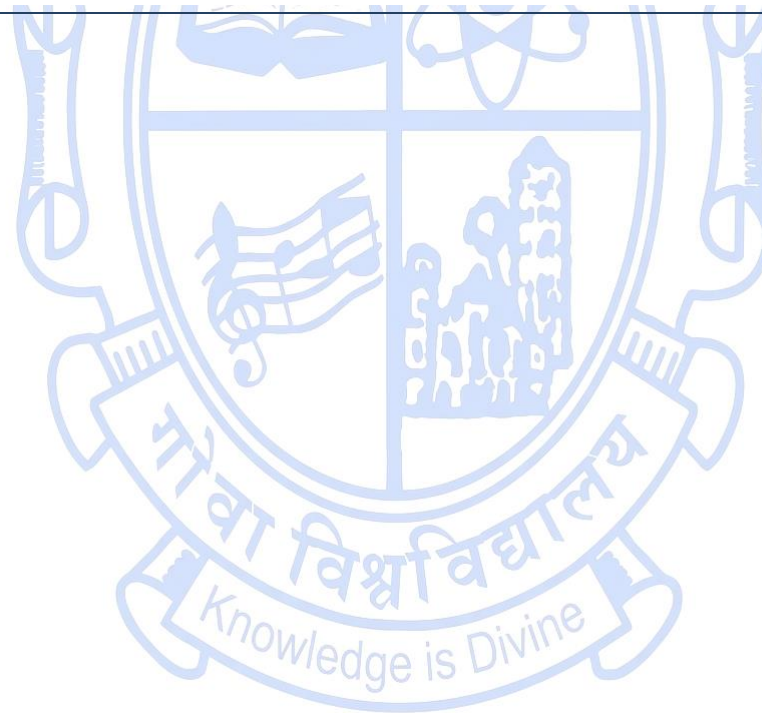
Prerequisites for the Course:	FRE 5002	
Course Objectives:	<ul style="list-style-type: none"> • To present the broad historical context of the 20th century, and key aesthetic and philosophical developments in modernist French literature. • To explore how poetic language was adapted as a form of resistance and expression of political consciousness. • To examine how modern literary forms challenge traditional narrative and meaning. • To explore the expression of existential thought in a major text. • To develop foundational analytical skills through structured literary commentary. 	
Course Outcomes:		Mapped to PSO
	CO 1. Recall and describe the historical context of 20th-century France and its literary trends.	PSO 1, PSO 2, PSO 3

	CO 2. Apply surrealist poetic principles to interpret selected poems, and examine how these techniques evolved into tools of resistance and political expression during the Occupation.		PSO 1, PSO 2, PSO 3	
	CO 3. Analyse the breakdown of narrative and language in Nouveau Roman and Absurdist Theatre.		PSO 1, PSO 2, PSO 3	
	CO 4. Critically examine existentialist themes in literature.		PSO 1, PSO 2, PSO 3	
	CO 5. Interpret selected poetic and narrative excerpts from previously studied texts and present insights through a structured literary commentary.		PSO 1, PSO 2, PSO 3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Introduction aux esthétiques littéraires du XXe siècle</p> <p>Aperçu historique : l'entre-deux-guerres, les guerres mondiales, occupation allemande, clandestinité, combat poétique et politique, l'après-1945.</p> <p>Crise du sujet, bouleversement des formes traditionnelles.</p> <p>Présentation des mouvements : surréalisme, théâtre de l'absurde, Nouveau Roman, existentialisme.</p>	10	CO1	K1, K2
Module 2:	<p>Poésie surréaliste à travers les poèmes d' Eluard et d'Aragon</p> <p><i>La terre est bleue comme une orange, La courbe de tes yeux, Liberté, C, Ballade de celui qui chanta dans les supplices</i> (4 poèmes au choix)</p> <p>Révolte contre la logique et la norme sociale, refus du rationnel, automatisme, inconscient, amour fou, image poétique, métaphore surréaliste.</p> <p>De la révolte intérieure à la révolte collective de la Résistance.</p>	10	CO 2	K3
Module 3:	<p>Théâtre de l'absurde et Nouveau Roman à travers des extraits de <i>La Cantatrice chauve</i> (Ionesco) et <i>La Jalousie</i> (Robbe-Grillet).</p> <p>Absurdité de l'existence, non-sens du langage, répétition, dialogues circulaires, rupture avec la narration classique. temporalité floue, perception fragmentée,</p>	15	CO3	K4

	absence de narrateur omniscient, disparition du personnage, descriptions minutieuses.			
Module 4:	La pensée existentialiste à travers <i>Huis Clos</i> (Jean-Paul Sartre) L'existence précède l'essence, liberté radicale et angoisse du choix, responsabilité individuelle, absence de Dieu, poids de l'action humaine, mauvaise foi.	15	CO 4	K4
Module 5:	Outil d'analyse littéraire : le commentaire Structure du commentaire : introduction, problématique, axes, transitions, conclusion. Exercices pratiques sur des extraits des textes étudiés : Analyser la voix poétique comme acte d'espoir et d'engagement Analyser l'aliénation de l'homme moderne et la subversion des codes narratifs et linguistiques. Analyser le regard de l'autre comme facteur de jugement et l'enfer sartrien comme métaphore relationnelle.	10	CO 5	K4, K6
Pedagogy:	Students will be introduced to modernist literary movements through visual timelines that contextualise texts within their historical frameworks. A flipped classroom approach will be used to encourage pre-reading at home, allowing classroom sessions to focus on close, text-in-hand analysis. Thematic discussions, mini exposés, and peer-led dialogues will promote deeper reflection and exchange of ideas. Structured practice in literary commentary writing will develop analytical and writing skills.			
Texts:	<ol style="list-style-type: none"> 1. Aragon, Louis, <i>Le Paysan de Paris</i>, Gallimard, 1926. 2. Éluard, Paul, <i>Capitale de la douleur</i>, Gallimard, 1926. 3. Ionesco, Eugene, <i>La Cantatrice Chauve</i>. Paris, Gallimard, 1954. 4. Robbe-Grillet, Alain, <i>La Jalousie</i>. Routledge Foreign Literature Classics, London: Routledge; 1995. 5. Sartre, Jean-Paul, <i>Huis Clos</i>. Oxon: Routledge, 2000. 			
	<ol style="list-style-type: none"> 1. Clourd, Henri. <i>Petite Histoire De La Littérature Française des Origines à nos Jours</i>. Paris, Editions Albin Michel, 1965. 			

2. Denoëu, François, *Sommets Littéraires Français : Anthologie-Histoire de la Littérature-Française des Origines à nos Jours*. Boston : D.C. Heath, 1967
3. France, Peter (ed.), *The New Oxford Companion to Literature in French*, Oxford University Press, 1995.
4. Grandpré, Pierre De, *Histoire De La Littérature Française*. Montréal: Librairie Beauchemin Limitée, 1969.
5. Lanson, Gustave, *Histoire De La Littérature Française*. France Librairie Larousse, 1951.
6. Lagarde, André; Michard Laurent, *XXe siècle*. Paris, Bordas, 1969.
7. Ligny, Cécile, *La Littérature Française*. Paris Nathan, 1992.
8. Mitterand, Henri, *La Littérature Française du XXe siècle*. Paris Nathan, 1996.
9. Robbe-Grillet, Alain, *Pour un nouveau roman*, Les Éditions de Minuit, 1963.
10. Simon, Pierre-Henri, *Histoire De La Littérature Française : Au XX Siècle : 1900-1950*. Paris Librairie Armand Colin, 1967

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Title of the Course	French and Francophone Cultures: Diversity and Representation
Course Code	FRE-5007
Number of Credits	04
Theory/Practical	4 Theory
Level	500
Effective from AY	2025-2026
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

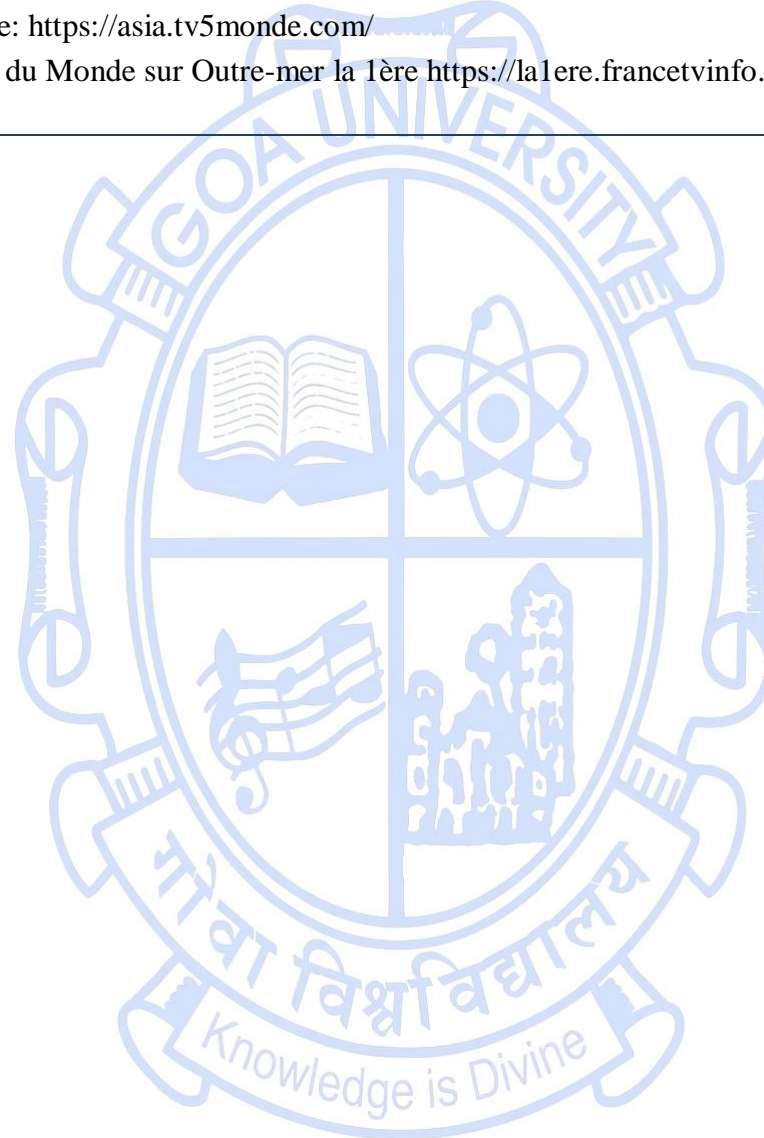
Pre-requisites for the Course:	FRE 5003
Course Objectives:	<p>The course aims to provide an in-depth understanding of French and Francophone cultures by exploring both historical and contemporary perspectives. The course</p> <ul style="list-style-type: none"> • examines the evolution of French Republican values and the political transformations under the Fifth Republic, emphasizing their impact on modern French identity. • delves into the cultural diversity of France, analyzing how regional practices, accents, and media representations shape societal perceptions. • focuses on the historical and cultural dynamics of the Francophone world, particularly in the presence of French in Oceania, tracing the legacies of colonialism and the ongoing discourse on identities. • Encourages critical analysis of media, cinema, and cultural artifacts, to help learners evaluate how French and Francophone identities are constructed and portrayed. • The course encourages students to develop a nuanced perspective on cultural practices and to engage in reflections

	that link theoretical insights to practical understanding.			
Course Outcomes:			Mapped to PSO	
	CO 1. Identify the fundamental values of the French Republic and the historical context of their evolution.		PSO 3	
	CO 2. Explain the cultural diversity within France, including accents, cultural practices, and regional identities.		PSO 1	
	CO 3. Critically analyze the historical and cultural dynamics of Francophony, particularly focusing on identities in the Indian Ocean.		PSO 2, PSO 4	
	CO 4. Evaluate the representation of French and Francophone cultures in media, particularly in films, and identify how they address identity and cultural diversity.		PSO 3, PSO 4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>France - Perspectives historiques et politiques</p> <p>1.1 Les valeurs de la République française: Les principes fondamentaux : liberté, égalité, fraternité, laïcité, L'évolution historique et les débats contemporains autour de ces valeurs, Les perspectives contemporaines,</p> <p>1.2 France sous la Ve République: L'instauration de la Ve République, Les évolutions politiques sous la Ve République, La politique étrangère française sous la Ve République</p>	15	CO1 CO4	K1, K2, K4
Module 2:	<p>France - Pratiques culturelles, produits et perspectives</p> <p>2.1 La diversité culturelle en France: Les pratiques culturelles, Les produits culturels français, Les accents,</p> <p>2.2 Les représentations médiatiques des cultures françaises: Les représentations de la France dans les médias, Déconstruction des stéréotypes culturels</p>	15	CO2 CO4	K1, K2, K4, K5
Module 3:	Francophonie - Contextes historiques et identité	15	CO3	K1, K2, K4

	<p>3.1 La diffusion du français dans le monde en général et la francophonie océanique en particulier, les mouvements, et la réappropriation culturelle.</p> <p>3.2 Les débats contemporains dans la Francophonie: Le français, langue de domination ou d'émancipation, Les initiatives culturelles pour préserver la diversité linguistique les discours contemporains sur l'identité francophone,</p>		CO4:	
Module 4:	<p>Francophonie - Dynamiques culturelles et pratiques contemporaines</p> <p>4.1 La diversité culturelle dans la Francophonie- focus sur la francophonie océanique: Les langues en contact, Les pratiques culturelles locales (musiques, arts, rituels)</p> <p>4.2 Les représentations médiatiques des cultures francophones: Les productions cinématographiques et documentaires francophones, Analyse des films francophones récents sur l'identité postcoloniale</p>	15	CO3 CO4:	K1, K2, K4, K5
Pedagogy:	<p>This course is designed to encourage independent and self-directed learning. Students will explore French and Francophone cultures in text form using a variety of media, including videos, presentations, and digital resources. Learning activities will include both individual and group tasks, where students will analyze historical and contemporary aspects related to cultures linked to France and the francophone world. The course will also use digital tools for analysis and presentations, helping students apply what they learn in practical and engaging ways. Through this approach, learners will develop both critical thinking and digital skills.</p>			
References/ Readings:	<ol style="list-style-type: none"> 1. Bourel, Guillaume; Chevallier, Marielle; Guillausseau, Axelle; Joubert, Guillaume, Bescherelle Chronologie Histoire de France Des origines à nos jours, Hatier, 2023. 2. Mauchamp, Nelly, La France d'aujourd'hui : civilisation, CLE International, 1991. 3. René, Lanson, La France Et Sa Civilisation : De La Revolution à Nos Jours, George G. Harrap & Co, 2018. 4. Steele, Ross, Civilisation progressive du français - nouvelle édition: Livre intermédiaire, Fernand Nathan, 2017. 5. Bonneau, Anne. Les instantanés du monde. Feuillage; Illustrated édition, 2016. 			
Web Resources:	<ol style="list-style-type: none"> 1. Ensemble en France - https://www.ensemble-en-france.org/ 2. Franceinfo - TVinfo: http://la1ere.francetvinfo.fr/ 3. Franceinfo : http://www.francetvinfo.fr/ 4. Radio France Internationale: http://www.rfi.fr/ 			

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| | <ol style="list-style-type: none">5. Sciences humaines: https://www.scienceshumaines.com/6. TV5 Monde: https://asia.tv5monde.com/7. Instantanés du Monde sur Outre-mer la 1ère https://la1ere.francetvinfo.fr/programme-audio/instantanes-du-monde |
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Discipline Specific Elective (DES) Courses

Title of the Course	Feminist perspective in French and Francophone Writings	
Course Code	FRE-5203	
Number of Credits	4	
Theory/Practical	4T	
Level	400	
Effective from AY	2025-2026	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • Introduce to students the key literary feminist figures, theories and perspectives • Discuss key ideas and themes from some key non literary feminist works • Analyze a literary work written by French women writers • Analyze a literary work written by francophone women writers 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and describe key literary feminist figures, theories and perspectives	PSO 1, PSO 2, PSO 3
	CO 2. Explain key ideas expressed in some path breaking non literary feminist works	PSO 1, PSO 2, PSO 3

	CO 3. Critically analyze and evaluate a literary work written by a French woman writer		PSO 1, PSO 2, PSO 3
	CO 4. Critically analyze and evaluate a literary work written by a French woman writer		PSO 1, PSO 2, PSO 3
Content:		No of hours	Mapped to CO
Module 1:	Les théories et les perspectives féministes 1.1 Le féminisme libéral, le féminisme radical, le féminisme marxiste, le féminisme socialiste, le féminisme noir, le féminisme post-colonial	15	CO1
	1.2 L'écriture féminine d'Hélène Cixous, le gynocritique d'Elaine Showalter, l'intersectionnalité de Kimberlé Crenshaw, les subalternes de Gayatri Spivak Chakravarty, Simone de Beauvoir, bell hooks, la performativité, Judith Butler, Chandra Mohanty Talpade		
Module 2:	Les œuvres non littéraires des femmes écrivains Extraits des essais au choix	15	CO 2
	2.1 <i>Le rire de Méduse</i> d'Hélène Cixous		
	2.2 <i>Le deuxième sexe</i> de Simone de Beauvoir 2.3 <i>Les subalternes peuvent-elles parler ?</i> de Gayatri Spivak Chakravarty		
Module 3:	Les œuvres français (1 au choix) 3.1 <i>Les Années</i> d'Annie Ernaux	15	CO 3
	3.2 <i>Chanson Douce</i> de Leïla Slimani		
	3.3 <i>L'Amant</i> de Marguerite Duras		
Module 4:	Les œuvres francophones (1 au choix) 4.1 <i>Une si longue lettre</i> de Mariama Ba (Senegal)	15	CO 4
	4.2 <i>Les femmes d'Alger dans leur appartement</i> de Assia Djébar (Algérie)		
	4.3 <i>Calcutta</i> de Shumona Sinha (Inde)		

Pedagogy:	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling.
Texts:	<ol style="list-style-type: none"> 1. Ba, Mariama. <i>Une si longue lettre</i>. Présence Africaine, 1979. 2. Beauvoir, Simone de. <i>Le Deuxième Sexe</i>. Gallimard, 1949. 3. Cixous, Hélène. “Le Rire de la Méduse.” <i>L’Arc</i>, no. 61, 1975, pp. 39–54. 4. Sinha, Shumona Calcutta, Editions d’Olivier (Paris), 2014. 5. Djébar, Assia. <i>Femmes d’Alger dans leur appartement</i>. Albin Michel, 1980. 6. Ernaux, Annie. <i>Les Années</i>. Gallimard, 2008. 7. Slimani, Leïla. <i>Chanson douce</i>. Gallimard, 2016. 8. Spivak (Gayatri Chakravorty) – <i>Les subalternes peuvent-elles parler ?</i> Traduction par Jérôme Vidal – Paris, Éditions Amsterdam, 2020. 127 p. 9. Duras, Marguerite, <i>L’Amant</i>, Editions de Minuit, 1984.
References/ Readings:	<ol style="list-style-type: none"> 1. Crenshaw, Kimberlé. “Demarginalizing the Intersection of Race and Sex.” <i>University of Chicago Legal Forum</i>, vol. 1989, no. 1, 1989, pp. 139–167. 2. hooks, bell. <i>Ain’t I a Woman: Black Women and Feminism</i>. South End Press, 1981. 3. Showalter, Elaine. <i>A Literature of Their Own: British Women Novelists from Brontë to Lessing</i>. Princeton University Press, 1977.

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Title of the Course	Semantics and Semiotics
Course Code	FRE-5204
Number of Credits	4
Theory/Practical	4T
Level	400
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil				
Course Objectives:	<p>Ce cours a pour objectif de:</p> <ul style="list-style-type: none"> • Initier les apprenants aux concepts fondamentaux de la sémantique et de la sémiotique. • Développer la capacité à analyser les relations lexicales et hiérarchiques à l'aide des méthodes structurales et componentielles. • Former les apprenants à l'interprétation des signes linguistiques et visuels en contexte, en mobilisant les outils de la pragmatique et de la sémiologie. • Encourager l'usage d'approches stylistiques, lexicales et post-structuralistes pour l'analyse critique de textes et d'images. 				
Course Outcomes:	<table border="1"> <tr> <td></td> <td>Mapped to PSO</td> </tr> <tr> <td>CO.1. Identifier et classer les principaux concepts de la sémantique et de la sémiotique, y</td> <td>PSO 2, PSO 3</td> </tr> </table>		Mapped to PSO	CO.1. Identifier et classer les principaux concepts de la sémantique et de la sémiotique, y	PSO 2, PSO 3
	Mapped to PSO				
CO.1. Identifier et classer les principaux concepts de la sémantique et de la sémiotique, y	PSO 2, PSO 3				

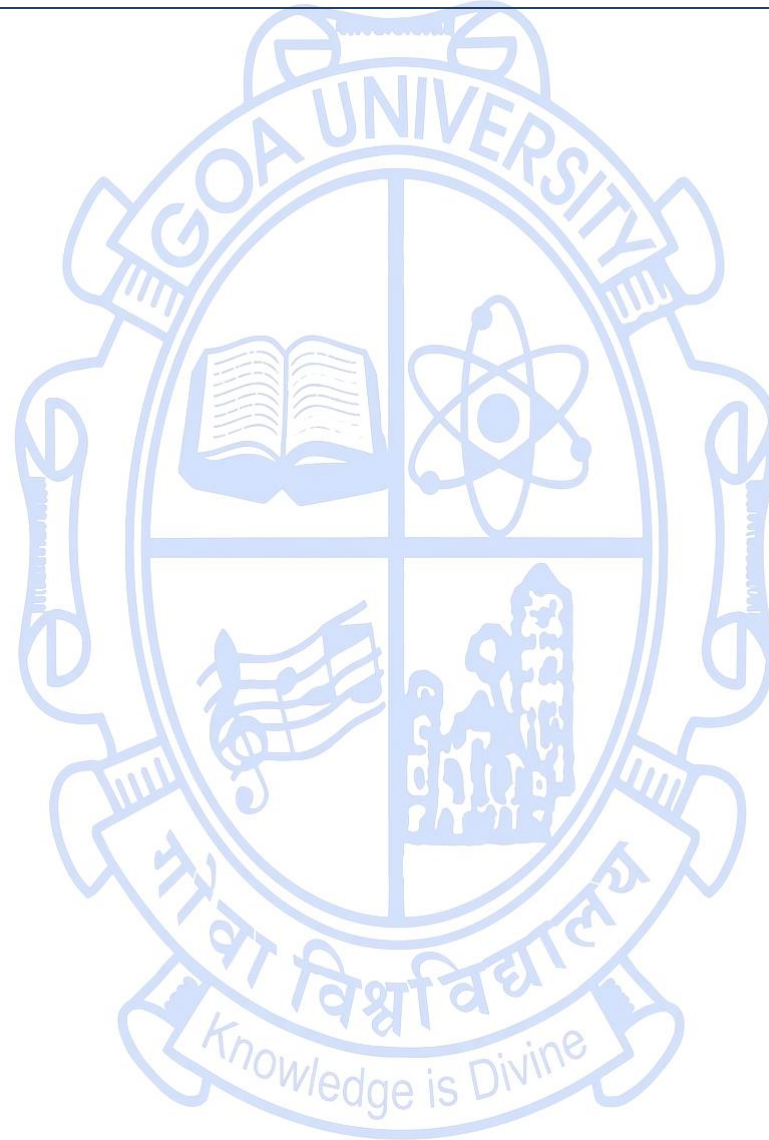
	compris les relations lexicales, les types de signes et les modèles théoriques.			
	CO.2. Analyser la structure sémantique des unités lexicales et différencier les rapports d'équivalence, d'opposition et de hiérarchie.		PSO 2, PSO 3	
	CO.3. Interpréter les signes linguistiques, visuels et contextuels à l'aide des outils de la sémiotique et de la pragmatique.		PSO 2, PSO 3	
	CO.4. Utiliser les procédés stylistiques, les emprunts lexicaux et les approches post-structuralistes pour produire des analyses critiques de textes et d'images.		PSO 2, PSO 3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Fondements de la sémantique et de la sémiotique 1.1. Concepts de base en sémantique lexicale: Domaines de la sémantique; Champs lexical et champ sémantique; Relations lexicales sémantiques; Classification des domaines conceptuels.	7	CO 1	K2, K3
	1.2. Introduction à la sémiotique: Notions de base, définition; Sémiologie vs. sémantique; Types de signes : modèles de Saussure et Peirce.	8	CO 1	K2, K3
Module 2:	Structures et relations sémantiques 2.1. Analyse lexicale: Analyse structurale et componentielle; Relations sémantiques d'équivalence et d'opposition : synonymie, antonymie, co-hyponymie; Relations sans lien sémantique : homonymie, polysémie, paronymie.	7	CO 2	K4
	2.2. Rapports hiérarchiques et construction du sens: Relations sémantiques hiérarchiques : hyponymie, hyperonymie, méronymie; Suffixes et préfixes.	8	CO 2	K4
Module 3:	Interprétation contextuelle et visuelle des signes 3.1. Sémiologie de l'image et interprétation: Sémiologie de l'image (Barthes); Interprétation des signes : contexte, co-texte, environnement.	7	CO 3	K4, K5
	3.2. Pragmatique et implicite: Sémantique et pragmatique : implication, présupposition, implicature, explicature; Actes de langage, implicite, sous-entendu.	8	CO 3	K4, K5

Module 4:	Stylistique, variation et discours 4.1. Style et figures de rhétorique: Figures de style : métaphore, métonymie, synecdoque, hyperbole; Dénotation et connotation.	7	CO 4	K6
	4.2. Évolution du lexique et approche critique: Variation lexicale, emprunts, néologie; Sémiotique post-structurale et déconstruction	8	CO 4	K6
Pedagogy:	Les méthodes d'enseignement et le programme sont conçus pour développer chez les apprenants une autonomie intellectuelle et une capacité d'analyse critique. Le cours mobilise des supports variés – textes théoriques, extraits audio-visuels (interviews, conférences, documents visuels), ressources numériques – afin d'aborder les notions clés de la sémantique et de la sémiotique. L'apprentissage repose sur un travail indépendant, à la fois individuel et en groupe, incluant des exercices de lecture, d'interprétation, de comparaison de textes et d'images, ainsi que des activités centrées sur la formulation et la résolution de problématiques linguistiques et sémiotiques.			
References/ Readings:	<ol style="list-style-type: none"> 1. Barbeau, Victor (1970). Le français du Canada. Québec: Garneau [PC 3608 B3 1970] 2. Bastuji, Jacqueline (1975). Comment apprendre le vocabulaire, niveau 3. Paris: Larousse. 3. Baylon, Christian et Paul Fabre (1978). La sémantique. Coll. « Linguistique française ». Paris: Nathan-Université. 4. Benoît, André et Gérard-Raymond Roy (1969). Lexicologie et textes français. Coll. « Les cours de français », Montréal. Q.: Les Éditions françaises. 5. Bourgeacq, Jacques (1994). À la rencontre des mots: Méthode d'analyse et d'acquisition du vocabulaire. University Press of America Inc. Lanham, Maryland. 6. Brunet, É. (1981). Le vocabulaire français de 1789 à nos jours: d'après les données du Trésor de la langue française. Paris: Champion. 7. Chaurand, Jacques (1977). Introduction à l'histoire du vocabulaire français. Paris: Bordas. 8. Colpron, Gilles (1970). Les anglicismes au Québec. Montréal: Beauchemin. 9. Corbin, D., « Remarques sur les mots dérivés en français », BREF, 10. 10. Cottez, H., « Enseignements et faits lexicaux », Langue française, 33. 11. Delesalle, S., « Problèmes du lexique », Le français d'aujourd'hui, 27. 12. Eluerd, Roland (1979). « Comment utiliser les dictionnaires », dans L'usage de la linguistique en classe de français, tome 2, pp. 64-72. Collection Science de l'Éducation. Paris: Éditions ESF. 			

13. Eluerd, Roland (1981). «La lexicologie, la lexicographie, les problèmes du sens», dans Pour aborder la linguistique: initiation, recyclage, tome 1, pp. 135-143. Collection Science de l'Éducation. Paris: Éditions ESF.
14. Forgue, Guy Jean (1976). Les mots américains. «Que sais- je?» #1660. Paris: P. U. F. [PE 2808 F62 Frost]
15. Fortier, Gilles (1993). Le vocabulaire des adolescents et des adolescentes du Québec. Montréal: Les éditions logiques.
16. Galisson, Robert (1979). Lexicologie et enseignement des langues: essais méthodologiques. Paris: Hachette.
17. Galisson, Robert (1983). Des mots pour communiquer. Paris: CLE international.
18. Germain, Claude (1981). La sémantique fonctionnelle. Paris: P. U. F. [P 25 L755]
19. Gougenheim, Georges (1966). Les mots français. Paris: Picard. [PC 2585 G6 1966/1972]
20. Greimas, A. J. (1966). La sémantique structurale: recherche de méthode. Paris: Larousse.
21. Guiraud, Pierre (1980). L'argot, «Que sais-je?». Paris: P. U. F. [PC3731 G8 1980]
22. Guiraud, Pierre. Le français populaire, «Que sais-je?». Paris: P. U. F. [PC 2087 G85 Frost]
23. Hurford, James R. (1983). Semantics : A Coursebook. Cambridge: Cambridge University Press.
24. Katz, J. J. et J. J. Fodor (1968). «The Structure of a Semantic Theory», Langage, Paris: Larousse, tome 39.
25. Traduction française dans Cahiers de lexicologie, Paris: Didier, #9 et # 10.
26. Kemmer, Suzanne. Semantics: Introduction to the Study of Meaning. Rice University.
27. Miot, Bernard (1968). Dictionnaire des onomatopées. Paris: Marcel Lagrue, Presses de la Lithographie du Centre à Limoges.
28. Mitterand, Henri (1966). Les mots français, «Que sais-je?», #270. Paris: Colin [PC 2175 M5 1968]
29. Mounin, Georges (1972). Clés pour la sémantique. Coll: «Clés». Paris:Seghers.
30. Mounin, Georges (1975). La sémantique. Paris: Seghers.
31. Pineaux, Jacques (1067/1973). Proverbes et dictons français, «Que sais- je?». Paris: P. U. F. [PN 6451 P5 1973]
32. Poirier, Claude (1978). « L'anglicisme au Québec et l'héritage français». Travaux de linguistique québécoise #2, pp. 43-106. Québec: Les Presses de l'Université Laval.
33. Pottier, Bernard (1992). Sémantique générale. Paris: PUF.
34. Sauvageot, Aurélien (1962). Français écrit, français parlé. Paris: Larousse. [PC 2073 S3]
35. Wagner, R. L. Les vocabulaires français. Paris: Didier. [PC 2585 W3 Frost]

36. Walter, Henriette (1988). Le français dans tous les sens. Paris: Éditions Robert Laffont.

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SEMESTER III

Research Specific Elective (RSE) Courses

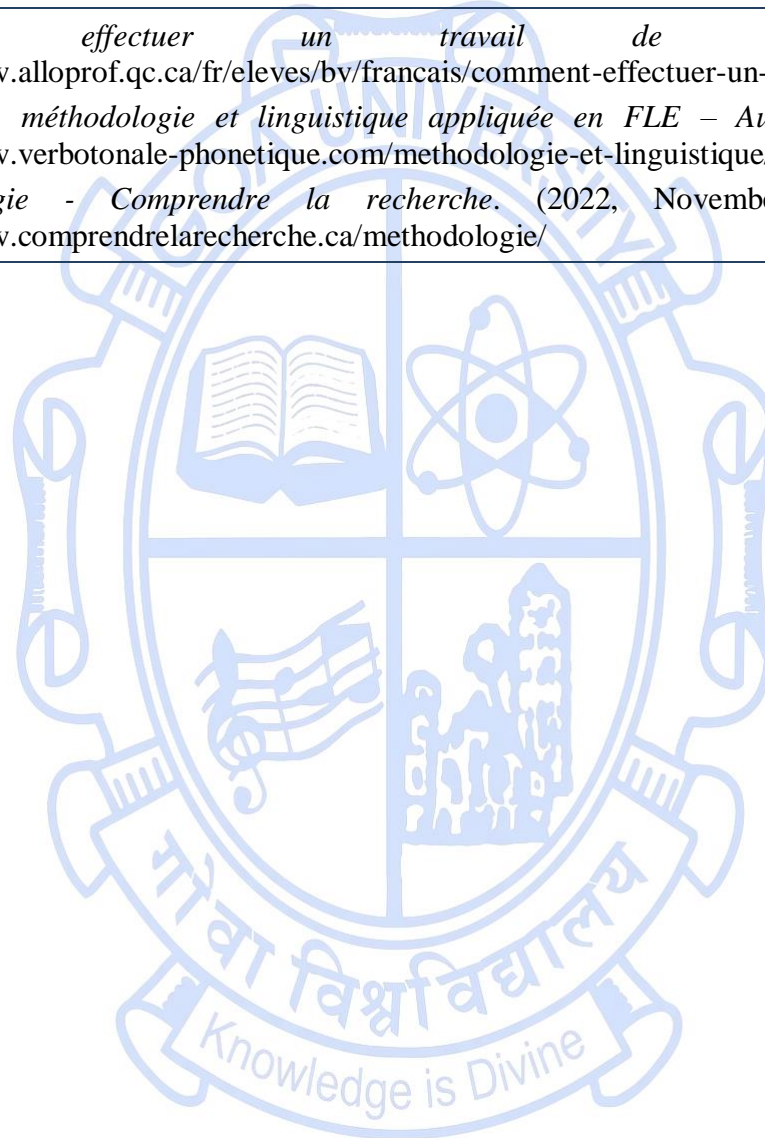
Title of the Course	Research Methodology	
Course Code	FRE-6000	
Number of Credits	04	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-2027	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none">1. Understand and apply foundational research concepts, paradigms, and designs to formulate research problems.2. Analyze existing literature and theoretical frameworks to design ethically sound research plan.3. Evaluate collected data using appropriate analytical tools and interpret findings within research frameworks.4. Create structured and coherent research outputs suitable for academic dissemination.	
Course Outcomes:		Mapped to PSO
	CO 1. Apply appropriate research approaches and designs to construct research questions and	PSO 1, PSO 4

	hypotheses.			
	CO 2. Analyze literature, select suitable sampling and data collection methods, and justify ethical choices.		PSO 1, PSO 4	
	CO 3. Evaluate data and interpret results to assess research validity and draw conclusions.		PSO 1, PSO 4	
	CO 4. Create scholarly research documents and presentations that effectively communicate research findings.		PSO 1, PSO 4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Fondements de la recherche <ul style="list-style-type: none"> • Notions fondamentales de la recherche. • Types de recherche : quantitative, qualitative, méthodes mixtes • Méthode et méthodologie • Sujet de recherche et problématique. • Objectifs, questions de recherche, hypothèses • Recherche en langues et littérature 	15	CO1	K1, K2, K3
Module 2:	Processus de recherche et planification <ul style="list-style-type: none"> • Revue de littérature et lacune de recherche • Usage de la théorie dans la recherche • Plan d'échantillonnage • Collecte de données : types et méthodes • Considérations éthiques 	15	CO2	K1, K2, K3, K4
Module 3:	Traitement et interprétation des données <ul style="list-style-type: none"> • Classification et traitement des données • Procédures d'analyse des données • Analyse quantitative et qualitative 	15	CO3	K1, K2, K3, K4

	<ul style="list-style-type: none"> ● Interprétation des résultats ● Validité, fiabilité, limites 			
Module 4:	<p>Rédaction et diffusion de la recherche</p> <ul style="list-style-type: none"> ● Structure du mémoire ou de la thèse ● Résumé, mots-clés, table des matières ● Organisation des chapitres ● Stratégies de rédaction : clarté, cohérence, voix, temps, style ● Présentation de la recherche (séminaires, affiches, publications) ● Éthique de la publication (plagiat) 	15	CO4	K5, K6
Pedagogy:	<p>Course taught in French/English.</p> <p>The pedagogy of this course is rooted in the principles of autonomous learning methodologies. The course integrates task-based learning, enabling students to engage with real-world challenges in a meaningful way. Both independent and collaborative work are central to the course, fostering initiative, and reflective practice. Through this learner-centered approach, students build the skills necessary for research.</p>			
References/ Readings:	<ol style="list-style-type: none"> 1. Beaud, Michel, <i>L'art de la thèse - Comment préparer et rédiger une thèse de doctorat, un mémoire de DEA ou de maîtrise ou tout autre travail universitaire</i>, La Découverte, 1988. 2. Becker, Howard, <i>Les ficelles du métier : comment conduire sa recherche en sciences sociales</i>, Paris, La Découverte Repères, 2002. 3. Boudon R. et Lazarsfeld, <i>Le vocabulaire des sciences sociales, concepts et indices</i>, Mouton, 1966. 4. Creswell, John W. et Creswell J. David, <i>Research Design - Qualitative, Quantitative and Mixed Methods Approaches</i>, Sage Publications, Inc., 2023. 5. Eco, Umberto, <i>Comment Écrire sa thèse</i>, Flammarion, 2015. 6. Farrow, R., Iniesto, F., Weller, M. & Pitt., R. <i>The GO-GN Research Methods Handbook</i>. Open Education Research Hub. The Open University, UK. CC-BY 4.0., 2020. 7. Guidere Mathieu, <i>Méthodologie de la recherche</i>, Ellipses Paris, 2004. 8. Roger A G et Kouassi R, <i>Cours d'initiation la méthodologie de recherche</i>, Ecole pratique de la chambre de commerce et d'industrie, Abidjan, 2021. 			

	9. Romelaer, Pierre et Kalika, Michel, <i>Comment réussir sa thèse</i> , Dunod, 2016.
Web Resources:	<ol style="list-style-type: none"> 1. <i>Comment effectuer un travail de recherche.</i> (n.d.). Alloprof. https://www.alloprof.qc.ca/fr/eleves/bv/francais/comment-effectuer-un-travail-de-recherche-f1623 2. <i>Didactique, méthodologie et linguistique appliquée en FLE – Au son du fle – Michel Billières.</i> (n.d.). https://www.verbotonale-phonetique.com/methodologie-et-linguistique/ 3. <i>Méthodologie - Comprendre la recherche.</i> (2022, November 14). Comprendre La Recherche. https://www.comprendrelarecherche.ca/methodologie/

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Title of the Course	Academic Writing
Course Code	FRE 6001
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Develop effective strategies for finding, reading, and organising scholarly sources; selecting research topics, formulating thesis statements, and maintaining academic integrity through proper citation and paraphrasing. 2. Acquire linguistic and stylistic competence for producing well-structured, coherent, and cohesive academic texts 3. Use digital tools for research, citation, plagiarism detection, and language enhancement 4. Produce various academic writing outputs that meet scholarly standards 	
Course Outcomes:	CO 1. Identify credible academic sources using digital search tools and advanced research techniques, and formulate precise research questions and coherent thesis statements that align with identified research gaps.	Mapped to PSO PSO 1, PSO 2, PSO 3, PSO 5
	CO 2. Demonstrate academic integrity by correctly citing sources, paraphrasing, and avoiding plagiarism using recognized citation styles and digital tools.	PSO 1, PSO 3, PSO 5

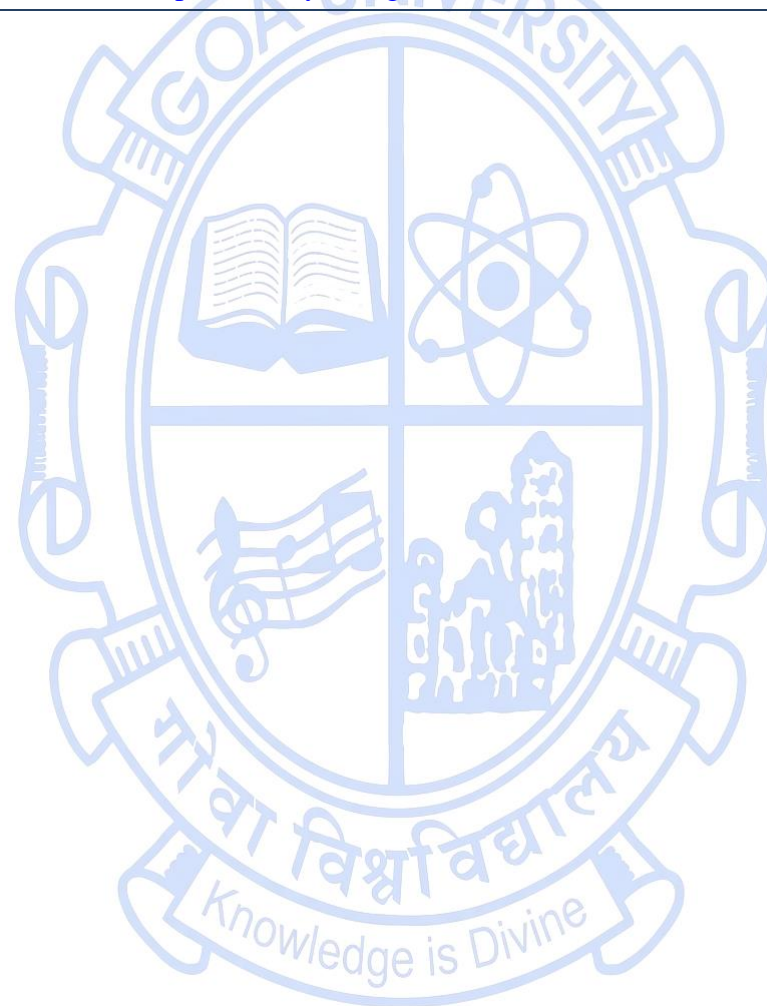
	CO 3. Produce logically structured and linguistically accurate academic texts (annotated bibliographies, abstracts, literature reviews, introductions, conclusions) demonstrating appropriate academic tone, register, stylistic conventions as well as cohesion and coherence		PSO 1, PSO 2, PSO 4	
	CO 4. Interpret and synthesize qualitative and quantitative research findings, integrating them effectively into written discussions		PSO 1, PSO 2, PSO 4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Trouver, lire et organiser la recherche académique	1.1 Recherche documentaire <ul style="list-style-type: none"> Utilisation des moteurs de recherche spécialisés et des répertoires académiques (Google Scholar, Cairn, JSTOR, Scopus, etc.). Choix de mots-clés pertinents, recours aux fonctions de recherche avancée, analyse de la fiabilité des publications. Gestion numérique des références bibliographiques avec l'utilisation d'outils tels que Zotero, Mendeley, etc. 	5	CO1	K1, K2, K3
	1.2 Techniques de lecture académique <ul style="list-style-type: none"> Lecture de survol et lecture approfondie. Typologie et caractéristiques des écrits universitaires. Identification des composantes argumentatives : repérage des arguments, hypothèses et cadres théoriques dans les textes scientifiques. 	5	CO1	K1, K2, K3, K4
	1.3 Annotation et prise de notes <ul style="list-style-type: none"> Application des stratégies d'annotation et de prise de notes dans la lecture académique. Rédaction d'un résumé analytique pour une bibliographie annotée. 	5	CO3	K1, K3, K4, K5, K6
Module 2: Sélection du sujet, formulation de la thèse et intégrité	2.2 Formulation du sujet de recherche <ul style="list-style-type: none"> Choix et délimitation d'un sujet de recherche pertinent. Identification des arguments et des lacunes dans la recherche précédente 	7.5	CO1	K1, K2, K3, K6

académique	<ul style="list-style-type: none"> ● Formulation des questions de recherche et rédaction de la problématique. 			
	<p>2.2 Intégrité académique et utilisation éthique des sources</p> <ul style="list-style-type: none"> ● Prévention du plagiat et citation correcte des sources. ● Application des styles bibliographiques reconnus. ● Techniques de paraphrase : critères d'une bonne reformulation, stratégies lexicales et syntaxiques. ● Utilisation des outils numériques pour la citation, la paraphrase et la détection du plagiat. 	7.5	CO2	K1, K2, K3, K4, K5
Module 3: Structurer et rédiger le texte académique	<p>3.1 Structuration logique</p> <ul style="list-style-type: none"> ● Élaboration du plan de rédaction et organisation des idées principales et secondaires. ● Prévention des fautes logiques. 	2	CO3	K3, K4, K5, K6
	<p>3.2 Expression écrite académique</p> <ul style="list-style-type: none"> ● Cohésion et cohérence du texte à travers les connecteurs logiques, les verbes de discours et les mots de transition. ● Usage de la langue soutenue et précision lexicale ● Utilisation d'outils numériques dédiés à la correction linguistique et à la rédaction conforme aux normes éthiques. 	3	CO2, CO3	K1, K2, K3, K4
	<p>3.3 Rédaction des composantes d'un texte académique</p> <ul style="list-style-type: none"> ● Le paragraphe ● L'introduction avec sujet amené, sujet posé et sujet divisé ● Le résumé structuré et non structuré ● La conclusion avec ouverture, limites et perspectives de recherche 	10	CO3, CO4	K3, K4, K5, K6
	<p>4.1 Rédaction de la revue de littérature</p>	5	CO3, CO4	K3, K4, K5, K6
	<p>4.2. Rédaction de l'analyse et la discussion des résultats</p>	5	CO4	K2, K3,

Module 4: Présentation et discussion des résultats de la recherche	<ul style="list-style-type: none"> Analyse des données qualitatives et quantitatives. Interprétation et discussion des résultats en lien avec la problématique et la thèse. 			K4, K5, K6
	4.3 Présentation de la recherche <ul style="list-style-type: none"> Visualisation des données : tableaux, graphiques, figures et schémas. Présentation écrite du travail de recherche et préparation à la soutenance ou à la publication. 	5	CO3	K1, K3, K4, K5, K6
Pedagogy:	<p>The pedagogy of this course is based on a learner-centered and process-oriented approach that emphasizes active engagement, critical reflection, and practical application. Through a combination of interactive lectures, guided reading sessions, and hands-on writing exercises, students progressively develop their academic writing skills. Digital tools are integrated throughout the course to enhance research, citation, and linguistic accuracy. Emphasis is placed on collaboration, self-assessment, and iterative writing practices that enable students to refine their ideas and arguments. The course also promotes academic integrity and ethical writing practices, encouraging students to adopt responsible research behaviours and to communicate their findings effectively in a scholarly context.</p>			
References/ Readings:	<ol style="list-style-type: none"> Beaud, Michel, <i>L'art de la thèse</i>, Montréal, Boréal, 2006 Belleville, Geneviève, <i>Assieds-toi et écris ta thèse!</i>, Les Presses de l'Université de Laval, 2014. Guidère Mathieu, <i>Méthodologie de la recherche guide du jeune chercheur en lettres, langues, sciences humaines et sociales</i>, Paris Ellipses, 2004. Fragnière, Jean-Pierre, <i>Comment réussir un mémoire : choisir son sujet, gérer son temps, savoir rédiger</i>, Paris, Dunod, 142 p, 2016. Mongeau, Pierre. <i>Réaliser son mémoire ou sa thèse : Côté jeans et côté tenue de soirée</i>, Les Presses de l'Université du Québec, 2008. 			
Web Resources:	<ol style="list-style-type: none"> https://www.hec.ca/cfla/francais/document/guide-redaction-travail-cycles.pdf https://harpercollege.pressbooks.pub/academic-writing-skills/ https://uq.pressbooks.pub/academicwritingskills/ https://pressbooks.bccampus.ca/whywriteguide2e/chapter/reading-academic-writing/ https://pressbooks.library.torontomu.ca/writehere/ https://pressbooks.howardcc.edu/engl087/ 			

7. <https://pressbooks.bccampus.ca/undergradresearch/part/academic-writing/>
8. <https://pressbooks.bccampus.ca/undergradresearch/>
9. https://ernest.hec.ca/video/cours/CFLA/valorisation_francais/modules-dautoformation/content/index.html
10. <https://pressbooks.bccampus.ca/whywriteguide2e/>

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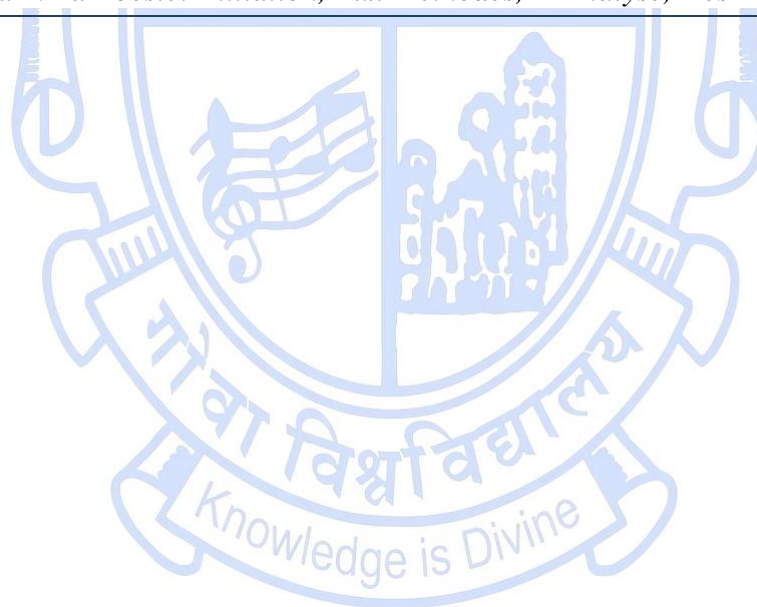
Title of the Course	The Art of Reading Literature
Course Code	FRE-6002
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Introduce the fundamental notions of literary analysis. 2. Familiarise students with some key analytical approaches based on style, structure and enunciation. 3. Apply theoretical concepts to the interpretation of texts drawn from French literature. 4. Develop the ability to interpret and analyse literary texts in French across genres. 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and describe fundamental notions of literary analysis.	PSO 1, PSO 2
	CO 2. Explain concepts related to key analytical approaches.	PSO 1, PSO 2, PSO 3
	CO 3. Apply analytical tools to interpret literary texts.	PSO 1, PSO 2, PSO 3
	CO 4. Analyse the style, structure, and voice of selected texts.	PSO 1, PSO 2, PSO 3

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Introduction aux notions en analyse littéraire	Notions de base : texte, œuvre, auteur, lecteur. Concepts clés : image, ton, registre, genre, motif. Les typologies textuelles. La tonalité des textes. Les topoï et les thèmes. Le contexte historique et social. Introduction aux courants littéraires.	15	CO1	K1, K2
Module 2: Approches centrées sur la forme.	Le langage et le style. Analyse du lexique: les dénnotations et les connotations, les champs lexicaux et les réseaux sémantiques. Analyse de la syntaxe: le phrasé. Analyse des sonorités: les rimes, les strophes, la versification. Figures rhétoriques et leur fonction esthétique.	15	CO 2, CO 3	K2. K3
Module 3: Approches centrées sur la structure et la voix.	La structure narrative et l'intrigue. Le narrateur et la focalisation. Le temps narratif. L'espace. Les personnages et les fonctions narratives. Le récit et le discours. L'énonciateur / le destinataire, la polyphonie. Les déictiques et la modalisation.	15	CO2, CO3	K2. K3
Module 4: Travaux dirigés	Exercices pratiques d'analyse textuelle sur des extraits de différentes œuvres.	15	CO 4	K4

Pedagogy:	<p>This course introduces students to the art and method of reading literary texts through key approaches in literary analysis. Through lectures and practical exercises on French literary texts, students develop interpretative skills. Students will work on extracts and texts drawn from French literature, to apply the principles and approaches studied in class. Learning is reinforced through close reading and guided group discussions.</p>
References/ Readings:	<ol style="list-style-type: none"> 1. Aquien, Michèle. <i>Dictionnaire de poétique</i>, Paris, Librairie générale française, 1993. 2. Combe, Dominique. <i>Les Genres littéraires</i>, Paris, Hachette, 1992. 3. Denis, Delphine, Sancier, Anne. <i>Grammaire du français</i>, Paris, Le livre de Poche, 1994. 4. Dürrenmatt, Jacques. <i>Stylistique de la Poésie</i>, Belin, 2005 5. Fromilhague, Catherine, Sancier, Anne. <i>Introduction à l'analyse stylistique</i>, Paris, Bordas, 1991. 6. Molinie, Georges. <i>Dictionnaire de rhétorique</i>. Paris, Librairie générale française, Le Livre de Poche, 1992. 7. Pilote, Carole. <i>Méthodologie De L'Analyse Littéraire Et Du Commentaire Composé</i>, Édition Études Vivantes, 2000. 8. Pope, Randolph. <i>The Analysis of Literary Texts : Current Trends in Methodology</i>, Michingan Bilingual Press, 1980. 9. Vaillant, Alain. <i>La Poésie: Initiation, Aux Méthodes, D'Analyse, Des Textes, Poétiques</i>, Paris Nathan 1992.

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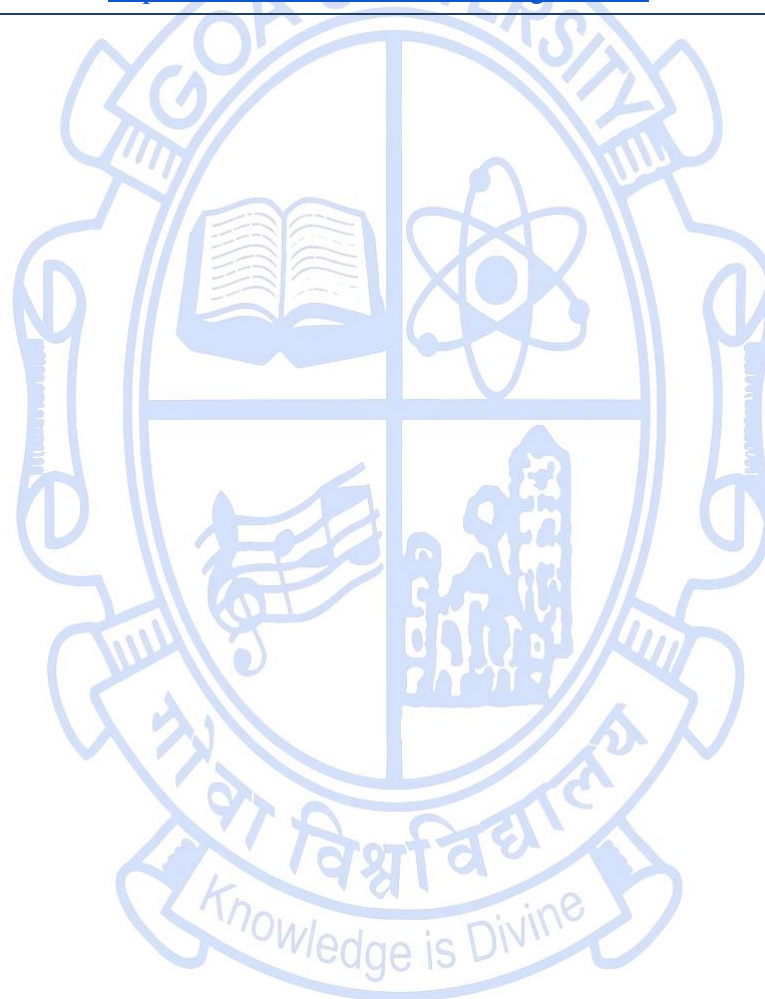
Title of the Course	Introduction to Game Studies	
Course Code	FRE-6003	
Number of Credits	4	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-2027	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	Yes	
Pre-requisites for the Course:	Nil	
Course Objectives:	<p>The objective of the course is to introduce students to the academic study of games and play.</p> <ol style="list-style-type: none"> 1. Introduce students to the academic field of Game Studies, including its history, key thinkers, and major theoretical approaches to understanding games and play. 2. Familiarise students with the fundamental concepts, vocabulary, and analytical frameworks used to study both electronic and non-electronic games. 3. Develop students' ability to critically analyse games as cultural, social, and artistic texts through discussion, close reading, and application of research methodologies. 4. Encourage independent, research-oriented inquiry into games and gaming cultures, connecting Game Studies with broader questions in language, culture, and the humanities. 	
Course Outcomes:	CO 1. Describe and discuss the historical development and major findings in the academic	Mapped to PSO PSO2, PSO 3

	study of games and play.			
	CO 2. Explain and accurately use foundational concepts and terminology in Game Studies		PSO 3	
	CO 3. Apply established theoretical frameworks and research methodologies to analyse both electronic and non-electronic games.		PSO 4	
	CO 4. Critically examine and interpret game components, narratives, and representations in relation to their social and cultural contexts.		PSO 4, PSO 5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Understanding Play and the Origins of Game Studies	Introduction to the intellectual history of play and the relevance of Game Studies as a field. <ul style="list-style-type: none"> • Meaning and cultural contexts of play • Anthropological and philosophical views on games • Emergence of Game Studies as an academic discipline • Debates: global perspectives and game cultures 	15	CO1, CO2	K1, K2
Module 2: Core Concepts and Components of Games	Games: Components and Characteristics. <ul style="list-style-type: none"> • Defining essential characteristics of Games • Game elements, Mechanics, Dynamics, and Aesthetics, Player interaction • Non-electronic vs. electronic games: comparing design and experience • Genres of games and player typologies 	15	CO2	K1, K2, K3, K4
Module 3: Methods and Approaches in Game Research	Research methods: textual, procedural, and experiential approaches <ul style="list-style-type: none"> • Overview of Game Studies methodologies: Humanities methods, Social Science methods, Games as play methods, Research Design methods • Games as cultural texts vis-à-vis literary and media studies and their interdisciplinary connections in psychology, semiotics and design 	15	CO2, CO3	K1, K2, K3, K4, K5
Module 4: Games, Culture, and	Critical engagement with games as social, political, and cultural artefacts. <ul style="list-style-type: none"> • Analysis of text, visuals, narratives and components of games 	15	CO2, CO3,	K2, K3, K4, K5,

Representation	<ul style="list-style-type: none"> Representation, histories, heritages, ideology, and identity in games (gender, race, class, and power) 		CO4	K6
Pedagogy:	<p>The course will be taught in English. The pedagogy of the course follows an interactive, research-based, and student-centred approach that combines theoretical learning with critical and analytical practice. The teaching methods aim to help students understand games as cultural texts and also research them academically.</p>			
References/ Readings:	<ol style="list-style-type: none"> 1. Apperley, T. H. Genre and game studies: Toward a critical approach to video game genres. <i>Simulation & Gaming</i>, 37(1), 6–23, 2006. 2. Bogost, I., <i>Persuasive games: The expressive power of videogames</i>, MIT Press, 2007. 3. Chapman, A., <i>Digital games as history: How videogames represent the past and offer access to historical practice</i>. Routledge, 2016 4. Consalvo, M., & Dutton, N., <i>Game analysis: Developing a methodological toolkit for the qualitative study of games</i>. <i>Game Studies</i>, 6(1), 2006. 5. Egenfeldt-Nielsen, S., Smith, J. H., & Tosca, S. P., <i>Understanding video games: The essential introduction</i> (3rd ed.), Routledge, 2013. 6. Elias, G. S., Garfield, R., & Gutschera, K. R., <i>Characteristics of games</i>, MIT Press, 2020. 7. Fernandez-Vara, C., <i>Introduction to game analysis</i>, Routledge, (2015). 8. Flanagan, M., & Nissenbaum, H., <i>Values at play in digital games</i>. MIT Press, 2014. 9. Flanagan, M., <i>Critical play: Radical game design</i>, MIT Press, 2009. 10. Harvey, A., <i>Gender, age, and digital games in the domestic context</i>, Routledge, 2018. 11. Järvinen, A., <i>Games without frontiers: Theories and methods for game studies and design</i>, University of Tampere Press, 2008. 12. Kang, J., Yang, F., Mochocki, M., Majewski, J., & Schreiber, M. (Eds.), <i>Asian histories and heritages in video games</i>, Routledge, 2024. 13. Malliet, S., Adapting the principles of ludology to the method of video game content analysis. <i>Game Studies</i>, 7(1), (2007). http://www.gamestudies.org/0701/articles/malliet 14. Mäyrä, F., <i>An introduction to game studies: Games in culture</i>, SAGE Publications, 2008. 15. Murray, J. H., <i>Hamlet on the holodeck: The future of narrative in cyberspace</i>, MIT Press, 1997. 16. Murray, S., <i>On video games: The visual politics of race, gender and space</i>, I.B, Tauris, 2018. 			

	17. Salen, K., & Zimmerman, E., Rules of play: Game design fundamentals, MIT Press, 2004. 18. Wolf, M. J. P., & Perron, B. (Eds.), The Routledge companion to video game studies (2nd ed.), Routledge, 2020.
Web Resources:	1. Flanagan, Mary. Critical Play .Ted talk www.youtube.com/watch?v=1mxTaFYYcEg 2. Louvain Game Lab https://sites.uclouvain.be/louvaingamelab/

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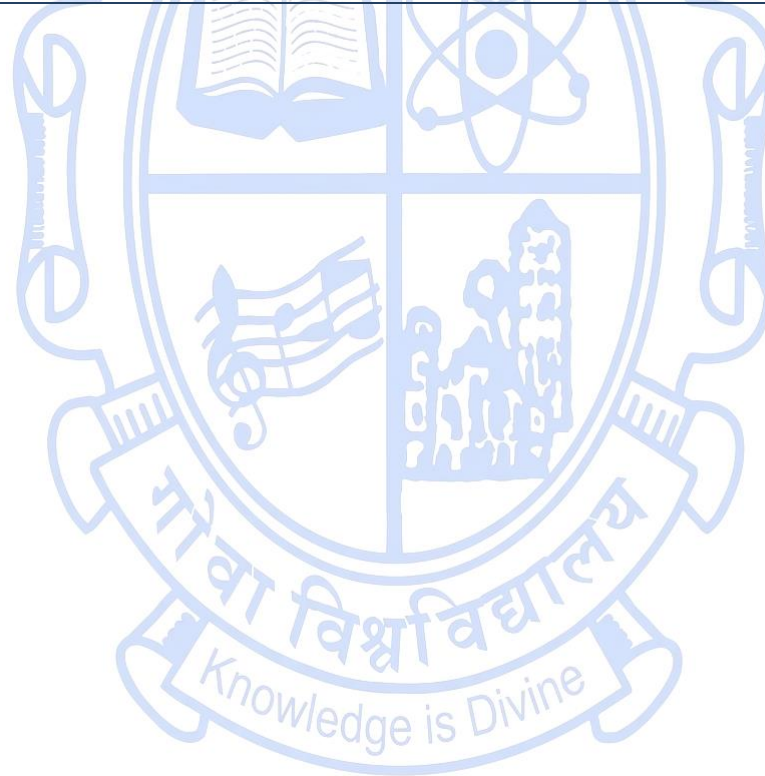
Title of the Course	Literary Translation
Course Code	FRE-6004
Number of Credits	04
Theory/Practical	4T
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<p>The objective of the course is to:</p> <ol style="list-style-type: none"> 1. introduce students to theoretical frameworks of literary translation. 2. train students in analysing different literary genres. 3. encourage critical reflection on translated canons and comparative traditions. 4. promote independent research-based practice in literary translation. 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and critically compare different approaches to literary translation.	PSO1, PSO 2, PSO 3
	CO 2. Apply genre-specific strategies in translating literary texts.	PSO 2, PSO 4, PSO 5
	CO 3. Analyze the reception and transformation of texts across French and Indian language contexts including English.	PSO 2, PSO 3, PSO 4

	CO 4. Create and evaluate a literary translation project with scholarly commentary.		PSO 4, PSO 5
Content:		No. of hours	Mapped to CO Cognitive Level
Module 1: Theories and Approaches to Literary Translation	Historical overview of literary translation; literary specificity: ambiguity, polysemy, rhythm, style; cultural and postcolonial perspectives (identity, hybridity, linguistic resistance); case studies from French to/from Indian languages including English.	15	CO1 K1, K2
Module 2: Translation and Adaptation – Poetry, Drama, and Prose	Strategies for translating and adapting poetry (meter, rhyme, cultural symbols); drama and performability (French drama); prose (style, voice, register – novels, short stories); comparative analysis: French literary works in Indian languages, Indian texts in French.	15	CO 2 K3, K4
Module 3: Comparative Literary Translation Studies	Case studies: <i>Les Fleurs du mal</i> , <i>L'Avare</i> , <i>La Peste</i> , <i>Le Petit Prince</i> , <i>Tintin</i> , <i>Asterix</i> ; literary translation and reception studies; the role of translators in creating world literature.	15	CO 3 K4, K5
Module 4: Research and Practice in Literary Translation	Research methodologies in translation studies and translation projects: translation and critical commentary (French to/from Konkani/Marathi/Hindi/English); cultural challenges in translation, domestication vs foreignization	15	CO 4 K5, K6
Pedagogy:	The teaching methods and curriculum are based on the principles of self-directed learning methodologies. This course includes a variety of materials and presentation formats, independent work (both group and individual), and task-based exercises.		
References/ Readings:	<ol style="list-style-type: none"> 1. R. Barthes, <i>Le Degré zéro de l'écriture</i>. Paris : Seuil, 1953. 2. M. Baker, <i>In Other Words: A Coursebook on Translation</i>. London : Routledge, 1992. 3. S. Bassnett, <i>Translation Studies</i>. London : Routledge, 2013. 4. A. Berman, <i>La traduction et la lettre ou l'auberge du lointain</i>. Paris : Seuil, 1999. 5. C. Baudelaire, <i>Les Fleurs du mal</i>. Paris : Poulet-Malassis, 1857. 6. J. S. Holmes, <i>Translated! Papers on Literary Translation and Translation Studies</i>. Amsterdam : Rodopi, 1988. 7. A. Lefevere, <i>Translation, Rewriting and the Manipulation of Literary Fame</i>. London : Routledge, 1992. 		

8. A. de Saint-Exupéry, *Le Petit Prince*. Paris : Gallimard, 1943.
9. A. Camus, *La Peste*. Paris : Gallimard, 1947.
10. J. Molière, *L'Avare*. Paris : Librairie Générale Française, 1668.
11. E. Nida, *Toward a Science of Translating*. Leiden : E. J. Brill, 1964.
12. R. Goscinny et A. Uderzo, *Astérix le Gaulois*. Paris : Hachette, 1961.
13. H. Remi (Georges Remi), *Les Aventures de Tintin : Le Lotus Bleu*. Bruxelles : Casterman, 1936.
14. G. C. Spivak, "The Politics of Translation," in *Outside in the Teaching Machine*. London : Routledge, 1993.
15. G. Steiner, *After Babel: Aspects of Language and Translation*. Oxford : Oxford University Press, 1992.
16. L. Venuti, *The Translator's Invisibility*. London : Routledge, 2017.

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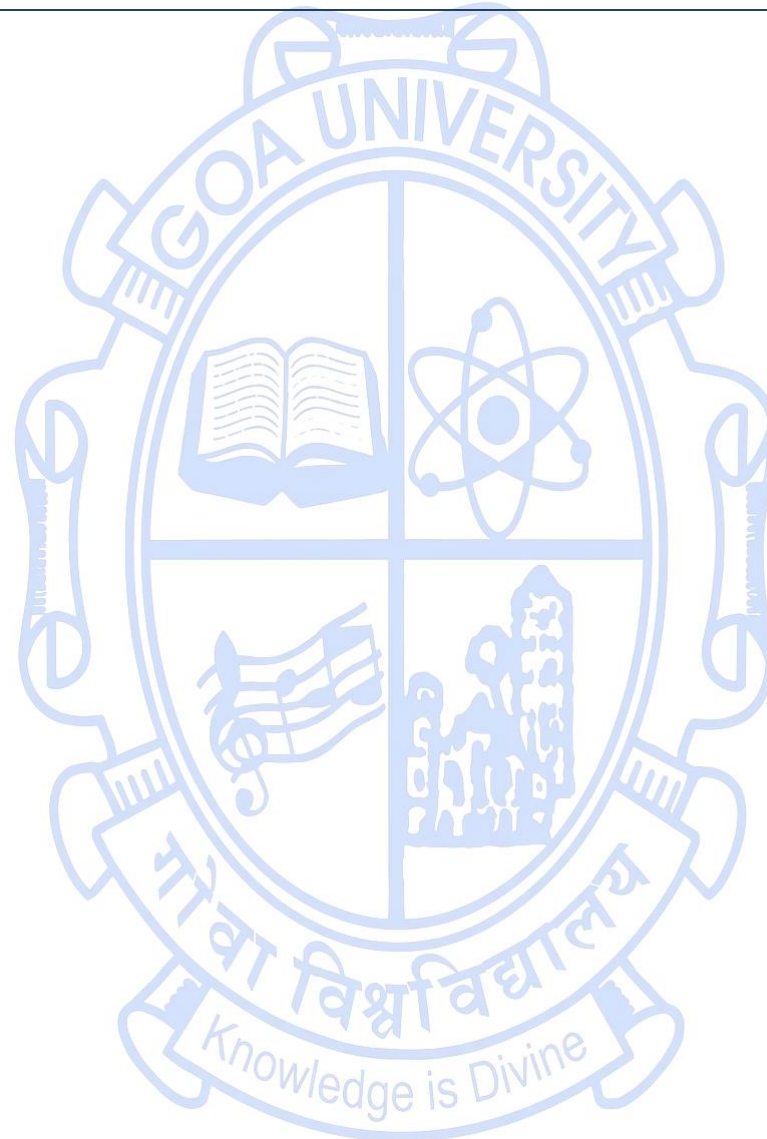


Title of the Course	Introduction to Text Analysis with Digital Tools
Course Code	FRE-6005
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the basic principles, methods, and tools used in text analysis for language research. 2. Learn to use no-code and tools that require basic programming for processing and analysing textual data. 3. Gain practical experience in processing, analysing, and visualising textual data. 4. Develop the ability to design a small-scale text analysis project addressing a linguistic research question 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and explain key concepts, types, and applications of text analysis in linguistic research.	PSO 3, PSO 4
	CO 2. Apply digital tools to process and manage linguistic data.	PSO 5
	CO 3. Analyse linguistic patterns and features in different kinds of texts (literary, social media, news) using descriptive and basic inferential statistics.	PSO 4, PSO 5

	CO 4. Evaluate the results of text analysis methods for accuracy, relevance, and linguistic significance.		PSO 4, PSO 5
	CO 5. Design and execute a minor text analysis project integrating data processing, visualization, and interpretation of findings.		PSO 5
Content:		No of hours	Mapped to CO Cognitive Level
Module 1: Foundations of Text Analysis	<p>Introduction to core concepts, types, and research value of text analysis in linguistics and the humanities.</p> <ul style="list-style-type: none"> • Meaning and scope of text analysis • Types of textual data: literary, journalistic, digital, and multimodal • Distinction between qualitative and quantitative text analysis • Ethical considerations in text collection and use • Overview of text corpora and metadata 	15	CO1 K1, K2, K3
Module 2: Preparing and Processing Text Data	<p>Preparation, cleaning, and structuring textual data for computational analysis.</p> <ul style="list-style-type: none"> • Text preprocessing: tokenization, lemmatization, stopword removal • Unicode, and formatting issues • Corpora and metadata • Linguistic annotation and tagging • Document-term matrices and data organisation for analysis 	15	CO2 K1, K2, K3, K4
Module 3: Analyzing and Visualizing Text	<p>Exploration of patterns, meaning, and structure in texts through analysis and visualisation.</p> <ul style="list-style-type: none"> • Frequency analysis and keyword extraction • Collocation and co-occurrence analysis • Sentiment analysis and topic modeling (introductory level) • Visualisation techniques: word clouds, networks, scatter plots, timelines 	15	CO3, CO4 K2, K3, K4, K5
Module 4: Designing	Integration of methods and tools to conduct an independent or group research	15	C3, K3, K4,

a Text Analysis Project	<p>project.</p> <ul style="list-style-type: none"> ● Framing research questions for text analysis ● Choosing and justifying methods and tools ● Workflow design and data documentation ● Interpreting and presenting results ● Writing a research report / project presentation 		CO4, CO5	K5, K6
Pedagogy:	<p>The course will be taught in English through a blend of interactive lectures, tool demonstrations, hands-on workshops, and project-based learning. Students will explore theoretical concepts of text analysis alongside practical training. Learning will be collaborative and inquiry-driven, encouraging students to experiment with real datasets, discuss findings, and apply methods. The pedagogy emphasizes experiential and reflective learning, guiding students from conceptual understanding to independent research practice.</p>			
References/ Readings:	<ol style="list-style-type: none"> 1. Biber, D., Conrad, S., & Reppen, R., <i>Corpus Linguistics: Investigating Language Structure and Use</i>, Cambridge University Press, 1998. 2. Gries, S. Th., <i>Quantitative Corpus Linguistics with R: A Practical Introduction</i>, Routledge, 2009. 3. Jockers, M. L., <i>Text Analysis with R for Students of Literature</i>, Springer, 2013. 4. McEnery, T., & Hardie, A., <i>Corpus Linguistics: Method, Theory and Practice</i>, Cambridge University Press, 2012. 5. Moretti, F., <i>Distant Reading</i>, Verso Books, 2013. 6. Rockwell, G., & Sinclair, S., <i>Hermeneutica: Computer-Assisted Interpretation in the Humanities</i>, MIT Press, 2016. 7. Sinclair, S., & Rockwell, G., "The Practice of Text Analysis with Voyant Tools," <i>Digital Humanities Quarterly</i>, 16(2), 2022. 8. Sinclair, J., <i>Trust the Text: Language, Corpus and Discourse</i>, Routledge, 2004. 9. Scott, M., & Tribble, C., <i>Textual Patterns: Key Words and Corpus Analysis in Language Education</i>, John Benjamins, 2006. 10. Underwood, T., <i>Distant Horizons: Digital Evidence and Literary Change</i>, University of Chicago Press, 2019. 			
Web Resources:	<ol style="list-style-type: none"> 1. Course on Text Analysis: Linguistic Meets Data Science : https://teach.dariah.eu/course/view.php?id=78 2. Voyant Tools Documentation – https://voyant-tools.org/ 3. Orange Data Mining – https://orangedatamining.com/ 			



Discipline Specific Vocational Elective (DSVE) Courses

Title of the Course	Scientific and Technical Translation	
Course Code	FRE-6401	
Number of Credits	04	
Theory/Practical	2T + 2P	
Level	500	
Effective from AY	2026-2027	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<p>The objective of the course is to :</p> <ol style="list-style-type: none"> 1. introduce students to the conventions and challenges of scientific and technical translation. 2. equip students with strategies and technological tools for optimising translation practices. 3. provide intensive practice in translating specialized texts. 4. encourage independent, project-based translation with critical self-evaluation. 	
Course Outcomes:	CO 1. Identify features of scientific/technical discourse and translation difficulties.	Mapped to PSO PSO 1, PSO 2, PSO 3
	CO 2. Compile domain-specific glossaries and apply CAT tools to technical translation tasks.	PSO 2, PSO 4, PSO 5

	CO 3. Demonstrate accuracy and appropriateness in translating specialized scientific/ technical texts.		PSO 2, PSO 3, PSO 5
	CO 4. Produce, annotate, and justify a complete scientific/technical translation project.		PSO 4, PSO 5
Content:		No. of hours	Mapped to CO
Module 1: Fundamentals of Scientific and Technical Translation	Definition, scope, and characteristics of scientific and technical texts; registers of scientific writing (precision, neutrality, conciseness); types of texts (manuals, patents, research articles, reports); challenges of equivalence in terminology between French and English.	15	CO1 K1, K2
Module 2: Terminology and Translation Tools	Principles of terminology: formation, standardization, false cognates; bilingual glossary building (French to/from English); introduction to CAT tools role of corpora and online databases (IATE, Termium Plus, CNRTL, Grand Dictionnaire terminologique, Word Reference).	15	CO 2 K3, K4
Module 3: Practice in Specialized Scientific and Technical Domains	Study of types of texts and specificities, translation of texts from the following domains: medicine & pharmacy (clinical reports, medical leaflets), engineering & IT (user manuals, software interfaces), environmental & energy reports (sustainability, climate change); contrastive study of French and English terminology, evaluation methods (fidelity, clarity, target audience adaptation); emphasis on clarity, conciseness, and accuracy. ethics in scientific and technical translation.	30	CO 3 K4, K5
Module 4: Applied Projects and Evaluation in Technical Translation	Translation project (technical manuals, scientific articles); critical commentary (strategies, terminological choices, readability); Translation exercises from medicine & pharmacy (clinical reports, medical leaflets), engineering & IT (user manuals, software interfaces), environmental & energy reports (sustainability, climate change);	30	CO 4 K5, K6
Pedagogy:	The teaching methods and curriculum are based on the principles of self-directed learning methodologies. This course includes a variety of materials and presentation formats, independent work (both group and individual), and task-based exercises.		
References/ Readings:	1. L. Bowker, <i>Computer-Aided Translation Technology: A Practical Introduction</i> . Ottawa : University of Ottawa Press, 2002.		

	<ol style="list-style-type: none"> 2. J. Byrne, <i>Scientific and Technical Translation Explained: A Nuts and Bolts Guide for Beginners</i>. London : Routledge, 2012. 3. J. Delisle, <i>L'analyse du discours comme méthode de traduction</i>. Ottawa : Presses de l'Université d'Ottawa, 1982. 4. J.-C. Gémar, <i>Traduire ou l'art d'interpréter</i>. Ottawa : Presses de l'Université d'Ottawa, 1995. 5. A.-M. Loffler-Laurian, <i>La traduction scientifique et technique</i>. Paris : Presses de l'ENS, 1983. 6. P. Newmark, <i>A Textbook of Translation</i>. New York : Prentice Hall, 1988. 7. M. Olohan, <i>Scientific and Technical Translation</i>. London : Routledge, 2015. 8. J. C. Sager, <i>Language of Science and Technology</i>. Berlin : Springer, 1990. 9. J.-P. Vinay and J. Darbelnet, <i>Stylistique comparée du français et de l'anglais</i>. Paris : Didier, 1967.
Web Resources:	<ol style="list-style-type: none"> 1. IATE (EU Terminology Database) – https://iate.europa.eu 2. TERMIUM Plus (Canada) – https://www.btb.termiumplus.gc.ca 3. Grand dictionnaire terminologique (GDT) – https://gdt.oqlf.gouv.qc.ca

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Title of the Course	French for Tourism and Hospitality
Course Code	FRE-6402
Number of Credits	4
Theory/Practical	2T + 2P
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil		
Course Objectives:	<p>The course focuses on enriching professional communication competencies in the domain of tourism and hospitality through various printed and audio-visual documents. It also aims at developing autonomous and collaborative work to carry out tasks through various simulations and activities in the professional context. The course objectives are:</p> <ol style="list-style-type: none"> 1. Define and explain the stakeholders and institutions of the tourism and hospitality industry. 2. Select the appropriate expressions and demonstrate it to give practical information to tourists. 3. Identify and define various aspects of tourist itinerary, excursions, activities, accommodation et restaurants. 4. Describe, compare and contrast various offers in order to sell them to the tourists as per their requirements. 		
Course Outcomes:	<table border="1"> <tr> <td>CO 1. Identify and describe various elements of the tourism industry like the personnel, places and job market.</td> <td>Mapped to PSO PSO 5</td> </tr> </table>	CO 1. Identify and describe various elements of the tourism industry like the personnel, places and job market.	Mapped to PSO PSO 5
CO 1. Identify and describe various elements of the tourism industry like the personnel, places and job market.	Mapped to PSO PSO 5		

	CO 2. Use the expressions and the formal register of the French language to engage in professional conversations to assist tourists and related to tourism industry		PSO 1, PSO 5
	CO 3. Create and explain tourist itinerary and excursions, hotel services describe an institute to promote it and the country.		PSO 1, PSO 5
	CO 4. Apply the communication strategies to handle complex customer interactions, including special requests, complaints, and conflict resolution and respond effectively to customer inquiries and complaints, demonstrating problem-solving skills.		PSO 5
Content:		No of hours	Mapped to CO Cognitive Level
Module 1: Découvrir le monde du tourisme Accueillir et assister le touriste	Les acteurs, les métiers, les lieux, Le marché du travail, L'accueil et l'assistance, Les transports, les horaires, les programmes, L'hôtellerie, la restauration, la gastronomie	15	CO1, CO 2 K1, K2, K3, K4, K5
Module 2: Concevoir un produit touristique, Promouvoir le produit et fidéliser le client Assurer la vente et l'après-vente	L'offre d'itinéraires, d'excursions, de circuits, l'offre d'animations culturelles et de loisirs, l'offre d'hébergement et de restauration, Promouvoir l'entreprise, son image, ses produits, Connaître et faire connaître le pays, fidéliser le client La vente des prestations et des services, Le paiement, Les réclamations	15	CO 3, CO4 K3, K4, K6
Module 3: Découvrir le monde du tourisme Accueillir et assister le touriste	<ul style="list-style-type: none"> Proposer une candidature, passer à un entretien d'embauche Rédiger un courriel - demande de renseignements, demande de clients Répondre aux demandes de renseignements et de clients a l' orale Concevoir un produit touristique pour un client, un programme d'animation, d'hôtellerie et de restauration 	30	CO1, CO 2, CO 3, CO 4 K3, K4, K5, K6
Module 4: Concevoir un produit touristique, Promouvoir le produit et fidéliser le client	<ul style="list-style-type: none"> Gérer les réservations - réserver, modifier, annuler, les paiements, le règlement et le remboursement, la réclamation Créer des ressources promotionnels pour promouvoir les produits touristiques 	30	CO1, CO 2, CO 3, CO 4 K3, K4, K5, K6

Assurer la vente et l'après-vente	<ul style="list-style-type: none"> • Concevoir des messages promotionnels • Faire connaître le pays • Valoriser l'image d'une entreprise ou un pays 			
Pedagogy:	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling.			
Texts:	A. M. Calmy, <i>Le Français du Tourisme</i> . Paris : Hachette, 2004.			
References/ Readings:	<ol style="list-style-type: none"> 1. C. Descotes-Genon, <i>Service Compris - Pratique du Français de l'Hôtellerie et de la restauration et de la cuisine</i>. PUG, 1999. 2. S. Corbeau et al. <i>Hotellerie-restauration.com - français professionnel</i>. Paris: CLE, 2006. 			
Web Resources:	<ol style="list-style-type: none"> 1. Association Agir pour un tourisme responsable : http://www.tourisme-responsable.org/ 2. ETourisme et tourisme durable francophone : http://etourismedurable.org/ 3. La cité de la culture et du tourisme durable : http://www.cctd.eu/ 4. Le journal de l'éco-tourisme http://www.lejournaldelecotourisme.com/ 5. Page Facebook du tourisme durable : http://www.facebook.com/Tourisme.Durable 6. TER durable, la lettre des professionnels du tourisme durable : http://www.terdurable.com/ 7. The international ecotourism society : http://www.ecotourism.org/ 8. Tourism Vision : http://www.tourism-vision.com/ 9. Tourisme autrement : http://www.tourisme-autrement.be/ 10. Trophées du tourisme responsable : http://www.tropheesdutourismeresponsable.com/ 11. Voyageons autrement: http://www.voyageons- autrement.com/index/tourisme-durable.html 12. Voyages pour la planète : http://www.voyagespourlaplanete.com/ 			

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Title of the Course	Didactics of French Language Teaching and Learning
Course Code	FRE-6403
Number of Credits	4
Theory/Practical	2T + 2P
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

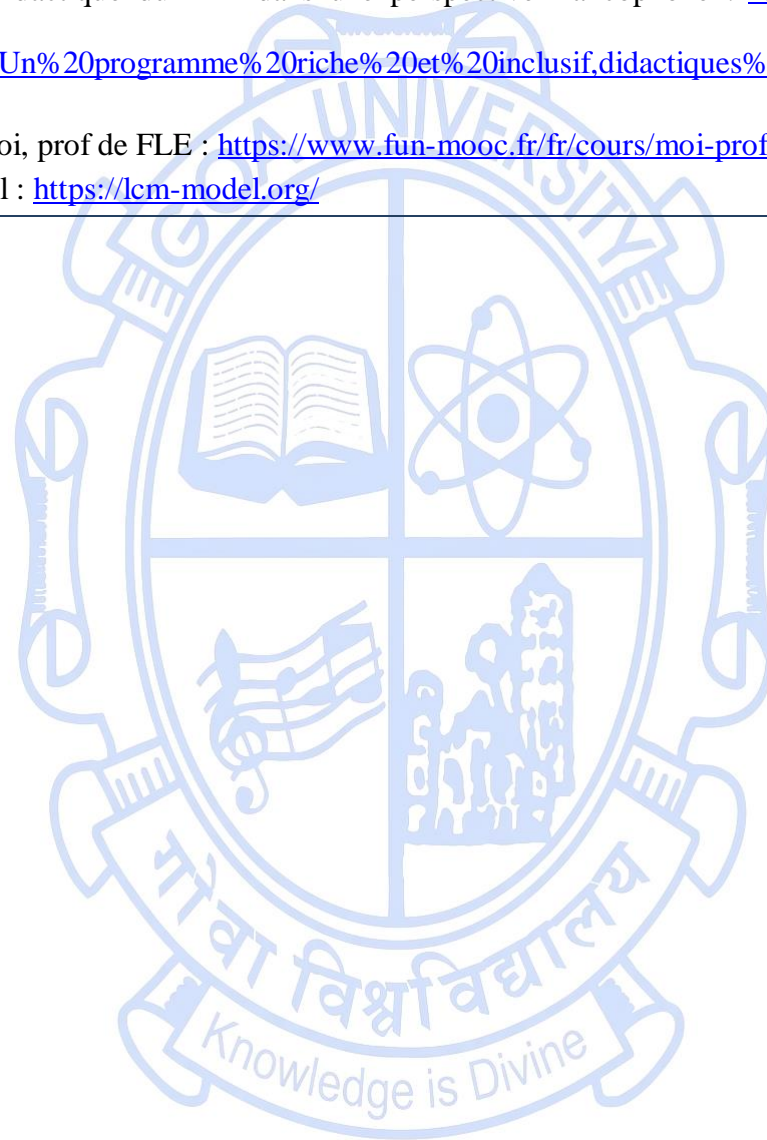
Pre-requisites for the Course:	Knowledge of French
Course Objectives:	<ol style="list-style-type: none"> 1. Develop a critical understanding of the foundations of FLE didactics, language acquisition theories, and intercultural principles, and relate these to the roles of teachers, learners, and instructional materials. 2. Enhance the ability to plan and organize effective language learning sequences and lesson plans that address linguistic, cognitive, and cultural needs of learners. 3. Foster practical skills in selecting, adapting, and using authentic and digital materials to support learner engagement and language development. 4. Cultivate the ability to create innovative, learner-centered didactic resources, including multimedia and interactive materials, for classroom application and assessment.

Course Outcomes:	CO 1. Analyse and compare major FLE teaching methodologies, language acquisition theories, and intercultural approaches, and explain their implications for classroom practice.	Mapped to PSO		
	CO 2. Design coherent lesson plans and learning sequences integrating oral and written activities, inductive grammar instruction, group facilitation techniques, and digital tools for assessment.	PSO1, PSO2, PSO3		
	CO 3. Select, adapt, and implement authentic materials (videos, songs, images, texts, games) to develop learners' linguistic, cultural, and intercultural competencies.	PSO2, PSO3, PSO4, PSO5		
	CO 4. Produce didactic resources, including multimedia and interactive supports, that integrate linguistic, cultural, and evaluative elements to enhance learner outcomes.	PSO1, PSO2, PSO4		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Fondements de la didactique du FLE et sensibilisation interculturelle	<ul style="list-style-type: none"> ● Didactique du FLE : définitions, enjeux, évolutions méthodologiques ● Théories de l'acquisition des langues étrangères ● Objectifs et compétences selon le CECRL ● Concepts de culture et de civilisation dans l'enseignement du FLE ● Approche interculturelle et diversité francophone ● Rôles de l'enseignant, de l'apprenant et du matériel didactique ● Introduction aux outils numériques pour l'enseignement 	15	CO1	K1, K2, K3
Module 2: Conception et planification pédagogiques	<ul style="list-style-type: none"> ● Élaboration de scénarios pédagogiques et de plans de leçon ● Conception d'activités orales et écrites (compréhension et production) ● Techniques d'animation et intégration du groupe (brise-glace) ● Enseignement inductif et contextualisé de la grammaire ● Préparation des évaluations : critères, grilles, formative et summative ● Suivi et évaluation des apprentissages via outils numériques 	15	CO1, CO2	K1, K2, K3, K4

Module 3: Exploitation de documents authentiques	<ul style="list-style-type: none"> ● Analyse et sélection de documents authentiques (vidéos, chansons, images, presse, jeux etc) pour l’enseignement du FLE ● Adaptation des documents au niveau des apprenants (CECRL) ● Intégration des documents dans des activités linguistiques (compréhension orale/écrite, expression orale/écrite) ● Développement de compétences culturelles et interculturelles à partir des documents ● Utilisation d’outils numériques pour enrichir l’exploitation des documents 	30	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
Module 4: Création de ressources didactiques pour le FLE	<ul style="list-style-type: none"> ● Création de séquences et plan de leçons intégrant les compétences linguistiques et culturelles ● Conception de supports pédagogiques y compris les supports interactifs et multimédias ● Développement de ressources pour l’évaluation formative et sommative 	30	CO1, CO2, CO3, CO4	K3, K4, K5, K6
Pedagogy:	The pedagogy of this paper follows an interactive, learner-centred, and reflective model that blends theory with practice. Classroom sessions combine lectures, group discussions, and task-based workshops to enable students to engage critically with key concepts in language pedagogy. Learners hone skills on integrating digital tools.			
Texts:	Edition to be specified or latest edition as applicable.			
References/ Readings:	<ol style="list-style-type: none"> 1. Byram, M. (1997). <i>Teaching and Assessing Intercultural Communicative Competence</i>. Clevedon : Multilingual Matters. 2. Conseil de l’Europe. (2020). <i>Cadre européen commun de référence pour les langues : Apprendre, enseigner, évaluer – Volume complémentaire</i>. Paris : Didier. 3. Puren, C. (2002). La perspective actionnelle et l’approche par les tâches en didactique des langues. <i>Le Français dans le Monde, Recherches et Applications</i>, n° 37. 4. Cuq, J. P., <i>Dictionnaire de didactique du français langue étrangère et seconde</i>, Paris. CLE International, 2003. 5. Cuq, J.-P. & Gruca, I. (2017). <i>Cours de didactique du français langue étrangère et seconde</i> (4^e éd.). Grenoble : Presses Universitaires de Grenoble. 6. Narcy-Combes, J.-P. (2019). <i>Didactique des langues et technologies : De l’EAO aux environnements d’apprentissage</i>. Paris : Éditions Ophrys. 			

Web Resources:	<ol style="list-style-type: none">1. MOOC : Didactique du FLE dans une perspective francophone : https://www.unige.ch/lettres/elcf/service-a-la-cite/mooc-oif#:~:text=Un%20programme%20riche%20et%20inclusif,didactiques%20dans%20une%20perspective%20francophone2. MOOC : Moi, prof de FLE : https://www.fun-mooc.fr/fr/cours/moi-prof-de-fle/3. LCM Model : https://lcm-model.org/
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SEMESTER IV

Generic Elective (GE) Courses

Title of the Course	Mythology in Literature and Popular Culture
Course Code	FRE-6201
Number of Credits	04
Theory/Practical	4T
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<p>The objective of the course is to:</p> <ol style="list-style-type: none">1. introduce students to the origins, definitions, and functions of myth in world literature.2. analyze how mythological figures are adapted in modern popular culture to construct identity and cultural values.3. foster comparative reflection on mythological narratives across cultures, with emphasis on French and Indian contexts.4. explore creative and professional applications of myth in contemporary literature, digital narratives, and cultural industries.

Course Outcomes:	CO 1. Identify and explain foundational myths and their narrative structures across cultures.	Mapped to PSO		
	CO 2. Critically examine re-interpretations of myths in comics, films, and media.	PSO1, PSO 2, PSO 3		
	CO 3. Compare and interpret mythological motifs across French, Indian, and world literatures.	PSO 2, PSO 4		
	CO 4. Evaluate and create projects that adapt mythology for modern audiences	PSO 3, PSO 4		
Content:		No. of hours	Mapped to CO	Cognitive Level
Module 1: Introduction to Myth and Literature	Definitions of myth, folklore, legend; comparative creation myths (Greek, Indian, Norse, Egyptian); myth criticism (Frye, Jung, Campbell), Modern Myths (Barthes)	15	CO1	K1, K2
Module 2: Myth and Identity in Popular Culture	Myths in comics & cinema (Troy, Mahabharata, Marvel's Thor); myth and culture, myth and society.	15	CO 2	K3, K4
Module 3: Cross-Cultural Mythological Intertextualities	Myths in French literature; Indian myths; translation/adaptation across media.	15	CO 3	K4, K5
Module 4: Contemporary Rewritings and Applied Mythology	Postcolonial rewritings (Divakaruni, Pattanaik, Tripathi, Sanghi); myth in tourism & festivals; digital retellings (podcasts, games)	15	CO 4	K5, K6
Pedagogy:	The course is also aligned with the Indian Knowledge Systems (IKS) framework envisioned in the National Education Policy (NEP) 2020 , which emphasizes the integration of India's traditional knowledge, heritage, and cultural narratives into modern education. By engaging students with Indian mythological texts alongside global myths, this course promotes comparative understanding, critical inquiry, and cultural continuity. Through discussions, translations, and adaptations of Indian epics such as the <i>Ramayana</i> and the <i>Mahabharata</i> in relation to French and world mythologies, learners explore how ancient wisdom traditions continue to inform contemporary identity, ethics,			

	<p>and creativity, thus embodying the NEP’s vision of holistic, multidisciplinary, and culturally rooted education. The teaching methods and curriculum are based on the principles of self-directed learning methodologies. This course includes a variety of materials and presentation formats, independent work (both group and individual), and task-based exercises.</p>
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. C. B. Divakaruni, <i>The Palace of Illusions</i>. London : Picador, 2008. 2. W. Doniger, <i>The Implied Spider: Politics and Theology in Myth</i>. New York : Columbia University Press, 1999. 3. W. G. Doty, <i>Myth: A Handbook</i>. Westport : Greenwood Press, 2004. 4. U. Eco, <i>Apocalypse Postponed</i>. London : Verso, 1994. 5. M. Eliade, <i>Myth and Reality</i>. New York : Harper & Row, 1963. 6. N. Gaiman, <i>Norse Mythology</i>. London : Bloomsbury, 2017. 7. B. Lincoln, <i>Theorizing Myth: Narrative, Ideology, and Scholarship</i>. Chicago : University of Chicago Press, 1999. 8. F. McConnell, <i>Storytelling and Mythmaking: Images from Film and Literature</i>. Oxford : Oxford University Press, 1979. 9. Ovid, <i>Metamorphoses</i>. Trans. C. Martin. New York : W. W. Norton, 2010. 10. D. Pattanaik, <i>Jaya: An Illustrated Retelling of the Mahabharata</i>. New Delhi : Penguin India, 2010. 11. D. Pattanaik, <i>Myth = Mithya: A Handbook of Hindu Mythology</i>. New Delhi : Penguin India, 2006. 12. A. Sanghi, <i>Chanakya’s Chant</i>. New Delhi : Westland, 2010. 13. A. Sanghi, <i>The Rozabal Line</i>. New Delhi : Westland, 2007. 14. R. Segal, <i>Myth: A Very Short Introduction</i>. Oxford : Oxford University Press, 2015. 15. A. Tripathi, <i>The Immortals of Meluha</i>. New Delhi : Westland, 2010. 16. A. Tripathi, <i>The Secret of the Nagas</i>. New Delhi : Westland, 2011. 17. Vālmīki, <i>The Ramayana</i>. Trans. A. Sattar. New Delhi : Penguin, 1996. 18. J.-P. Vernant, <i>Myth and Thought among the Greeks</i>. New York : Zone Books, 2006. 19. J. Campbell, <i>The Hero with a Thousand Faces</i>. Princeton : Princeton University Press, 2004. 20. C. Lévi-Strauss, <i>Myth and Meaning</i>. London : Routledge, 1995. 21. Marvel Comics, <i>Thor</i> series. New York : Marvel Entertainment, various issues (1960s–present).

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Title of the Course	Intercultural Communication at the Workplace
Course Code	FRE-6202
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

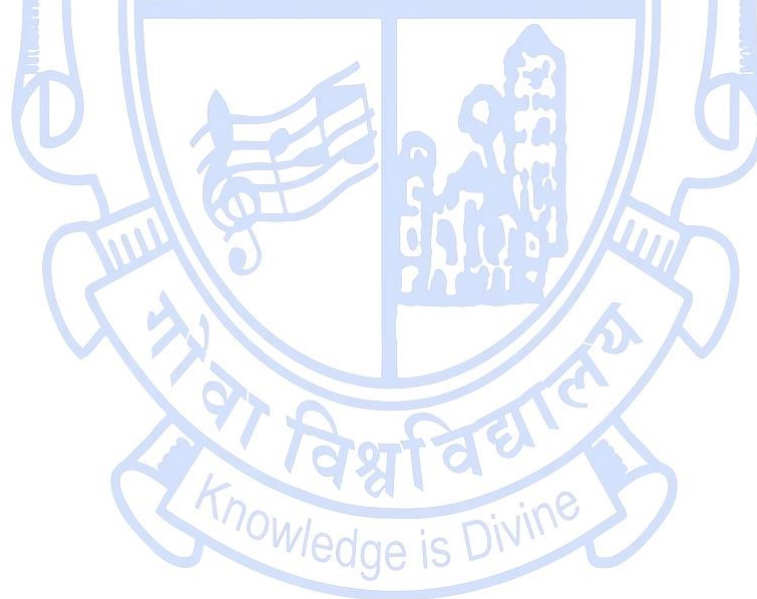
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the principles and theories of intercultural communication and their relevance in professional workplace settings. 2. Recognize and analyse cultural differences and their impact on workplace interactions, including verbal and non-verbal communication. 3. Develop practical communication strategies to effectively manage cross-cultural interactions in professional environments and enhance skills for conflict resolution, negotiation, and collaboration in multicultural teams. 4. Reflect on personal cultural biases, evaluate their influence on professional communication, and apply intercultural communication strategies effectively in simulated workplace situations. 	
Course Outcomes:		Mapped to PSO
	CO 1. Analyse key concepts and theories of intercultural communication and explain their application in workplace contexts.	PSO2, PSO3

	CO 2. Identify cultural differences and assess their impact on verbal and non-verbal workplace communication.		PSO3, PSO4	
	CO 3. Demonstrate effective intercultural communication strategies with strategies to resolve conflicts and negotiate successfully in cross-cultural teams in simulated professional situations		PSO4, PSO5	
	CO 4. Apply theoretical knowledge to real-world workplace scenarios through case studies and role-plays		PSO2, PSO4, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Foundations of Intercultural Communication	<ul style="list-style-type: none"> • Definitions and dimensions of culture • Models of intercultural communication • Concepts of ethnocentrism and cultural relativism • Elements of communication and cultural context • Barriers to intercultural communication • Workplace diversity and inclusion policies 	15	CO1	K1, K2, K3
Module 2: Cultural Differences and Communication Styles	<ul style="list-style-type: none"> • Dimensions of cultural variability (individualism, collectivism, power distance, etc.) • Verbal communication styles across cultures • Non-verbal communication cues (gestures, eye contact, proxemics, paralanguage) • Language and meaning in intercultural contexts • Communication styles and workplace hierarchies • Intercultural listening and feedback patterns • Global virtual communication and digital etiquette 	15	CO2	K1, K2, K3
Module 3: Intercultural Competence and	<ul style="list-style-type: none"> • Components of intercultural competence (knowledge, attitudes, skills) • Emotional intelligence and empathy in intercultural communication • Conflict sources in multicultural teams 	15	CO2, CO3	K2, K3, K4, K5

Conflict Management	<ul style="list-style-type: none"> • Negotiation strategies in intercultural settings • Mediation and problem-solving techniques • Decision-making patterns in multicultural organizations • Role-plays and simulations on conflict resolution 			
Module 4: Application of Intercultural Communication in the Workplace	Case studies on <ul style="list-style-type: none"> • Intercultural communication in business, hospitality, and service sectors • Communication breakdowns/conflict and resolutions 	15	CO3, CO4	K2, K3, K4, K5
Pedagogy:	The course adopts a learner-centered and experiential pedagogical approach. Teaching methods include interactive lectures, guided discussions, and case study analyses to build conceptual understanding of intercultural communication theories. Simulations, and role-plays provide hands-on experience in navigating real-world workplace scenarios, enabling students to practice negotiation, teamwork, and conflict-resolution skills in multicultural settings. Reflective journals and self-assessment exercises encourage learners to identify personal cultural biases and enhance self-awareness. Collaborative projects and presentations foster peer learning and critical engagement with diverse perspectives. The course also integrates multimedia resources, such as films, workplace communication samples, and digital tools, to expose students to authentic intercultural interactions and enhance their ability to function effectively in global professional environments.			
References/ Readings:	<ol style="list-style-type: none"> 1. BCcampus. (n.d.). Intercultural communication. In Professional communications. https://pressbooks.bccampus.ca/professionalcomms/chapter/8-1-intercultural-communication/ 2. Chaney, L. H., & Martin, J. S. (2014). Intercultural business communication (6th ed.). Pearson Education. 3. eCampusOntario. (n.d.). Intercultural communication. In Communication at work. https://ecampusontario.pressbooks.pub/commbusprofcdn/chapter/intercultural-communication/ 4. Kwantlen Polytechnic University. (n.d.). Unit 4.9: Intercultural communication. In Communications at work. https://kpu.pressbooks.pub/communicationsatwork/chapter/unit-49-intercultural-communication/ 5. McLennon, T. (2021). Intercultural awareness and competence. https://ecampusontario.pressbooks.pub/commbusprofcdn/chapter/intercultural-communication/ 6. Seneca Polytechnic. (n.d.). Equity, diversity, and inclusion. In Business communications for everyone. https://pressbooks.senecapolytechnic.ca/buscomm/chapter/equity-diversity-and-inclusion/ 			

	<p>7. Seneca Polytechnic. (n.d.). Unit 4.5: Intercultural communication. In Business communications for everyone. https://pressbooks.senecapolytechnic.ca/buscomm/chapter/unit-45-intercultural-communication/</p> <p>8. Thompson Rivers University. (n.d.). Intercultural communication in the workplace. In Launching your career: A guide for students in transition. https://launchingyourcareer.pressbooks.tru.ca/chapter/intercultural-communication-in-the-workplace/</p> <p>9. University of Minnesota. (2016). Communication in the real world. University of Minnesota Libraries Publishing. https://open.lib.umn.edu/communication/</p> <p>10. University of Minnesota. (n.d.). Intercultural communication. In Technical writing. https://pressbooks.umn.edu/techwriting/chapter/2-4-intercultural-communication</p> <p>11. Webb, C. M. (n.d.). Advancing intercultural competence for global learners. https://ecampusontario.pressbooks.pub/interculturalcompetence/</p>
Web Resources:	<p>The London School of Economics and Political Science. (n.d.). <i>Intercultural communications in the workplace</i> [Online course]. edX. https://www.edx.org/learn/business-communications/the-london-school-of-economics-and-political-science-intercultural-communications-in-the-workplace</p>

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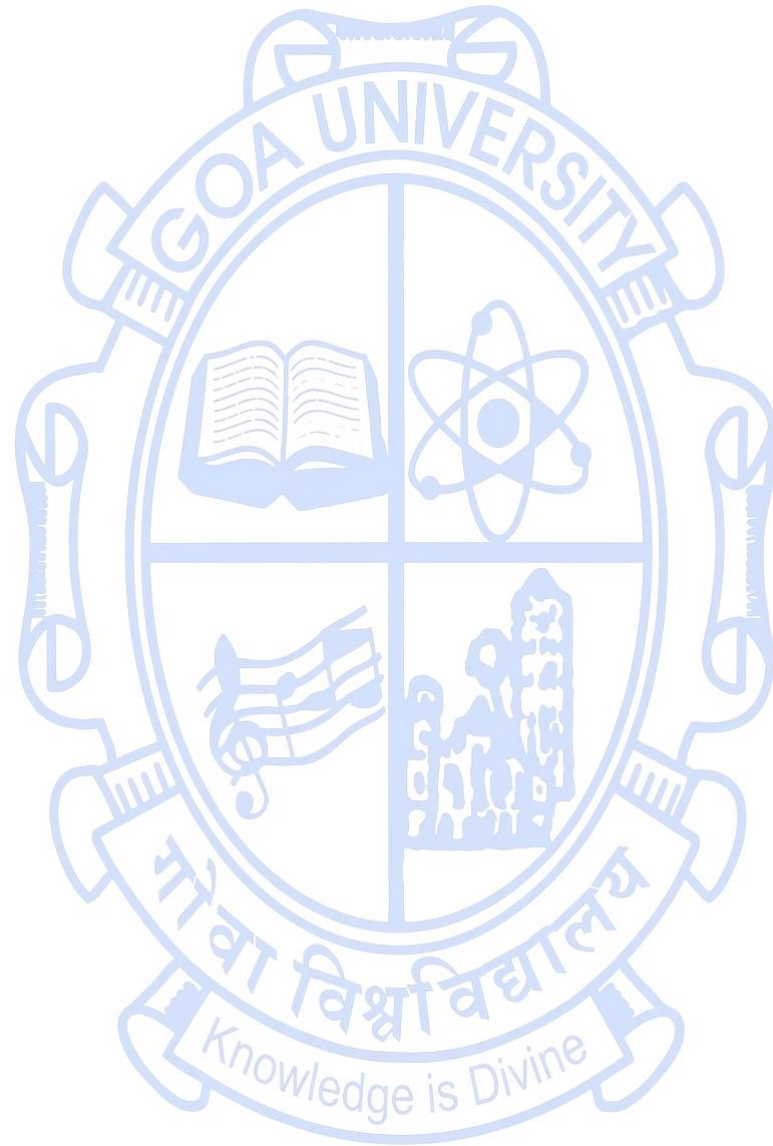
Title of the Course	French for Tourism Professionals
Course Code	FRE-6203
Number of Credits	4
Theory/Practical	4T
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Knowledge of basic level French	
Course Objectives:	<ol style="list-style-type: none"> 1. To enable learners to engage in basic professional communication in French, focusing on greetings, identity, and simple workplace exchanges. 2. To develop learners' ability to gather, interpret, and present tourism-related information in French. 3. To equip learners with the linguistic and cultural skills required to negotiate and finalize tourism service sales in French. 4. To train learners to effectively promote tourism experiences, regional specialties, and cultural events in French. 	
Course Outcomes:		Mapped to PSO
	CO 1. Apply French language structures to draft professional emails, present professional identities, and demonstrate comprehension of dates, schedules, and introductions in tourism contexts	PSO 1, PSO 5
	CO 2. Analyze tourism resources and construct coherent oral and written presentations of	PSO 1, PSO 5

	guided tours, including pricing, itineraries, and descriptions.			
	CO 3. Evaluate customer preferences, negotiate service packages, and justify cancellations or modifications, demonstrating effective professional interaction in tourism transactions.		PSO 1, PSO 5	
	CO 4. Create persuasive promotional content in French by designing offers, describing cultural manifestations, and communicating local tourism assets in a professional manner.		PSO 1, PSO 5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Contact	Common expressions on salutations, identity and schedules, educational background, current professional status, Comprehending and writing professional emails, Describe the services of a company in a tourism industry	15	CO 1	K1, K2, K3, K4, K5, K6
Module 2: Guided visits and packages	Use digital tools to find information on tourist institutions and visits and packages Find and explain the pricing of a package or a service Draft the presentation of a tourist package or services Professionally describe tours and trips	15	CO 2	K1, K2, K3, K4, K5, K6
Module 3: Selling different services	Enquiring and Analyzing tourist preferences Propose sports and cultural activities based on tourist preferences Conclude a service, a sale Explain the reasons for a cancellation and apologize	15	CO 3	K1, K2, K3, K4, K5, K6
Module 4: Promote tours and services	Describe local tourist activities Describe regional and local specialties Describe a promotional offer Describe a cultural event	15	CO4	K1, K2, K3, K4, K5, K6

Pedagogy:	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling. The course will also include activities like simulations.
Texts:	1. Dussac, Elisabeth, <i>Bon Voyage – Français du tourisme A1-A2</i> , CLE Internationale, 2017
References/ Readings:	<ol style="list-style-type: none"> 1. C. Peyroutet et al, <i>Le tourisme en France</i>, Nathan, 2013 2. Calmy Anne Marie, <i>Le Français du Tourisme</i>, Hachette, Paris, 2004 3. C. Andreu, L. Arnaud. <i>Le français en context- Tourisme (A1+/A2+)</i>, Méthode de français - Maison des langues, Paris, 2014. 4. Corbeau et al. <i>Tourisme.com</i>, 2ème édition Broché, Cle International, 2013
Web Resources:	<ol style="list-style-type: none"> 1. Association Agir pour un tourisme responsable : http://www.tourisme-responsable.org/ 2. ETourisme et tourisme durable francophone : http://etourismedurable.org/ 3. La cité de la culture et du tourisme durable : http://www.cctd.eu/ 4. Le journal de l'éco-tourisme http://www.lejournaldelecotourisme.com/ 5. Page Facebook du tourisme durable : http://www.facebook.com/Tourisme.Durable 6. TER durable, la lettre des professionnels du tourisme durable : http://www.terdurable.com/ 7. The international ecotourism society : http://www.ecotourism.org/ 8. Tourism Vision : http://www.tourism-vision.com/ 9. Tourisme autrement : http://www.tourisme-autrement.be/ 10. Trophées du tourisme responsable : http://www.tropheesdutourismeresponsable.com/ 11. Voyageons autrement: http://www.voyageons- autrement.com/index/tourisme-durable.html 12. Voyages pour la planète : http://www.voyagespourlaplanete.com/ 13. Présenter une entreprise https://www.lefrancaisdesaffaires.fr/fiches-pedagogiques/presenter-une-entreprise/ 14. Présenter son parcours professionnel https://www.lefrancaisdesaffaires.fr/fiches-pedagogiques/presenter-son-parcours-professionnel/

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Title of the Course	Introduction to French Gastronomy
Course Code	FRE-6204
Number of Credits	4
Theory/Practical	4T
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce students to the historical evolution, philosophical foundations, and core techniques of French gastronomy, emphasizing its cultural significance and professional traditions. 2. To familiarize students with the regional diversity of French cuisine and the relationship between geography, culture, and culinary identity. 3. To provide practical and theoretical understanding of the artisanal techniques and cultural symbolism of French bakery, pastry, cheese, and wine traditions. 4. To explore contemporary trends, innovations, and sustainability practices in modern French gastronomy, highlighting the fusion of tradition and technology.

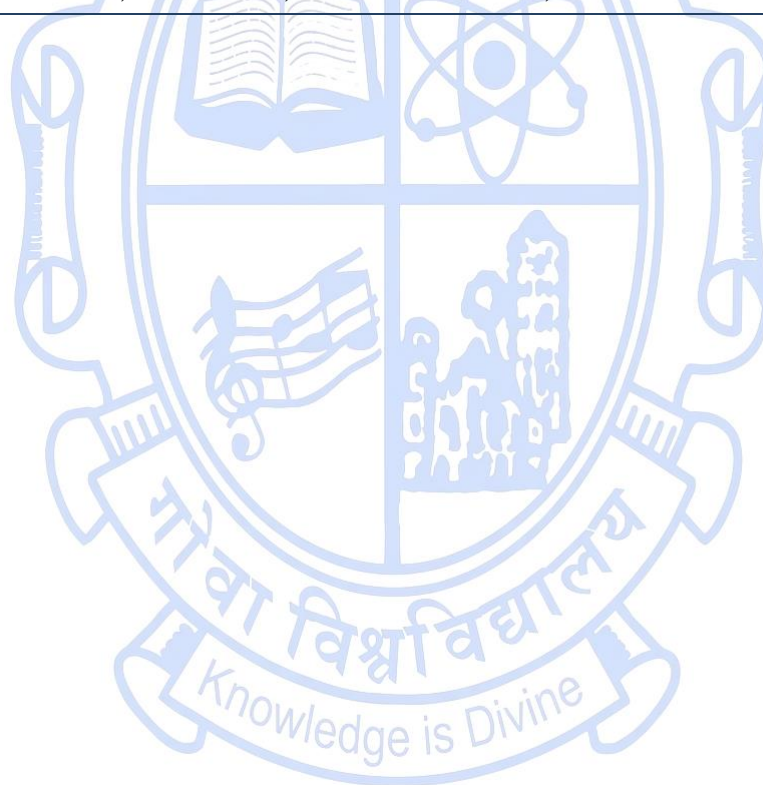
Course Outcomes:				Mapped to PSO	
	CO 1. Analyze the historical development of French cuisine and evaluate its influence on global culinary traditions using key gastronomic concepts and terminology.				PSO 5, PSO 3
	CO 2. Compare and contrast the cuisines of different French regions and interpret how geography and local produce shape regional gastronomy.				PSO 5, PSO 3
	CO 3. Demonstrate knowledge of classic French produce and cuisine and appropriate gastronomic pairings based on regional characteristics.				PSO 5, PSO 3
	CO 4. Design a modern French-inspired menu that integrates principles of innovation, sustainability, and aesthetic presentation.				PSO 5, PSO 3
Content:		No of hours	Mapped to CO	Cognitive Level	
Module 1: Foundations and historical context of French gastronomy	<ul style="list-style-type: none"> History of French Cuisine: From royal courts to revolutionary kitchens, Influence of Auguste Escoffier and the codification of French cuisine Gastronomic Culture and Philosophy: The concept of terroir, “The French gastronomic meal” and its UNESCO recognition Core Culinary Techniques : Mise en place, Mother sauces and emulsions, Kitchen hierarchy (brigade system) French Culinary Philosophy: Terroir and the importance of local ingredients, The concept of joie de vivre and dining rituals, Slow Food and the French attitude to meals 	15	CO1	K1, K2, K3, K4, K5, K6	
Module 2: Regional cuisines of France	<ul style="list-style-type: none"> Northern & Northwestern France : Normandy, Brittany, Pays de la Loire Central and Eastern France : le Grand-est, la Bourgogne et Auvergne-Rhône-Alpes Southern France : La Nouvelle Aquitaine, La Provence-Alpes-Côte d’Azur et l’Occitanie <ul style="list-style-type: none"> Paris and haute cuisine 	15	CO 2	K1, K2, K3, K4, K5	
				K1, K2,	

Module 3: Bread, pastry, cheese and beverages	<ul style="list-style-type: none"> ● The French bread and viennoiserie ● Pastry and desserts ● Cheese and beverages : Cheese categories and vineyards of France and appellations 	15	CO 3	K3, K4, K5
Module 4: Contemporary French Cuisine and Gastronomic Innovation	<ul style="list-style-type: none"> ● Nouvelle cuisine and culinary innovation: The shift from heavy to lighter fare, influence of celebrity chefs like Paul Bocuse, Alain Ducasse, and Ferran Adrià ● French Cuisine Today : Global fusion, bistronomy, and modern plating, Molecular gastronomy and technology in the kitchen ● Sustainability and Food Culture : Organic and farm-to-table trends, Food waste reduction and local sourcing ● Importance of French gastronomy in French culture and worldwide 	15	CO 4	K1, K2, K3, K4, K5
Pedagogy:	<p>The course will be taught in English.</p> <p>Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling.</p>			
References/ Readings:	<ol style="list-style-type: none"> 1. B. Amy Trubek, <i>Haute Cuisine: How the French Invented the Culinary Profession</i>, University of Pennsylvania Press, 2000 2. E. Auguste. <i>A Guide to Modern Cookery</i>, W. Heinemann, London, 1907 3. P. Bocuse, <i>The Complete Recipes</i>, Flammarion, 2012 4. P. Herme, ed. D. Greenspan, <i>Desserts by Pierre Hermé</i>, Little, Brown and Company, 1999 5. P. Montagné, Librairie Larousse, <i>Larousse Gastronomique</i>, Clarkson Potter; Revised, Updated edition (13 October 2009) 6. R. Olney, <i>Simple French Food</i>, Grub Street Publishing; New edition, 10 May 2003 7. Causa M, Carlo C, <i>Civilisation progressive du Français</i>, Niveau Débutant A1, CLE International, 3e édition, Decembre 2018 8. R. Waverley. <i>The Food of France</i>, Vintage, 1992 			

Web Resources:

1. Cuisine et Gastronomie Fiches pedagogique https://www.lepointdufle.net/penseigner/cuisine_gastronomie-fiches-pedagogiques.htm
2. French gastronomy <https://www.inde.campusfrance.org/discover-french-gastronomy>
3. Babette's Feast, Gabriel Axel, Betzer J et al, 1987, Denmark
4. Julie & Julia, Nora Ephron, Ephron et al, 2009, United States
5. Haute Cuisine (Original : Les Saveurs du Palais), Christian Vincent, Vendôme Productions, 2012
6. The Hundred Foot Journey, Lasse Hallstrom, Dreamworks Pictures, Reliance Entertainment, 2014
7. Ratatouille, Brad Bird, Pixar Animation Studios, 2007
8. Chef's table - France, David Gelb, Boardwalk Pictures, 2016

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Title of the Course	France and the European Union
Course Code	FRE-6205
Number of Credits	04
Theory/Practical	4 Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/Value added Course	No
Course for advanced learners	Yes

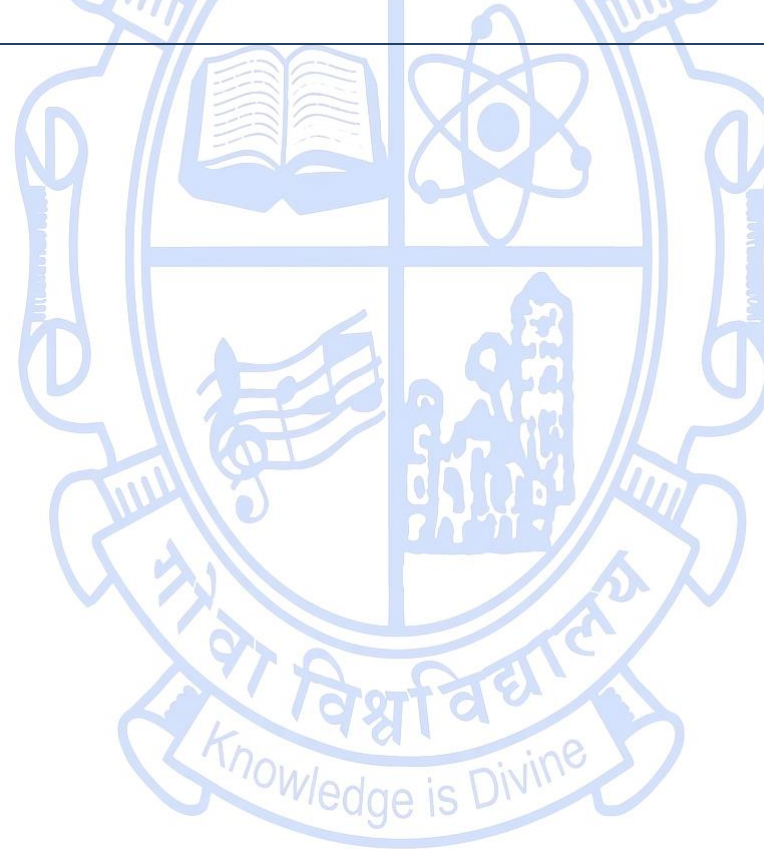
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and explain the key events and political developments in Europe from World War II to the Cold War. 2. Analyze the evolution of European integration through major treaties and the formation of the European Union. 3. Evaluate the transformations in post–Cold War Europe and their impact on political, economic, and security structures. 4. Assess French perspectives on contemporary challenges in the European Union, including migration, economic instability, and shifting political identities. 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and describe the major events that shaped Europe from World War II to the end of the Cold War.	PSO 4, PSO 6
	CO 2. Examine the process of European integration through major treaties and institutional developments.	PSO 4, PSO 6

	CO 3. Analyze the political and economic transformations in Europe after the Cold War and evaluate their implications for the EU's structure.		PSO 4, PSO 6	
	CO 4. Critically assess France's perspectives on the EU's current challenges and propose informed perspectives on its future direction.		PSO 4, PSO 6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Major events in Contemporary Europe <ul style="list-style-type: none"> ● World War II ● The 4th Republic of France ● Iron Curtain ● Charles de Gaulle and his vision of Europe 	15	CO1	K1, K2
Module 2:	France in bipolar world <ul style="list-style-type: none"> ● Tensions and cooperation : Transformations in the USSR during the 1980s and its impact in the East-West relations, The fall of the Berlin Wall and German reunification. ● Europe after the end of the cold war- The challenges of EU enlargement: political and institutional factors, New regional and international security environments, The impact of economic globalization on the EU. ● Seeds of the European Union: Franco-German reconciliation as the basis for unification: the Schuman Plan, the European Coal and Steel Community (ECSC) 	15	CO2	K1, K3, K4
Module 3:	Role of France in the formation of the European Union and Integration. <ul style="list-style-type: none"> ● Treaties: Rome Treaty 1957, Merger Treaty 1967, Schengen Treaty 1985, Maastricht Treaty 1993, Lisbon Treaty 2009. ● Single market, Schengen space, Eurozone. ● Institutions of the European Union: European Council, European Parliament, European Commission. ● Purpose of North Atlantic Treaty Organization. (NATO). 	15	CO3	K1, K2, K4

Module 4:	Contemporary Issues and Challenges <ul style="list-style-type: none"> ● Migration (Changing demographics, consequences, etc.) ● Recession of 2007 and its effects on the EU. (Near collapse of the Euro, Instability of the EU) ● Evolving role of France in Europe. <ul style="list-style-type: none"> ● French perspectives on climate change and current geo-political issues. 	15	CO4	K3, K4, K5
Pedagogy:	<p>The pedagogy of this course is rooted in the principles of autonomous learning methodologies. The course integrates task-based learning, enabling students to engage with real-world challenges in a meaningful way. Both independent and collaborative work are central to the course, fostering initiative, and reflective practice. Through this learner-centered approach, students build the skills necessary for research.</p>			
References/ Readings:	<ol style="list-style-type: none"> 1. Balme, Richard and Brian Bridges. 2008. <i>Europe-Asia Relations: Building Multilateralisms</i>. London: Palgrave Macmillan. 2. Biscop, Sven and Jan Joel. Ed. 2007. <i>The EU and the European Security Strategy</i>. London: Routledge. 3. Calleo, David P. 2003. <i>Rethinking Europe's Future</i>. Princeton: Princeton University Press. 4. Chanda, Rupa and Parlok Gupta. Eds. 2015. <i>India-EU People Mobility: Historical, Economic and Regulatory Dimensions</i>. Delhi: Cambridge University Press. 5. Cram, Laura. 1997. <i>Policy-making in the European Union: Conceptual Lenses and the Integration Process</i>. London: Routledge. 6. Faleg, Giovanni. 2017. <i>The EU's Common Security and Defence Policy</i>. London: Palgrave Macmillan. 7. Fekete, Liz. 2009. <i>A Suitable Enemy: Racism, Migration, and Islamophobia in Europe</i>. New York: Pluto Press. 8. Fligstein, Neil. 2009. <i>Euroclash: The EU, European Identity and the Future of Europe</i>. Oxford: Oxford University Press. 9. Hoskyns, Catherine and Michael Newman. Ed. 2001. <i>Democratizing the European Union: Issues for the 21st Century</i>. New York: Manchester University Press. 10. Kaiser, Wolfram and Antonio Varsori. Ed. 2010. <i>European Union History: Themes and Debates</i>. London: Palgrave Macmillan. 11. Meunier, Sophie. 2007. <i>Making History: European Integration and Institutional Change at Fifty</i>. Oxford: Oxford University Press. 			

12. Mukherjee, Arpita, Rupa Chanda and Tanu M. Goyal. Eds. 2015. *Trade in Services and Trade Agreements: Perspectives from India and the European Union*. New Delhi: New Delhi.
13. Peterson, John. 1996. *Europe and America: The Prospects for Partnership*. London: Routledge.
14. Phinnemore, David and Alex Warleigh-Lack. Eds. 2009. *Reflections on European Integration: 50 Years of the Treaty of Rome*. London: Palgrave Macmillan.
15. Simms, Brendan and David J. B. Trim. Eds. 2011. *Emergence of Humanitarian Intervention: A History*. Cambridge: Cambridge University Press.
16. Wegs, Robert J. and Robert Ladrech. 2006. Eds. *Europe Since 1945: A Concise History*. London: Palgrave Macmillan.

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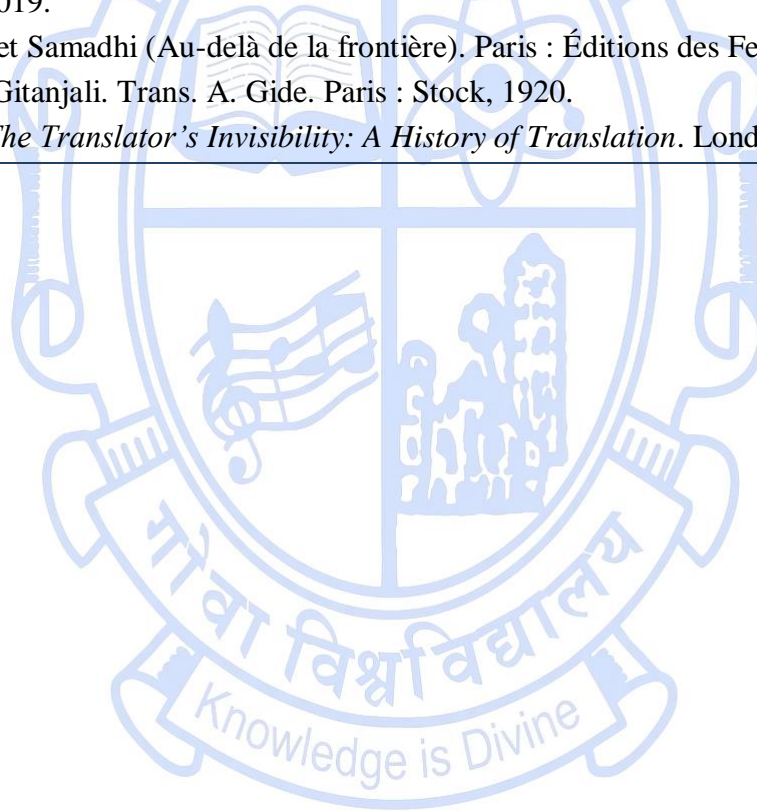
Title of the Course	French Language Literature through Translation
Course Code	FRE-6206
Number of Credits	04
Theory/Practical	4T
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<p>The objective of the course is to:</p> <ol style="list-style-type: none"> 1. introduce students to the history of Indo-French literary relations and translation practices. 2. analyse French literary texts translated into Indian languages and their cultural adaptations. 3. study how Indian authors and cultural identities are represented through French translations. 4. develop applied translation and comparative research competence through Francophone and Indo-French texts. 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and explain major Indo–French literary and translation encounters in historical context.	PSO 1, PSO 3
	CO 2. Compare and analyze strategies of translating French texts into Indian languages.	PSO 2, PSO 4
	CO 3. Evaluate representations and reception of Indian texts translated into French.	PSO 2, PSO 4

	CO 4. Develop applied translation and comparative research competence through Francophone and Indo-French texts.		PSO 4, PSO 5
Content:		No. of hours	Mapped to CO Cognitive Level
Module 1: Historical Foundations of Indo-French Literary Contact	Overview of French travellers and writers in India, Indian reformers and writers in French; translation flows between French and Indian languages. Festivals and publishing circuits (Bonjour India, Institut Français, Sahitya Akademi translations); bilingual anthologies; translation for tourism and cultural diplomacy; student project: translate and annotate a short text (Konkani/Marathi/Hindi to/from French/English).	15	CO1 K1, K2
Module 2: French Literature in Translation	Domestication and foreignization strategies; case studies: Molière (<i>Tartuffe, L'Avare</i>), Camus (<i>La Peste, L'étranger</i>), Guy de Maupassant; cultural adaptation in Indian contexts.	15	CO 2 K3, K4
Module 3: Indian Literature in French Translation	Adaptation and reception of Indian texts for French audiences: Perumal Murugan (<i>The Pyre</i>), Chitra Banerjee Divakaruni (<i>Mistress of Spices</i>), Vishnu Sharma (<i>Panchatantra</i>), Geetanjali Shree (<i>The Tomb of Sand</i>)	15	CO 3 K4, K5
Module 4: Francophone Literature in English Translation	Selected works from- La Réunion, Le Maghreb, Le Québec, Le Rwanda	15	CO 4 K4, K5
Pedagogy:	The teaching methods and curriculum are based on the principles of self-directed learning methodologies. This course includes a variety of materials and presentation formats, independent work (both group and individual), and task-based exercises.		
References/ Readings:	<ol style="list-style-type: none"> 1. S. Aurobindo, <i>Selected Writings</i>. Pondicherry : Sri Aurobindo Ashram, 1957. 2. S. Bassnett, <i>Translation Studies</i>. London : Routledge, 2013. 3. J. Bernardin de Saint-Pierre, <i>Paul et Virginie</i>. Paris : Flammarion, 1983. 4. R. Chaudhuri, <i>The Literary Thing: History, Poetry and the Making of a Modern Cultural Sphere</i>. Oxford : Oxford University Press, 2013. 		

5. A. Camus, *La Peste*. Paris : Gallimard, 1947.
6. C. B. Divakaruni, *The Mistress of Spices*. New York : Doubleday, 1997.
7. K. Kalidasa, *Abhijñānaśākuntalam (Śakuntalā)*. Paris : Trad. française du XIXe siècle.
8. P. Loti, *L'Inde (sans les Anglais)*. Paris : Calmann Lévy, 1903.
9. J.-B. Molière, *L'Avare*. Paris : Librairie Générale Française, 1668.
10. P. Murugan, *The Pyre*. Trans. A. Aniruddhan Vasudevan. New Delhi : Penguin India, 2016.
11. Premchand, Contes traduits en français. Paris : L'Harmattan, 1998.
12. Sahitya Akademi, Anthologie bilingue : Poésie marathi et konkani traduite en français. New Delhi : Sahitya Akademi, 2019.
13. G. Shree, *Ret Samadhi (Au-delà de la frontière)*. Paris : Éditions des Femmes, 2023.
14. R. Tagore, *Gitanjali*. Trans. A. Gide. Paris : Stock, 1920.
15. P. Venuti, *The Translator's Invisibility: A History of Translation*. London : Routledge, 2017.

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Title of the Course	Interactive Digital Narratives: Strategies and Tools
Course Code	FRE-6207
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

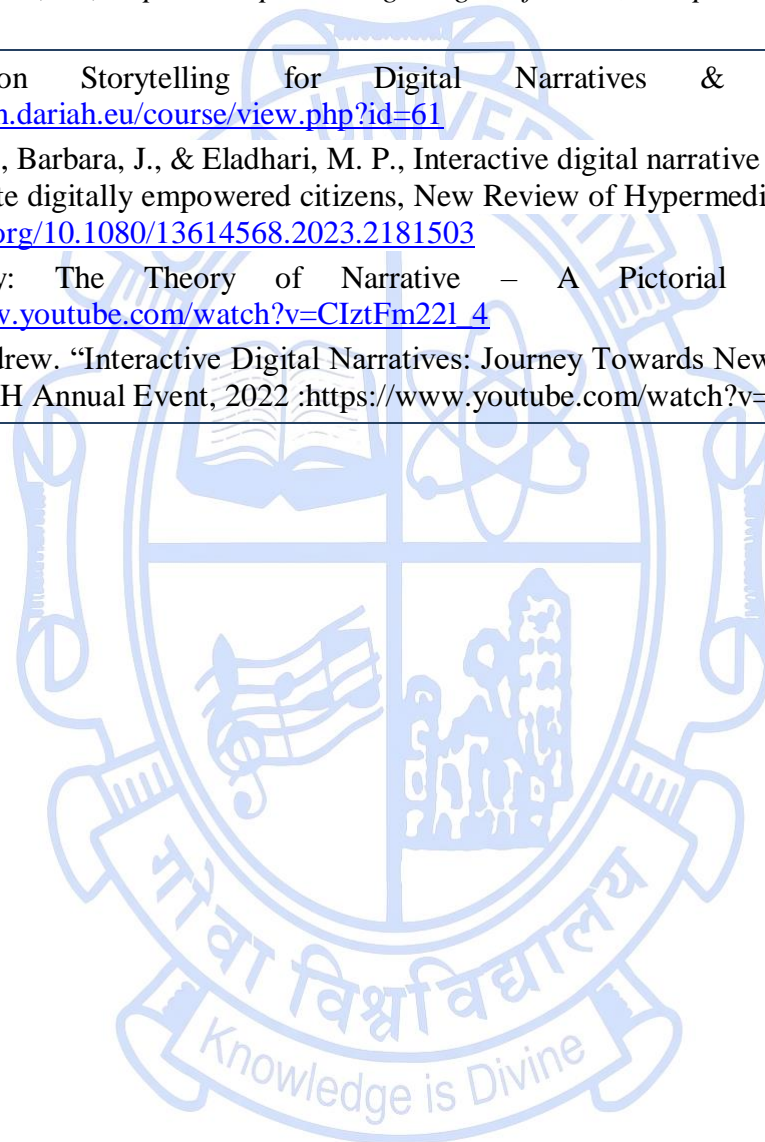
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the theoretical foundations, evolution, and key concepts of Interactive Digital Narratives (IDN) and reflect on the impact of interactive narratives across domains. 2. Analyse and evaluate aesthetic, cultural, and ethical dimensions in interactive narrative forms and in order 3. Explore digital authoring tools to design nonlinear, user-driven narrative experiences. 4. Create original interactive narrative prototypes integrating storytelling, interactivity, and multimodal design. 	
Course Outcomes:	CO 1. Explain the theoretical and structural principles of interactive digital narratives and their relevance to communication and media, and critically reflect on the role of interactivity in meaning-making	Mapped to PSO PSO 3
	CO 2. Analyse examples of digital narratives to identify narrative strategies and evaluate their aesthetic, cultural, and ethical dimensions.	PSO 2, PSO4

	CO 3. Use authoring tools to design and prototype short interactive narratives.		PSO 5	
	CO 4. Design and produce an original interactive narrative that demonstrates effective integration of story, interactivity, and design.		PSO4, PSO 5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1: Foundations of Interactive Digital Narratives	<ul style="list-style-type: none"> ● Evolution of interactive narrative forms ● Concepts of narratology, interactivity, and immersion ● Structure of nonlinear storytelling ● Elements of digital narrative design (plot, agency, choice, etc) ● Audience engagement and participation ● Meaning-making in interactive contexts ● Critical perspectives on digital authorship and user agency 	15	CO1	K1, K2, K3
Module 2: Analysis of Interactive Narrative Forms	<ul style="list-style-type: none"> ● Taxonomy of interactive narrative genres (games, interactive journalism, e-lit) ● Narrative strategy analysis (branching, looping, procedural narration) ● Aesthetic analysis of digital form (sound, visuals, interactivity) ● Cultural interpretation of digital narratives (identity, representation, inclusion) ● Ethical considerations in interactivity (player agency, consent, bias) ● Comparative frameworks in transmedia storytelling 	15	CO2	K1, K2, K3, K4, K5
Module 3: Tools and Techniques for Interactive Narrative Design	<ul style="list-style-type: none"> ● Exploration of digital authoring platforms ● Interface design principles for interactive storytelling ● Narrative flowcharting and branching structures ● Integration of text, sound, and visuals in interactive media ● User experience (UX) and playtesting methods ● Collaborative design and iterative prototyping 	15	CO3	K1, K2, K3
Module 4: Creation and Presentation of	<ul style="list-style-type: none"> ● Concept development and ideation process 	15	CO3,	K3, K4,

Original Interactive Narrative	<ul style="list-style-type: none"> ● Narrative design documentation and storyboarding ● Production workflow for IDN creation ● Integration of interactivity, aesthetics, and narrative coherence ● User testing, feedback incorporation, and iteration ● Presentation, reflection, and critique of creative work 		CO4	K5, K6
Pedagogy:	<p>The pedagogy follows a blended, project-based, and inquiry-driven learning model that integrates theory, critical analysis, and creative production. The course taught in English encourages students to engage with interactive narratives as both readers and creators, balancing conceptual understanding with hands-on experimentation. Through lectures, demonstrations, and guided discussions, students develop a grounding in narrative theory and interactivity. Analytical exercises, peer reviews, and case studies foster critical thinking and collaborative learning, allowing students to interpret the aesthetic, ethical, and cultural dimensions of digital storytelling. Practical workshops using tools promote experiential learning through iterative design, prototyping, and playtesting. Reflective writing and documentation of creative processes further cultivate self-awareness and critical reflection on how interactivity shapes meaning. Overall, the course adopts a learner-centered pedagogy that emphasizes experimentation, interdisciplinary collaboration, and the integration of humanistic inquiry with digital practice.</p>			
References/Readings:	<ol style="list-style-type: none"> 1. Fisher, J. A., Reyes, M. C., & Barbara, J. (Eds.), <i>An educator's guide to interactive digital narrative: Syllabi and resources from around the world</i>. Carnegie Mellon University Press, 2025. https://kilthub.cmu.edu/articles/book/An_Educator_s_Guide_to_Interactive_Digital_Narrative_Syllabi_and_Resources_From_Around_the_World/28923917?file=54194957 2. Gaudenzi, S., <i>The living documentary: From representing reality to co-creating reality in digital interactive documentary</i> (Doctoral dissertation, Goldsmiths, University of London), 2013. 3. Hartmut, K., Ferri, G., Haahr, M., Sezen, D., & Sezen, T. I. (Eds.), <i>Interactive digital narrative: History, theory and practice</i>, Routledge, 2015. 4. Hergenrader, T., <i>Collaborative worldbuilding for writers and gamers</i>. Bloomsbury Academic, 2019. 5. Murray, J. H., <i>Hamlet on the holodeck: The future of narrative in cyberspace</i> (Updated ed.), MIT Press, 2017. 6. Roth, C., & Koenitz, H., <i>Evaluating the user experience of interactive digital narrative</i>, <i>Proceedings of the 1st International Workshop on Multimedia Alternate Realities</i>, 31–36, 2016. https://doi.org/10.1145/2983298.2983302 7. Swords, A., <i>Forest paths method for narrative design</i>. Swords Narrative, 2020. https://swordsnarrative.itch.io/forest-paths-method-for-narrative-design 			

	8. Wardrip-Fruin, N., <i>Expressive processing: Digital fictions, computer games, and software studies</i> . MIT Press, 2009.
Web Resources:	<ol style="list-style-type: none"> 1. Course on Storytelling for Digital Narratives & Blended Spaces. dariahTeach. : https://teach.dariah.eu/course/view.php?id=61 2. Koenitz, H., Barbara, J., & Eladhari, M. P., Interactive digital narrative (IDN)—new ways to represent complexity and facilitate digitally empowered citizens, <i>New Review of Hypermedia and Multimedia</i>, 28(3–4), 76–96, 2022. : https://doi.org/10.1080/13614568.2023.2181503 3. Narratology: The Theory of Narrative – A Pictorial Guide [Video]. (n.d.). YouTube : https://www.youtube.com/watch?v=CIztFm221_4 4. Perkis, Andrew. “Interactive Digital Narratives: Journey Towards New Storytelling Framework.” Presentation at the DARIAH Annual Event, 2022 :https://www.youtube.com/watch?v=sQ4LVPpiAKU

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Title of the Course	French Language Skills for Student Mobility
Course Code	FRE-6208
Number of Credits	04
Theory/Practical	4T
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Students should not have any prior knowledge of French. This course is strictly intended for complete beginners.	
Course Objectives:	<ol style="list-style-type: none"> 1. To enable students to function in a Francophone environment with an elementary language competence. 2. To enable students to integrate in campus life in France. 3. To equip students with the communicative skills necessary to manage basic interactions in everyday situations and informal academic settings. 4. To orient students to Francophone universities and their organisation. 	
Course Outcomes:		Mapped to PSO
	CO1. The student will be able to introduce themselves, ask simple personal questions, and participate in short social interactions.	PSO 1
	CO2. The student will be able to describe people, express their preferences, and construct simple sentences in familiar contexts.	PSO 1, PSO 2

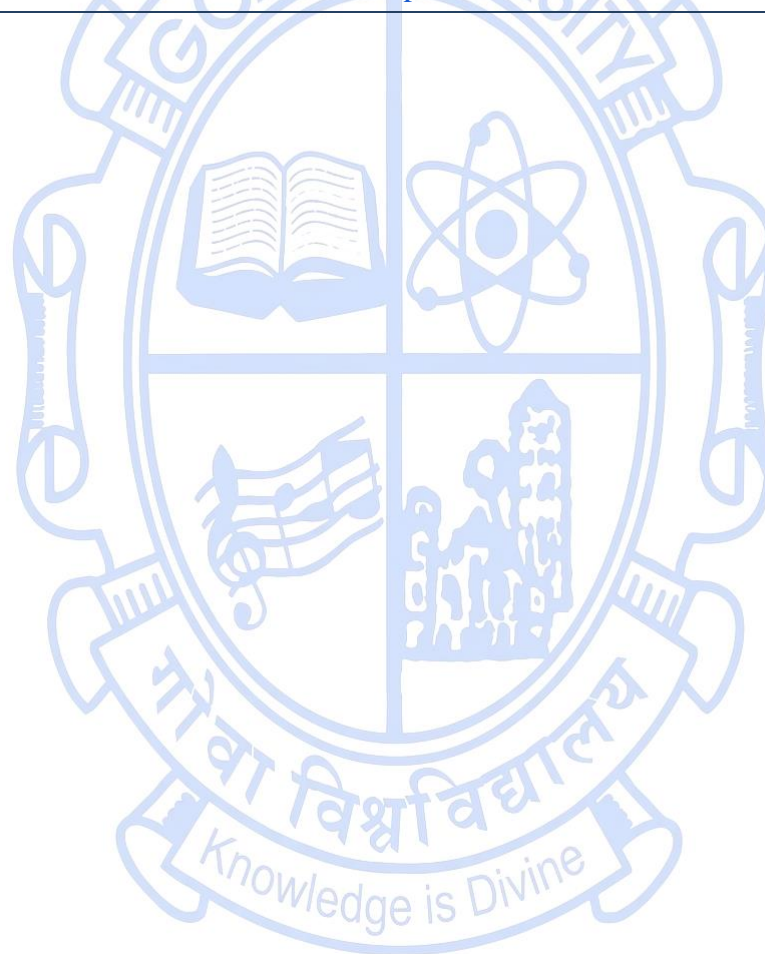
	CO3. The student will be able to use French to interact in simple everyday situations, including on the university campus.		PSO 1, PSO 2, PSO 4
	CO4. The student will be able to identify and appreciate certain cultural aspects of France and the Francophone world.		PSO 4
Content:		No. of hours	Mapped to CO Cognitive Level
Module 1:	Premiers contacts avec le français <ul style="list-style-type: none"> • Alphabet, prononciation. • Saluer, se présenter, demander et donner des informations personnelles (nom, âge, nationalité, profession, adresse). • Comprendre et utiliser les formules de politesse. • Chiffres, jours, mois. • Verbes clés : <i>être, avoir, s'appeler, venir de</i> • Grammaire : articles définis/indéfinis, genre et nombre des noms, adjectifs qualificatifs (accords). 	15	CO 1 K1, K2, K3
Module 2:	Parler de soi et son quotidien <ul style="list-style-type: none"> • Parler de sa famille et de ses amis. • Décrire une personne (physique, caractère). • Exprimer ses goûts, préférences et habitudes. • Parler de ses activités quotidiennes, de sa vie universitaire, loisirs et passe-temps. • Verbes réguliers en -er (présent), les verbes pronominaux. • Grammaire : Adjectifs qualificatifs et possessifs, expression de la fréquence : <i>souvent, rarement, toujours, jamais</i>, la négation simple (<i>ne... pas</i>). 	15	CO2 K1, K2, K3, K4
Module 3:	Parler de sa vie sur le campus universitaire <ul style="list-style-type: none"> • Se situer et situer des lieux dans l'espace universitaire 	15	CO 3 K1, K2, K3, K4

	<ul style="list-style-type: none"> • Décrire son logement • Demander et donner des directions. • Situations de la vie quotidienne : au café, au marché, à la gare (Commander/faire des achats) • Parler de l'heure, de la météo, des lieux fréquentés. • Verbes aller, prendre, faire. • Grammaire : Prépositions de lieu, les interrogatifs simples (où, quand, comment, combien, pourquoi), articles contractés, impératif, futur proche. 			
Module 4:	<p>Découvrir la culture Francophone</p> <ul style="list-style-type: none"> • Découvrir la vie en France • Connaître quelques fêtes et traditions françaises • Identifier quelques pays francophones dans le monde. 	15	CO 4	K1, K2
Pedagogy:	The course follows a communicative and action-oriented approach, emphasizing practical language use in real-life situations relevant to student mobility and campus life. Learning is facilitated through interactive activities, role-plays, and audiovisual materials. Cultural elements are integrated throughout to help students understand and engage with Francophone contexts, enabling them to function confidently in everyday and academic situations.			
References/ Readings:	<ol style="list-style-type: none"> 1. Carlo, Catherine & Mariella Causa. <i>Civilisation progressive du français – Niveau débutant</i>. CLE International, 2018. 2. Cocton, Marie-Noëlle, et al. <i>Saison 1 – Méthode de français</i>. Didier, 2014. 3. Girardet, Jacky, & Jacques Pécheur. <i>Campus 1 – Méthode de français</i>. CLE International, 2002. 4. Girardet, Jacky. <i>Vocabulaire progressif du français – Niveau débutant</i>. CLE International, 2018. 5. Grégoire, Maïa & Odile Thiévenaz. <i>Communication progressive du français – Niveau débutant</i>. CLE International, 2018. 6. Grégoire, Maïa & Odile Thiévenaz. <i>Grammaire progressive du français – Niveau débutant</i>. CLE International, 2017. 7. Mérieux, Régine, And Yves Loiseau. <i>Connexions</i>. Didier, 2008. 8. Spérandio, Caroline, et Al. <i>Édito A1: Méthode De Français</i>. Éditions Didier, 2022 			

Web Resources:

1. Comme une Française - <https://www.commeunefrancaise.com/>
2. Easy French Podcast - <https://youtube.com/@easyfrench>
3. Ensemble en France - <https://www.ensemble-en-france.org/en/>
4. TV5MONDE – Apprendre le français – <https://apprendre.tv5monde.com>
5. MOOC/ CLOM - Vivre en France A1 - <https://www.fun-mooc.fr/en/cours/vivre-en-france-a1/>

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Title of the Course	French Language Skills for Student Integration
Course Code	FRE-6209
Number of Credits	04
Theory/Practical	4T
Level	500
Effective from AY	2026-2027
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Students should have elementary knowledge of French.	
Course Objectives:	<ol style="list-style-type: none"> 1. To help learners socially integrate in a French-speaking university environment 2. To enable learners to communicate about cultural experiences. 3. To develop the ability to discuss and resolve challenges of student life abroad. 4. To enable learners to communicate about their academic/ professional prospects. 	
Course Outcomes:		Mapped to PSO
	CO1. Students will be able to introduce themselves and talk about their studies, daily life, and interests.	PSO 1, PSO 4
	CO2. Students will be able to describe places and experiences, and exchange information related to cultural discovery.	PSO 1, PSO 4

	CO3. Students will be able to communicate about health and well-being in everyday situations.		PSO 1, PSO 5
	CO4. Students will be able to discuss their academic life and express their study plans or future goals.		PSO 1, PSO 4, PSO 5
Content:		No. of hours	Mapped to CO
Module 1:	<p>Se présenter</p> <ul style="list-style-type: none"> ● Se présenter : identité, études, centres d'intérêt ● Parler de la vie quotidienne et estudiantine ● Découvrir la vie et la culture du campus ● Grammaire : révision du présent de l'indicatif, verbes fréquents (avoir, être, faire, aller), expressions de fréquence et de temps 	15	CO 1
Module 2:	<p>Découvrir le monde autour de soi</p> <ul style="list-style-type: none"> ● Parler d'échanges, de nouvelles rencontres, des voyages, et des sorties ● Demander et donner des informations pratiques (transport, itinéraire, hébergement) ● Découvrir des domaines d'études universitaires. ● Apprécier les différences culturelles et s'adapter à la vie dans un nouveau pays. ● Grammaire : passé composé (verbes fréquents), prépositions de lieu, marqueurs temporels. 	15	CO2
Module 3:	<p>Santé et Alimentation</p> <ul style="list-style-type: none"> ● Parler de sa santé ● Prendre un rendez-vous médical, acheter des médicaments à la pharmacie. ● Donner et suivre des conseils pour une vie saine. ● Parler de ses habitudes alimentaires ● Commander un plat au restaurant ou à la cantine universitaire. 	15	CO 3

	<ul style="list-style-type: none"> ● Grammaire : impératif, devoir / il faut, exprimer la quantité et la fréquence (beaucoup de, un peu de, souvent, parfois, etc.), les articles partitifs. 			
Module 4:	<p>Vie universitaire et projets d'avenir</p> <ul style="list-style-type: none"> ● Parler de son parcours universitaire : matières, emploi du temps, activités universitaires. ● Exprimer ses projets d'études et professionnels ● Rédiger un message ou un e-mail pour demander des informations. ● Rédiger son CV en français. ● Grammaire : futur proche et futur simple, connecteurs logiques (et, mais, parce que, donc) 	15	CO 4	K3, K4, K6
Pedagogy:	The course follows a communicative and task-based approach, focusing on real-life situations relevant to student integration in a Francophone university environment. Learning is facilitated through interactive activities, role-plays, discussions, projects, and digital tools that help develop practical language, interaction, and problem-solving skills. Cultural awareness is integrated into every module, enabling students to understand, adapt, and engage confidently with their new academic and social environment.			
References/ Readings:	<ol style="list-style-type: none"> 1. Carlo, Catherine & Mariella Causa. <i>Civilisation progressive du français – Niveau débutant</i>. CLE International, 2018. 2. Cocton, Marie-Noëlle, et al. <i>Saison 1 – Méthode de français</i>. Didier, 2014. 3. Girardet, Jacky, & Jacques Pécheur. <i>Campus 1 – Méthode de français</i>. CLE International, 2002. 4. Girardet, Jacky. <i>Vocabulaire progressif du français – Niveau débutant</i>. CLE International, 2018. 5. Grégoire, Maïa & Odile Thiévenaz. <i>Communication progressive du français – Niveau débutant</i>. CLE International, 2018. 6. Grégoire, Maïa & Odile Thiévenaz. <i>Grammaire progressive du français – Niveau débutant</i>. CLE International, 2017. 7. Mérieux, Régine, And Yves Loiseau. <i>Connexions</i>. Didier, 2008. 8. Spérandio, Caroline, et Al. <i>Édito A1: Méthode De Français</i>. Éditions Didier, 2022 			
Web Resources:	1. Comme une Française - https://www.commeunefrancaise.com/			

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| | <ol style="list-style-type: none">2. Easy French Podcast - https://youtube.com/@easyfrench3. Ensemble en France - https://www.ensemble-en-france.org/en/4. TV5MONDE – Apprendre le français – https://apprendre.tv5monde.com5. MOOC/ CLOM - Vivre en France A2 - https://www.fun-mooc.fr/fr/cours/vivre-en-france-a2/ |
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