

SAVITRIBAI PHULE PUNE UNIVERSITY
Ad-Hoc Board of Studies in French and Spanish

Consolidated Syllabus for
MASTER OF ARTS IN FRENCH
As per New Educational Policy
(modified version given here, w.e.f. 2025-26)

Title of the Course: Master of Arts in French

Introduction: Under the New Educational Policy, the syllabus of MA in French is revised to make it more open to all and thus respect the spirit of choice-based credit and semester system. Its unique features such as translation, subtitling, linguistics, literature and pedagogy of teaching French as a foreign language remain. But an attempt is made to make certain papers of 2 credits available to other P.G. students in the university departments by offering those subjects in English instead of French.

Master of Arts in French as the Major Subject:

I. Eligibility: Minimum qualifications:

1. Bachelor of Arts with French as special subject of Savitribai Phule Pune University
 2. Equivalent qualification (as given below)
 - a) B. A. with French General of Savitribai Phule Pune University OR French Special from any other university (**we expect the teaching to have taken place in French**)
 - b) Graduation in any subject + Advanced Diploma in French of Savitribai Phule Pune University with at least 60% marks
 - c) B2 certificate of the CECRL
- PLUS** an entrance test.

II. Candidates admitted to this course have to acquire

1. In all **88** credits & **22** credits per Semester.
2. Out of which at least **54** credits by completing the courses offered in French as the medium of instruction.
3. These **54** credits will be obtained by completing the following **15** obligatory courses (**12** courses with **4** credits each, **3** courses with **2** credits each), namely
Sem 1 : FR I M 1, FR I M 2, FR I M 3, FR I M 4
Sem 2 : FR II M 6, FR II M 7, FR II M 8, FR II M 9
Sem 3 : FR III M 11, FR III M 12, FR III M 13, FR III M 14
Sem 4 : FR IV M 16, FR IV M 17, FR IV M 18.
4. In all up to **16** credits can be acquired by opting for the courses offered in any other language as a medium of instruction either in this or any other Department of the

Savitribai Phule Pune University provided, they are related to the main subject of French Studies.

5. The electives offered by the French section are as follows :

Sem 1 : FR I E 1, FR I E 2, FR I E 3, FR I E 4, FR I E 5 (2 credits each - any two)

Sem 2: FR II E 8 (4 Credits) OR (any 2 of) FR II E 6, FR II E 7, FR II E 9, FR I E 10 (2 credits each)

Sem 3 : FR III E 13 (4 Credits) OR (any 2 of) FR III E 11, FR III E 12, FR III E 14 FR I E 15 (2 credits each)

Sem 4 : Any 2 of FR IV E 16, FR IV E 17, FR IV E 18. FR IV E 19 FR IV E 20 (2 credits each)

In order to run a particular elective, at least 60% of the students should opt for it.

6. 18 more credits are to be obtained as follows :

FR I M 5 Research Methodology – 4 credits in semester 1,

FR II M 10 On Job training / Field Project – 4 credits

(one of the 2 during or after semester 2 but before semester 3)

FR III M 15 Research Project – 4 credits in semester 3,

FR IV M 19 Research Project of 6 credits in semester 4.

III. Medium of instructions: French

IV. List of Papers per Semester

Code keys – **FR : French** **M : Mandatory** **E : Elective**
I / II etc : semester number 1 / 2 etc : paper number

Semester I (First Year)

| Level 6.0 | | Course Code | Course Title | Hours Per Week | No of Credits |
|-----------|------------------------------|----------------------|--|----------------|---------------|
| Major | Mandatory | FR I M 1 | Beginnings of French Literature | 4 | 4 |
| | | FR I M 2 | Theory and Practice of Translation | 4 | 4 |
| | | FR I M 3 | General Linguistics & Phonetics ; Phonology of French | 4 | 4 |
| | | FR I M 4 | Language Skills – 1 | 2 | 2 |
| | Electives (2 x 2 credits) | FR I E 1 | France through its Song Culture | 2 | 2 |
| | | FR I E 2 | Introduction to Francophonie and its Literature | 2 | 2 |
| | | FR I E 3 | Introduction to Didactics of French | 2 | 2 |
| | | FR I E 4 | Histories of France | 2 | 2 |
| | | FR I E 5 | Oral Skills: Exchange, Transaction and Presentation | 2 | 2 |
| RM | FR I M 5 | Research Methodology | 4 | 4 | |
| | | | Total Credits in Sem I | | 22 |

Semester II (First Year)

| Level 6.0 | | Course Code | Course Title | Hours Per Week | No of Credits |
|--------------------------------|---|-------------|---|---------------------------------|---------------|
| Major | Mandatory | FR II M 6 | XVIII Century French Society | 4 | 4 |
| | | FR II M 7 | Translation : Popular and General literature | 4 | 4 |
| | | FR II M 8 | Morphology & Syntax | 4 | 4 |
| | | FR II M 9 | Language Skills - 2 | 2 | 2 |
| | Electives (1 x 4 credits) OR (2 x 2 credits) | FR II E 6 | Arts of France: History and Perspectives | 2 | 2 |
| | | FR II E 7 | Francophone literature: Europe and Canada | 4 | 2 |
| | | FR II E 8 | Pedagogy of French as a Foreign Language - 1 | 2 | 4 |
| | | FR II E 9 | Introduction to French Cinema | 2 | 2 |
| | | FR III E 10 | Oral Skills: Conversation, Negotiation, Mediation | 2 | 2 |
| | Internship OR Field Project | | FR II M 10 | On Job Training / Field Project | 4 |
| Total Credits in Sem II | | | | | 22 |

Semester III (Second Year)

| Level 6.5 | | Course Code | Course Title | Hours Per Week | No of Credits |
|---------------------------------|---|-------------|--|------------------|---------------|
| Major | Mandatory | FR III M 11 | Literary trends of XIX Century | 4 | 4 |
| | | FR III M 12 | Literary Translation | 4 | 4 |
| | | FR III M 13 | Semantics and Lexicology | 4 | 4 |
| | | FR III M 14 | Francophone Literature: Africa and the Caribbean | 2 | 2 |
| | Electives (1 x 4 credits) OR (2 x 2 credits) | FR III E 11 | Business French - 1 | 4 | 2 |
| | | FR III E 12 | Theatre of the Absurd: From Text to Stage | 2 | 2 |
| | | FR III E 13 | Pedagogy of French as a Foreign Language - 2 | 2 | 4 |
| | | FR III E 14 | Language Of, For and In Cinema | 2 | 2 |
| | | FR IV E 15 | Interpretation: Skills and Techniques | 2 | 2 |
| | Research Project | | FR III M 15 | Research Project | 4 |
| Total Credits in Sem III | | | | | 22 |

Semester IV (Second Year)

| Level 6.5 | | Course Code | Course Title | Hours Per Week | No of Credits |
|--------------------------------|-------------------|----------------------|---|-------------------------|---------------|
| Major | Mandatory | FR IV M 16 | Subtitling : Art and Techniques | 4 | 4 |
| | | FR IV M 17 | Scientific and Technical Translation | 4 | 4 |
| | | FR IV M 18 | Modern Ideas and Postmodernism | 4 | 4 |
| | Electives (Any 2) | FR IV E 16 | Business French - 2 | 2 | 2 |
| | | FR IV E 17 | Study of an Author from 21st Century | 2 | 2 |
| | | FR IV E 18 | Pedagogic Module Creation and Customisation | 2 | 2 |
| | | FR IV E 19 | Francophone Literature of the Indian Subcontinent | 2 | 2 |
| | | | FR IV E 20 | Comparative Linguistics | 2 |
| Research Project | FR IV M 19 | Masters Dissertation | 6 | 6 | |
| Total Credits in Sem IV | | | | | 22 |

V. Examination

A. Pattern of examination -

(i) University Examination : examination under O. 125

Every paper with 4 credits, evaluation by way of Internal Assessment of 50 marks and End-semester examination of 50 marks. Time allotted for the End-semester examinations is 3 hours each.

Every paper with 2 credits, evaluation by way of Internal Assessment of 25 marks and End-semester examination of 25 marks. Time allotted for the End-semester examinations is 2 hours each.

B. Standard of passing : 15/50 ; 15/50 ; but overall at least 40/100

C. ATKT rules: as per University rules

D. Award of class: As per University Rules

E. External Students: not accepted for Credit and Semester system of the University Department.

F. (i) Setting of question papers: By the panel of Examiners appointed by the University

(ii) **Pattern of question papers:** will be given later

G. Verification / Revaluation: As per University Rules

VI. Equivalence subject / paper and transitory provision: Repeaters if any, under previous system will be given a separate question paper.

VII. University terms: as per University rules

VIII. Subject-wise detailed syllabus of each semester AND

IX. Recommended Study Material (if applicable) are given below

Subject-wise detailed syllabus

SEMESTER I

FR I M 1 **Beginnings of French Literature** **[Mandatory paper - 4 credits]**

Preamble: This course provides a socio-historical background of French Literature from middle ages to the end of Classical period.

Aims:

- to initiate students to French Literature and also to Greco-Latin background to French philosophical thoughts.
- to give an idea about ancient thoughts on literature and introduce rules of classical tragedy by Aristotle.
- to introduce the period of Renaissance and literature produced therein and also to the beginning of colonisation.
- to make the students understand classical French tragedies

Objectives: to illustrate the literary, theoretical and philosophical content mentioned in the table below.

Learning Outcomes: Students will be able to comment on the texts studied

| Module | Contenu général | Contenus littéraire, théorique, philosophique | Crédits |
|------------------------------|---|---|----------------|
| De scepticisme à philosophie | Socrate, Platon, Aristote | 1. Le concept de l'Histoire et de la poésie chez Platon. 2. La réponse d'Aristote et ses concepts de l'Histoire et la poésie. 3. La Poétique d'Aristote et les règles du théâtre. | 1 Crédit |
| Le moyen âge | La religion et la philosophie au moyen âge. | 4. St. Augustin et sa théorie vis-à-vis de celle de Platon. 5. Thomas d'Aquin et sa théorie vis-à-vis de celle d'Aristote. | |
| | La littérature et la tradition orale | 6. Troubadours 7. Chanson de Roland | |
| La Renaissance | La découverte de la nouvelle terre et la naissance de la Nouvelle France | 8. Les premiers écrits de la Nouvelle France. | 1 Crédit |
| | La Renaissance d'humanisme en France, René Descartes. La vie en générale à l'époque de Louis XIV | 9. Extraits de <i>Discours de la méthode</i> de René Descartes. 10. Projection d'un documentaire sur la vie générale à l'époque de Louis XIV. | |

| | | | |
|----------------------|---|--|--------------|
| | La Poésie de la Renaissance. Jean de la Fontaine et son style. | 11. Les poèmes choisis de Pierre de Ronsard 12. Les poèmes choisis de Joachim du Bellay 13. Fables choisis de Jean de la Fontaine | |
| Le Théâtre Classique | La Tragédie La Comédie | 14. Extraits tirés du <i>Cid</i> de Pierre Corneille 15. Extraits tirés de <i>Cinna</i> de Pierre Corneille 16. Extraits tirés d' <i>Andromaque</i> de Jean Racine 17. Extraits tirés d' <i>Iphigénie</i> de Jean Racine 18. Extraits tirés de <i>Tartuffe</i> de Molière 19. Extraits tirés de <i>Bourgeois Gentilhomme</i> de Molière | 2 Crédits |

Références :

1. Aristote, *Poétique*, Batteux Ch. (Tr), Imprimerie et Librairie Classique, Paris, 1874.
2. Claretie Jules (Dir), *Molière, sa vie et ses œuvres*, Alphonse Lemerre, Paris, 1873.
3. Corneille Pierre de, *Théâtre Complet*, édition ebooksFrance.
4. Descartes René, *Discours de la méthode*, Edition électronique réalisé par Tremblay Jean-Marie.
5. *Fable de la Fontaine avec les dessins de Gustave Doré*, Librairie de L. Hachette, Paris, 1868.
6. Godin Christian, *La Philosophie pour les nuls*, First Editions, ISBN : 2-87691-998-2.
7. Humbert Catherine Pont, *Littérature du Québec*, Nathan, Paris, 1998.
8. *Œuvres de Molières*, Nouvelle Edition, Tome 11, Librairie Hachette, Paris, 1893.
9. Racine Jean, *Théâtre complet*, Edition Nouvelle, Tome III, Librairie CH Delagrave, Paris 1885.
10. Russell Bertrand, *The History of Western Philosophy*, Simon and Echuster, New York, 1945.
11. Shapiro Norman R (Tr), *Lyrics of the French Renaissance – Marot, Du Bellay, Ronsard*, Yale University Press, New Haven and London, 2002.
12. Short Ian (Dir et Tr), *La Chanson de Roland*, Librairie Générale Française, Le Livre de Poche, 1990.

FR I M 2 **Theory and Practice of Translation** **[Mandatory paper - 4 credits]**

Preamble: The medium of instruction will be French and given the educational background of majority of students, French and English will be the pair of languages. However, French and an Indian language will be a rare combination which would create greater demand for students with such abilities. Efforts will be made to encourage the students to know their own language in depth. The teacher may not know all of their languages, but focus will be the ability to analyse the way a message should be said in a language and why.

Aims: to make the students aware about –

- translating is not giving word for word
- how a message should be said in a particular language and why

Objectives:

- to impart the theoretical base required for doing a good translation
- to give adequate practice with a variety of texts as per the expected capabilities of first semester students

Learning Outcome : Ability to weigh options and give the best translation.

| Credit | Topic | Content |
|--------|--|--|
| 1 | Les Unités, les Plans Les Procédés Techniques de traduction | Emprunt, Calque, Traduction Littérale, Transposition, Modulation, Équivalence et Adaptation |
| 2 | Le Lexique | a) Le plan du réel et le plan de l'entendement. b) Les valeurs sémantiques c) Les aspects lexicaux intellectuels d) Les aspects lexicaux affectifs e) Lexique et mémoire |

Reference Book : *Stylistique comparée du français et de l'anglais* by Vinay & Dalbernet

FR I M 3 **General Linguistics & Phonetics, Phonology of French**

[Mandatory paper – 4 credits]

Aims: to give an insight into the phenomenon of --

- language as tool of communication
- uttering sounds and creating meaningful messages

Objectives: as mentioned in the table below

Learning Outcome :

- to be able to transcribe a spoken chain of sounds in the International Phonetic Alphabet
- to be able to divide the French words into syllables
- to become aware of certain nuances of pronunciations (and thereby get an)
- improved diction

| Topic | Objectives (in English) | Details |
|--|---|--|
| Credit 1 Introduction à la linguistique | Make students aware of the birth, growth and history of linguistics; various schools of thought in the field of linguistics; various types of linguistic study and various interdisciplinary fields of science that the linguistics deals with. | <ul style="list-style-type: none"> • Histoire et évolution des études linguistiques • Langue comme un système de signes • Langue comme un système de sous-systèmes • Types des études linguistiques <ul style="list-style-type: none"> - Synchroniques – Diachroniques - Syntagmatiques-paradigmatiques • Relation de la linguistique avec d'autres domaines scientifiques |
| Credit 2 Introduction à – la phonétique et la phonologie du français | To introduce the field of phonetics and phonology – the study of the sounds of human language(s) and those of the French language | <ul style="list-style-type: none"> • Importance des études phonétiques • Types des études phonétiques <ul style="list-style-type: none"> -- articulatoire -- acoustique -- auditive -- temporelle |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> • Approches : instrumentaliste ~ impressionniste |
| | To give an overview of the various systems, organs of speech and to explain the physiological background of speech | <ul style="list-style-type: none"> • Les systèmes de phonation • Les organes de phonation |
| Credit 3 L'API Le système consonantique du français, Le système vocalique du français | To introduce the consonants in spoken French and to teach their scientific description | <ul style="list-style-type: none"> • Les consonnes du français • Description scientifique des consonnes |
| | To introduce the vowels and semi-vowels in spoken French and to teach their scientific description | <ul style="list-style-type: none"> • Les voyelles du français • Description scientifique des voyelles du français • Les semi – voyelles du français • Description scientifique des semi – voyelles du français |
| Credit 4 La syllabation La prosodie | To introduce the concept of syllable, the various theories of syllable and the canonical forms | <ul style="list-style-type: none"> • Les théories de syllabes • Le processus de syllabation • Les formes canoniques |
| | To introduce the prosodic nature of speech and the various aspects and characteristics of spoken language | <ul style="list-style-type: none"> • Introduction à la prosodie • L'Accent • Le Ton • L'Intonation • La Joncture |

FRIM 4

Language Skills - 1

[Mandatory paper - 2 credits]

Aims: to enhance language skills of the students.

Objectives: This two-credit course is designed to develop advanced reading comprehension skills and writing skills of the French language. The course aims at giving the students an average native speaker's mastery of the language as laid down in the norms of the European Union (Level known as C1). "Language skills" gives importance to the practical as well as theoretical aspect of the language. It involves the participation of the student in comprehension and creation of different types of short texts: narrative, descriptive and argumentative. The course will help students to practise and review advanced grammatical aspects of the language.

Learning Outcome :

- Improved written Comprehension of complex texts in French
- Ability to summarise texts of related themes and write a combined critical comment
- Better written expression using a variety of structures

| Topics | Content |
|--|--|
| Credit 1 Introduction to the basic concepts of communication & Introduction to different types of texts | - Le schéma de la communication - Les différentes fonctions du langage (written comprehension & expression) La compréhension et la rédaction de textes courts - (narratifs, descriptif, et argumentatifs) |
| Credit 2 Advanced Grammar & Summary writing | (written expression) Valeurs des temps, Tournures variées Connecteurs, Savoir rédiger un résumé d'un texte |

Aims and Objectives

Main aim of the course is to develop skills in writing smaller research papers like term papers, book and film reviews, prepare bibliographies, write foot notes and various types of quotations from secondary sources, integrate quotes from websites, effective use of internet sites for web search of topics and terms. Students learn to develop the theme systematically and methodically.

Course content

- Introduction to scientific language of research
- Exposure to finding out references from internet and other secondary sources
- Function and format of footnotes and other references
- Preparing bibliography for a given theme
- Writing book and film reviews
- Development of own thematic concern

Learning Outcome:

- Ability to search for required information,
- Ability to decide which tool will be effective for what type of research

N.B. This paper will be taught in English for 2 credits - mainly theory, and in the respective foreign language of each section for 2 credits focusing on application of the theories learnt.

FR I E 1 France through its Song Culture

[Elective paper - 2 credits]

Aims and objectives

The main objective is to present the French culture and language organically intertwined in order to approach the understanding of the popular psychology.

Course Outcomes

The students are expected to achieve the following:

- An understanding of *song* as a manifestation of culture
- Analytical expertise in lexical and structural aspects of “Song” as a form of poetry
- Appreciation of the impact and importance of a popular medium

| Theme | Content |
|-------------|---|
| Paris | City as a mirror of the social psyche |
| History | « Song » as a reflection of various historical moments |
| Language | Language as both a vector as well as a manifestation of social change |
| Social life | Song as a footprint of and in the evolution of a society |
| Love | The most sung theme of all times... various versions of love portray the way a society views this emotion |
| Politics | The “song” has for centuries been the flag-bearer of political ideologies, movements and changes |

The evaluation will be based on individual group study projects delivered in the form of texts and presentations in class; as also an end semester examination.

References

France INFO : Ces chansons font l’histoire

<https://eduscol.education.fr/chansonsquifonthistoire/spip.php?page=plan#nav>

La chanson française : une historique

globale<http://dictionnaire.sensagent.leparisien.fr/Chanson%20fran%C3%A7aise/fr-fr/>

FR I E 2 Introduction to Francophonie and its Literature [Elective, - 2 Credits]

Preamble: Historically, French is found as the language of the ex-patriots for the migrants to Canada, that of colonisers especially in Africa and the Caribbean region, and the language of prestige in the higher socio cultural and intellectual milieus of Europe. The unstable international boundaries until past 2nd World War, made the neighbouring countries of Belgium, Monaco and the western part of Switzerland called la Suisse Romande, a French speaking belt with its own distinct version.

Objectives:

- To establish the concept of Francophonie, its raison d'être, its history and its evolution.
- To identify diverse themes in Francophone literatures and develop a comparative approach

Learning Outcomes : Students will know -

- The concept of Francophonie: its historical emergence and contemporary engagements
- The colonial and postcolonial scenario in the Francophone world
- Dynamics of Francophonie in the various countries
- Variety of genres and styles in francophone literature

Reference Books :

- BENIAMINO Michel, *La francophonie littéraire. Essai pour une théorie*, Paris, L'Harmattan, 1999.
- F.I.P.F : *Littérature de la langue française hors de France*.
- Nadiye, C. *Introduction aux littéraires francophones*, Les Presses de l'Université de Montréal, 2004.
- Jobert J-L. *Littérature francophone*, Paris, Nathan, 1994.
- Pinhas, L. (2004). Aux origines du discours francophone. *Communication & langages*, 140(1), 69-82.

FR I E 3 Introduction to Didactics [Elective paper, 2 Credits]

This course is the first of a series of four modules dedicated to Didactics and Pedagogy. It is a 2-credit course and consists of 3 modules spread over 15 lectures of two hours each.

Aims and objectives

The aim is to present an overview of the domain and present the basic concepts related to learning and teaching FLE.

Course Outcomes

The students are expected to achieve the following:

- An understanding of basic concepts and theoretical background
- A view of the history and evolution of the domain in India

| Module | Thèmes | Évaluations |
|----------------------------------|---|---|
| Module 1 Introduction | Survol général de la didactique et la pédagogie | Texte descriptif 5 points |
| Module 2 Historique | Historique du FLE en Inde | Étude descriptive et présentation 10 points |
| Module 3 Spécificités | Notions de base et terminologie du domaine | Texte /Affiche (Souvenirs d'apprenant Modules FOS) 10 points |

Evaluation will be in two parts: Internal evaluation will be a cumulative grade, based on the work submitted at different times during the semester and External evaluation which will consist of a written exam at the end of the semester.

FR I E 4 Histories of France [Elective Paper – 2 credits]

Aims and Objectives

This course aims to inculcate a sense of historicity in the students by encouraging them to discover various periods and events of French history, the causalities and consequences involved, their impact on society and on the future.

Course Outcomes

- The students are expected to achieve the following:
- Global understanding of French history
- Appreciation of important milestones and their impact on the present
- Analytical perspective of organic connectivity between past and future
- Evolution of French society through a historical perspective

Evaluation will be in two parts: Internal evaluation will be a cumulative grade, based on the work submitted at different times during the semester and External evaluation which will consist of a written exam at the end of the semester.

FR I E 5 Oral Skills: Exchange, Transaction and Presentation [Elective Paper – 2 credits]

Aims and Objectives:

This course aims to enhance spoken skills of the student.

Course Outcomes:

The students are expected to achieve the following:

- Sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.
- Ease of interaction with others in a conversation
- Coherent dialogue over a prolonged discussion about a particular theme.
- Relatively high degree of grammatical control without errors which cause misunderstanding
- Capacity to correct oneself and achieve clarity of expression
- Express clearly with a fairly even tempo and fluency

| Module | Topic | Description |
|--------|--|--|
| 1 | Current Affairs in France | A few themes will be selected for observation, discussion and exchange on current events taking place in France and the Francophone world. Assessment will be carried out based on their |
| 2 | Environment, Ecology, Climate Change and other global issues | Groups of students will be asked to develop community enhancement projects on these topics. They will present their projects and justify their importance to the community. |
| 3 | Francophone Cities and their challenges | Students will be asked to work in pairs to prepare a dialogue on challenges of relocation to a francophone city. They will be expected to put up an impromptu role-play that brings out their transaction skills for housing, choice of support establishments, distances, etc. |

Evaluation will consist of multiple short presentations and interactions with peers and trainers during the term followed by a final oral examination.

SEMESTER II

FR II M 6 XVIII Century French Society

[Mandatory paper – 4 credits]

Preamble : Eighteenth century French history and particularly French Revolution have not only changed the French society but also changed the course of world history by putting end to the monarchy and establishing the First French Republic.

Aims :

- to introduce French Revolution and revolutionary writings of *Les Lumières*.
- to examine its impact on the literature produced during this period.
- to understand rise of Quebecan literature of French expression in this period

Objectives : to illustrate the literary, theoretical and philosophical content mentioned in the table below.

Learning Outcomes: Students will be able to comment on the texts studied

[XVIII Siècle – La société, la littérature et la Révolution Française]

| Module | Contenu général | Contenus littéraire, théorique, philosophique | Crédits |
|--------------------------------------|---|--|----------|
| La France sous Louis XV et Louis XVI | Le Théâtre au XVIII siècle. | 1. Extraits tirés du <i>Jeu d'amour et du hasard</i> de Pierre de Marivaux. 2. Extraits tirés du <i>Mariage de Figaro</i> de Beaumarchais. | 1 Crédit |
| | La perte de la Nouvelle France. La participation dans la Guerre d'Indépendance d'Amérique. | 3. La naissance de véritables écrits francophone au Canada. 4. Projection du film <i>La Nouvelle France</i> de Jean Beaudin. 5. Projection de documentaire sur la vie générale à l'époque de Louis XV. | 1 Crédit |
| | Les Lumières | 6. Voltaire et le système parlementaire anglais. (<i>Lettres Philosophiques</i>) 7. Montesquieu et sa philosophie politique. (Extraits tirés de <i>De l'esprit des lois</i> .) 8. Diderot et Encyclopédie. Un aperçu général de ses pensées politiques. 9. Rousseau et sa philosophie sociopolitique. (Extraits tirés de <i>Du Contrat Social</i>) | 1 Crédit |

| | | | |
|-------------------------------------|---|--|----------|
| La Révolution Française et Napoléon | <p>La Révolution Française. A discuter majoritairement les épisodes ci-dessous :</p> <ol style="list-style-type: none"> 1. La vie générale. 2. La prise de Bastille. 3. La Grande-peur. 4. La fuite du roi Louis XVI. 5. Le Guillotinement de Louis XVI. 6. L'assemblée national. 7. Les Girondins et les Jacobins. 8. Le règne de la terreur. 9. Le guillotinement de Robespierre. 10. Napoléon accède au pouvoir. | 10. A discuter la position de Camille Desmoulins, Jean Marat, George Danton et Pierre Robespierre à l'aide de différents textes. | 1 Crédit |
|-------------------------------------|---|--|----------|

Référence :

1. Beaumarchais, *Le Mariage de Figaro*, E Dentu, Paris, 1884.
2. Durant Will et Ariel, *The Age of Voltaire – The Story of Civilization Vol 9*, World Library Inc, 1994.
3. Escande Renaud (Dir), *Le Livre Noir de la Révolution Française*, Les Editions du CERF, Paris, 2008.
4. Humbert Catherine Pont, *Littérature du Québec*, Nathan, Paris, 1998.
5. Marivaux, *Le jeu de l'amour et du hasard*, D. C. Health and Co Publishers, New York, 1912.
6. Martin Jean Clément, *La Révolution*, La Documentation Française, Dossier 8084, 2006.
7. Montesquieu, *Esprit des lois – Livres I-IV*, 2^e Edition, Librairie CH Delagrave, 1892.
8. Rousseau Jean Jacques, *Du Contrat Social ou Principes du Droit Politique*, Gerard Fleischer, Leipsic, 1796.
9. Voltaire, *Lettres Philosophique*, Blackmask Online, 2001.

FR II M 7 Translation : Popular and General literature [Mandatory paper, 4 credits]

Preamble: The medium of instruction will be French and given the educational background of majority of students, French and English will be the pair of languages. However, French and an Indian language will be a rare combination which would create greater demand for students with such abilities. Efforts will be made to encourage the students to know their own language in depth. The teacher may not know all of their languages, but focus will be the ability to analyse the way a message should be said in a language and why.

Aims: to make the students aware about –

- translating is not giving word for word
- how a message should be said in a particular language and why

Objectives:

- to impart further theoretical base required for doing a good translation

- to give adequate practice with a variety of texts as per the expected capabilities of second semester students

Learning Outcome : Ability to weigh options and give the best translation

| Credit | Topic | Content |
|--------|--------------|--|
| 1 & 2 | L'Agencement | <ul style="list-style-type: none"> • La Transposition • Stylistique comparée des espèces • Stylistique comparée des catégories • Question annexes |
| 3& 4 | Le Message | <ul style="list-style-type: none"> • Message et Situation • Les faits prosodiques • L'ordre des mots et la démarche • L'articulation de l'énoncé • La modulation dans le message • L'équivalence et l'allusion dans le message. • L'adaptation et la métalinguistique |

Reference Books :

- *Stylistique comparée du français et de l'anglais* by Vinay & Dalbernet
- *Apprendre le français* by Françoise Grellet

FR II M 8 Morphology and Syntax

[Mandatory paper – 4 credits]

Aims: to give an insight into --

- how words are formed and perceived in the western and Indian grammar
- how certain word forms vary according to the co-text
- how words are combined into sentences

Objectives: as mentioned in the table below

Learning Outcome :

- to understand the simple and complex word formation
- to be able to analyse words from western and Indian grammar point of view
- to be able to analyse sentences as per their types

| Topic | Objectives (in English) | Details |
|---|---|--|
| Credit 1 Introduction à la morphologie du français | To introduce the concept of language families and language classification based on their word formation and sentence formation patterns | <ul style="list-style-type: none"> • La notion de classement des langues • Types de classements des langues : - Généalogique – Typologique |
| | To introduce the basic concepts in morphology and their interrelations | <ul style="list-style-type: none"> • Les notions de Morphe ~ Morphème -Forme libre ~ forme liée -Morphe ~ Morphème ~ Allomorphe Relation Morphe ~ Morphème |
| Credit 2 Les Procédés Morphologiques | To teach the various mechanisms of word formation | <ul style="list-style-type: none"> • Les Procédés morphologiques - Composés : Juxtaposition, Composition -Complexes -L'addition, la soustraction la substitution -D'autres procédés mineurs : - Epenthèse, - Dissimilation – Acronymie, - Le Verlan |

| | | |
|--------------------------------------|--|---|
| Credit 3 La morpho- phonémique | To teach the interrelation between the morphology and the phonology of French and its impact on word formation | Le conditionnement phonologique des allomorphes -Le conditionnement morphologique des allomorphes |
| Credit 4 La Syntaxe du français | Place of syntax in the linguistic hierarchy History of the study of syntax, its schools | - Notions de base - Histoire des études de syntaxe et son importance en linguistique - Différents types de Grammaire - Générative transformationnelle - Grammaire fonctionnelle |
| | Analysis of a sentence in its constituent types | -Type et matériau -Types de phrases -Phrases de base |
| | Various methods of syntactic analysis as followed by different schools of thought | - Analyse générative - Analyse fonctionnelle - Analyse de Tesnière - Analyse de Bloomfield |

FR II M 9 Language Skills – 2 [Mandatory paper – 2 credits]

Aims and Objectives: This two-credit course in Semester 2 is an extension of the Language Skills course offered in Semester 1. This course focuses on developing skills to understand complex narrative texts such as extracts from fictional novels and biographies and argumentative texts such as newspaper articles, reviews and reports. Students will also learn how to write coherent well-structured texts on complex subjects pertaining to various topics by emphasising on important details, relevant arguments and examples. The course aims at refining the advanced grammar skills acquired by the students in the previous semester.

| Topics | Content |
|---|--|
| Credit 1 Understanding nuances of narrative and argumentative texts | Narrative text -Les figures de style -Les nuances de la narratologie (written comprehension) Comprendre un texte argumentatif long, sa structure cohésive et son vocabulaire avancé. |
| Credit 2 Advanced writing skills | (written expression) -Rédiger la critique d'une œuvre littéraire -Rédiger des essais argumentés sur des sujets complexes: le média, la technologie, l'environnement et la culture |

FR II M 10 On Job Training / Field Project

Students are expected to complete ONE of the above 2 related to their field of studies during the vacation between semester 2 and semester 3. Details are to be communicated before the commencement and after the completion.

Aims and Objectives

This course aims to provide a basic knowledge of the various art forms prevalent in France over the ages.

Course Outcomes

- The students are expected to achieve the following:
- Basic knowledge of various art forms that have made France the centre of the artistic world
- Appreciation of the different movements in the evolution of fine arts in France
- Analytical perspective on the cross-connections between the art forms

| Module | Description |
|--|--|
| Les arts de France et <i>France mère des arts...</i> | A generic perspective of the place of art and the Arts in French culture and society |
| Painting and Sculpture | An overview of the evolution of artistic vision and temperament over the ages |
| Music and Dance | The classical and popular, the metaphysical to the erotic... a view of various forms |
| Architecture | Accessible art, from the architectural wonders to “street art” |

The evaluation will be based on individual group study projects delivered in the form of texts and presentations in class; as also an end semester examination.

Introduction:

French was the language of culture and knowledge from the 16th to 19th Century. Also, the French political boundaries were unstable with wars, and what we now recognise as Belgium, Luxembourg and western part of Switzerland called la Suisse romande, continue to have French as the mother tongue and language of education. Historically they are different from France – Belgium still has a monarch as Head of State; Switzerland has kept its policy of non-alliance and peace. The literature in those francophone countries is rich and varied. Large migration of the French people to Canada since 16th century has resulted into Quebec as the French settlement despite the British rule in Canada from the late 18th century.

Objectives:

- To establish the specificity of European and Canadian Francophonie
- To identify texts from different genres that reflect the specific sociocultural elements

Learning Outcomes: Students would be able to

- Identify themes and attitudes pertinent to the society in question
- Learn analytical skills
- Develop a comparative outlook

Reference Books –

- BERTRAND Jean-Pierre et GAUVIN Lise éd., *Littératures mineures en langue majeure : Québec/Wallonie-Bruxelles*, Bruxelles - Montréal, Peter Lang - Presses universitaires de Montréal, 2003.
- BISANSWA Justin K. et TETU Michel éd., *Francophonie au pluriel*, Québec, CIDEF-AFI, 2003.
- Collectif, *Anthologie de la littérature francophone d'Europe*, Paris, Nathan, 1997

- Humbert Catherine Pont, *Littérature du Québec*, Nathan, Paris, 1998
- Roger Francillon & collectif *Histoire de la littérature en Suisse romande*, Zoe, Chêne-Bourg, 2015.
- MEIZOZ Jérôme, *Le droit de mal écrire. Quand les auteurs romands déjouent le français de France*, Genève, Éditions Zoé, 1998.
- Vaillancourt Claude, *Anthologie de la littérature québécoise*, Beauchemin Chenalière Education, Montréal, 2013.

FR II E 8 Pedagogy of French as a Foreign Language – I [Elective paper – 4 credits]

This course is the second of a series of three modules dedicated to Didactics and Pedagogy. It is a 4-credit course and consists of 5 modules spread over 30 lectures of two hours each.

Aims and objectives

This course aims to give an in-depth grounding in theories of didactics and pedagogy pertinent to the teaching of French in a non-francophone space.

Course outcome

Students are expected to achieve the following:

- Clear grasp of the various theories in didactics and pedagogy
- Detailed understanding of a variety of reference material, such as uniform milestone grids, international evaluation systems, equivalences, etc.
- Capacity to integrate and use technical and electronic aids to enhance or build better courses.
- Ability to translate theory into practice and evolve practical modules and sub-modules to be used in the next level.

| Module | Thèmes | Évaluations |
|---|---|---|
| Module 1 Cadres de référence | Les outils de référence, Le CECRL, objectifs et progression des niveaux | Texte analytique sur les besoins des apprenants et des éléments offerts par les cadres variés et leur utilité 10 points |
| Module 2 Acteurs | Les acteurs de l'enseignement et de l'apprentissage du FLE | Texte schématisé sur le rôle et la fonction des acteurs 10 points |
| Module 3 Outils | Introduction aux outils pédagogiques | Présentation individuelle sur l'utilisation et l'impact d'un outil 10 points |
| Module 4 Évaluation | Axes, modes et moments d'évaluation | Élaboration des activités d'évaluation en fonction des textes partagés 10 points |
| Module 5 Structuration | Structurer la classe, équilibrer les quadrants, intégrer l'aspect cognitif dans la transmission | Élaboration d'un plan de classe pour une durée fixe avec objectifs, composants 10 points |

Evaluation will be in two parts: Internal evaluation will be a cumulative grade, based on the work submitted at different times during the semester and External evaluation which will consist of a written exam at the end of the semester.

FR II E 9 Introduction to French Cinema [Elective paper, 2 credits]

N.B. : This paper may be taught in English to other students of SPPU. But students of MA French will write it in French.

The course will follow the chronological evolution of French cinema. The evolution of cinematic techniques and content will be discussed. Students will be introduced to the tools and techniques of film appreciation so that they will be able to actively engage with cinema as a form of art, expression, history and culture. After the course, students should be able to –

1. Understand the way that content, form, and contexts work together to create meaning in a film.
2. To actively engage with cinema and develop an informed personal response to films.
3. View and appreciate films through an informed understanding of their technique of production, grammar, cultural and historical context.

The sources used: Examples from French Cinema (from the classics as well as from contemporary French cinema) will be used as sources for analysis.

| Module | Topic | Description |
|--------|---------------------------------|--|
| 1 | Early and pre-war French Cinema | Beginnings of cinema, the golden age of pre-war French cinema. |
| 2 | French New Wave | The significance of the French New Wave and its impact on the cinema that followed it. |
| 3 | Contemporary French Cinema | How contemporary French cinema reflect the contemporary socio-political realities in France. |

This course aims to offer insights in to the following areas:

- A. A very broad overview of the evolution of cinema
- B. The significant contribution of French cinema to world cinema
- C. Socio-historical factors involved in the process of evolution of French cinema
- D. Explanation of basic technical terms of cinema

Every week, students will be given one (or more) films to watch. During the class, various cinematic as well as socio-political-cultural aspects about the film/s will be brought out in an interactive manner. Periodically, individual assignments (to be submitted in writing) or class tests will be given. These will test the abilities to analyse a given film, specific scenes, narrative styles, etc. Emphasis would be on: personal engagement with the film/s under discussion, and the application of the cultural and historical contexts. The final external evaluation will be in the form of a written examination.

References :

André Bazin « Qu'est-ce que le cinéma ? »

Du ly Andrew « The mists of Regret. »

Jean Renoir « My life and my films. »

David Bordwell and Kristin Thompson « Film Art »

Allan Williams « Republic of Images »

François Truffaut « A certain tendency of French Cinema »

Jacques Siclier « New wave and French Cinema »

Naomi Green « Landscapes of loss »

Jacques Aumont, Alain Bergala, Michel Marié, Marc Vernet « Esthétique du film»
Raymond Bellour « L'Analyse du Film »
Jacqueline Nacache « L'analyse de film en question »

FR II E 10 Oral Skills: Conversation, Negotiation, Mediation [Elective paper, 2 credits]

Aims and objectives

This course aims to enhance spoken skills of the student.

Course outcomes

The students are expected to achieve the following-

- Ability to shift styles and language registers as per situational requirements with good command over a wide range of subjects of general, academic, professional topics without impediments.
- Capacity to maintain a high level of grammatical and structural accuracy consistently during a conversation and /or interaction at all language levels.
- Ability to present a strong case for or against a particular topic with sufficient preparation time along with all the argumentative and connective markers required to maintain respectful exchange and keep the interaction dynamic.
- Capacity for clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

| Module | Topic | Description |
|--------|------------------------|---|
| 1 | The French Economy | Economic Policy of France in the last century, Welfare state to well-being state, Residual impacts of decolonisation and post-colonial scenario. Students will be expected to research these topics and participate in informal conversations in pairs |
| 2 | The Political Scenario | Overview of politics in France, History of political trends and changes in power, current place of France in the European community, Immigrant policy and social impact. Students will be expected to participate in impromptu role-plays to negotiate on relevant situations. |
| 3 | The image of France | Clichés and stereotypes about French people and culture, attitudinal and behavioural differences between India and France, the importance of cultural mediation skills for a bilingual professional. Students will be expected to present mediation strategies for various intercultural situations. |

Evaluation will consist of multiple short presentations and interactions with peers and trainers during the term followed by a final oral examination.

SEMESTER III (Second Year)

FR III M 11 **Literary trends of XIX Century** [Mandatory Paper – 4 Credits]

Aims and Objectives: XIX century French literary world has experienced many trends and movements. This course is designed to discuss a panoramic view of the literary and artistic trends with the help of suggested readings. This course would also initiate students to socio-political-cultural theories like Feminism and Orientalism. The principal objective of study of these theories would be to foster independent thinking capability in students vis-à-vis gender issues and third-world issues.

[Les mouvements littéraires au XIX siècle]

| Module | Contenu général | Contenus littéraire, théorique, philosophique | Crédits |
|----------------|---|--|----------|
| Le Romantisme | Rousseau comme précurseur du Romantisme Lamartine Victor Hugo Alfred de Vigny Alfred de Musset | 1. Discours sur l'origine et les fondements de l'inégalité parmi les hommes. 2. Poèmes choisis. 3. Poèmes choisis. 4. Poèmes choisis. 5. Poèmes choisis. | 1 Crédit |
| L'Orientalisme | La théorie en général d'Edward Said. Victor Hugo. L'Inde dans les écrits des Européens. Leconte de Lisle (Le mouvement parnassien) | 6. Poèmes tirés de recueil <i>Les Orientales</i> 7. Poèmes tirés de recueil <i>Poèmes barbares</i> . | 1 Crédit |

| Module | Contenu général | Contenus littéraire, théorique, philosophique | Crédits |
|---------------------------|--|--|----------|
| Le Réalisme | Gustave Flaubert contre le Romantisme. | 8. <i>Madame Bovary</i> | |
| Introduction au Féminisme | Lecture de <i>Madame Bovary de point de vue féministe</i> ----- | ----- | 1 Crédit |
| ----- Le Naturalisme | Emile Zola Baudelaire | Extraits tirés de <i>Germinal</i> . Poèmes tirés des <i>Fleurs du Mal</i> . | ----- |
| Le Symbolisme | André Breton | Le manifeste du Surréalisme. | 1 Crédit |
| Le Surréalisme | Guillaume Apollinaire | Poèmes tirés des <i>Alcools</i> | |

Références :

1. Apollinaire Guillaume, *Alcools*, GF Flammarion, 2013.
2. Baudelaire Charles, *Les Fleurs du Mal*, Décote George (Dir), Hatier, Paris, 1999.
3. Breton André, *Position politique du surréalisme*, Société Nouvelle des Editions Pauvert, 1971.
4. Breton André, *Qu'est-ce que le Surréalisme ?*, Actual – Le temps qu'il fait, 1986.
5. Durozoi Gérard, *Le Surréalisme, théorie, thème, technique*, Librairie Larousse, Paris, 1972.
6. Flaubert Gustave, *Madame Bovary*,
7. Hugo Victor, *Les Contemplations*, Livre de Poche, Edition du Groupe « Ebooks Libres et Gratuits », 2006.
8. Lamartine Alphonse de, *Méditations Poétiques*, Edition du Groupe « Ebooks Libres et Gratuits »,
9. Rosenthal Léon, *Le Romantisme*, Parkstone Press International, New York, n.d.
10. Rousseau Jean Jacques, *Discours sur l'origine et les fondements de l'inégalité parmi les hommes*, Oxford French Series, Oxford University Press, New York, 1922.
11. Said Edward W, *L'Orientalisme – L'Orient créé par l'Occident*, Seuil, Paris, 1978.
12. Vinh-De Nguyen, *La problème d'homme chez Jean Jacques Rousseau*, Presse de l'Université de Québec, Québec, 1991.
13. Zola Emile, *Germinal*, Gallimard, Paris, 1999.

FR III M 12**Literary Translation****[Mandatory Paper – 4 Credits]**

Objectives: Work on the nuances of the two languages and explore how to translate literary works taking into consideration the intertextuality, the nuances and the style.

Translating literary texts is an art that needs to be learnt. During the first two semesters, theories of translation were introduced to know what goes into the process of conveying the message from one language to the other, and various small texts of general day to day use were dealt with. Literary translation can now be tackled, as it requires keen observation and practice.

Appreciating examples of translated works, doing translations of works available in translation and comparing them with the professional versions and finally attempting something on one's own are the logical steps involved.

Internal (and) end semester evaluation will be analysing a pair of literary translation as also doing excerpts from various literary genres of prose with an aim to reflect the original style.

References :

- *Parallel Text : Short Stories in French – nouvelles en français* – Penguin, vol. 1, 2 and 3
- Many translations available on the internet.

FR III M 13**Semantics and Lexicology****[Mandatory Paper – 4 Credits]**

Details are as follows -

| Topic | Objectives (in English) | Details |
|---|--|---|
| Credit 1 Le mot comme signe linguistique | To introduce the linguistic Sign at the level of word | - Relations entre SA ~ SÉ ~ RE : concurrence et divergence - Les approches sémasiologique et onomasiologique : rapports mot ~ idée |
| Credit 2 Compétences : linguistique et sémantique | To give an overview of the various linguistic competences – phonetic, syntactic, semantic and pragmatic | - Les notions de compétence ~ performance - Les compétences linguistiques - Les compétences sémantiques - La pragmatique intégrée à la sémantique |
| | To impart in detail the semantic relations that a word may have with other words | - L'homonymie - La polysémie - La synonymie - L'antonymie - La paronymie |
| | To introduce the various meanings a word can acquire | Sens dénotatif, connotatif, collocatif, voulu, interprété, affectif, stylistique (style individuel, littéraire, dialectique, idéolectique, de niveau, de domaine) |
| Credit 3 La sémantique du système : Analyse componentielle Analyse fonctionnelle – La Grammaire casuelle | To introduce the technique of componential analysis as an approach to defining words | - La notion de champs sémantique - L'Analyse componentielle : avantages et limitations |
| | To introduce the concept of <i>case</i> in Indo-European languages and the extent to which it is present in French | - L'école orientale - L'école occidentale - Le "cas" du nom français |
| Credit 4 | To introduce the concept of lexicology, its resources, objectives and challenges | - Problèmes dans la définition du mot de <i>mot</i> - Lexème ~ grammème |

| | | |
|------------------------------|--|--|
| Lexicologie et lexicographie | | - Synchronie ~ diachronie |
| | To introduce the concept of lexicography, its resources, objectives and challenges | - Les types de dictionnaires - Les informations sous une entrée - Dictionnaires monolingue ~ bilingues ~ multilingues : avantages et limitations - L'approche systémique – logique et consistance |

FR III M 14 Francophone Literature: Africa and the Caribbean [Mandatory, 2 Credits]

French remained the language of expression of African countries once colonised by the French. The first generations had to face the dilemma of having to express in the language of the enemy in order to be heard and also to get a wider recognition. The nature of oppression varied, and so did the expression. The themes typically changed from condemnation of the coloniser to African pride, displacement, integration, etc.

Objectives:

- To establish a clear understanding of African Francophonie and its issues
- To identify the varied perceptions of France and the motherland through this literature

Learning Outcomes : Students will be capable of -

- Observing the factors that impact the evolution of African Francophonie
- Understanding historicity and impact on current issues as seen in the literature
- Analyse the changing scenarios and the reasons thereof

Reference books –

- *Anthologie de la littérature africaine* (éd. Jacques Chevrier) 1987
- *Anthologie de la littérature francophone d'Afrique de l'ouest*, Paris, Nathan, 1994.
- *Anthologie de la littérature francophone du monde arabe*, Paris, Nathan, 1994.
- *Anthologie de la littérature francophone d'Afrique centrale*, Paris, Nathan, 1995.
- BURTON Richard D. E., *Le roman marron. Études sur la littérature martiniquaise contemporaine*, Paris, L'Harmattan, 1997.
- CHAMOISEAU Patrick et CONFIAnt Raphaël, *Lettres créoles. Tracées antillaises et continentales de la littérature, 1635-1975*, Paris, Hatier, 1991.
- CORINUS Véronique, « Fables colonisant et fables colonisées : la fortune de La Fontaine en Afrique et aux Antilles », *Notre librairie*, n° 163, 2006, p. 23-28.

FR III M 15 Research Project [Mandatory Paper – 4 Credits]

Second year of Masters has the Research component mandatory under NEP. Initiation into Research Methodology during the first semester can now be put to application. Every student will work under a teacher as supervisor on a topic of interest and feasibility.

FR III E 11 Business French – 1 [Elective paper, 2 credits]

Course Description

This course has been designed for the students who aspire to work in commercial domain in French multinational companies. It would train students to articulate in French in different business situations. French for entrepreneurial setup and banking situations will be principal

focus of the course. Key role of different economic agents such as workforce, credit institutions, the role of state and structural setup of companies and the corresponding lexicon will be taught to the students.

Learning Outcomes:

- Students will be able to understand and master the specific technical vocabulary (written and oral) pertaining to commercial world.
- Students will develop writing skills by learning ways of commercial correspondence.
- The course would also allow students to develop the interpretation skills in the sector of commerce.

Course Details:

Credit 1

Economic Agents and Banking

- 1) Introduction to Economic Agents: workers, consumer, state and credit institutions
- 2) Banking: learning vocabulary related to day to day banking transactions
- 3) Drafting Letters to Banks (letter of application, complaint, etc.,)
- 4) Understanding the Social Security System of France

Credit 2

Entrepreneurial Setup

- 1) Describing the profile of the Entrepreneur
- 2) Study of types of Companies in France
- 3) Study of steps to be undertaken for starting a company
- 4) Presenting a Start-up

Reference Books:

1. Penfornis Jean-Luc, *Affaires.com – Français professionnel*, 3rd Edition, CLE International, 2017.
2. Amsellem Dominique and Vassaux Geneviève, *Travailler en Français en Entreprise*, Didier, Paris, 2009.

FR III E 12 Theatre of the Absurd: From Text to Stage [Elective paper, 2 credits]

Aims and Objectives

This course aims to train students to explore the rapport between theatre in text and theatre on stage through the medium of XXe century Absurdism.

Course Outcomes

The students are expected to achieve the following:

- Read an entire work of this genre and learn to identify the characteristic features of the genre.
- Watch various stage productions of this genre and observe the transformation of work from text to stage
- Select an excerpt and propose a staging plan and host an analytical discussion for the same

| Module | Description |
|-----------------------------|--|
| Genre and features | Study the salient features of the genre and identify them in various works |
| From text to stage | Identify various ways of moving a text from print to stage |
| Manifestation of the absurd | Explore the [possibilities of portraying the “absurd” |

The evaluation will be based on individual group study projects and presentations in class; as also an end semester examination.

FR III E 13 Pedagogy of French as a Foreign Language - 2 [Elective paper, 4 credits]

This course is the third of a series of four modules dedicated to Didactics and Pedagogy. It is a 4-credit course and consists of 5 modules spread over 30 lectures of two hours each.

The course consists of an in-house training module wherein the students observe classes, carry out small tasks in their observation classes under the guidance of the concerned teacher, discuss and critique their own performance and the impact on the learners in the class. They learn to create a classroom sequence and teaching plan and implement it efficiently. They learn time management and behavioural techniques for enhancing the teaching learning processes.

This course brings all the requisite practical inputs to make the students capable of becoming a part of the French teaching domain.

| Module | Thèmes | Évaluations |
|-----------------------------------|---|--|
| Module 1 Observation | Observation de classe, grilles d'observation, critères et points à noter | Présentation analytique des critères observés et notés |
| Module 2 Enseigner | Évoluer un plan du cours et apprendre à formuler une fiche pédagogique | Formulation de fiche pédagogique |
| Module 3 | Enseignement des 4 quadrants du CECRL à base d'une fiche pédagogique | Évoluer un plan du cours à base d'une fiche préparée par un autre. |
| Module 4 | Structure de la classe, équilibre des quadrants, intégration de l'aspect cognitif | Créer des activités d'évaluation individuelle et d'évaluation composée |
| Module 5 Structuration | Structurer une évaluation composée | Élaboration des activités d'évaluation en fonction des axes. |

Evaluation will be in two parts: Internal evaluation will be a cumulative grade, based on the work submitted at different times during the semester, classroom teaching; and External evaluation which will consist of a written exam at the end of the semester.

FR III E 14 Language Of, For and In Cinema

[Elective paper, 2 credits]

N.B. : This paper may be taught in English to other students of SPPU. But students of MA French will write it in French. The students offering this course are expected to have done FR II E 9 Introduction to French Cinema in semester 2.

Language of Cinema' designates the various means with which cinema is equipped to be understood as a 'language', a means of communication. It is not a list of the terms used on a film set. On the other hand, cinema has been using language (in the conventional sense of the word) ever since films started talking, and people have used language as a means of describing and evaluating this medium since its birth.

This course aims to introduce students to these three aspects of cinema by helping them discover the visual grammar of film and its impact on storytelling and audience perception. It will explore the role of various elements such as sound design, music, and dialogue in cinematic language. It will also introduce students to various approaches to writing about films.

The sources used: Examples from French Cinema (from the classics as well as from contemporary French cinema) will be used as sources for analysis.

| Module | Topic | Description |
|--------|----------------------------------|--|
| 1 | Elements of Film Language | Elements of film: image, sound, movement, space and time Principles of film composition: framing, perspective, colour, and lighting Analyzing mise-en-scène and its expressive potential |
| 2 | Language in Cinema | The significance of dialogue and its relationship with character development and storytelling. |
| 3 | Language for Cinema | Approaches to writing on Cinema. Developing effective writing and analytical skills in film criticism. |

The analysis of filmic texts would involve students watching and analyzing a variety of films, from classic French cinema to contemporary French films. Students would learn how to identify and analyze the different elements of film language in order to understand how a film works.

Students will also be given a reading list and a viewing list that will help them in building an objective perspective of the themes in this course. Their internal evaluation will be carried out on the basis of their text submissions and presentations, which will be required at various moments during the term. The final external evaluation will be in the form of a written examination.

FR III E 15 Interpretation: Skills and Techniques [Elective paper, 2 credits]

Objectives : Reproducing orally the message of an oral discourse in one language for the benefit of the speakers of another language is known as interpretation. The present syllabus aims at training the student for consecutive interpretation where the speaker pauses from time to time to allow the interpreter to render what was just said.

Listening comprehension in one language and spoken expression of the same message in another language are the skills to be developed.

Downloads of authentic spoken discourse by native speakers will be used to train the students.

Evaluation for interpretation will be Practical Work only for both Internals and End-semester. Technically it amounts to Oral examination.

Criteria for Evaluation of an Assignment of Interpretation
(The weightage of marks will increase for longer durations)

REPRODUCTION OF THE PASSAGE HEARD (3 to 5 minutes)

| | | | | | |
|---|---|-----|---|-----|---|
| Can understand the theme and initiate the topic. | 0 | 0.5 | 1 | | |
| Can remain faithful to the passage without adding any elements or translating word to word. | 0 | 0.5 | 1 | 1.5 | 2 |
| Can make a clear and organised presentation with ease and spontaneity by incorporating maximum details. | 0 | 0.5 | 1 | 1.5 | 2 |

OVERALL EVALUATION

| | | | | | |
|--|---|-----|---|-----|---|
| Lexicon (extent and mastery) Has sufficient vocabulary to express well on the topic at hand, by restructuring if necessary; sporadic errors are still found when expressing complex thought. | 0 | 0.5 | 1 | 1.5 | 2 |
|--|---|-----|---|-----|---|

| | | | | | |
|--|---|-----|---|-----|---|
| Morpho-syntax Has a good command over simple and complex sentence structures. Gives evidence of a good command despite certain influence of the First Language | 0 | 0.5 | 1 | 1.5 | 2 |
| Pronunciation and diction Despite occasional pauses, can deliver well the contents by clear articulation and correct intonation. | 0 | 0.5 | 1 | | |

SEMESTER IV

FR IV M 16 Subtitling : Art and Techniques

[Mandatory Paper – 4 Credits]

This paper has a direct impact on the employability of the students in the field of subtitling. The insight gained will enable the students to enter the job market.

| Credit | Content | Objectives |
|--------|--|---|
| 1 | Technical support – using an appropriate software | To enable students to extend their competence in translating to the medium of cinema. |
| 2 | Translating the non-verbal – need and process | |
| 3 | Translating the verbal with special emphasis on cultural aspects including songs | |
| 4 | Adapting to the speech delivery | |

Evaluation: Internal assessment will be based on actual subtitling by students of excerpts of feature films / full short films of around 6 minutes duration of any Indian language accessible to the student towards French and report writing of the challenges faced and solutions found.

End-semester evaluation will be based on the subtitling of a common audio-visual content of an Indian film towards French to be done by every student individually without the help of any teacher or others.

References :

Zoe De Linde, Neil Kay : « The Semiotics of Subtitling »

Jorge Díaz-Cintas, Aline Remael : « Audiovisual Translation, Subtitling »

Jan Ivarsson : « Subtitling for the media: A Handbook of an Art »

Mikolaj Deckert : « Meaning in Subtitling : Toward a Contrastive Cognitive Semantic Model »

Claudia Buffagni, Beatrice Garzelli : « Film Translation from East to West : Dubbing, Subtitling and Didactic Practice »

Elisa Ghia : « Subtitling Matters: New Perspectives on Subtitling and Foreign Language Learning »

Claire Ellender : « Dealing with Difference in Audiovisual Translation: Subtitling Linguistic Variation in Films »

FR IV M 17 Scientific and Technical Translation

[Mandatory Paper – 4 Credits]

Aims and Objectives: Study of the specifics involved in the translation of technical & scientific texts. Right from the 3rd semester and especially in the fourth semester various online translation tools will be introduced. This will make the students market ready.

Syllabus

I) Traduction technique et vocabulaire.

a) Le vocabulaire technique : les mythes.

b) L'obsession des équivalences.

c) Les équivalences : recherche, création et harmonisation.

II) Comprendre.

- a) Les difficultés de compréhension.
 - b) Les connaissances pour comprendre.
- III) Les moyens de réexpression.
- a) Le bagage de vocabulaire.
 - b) La langue technique française.
- IV) Communiquer.
- a) Les exigences de la communication.
 - b) Le style, outil de communication.
 - c) L'adaptation au destinataire et au véhicule.

Learning Outcome: The students will be market ready for dealing with technical translation.

FR IV M 18 Modern Ideas and Postmodernism [Mandatory Paper – 4 Credits]

Aims and Objectives : This course aims to discuss in detail modern ideas and their relevance in the contemporary society. Credit 1 of the course has an objective to elaborate ideas on Feminism introduced in Semester 3. The course attempts to discuss mainly the conditions in 20th century. Consequently 2nd World War and its consequences in literary world will be studied in this course. After War literary movement such as Structuralism and Poststructuralism would be focus points of this course. Credit 4 of the course is designed to evaluate and understand the status of knowledge and mediums to establish it as legitimate in postmodern age. Apart from theoretical background, it would equally take into consideration the postmodernist art and literature.

[La vie socio-culturelle et littéraire du XX siècle]

| Module | Contenu général | Contenus littéraire, théorique, philosophique | Crédits |
|--------------------------------------|--|---|----------|
| Le Féminisme | Les trois termes : Féministe, Femme, Féminin. Simone de Beauvoir, Christine Delphy et le féminisme matérialiste. Le féminisme psychologique et la langue : Hélène Cixous, Luce Irigaray, Julia Kristeva. | 1. Extraits tirés du <i>Sexual/TextualPolitics</i> . 2. Extraits tirés du <i>Deuxième Sexe</i> . 3. Le rire de Méduse | 1 Crédit |
| L'Existentialisme et l'Absurdisme | L'Existentialisme de Jean Paul Sartre. L'Absurdisme d'Albert Camus. | 4. Extraits tirés de <i>L'Etre et le Néant</i> . 5. <i>Huis-Clos</i> de Sartre 6. Extraits tirés du <i>Mythe de Sisyphé</i> . 7. <i>L'Etranger</i> | 1 Crédit |

| | | | |
|--|--|---|-----------------|
| <p>Le Structuralisme.</p> <p>Le Poststructuralisme</p> | <p>Un aperçu général de la linguistique structurale.</p> <p>Le Structuralisme dans les autres domaines.</p> <p>Roland Barthes et la relation auteur-texte-lecteur.</p> <p>La Déconstruction de Jacques Derrida.</p> <p>Michel Foucault et la fonction de l'auteur.</p> | <p>8. Ferdinand de Saussure et ses <i>Cours de la linguistique générale</i>.</p> <p>9. Claude Lévi-Strauss et son anthropologie structurale.</p> <p>10. <i>La mort de l'auteur</i> de Roland Barthes.</p> <p>11. <i>La Structure, le signe et le jeu</i> de Jacques Derrida.</p> <p>12. <i>Qu'est-ce qu'un auteur ?</i> de Michel Foucault.</p> | <p>1 Crédit</p> |
| <p>Le Postmodernisme</p> | <p>Le conflit entre Jean François Lyotard et Jürgen Habermas.</p> <p>Guy Debord et la société postmoderne</p> | <p>13. <i>La condition postmoderne : un rapport sur le savoir</i> de Jean François Lyotard.</p> <p>14. Extraits tirés de <i>La société du spectacle</i> de Guy Debord</p> | <p>1 Crédit</p> |

Outcomes – Literature studies always give an insight into the socio-political issues of a society. 20th century being very tumultuous, the rise of various ideologies and their reflection in literature will widen the horizons of the students.

Références :

1. Barthes Roland, *Image, Music and Text*, Heath Stephen (Tr), Fontana Press, London, 1977.
2. Beauvoir Simone de, *Le Deuxième Sexe – Les faits et les mythes*, Gallimard, 1949.
3. Belsey Catherine et Moore Jane (Dir), *The Feminist Reader – Essays in Gender and Politics in Literary Criticism*, Blackwell, New York, 1989.
4. Camus Albert, *L'Étranger*, Livre de Poche, Paris, 1942.
5. Camus Albert, *Le Mythe de Sisyphe*, Editions Gallimard, Paris, 1942.
6. Cixous Hélène, *Entre L'Écriture, des Femmes*, Paris, 1986.
7. Delphy Christine, *L'ennemi principal – 1, Économie du Patriarcat*, Editions Syllepse, Paris, 2013.
8. Delphy Christine, *L'ennemi principal – 2, Penser le Genre*, Editions Syllepse, Paris, 2013.
9. Derrida Jacques, *L'Écriture et la Différence*, Edition de Seuil, Paris, 1967.
10. Foucault Michel, *Dits et Ecrits – Tome 1*, Gallimard, Paris, 1994.
11. Lyotard Jean François, *La Condition Postmoderne – rapport sur le savoir*, Editions de Minuit, Paris, 1979.

12. MoiToril, *Sexual/Textual Politics – Feminist Literary Theory*, 2nd Edition, Routledge, New York, 2002.
13. Sartre Jean Paul, *Huis-Clos*, Editions Gallimard, Paris, 1947.
14. Sartre Jean Paul, *L'Être et le Néant – Essai d'ontologie phénoménologique*, Editions Gallimard, 1943.
15. Saussure Ferdinand de, *Cours de la linguistique générale*, Editions Payot et Rivages Paris, 1967.

FR IV M 19 Research Project - Master's Dissertation - [Mandatory Paper – 6 Credits]

This second Research Project can be a continuation of the same topic chosen in semester III or any other topic.

Students have to undertake a particular project from any field of French Studies. Students learn to develop the theme systematically and methodically.

The aim of the course is to enable students to carry out research on a given theme independently and present the same as a short dissertation.

N.B. This paper Master's Dissertation will have an Orals Component of 20 marks in the end semester evaluation.

FR IV E 16 Business French – 2

[Elective paper, 2 credits]

Course Description

This course has been designed for the students who aspire to work in commercial domain in French multinational companies. It would train students to articulate in French in different business situations. French for entrepreneurial setup and banking situations will be principal focus of the course. Key role of different economic agents such as workface, credit institutions, the role of state and structural setup of companies and the corresponding lexicon will be taught to the students.

Learning Outcomes:

- Students will be able to understand and master the specific technical vocabulary (written and oral) pertaining to commercial world.
- Students will develop writing skills by learning ways of commercial correspondence.
- The course would also allow students to develop the interpretation skills in the sector of commerce.

Course Details:

Credit 1 Marketing, Sales and Insurance

- 1) Marketing: product launching, creating brands and advertisement campaigns & study of marketing strategies in e-commerce
- 2) Sales: stages, parties involved and documentation
- 3) Insurance: study of parties involved and drafting an insurance claim

Credit 2 Accounting & Report writing

- 1) Study of balance sheets and profit and loss account
- 2) Drafting business reports by analysing current business trends and the share market

Reference Books:

1. Penfornis Jean-Luc, *Affaires.com – Français professionnel*, 3rd Edition, CLE International, 2017.
2. Amsellem Dominique and Vassaux Geneviève, *Travailler en Français en Entreprise*, Didier, Paris, 2009.

FR IV E 17 Study of an Author of 21st Century [Elective paper, 2 credits]

Aims and Objectives: We are already in the third decade of the 21st century which has its own set of challenges. It is important to know the latest trends in French literature. Migration, social justice, family ties are some issues found in the French literature of this century. Attempt will be made to select renowned works and appreciate their form and content.

Learning Outcome: students will discover and appreciate literary works of French expression from 21st century.

FR IV E 18 Pedagogic Module Creation and Customisation [Elective paper, 2 credits]

This course is the fourth and last of a series of four modules dedicated to Didactics and Pedagogy. It is a 2-credit course and consists of 3 modules spread over 15 lectures of two hours each.

Aims and Objectives

This course will train students to acquire all theoretical and practical knowledge to design a customised module.

Course Outcome

Understand a domain specific mandate

Identify learning and teaching requirements

Create a learning module with clarity of content and progression

| Module | Thèmes | Évaluations |
|---------------------------------|---|--|
| Module 1 FOS | Introduction aux notions et pratiques du FOS | Présentation d'un type de FOS 5 points |
| Module 2 Formulation | Création de module FOS | Présentation orale et écrite du module 15 points |
| Module 3 Évaluation | Développement d'exercices et d'activités d'évaluation | Présentation des activités 5 points |

Evaluation will be in two parts: Internal evaluation will be a cumulative grade, based on the work submitted at different times during the semester and External evaluation which will consist of a written exam at the end of the semester.

FR IV E 19 Francophone Literature of the Indian Subcontinent [Elective, 2 credits]

The French presence in the colonised India was limited to some pockets including Pondicherry and Chandernagore. Yet, the French language was chosen by many writers including Rabindranath Tagore. This paper will enable the students to

Objectives:

- To establish an understanding of the varieties of Francophonie in this area of the world
- To identify themes specific to Francophonie in the Indian subcontinent

Learning Outcomes : Students will be capable of -

- Developing a sociocultural outlook
- Have a better understanding of colonial and postcolonial issues
- Analyse the changing scenarios and the reasons thereof

Reference Book –

- *Écriture indienne d'expression française*, (edited by Vijaya Rao) Yoda Press & La Reunion par Le GERM, 2008).
- FURLONG, Robert, « Émergence et évolution d'une littérature : le cas du 19^e siècle mauricien », *Francofonie*, 2005.
- Ananda Devi (1993) *Le voile de Draupadi* Harmattan, Paris
- Apannah Natasha (2007) *Le dernier frère*

FR IV E 20 Comparative Linguistics

[Elective paper, 2 credits]

Aims and Objectives: Comparing the language systems of two languages can be very fruitful because it makes one think of the peculiarities of each language. This gives the students the opportunity to know more about their own Indian language and its comparison with the French language system (or any other language taught in FL department or English) can give them insights such as :

- Phonetic systems of the two languages
- Morphological similarities and differences in the two languages
- Tense, aspect, voice and other syntactic similarities and differences
- Speech act and other pragmatic approaches to comparison.

Having realized the potential of all such comparisons, the student should take up one small project to do an in-depth study of a chosen theme within the four broad topics mentioned above.

Learning Outcome: This study can lead to some obvious applications such as a) how to deal with specific difficulties in learning French (or another foreign language) / the other language of comparison given the linguistic profile of the learner b) how to tackle problems in translation from and into the two languages.

Reference Books:

In English

- Aitchison, J. 2001. *Language change: Progress or decay?* 3rd edition. CUP
- Anttila, Raimo (1989): *Historical and Comparative Linguistics*. Benjamins.
- Bynon, Theodora (1997): *Historical Linguistics*. Cambridge University Press, 1977.
- Campbell, Lyle (2004): *Historical Linguistics: An Introduction* (2nded.). Cambridge: The MIT Press.
- Greenberg, J. H. (2001): *The methods and purposes of linguistic genetic classification*. in *Language and Linguistics* 2: 111-135.
- Hock, H.H. (1991): *Principles of Historical Linguistics*. 2ndedition, Mouton de Gruyter.

- Hock, H.H. and B.D. Joseph (2009): *Language History, Language Change, and Language Relationship: An Introduction to Historical and Comparative Linguistics*. 2nd ed. Mouton de Gruyter.
- Keller, A. R. (1972): *A reader in Historical and Comparative Linguistics*, New York, Holt, Rinehart et Winston.
- Trask, R.L. (ed.) (2001): *Dictionary of Historical and Comparative Linguistics*, Fitzroy Dearborn
- Weinreich U. (1953): *Languages in Contact. Findings and problems*. New York.

In French

- Franz Bopp, Grammaire comparée des langues indo-européennes- *Grammaire comparée des langues sanscrites, zende, grecque, latine, lithuanienne, slave, gotique, et allemande* (1833-1849), (2^e édition refondue, 1857 et traduite).
- Meillet, A. (1925) : *La méthode comparative en linguistique historique*, Oslo, 1925.
- Meillet, Antoine (1964) : *Introduction à l'étude comparative des langues indo-européennes*. University of Alabama Press, reprint de la 6^eed. 1934.
- Meillet, A. (1978) : *Introduction à l'étude comparative des langues indo-européennes*, Alabama, University of Alabama Press, édit. 1978 (Paris, 8e édit., 1937).
- Michel Bréal de l'École pratique des hautes études et du Collège de France (de 1866 à 1905), membre de l'Académie des inscriptions et belles-lettres, quatre tomes in-quarto, Paris, Imprimerie impériale et Imprimerie nationale, 1866-1874.
- Ruhlen, M. (1997) : *L'origine des langues. Sur les traces de la langue mère*, Berlin, Paris.
- Sapir (Ed.) (1953) : *SAPIR Ed., Le langage, Introduction à l'étude de la parole*, Paris, Payot, 1953. Traduit de l'américain.

In Marathi

- Badve, Neeti (2022), *मराठी भाषेकडे बघताना* (2nd of the trilogy अनंत अक्षर), 2nd edition by Sadhana Prakashan, Pune.
- Patel, Suhasini, (2020) *मराठी धातू : स्वरूप आणि चिकित्सा*, Shabdalay Prakashan, Shrirampur.
- Purandare, Madhuri (2018) *लिहावे नेटके - भाग १,२ व ३* Jyotsna Prakashan, Pune.
