

PPR -
MAFL



**Programme Project Report –
PPR**
Programme Project Report (PPR)

(To be annexed with Programme Development Form) (Approval of the School Board and Academic Council)

Name of the School: SCHOOL OF FOREIGN LANGUAGES – SOFL

Name of the Programme: M.A. FRENCH --MAFL

(ODL- Modular)

S.No.	Parameters	Details
a.	Programmes mission & objectives: (its alignment with industrial/ learner demands)	<p>The proposed program M.A. French is one of the prime areas of core programme development at SOFL as outlined in its vision and mission.</p> <p>This will be the first ever Masters programme in French language at an Indian University having the following features :-</p> <ol style="list-style-type: none">1. Open and Distance Learning (ODL) Mode (to be subsequently offered in Online Mode too)2. Modular structure allowing 02 points of exit -- after 1st year with a Postgraduate Diploma in French and after the 2nd, with a full Masters degree / M.A. French.

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		<p>3. A sound blend of traditional degree course content and skill based ones in applied aspects of language learning.</p> <p>4. Providing access to Masters level education for those who join jobs after B.A. and are forced to quit higher studies due to constraints of rigid timelines and attendance in the conventional system.</p>
b.	Relevance of program with IGNOU's Mission & Goals:	<p>In accordance with the university's goals and mission, the present program aims directly at bridging the industry-academia gap by providing in the Open & Distance Mode the first ever Masters Program in French that is also the No.1 Foreign Language in India opted by maximum learners across age groups.</p> <p>In structure and spirit, the M.A. French program in the ODL model to be followed up subsequently in online mode, will offer an extremely relevant degree program benefitting not only learners in India but across the world.</p>
c.	<p>Nature of prospective target group of learners :</p> <p>1. Specify the target group:</p> <p>2. Needs of the target group: (Annex Report of Exploratory Expert Committee Meeting and Need Assessment Study)</p>	<p>1. <u>Target Learner Profiles</u></p> <p>The modular programme targets students and professionals who :--</p> <ul style="list-style-type: none"> • Have completed graduation and are employed or placed in restrictive life conditions with limited mobility • Wish to restart Postgraduate studies after a considerable break in learning cycles. • wish to enrol as international candidates . <p>** Considering two important factors :</p> <ul style="list-style-type: none"> - Popularity of the language and it being among one of the official languages at the UN,

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- The global branding of IGNOU as a mega university in the Distance Mode, the program when offered in online mode indicates good international response.

At a more specific level, candidate profiles are expected to comprise of:

- Learners willing to pursue advanced degree in French studies.
- Learners in employment and looking for more flexible learning models.
- International students willing to pursue M.A. French in ODL /Online mode.
- Indian & International learners desirous of pursuing research degree programs subsequently.
- Learners willing to join the teaching profession.,
- Those wanting to appear at the UGC- NET Exams in India.

2. NEED and RELEVANCE of the program

- Increased enrolment in postgraduate level program - M.A. French given that on average 950-1000 learners remain unaccommodated in the university departments in conventional mode (** Ref. PDF point 13).
- Enhanced importance to applied streams like Didactics of French as a Foreign Language, Translation and Interpretation etc. which will enhance skills and employment avenues.
- Added emphasis on Research

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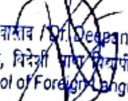
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		<p>Methodology will equip learners to appear and clear UGC NET exams successfully. It will also improve quality of researchers coming for Ph.D to SOFL.</p> <ul style="list-style-type: none"> • Modular structure will enable enhanced flexibility and allow students to leave after one year and with accumulated credits, to rejoin later and complete the 2nd year. • Added focus on courses introduced in <u>Didactics of French as a Foreign Language in Year I</u> itself is expected to enhance professional skills, train students to familiarize themselves with latest digital tools and innovative techniques in teaching/learning of foreign languages, especially French that shows high learner preference. • A separate course in <u>Year I on Culture and Civilization in France</u> will also initiate the learner to life skills as also current socio-political aspects in France and the Francophone countries. This prepares a rich background for careers in tourism/hospitality, journalism, publishing houses, social sectors or cultural organizations. <p>As concerns a formal Need Assessment Study, for the present program M.A. French, faculty at SOFL was specifically asked to develop Masters level programs. This was keeping in view the high learner demand at Certificate Level programs as also response to Ph.D French program at SOFL.</p> <p>The M.A. program, especially in the post pandemic phase was seen as an inevitable</p>
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		<p>step in growth of the discipline.</p> <p>Matters were discussed in detail with the Authorities and faculty where it was decided to <u>take up on absolute priority and urgent note, launching of Masters programmes in Select Foreign Languages at SOFL, French being an important addition.</u></p>
d.	<p>Appropriateness of program to be conducted in Open & Distance Learning (ODL) mode to acquire specific skills & competence:</p> <p>Specify the expected learning outcomes in terms of:</p> <ol style="list-style-type: none"> 1. Knowledge attainment: 2. Transferable Skills and Competencies 3. Reflection of academic, professional and occupational standards: 	<p>The discipline of French at the School of Foreign Languages has been consistent with maintaining Quality assurance catering to international standards --- attention to the Common European Framework for Referencing of Languages (CEFR) as well as modalities of the Indian system (guidelines in the NEP 2020 or UGC).</p> <p>Degree programs form a core area of the growth of the discipline and thus, launch of the M.A. programs in the specific language becomes priority.</p> <p>In terms of the following, learning outcomes may be specified as –</p> <ol style="list-style-type: none"> 1. <u>Knowledge attainment</u> <p>The syllabus design has taken into consideration the general pattern and content that forms part of Masters level syllabus at other universities.</p> <p>Apart from this, there is emphasis on introducing latest concepts in</p> <ul style="list-style-type: none"> • Didactics of Open and Distance learning of Foreign Languages, Online and Blended Learning, • Research Methodology (digital tools and remote research techniques) • Linguistics and IKS (as per NEP 2020) and • Translation and Interpretation. <p>With online components increasing and pedagogical practices adopting easily mixed</p>

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mode techniques, Knowledge attainment will benefit immensely under the given program.

2. Transferable Skills and Competencies:

The modular nature of the M.A. French program is designed in a way as to enable learners to choose taking a short gap after the first year, and rejoin at a later date to complete the entire degree.

Emphasis on skills in Didactics as well as basic translation and courses on culture and civilization will enable learners to step into applied areas, work, gain experience and then take up again the remaining 02 semesters.

This facilitates possibility of both Theoretical as well as Applied knowledge transfer and skill enhancement.

3. Reflection of academic, professional and occupational standards: --

Same as explained in points 1 & 2 above.

As an underlining statement of the CEFR (Common European Framework for Referencing of Languages), Learning has essentially been defined around --

- i. *Le Savoir*— Knowledge
- ii. *Le Savoir Faire* – Know-how/Skills
- iii. *Le Savoir Être* – Attitude / Existential competence

The entire spirit and structure of the M.A. French program developed at IGNOU is an apt reflection of incorporation of the above three aspects embedded within the parameters of :

- CONTENT
- SKILLS and

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		<p>■ FLEXIBILITY & INCLUSIVENESS.</p> <p>This is placed solidly within a framework of coherence to indigenous learner profiles and resources as also a simultaneous commitment to adherence to Global Quality Standards of learning.</p>
e.	<p>Instructional Design :</p> <ol style="list-style-type: none"> 1. Curriculum design (<i>Outcome of Expert Committee meeting; Programme Structure: specify the theory, practical, fieldwork, project, etc components</i>): 2. Total Credit hours (<i>including course wise</i>): 3. Detailed syllabi: 4. Duration of the programme (<i>Minimum & Maximum</i>): 5. Medium of instruction: 6. Type of programme (<i>General/ Professional</i>): 7. Faculty and Support staff: 8. Instructional design & delivery Mechanism (<i>Media to be used -print, audio, video, online, computer aided, web based, etc.</i> (<i>course wise</i>)): 9. Student Support Service system (<i>Specify the provisions to be made at HQs, Regional Centres, Learner Support Centres and Web based, etc</i>): 	<ol style="list-style-type: none"> 1. Detailed syllabus attached – for years 1 & 2 2. 72 credits – 36 in each year/ 3. As attached. 4. Max. 04 yrs; Minimum 02 years. (Modular – After year 1, Exit with PG Diploma in French After Year 2, complete degree M.A. French). 5. FRENCH & ENGLISH 6. General 7. 01 Associate Prof. & 01 consultant. 8. Details in syllabus attached – Majorly as per ODL guidelines; text; AV resources, In-person contact classes. 9. Monitoring and Program maintenance with RCs in consultation with the School/ Program Coordinator; Support services regarding assignments, lecture recordings (if carried out) and coordination with the Academic counsellors for specific courses to be carried out by nodal centres in consultation with the HQs.

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f.	<p>Procedure for admissions, curriculum transaction and evaluation:</p> <ol style="list-style-type: none"> 1. Define the admission policy (including web based tools to be adopted) : 2. Eligibility criteria: 3. Fee structure: 4. Financial assistance to learners (if any): 5. Activity planner of all academic activities of the academic session: 6. Policy for Evaluation of learner progress along with methods and tools: 	<ol style="list-style-type: none"> 1. As per University rules, guidelines from SRD. <u>There will be NO ENTRANCE EXAMS respecting the inclusive policies of the institution.</u> 2. As mentioned in syllabus (Evaluation) 3. 12, 500 for 02 years. 4. As per schemes of the Ministry of Education, Govt. of India or IGNOU. <p><i>** Subsequent possibility of collaboration with French / Francophone countries to explore award schemes, scholarships etc, to M.A. students performing well.</i></p> <ol style="list-style-type: none"> 5. There will be frequent online sessions and presentations where learners will be interacting with teachers as also with peer learners present in the online class. 6. Evaluation modalities as stated in the syllabus, frequent discussions on questions and quiz in SLMs as also assignments and term papers as part of continuous assessment.
g.	<p>Requirement of the laboratory support and library resources:</p> <ol style="list-style-type: none"> 1. Laboratory support to the learners (if any): 2. Provision of Practical book for learners (if any): 3. Provision of Virtual Reality methods for Practicals in case of Online learning (if any): 	<ol style="list-style-type: none"> 1. Efforts for arranging Virtual Language Laboratory provisions for the 2nd year course on Interpretation <i>**(possible collaboration with MoE, C-DAC Pune / IITs)</i> 2. Manual – Guidebook with 04 sections / Units proposed for the course on remote interpretation skills. (Year 2)

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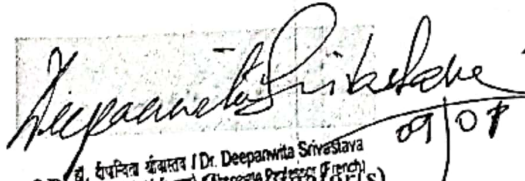


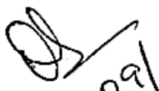
		— <u>Traductologie appliquée</u>
		3. NA
h.	Cost estimate of the program and the provisions: 1. Indicate the budgetary requirement for: 1. Programme Development 2. Delivery 3. Maintenance	1. 22,00,000 approx (Unit writing, Editing and AV material production) + <u>Printing costs</u> 2. Payment to Academic Counselors ; Internet connectivity for online classes /lectures. 3. Same as above,
i.	Quality assurance mechanism and expected program outcomes*: 1. Define the review mechanism of the Programme for enhancing the standards of curriculum, instructional design relevant to professional requirements: 2. Define Programme benchmark statements: 3. Mechanism for monitoring the effectiveness of the programme: *Minimum standards must adhere to UGC (ODL) Regulations, 2017 and directions of the Statutory Bodies of the University	<p>1. <u>Review Mechanisms</u></p> <p>A. Learner Feedback is going to form a crucial parameter of ensuring quality assurance.</p> <p>B. Feedback from other stakeholders and external bodies, institutions of higher learning in the conventional mode will be taken into consideration.</p> <p>C. Informal discussions and time to time consultations with other foreign universities offering similar programs in order to derive benefits from sharing of best practices in the domain.</p> <p>D. Occasional feedbacks from placement agencies as well (Schools, Hospitality sector, BPOs etc.)</p> <p>2. <u>Benchmark statements:</u></p> <p>i. Integrated flexibility modalities ii. Inclusive eligibility conditions iii. Enhanced use of technology in delivery of the program.</p> <p>3. <u>Monitoring Mechanisms</u></p> <p>Directions of ODL regulations of UGC and guidelines in the NEP 2020 shall be</p>

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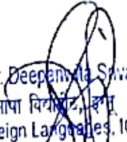
		<p>underlining features of the program.</p> <p>Apart from that, the Language component along with intercultural quotient in the material will take effective note of the directives of the (Common European Framework for Reference of Languages) CEFR for effective implementation and maintenance of global quality standards.</p>
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Enclosure:

1. Report of Exploratory Expert Committee Meeting
2. Need Assessment Report


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