

M.A 1 YEAR PROGRAMME

COURSE DESCRIPTIONS

CORE COURSE-1

Course title	Advanced Use of Language – II
Category	New Course
Course code	MAFRC 504
Type of course	Core
Semester	III
Number of credits	4 (Four)
Maximum intake	20
Day/Time	MON: 11 AM-1PM; FRI: 11AM-1PM.
Name of the teacher/s	Dr. Kalplata
Course description	Course Description: This course is designed as a continuation of Advanced Use of Language – I. It aims to strengthen the students' advanced communicative competence in French and to help them move from the B2 level towards the C1 level of the CEFR. The course focuses on refined oral and written expression, argumentative competence, academic and professional communication, stylistic accuracy, and the ability to understand and produce complex texts in French. The objectives are to help students use French with greater fluency, precision, coherence and confidence in academic, cultural and professional contexts. Students will be trained to understand complex oral and written documents, participate in discussions and debates, present structured arguments, write clear and well-organised texts, and adapt their language according to context, register and audience. The course will focus on the following topics: • Advanced grammar and syntax in context • Enrichment of vocabulary, idiomatic expressions and connectors • Argumentation, persuasion and critical response • Summary, synthesis, report writing and critical commentary • Academic writing: introduction, development, conclusion and

	coherence • Oral presentation, debate, discussion and structured interaction • Analysis of authentic documents: press articles, essays, interviews, speeches, podcasts and cultural texts • Registers of language: formal, academic, journalistic and professional French • Reformulation, paraphrasing, expansion and reduction of information • Stylistic improvement and self-correction in written and spoken French Programme Specific Objectives: PO1: Develop in-depth knowledge of French linguistics and advanced-level language skills in French in accordance with international CEFR/DALF levels of competence. PO5: Develop teaching and research skills in French and Francophone studies. PO6: Analyse and produce coherently structured texts and develop skills of reading literary and cultural texts using different critical concepts and techniques. PO7: Analyse cultural forms in French and Francophone cultural contexts. PO10: Synthesise specialised texts and research papers; present theoretical insights and findings at national and international fora. PO11: Develop critical thinking skills and intercultural understanding to participate in a global workforce.
	Learning outcomes: At the end of the course, students will be able to: a) Domain-specific outcomes • Consolidate advanced grammar, vocabulary and discourse structures appropriate to B2+/C1 level of the CEFR.

- Understand complex oral and written texts from academic, cultural, journalistic and professional contexts.
- Produce coherent, nuanced and well-structured written texts in French.
- Speak with greater fluency, accuracy and confidence in formal and semi-formal situations.
- Use argumentation, synthesis, reformulation and critical commentary effectively.

b) Value addition

- Develop sensitivity to different registers and cultural contexts of French usage.
- Strengthen intercultural competence through engagement with authentic French and Francophone materials.
- Improve independent learning, self-correction and language awareness.

c) Skill enhancement

Listening skills: Understand the main ideas, details and implied meanings in lectures, interviews, debates, podcasts and discussions on complex topics.

Speaking skills: Present ideas clearly, participate in debates, defend a point of view, respond to counter-arguments, and speak fluently in academic and professional contexts.

Reading skills: Read and interpret complex factual, reflective, argumentative and cultural texts such as newspaper articles, essays, reviews, reports and academic writing.

Writing skills: Write summaries, syntheses, reports, argumentative essays, critical responses, formal letters and short academic compositions with clarity, coherence and stylistic control.

d) Employability Quotient

This course equips students with advanced communicative skills in French that are useful in teaching, research, translation, journalism, publishing, cultural institutions, international relations, tourism, corporate communication and other professions requiring strong oral and written competence in French.

Course delivery	Lectures
Evaluation scheme	Internal: Sit-down exam End-semester: Sit-down exam
Reading list	a. Recommended reading: 1. Beacco, Jean-Claude, Suzanne Bouquet, and Rémy Porquier. Niveau B2 pour le français: Un référentiel. Didier, 2004. 2. Édito B2. 4e édition. Didier FLE. 3. Défi 4: Méthode de français, niveau B2. Éditions Maison des Langues. 4. Boularès, Michèle, and Jean-Louis Frérot. Grammaire progressive du français: Niveau avancé B1/B2. CLE International. 5. Grammaire progressive du français: Niveau perfectionnement B2/C2. CLE International. 6. Miquel, Claire. Vocabulaire progressif du français: Niveau avancé B2/C1. CLE International. 7. Miquel, Claire. Communication progressive du français: Niveau avancé B2/C1. CLE International. 8. Expression écrite 4: Niveau B2. CLE International. 9. Mieux communiquer à l'écrit: Niveaux B2/C1. CLE International. 10. Pécheur, Jacques. Civilisation progressive du français: Niveau avancé B2/C1. CLE International. 11. ABC DELF B2. CLE International. 12. Le DELF B2 100% Réussite. Didier FLE. 13. Le français dans le monde. 14. TV5MONDE – Apprendre le français: Exercices B2 avancé. 15. TV5MONDE – Regards sur l'actualité. 16. Selected articles from Le Monde, Libération, France 24, RFI Savoirs, and Courrier international.

Course Outcomes

At the end of the course, students will

Element/Dimension	Course Outcomes	Descriptors

Knowledge and understanding	CO1	Consolidate advanced grammar, vocabulary and discourse structures appropriate to B2+
	CO 2	Understand different registers, styles and forms of advanced French used in academic, cultural and professional contexts.
Skills related to one's specialisation	CO 3	Understand and interpret complex oral and written documents in French.
	CO 4	Speak fluently and accurately in discussions, debates, presentations and formal interactions.
Application of knowledge and skills	CO 5	Produce coherent summaries, syntheses, reports, argumentative essays and critical responses.
	CO 6	Use techniques of reformulation, paraphrasing, expansion, reduction and argumentation in French.
	CO7	Apply advanced language skills to teaching, research, translation, cultural analysis and professional communication.
	CO 8	Demonstrate accuracy, coherence and stylistic control in written and spoken French.
Generic learning of outcomes	CO 9	Communicate effectively in French in academic, intercultural and professional situations.
	CO 10	Develop autonomous learning, self-correction, critical thinking and intercultural competence.

Matrix Matching Program Specific Outcomes with Course Outcomes 1: High 2: Medium 3: Low

		Knowledge and understanding			Skills			Application			Generic learning outcomes	
Knowledge		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
and understanding	CO1	1	2	2	3	2	1	2	2	3	1	1
	CO2	1	2	2	3	2	1	2	2	3	1	1
Skills	CO3	1	2	2	2	2	1	2	2	3	1	1
	CO4	1	2	2	3	2	1	1	2	3	1	1
Application	CO5	1	2	2	2	2	1	1	2	3	1	1
	CO6	1	2	2	3	2	2	1	2	3	1	1
	CO7	1	2	2	2	2	1	1	2	3	1	1

	CO8	1	2	2	2	1	1	1	2	3	1	1
Generic learning outcomes	CO9	1	2	2	3	1	1	1	2	3	1	1
	CO 10	1	2	3	3	1	1	1	2	3	1	1

CORE COURSE-2

RESEARCH METHODOLOGY

Course title	Research Methodology
Category	a. Existing course without changes
Course code	MA FRRM 597
Semester	III
Type of Course	Compulsory
Number of credits	4
Maximum intake	20
Day/Time	TUESDAY: 11AM-1PM; WEDNESDAY: 11AM-1PM.
Name of the teacher/s	Dr. Chayan Bandopadhyay

Course description	i) A brief overview of the course The Research Methodology course aims to prepare the students opting for research to think about their dissertations and guide them towards the preparation of their MA research proposals. This course provides the necessary tools to develop critical thinking skills while developing a clear understanding of the meaning of research, the objectives and significance of research and the different types of research that can be conducted in a particular field of study ii) Objectives of the course PSO 1: Students will get a clear understanding of why, when and what research involves. PSO 2: Develop critical perspectives and lay emphasis on the importance of a plan in research. PSO 3: Students will be exposed to different methodologies and will learn how theoretical perspectives can be seamlessly integrated into research projects. iii) Learning Outcomes: a) Domain specific outcomes
	• Students will be able to define what is research, problem question, hypothesis, research plan/design, footnotes, endnotes, citations, plagiarism etc. • Students will understand the importance of research methodology or the “how” of a research study: what type of data to collect, who to collect it from, how to collect it, how to analyse it. b) Value addition Given the emphasis on interdisciplinary research, students will be exposed to diverse approaches of inquiry while they familiarise themselves with the fundamental steps of the research process. c) Skill enhancement Students will familiarise with all the steps of the research process: Literature survey, formulating the research problem, development of a working hypothesis, preparing the research design, data collection, analysis and interpretation and preparation of the report. d) Employability quotient Students will be able to delineate the distinctive features of research conducted in the humanities and in the social sciences. The skills they acquire will be useful in the job market especially for research jobs. They are henceforth equipped to pursue doctoral research.
Course delivery	Lectures and activities
Evaluation scheme	Internal: evaluation in the form of written tests End-semester: evaluation in the form of sit-down written exam.

Reading List	* Ranjit Kumar. Research Methodology: A Step-by-Step Guide for Beginners. Sage publications. * C.R. Kothari. Research Methodology: Methods and Techniques. Delhi: New age international publishers * John W. Creswell Cheryl N. Poth. Qualitative Inquiry and Research Design: Choosing Among Five Approaches.
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Course outcomes

After the completion of the course, students will:

Element/Dimension	Course Outcomes	Descriptors
Knowledge and understanding	CO1	Acquire a clear understanding of the different elements of research: problem question, hypothesis, research plan/design, footnotes, endnotes, citations, plagiarism etc.
	CO 2	Effectively communicate in the written mode with the aim of forming a critical perspective.
Skills related to one's specialisation	CO 3	• Student will be able to read a variety of texts and isolate the relevant portions from the rest. • They will familiarise with a research plan/design, methodology and integration of theoretical perspectives.
	CO 4	Use relevant vocabulary to present an idea, critically justify and summarise the same. Students will acquire the ability to choose their language based on the requirements of the research plan.
	CO 5	Apply their linguistic knowledge to express complex ideas. They will explore lexical and grammatical structures that effectively position a point of view
Application of knowledge and skills	CO 6	Students will be able to compare and contrast texts and ideas, distinguish between facts and opinions and rationally justify their position within their research papers
	CO 7	Effectively use language to enquire, inform and express. This course will lay emphasis on the importance of critical reading and writing.

Generic learning of outcomes	CO 8	Students will learn the basics of exposition and argumentation required for higher academic tasks.
	CO 9	Students will be given the tools to enhance their skill set enabling them to write well-structured research papers as they prepare to write research articles for various scholarly journals.

Matrix Matching Program Specific Outcomes with Course Outcomes 1:
High 2: Medium 3: Low

		Knowledge and understanding			Skills		Application		Generic learning outcomes		
Knowledge and understanding		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	CO1	2	1	3	3	2	1	1	2	1	1
	CO2	2	1	3	3	2	1	1	2	1	1
Skills	CO3	2	1	3	3	2	1	1	2	1	1

	CO4	2	1	3	2	2	1	1	2	1	1
Application	CO5	2	1	3	3	2	1	1	2	1	1
	CO6	2	1	3	3	2	1	1	2	1	1
	CO7	2	1	3	3	2	1	1	2	1	1
Generic learning outcomes	CO8	2	1	3	3	2	1	1	2	1	1
	CO9	2	1	3	3	2	1	1	2	1	1

Elective- 1

Course title	Emerging Approaches in Teaching French as a Foreign Language (FLE)
Category	a. New course
Course code	MAFRE 553 (indicative)
Semester	III
Number of credits	4 (Four)
Maximum intake	20
Day/Time	MONDAY: 2PM-4PM; WEDNESDAY: 2PM-4PM.
Name of the teacher/s	Dr. Uma Damodar Sridhar
Course description	Course Description: This course offers a critical survey of contemporary and emerging approaches reshaping the theory and practice of foreign language teaching in the 21st century. Building on foundational methodological knowledge, students will explore emerging frameworks and innovations such as Task-Based Language Teaching (TBLT), the flipped and hybrid classroom, multilingualism and translanguaging pedagogies and the growing role of Artificial Intelligence — including generative AI tools — in language instruction and assessment. Students will engage with current empirical research, critically evaluate the practical implications of each approach, and reflect on how they interact with and challenge existing methodological traditions. By the end of the course, students will be equipped to make informed pedagogical decisions suited to diverse French language teaching contexts. Programme Objectives: PO 1: develop in-depth knowledge of French language teaching in accordance with international CEFR DALF levels of competence

	PO3: gain knowledge of latest practices in teaching methodologies of French as a foreign language (FLE) by adopting an intercultural approach PO8: apply advanced knowledge related to research, and teaching French as a Foreign language PO 10: synthesise specialised texts and research papers; present theoretical insights and findings at national and international for a PO 11: develop critical thinking skills and intercultural understanding to participate in a global workforce Learning Outcomes: a) Domaine Specific Outcomes by the end of the course, students will be able to: - situate emerging approaches within the broader history and theory of methodology of FLT - analyse and design activities based on task-based, multimodal and technology-driven theories grounded in the CEFR framework - assess the role of AI and digital tools in language instruction with both pedagogical and ethical awareness. b) Value Addition: Students will be able to cultivate digital literacy and AI fluency specifically within a pedagogical framework c) Skill Enhancement: Students will develop a set of skills in creating teaching units integrating emerging technologies d) Employability Quotient This course will enable students to apply for teaching posts in universities, schools and other institutions that value innovative pedagogies.
Course delivery	Lectures
Evaluation scheme	3 Internal tests (modes of evaluation): Sit-down exams, project or presentations End-semester (mode of evaluation): Sit-down Exam
Reading list	Boulton, A. & Tyne, H. (2014). <i>Des documents authentiques aux corpus. Démarches pour l'apprentissage des langues</i>. Paris : Didier. Council of Europe. (2020). <i>Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume</i>, Council of Europe Publishing, Strasbourg. Ellis, R. (2003). <i>Task-based language learning and teaching</i>. Oxford University Press

	García, O. & Wei, L. (2014). <i>Translanguaging: Language, Bilingualism and Education</i>. Palgrave Macmillan. Guichon, N. & Tellier, M. (dir.) (2017). <i>Vers une didactique du français multimodale</i>. Paris : Didier. Guo, X. (2023). <i>Multimodality in language education: implications of a multimodal affective perspective in foreign language teaching</i>. <i>Frontiers in Psychology</i>, 14. https://doi.org/10.3389/fpsyg.2023.1283625 Hafner, C.A. et al. (2023). <i>Multimodal composing and second language acquisition</i>. Language Teaching. Cambridge Core. Revue <i>ALSIC</i>, Vol. 25, n° 1 (2022) — « Le rôle du jeu numérique pour l'apprentissage des langues » https://journals.openedition.org/alsic/6212 Tellier, M. & Kasazian, E. (2021). <i>Multimodalité et multisupports pour l'enseignement-apprentissage des langues étrangères</i>. <i>Cahiers de l'ASDIFLE</i>, 31. https://hal.science/hal-03516247
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Course Outcomes

After the completion of the course, students will:

Element/Dimension	Course Outcomes	Descriptors
Knowledge and understanding	CO1	Demonstrate knowledge and understanding of the theoretical foundations and key concepts underpinning contemporary and emerging approaches in foreign language teaching, specifically French.
	CO 2	Identify the frameworks, models, and contexts shaping French language teaching in India, including CEFR, plurilingual education paradigms, and the ethical dimensions of integrating artificial intelligence into language classrooms.
Skills related to one's specialization	CO 3	Design, implement, and evaluate activities and course units for FLE learners integrating one or more emerging methodological approaches
	CO 4	Critically analyse, evaluate, and compare published empirical research in FLE in both French and English.
Application of knowledge and skills	CO 5	Use appropriate digital tools, platforms, and AI-assisted resources in the FLE classroom.
	CO 7	Conduct peer teaching or classroom teaching sessions followed by reflective feedback and discussion.

Generic learning of outcomes	CO 8	Communicate research findings and pedagogical arguments clearly and persuasively in both written and oral form in French.
	CO 9	Demonstrate critical thinking and reflective practices

Matrix Matching Program Specific Outcomes with Course Outcomes 1: High 2: Medium 3: Low

		Knowledge and understanding		Skills				Application			Generic learning outcomes	
Knowledge and understanding		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
	CO1	1	2	1	3	1	2	2	1	3	1	1
	CO2	1	2	1	3	1	2	2	1	3	1	1
Skills	CO3	1	2	1	3	1	2	2	1	3	1	1
	CO4	1	2	1	3	1	2	2	1	3	1	1
Application	CO5	1	2	1	3	1	2	2	1	3	1	1
	CO6	1	2	1	3	1	2	2	1	3	1	1
	CO7	1	2	1	3	1	2	2	1	3	1	1
Generic learning outcomes	CO8	1	2	1	3	1	2	2	1	3	1	1
	CO9	1	2	1	3	1	2	2	1	3	1	1

ELECTIVE -2

Course title	Short Fiction: Theory and Practice
Category	a. New course
Course code	MAFRE 554 (indicative)
Semester	III
Number of credits	4 (Four)
Maximum intake	20
Day/Time	TUESDAY: 4PM-6PM; THURSDAY: 9AM-11AM
Name of the teacher/s	Dr. Sanjay Kumar

Course description	Course Description: The course will trace the evolution of short fiction in France, examining representative texts alongside major theoretical approaches. Programme Objectives: PO 2: acquire knowledge of French and Francophone cultures and literatures PO 9: develop critical thinking skills and intercultural understanding to participate in a global workforce PO 10: be equipped to pursue a career in academic institutions and other organizations Learning Outcomes: a) Domaine Specific Outcomes by the end of the course, students will be able to: - identify and explain the defining characteristics of short fictions as a literary genre - engage critically with some representative works across different centuries. b) Value Addition: Students will be able to appreciate short fictions. c) Skill Enhancement: Students will be able to develop literary reading skills through close textual study of short fictions. d) Employability Quotient This course will benefit students pursuing careers in journalism, teaching, publishing or any other field where analysis and appreciation of short fiction is valued.
Course delivery	Lectures
Evaluation scheme	Internal (modes of evaluation): Sit-down Exam End-semester (mode of evaluation): Sit-down Exam
Reading list	Select literary texts and extracts chosen by the instructor. Maupassant, Guy de. <i>Contes et nouvelles</i>. Édition établie par Louis Forestier. 2 volumes. Paris : Gallimard, Bibliothèque de la Pléiade, 1974–1979. Mérimée, Prosper. <i>Nouvelles</i>. Paris : Gallimard, Bibliothèque de la Pléiade, 1978 Mérimée, Prosper. <i>Théâtre de Clara Gazul, Romans et nouvelles</i>. Paris : La Pléiade. 1978. Ramuz, Charle F. <i>Nouvelles</i>. Paris : Bernard Grasset, 1944.

	Godenne, René. <i>Étude sur la nouvelle française</i>. Genève-Paris: Nathan, 1985. Godenne, René. <i>Étude sur la nouvelle française</i>. Paris : Presses Universitaire de France, 1974. Patea, Viorica. <i>Short Story Theories: A Twenty-First-Century Perspective</i>. Amsterdam: Rodopi, 2012. May, Charles E. <i>The New Short Story Theories</i>. Athens: Ohio University Press, 1994.
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Course Outcomes

After the completion of the course, students will:

Element/Dimension	Course Outcomes	Descriptors
Knowledge and understanding	CO1	Know the most representative texts of short fiction written in French all over the world
	CO 2	Understand issues and themes discussed in different short fictions
Skills related to one's specialization	CO 3	Develop reading strategies for texts of different periods
	CO 4	Analyze critically short fictional texts
	CO 5	Use relevant theories in order to interpret short fictions
Application of knowledge and skills	CO 6	Discuss issues and themes of short fictions
	CO 7	Write coherently around a theme or issue
Generic learning of outcomes	CO 8	Develop the competence to argue in written and oral forms
	CO 9	Build a critical perspective

Matrix Matching Program Specific Outcomes with Course Outcomes 1: High 2: Medium 3: Low

	Knowledge and understanding	Skills	Application	Generic learning outcomes	
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Knowledge and understanding		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
	CO 1	2	1	2	3	2	2	2	2	1	1	2
	CO 2	2	1	2	3	2	2	2	2	1	1	2
Skills	CO 3	2	1	2	3	2	2	2	2	1	1	2
	CO 4	2	1	2	2	2	2	2	2	1	1	2
Application	CO 5	2	1	2	3	2	2	2	2	1	1	2
	CO 6	2	1	2	3	2	2	2	2	1	1	2
	CO 7	2	1	2	3	2	2	2	2	1	1	2
Generic learning outcomes	CO 8	2	1	2	3	2	2	2	2	1	1	2
	CO 9	2	1	2	3	2	2	2	2	1	1	

ELECTIVE -3

Course title	Introduction to Banlieue Cinema
Category	m. Existing course without changes
Course code	MAFRE 543
Semester	III
Number of credits	4 (Four)
Maximum intake	20
Day/Time	TUESDAY: 9AM-11AM; THURSDAY: 11AM-1PM
Name of the teacher/s	Dr. Vishwa Pal Bhargava
Course description	Course Description: This course aims at exploring Banlieue cinema, which originated in the mid-1990s with films like Mathieu Kassovitz's La Haine. It will discuss the main themes of this cinematic genre, such as family, women, adolescents, crime, racism, and multiculturalism, to understand the evolving depiction of banlieue societies in these films. The course seeks to equip students with the analytical vocabulary necessary to engage with cinematic texts and will also focus on familiarizing

them with the historical context that led to the creation of this sub-genre within the French filmic tradition.

Programme Objectives:

PO 2 acquire knowledge of French and Francophone cultures, linguistics, and literatures

PO 6 analyse and produce coherently structured texts and develop skills of reading literary texts using different critical concepts and techniques

PO 7 analyse cultural forms in French and Francophone cultural contexts

PO10 synthesise specialised texts and research papers; present theoretical insights and findings at national and international fora

PO11 develop critical thinking skills and intercultural understanding to participate in a global workforce

Learning outcomes:

a) Domaine specific outcomes

At the end of the course, students will be able to:

- Understand the key themes of Banlieue cinema, including family, women, adolescents, crime, racism, and multiculturalism.
- Gain knowledge of the historical and social context that led to the creation of Banlieue cinema within the French filmic tradition.
- Analyse and critique seminal works and filmmakers in the Banlieue cinema genre.

b) Value addition:

- Enrich understanding of contemporary French culture and society by examining the cinematic representation of urban peripheries.
- Integrate insights from Banlieue cinema with broader themes in French studies, enhancing interdisciplinary connections.
- Deepen knowledge of French cinematic history and its impact on cultural and social discourse.

c) Skill enhancement

- Enhance critical thinking and analytical skills through the examination of cinematic texts.
- Improve the ability to articulate and defend interpretations of films both verbally and in writing.
- Develop research skills by exploring the historical and social contexts of films and filmmakers.

d) Employability Quotient

This course:

- Equips students with the analytical vocabulary and

critical skills necessary for careers in film criticism, film studies, and cultural analysis.

- Provides a solid foundation for further academic pursuits in film studies, French studies, or cultural studies.

	Enhance employability in roles requiring strong analytical and communication skills, such as journalism, media analysis, and content creation.
Course delivery	Lectures, Film screenings, in-class discussions on the films and research articles
Evaluation scheme	Internal: Sit-down exam, assignments End-semester: Sit-down
Reading list	Recommended reading: 1. Armes, Roy. French Cinema. New York: Oxford UP, 1985. 2. Bazin, André. "L'évolution du langage cinématographique" Qu'est-ce Que Le Cinéma? Paris: Éditions Du Cerf, 1993. 3. Bresson, Robert, and Le Clézio J.-M. G. Notes Sur Le Cinématographe. Paris: Gallimard, 1995. 4. Screening Integration: Recasting Maghrebi Immigration in Contemporary France. Ed. Sylvie Durmelat and Vinay Swamy. Lincoln: U of Nebraska, 2011. 5. Fournier-Lanzoni, Rémi. French Cinema: From Its Beginnings to the Present. New York: Continuum, 2002. 6. Kline, T. Jefferson. Unraveling French Cinema: From L'Atalante to Caché. Chichester, West Sussex, U.K.: Wiley-Blackwell, 2010. 7. Kuhn, Annette. Women's Pictures: Feminism and Cinema. London: Verso, 1994. 8. Mast, Gerald, Bruce F. Kawin, and William V. Costanzo. A Short History of the Movies. New York: Longman, 2007. 9. Monaco, James. How to Read a Film: Movies, Media, and beyond. New York: Oxford UP, 2008. 10. Palmer, Tim. Brutal Intimacy: Analyzing Contemporary French Cinema. Middletown, CT: Wesleyan UP, 2011. 11. Powrie, Phil, and Keith Reader. French Cinema: A Student's Guide. London: Arnold, 2002. 12. Rice, Anne-Christine. Cinema for French Conversation = Le Cinéma En Cours De Français. Newburyport, MA: Focus Pub./R. Pullins, 2007. 13. Tarr, Carrie. Reframing Difference: Beur and Banlieue Filmmaking in France. Manchester University Press, 2005. 14. Térésa, Faucon. Cinéma: Cent Ans De Cinéma Français, Brève Histoire Du Cinéma Français 1960-1990. Paris: ADPF, 1996. 15. Williams, Alan Larson. Republic of Images: A History of French Filmmaking. Cambridge, MA: Harvard UP, 1992.

Course outcomes

After the completion of the course, students will:

Element/Dimension	Course Outcomes	Descriptors
Knowledge and understanding	CO 1	Understand the historical, social, and cultural contexts that have shaped the development of Banlieue cinema in France.
	CO 2	Recognize and analyse the central themes and narratives commonly explored in Banlieue films, such as social inequality, immigration, identity, and urban life.
	CO 3	Gain insights into the unique cinematic techniques and styles employed by filmmakers to depict the life and challenges of Banlieue communities.
Skills related to one's specialisation	CO 4	Develop the ability to critically analyse and critique Banlieue films, considering both their artistic elements and social commentary.
	CO 5	Enhance research skills by engaging with academic texts, film reviews, and other scholarly resources related to Banlieue cinema.
	CO 6	Build expertise in interpreting the cultural and societal implications presented in Banlieue films, contributing to a deeper understanding of French society.
Application of knowledge and skills	CO 7	Apply knowledge of Banlieue cinema to broader film studies, including comparative analysis with other national and international cinematic movements.
	CO 8	Apply understanding of the socio-political issues depicted in Banlieue films to foster cross-cultural dialogue and competence in professional and academic settings.
Generic learning of outcomes	CO 8	Develop strong critical thinking skills by engaging with complex films and academic discussions, fostering the ability to analyse and synthesize diverse perspectives.
	CO 9	Improve both written and oral communication abilities through film analysis, presentations, and discussions on Banlieue cinema.
	CO 10	Foster empathy and social awareness by exploring the lives and experiences of marginalized communities depicted in Banlieue cinema, promoting informed and compassionate global citizenship.

Matrix Matching Program Specific Outcomes with Course Outcomes 1: High 2: Medium 3: Low

		Knowledge and understanding			Skills			Application			Generic learning outcomes	
Knowledge and understanding		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11
	CO 1	2	1	3	3	3	1	1	1	1	1	1

	CO 2	2	1	3	3	3	1	1	1	1	1	1
Skills	CO 3	2	1	3	3	3	1	1	1	1	1	1
	CO 4	2	1	3	3	3	1	1	1	1	1	1
Application	CO 5	2	1	3	3	3	1	1	1	1	1	1
	CO 6	2	1	3	3	3	1	1	1	1	1	1
Generic learning outcomes	CO 7	2	1	3	3	3	1	1	1	1	1	1
	CO 8	2	1	3	3	3	1	1	1	1	1	1

ELECTIVE-4

Course title	Reading Narrative in French - I
Category	a. Existing course without changes
Course code	MAFRE 522
Semester	III
Number of credits	4 (Four)
Maximum intake	20
Day/Time	THURSDAY: 2PM-4PM; TUESDAY: 2PM-4PM.
Name of the teacher/s	Dr. Chayan Bandopadhyay

Course description	Course Description: This course will focus on the following points: ● Introduction to the genre: factual and fictional narratives; time and narrative; space and narrative. ● Terms and concepts in narrative theory: anachrony, defamiliarisation, diegesis, fabulation, focalization, free indirect discourse, intension, intertextuality, mimesis, narration, narrative, narrative levels, narrator, point of view, realism. ● Reading narrative: text and context: historical, social, cultural/intellectual context and literary context (aesthetic conventions, generic imperatives). ● Guided reading of some narrative texts - short fiction, novel (to be chosen by the course instructor mainly from the French context) - with special attention to issues concerning writing, (inter-)textuality, aesthetic practices. Programme Objectives: PO2: acquire knowledge of French and Francophone cultures, linguistics, and literatures PO5: develop teaching and research skills in French and Francophone studies PO6: analyse and produce coherently structured texts and develop skills of reading literary texts using different critical concepts and techniques PO7: analyse cultural forms in French and Francophone cultural contexts PO10: synthesise specialised texts and research papers; present theoretical insights and findings at national and international fora PO11: develop critical thinking skills and intercultural understanding to participate in a global workforce Learning outcomes: At the end of this course, students will be able to: a) Domain specific outcomes: Acquire basic conceptual and analytical tools to analyse narrative texts.
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	b) Value addition: Develop awareness of narrative study. c) Skill-enhancement: Develop critical ability towards reading of texts, especially narratives. d) Employability quotient: Prepare students for careers in teaching of language and literature, journalism and all other professions that require analyses and commentary of cultural texts.
Course delivery	Lectures
Evaluation scheme	Internal: Sit-down exam / Take-home assignment End-semester: Sit-down exam / Take-home assignment

Reading list	Recommended reading: Bal , Mieke, <i>Narratologie</i> , Paris, Klincksieck, 1977. Butor, Michel, <i>Essais sur le roman</i> , Gallimard, Paris, 1969. Barthes, Roland, <i>Le Degré zéro de l'écriture</i> , Le Seuil, Paris, 1953. Bakhtine, Mikhail, <i>Esthétique et théorie du roman</i> , Gallimard, Paris, 1978. Genette, Gérard, <i>Figures III</i> , Le Seuil, Paris, 1972 _____, <i>Nouveau discours du récit</i> , Le Seuil, Paris, 1983. _____, <i>Palimpsestes</i> , Le Seuil, Paris, 1982 _____, <i>Seuils</i> , Le Seuil, Paris, 1982 Goldmann, Lucien, <i>Pour une sociologie du roman</i> , Gallimard, Paris, 1964. Lodge, David, <i>The Art of Fiction</i> , Penguin Books, Harmondsworth, 1992. Lukacs, Georges, <i>La Théorie du roman</i> , Gonthier, 1963. Martin, Wallace, <i>Recent Theories of Narrative</i> , Cornell University Press, Ithaca, 1986. Rimmon-Kenan, Shlomith, <i>Narrative Fiction: Contemporary Poetics</i> , Methuen, London, 1983. Sartre, Jean-Paul, <i>Situation II</i> , Gallimard, Paris. Todorov, Tzvetan, <i>Poétique de la prose, nouvelles recherches sur le récit</i> , Le Seuil, Paris, 1978. White, Hayden, "The Value of Narrativity in the Representation of Reality", <i>Critical Inquiry</i> 7, 1: 5-2.
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Course outcomes

After the completion of the course, students will:

Element/Dimension	Course Outcome s	Descriptors
Knowledge and understanding	CO1	Gain knowledge and understanding of main concepts and issues in narrative studies
	CO 2	Acquire critical vocabulary necessary for analyzing narratives

	CO 3	Understand contexts (historical, social, cultural/ intellectual and literary) of narrative texts
Skills related to one's specialisation	CO 4	Use basic conceptual and analytical tools to analyse narrative texts
	CO 5	Develop research skills in the study of narratives, especially in French and Francophone contexts
Application of knowledge and skills	CO 6	Analyse and present different types of narratives with reference to issues concerning themes, genres and styles
	CO 7	Apply knowledge related to narrative studies in teaching of literature and culture
Generic learning of outcomes	CO 8	Develop critical thinking skills and intercultural understanding through narrative texts, especially to participate at national and international fora
	CO 9	Extend critical insights and findings toward understanding of cultural forms, especially in French and Francophone contexts

Matrix Matching Program Specific Outcomes with Course Outcomes 1: High 2: Medium 3: Low

		Knowledge and understanding			Skills			Application			Generic learning outcomes	
Knowledge and understanding		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
	CO1	2	1	3	3	1	1	1	2	3	1	1
	CO2	2	1	3	3	1	1	1	2	3	1	1
	CO3	2	1	3	3	1	1	1	2	3	1	1
Skills	CO4	2	1	3	2	1	1	1	2	3	1	1
	CO5	2	1	3	3	1	1	1	2	3	1	1
Application	CO6	2	1	3	2	1	1	1	2	3	1	1
	CO7	2	1	2	3	1	1	1	2	3	1	1
Generic learning outcomes	CO8	2	1	2	3	1	1	1	2	3	1	1
	CO9	2	1	3	3	1	1	1	2	3	1	1

ELECTIVE- 5

Course title	Commercial Translation –I
Category	a. Existing course without changes
Course code	MAFRE 536
Semester	III

Number of credits	4 (Four)
Maximum intake	20
Day/Time	MONDAY:9AM-11AM; WEDNESDAY: 9AM-11AM
Name of the teacher/s	Ms. Janani Kalyani
Course description	Course Description: To give an introduction to the field of commercial and economic translation. Basic notions and concepts will be discussed and equal importance be given to practice as well as theoretical knowledge. Topics studied in this course include banking, company structure and company finance, recruitment and employment, labour laws, trade unions etc. Translation of authentic documents from France and India, in the specific topics that are being studied, towards both languages, but mostly from French to English. Programme Objectives: PO4: develop specialised translation skills from French to Indian and other languages and vice versa PO9: translate journalistic, commercial, scientific, and literary texts from and to French PO 11: develop critical thinking skills and intercultural understanding to participate in a global workforce. Learning outcomes: a) Domaine specific outcomes At the end of the course, students will be able to: • Achieve a high level of proficiency in both English and French, with a focus on commercial contexts. • use techniques of documentation and terminology research • Develop the ability to handle various types of commercial texts, such as marketing materials, financial documents, and legal contracts. b) Value addition: • Understand and adhere to professional standards and ethical practices in commercial translation. • Carry out research and documentation to broaden the general knowledge base of the translator • Develop techniques to improve vocabulary and reformulation skills. c) Skill enhancement: • Use translator tools and online databases for translation. d) Employability quotient: • Develop the ability to work on a wide range of commercial translation projects across different industries. • Demonstrate the ability to produce high-quality translations that meet professional standards.

Course delivery	Lectures
Evaluation scheme	Internal: Sit-down exam/ viva End-semester: Sit-down exam/ Viva
Reading list	Recommended reading: Barr, M., & Sinda López. (1996). Routledge French dictionary of business, commerce and finance : French - English, English - French = Routledge dictionnaire anglais des affaires, du commerce et de la finance. Routledge. Claude Le Goff. (1994). Le nouveau french for business. Hachette. Gillmann, B., & Verrel, M. (1996). Mastering French business vocabulary : a thematic approach. Barron's.

Jean-Luc Penfornis. (2004). Vocabulaire progressif du français des affaires. Corrigés., Vocabulaire progressif du français des affaires : avec 200 exercices. Cle Internat., [Um.

M. Teresa Viglioglia. (2011). L'essentiel du Français des affaires. Booksprint.

Marie-Odile Sánchez Macagno, & Corado, L. (1997). Faire des affaires en français. Hachette.

Mathieu Guidère. (2008). La communication multilingue : traduction commerciale et institutionnelle. De Boeck.

Montague, D. (2003). The Business Translator. Aspatore.

Roy, C., Firme, L., & Chevalier, M.-E. (2001). Traduction de correspondance d'affaires du français vers l'anglais. Greenfield Park, Québec : Éditions Logitell.

Schmitt, C. J., & Katia Brillié Lutz. (1991). Commerce Et Marketing: Lectures Et Vocabulaire en Français (Business and Marketing). McGraw Hill Professional.

Course outcomes

After the completion of the course, students will:

Element/Dimension	Course Outcomes	Descriptors
Knowledge and understanding	CO1	Acquire specialized vocabulary related to various commercial fields
	CO 2	Understand the conventions of commercial writing and how to apply them in translations.
Skills related to one's specialisation	CO3	Develop the ability to conduct thorough research to find accurate translations for commercial terms.
	CO4	Develop the ability to accurately and effectively translate commercial documents.
Application of knowledge and skills	CO 5	Use specialized dictionaries, databases, and other resources for commercial translation.
	CO 6	Use translator tools and online databases for translation.
Generic learning outcomes	CO7	Understand the structural and functional differences between English and French.
	CO8	Grasp key theories and methodologies in translation studies.
	CO9	Understand and apply industry standards and best practices in commercial translation.

Matrix Matching Program Specific Outcomes with Course Outcomes 1: High 2: Medium 3: Low

		Knowledge and understanding			Skills		Application		Generic learning outcomes			
Knowledge and understanding		PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO 8	PO 9	PO1 0	PO1 1
	CO 1	2	3	3	1	2	3	2	3	1	2	2

g	CO 2	1	2	3	1	2	3	2	3	1	2	2
Skills	CO 3	2	2	3	1	2	3	2	2	1	2	2

	CO 4	2	2	3	1	2	3	2	2	1	2	1
Application	CO 5	1	2	3	1	3	3	3	3	1	3	2
	CO6	1	2	3	1	3	3	3	3	1	3	2
Generic learning outcomes	CO 7	1	3	3	1	2	3	2	3	1	2	1
	CO 8	1	2	3	1	2	3	2	3	1	2	1
	CO 9	3	2	3	1	2	3	1	3	1	2	1

ELECTIVE -6

Course title	History of Art - I
Category	n. Existing course without changes
Course code	MAFRE 546
Semester	III
Number of credits	4 (Four)
Maximum intake	20
Day/Time	TUESDAY: 9AM-11PM; THURSDAY: 11AM-1PM.
Name of the teacher/s	Prof. Anjali V Bagde
Course description	Course Description: This course aims to introduce students to the evolution of European Art history from the Middle Ages to the early 19th century with special reference to France. Programme Objectives: PO 2 : acquire knowledge of French and Francophone cultures, linguistics, and literatures PO 7: analyse cultural forms in French and Francophone cultural contexts PO 11: develop critical thinking skills and intercultural understanding to participate in a global workforce Learning outcomes: a) Domaine specific outcomes

	At the end of the course, students will be able to: demonstrate knowledge of artistic movements in Europe from the Middle Ages to mid-19th century (Prehistoric Art, Medieval Art, Renaissance, Classicism, Baroque, Neo-classicism, Roccoco, Romanticism, Realism, Impressionism) place and understand works of art in their political, social and cultural contexts. b) Value addition: appreciate and understanding how art reflects society c) Skill enhancement employ appropriate vocabulary to speak or write about European art. discuss cultural and political contexts in which the art works were produced critically analyse and interpret visual culture with reference to stylistic and technical characteristics and social and cultural contexts. d) Employability Quotient gain employment in academic and art related fields
Course delivery	Lectures
Evaluation scheme	Internal: Class presentations, take-home assignments End-semester: Take-home assignment or sit-down exam
Reading list	Baral I Altet, X. (2020). <i>Histoire de l'art</i>, Paris, Que sais-je, PUF. Gombrich, E H. (2006). <i>The story of Art</i>, London. Phaidon,. Janson, H. W., Davies, P. J. E., & Janson, H. W. (2011). <i>Janson's history of art: The western tradition</i>. Upper Saddle River, NJ: Prentice Hall. Leroy, F, Rudel, J. (2003). <i>Les grandes dates de l'histoire de l'art</i>, Paris, Que sais-je, PUF, 2003 Talon-Hugon, C. (2018). <i>L'esthétique</i>, Que sais-je, Paris, PUF, 2018 Weber, P (2012). <i>Histoire de l'art et des styles</i> , Paris, Editions 84, 2012

Course outcomes

After the completion of the course, students will:

Element/Dimension	Course Outcome s	Descriptors

Knowledge and understanding	CO1	Demonstrate knowledge of artistic movements in Europe from the Middle Ages to mid-19 th century (Prehistoric Art, Medieval Art, Renaissance, Classicism, Baroque,
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		Neo-classicism, Roccoco, Romanticism, Realism, Impressionism)
	CO 2	Place and understand works of art in their political, social and cultural contexts.
Skills related to one's specialisation	CO 3	Employ appropriate vocabulary to speak or write about European art.
	CO 4	Discuss cultural and political contexts in which the art works were produced
Application of knowledge and skills	CO 5	Appreciate and understanding how art reflects and conveys human thoughts and emotions
	CO 6	Critically analyse and interpret visual culture with reference to stylistic and technical characteristics and social and cultural contexts.
Generic learning of outcomes	CO 7	Expand their knowledge of European art movements from Middle Ages to the mid-19 th century with special reference to France.
	CO 8	Develop essential skills to analyse and interpret works of art

Matrix Matching Program Specific Outcomes with Course Outcomes

1: High 2: Medium 3: Low

		Knowledge and understanding			Skills		Application		Generic learning outcomes			
Knowledge and understanding		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11
	CO1	3	1	3	3	2	2	1	3	3	2	1
	CO2	3	2	3	3	2	3	1	1	3	2	1
Skills	CO3	1	1	2	3	2	2	1	2	3	2	1
	CO4	2	1	3	3	2	2	1	1	3	1	1
Application	CO5	3	1	3	3	3	3	1	2	3	2	1
	CO6	3	1	3	3	1	2	1	1	3	2	1
Generic learning outcomes	CO7	2	1	3	3	2	2	1	1	3	1	1
	CO8	3	1	3	3	2	2	1	1	3	1	1

ELECTIVE -7

Course title	French Film Theory in Practice: Understanding Films through Theory
Category	New Course
Course code	MAFRE 555 (indicative)
Semester	III
Number of credits	4 (Four)
Maximum intake	20
Day/Time	-----
Name of the teacher/s	Dr. Kalplata

Course description:

i) Brief overview of the course

This is a clear, beginner-friendly introduction to film theory — the ideas that explain how films work on us — taught through the French thinkers and filmmakers who first developed them. Each concept is explained from scratch and then shown immediately on screen in a landmark French film, so the theory never stays abstract. The tools are universal: once students grasp how meaning is built from a cut, a camera movement, a gaze, or a sound, they can apply it to *any* film, French or otherwise. Moving chronologically from 1895 to the present, the course is deliberately practical but **analytical** — students close-read and re-examine scenes and debate them in class. The single, clear objective: by the end, students can connect each theory to the films and confidently *read and analyse any film* through these lenses. The aim is not to make films, but to understand them with precision.

ii) Objectives of the course in terms of Programme Specific Outcomes

- **PO2:** Acquire knowledge of French and Francophone cultures, linguistics, and literatures.
- **PO5:** Develop teaching and research skills in French and Francophone studies.
- **PO6:** Analyse and produce coherently structured texts and develop skills of reading (audio-visual) texts using different critical concepts and techniques.
- **PO7:** Analyse cultural forms in French and Francophone cultural contexts.
- **PO10:** Synthesise specialised texts and research papers; present theoretical insights and findings at national and international fora.
- **PO11:** Develop critical thinking skills and intercultural understanding to participate in a global workforce.

iii) Learning outcomes

a) Domain-specific outcomes — At the end of the course, students will be able to:

- Understand the basic concepts and major movements of French film theory in chronological order (photogénie, realism/mise-en-scène, auteur theory, feminist theory and the gaze, semiotics, apparatus theory, sound theory, the movement-image and time-image).
- Connect each theoretical concept to a representative French film in which the concept is directly observable.
- Apply the appropriate critical vocabulary to analyse a sequence from *any* film, French or otherwise.

b) Value addition:

- Develop visual literacy and a confident, transferable critical vocabulary for discussing the moving image.
- Appreciate France's foundational role in shaping how cinema is understood worldwide, including its central place in feminist film criticism.

c) Skill enhancement:

- Conduct close shot-by-shot analysis of film sequences.
- Translate theoretical insight into analytical practice through close reading and clear written or oral analysis.

d) Employability quotient:

- Prepare for careers in film criticism, cultural journalism, teaching, curation, festival programming, and academic research, all of which require analytical, communicative, and audio-visual reading skills.

Course delivery: Lectures, weekly film screenings, in-class shot-by-shot analysis, close-reading exercises, group discussion, and student-led oral presentations.

Evaluation scheme:

- **Internal:** Short film-analysis tasks, submitted in writing or presented orally, and discussed in class.
- **End-semester:** A research-based take-home analytical paper OR a sit-down written exam.

Indicative plan — 15 sessions (concept → French film → reading the film)

Class	Concept / Tool	Key thinker(s)	French film to screen	In-class analysis: reading the film
1	Orientation: how to <i>read</i> a film, not just watch it	—	Short clips from varied French films	Learn the basic vocabulary — shot, cut, mise-en-scène, sound — and the difference between "watching" and "reading"
2	The two births of cinema: reality vs. magic	Lumière, Méliès	<i>La Sortie de l'usine Lumière</i> (1895) & <i>Le Voyage dans la Lune</i> (Méliès, 1902)	Debate: is cinema a window on reality or a magic trick?
3	<i>Photogénie</i> & French Impressionism	Epstein, Dulac	<i>La Chute de la maison Usher</i> (Epstein, 1928) — gothic Poe horror	Find the shot where the camera reveals an object's "soul"
4	The Surrealist image	French avant-garde	<i>Un Chien Andalou</i> (Buñuel/Dalí, 1929) — a 16-min shocker	Map the dream-logic of the cuts: why does it unsettle us?
5	Realism & the long take / deep focus	André Bazin	<i>La Règle du jeu</i> (Renoir, 1939) — the famous hunt sequence	Spot the deep-focus moments where the eye roams freely
6	Mise-en-scène & "what to leave uncut"	André Bazin	<i>La Règle du jeu</i> (Renoir, 1939) — château sequences	Compare a single long take with how the same action would feel if broken into short cuts; discuss what each choice gains and loses

Class	Concept / Tool	Key thinker(s)	French film to screen	In-class analysis: reading the film
7	The <i>politique des auteurs</i>	Truffaut, Cahiers du Cinéma	<i>Les 400 Coups</i> (Truffaut, 1959) — a moving coming-of-age story	Trace a director's "signature" across two films
8	The Nouvelle Vague as theory-in-practice	Godard	<i>À bout de souffle</i> (Godard, 1960) — stylish crime-romance	Read a scene's jump cuts; analyse the change in rhythm
9	Feminist film theory & the gaze	Mulvey (the male gaze); Dulac, Cixous, Kristeva, Sciamma (the female gaze)	<i>Portrait de la jeune fille en feu</i> (Sciamma, 2019) & <i>Cléo de 5 à 7</i> (Varda, 1962)	Track who looks and who is looked at, scene by scene
10	Film semiotics: cinema as a language	Christian Metz	<i>Le Samouraï</i> (Melville, 1967) — a cool, minimalist crime classic	Break the film into Metz's narrative "segments"
11	Apparatus & ideology theory	Baudry; Comolli & Narboni	<i>Le Mépris</i> (Godard, 1963) — Bardot, Capri, a marriage unravelling	Compare a "seamless" scene with a self-exposing one
12	Film sound: the <i>acousmètre</i>	Michel Chion	<i>Diva</i> (Beineix, 1981) — a thriller built around a secret recording	Locate the acousmètre — a voice or sound whose source we never see — and analyse how it controls the scene
13	The movement-image & the time-image	Gilles Deleuze	<i>Hiroshima mon amour</i> (Resnais, 1959) — love, war and memory	Locate a "crystal of time" and explain its effect
14	Reading one film through many theories	(synthesis)	<i>La Haine</i> (Kassovitz, 1995) — gripping social drama	Read the same film through 3–4 lenses together and see how each opens a new layer
15	Student film readings & wrap-up	—	A film of the class's choice	Students give short oral analyses, reading the film through chosen theories; consolidate the whole toolkit

Reading list (recommended):

Primary theory (French sources):

- Epstein, Jean. *Écrits sur le cinéma*. Paris: Seghers, 1974.
- Bazin, André. *Qu'est-ce que le cinéma ?* Paris: Éditions du Cerf, 1958–1962.
- Truffaut, François. "Une certaine tendance du cinéma français." *Cahiers du Cinéma*, no. 31, 1954.
- Metz, Christian. *Essais sur la signification au cinéma*. Paris: Klincksieck, 1968.
- Baudry, Jean-Louis. "Effets idéologiques produits par l'appareil de base." *Cinéthique*, 1970.
- Chion, Michel. *L'Audio-Vision : son et image au cinéma*. Paris: Nathan, 1990.
- Deleuze, Gilles. *Cinéma 1 : L'Image-mouvement* (1983) et *Cinéma 2 : L'Image-temps* (1985). Paris: Minuit.

Feminist film theory:

- Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Screen*, 1975.
- Cixous, Hélène. *Le Rire de la Méduse*. Paris: Galilée.
- Kristeva, Julia. *Soleil noir : dépression et mélancolie*. Paris: Gallimard, 1987.
- Sellier, Geneviève. *La Nouvelle Vague : un cinéma au masculin singulier*. Paris: CNRS, 2005.

Method & secondary reading:

- Aumont, Jacques, et Michel Marie. *L'Analyse des films*. Paris: Armand Colin.
- Vanoye, Francis, et Anne Goliot-Lété. *Précis d'analyse filmique*. Paris: Armand Colin.
- Hayward, Susan. *French National Cinema*. London: Routledge, 2005.

Course outcomes

After the completion of the course, students will:

Element/Dimension	CO	Descriptor
Knowledge and understanding	CO1	Identify the basic concepts and major movements of French film theory and place them in chronological and cultural context.
Knowledge and understanding	CO2	Explain core theoretical frameworks (Epstein, Bazin, Truffaut, feminist film theory, Metz, Baudry, Chion, Deleuze) and the historical moments that shaped them.
Skills related to one's specialisation	CO3	Perform close shot-by-shot analysis of a sequence from a French film, naming the devices at work and their effects.
Skills related to one's specialisation	CO4	Apply the theoretical toolkit to read <i>any</i> film, French or otherwise, demonstrating the concept on screen.
Skills related to one's specialisation	CO5	Synthesise primary and secondary sources into clear oral and written analyses, supported by frame-accurate evidence.
Application of knowledge and skills	CO6	Apply theoretical models comparatively across films from different periods and contexts, evaluating the cultural and aesthetic factors shaping each.
Application of knowledge and skills	CO7	Produce a short applied analysis, written or oral, that demonstrates a theoretical idea on screen and justifies its claims with frame-accurate evidence.
Generic learning outcomes	CO8	Demonstrate transferable competencies for criticism, teaching, curation, and media work: teamwork, deadlines, and audience-aware communication.
Generic learning outcomes	CO9	Communicate technical film analysis in accessible language for diverse audiences, fostering intercultural and gender-aware understanding.

Matrix: Matching Programme Specific Outcomes with Course Outcomes

(1: High 2: Medium 3: Low)

Dimension	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Knowledge and understanding	CO1	2	1	3	3	2	1	1	2	2	2	2
Knowledge and understanding	CO2	2	1	3	3	2	1	1	2	2	2	2
Skills	CO3	2	1	3	2	1	1	1	2	2	2	2
Skills	CO4	2	1	3	2	1	1	1	2	2	2	2
Skills	CO5	2	2	3	2	1	1	2	2	2	1	1
Application	CO6	2	2	3	2	1	2	1	2	2	1	1
Application	CO7	2	2	3	2	1	2	1	2	2	1	1
Generic learning outcomes	CO8	2	2	3	2	2	2	2	2	2	1	1
Generic learning outcomes	CO9	2	2	3	2	2	2	2	2	2	1	1