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| M.a.,  linguistics |
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| **SYLLABUS**  **FROM THE ACADEMIC YEAR**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,**  **CHENNAI – 600 005** |
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| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.A., Linguistics** |
| **Programme Code** |  |
| **Duration** | **PG - Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Template for P.G., Programmes**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VIII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

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| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

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| **METHODS OF EVALUATION** | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | **25 Marks** | |
| Assignments / Snap Test / Quiz | |
| Seminars | |
| Attendance and Class Participation | |
| **External Evaluation** | End Semester Examination | | **75 Marks** | |
| **Total** | | | **100 Marks** | |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | | * The lowest level of questions require students to recall information from the course content * Knowledge questions usually require students to identify information in the text book. | |
| **Understanding (K2)** | | * Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. * The questions go beyond simple recall and require students to combine data together | |
| **Application (K3)** | | * Students have to solve problems by using / applying a concept learned in the classroom. * Students must use their knowledge to determine a exact response. | |
| **Analyze (K4)** | | * Analyzing the question is one that asks the students to break down something into its component parts. * Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. | |
| **Evaluate (K5)** | | * Evaluation requires an individual to make judgment on something. * Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. * Students are engaged in decision-making and problem – solving. * Evaluation questions do not have single right answers. | |
| **Create (K6)** | | * The questions of this category challenge students to get engaged in creative and original thinking. * Developing original ideas and problem solving skills | |

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| **Program Educational Objectives (PEOs)** | |
| The **M.A. Linguistics** program describe accomplishments that graduates are expected to  attain within five to seven years after graduation | |
| PEO1 | Teaching in Schools, Colleges, Universities and Research Institutions |
| PEO2 | Central Institutes: Central Institute of Indian Languages(CIIL), Language Division, Kolkata, Indian Statistics Institute(ISI), Puducherry Institute of Linguistics and Culture(PILC), All India Institute of Speech and Hearing (AIISH), Regional Institutes: International Institute of Tamil Studies(IITS),  Central Institute of Classical Tamil(CICT), |
| PEO3 | Writing and editing jobs at Mass media, professional and technical  communications |
| PEO4 | Lexicographers, translators, research associate of language documentation and  research, |
| PEO5 | Language analyst, psycholinguist, engineers in NLP, Forensic linguist, Accent  trainer, |
| PEO6 | Broadcaster, News Reader, Interpreter, Language editors, Copy writer, Content  writer |
| PEO7 | Machine Learning Engineer, Computational Linguist, Data Scientist, |
| PEO8 | Language editing and processing in Digital Humanities |
| PEO9 | Higher Studies and Research at Indian and Foreign Universities |
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| **Program Specific Outcomes (PSOs)** | |
| After the successful completion of M.A. Linguistics program, the students are expected to | |
| PSO1 | Master the complexity of language features in use and usage through cognitive,  biological, cultural, and social factors |
| PSO2 | collect, organize and analyze linguistic data from diverse languages in comparative and contrastive research methods |
| PSO3 | To understand the technicality of employing the language in the fields such as Business, Computer Science, Translation, Culture, Teaching and Learning,  Psychology and Dictionary Making. |
|  | Acquire the academic and technical knowledge for linguistic research,  publication and teaching |
| PSO4 | Help the Tribal Societies by studying and documenting their language and Culture |
| PSO5 | Incorporate the linguistic science in computer technologies |
| PSO6 | Apply the linguistics knowledge in professional and research activities |
| PSO7 | Understand the concepts, theories, and methodologies adopted by linguists in  various research perspectives |
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| **Program Outcomes (POs)** | |
| On successful completion of the M. A. Linguistics program | |
| PO1 | Students can understand the nature and function of language in terms of sound,  structure and meaning. |
| PO2 | Students can get familiarity with the basic concepts and assumptions of different theoretical frameworks of linguistics discipline, and obtain the ability to critically  question and evaluate these assumptions. |
| PO3 | Integrate relevant knowledge to establish a foundation for advanced researches in  indigenous languages and people. |
| PO4 | Grasp the complexity of language as a communication system shaped by  cognitive, biological, cultural, and social factors. |
| PO5 | Students can employ their linguistic knowledge and skills in teaching, training  and linguistics researches at further studies. |
| PO6 | Can engineer the mechanics of language through various linguistic components so  as to employ them in Natural language processing. |
| PO7 | Demonstrate the in depth knowledge and understanding of the concepts, theories, and methodologies proposed by linguists in Linguistics and its different applied  and subfields. |
| PO8 | Students can apply their linguistic knowledge to enhance their writing activities and also to improve their understanding on psycho-socio skills in inter and intra  lingual communicative contexts. |
| PO9 | Students can attain a comprehensive understanding of the basic principles of research in theoretical and descriptive linguistics. |
| PO10 | Understand and demonstrate the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research. |

# M.A., LINGUISTICS

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| **Course Code** | **Title of the Course** | | | | | **Credits** | | | **Hours** | **Maximum Marks** | | |
| **Practica l** | **CIA** | **ESE** | **Total** |
| **FIRST SEMESTER** | | | | | | | | | | | | |
| Core-I | | | Phonetics and Phonology | | | 5 | | 7 | | 25 | 75 | 100 |
| Core-II | | | Morphology | | | 5 | | 7 | | 25 | 75 | 100 |
| Core – III | | | Syntax | | | 4 | | 6 | | 25 | 75 | 100 |
| Elective -I  Discipline Centric | | | Semantics | | | 3 | | 5 | | 25 | 75 | 100 |
| Elective-II  Generic: | | | **Elective**: Introduction to  language and Linguistics | | | 3 | | 5 | | 25 | 75 | 100 |
| **Total** | | | | | | **20** | | **30** | |  |  |  |
| **SECOND SEMESTER** | | | | | | | | | | | | |
| . Core-IV | | | | Language Teaching Methods | | | 5 | 6 | | 25 | 75 | 100 |
| Core-V | | | | Language and  communication | | | 5 | 6 | | 25 | 75 | 100 |
| Core – VI | | | | Lexicography | | | 4 | 6 | | 25 | 75 | 100 |
| Elective – III  Discipline Centric | | | | Sociolinguistics | | | 3 | 4 | | 25 | 75 | 100 |
| Elective -IV Generic: | | | | Forensic Linguistics(OR)  Basic Phonetics | | | 3 | 4 | | 25 | 75 | 100 |
| NME I | | | | Introduction to Dravidian  Languages | | | 2 | 4 | | 25 | 25 | 50 |
| **Total** | | | | | | | **22** | **30** | |  |  |  |
| **THIRD SEMESTER** | | | | | | | | | | | | |
| Core-VII | | Translation theory and  practice | | | 5 | | | 6 | | 25 | 75 | 100 |
| Core-VIII | | Historical and comparative  Linguistics | | | 5 | | | 6 | | 25 | 75 | 100 |
| Core – IX | | Schools of Linguistics | | | 5 | | | 6 | | 25 | 75 | 100 |
| Core – X | | Computational Linguistics | | | 4 | | | 6 | | 25 | 75 | 100 |
| Elective - V  Discipline Centric | | Language Culture and Society  (OR)  Language for Special Purpose | | | 3 | | | 3 | | 25 | 75 | 100 |
| NME II | | Basic of Translation | | | 2 | | | 3 | | 25 | 25 | 50 |
| Internship Industrial Activity | |  | | | 2 | | | - | |  |  |  |
|  | | **Total** | | | **26** | | | **30** | |  |  |  |
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| **FOURTH SEMESTER** | | | | | | |
| Core-XI | Field Linguistics | 5 | 6 | 25 | 75 | 100 |
| Core-XII | Dialectology and  Bilingualism | 5 | 6 | 25 | 75 | 100 |
| Project Work | Project and Viva Voce | 7 | 10 | 25 | 75 | 100 |
| Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | Neuro linguistics  (OR)  Introduction to Language  Teaching Methods | 3 | 4 | 25 | 75 | 100 |
| Skill Enhancement course / Professional Competency Skill | Dictionary Making | 2 | 4 | - | - |  |
| Extension Activity |  | 1 |  | 25 | 50 | 100 | |
|  | **Total** | **23** | **30** |  |  |  | |
|  | **Total Credits** | **91** |  |  |  |  | |

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| **Course code** | | **LINBO1** | **PHONETICS AND PHONOLOGY** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in reading and speaking** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To train the students to identify the speech sounds of world languages. 2. To enable the students to classify and transcribe the speech sounds of Language of various natures besides imparting different schools of through pertaining to phonetics and phonology 3. To train them with IPA transcription for any language 4. To identify the parts of the vocal tract and their roles in speech production 5. To describe phonological patterns using phonological rule format and feature specifications. 6. To train the students about the methods of phonemic analysis | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To remember broad and narrow transcription in phonetics | | | | | | K1 | |
| 2 | Understands segmental and supra segmental features of speech sounds. | | | | | | K2 | |
| 3 | Apply the concept of phonetic transcription methods by using IPA | | | | | | K3 | |
| 4 | Describe and analyze various phonetic and phonological perspectives in recorded  language data | | | | | | K4 | |
| 5 | To evaluate phonemes and allophones and from basic phonological pattern of any  given languages. | | | | | | K5 | |
| 6 | Creating awareness about various aspects of research on world language. | | | | | | K6 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **PHONETIC STUDY** | | | **12 -- hours** | | | |
| PhoneticStudy:Articulatory,Acoustic,Auditory-Articulatory Mechanism – ActiveandPassive  Articulators – DifferentKindsof Structures- Air StreamMechanism-Acoustic PropertiesofSounds – PerceptionofSounds -Ear Training. | | | | | | | | |
| **Unit:2** | | **CLASSIFICATION OF SPEECH SOUNDS** | | | **12 -- hours** | | | |
| Speech Sounds – VowelandConsonantandtheirSubClassification– Co-articulation – Segments- Syllables: Open and Close Peak and Coda - Supra Segmentals:Stress,Pitch,Intonation, Tones, Rhythm,  Length and Accent. | | | | | | | | |
| **Unit:3** | | **TRANSCRIPTION** | | **12 -- hours** | | | | |
| Recording and Transcribing Speech Sounds - Phonetic Transcription - Narrow and Broad  Transcription-transcribing practical- practice in phonetic laboratory- transcribing work assignment | | | | | | | | |
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| **Unit:4** | | **PHONOLOGY** | | **12 -- hours** | | | | |
| Phonemes and Allophones - Allophone Distribution - Phoneme Identification Procedures – Neutralizationand Archiphoneme. | | | | | | | | |
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| **Unit:5** | | **PHONOLOGY INDIFFERENT SCHOOLS** | **10 -- hours** |
| DescriptivePhonology – PraguePhonology – GenerativePhonology –Auto segmented Phonology-  Linear – Non-Linear Phonology– Computational Phonology, Lexical Phonology. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 --hours** |
| **Text Book(s)** | | | |
| 1 | Abercrombie, D. 1967 Elements of Phonetics Edinburgh, University Press. | | |
| 2 | Brosnahan, L. E &Malmberg B, 1976, Introduction to phonetics. Cambridge: CUP. | | |
| 3 | Catford, J.C. 1990, A Practical introduction to Phonetics. Oxford: Clarendon Press. | | |
| 4 | Nida, E.A. 1949, Morphology - the descriptive analysis of word. Michigan: University of  Michigan. | | |
| 5 | Pike, K.L. 1947, Phonemics. Ann Arbor, MIT. | | |
| 6 | Abercrombie, D. 1967 Elements of Phonetics Edinburgh, University Press. | | |
| 7 | Gleason, H. A. 1961 An Introduction to Descriptive Linguistics, NewYork: Holt Rinehart and Winston Inc. | | |
| 8 | D. B. Fry,1979, The Physics & Speech, Cambridge University Press, Cambridge . | | |
| 9 | Bharadwaj, English Phonetics and Phonology, Jain VishvaBharathi Institute, Ladnun  (Rajasthan) | | |
| 10 | Francis Katamba.1989, Introduction to Phonology. | | |
| **Reference Books** | | | |
| 1 | *Abercrombie. D, Elements of general phonetics. Edinburgh University Press: Edinburgh.*  *1967.* | | |
| 2 | *Catford, J.C, A practical introduction to phonetics. Clarendon Press: Oxford. 1989* | | |
| 3 | *Pike. K.L, Phonetics. The University of Michigan Press: USA. 1964.* | | |
| 4 | *David Odden, Introducing Phonology. Cambridge University Press: Cambridge. 2005.* | | |
| 5 | *Durand, Jacques, Generative and Non-linear Phonology. Longman. 1990.* | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.internationalphoneticassociation.org/redirected_home> | | |
| 2 | [https://www.internationalphoneticassociation.org/content/links-phonetics-resources#A6](https://www.internationalphoneticassociation.org/content/links-phonetics-resources%23A6) | | |
| 3 | <https://all-about-linguistics.group.shef.ac.uk/> | | |
| 4 | <https://sites.google.com/a/sheffield.ac.uk/aal2013/branches/phonetics/what-is-phonetics> | | |
| 5 | <https://www.britannica.com/science/phonetics> | | |
| 6 | <https://www.routledgehandbooks.com/pdf/doi/10.4324/9781315145006-4> | | |
| 7 | <https://linguistics.berkeley.edu/~kjohnson/English_Phonetics/> | | |
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| Course Designed By: **\* Dr. P. SANKARGANESH,** [**sankarganeshbu@gmail.com**](mailto:sankarganeshbu@gmail.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | **S** | M | S | M | S | S | M | M | S | S |
| **CO2** | S | M | S | M | M | S | M | S | M | S |
| **CO3** | S | S | S | M | M | S | S | S | S | S |
| **CO4** | S | M | S | S | S | M | M | S | S | M |
| **CO5** | M | S | M | M | S | M | S | S | M | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINB02** | **Morphology** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in grammar and writing** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Equip the students with the Linguistics techniques of morphological analysis and to know the concepts of morphology. 2. know the inflection and derivation of words 3. know the morphological analysis related to nouns and verbs 4. know the techniques of analysing the morphology of a new language 5. know the relationship of morphology and syntax | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the concepts of Morphology | | | | | | K1 | |
| 2 | Understands the procedures for the analysis of morphology of any language | | | | | | K2 | |
| 3 | Apply the principles for any unknown languages | | | | | | K3 | |
| 4 | Analyze their mother tongue as well as a new language to write a grammar | | | | | | K4 | |
| 5 | Evaluate the principles applied in other languages by contrastive study | | | | | | K5 | |
| 6 | Create rules for Morphological Analyzer | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **ELEMENTS OF MORPHOLOGY** | | | **12 -- hours** | | | |
| Introduction:Morphology – Morphological Units – Morph - Allomorph – Morpheme – Monomorphemic Word – Dimorphemic Word – Polymorphemic Word – Parallelism between  Morphological Terms and the Phonological Terms. | | | | | | | | |
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| **Unit:2** | | **CLASSIFICATION OF MORPHEMES** | | | **12 -- hours** | | | |
| Classification of Morphemes: Roots and Stem. Affixes: Prefix – Infix – Suprafix - Suffix. Types of Morphemes: Free Morpheme vs. Bound Morpheme, Continuous vs. Discontinuous, Obligatory vs. Optional, Additive, Subtractive, Reduplicative, Completive vs. Noncompletive – Nucleus vs. Non Nucleus Morphemes. Types of Morphs: Empty – Zero – Portmanteau –  Replacive. Inflection and Derivation. | | | | | | | | |
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| **Unit:3** | | **WORD FORMATIONS** | | **12 -- hours** | | | | |
| Identification of Morphemes: Morph - Morpheme – Allomorph – Nida’s Principles. Procedures for Segmenting Morphs – Grouping Allomorphs into Morpheme – Conditioning of Allomorphs Phonologically and Morphologically. Morphophonemics:Internal Sandhi vs. External Sandhi, Phonemic Changes, Regular vs. Irregular. | | | | | | | | |
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| **Unit:4** | | **STRUCTURE OF SYLLABLES AND FORMS** | **12 -- hours** |
| Differences between Word and Morpheme: Structure of Word: Syllables – Monosyllabic – Disyllabic – Trisyllabic, Types of Words. Free Compound Complex. Paradigmatic and Syntagmatic Relations: Item and Arrangement – Item and Process – Word and Paradigm.  Morophosyntactic Structure Cases, Participles. | | | |
|  | | | |
| **Unit:5** | | **NOUN &VERB MORPHOLOGY** | **10 --hours** |
| Morphology: Noun Morphology – Pronouns, Number, Gender – Numerals - Case grammar. Verb Morphology: Verb Structure – Tense Marker – Finite vs. Non-finite Verb. Adjectives, Adverbs, Particles, Clitics. | | | |
|  | | | |
| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert Lectures, Online Seminars - Webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **60 hours** |
| **Text Book(s)** | | | |
| 1 | *Hockett, C.F. 1958, A Course in Modern Linguistics, Macmillian* | | |
| 2 | *Matthews, P.H. 1974, Morphology, Cambridge University Press, Cambridge* | | |
| 3 | *Nida, E.A. 1949, Morphology, University of Michigan Press, Michigan* | | |
| 4 | *Elson, B & Pickett. V.S. 1962, An Introduction to Morphology and Syntax, SIL* | | |
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| **Reference Books** | | | |
| 1 | *Agesthialingom, S. 1967, A Generative of Tamil, Dept. of Linguistics, Annamalainagar* | | |
| 2 | *Gleason, H.A. 1976 An Introduction to Descriptive Linguistics, New York.*  *H.R.W.* | | |
| 3 | *Verma, K. & Krishnaswamy, N. 1989, Modern Linguistics: An Introduction*  *Oxford University Press, London* | | |
| 4 | *Crystal, D. 1987, The Cambridge Encyclopedia of Language, CUP, Cambridge* | | |
| 5 | *Lyons, J. 1968, Introduction to Theoretical Linguistics, CUP, Cambridge* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.youtube.com/watch?v=zQ81ypnnMHo> | | |
| 2 | [https://www.goodreads.com/book/show/3467141-morphology?](https://www.goodreads.com/book/show/3467141-morphology?from_search=true&from_srp=true&qid=GzbgutfvbQ&rank=6) | | |
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| Course Designed By: **Dr. N. Vijayan,** [**vijayan733@hotmail.com**](mailto:vijayan733@hotmail.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | M | S | M |
| **CO2** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| **CO5** | S | S | S | S | S | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINBO3** | **SYNTAX** | **L** | **T** | **P** | **C** |
| **Core** | | |  | **4** |  |  | **4** |
| **Pre-requisite** | | | **Grammatical And Syntactical Knowledge Of Language** | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. Making the students to know about the language, its structure and word order of sentences 2. Prepare the students to familiarize with the basic goals and assumptions of Generative Grammar 3. disseminate the students in the rudiments of syntactic analysis and syntactic theorizing and argumentation 4. Introduce the computational models and natural language structures for language parsing techniques 5. Train the students with the major syntactic structures and their relevance to linguistic theory 6. Developing the critical thinking of the students through the analysis, interpretation and application of morphological and syntactical structures of language 7. Enhancing the students’ grammatical, structural and pragmatic knowledge for personal and professional applications | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Students can learn the major syntactic structures and their relevance in  linguistic theory | | | | | K1 | |
| 2 | Students can understand the word order and structure of sentences in  language | | | | | K2 | |
| 3 | Learners can apply the basic knowledge of language in Generative Grammar  models | | | | | K3 | |
| 4 | Students can analyze the rudiments of syntactic theories and argumentation in  natural languages | | | | | K4 | |
| 5 | Comparison of deep structure and surface structure of language will help learners  peruse researches. Learners can compare the linguistics structures of L1 and L2 so as to avoid language errors in use. | | | | | K5 | |
| 6 | Students can create language structures of various types for linguistics knowledge  enhancement | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | |
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| **Unit:1** | | **PARTS OF SPEECH AND IC ANALYSIS** | | **12 -- hours** | | | |
| Syntax – Introduction, Parts of Speech, Nouns and Determiners – Adjectives – Verbs – Prepositions – Adverbs – Conjunctions - Interjections, The Notion of ‘Word’, Word Classes and Phrases, Phrase Structure - Rewrite System, IC Analysis, Constitutes and Constituents - Immediate Constituents: Kinds of IC- Hierarchical Structure.. | | | | | | | |
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| **Unit:2** | | **PHRASE STRUCTURE GRAMMAR** | | **12 -- hours** | | | |
| Phrase – Structure - Rewrite, Tree Structures, Structures Defined by the Grammar System –  Alternative Rules - The Function – Form Interface - Realizations of Subject - Predicate – Direct | | | | | | | |

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| Object - Indirect Object- Adjuncts, Grammatical Functions and Theoretic Roles, Modification  and Ambiguity – Ambiguity - Limitations of Phrase Structure Description. | | | |
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| **Unit:3** | | **TRANSFORMATIONAL GRAMMAR AND MOVEMENTS** | **12 -- hours** |
| The Structure of the Lexicon – Lexemes - Nominal Lexemes - Verbal Lexemes - Constant Lexemes - Lexemes vs. Parts of Speech - Transformational Grammar: Deep Structure and Surface Structure - Transformational Rules, Categorizations - Functional Notions - Syntactic Features. Form and Function, Sentence Analysis – Phrase - Structure.  Head to Head Movement - Verb Movement - NP Movements, Components of Transformational Grammar. | | | |
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| **Unit:4** | | **COMPONENTS OF X-BAR AND BINDINGS** | **12 -- hours** |
| Cross-Categorical Generalizations: X-Bar Syntax, Heads, Complements and Specifies, Bar Level Projections, G.B. Theory, The Notions Coindex and Antecedent – Binding - Locality Conditions on the Binding of Anaphors – The Distribution of Pronouns Rule –  System – Lexicon – Syntax - PF Component - LF Component, Pronominal Agreement, Binding in Prepositional Phrases. | | | |
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| **Unit:5** | | **SYNTACTIC THEORIES** | **10 -- hours** |
| Introduction To Syntactic Theories: Interface with Interpretation: The Syntax of Scope, Generalized Phrase Structure Grammar (GPSG), Head Driven Phrase Structure Grammar (HPSG), Tree Adjoining Grammar, Quantification in Abstract Syntax – Syntactic Aspects of 1980 - Minimalism 1990 - Deconstructing Binding, Syntactic Reconstruction  Effects. | | | |
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| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 -- hours** |
| **Text Book(s)** | | | |
| 1 | *Andrew, C. 2001, Syntax, published by Blackwell Publishers, Oxford* | | |
| 2 | *Bas, A. 2001, English Syntax and Argumentation, Palgrave Houndmills, New York,* | | |
| 3 | *Chomsky, N. 1965, Aspects of the Theory of Syntax, MIT Press* | | |
| 4 | *Chomsky, N. 1984, Lectures on Government and Binding, USA: Foris Publication* | | |
| 5 | *Gleason, H.A. 1976, An Introduction to Descriptive Linguistics, New York* | | |
| 6 | *Hackett, C.F. 1958, A Course in Modern Linguistics, Macmillan* | | |
| 7 | *Ivan, A. 2003, Syntactic Theory: A Formal Introduction, Center for the Study of*  *Language and Information,Stanford* | | |
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| **Reference Books** | | | |
| 1 | *Chechamma, Issac. 1974, An Introduction to the Theory of Transformational*  *Generative Grammar, Trivandrum: College Book House* | | |
| 2 | *Joshi. A and Kroch. A. 1985, The Linguistic Relevance of Tree Adjoining Grammar.*  *University of Pennsylvania* | | |

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| 3 | *Mark, B. 2001, The Handbook of Contemporary Syntactic Theory, ch.5, Blackwell*  *Publishers* |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <http://ufal.mff.cuni.cz/~hana/teaching/ling1/06-Syntax.pdf> |
| 2 | <https://plato.stanford.edu/entries/word-meaning/> |
| 3 | <https://dahliasagucio.wordpress.com/tag/immediate-constituents-analysis/> |
| 4 | <https://www.thoughtco.com/phrase-structure-grammar-1691509> |
| 5 | <https://www.thoughtco.com/transformational-grammar-1692557> |
| 6 | <http://www.sfu.ca/person/dearmond/322/Grammar.htm> |
| 7 | <https://kevinbinz.com/2017/10/02/x-bar-theory/> |
|  | |
| Course Designed By: **Dr. V.M. Subramanian,** [**vmsuman@rediffmail.com**](mailto:vmsuman@rediffmail.com) | |

# Mapping with Programme Outcomes

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | S | S | M | M | S |
| **CO2** | S | M | M | S | S | S | L | S | M | M |
| **CO3** | S | M | S | M | S | S | S | M | S | M |
| **CO4** | S | S | S | M | S | S | S | M | S | S |
| **CO5** | S | S | S | M | M | S | S | M | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINBO4** | **SEMANTICS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in grammar and meaning of the words** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To introduce the basic semantic knowledge to the students to acquire knowledge on the study of meaning 2. To give an awareness on the multiple meaning and its sources lexical organization 3. To orient the students on the system of logical thoughts and lexical forms | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To interpret a meaning of meaning in a language | | | | | | K1 | |
| 2 | To understand the different components of lexical meaning in language and its  internal structure of meaning | | | | | | K2 | |
| 3 | To apply one’s own sense relations of meaning in relation to cognitive processes of mind | | | | | | K3 | |
| 4 | To analyze a linguistics thought constructed in the process of meaning making in  a language | | | | | | K4 | |
| 5 | To evaluate the social meaning in the language and the structure of lexical  organization | | | | | | K5 | |
| 6 | To create an awareness on the study of meaning with special emphasis on lexical  meaning and lexical organization | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **CONCEPT OF MEANING** | | | **12 -- hours** | | | |
| Place of Semantics in Linguistics – Different Approaches – Semantics and Other Disciplines. Concept of Meaning – Different Definition - Reference and Sense – Ogden and Richard’s meaning Triangle. Components of Lexical Meaning – Designation, Connotation,  Range of Application – Leech’s Seven Types of Meaning. . | | | | | | | | |
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| **Unit:2** | | **SYNONYMY AND MULTIPLE MEANING** | | | **12 -- hours** | | | |
| Synonymy – Absolute Synonymy and Near Synonymy, Partial Synonymy, Total Synonymy. Polysemy it’s Sources – Kinds of Senses: Derived Sense, Transferred Sense, Figurative Sense, Extensive Sense, etc., Homonymy – Total Homonymy - Partial Homonymy - Safeguards against  Ambiguity. | | | | | | | | |
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| **Unit:3** | | **CHANGE OF MEANING** | | **12 -- hours** | | | | |
| Causes and Kinds of Semantic Change – Metaphor and Metonymy - Popular Etymology – Ellipsis. Consequences of Semantic Change – Change in Range – Extension and Restriction – Change in Evaluation; Pejorative and Ameliorative Development. | | | | | | | | |
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| **Unit:4** | | **STRUCTURAL SEMANTICS** | **12 -- hours** |
| Structural Semantics – I: Structuralism in Semantics – Paradigmatic and Syntagmatic Relations. Lyons’s Sense Relations – Synonymy – Binary and Non Binary Oppositions – Antonymy - Complementaries - Converses – Directional Opposition – In Compatibility- Hyponymy – Hierarchical Structure of the Vocabulary. Structural Semantics – II: Semantic Fields – Relation to Incompatibility and Hyponymy. Types of Semantic Fields Colour Systems, Kinship System –  Aspects of Love. Componential Analysis of Lexical Meaning. Universal Semantic Components. | | | |
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| **Unit:5** | | **GENERATIVE SEMANTICS** | **10 -- hours** |
| Logical Semantics: Arguments and Predicates; First Order Predicate, Logic, Sense, Denotation and Reference (Intension and Extension) Sentence, Statement, Utterance and Proposition; Logical Properties of Sentence, Logical Classes; Logical Relations; Qualification; Use and  Mention. Tense and Modal Operators, Montague’s Intentional Logic, The Grammar of PTQ. | | | |
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| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 -- hours** |
| **Text Book(s)** | | | |
| 1 | *Curse, D.A, 1986, Lexical Semantics, Cambridge University Press, Cambridge.* | | |
| 2 | *Leech, G. 1981, Semantics, Penquin Books, Middle sex, England.* | | |
| 3 | *Cruse, D.A, 2000, Meaning in Language: An Introduction to semantics and Pragmatics.*  *Oxford. Oxford University Press* | | |
| 4 | *Palmer, F.R.1981, Semantics, Cambridge University Press, Cambridge.* | | |
| 5 | *Lyons, J.1977, Semantics (Vol-I, II) Cambridge University Press, Cambridge.* | | |
| 6 | *Balasubramanian K. 2017 “Tolkappiyailakkanamarapu” Arimanookku Chennai-96* | | |
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| **Reference Books** | | | |
| 1 | *Lyons, J.1968, Introduction to theoretical linguistics, Cambridge University Press,*  *Cambridge.* | | |
| 2 | *Ullmann, S. 1963, Semantics: An Introduction to the Science of Meaning. Oxford.* | | |
| 3 | *Zugusta, L et al., 1971, Manual of Lexicography, Mouton, the Haque.* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.slideshare.net/sundarabalu/components-of-lexical-meaning> | | |
| 2 | <https://www.slideshare.net/sundarabalu/semantics-in-tamil-237431267> | | |
| 3 | <https://www.slideshare.net/sundarabalu/leechs-seven-types-of-meaning> | | |
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| Course Designed By**: Dr.S.Sundarabalu,** [**sunder\_balu@yahoo.co.in**](mailto:sunder_balu@yahoo.co.in) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | L | M | M | S | S | S | M | S | S | S |
| **CO2** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | L | M | S | M | S | S | S | M | S | S |
| **CO4** | M | S | S | S | M | S | S | S | S | S |
| **CO5** | M | M | S | S | S | S | M | S | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINGE01** | **INTRODUCTION TO LANGUAGE AND LINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Elective** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in language and awareness of linguistics** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * To understand the basic components of language and various patterns of language structure. * Enabling the students to understand language issue in different domains * Exploring the language use and maintenance * To make the students aware of facts and attitudes towards language * Explaining diversity of human language | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | |  | |
| On the successful completion of the course, student will be able to: | | | | | | |  | |
| 1 | To remember the functioning and structure of language | | | | | | K1 | |
| 2 | To understand traditional perspectives of language use in the society | | | | | | K2 | |
| 3 | To apply various theories in understanding language and linguistics | | | | | | K3 | |
| 4 | To analyze the importance and relation between language and linguistics | | | | | | K4 | |
| 5 | To evaluate predominant factors pertaining the relationship between language, society and linguistics | | | | | | K5 | |
| 6 | To create innovative ideas in analyzing the language and linguistics | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION** | | | **12 -- hours** | | | |
| Language and Linguistics: Definition of language - Features of language – Components of  Language–Language in other discipline – Its Function. | | | | | | | | |
| **Unit:2** | | **LANGUAGE STRUCTURE** | | | **12 -- hours** | | | |
| Patterns of Language Structure – Types – SVO – SOV – Dravidian Language Structures –  Salient features - Sub group of Dravidian languages. | | | | | | | | |
| **Unit:3** | | **LANGUAGE USE** | | **12 --hours** | | | | |
| Language Use – Definition – Language use in Various Domains – Education Administration –  Mass Communication – Radio – Television – Newspapers – Journals. | | | | | | | | |
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| **Unit:4** | | **LANGUAGE USE AND LANGUAGE DEVELOPMENT** | | **12 -- hours** | | | | |
| Language Use and Language Development – Principles of Language Development – Concepts  of Modernization – Standardization - Graphisation. | | | | | | | | |
| **Unit:5** | | **APPLIED LINGUISTICS** | | **10 -- hours** | | | | |
| Nature and scope of Applied Linguistics – Branches of Applied Linguistics – Psycholinguistics  –Sociolinguistics - Anthropological Linguistics – Educational Linguistics - Computational Linguistics –Neurolinguistics – Forensic Linguistics - Historical Linguistics and Comparative Linguistics - Ethnolinguistics - Language teaching and learning method –Translation –Tribal Linguistics - Semiotics | | | | | | | | |

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| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
|  | | **Total Lecture hours** | **60 -- hours** |
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| **Text Book(s)** | | | |
| 1 | *Dinneen, F.P1967An Introduction to General linguistics, Georgetown University:London* | | |
| 2 | *Falk,J.S., 1978 Linguistics and language, Mass Lexington: Toronto* | | |
| 3 | *Lyons, J.1982 An Introduction to Language and linguistic, Cambridge.* | | |
| 4 | *Robins,R.H 1964 General Linguistics. WCS Ltd: London.* | | |
| 5 | *Trager,G.L. 1972 Language and Linguistics, Chandler Publish Company: New York* | | |
| 6 | *Sharama,B.D 2005 Language and Linguistics, Anmo Publications: New Delhi.* | | |
| **Reference Books** | | | |
| 1 | *Gleason, H.A 1968 An Introduction to Descriptive Linguistics, OUP: London* | | |
| 2 | *Wardhaugh ,2002 An introduction to Sociolinguistics, Fourth Edition, Blackwell*  *publishing.* | | |
| 3 | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change* | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://ielanguages.com/what-is-linguistics.html> | | |
| 2 | [https://www.researchgate.net/publication/327230822\_Components\_of\_Language--](https://www.researchgate.net/publication/327230822_Components_of_Language--_Dr_M_Enamul_Hoque)  [\_Dr\_M\_Enamul\_Hoque](https://www.researchgate.net/publication/327230822_Components_of_Language--_Dr_M_Enamul_Hoque) | | |
| 3 | <https://zeta.math.utsa.edu/~yxk833/StructurePattern.html> | | |
| 4 | <https://nobaproject.com/modules/language-and-language-use> | | |
| 5 | [https://study.com/academy/lesson/integrating-the-five-language-domains-to-promote-](https://study.com/academy/lesson/integrating-the-five-language-domains-to-promote-literacy.html)  [literacy.html](https://study.com/academy/lesson/integrating-the-five-language-domains-to-promote-literacy.html) | | |
| 6 | [https://www.academia.edu/32375996/THE\_SIX\_PRINCIPLES\_OF\_LANGUAGE\_DEVE](https://www.academia.edu/32375996/THE_SIX_PRINCIPLES_OF_LANGUAGE_DEVELOPMENT) [LOPMENT](https://www.academia.edu/32375996/THE_SIX_PRINCIPLES_OF_LANGUAGE_DEVELOPMENT) | | |
| 7 | file:///C:/Users/lab/Downloads/3469-1057-9206-1-10-20170619%20(1).pdf | | |
| 8 | <https://slideplayer.com/slide/16150931/> | | |
|  | | | |
| Course Designed By:**Dr. N. Ramesh,** [**rameshmrn@yahoo.com**](mailto:rameshmrn@yahoo.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | S | S | M | S | S |
| **CO2** | S | S | M | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | M | S | S | M | S | S |
| **CO4** | S | S | M | S | S | M | S | S | S | S |
| **CO5** | S | S | S | S | M | S | S | S | M | S |

\*S-Strong; M-Medium; L-Low

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| **urse code** | | **LINBO5** | **LANGUAGE TEACHING METHODS** | **L** | | **T** | **P** | **C** |
| **Core** | | |  | **4** | |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in Mechanics, Meaning, Structure, and Cohesive features of Language** | **Syllabus Version** | | | | |
| **Course Objectives:** | | | | | | | | |
| 1. To provide the students about the basics of approaches and techniques for the teaching of second or foreign languages from the linguistics and language acquisition research perspectives. 2. To introduce the relevance of Linguistics in the field of language by imparting various methods and approaches of language teaching. 3. To make the students understand the role of programmed learning contrastive analysis and error analysis 4. To Introduce the various teaching learning tools and aids to the students 5. To enable the knowledge of testing and evaluation in the context of language teaching and learning 6. To introduce the various methods of testing and evaluation being used in curriculum 7. To enable the students make use of online learning sources and employ the online classroom applications in teaching and research domains | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Students can recognize the language learning and acquisition process in home  and curriculum setup | | | | | | K1 | |
| 2 | Students can learn and identify the relevance of Linguistics in the field of  language by imparting various methods and approaches of language teaching | | | | | | K2 | |
| 3 | Learners can apply contrastive analysis and error analysis in their personal language use as well as research activities | | | | | | K3 | |
| 4 | knowledge about testing in the context of language teaching and learning  will help the analyzing the learning achievements of the learners | | | | | | K4 | |
| 5 | Adoption of new method of teaching based on the needs of learners is possible  by making use of the existing language teaching methods | | | | | | K5 | |
| 6 | Learners can be exposed to understand, compare, contrast and evaluate the language errors committed by the users for professional and research  developments | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **LINGUISTICS AND LANGUAGE TEACHING AND LEARNING** | | | **12 -- hours** | | | |
| Learning, Acquisition, Learning and Teaching - Socio-Cultural Setting, Problems and Methods in First and Second Language Teaching - Learning and Teaching - Cognate Language Learning and Foreign Language Learning - Main Principles of Language Teaching and  Learning - Approaches to Language Learning: Behavioristic and Mentalist Approaches to Language Learning - Teaching Language Structure and Communicative Teaching-Language | | | | | | | | |

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| Teaching Methods. Online classrooms-Online applications.. | | | | |
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| **Unit:2** | | **PROGRAMMED LEARNING AND TEACHING AIDS** | | **12 --hours** |
| The Relevance of Programmed Instruction in Foreign Language Teaching and Learning - Various Teaching Aids: Charts, Maps and Models Flash Cards, Slide Projector, Gramophone Records, Tape Recorder, Film Strips and Projector Teaching Machines, T.V. Language Laboratory,  Computer - Their Role in Language Teaching and Learning. | | | | |
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| **Unit:3** | | **CONTRASTIVE ANALYSIS** | **12 --hours** | |
| Reasons for Systematic Comparison of Two Different Linguistic Systems and Cultures - Various Level of Comparisons: Phonological Systems, Grammatical Systems, Lexical Systems Culture,  Positive Transfer (Facilitation), Negative Transfer (Interference). | | | | |
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| **Unit:4** | | **Error Analysis** | **12 -- hours** | |
| Error and Mistake - Error Analysis and its use - Significance of Learner’s Errors – Steps in Error  Analysis - Sources of Errors - Ways and Means to Overcome the Errors. | | | | |
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| **Unit:5** | | **LANGUAGE TESTING** | **10 -- hours** | |
| Principles and Methods of Language Testing - Concepts of Language Testing - Types of Tests - Aptitude, Diagnostic, Prognostic, Achievement and Proficiency - Reliability and Validity of  Tests. | | | | |
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| **Unit:6** | | **Contemporary issues** | **2 hours** | |
| Students can observe a live classroom teaching in an organization and can interact with the students and teachers. Assignments can be done on teaching methods, theories and approaches  adopted in teaching and learning, syllabus design, teaching materials and tools adopted in the curriculum system. | | | | |
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|  | | **Total Lecture hours** | **60 -- hours** | |
| **Text Book(s)** | | | | |
| 1 | *Brown, H D, and PriyanvadaAbeywickrama. Language Assessment: Principles and*  *Classroom Practice. White Plains, NY: Pearson Education, 2010* | | | |
| 2 | *Brown, H. Douglas (1987) Principles of Language Learning Teaching. New Jersey:*  *Prentice Hall.* | | | |
| 3 | *Richards, J. C. and T. S. Rodgers (1986) Approaches and Methods in Language*  *Teaching. Cambridge : Cambridge University Press* | | | |
| 4 | *Glenn Fulcher and Fred Davidson (2007). Language Testing and Assessment: An*  *Advanced Resource Book, Routledge Press. Newyork* | | | |
| 5 | *S. Pit Corder (1987). Error Analysis and Interlanguage: Oxford University Press,*  *Oxford University Press Walton Street, Oxford* | | | |
| 6 | *Lado, Robert (1957). Linguistics across cultures: Applied linguistics for language teachers. Ann Arbor: University of Michigan Press* | | | |
| 7 | *James, C. (1980). Contrastive analysis. Longman: London* | | | |
| 8 | *Subramanian, V.M., Language Teaching and Testing Mechanics, Notion Press, 1st*  *edition, New Delhi, 2020.* | | | |

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| **Reference Books** | |
| 1 | *Brumfit, C. (1984) Communicative Methodology in Language Teaching. Cambridge :*  *Cambridge University Press.* |
| 2 | Klein, E. C. and G. Martohardjono (eds.). 1998. The Development of Second Language Grammar: A Generative Approach. Amsterdam/Philadelphia: John Benjamins  Publication Company |
| 3 | *Odlin, T. (1989). Language transfer: Cross-Linguistic Influence in Language Learning.*  *Cambridge: Cambridge University Press* |
| 4 | *Robert Lado(1961). Language Testing: The Construction and Use of Foreign Language*  *Tests: New York: McGraw-Hill Book Co.* |
| 5 | Stern, H. H. 2001 (11th impression). Fundamental Concepts of Language Teaching.  UK: Oxford University Press |
| 6 | *D. Willems, B. Defrancq, T. Colleman, D. Noël.(2003). Contrastive Analysis in Language: Identifying Linguistic Units of Comparison: Palgrave Macmillan UK* |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1764819/> |
| 2 | https:/[/www.m](http://www.myenglishpages.com/blog/second-language-learning-difficulties/)y[englishpages.com/blog/second-language-learning-difficulties/](http://www.myenglishpages.com/blog/second-language-learning-difficulties/) |
| 3 | <http://moramodules.com/ALMMethods.htm> |
| 4 | [https://www.understood.org/en/school-learning/choosing-starting-school/home-](https://www.understood.org/en/school-learning/choosing-starting-school/home-schooling/different-types-of-online-classrooms)  [schooling/different-types-of-online-classrooms](https://www.understood.org/en/school-learning/choosing-starting-school/home-schooling/different-types-of-online-classrooms) |
| 5 | [http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\_content/S000013EN/P001458/M0174](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017444/ET/1497612105Paper12%3BModule25%3BEText.pdf)  [44/ET/1497612105Paper12%3BModule25%3BEText.pdf](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017444/ET/1497612105Paper12%3BModule25%3BEText.pdf) |
| 6 | <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118784235.eelt0084> |
| 7 | [https://risussite.wordpress.com/2016/09/27/mistake-vs-error-in-language-](https://risussite.wordpress.com/2016/09/27/mistake-vs-error-in-language-learning/comment-page-1/)  [learning/comment-page-1/](https://risussite.wordpress.com/2016/09/27/mistake-vs-error-in-language-learning/comment-page-1/) |
| 8 | [https://faclettre.univ-](https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-TYPE-L-BENM.pdf)  [tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-TYPE-L-BENM.pdf](https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-TYPE-L-BENM.pdf) |
| 9 | https:/[/www.slideshare.net/](http://www.slideshare.net/SubramanianMuthusamy3/principles-of-language-)S[ubramanianMuthusamy3/principles-of-language-](http://www.slideshare.net/SubramanianMuthusamy3/principles-of-language-) assessment-238780972 |
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| Course Designed By: **Dr. V.M. Subramanian,** [**vmsuman@rediffmail.com**](mailto:vmsuman@rediffmail.com) | |

# Mapping with Programme Outcomes

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO 7** | **PO 8** | **PO9** | **PO1 0** |
| **CO1** | S | S | M | S | S | S | S | M | M | S |
| **CO2** | S | S | S | M | S | S | M | M | S | S |
| **CO3** | S | M | S | L | S | S | S | S | M | M |
| **CO4** | M | S | S | M | S | M | S | M | S | M |
| **CO5** | S | M | S | M | S | M | S | S | M | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINBO6** | **LANGUAGE AND COMMUNICATION** | | **L** | **T** | | **P** | **C** |
| **Core** | | |  | | **4** |  | |  | **4** |
| **Pre-requisite** | | | **Knowledge in language structure and style** | | **Syllabus Version** | | | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   * The course is designed to give introductory knowledge about the relationship found between Language and Communication. * Enable the students to know the various theories and different methods of communication. * To understand the pattern of communication in any language * To know the importance of language used in mass media * To expertise the use of language and language structure in the field of communication | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
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| **1** | remember various concept in the use of language in the media | | | | | | K1 | | |
| **2** | To understand the role of language in the mass media and print media | | | | | | K2 | | |
| **3** | apply the appropriate linguistic theories in various areas of expressions | | | | | | K3 | | |
| **4** | To analyze the concepts of language structure and language use in the media | | | | | | K4 | | |
| **5** | To evaluate the concept of language use of language in the media | | | | | | K5 | | |
| **6** | To create knowledge and expertise the usages of vocabularies | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **LANGUAGE,SOCIETY ANDCOMMUNICATION** | | | **12 -- hours** | | | | |
| Inter-relationship of Language, Society and Communication – Definition of Language, Society and Communication - Meaning, Needs and Means of Communication - The Process and Types of Communication – BarriersforCommunication-Communication Gap –VerbalandNon-Verbal  Communication. | | | | | | | | | |
| **Unit:2** | | **COMMUNICATION SYSTEMS AND MODELS** | | | **12 -- hours** | | | | |
| Communication Theories – Models of Communication : Shannonand Weaver, LassWell, Schrumm, Osgood, Westly, New Comb, Gatekeeper Theories – Writingand Speech Systems in  Communication. | | | | | | | | | |
| **Unit:3** | | **MASSMEDIA AND SOCIETY** | | **12 -- hours** | | | | | |
| Characteristics of Mass media – Print Media –Newspapers -Magazines, Periodicals, Advertisements, Announcements and Books Radio Television, Cinema and Photographic Communication – Mass Media and Society – Language Use in Different Media Modernization of Language for use in Different Media - Modernization of Language for use in Different Media –  Case Studies. | | | | | | | | | |
| **Unit:4** | | **SOCIAL APPROACH TO THE STUDY OF COMMUNICATION** | | **12 -- hours** | | | | | |
| Communication and Society –The Role of Mass Communication and Mass Mediaon Public Opinion Formation, National and Social Development, Inter and Intra Group Communication– Nature of Audience – Homo generous and Heterogeneous Audience–Communication and  Smaller Larger Social Groups– Social Development and Communication. | | | | | | | | | |

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| **Unit:5** | | **LANGUAGE USE, COMMUNICATION AND CONCEPT OF MODERNIZATION** | **10 -- hours** |
| Language Use – Choice of Styles, Register Words and Other Structure for Specific Purposes in Communication and their Special Significance–Formal and Informal Situation and Communication Pattern–Emerging Patterns of Communication– Wider Communication–  Networks of Communication– Bilingual and Multilingual Situation and Mass Communication. | | | |
| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 -- hours** |
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| **Text Book(s)** | | | |
| 1 | *Guire, A. 1974, Sociologyof Mass Communication, Penguin: London.* | | |
| 2 | *Hind, J.(ed)1923, Verbal andNon-verbal communication, CUP:London.* | | |
| 3 | *Miller, G.A. 1957, Languageand Communication, McGraw Hill Co.: London.* | | |
| 4 | *Borden, G.A. 1971, An introduction to Human Communication, Brown Coloma* | | |
| 5 | *Cherry,Colin. 1970, OnHumanCommunicationASurvey,ancriticism,theMITANN11-BMA*  *LINGUISTICS (CBCS)2008-09: Cambridge.* | | |
| 6 | *Karunakaran,K.1978,`ModernisationofIndianLanguagesinNewsMedia`(eds.) KrishnamurthiBh, Osmania University:Hyderabad.* | | |
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| **Reference Books** | | | |
| 1 | *Karunakaran,1980`Modernization of Tamil in Radio Broadcast; Ayuvukkovai4.2,*  *AnnamalaiUniversity:Annamalainagar.* | | |
| 2 | *Thayalan V and V.Jeya,1989 Mass Communication(in*  *Tamil)Jeyapathippagam:Coimbatore* | | |
| 3 | *Thirumalai M.S 1990 Silent Talk, CIIL:Mysore* | | |
| 4 | *Thirumalai M.S. 1991 Tamil NovalkazilUdalmozhiE.Mo. Na.Ni: Mysore.* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://www.bris.ac.uk/Depts/DeafStudiesTeaching/bslsoc/Sessions/s1.htm> | | |
| 2 | <http://pkdas.in/inter/ls.pdf> | | |
| 3 | [https://www.peoi.org/Courses/Coursesen/mass/mass2.html#:~:text=The%20study%20of%](https://www.peoi.org/Courses/Coursesen/mass/mass2.html#%3A~%3Atext%3DThe%20study%20of%20communication%20and%2Cpsychology%20of%20individuals%3B%20interactionist%20theories) [20communication%20and,psychology%20of%20individuals%3B%20interactionist%20the](https://www.peoi.org/Courses/Coursesen/mass/mass2.html#%3A~%3Atext%3DThe%20study%20of%20communication%20and%2Cpsychology%20of%20individuals%3B%20interactionist%20theories)  [ories](https://www.peoi.org/Courses/Coursesen/mass/mass2.html#%3A~%3Atext%3DThe%20study%20of%20communication%20and%2Cpsychology%20of%20individuals%3B%20interactionist%20theories) | | |
| 4 | <https://www.ipl.org/essay/The-Five-Characteristics-Of-Mass-Media-P3ETXDNPCED6> | | |
| 5 | [https://www.cliffsnotes.com/study-guides/sociology/contemporary-mass-media/the-role-](https://www.cliffsnotes.com/study-guides/sociology/contemporary-mass-media/the-role-and-influence-of-mass-media) [and-influence-of-mass-media](https://www.cliffsnotes.com/study-guides/sociology/contemporary-mass-media/the-role-and-influence-of-mass-media) | | |
| 6 | <https://sites.google.com/site/communicationskill4you/informal-communication> | | |
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| Course Designed By:**Dr. N. Ramesh,** [**rameshmrn@yahoo.com**](mailto:rameshmrn@yahoo.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | M | S |
| **CO2** | S | S | S | S | M | S | S | S | S | M |
| **CO3** | S | S | S | M | S | S | S | M | S | S |
| **CO4** | S | S | S | M | S | S | M | S | M | S |
| **CO5** | S | S | M | S | S | S | S | S | M | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINBO7** | **LEXICOGRAPHY** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in identification of words and their lexical categories** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To introduce students on the study of lexical semantics 2. To train the students in the theory and methods of dictionaries 3. To orient the different strategies of lexical forms and meaning | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To remember the a lexical meaning of meaning in the language, with different  strategies and methods | | | | | | K1 | |
| 2 | To understand the different types of dictionaries and different components of  lexical meaning in language | | | | | | K2 | |
| 3 | To apply the encyclopedic knowledge of language and to compile a dictionary  for the society | | | | | | K3 | |
| 4 | Analysis semantic frames in the languages | | | | | | K4 | |
| 5 | To evaluate the social relativity of lexicographer’s knowledge of language and encyclopedic knowledge of language | | | | | | K5 | |
| 6 | To create a lexicographer’s thought construction in the process of meaning and  making dictionaries | | | | | | K6 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION** | | | **12 -- hours** | | | |
| Lexicology and Lexicography - Lexical and Grammatical Meaning – Components of Lexical Meaning: Designation, Connotation and Range of Application – The Meaning Triangle of  Ogden & Richards – System and Application. . | | | | | | | | |
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| **Unit:2** | | **TYPES OF SENSES** | | | **12 -- hours** | | | |
| Types of Senses – Influence of Context – Homonymy: Homophone and Homographs - Partial Homonymy - Presentation of Homonymy - Synonymy – It’s Types - Hyponymy – Hyperonyms  - Semantically Related Words - Semantic Fields. Designative and Non-Designative Words – Functional Words. | | | | | | | | |
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| **Unit:3** | | **TYPES OF DICTIONARIES** | | **12 -- hours** | | | | |
| Criteria of Classification - Encyclopedic vs. Linguistic; Synchronic vs. Diachronic - General vs. Restricted. General Dictionaries – Standard Descriptive - Overall Descriptive - Historical Dictionaries- Restricted or Special Dictionaries, Dictionaries of Synonyms etc., Number of Languages – Monolingual, Bilingual, Multilingual - Size of the Dictionaries – Small , Medium, Big, Academic Dictionaries. | | | | | | | | |
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| **Unit:4** | | **LEXICOGRAPHY METHOD-I** | **12 -- hours** |
| Monolingual Dictionaries and Bilingual Dictionaries: Basic Decisions – Articulation of Work – Steps: Collection of Material - Sources – Excerption. Total and Partial Excerption - Gleaning – Lexicographic Context - Lexicographic Archives. Lexicographer’s Knowledge of the Language  – Use of Informants, Selection of Entries from Lexical Units. | | | |
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| **Unit:5** | | **LEXICOGRAPHY METHOD-II** | **10 -- hours** |
| Construction of Entries – Lemma – Pronunciation - Grammatical Indication – The Main Part of The Entry - Lexicographic Definition – Use of Synonyms, etc., Examples – Glosses – Labels - Visual Aids – Sub-Entries – Reduced Entries, Presentation of polysemy – Arrangements of Entries – Types of Arrangement, Alphabetical – Semantics or Ideological – Others, Notation and Format - Reader’s Guide to Pronunciation - Abbreviations – Punctuation and Symbols –  Appendices. | | | |
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| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 -- hours** |
| Text Book(s) | | | |
| 1 | *Droszewski, W. 1973.Elements of Lexicology and Semiotics, Mouton, The Hague.* | | |
| 2 | *Landau, Sidney I. 2001 The Art and Craft of Lexicography, Cambridge University Press.* | | |
| 3 | *Howard Jackson 2002, Lexicography: An Introduction, Taylor & Francis Routledge* | | |
| 4 | *Zugusta, L et al., 1971, Manual of Lexicography, Mouton, the Haque* | | |
| 5 | *Sing, R.A. 1982. An introduction in Lexicography, Mysore.* | | |
|  | | | |
| Reference Books | | | |
| *1* | *Cre-A: Dictionary of contemporary Tamil (Tamil-Tamil-English) Second Edi.2008 Cre-A:* | | |
|  | *Chennai-41* | | |
|  | | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | | |
| 1 | <https://study.com/academy/lesson/lexicography-definition-history.html> | | |
| 2 | <http://www.ciil-ebooks.net/html/lexico/index.htm> | | |
| 3 | <https://www.sciencedirect.com/topics/social-sciences/lexicography> | | |
| Course Designed By:**Dr.S.Sundarabalu,** [**sunder\_balu@yahoo.co.in**](mailto:sunder_balu@yahoo.co.in) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | L | M | M | S | S | S | M | S | S | S |
| **CO3** | M | S | S | S | M | S | S | M | S | S |
| **CO3** | L | M | S | M | S | M | S | S | M | S |
| **CO4** | M | S | S | S | S | S | S | S | S | M |
| **CO5** | S | S | M | S | S | S | S | M | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINB08** | **SOCIOLINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge about language and sociology** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To learn about the language relationship between language and society 2. To familiarize students with the basic concepts and methods of sociolinguistics 3. To explore the types of linguistic variation within society, and the causes and effects of linguistic change 4. To learn about the social interaction social identity and the social aspects of the language 5. To identify the basic principles of sociolinguistic theory and sociolinguistic variables | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To remember language use and attitudes in social context | | | | | | K1 | |
| 2 | To understand about the relation between language and society | | | | | | K2 | |
| 3 | Apply sociolinguistic theory to find out various speech community | | | | | | K3 | |
| 4 | To Analyze the dialectal features in speech data from various region | | | | | | K4 | |
| 5 | Evaluate interrelationship between sociolinguistic research and theories/methods drawn from various fields, such as linguistics, sociology, anthropology, folklore and  education | | | | | | K5 | |
| 6 | Create a knowledge to collect linguistic data and analyze it on sociolinguistics aspects | | | | | | K6 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
| **Unit:1** | | **DEFINITION OF SOCIOLINGUISTICS** | | | **12 -- hours** | | | |
| Sociolinguistics and Socio-language. Micro and Macro Sociolinguistics - Variables: Linguistics Variables and Social variables - Sampling and Tools: Data processing, Interpretation, Quantitative  Analysis and Variables rule. | | | | | | | | |
| **Unit:2** | | **LANGUAGE AND SOCIETY** | | | **12 -- hours** | | | |
| Speech Community: Verbal Repertoire, Linguistic Competence, Communicative Competence,  Linguistic Variability: Identify Linguistics and Social Variables: Patterns of Variations. | | | | | | | | |
| **Unit:3** | | **LANGUAGE VARIETIES** | | **12 -- hours** | | | | |
| Regional and Social, Formal and Informal: Standard and Non–Standard, the Concept of Register and the Dimension of an Area Communication Field, Mode and Tenor, Vernacular Restricted Elaborated  Codes. | | | | | | | | |
| **Unit:4** | | **LANGUAGE AND CONTACT** | | **12 -- hours** | | | | |
| Language Identity and Language Loyalty - Maintenance and Shift - Language Convergence - Pidginization and Creolization – Diglossia - Language Use and Attitudes - Language Endangerment -  Language Death - Code Mixing and Code Switching | | | | | | | | |
| **Unit:5** | | **LANGUAGE PLANNING** | | **10 -- hours** | | | | |
| Language Planning – Definition – Theory and Practice – Corpus and Status Planning Orthographic  Reforms and Literacy, Standardization – Modernization – National Language-Nationalism | | | | | | | | |
| **Unit:6** | | **Contemporary Issues** | | **2 hours** | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | |
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|  | | **Total Lecture hours** | **60 -- hours** |
| **Text Book(s)** | | | |
| 1 | *Bell, R.T, 1976.Sociolinguistics (Goals, approaches and problems) London.* | | |
| 2 | *Ferguson,C.1977. Sociolinguistics setting of language planning in language planning process(Ed.Joan Rubin et al)Moutom, the Hauge.* | | |
| 3 | *Fishman, J,1972. The impact of nationalism on language planning . Can language be planned?* | | |
| 4 | *Peter Trudgill. 1974. Sociolinguistics :CharmondSworth, Penguin.* | | |
| 5 | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language*  *Variation and change.* | | |
| 6 | *Karunakaran, K 1978 Studies in Tamil Sociolinguistics, Malar Pathippu: Annamalinagar.* | | |
| **Reference Books** | | | |
| 1 | *Wardhaugh ,2015 An introduction to Sociolinguistics, Seventh Edition, Blackwell publishing.* | | |
| 2 | *Peter Trudgill 2000 Sociolinguistics : An introduction to language and society ,forth edition,*  *Penguin books* | | |
| 3 | *Coulmas. F, Sociolinguistics: The Study of Speakers Choice. Cambridge University Press: New*  *York. 2005* | | |
| 4 | *Hudson, R. A., Sociolinguistics. Cambridge. 1980* | | |
| 5 | *8J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language Variation and change* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.britannica.com/science/sociolinguistics> | | |
| 2 | <https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/> | | |
| 4 | <https://www.britannica.com/topic/diglossia> | | |
| 5 | <https://onlinelibrary.wiley.com/journal/14679841> | | |
| 6 | [http://home.lu.lv/~pva/Sociolingvistika/1006648\_82038\_wardhaugh\_r\_an\_introduction\_to\_so](http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf) [ciolinguistics.pdf](http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf) | | |
| 7 | [http://lx16.yolasite.com/resources/%5BRonald\_Wardhaugh%2C\_Janet\_M.\_Fuller%5D\_An\_I](http://lx16.yolasite.com/resources/%5BRonald_Wardhaugh%2C_Janet_M._Fuller%5D_An_Introductio(BookZZ.org).pdf)  [ntroductio(BookZZ.org).pdf](http://lx16.yolasite.com/resources/%5BRonald_Wardhaugh%2C_Janet_M._Fuller%5D_An_Introductio(BookZZ.org).pdf) | | |
| 8 | <http://faculty.wwu.edu/sngynan/slx6.html> | | |
| 9 | https://en.wikipedia.org/wiki/Sociolinguistics#:~:text=Sociolinguistics%20is%20the%20descr  iptive%20study,effect%20of%20language%20on%20society. | | |
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| **Course Designed By: Dr. P.SANKARGANESH,** [**sankarganeshbu@gmail.com**](mailto:sankarganeshbu@gmail.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | M | S | S | S | M |
| **CO2** | S | S | S | S | M | M | S | S | S | M |
| **CO3** | S | M | S | S | S | M | M | M | S | M |
| **CO4** | S | M | S | M | S | S | M | M | M | S |
| **CO5** | M | S | M | S | S | M | S | S | M | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINGE02** | **FORENSIC LINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Elective** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in language and forensic studies** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Understand the importance and role of Forensic Linguistics. 2. equip the students with the principles of Applied Linguistic techniques. 3. help the students in investigating and analysing the police proceedings and judicial system. 4. know the principles involved in the analysis of case studies from judicial system 5. know the techniques of analysing the language use in Forensic linguistics 6. know the techniques of psycholinguistics in the case study. 7. know relevant importance of Indian Penal Code ( IPC ) | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember therole and techniques of Forensic Linguistics | | | | | | K1 | |
| 2 | Understand the procedures for collecting data from Police and judicial systems | | | | | | K2 | |
| 3 | Apply the principles of collecting dataand analyzing the data forthe forensic  linguistic study | | | | | | K3 | |
| 4 | Analyzethe data thus collected and suggest ways to help the police in investigation | | | | | | K4 | |
| 5 | Evaluate the principles while collecting data from cases understudy. | | | | | | K5 | |
| 6 | Create Linguistic Evidences for the cases undertaken | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO FORENSIC LINGUISTICS** | | | **18 hours** | | | |
| Definition of Forensic Linguistics – History of Forensic Linguistics – Place of Forensic Linguistics in the Domain Applied Linguistics – Areas of Research in Forensic Linguistics | | | | | | | | |
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| **Unit:2** | | **LANGUAGE AS EVIDENCE** | | | **12 -- hours** | | | |
| Morphological Meaning and Phonetic Similarity - Lexical Meaning- Pragmatic/Contextual  Meaning - Morphological Analysis of Forensic Materials - The Challenges for Non-native Speakers. | | | | | | | | |
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| **Unit:3** | | **AUTHORSHIP IDENTIFICATION** | | **12 -- hours** | | | | |
| Author Identification - Speaker Identification – Forensic Dialectology – Morton: Cusum  Analysis – Forensic Stylistics - Plagiarism - Linguistic Fingerprinting - Forensic Phonetics: Voice Identification – Transcription - Recording etc., | | | | | | | | |
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| **Unit:4** | | **LANGUAGE USE IN FORENSIC LINGUISTICS** | | **12 -- hours** | | | | |
| Language use in Complaints – FIRs - Statements and Confession - Police Interview/Interrogation - Judgments – Threatening Letters – Anonymous Letters – Suicide Notes  – Language of SMS – Email Threatening – Discourse Analysis –– Cybercrimes: Social Media, Deceiving, Digital Misuse – Case Study. | | | | | | | | |

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| **Unit:5** | | **FORENSIC LINGUISTICS AND PSYCHOLINGUISTICS** | **12 -- hours** |
| The Relationship found between Forensic Linguistics and Psycholinguistics – Human Cognitive  System on Language Processing – Use of Psychological Factors on Forensic Linguistics. | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | **2 hours** |
| Expert Lectures, Online Seminars - Webinars | | | |
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|  | | **Total Lecture hours** | **60hours** |
| **Text Book(s)** | | | |
| 1 | *John Olsson : 2004 An Introduction to language, Crime and the law, Continuum, USA.* | | |
| 2 | *Colthard, M. & Johnson. A: 2007 An Introduction to Forensic Language in*  *Evidence,Routledge: USA*. | | |
| 3 | *Gibbons. J : 2004 Language and the Law, Longman: London.* | | |
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| **Reference Books** | | | |
| 1 | *The Routledge Handbook of Forensic Linguistics; 2010 :(e*[*d)Malcolm Coulthard, Alison*](https://www.routledge.com/products/search?author=Malcolm%20Coulthard)  [*Johnson*](https://www.routledge.com/products/search?author=Malcolm%20Coulthard) | | |
| 2 | *Coulthard, R,M&Sarangi,S. 2000 Discourse and Social life.Longman: London.* | | |
| 3 | *Mcmenamin G.R. : 2002 Forensic Linguistics: Advances in Forensic Stylistics, CRC*  *Press:USA* | | |
| 4 | *Roger W. Shuy :2008 Fighting over words : Language and Civil Law Cases : Oxford*  *University press, New York* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.youtube.com/watch?v=ZuYZ0dzR2Ck> | | |
| 2 | <https://www.goodreads.com/book/show/6478439-wordcrime>? | | |
| 3 | <https://www.goodreads.com/book/show/51882879-forensic-linguistics-articles>? | | |
| 4 | [https://www.researchgate.net/publication/314426867\_Forensic\_Linguistics\_An\_Overview\_](https://www.researchgate.net/publication/314426867_Forensic_Linguistics_An_Overview_of_the_Intersection_and_Interaction_of_Language_and_Law)  [of\_the\_Intersection\_and\_Interaction\_of\_Language\_and\_Law](https://www.researchgate.net/publication/314426867_Forensic_Linguistics_An_Overview_of_the_Intersection_and_Interaction_of_Language_and_Law) | | |
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| Course Designed By:**Dr.N.VIJAYAN,** [**vijayan733@hotmail.com**](mailto:vijayan733@hotmail.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | L | M | S | L | L | L | M | L |
| **CO2** | S | S | L | S | S | M | S | M | M | M |
| **CO3** | S | M | L | M | M | S | S | M | M | S |
| **CO4** | S | S | L | S | S | S | S | S | M | S |
| **CO5** | S | S | L | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low

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| **rse code** | | **LINBO9** | **TRANSLATION THEORY AND PRACTICE** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in source and target languages** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * To introduce various theories of translation evolved worldwide besides giving a brief history of translation. * To teach the ways and means of evaluating the translation process. * To introduce the concept of machine translation besides giving practical exercises for translation both in traditional fashion and mechanized fashion. * To enable the students practical and challenges of translation activities * To in calculate various obstacles faced by the translators in bringing out the original essence of source language | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | |  | |
| 1 | To remember the knowledge of history of translation and its issues | | | | | | K1 | |
| 2 | To understand the theories and the practicality of translation | | | | | | K2 | |
| 3 | To apply various concepts while translating from source language to target  language | | | | | | K3 | |
| 4 | To analyze linguistic and literary analysis of original and translated texts | | | | | | K4 | |
| 5 | To evaluate the translated texts in appropriate context and situation | | | | | | K5 | |
| 6 | To create well based knowledge in choosing vocabulary during translation activity | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **A BRIEF HISTORY OF TRANSLATION** | | | **12 -- hours** | | | |
| History of Translation Works sincerely times – Development of Translationsan Art and Science – Definition of Translation Need and Scope of Translation – Types of Translation– Semantic  Translation-Word to Word, Phrase to Phrase and Sentenceto Sentence-Level of Translation- Principles of Translation | | | | | | | | |
| **Unit:2** | | **THEORIESOFTRANSLATION** | | | **12 -- hours** | | | |
| Historical Survey of the Development of Theories of Translation – Techniques and Methods of Translation of Creative Literature Translation of Scientific and Technological Literature –  Translation of Literature-Translation of Literature in Social Science and Humanities. | | | | | | | | |
| **Unit:3** | | **ISSUES OFTRANSLATION** | | **12 -- hours** | | | | |
| Phonological Issues in Translation – Morphological Issues in Translation – Lexical Issues in Translation– SyntacticProblems in Translation – SyntacticProblems of Translation–  DiscourseTranslation. | | | | | | | | |
| **Unit:4** | | **TESTING AND EVALUATION OF TRANSLATION** | | **12-- hours** | | | | |
| Limits of Translatability and Quality in Translation – Methods of Testing and Evaluating Translation - Feed Back forTranslation-Online Translation. | | | | | | | | |
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| **Unit:5** | | **MACHINE TRANSLATION** | **10 -- hours** |
| Machine Translation – Human Aided Machine Translation-Theory of Machine Translation-  Merits and Demerits of MachineTranslation-Practical Problems in MachineTranslation. | | | |
| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60-- hours** |
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| **Text Book(s)** | | | |
| 1 | *1. Catford, J.C. 1965 A Linguistics theory of Translation CUP:Newyork* | | |
| 2 | *Nida, E.A. 1975 Languagestructure and Translation SUP: Starfood.* | | |
| 3 | *SivashanmugamC&Thayalan V 1988 Molipeyarppiyal, AnnamPvt: Sivagangai* | | |
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| **Reference Books** | | | |
| 1 | *KarunakaranK&Jeyakumar, M.1987 Translation as synthesis, Bahri publication: New Delhi* | | |
| 2 | *Sharma, 2015, Translation Theory and Practice, Himachal Pradesh University, Shimla* | | |
| 3 | *John Lion, 1977, Semantics-1& 2,Cambridge University Press* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://marielebert.wordpress.com/2016/11/02/translation/> | | |
| 2 | [https://www.slideshare.net/HenniHerawati/development-of-translation-theory-ling-](https://www.slideshare.net/HenniHerawati/development-of-translation-theory-ling-67960554)  [67960554](https://www.slideshare.net/HenniHerawati/development-of-translation-theory-ling-67960554) | | |
| 3 | <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.42.5882&rep=rep1&type=pdf> | | |
| 4 | [https://www.academia.edu/19668446/Translation\_Some\_Lexical\_and\_Syntactic\_Problems](https://www.academia.edu/19668446/Translation_Some_Lexical_and_Syntactic_Problems_and_Suggested_Solutions?auto=download)  [\_and\_Suggested\_Solutions?auto=download](https://www.academia.edu/19668446/Translation_Some_Lexical_and_Syntactic_Problems_and_Suggested_Solutions?auto=download) | | |
| 5 | <https://translationjournal.net/journal/29edu.htm> | | |
| 6 | https:/[/www.a](http://www.aclweb.org/anthology/J98-3009.pdf)c[lweb.org/anthology/J98-3009.pdf](http://www.aclweb.org/anthology/J98-3009.pdf) | | |
| 7 | <https://www.sciencedirect.com/science/article/abs/pii/0167739X8690004X> | | |
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| Course Designed By:**Dr.N.Ramesh,** [**rameshmrn@yahoo.com**](mailto:rameshmrn@yahoo.com) | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | M | S | S | S | S |
| **CO2** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | M | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | M | S | S |
| **CO5** | S | S | S | M | S | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINB010** | **HISTORICAL AND COMPARATIVE LINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge about historical linguistics** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Understand the importance and role of Historical Linguistics. 2. equip the students with the principles of Historical and comparative linguistic techniques. 3. Help the students in analysing the cognate languages. 4. know the principles involved in finding out cognates. 5. know the linguistic changes and their reasons 6. know the areal classification of languages. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember therole and importance of Historical Linguistics | | | | | | K1 | |
| 2 | Understand the principles of Historical and comparative linguistic techniques. | | | | | | K2 | |
| 3 | Apply the principlesinvolved in finding out cognates. | | | | | | K3 | |
| 4 | Analyzethe linguistic changes and their reasons | | | | | | K4 | |
| 5 | Evaluate the principles and sound changes in the areal classification of languages. | | | | | | K5 | |
| 6 | Create a list of sound changes that led to the classification of other language  families, like Aryan, Dravidian family of languages | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION** | | | **12 -- hours** | | | |
| Synchronic and Diachronic Approach to Language - Use of Written Records for Historical Study of Languages - Classification of Languages: Genealogical, Typological - Criteria for Classifying Languages into Various Families - Typological Classification: Analytic or Isolative Agglutinative, Inflectional or Synthetic and Polysynthetic - Basic Word Order Type: SVO,  SOV, VSO, VOS, OSV, OVS. | | | | | | | | |
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| **Unit:2** | | **LINGUISTIC CHANGES AND THEIR CAUSES** | | | **12 -- hours** | | | |
| Sounds Change - Gradualness and of Sound Change - Some Well Known Sound Laws: Grimm’s Law, Varner’s Law, Grossman’s Law - Phonetic and Phonemic Changes - Major Types of Sound Change: Split and Merger, Conditioned and Unconditioned, Assimilation, Dissimilation, Mater Thesis, Vowel Harmony, Haplology, Epenthesis - Loss of Sounds: Syncope, Apocope, etc. - Addition of Sounds - Modifications to the Neogrammarian Theory - Social Motivation for Sound Change - Lexical Diffusion- Exceptions to Sound Change: Analogy, Borrowing etc. Transformational Generative Approach to Sound Change: Rule Addition, Rule Deletion,  Insertion - Feeding Order and Bleeding Order. | | | | | | | | |
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| **Unit:3** | | **RECONSTRUCTION AND SUB GROUPING** | | **12 -- hours** | | | | |
| Identification of Cognates - Reconstruction of Phonology of the Proto Language - | | | | | | | | |

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| Reconstruction of Morphology and Syntax of the Proto Language - Internal Reconstruction - Sub Grouping within a Family - Shared Innovation and Retentions - Family Tree Model - Relative Chronology of Different Changes- Understanding of Culture of the Speakers of the  Proto Language: Kinship System, Environments, Food and Other Articles. | | | |
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| **Unit:4** | | **VARIATION AND CHANGE IN LANGUAGE** | **12 -- hours** |
| Variation in Language and Language Contact - Use of Dialect Geography for Historical Linguistics - Dialect, Idiolect, Isogloss, Focal Area, Relicarea, Transition Area etc - Analogy its Relationship to Sound Change - Types of Analogy: Phonological, Grammatical and Lexical - Linguistics Borrowing Prestige and Need Filling Motives - Bilingualism, Pidginization and Creolization- Semantic Variation and Changes. | | | |
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| **Unit:5** | | **AREAL CLASSIFICATION OF LANGUAGES** | **10 -- hours** |
| Language Families of South Asia - Areal Features and Convergence Processes - India (South  Asia) as a Linguistic Area - Ergativity, Dative Subjects, Retroflexes, Repeated Use of Conjunctive Particles, Other Shared Regional and Pan - South Asian Characteristics. | | | |
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| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert Lectures, Online Seminars - Webinars | | | |
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|  | | **Total Lecture hours** | **60 hours** |
| **Text Book(s)** | | | |
| 1 | *Arlotto, Antony 1972, Introduction to Historical Linguistics. Houghton Miffincompany.USA* | | |
| 2 | *Bloomfield Leonard 1933, Language, London.* | | |
| 3 | *Emaneau M B 1956, India as Linguistics area. Language, 33:3-16* | | |
|  | | | |
| **Reference Books** | | | |
| 1 | *King R.D 1969, Historical Linguistics and generative grammar, Englewood cliffs, N.J.*  *prentice Hall* | | |
| 2 | *Fromkin, Language, University of California, Los Angeles.* | | |
| 3 | *Hockett, C.F. 1958, A Course in Modern Linguistics, Macmillan* | | |
| 4 | *Kuiper F.B.J 1967, The genesis of Linguistics area. Indo-Iranian journal.* | | |
| 5 | *Hale,M.2007,Historical Linguistics- Theory and Method. Blackwell Publishing. United*  *Kingdom.* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.youtube.com/watch?v=CweVLCPJ5u8> | | |
| 2 | <https://www.goodreads.com/book/show/61612.Historical_Linguistics> | | |
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| Course Designed By: **Dr.N.VIJAYAN,** [**vijayan733@hotmail.com**](mailto:vijayan733@hotmail.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | L | S | M | S | M |
| **CO2** | S | S | S | S | S | L | S | M | S | S |
| **CO3** | S | S | S | S | S | L | S | M | S | S |
| **CO4** | S | S | S | S | S | L | S | M | S | S |
| **CO5** | S | S | S | S | S | L | S | M | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINBO11** | **SCHOOLS OF LINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge about the linguistics tradition** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To introduce students on the different approach to the historical perspectives of Linguistics 2. To orient students on the domain specific information of different schools of thought | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | The ideas of schools of different linguistics and their strategies and methods | | | | | | K1 | |
| 2 | To understand the different scientific theories and methods of linguistics history | | | | | | K2 | |
| 3 | To apply the knowledge of the linguistic systems and structure in their learning | | | | | | K3 | |
| 4 | To analyze the theoretical knowledge in the concerned domain | | | | | | K4 | |
| 5 | To evaluate the levels of linguistic analysis in language and different movements  of revolution in linguistic theory | | | | | | K5 | |
| 6 | To create a new linguistic thought construction in the process of language | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO SCHOOLS OF LNGUISTICS** | | | **12 -- hours** | | | |
| Geneva School, London School, American School, etc., De Saussure’s Contribution to  Linguistics - Langue and parole. Language – Synchrony, Diachronic - Linguistic Sign - Associative, Syntagmatic Relationship. . | | | | | | | | |
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| **Unit:2** | | **PRAUGE SCHOOL OF LINGUISTICS** | | | **12 -- hours** | | | |
| Contribution of R. Jacobson and N. S. Trubetzkoy Oppositions - Classification of its Opposition, Concept of Archie Phoneme; Copenhagen Schools - Language as an Algebraic Structure - Glossematics French School: Andre Martinets Functional Linguistics, Phonology as Functional  Phonetics. | | | | | | | | |
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| **Unit:3** | | **LONDON SCHOOL OF LINGUISTICS** | | **12 -- hours** | | | | |
| British Tradition in Phonetics Malinowski’s Context of Situation, Semantics Theory , Phatic Communication, Firth’s Contextual Theory of Meaning, Prosodic Phonology, Systems Structure Grammar – Holiday’s Scales and Categories Systemic Grammar, Social Aspect of  Language. | | | | | | | | |
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| **Unit:4** | | **AMERICAN SCHOOL OF LINGUISTICS** | | **12 -- hours** | | | | |
| Early Stages and Influence of Anthropology - Boas , Sapir and the Development of Linguistics - Bloomfield‘s Descriptive Linguistics , Behaviorisms, Taxonomy, Scientific Linguistics- Golden Age of Descriptivism and Hockett, Trager , Harris - Development of Mentalistic Trend, Phrase Structure Grammars- Development of T G, Contemporary American Models of Grammars: Tagmemic Model (Pike) –Stratificational Model (Lamb) - Generative Semantics (Lakoff)  Descriptive Model (Hockett , Harris) | | | | | | | | |

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| **Unit:5** | | **LINGUISTICS IN INDIA** | **10 -- hours** |
| Introduction to Indian Schools of Linguistics – A Brief History of Schools of Indian Linguistics  – Traditional School (Classic Period) - Panini – Patanjali etc., Phonetics – In Ancient Time, Contribution of Western Scholars to Indian Linguistics – Comparative Philology, Studies of Dravidian Languages, Modern Period - Indian Linguistics in Pre-Independence and Post- Independence Periods. Summer Schools of Indian Linguistics, Pioneer Linguistics Studies Deccan College, CIIL, DLA, JNU, Annamalai University etc., | | | |
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| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 -- hours** |
| **Text Book(s)** | | | |
| 1 | *Robins R.H. (forth Edi. 1997) A Short History of Linguistics. Longman, New York.* | | |
| 2 | *Chomsky, N. 1957 Aspects of the theory of Syntax. The M.LT. PRESS Massachusetts*  *Institute of Technology Cambridge, Massachusetts.* | | |
| 3 | *Bloomfield .L 1933 Language:* reprint: Routledge, (2015 *)* | | |
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| **Reference Books** | | | |
| 1 | *Bloch &Trager . 1942. Outline of Linguistic Analysis. Philadelphia : Linguistic Society of*  *America* | | |
| 2 | *Boas ,France.2013. Hand book of American Indian Languages ; Cambridge University*  *Press* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.britannica.com/science/linguistics/Transformational-generative-grammar> | | |
| 2 | <https://www.slideshare.net/sundarabalu/history-of-linguistics-171526143> | | |
| 3 | <https://www.youtube.com/watch?v=CmfYXu-vkRk> | | |
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| Course Designed By:**Dr.S.Sundarabalu,** [**sunder\_balu@yahoo.co.in**](mailto:sunder_balu@yahoo.co.in) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | S | S | S | S | S |
| **CO3** | S | M | S | S | S | M | S | S | M | M |
| **CO3** | S | M | S | S | S | S | M | S | S | S |
| **CO4** | M | S | S | M | S | S | M | S | S | S |
| **CO5** | S | S | M | S | M | M | S | S | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINBO12** | **COMPUTATIONAL LINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Phonetic, Grammatical and Syntactical knowledge of language** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| 1. To introduce the basic concepts of computer and its role in the field of Linguistics. 2. To guide the students where the computers can be exploited in the domain of applied Linguistics. 3. To teach certain important computer languages and software which suit well in Language Analysis and Teaching. 4. To instruct the students on corpus collection and management related to spoken and written forms 5. To impart the natural language processing for the purpose of translation and language teaching. 6. Introduce machine translation methods, techniques and strategies to the students | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Students can Participate in recent data-driven learning in computational social  sciences and digital humanities | | | | | | K1 | |
| 2 | Students can use NLP tools in large document collections to identify the main  themes and opinions of different texts. | | | | | | K2 | |
| 3 | Apply techniques that are being widely used in search engines, digital  libraries, speech recognition systems, and NLP data mining toolkits. | | | | | | K3 | |
| 4 | students will be able to complete tasks in Computational Linguistics such as segmentation, morphological analysis, tagging and parsing etc. | | | | | | K4 | |
| 5 | Take up the foundational tasks in Computational Linguistics such as e dictionary  making, speech recognition and synthesis. | | | | | | K5 | |
| 6 | Apply syntactic and semantic analysis to machine language and study the  limitations of creativity. Engage in speech synthesis and in machine translation | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO COMPUTERS** | | | **12 -- hours** | | | |
| Computer Hardware, Software – Types of Computers, Digital, Analogue and Others – History of Computational Linguistics–Language Technology and Natural Language Processing-Application  of Computers in various research activities of Linguistics. | | | | | | | | |
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| **Unit:2** | | **LANGUAGE PROCESSING** | | | **12 -- hours** | | | |
| Natural Language Processing, Parsing Analysis, Parsing and Parser (top-down and bottom-up  parsing), chart parsing (Left to right and right to left), CYK parser, Stanford parser. Text Editing, Stylistics, Text Analysis, Indenting, Bibliography Preparation, Word Processing. | | | | | | | | |
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| **Unit:3** | | **CORPUS LINGUISTICS** | | **12 -- hours** | | | | |
| An Introduction to corpus Linguistics, Definitions and types of corpus, Salient features of corpus,  Spoken and written corpus, corpus collection, corpus classification techniques and methods, | | | | | | | | |

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| corpus and cloud computing systems , corpus collection methods. | | | | |
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| **Unit:4** | | | **MACHINE TRANSLATION** | **12 -- hours** |
| Machine Translation – History, Approaches to Machine Translation, automatic and human assisted methods, Transfer-Google translations, Computer Dictionary, word level and sentence level machine translation. | | | | |
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| **Unit:5** | | | **COMPUTER IN APPLIED LINGUISTICS** | **10 -- hours** |
| A Survey of Computer Aided Language Learning (CALL) and Language Teaching (CALT) – Spectrogram analysis, Speech synthesis (text to speech and speech to text) Online dictionaries,  Voice assisted technology. | | | | |
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| **Unit:6** | | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | | |
|  | | | **Total Lecture hours** | **60 -- hours** |
| **Text Book(s)** | | | | |
| *1* | | *AksharBharati 1990. Intensive Course on Natural Language processing for Vincent*  *ChaitanyaLinguistics, Vol.I& II, IIT : Kanpur* | | |
| *2* | | *Alexander Clark, Chris Fox, and Shalom Lappin (2010).The Handbook of*  *Computational Linguistics and Natural Language Processing: Blackwell Publishing Ltd except for editorial material and organization.* | | |
| *3* | | *Baker, Paul. 2012. Contemporary Corpus Linguistics [Reprint ed.]. Bloomsbury*  *Academic* | | |
| *4* | | *Dash, N.S. 2005. Corpus Linguistics and Language Technology. New Delhi, Mittal*  *Publications.* | | |
| *5* | | *Dash, N.S., & Ramamoorthy, L. 2019. Utility and Application of Language Corpora.*  *Singapore: Springer Nature.* | | |
| *6* | | *Grishman, Ralph 1992. Computational Linguistics: An introduction, Cambridge University Press* | | |
| *7* | | *JURAFSKY, DANIEL, and H. MARTIN JAMES. "Speech and language processing. 3rd edn. draft." Online: https://web. stanford. edu/~ jurafsky/slp3 (2019).* | | |
| *8* | | *Mitkov, R. (ed.) 2003. Computational Linguistics. Oxford University Press* | | |
| *9* | | *Peter Van-Roy(2004): Concepts, Techniques, and Models of Computer*  *Programming: MT Press Cambridge, Massachusetts, United States* | | |
| *10* | | *Rolph, G. 1994. Computational Linguistics. Cambridge University Press.* | | |
| *11* | | *Noble, H. M. 1988. Natural Language Processing. Blackwell.* | | |
| ***Reference Books*** | | | | |
| 1 | *Akshar Bharti et al 1992. Computational Linguistics in IIDL, Vol.XXIINo.* | | | |
| 2 | *Bara, B.G. &G. Guida. (ed.) 1984. Computational Models of Natural Language*  *Processing. Elsevier Science Publishers B.V.* | | | |
| 3 | *Coughlin, D. 2003. “Correlating Automated and Human Assessments of Machine*  *Translation Quality" in MT Summit IX, New Orleans, USA pp. 23–27* | | | |
| 4 | *Gaspari, F. 2006 “Look Who's Translating. Impersonations, Chinese Whispers and Fun*  *with Machine Translation on the Internet” in Proceedings of the 11th Annual Conference* | | | |

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|  | *of the European Association of Machine Translation. pp. 149-158* |
| 5 | *Sangal, R.et. al. (ed.) 2003. Recent Advances in Natural Language Processing. Mysore,*  *CIIL.* |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | Website Links:  <http://en.wikipedia.org/wiki/computational_linguistics> |
| 2 | <http://www.coli.uni-saarland.de/~hansu/what_is_cl.html> |
| 3 | <http://ai-depot.com/intro.html> |
| 4 | https:/[/www](http://www.youtube.com/watch?v=dWd1dHjP78M&feature=youtu.be).[youtube.com/watch?v=dWd1dHjP78M&feature=youtu.be](http://www.youtube.com/watch?v=dWd1dHjP78M&feature=youtu.be) |
| 5 | https:/[/www](http://www.youtube.com/watch?v=bXINYc2w-K4&feature=youtu.be).[youtube.com/watch?v=bXINYc2w-K4&feature=youtu.be](http://www.youtube.com/watch?v=bXINYc2w-K4&feature=youtu.be) |
| 6 | [http://www.athel.com/corpus.html 50](http://www.athel.com/corpus.html%2050) |
| 7 | [https://www.slideshare.net/SubramanianMuthusamy3/stylistics-in-computational-](https://www.slideshare.net/SubramanianMuthusamy3/stylistics-in-computational-perspective)  [perspective](https://www.slideshare.net/SubramanianMuthusamy3/stylistics-in-computational-perspective) |
| Course Designed By: **Dr.V.M. Subramanian,** [**vmsuman@rediffmail.com**](mailto:vmsuman@rediffmail.com) | |

# Mapping with Programme Outcomes

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | S | S | M | L | S |
| **CO2** | S | M | S | M | S | S | S | S | M | M |
| **CO3** | S | M | M | M | S | S | S | M | M | S |
| **CO4** | S | S | M | S | S | S | M | L | M | M |
| **CO5** | S | M | S | M | S | S | M | M | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINGE03** | **LANGUAGE CULTURE AND SOCIETY** | | **L** | **T** | **P** | **C** |
| **Elective** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge about the language and culture** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To introduce the concept of culture and it’s relating language besides equipping the students to have clear picture about the socio-cultural organization relating to language. 2. To explore the relationship between language and society. 3. To Identify and explain the relationship between linguistics, anthropology, and linguistic anthropology. 4. To identity the indigenous factors in the culture and language 5. To express how various aspects of culture can affect language and that language can affect. | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To remembers cultural and linguistic observations of the community and language | | | | | | K1 | |
| 2 | To understand the concept of culture and its relationship with language | | | | | | K2 | |
| 3 | To apply the concept and strategies observed from the community’s cultural aspects | | | | | | K3 | |
| 4 | To analyse a socio-cultural aspects of speech data | | | | | | K4 | |
| 5 | To evaluate the common features among cultural and language | | | | | | K5 | |
| 6 | To Create realization from understanding of linguistic knowledge among language | | | | | | K6 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
| **Unit:1** | | **SOCIOLOGY OF LANGUAGE** | | | **12 -- hours** | | | |
| Descriptive Sociology of Language, Situational Shifting, Metaphorical Switching – Dynamic Sociology of Language – Unstable Bilingualism, Stable Bilingualism; Applied Sociology of  Language, The Creation and Revision of Writing System, Language Planning. | | | | | | | | |
| **Unit:2** | | **LANGUAGE AND SOCIETY** | | | **12 -- hours** | | | |
| Interaction of Language and Social Life – Speech Community, Diglossia, Bilingualism, Speech Situation, Speech Event, Speech Act, Speech Styles– Social Context of Speaking – Correlation of  Speech – Variation of Speech – Variations; Social, Age, Sex, Education, etc. | | | | | | | | |
| **Unit:3** | | **LANGUAGE AND CULTURE** | | **12 -- hours** | | | | |
| Sapir – Whorf Theories – Linguistics and Ethnology, Cultural Emphasis, Metaphorical Usages,  Ethnography of Speaking – Ethno linguistics – Colour – The Lexicon of Environment, Personal Names, etc.- ethno linguistics field techniques- analytical approach of language and culture. | | | | | | | | |
| **Unit:4** | | **SOCIAL CONTEXT AND SEMANTIC FEATURE** | | **12 -- hours** | | | | |
| Cultural Patterning of Speech Behaviour, Social Meaning in Linguistic Structures – Micro and Macro Sociolinguistics - Multilingual Settings, Domains of Language Behaviour. | | | | | | | | |
| **Unit:5** | | **SOCIO-CULTURAL ORGANISATION** | | **10 -- hours** | | | | |
| Language Constraints and Language Reflections, The uses of Sociolinguistics, Speaking as Social Action: Malinowski’s Approach, Philosophical Approaches, Speech Act Theory and Linguistic Anthropology. | | | | | | | | |

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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
|  | | **Total Lecture hours** | **60 -- hours** |
| **Text Book(s)** | | | |
| 1 | *DellHymes 1996. Language in cultureand society, A HaperInternationalEdition, NewYork* | | |
| 2 | *Fishman, J.A. 1972. Languagein Sociocultural change, Stanford: California.* | | |
| 3 | *Gumperz, J.J.&D.(Eds.)1972.Directions in Sociolinguistics, Holt, Hymes: New York.* | | |
| 4 | *Hickerson, N.P. 1980. Basic AnthropologyUnits: NewYork.* | | |
| 5 | *AsifAgha1998.Stereotypesandregistersofhonorificlanguage, languageinSociety,Vol.27,NO.2,*  *pp.151- 194, CambridgeUniversity Press.* | | |
| 6 | *Duranti, Allessonadre 1997 LinguisticAnthropology, CUP.* | | |
| 7 | *Wardhaugh ,2002 An introduction to Sociolinguistics, Fourth Edition, Blackwell publishing.* | | |
| 8 | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language*  *Variation and change* | | |
| 9 | *K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language*  *Variation and change.* | | |
| **Reference Books** | | | |
| 1 | *Wardhaugh ,2002 An introduction to Sociolinguistics, Fourth Edition, Blackwell publishing.* | | |
| 2 | *DellHymes 1996. Language in cultureand society, A HaperInternationalEdition, NewYork* | | |
| 3 | *Philip Riley Language culture and identity – An ethnolinguistic perspectives* | | |
| 4 | *Christine Jourdan and Kevin Tuite 2006 Language, Culture and Society Cambridge university*  *press* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | https://en.wikipedia.org/wiki/Sociolinguistics#:~:text=Sociolinguistics%20is%20the%20descr  iptive%20study,effect%20of%20language%20on%20society. | | |
| 2 | <https://www.britannica.com/science/ethnolinguistics> | | |
| 4 | <https://www.communicationtheory.org/speech-act-theory/> | | |
| 5 | <https://www.sciencedirect.com/topics/psychology/sapir-whorf-hypothesis> | | |
| 6 | <https://www.britannica.com/topic/writing/Types-of-writing-systems> | | |
| 7 | [http://home.lu.lv/~pva/Sociolingvistika/1006648\_82038\_wardhaugh\_r\_an\_introduction\_to\_so](http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf)  [ciolinguistics.pdf](http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf) | | |
| 8 | [https://www.cambridge.org/core/books/language-culture-and-](https://www.cambridge.org/core/books/language-culture-and-society/53EFF82B2393C3A3AB99BAE467CBFBC8)  [society/53EFF82B2393C3A3AB99BAE467CBFBC8](https://www.cambridge.org/core/books/language-culture-and-society/53EFF82B2393C3A3AB99BAE467CBFBC8) | | |
| 9 | <https://www.uni-due.de/ELE/Language_Variation_and_Change_Introduction.pdf> | | |
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| **Course Designed By: Dr. P. SANKARGANESH,** [**sankarganeshbu@gmail.com**](mailto:sankarganeshbu@gmail.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | M | S | S | S | M |
| **CO2** | S | S | S | S | S | M | M | S | S | S |
| **CO3** | M | S | S | S | S | M | S | S | S | M |
| **CO4** | S | M | S | S | S | S | S | M | M | S |
| **CO5** | S | S | S | S | S | M | S | M | M | M |

\*S-Strong; M-Medium; L-Low

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| **urse code** | | **LINB013** | **FIELD LINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | |  |  |  |  |
| **Pre-requisite** | | | **Knowledge in linguistics research** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. understand the importance and role of Field Linguistics. 2. equip the students with the Linguistics techniques of collecting data 3. know the application of the principles while collecting data 4. know the principles involved in the analysis of all the levels of language, namely, Phonology, Morphology, Syntax and Semantics 5. know the techniques of analysing the data of a new language 6. know the techniques of field linguistics in the field | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the techniques of collecting data from the field | | | | | | K1 | |
| 2 | Understand the procedures for collecting data from the speakers of any language | | | | | | K2 | |
| 3 | Apply the principles of collecting data and analyzing the data for any unknown  language for all the levels of language. | | | | | | K3 | |
| 4 | Analyze the data thus collected from a new language to write a grammar | | | | | | K4 | |
| 5 | Evaluate the principles while collecting data from the informants of the new  language. | | | | | | K5 | |
| 6 | Create a Sketch Grammar for a new language | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO FIELD LINGUISTICS** | | | **12 -- hours** | | | |
| Aims of Field Linguistics - Place of Field Linguistics - Use of Field Linguistics - Methods  Involved in Field Linguistics - Field Linguistic Surveys - Field Linguistics Tools.. | | | | | | | | |
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| **Unit:2** | | **FIELD LINGUISTICS MACHINERY** | | | **12 -- hours** | | | |
| Investigators – Informant - Qualification, Selection, Use of Informants (Sampling) - Community and its Role in Data Collection - Kinds of Data – Working  Sessions - Report Formation - Prerequisites. | | | | | | | | |
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| **Unit:3** | | **DATA COLLECTION** | | **12 --hours** | | | | |
| Questionnaire - Preparation, Administration Data - Elicitation Procedure, Recording, Preservation, Collection Procedures Methods; Interview Method - Participant Observation  Method - Schedule, Transcription, etc | | | | | | | | |
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| **Unit:4** | | **DATA ANALYSIS** | | **12 -- hours** | | | | |
| **Data Description:** Language Structure, Language Contrast, Language Variation, Language Learning Disciplines - **Structural Description:** Sound, Word, Construction, Meaning  Descriptions - Presentation Methods. | | | | | | | | |

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| **Unit:5** | | | | **EVALUATION** | | | | | | | | **10 -- hours** | | |
| Evaluation of Questionnaire, Data, Analysis and Description, Evaluation Strategies -  Sample Linguistic Survey - Field Linguistics in Relation to Descriptive, Historical, Socio and Psycho Linguistics. | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary issues** | | | | | | | | **2 hours** | | |
| Expert Lectures, Online Seminars–Webinars | | | | | | | | | | | | | | |
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|  | | | | **Total Lecture hours** | | | | | | | | **60 hours** | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | | *Samarin, W.J 1967 Field Linguistics: A Guide to Linguistics Field Work. Holt, Rinohart*  *and Winston: New York* | | | | | | | | | | | | |
| 2 | | *Wolfram, W&Fasold, R. F 1972 Field Techniques in an Urban Language Study CAL:*  *Washington Dc* | | | | | | | | | | | | |
| 3 | | *Claire Bowern, 2008, Linguistic Fieldwork: A Practical Guide, Palgrave Macmillan, London* | | | | | | | | | | | | |
| 4 | | *Agesthialingom, S &Karunakaran, K 1975 Questionnaire for the study of Social stratification*  *of Tamil in Madras city, Annamalai University, Annamalai Nagar.* | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | |
| 1 | | *Karunakaran K &Sivashanmugam, C 1981 A study of Social Dialect in Tamil AITLA: Annamalainagar.* | | | | | | | | | | | | |
| 2 | | *Sivashanmugam C &Perumalsamy, P 1989 Sociolinguistic Survey of Tamil and Telugu in*  *the Western Districts of Tamilnadu Questionaire, Bharathiar University, Coimbatore.* | | | | | | | | | | | | |
| 3 | | *Terry Crowley, 2007, Field Linguistics: A Beginner’s Guide, Oxford University press,*  *London.* | | | | | | | | | | | | |
| 4 | | *Anvita Abbi,2001, A Manual of Linguistic Fieldwork & Structures of Indian Languages,*  *LINCOM Europa, Germany* | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://www.youtube.com/watch?v=VN6qjVCsfdc> | | | | | | | | | | | | |
| 2 | | <https://www.goodreads.com/book/show/1986473.Field_Linguistics> | | | | | | | | | | | | |
| 3 | | [https://www.goodreads.com/book/show/4821535-the-methodology-of-field-investigations-](https://www.goodreads.com/book/show/4821535-the-methodology-of-field-investigations-in-linguistics?from_search=true&from_srp=true&qid=I3b9WRFKY0&rank=3)  [in-linguistics?](https://www.goodreads.com/book/show/4821535-the-methodology-of-field-investigations-in-linguistics?from_search=true&from_srp=true&qid=I3b9WRFKY0&rank=3) | | | | | | | | | | | | |
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| Course Designed By:**Dr.N.VIJAYAN,** [**vijayan733@hotmail.com**](mailto:vijayan733@hotmail.com) | | | | | | | | | | | | | | |
|  | **Mapping with Programme Outcomes** | | | | | | | | | | | | |  |
|  | **COs** | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
|  | **CO1** | | S | | S | S | M | M | L | M | L | M | M |
|  | **CO2** | | S | | S | S | S | M | M | S | M | M | S |
|  | **CO3** | | S | | S | S | S | M | M | S | M | M | S |
|  | **CO4** | | S | | S | S | S | M | M | S | M | M | S |
|  | **CO5** | | M | | S | S | S | M | M | S | M | M | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINBO14** | **DIALECTOLOGY AND BILINGULISAM** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in language used in various domains** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To introduce dialectology and its significance in the study of language in actual speech behavior of the community of concerned 2. To introduce the methodology, procedures and frameworks related to the study of regional and social variation found in languages. 3. To make use of different methods including field linguistics to analyze dialects of different types in language 4. To easily identify the various dialects of a language using methods and classifications. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To remember the various categorization of language varieties | | | | | | K1 | |
| 2 | To understand different field techniques for research purpose | | | | | | K2 | |
| 3 | To apply the theories related to dialects on various researchers | | | | | | K3 | |
| 4 | To analyze various dialectal variations among the region, caste etc… | | | | | | K4 | |
| 5 | To evaluate various components in the dialect | | | | | | K5 | |
| 6 | To create knowledge in collecting dialect data and analyze it from dialectology  aspects | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
| **Unit:1** | | **LANGUAGE AND ITS VARIATIONS** | | | **12 -- hours** | | | |
| Language, Dialects, Idiolects, Varieties – Mutual Intelligibility - Distances, Regional, Social, Professional Dialect, Temporal dialect and caste dialects. Language Variations - Formal and Informal Language. – history of dialectology –structural dialectology–linguistic diversity- -dialect  dictionary | | | | | | | | |
| **Unit:2** | | **DIALECT STUDIES IN INDIA WITH SPECIAL REFERENCE TO TAMIL** | | | **12 -- hours** | | | |
| Linguistic Survey of India - Dialect Study in Dravidian Languages in General and in detail- current  trend methods in dialectology in particular reference to Dravidian and Indian languages. | | | | | | | | |
| **Unit:3** | | **FIELD METHODS AND TECHNIQUES** | | **12 -- hours** | | | | |
| Dialectology field techniques - Preparation of questionnaires- sampling method –field interviews in  dialectology- dialect map- Conducting Survey -Analytical Procedures- field work based report writing (Practical) | | | | | | | | |
| **Unit:4** | | **INTRODUCTION TO BILINGUALISM** | | **12 -- hours** | | | | |
| Concept of Bilingualism – Language in Contact – Interference – Borrowing – Nativization –Impact of Bilingualism. | | | | | | | | |

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| **Unit:5** | | **INDIAN BILINGUALISM** | **10 -- hours** |
| Bilingualism / Multilingualism in India with Special Reference to Tamilnadu. Functional Aspect of  Indian Bilingualism - Diglossia, Language Planning and Education. | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 hours** |
| **Text Book(s)** | | | |
| *1* | *Charles Boberg,JohnNerbonne and Dominic Watt- 2018 The Handbook of Dialectology ,*  *Blackwell publishing* | | |
| *2* | *Grierson, G.A. 1927. Linguistic Survey of India, Culcutta.* | | |
| *3* | *Hockett, C.F. 1958. A course in Modern linguistics. Oxford & IBH , Newdelhi(1970 Indian*  *Edition)* | | |
| *4* | *Krishnamooti BH, 1962.A Telugu Dialect survey of Occupational Vocabulary, Hyderabad.* | | |
| *5* | *Wardhaugh ,2015 An introduction to Sociolinguistics, Seventh Edition, Blackwell publishing.* | | |
| *6* | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language*  *Variation and change.* | | |
| *7* | *J.K.Chambers, Peter Trudgill, and Natalie Schilling –Estes,2004, The Handbook of Language*  *Variation and change.* | | |
| **Reference Books** | | | |
| *1* | *Tej K. Bhatia William C. Ritchie - 2013The Handbook of Bilingualism and Multilingualism,*  *Second EditionBlackwell publishing.* | | |
| *2* | *Varma, Srinivasa, G.1986. kilaimoliyial(Tamil)-(Dialectology) AITLA, Annamalainagar.* | | |
| *3* | *Varma, Srinivasa, G.1980. Irumoliyam(Tamil)-(Bilingualism)AITLA, Annamalainagar.* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://languageavenue.com/linguistics/sociolinguistics/language-variation/item/language-](https://languageavenue.com/linguistics/sociolinguistics/language-variation/item/language-variation)  [variation](https://languageavenue.com/linguistics/sociolinguistics/language-variation/item/language-variation) | | |
| 2 | <https://en.wikipedia.org/wiki/Dravidian_languages> | | |
| 3 | <https://www.britannica.com/science/linguistics/Dialectology-and-linguistic-geography> | | |
| 4 | <http://depts.washington.edu/uwcl/el-stec/Vaux_Cooper_1999_ch1.pdf> | | |
| 5 | <http://www.healthofchildren.com/B/Bilingualism-Bilingual-Education.html> | | |
| 6 | <https://www.academia.edu/5478036/THE_CONCEPT_OF_BILINGUALISM> | | |
| 7 | <https://www.tandfonline.com/doi/pdf/10.1080/00437956.1957.11659634> | | |
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| Course Designed By:**Dr.P.Sankarganesh,** [**sankarganeshbu@gmail.com**](mailto:sankarganeshbu@gmail.com) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | M | S | S |
| **CO2** | S | S | S | M | S | S | S | M | S | S |
| **CO3** | S | M | S | S | S | S | M | M | S | S |
| **CO4** | S | S | S | M | S | M | S | S | S | S |
| **CO5** | S | S | S | S | S | S | M | S | M | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINB015** | **SOFT SKILLS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Ability to understand the instruction and apply them in practice** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| 1. Make the students acquire linguistic skills to become a successful communicator. 2. To guide the students understand soft skills in order get success in the modern world. 3. To create a positive attitude in social life of the students. 4. To create the students understand and apply non-verbal communication in professional and social life. 5. to practice the students on maintaining body language and personal rapport in newer communicative domains 6. Equipping the students with adequate practices in job skills and preparing them with reliable techniques and etiquettes of Interviews. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Communicate effectively with people in their day to day life by recalling the  linguistics knowledge and techniques | | | | | | K1 | |
| 2 | Students can make use of their knowledge in presentation and interactive skills | | | | | | K2 | |
| 3 | Applying the soft skills tactics will help improve in time management, organizational skills & goal setting of the learners | | | | | | K3 | |
| 4 | Analyzing the issues and tasks help learners for problem solving in personal  and professional life | | | | | | K4 | |
| 5 | Students will be able to develop their leadership skills to improve teamwork,  creativity, efficiency and productivity | | | | | | K5 | |
| 6 | Creativity in language, strategic thinking, team building and presentation skills  will lead to success in students’ professional life | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **PERSONALITY SKILLS** | | | **12 -- hours** | | | |
| Personality, Approaches to Personality, Traits, Achievement Motivation,  Gender Culture and Achievement, Personal Habits, Optimism and Pessimism. | | | | | | | | |
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| **Unit:2** | | **INTERPERSONAL SKILLS** | | | **12 -- hours** | | | |
| Assertive Communication, Body Language, Starting a Conversation, Listening Actively, Making Good Decisions, Solving Problems, Resolving Group Conflict, Building Esteem,  Recognizing and Showing Empathy | | | | | | | | |
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| **Unit:3** | | **LANGUAGE AND COMMUNICATION SKILLS** | | **12 -- hours** | | | | |
| Advanced Communication Skills, Elements of Communication, Types of Input, The  Internal Map, Internal State and Behavior Response, Verbal Cues, Kinesthetic Representational System, Eye Movement, Six Steps to Building Rapport. | | | | | | | | |

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| **Unit:4** | | **PROFESSIONAL PROFICIENCIES** | **12 -- hours** |
| Personal Effectiveness, Emotional Intelligence, the Cognitive Interview, Interacting in Groups,  Strategic Thinking, Team Building. | | | |
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| **Unit:5** | | **EXPRESSIVE SKILLS** | **10 -- hours** |
| Creativity, Influencing Skills, Presentation Skills, Effective Group Discussion Skills,  Interview Etiquettes and Selling Skills.**Practical**-1. Mock interview, 2. Group discussion | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
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|  | | **Total Lecture hours** | **60 hours** |
| **Text Book(s)** | | | |
| 1 | *Cengage (2014) . English Language Communication Skills. Cengage Learning India* | | |
| 2 | *Ferguson(2004) . Communication Skills, An imprint of Facts On File, Inc, New York*  *NY.* | | |
| 3 | *Jerry M. Burger (2015) . Personality, Cengage Learning, India.Education company*  *,New York* | | |
| 4 | *McGraw-Hill (2010) . Managing Life Skills, McGraw-Hill Education* | | |
| 5 | *Owen Hargie ( 2006) The Handbook of Communication Skills, Taylor & Francis e-*  *Library,UK* | | |
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| **Reference Books** | | | |
| 1 | *Advanced communication skills (2012) MTD training, New Delhi .* | | |
| 2 | *John Seely (2005) .The Oxford Guide to Effective Writing and Speaking . Oxford*  *University Press, UK* | | |
| 3 | *SuneethaYedla(2014) . Communicative English Research on Technical Aspects in ESP Language. Adhyayan Books House, New Delhi* | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://medium.com/the-helm/10-personality-traits-most-important-than-any-other-skill-](https://medium.com/the-helm/10-personality-traits-most-important-than-any-other-skill-e45b3ab14a9c)  [e45b3ab14a9c](https://medium.com/the-helm/10-personality-traits-most-important-than-any-other-skill-e45b3ab14a9c) | | |
| 2 | [http://psychology.iresearchnet.com/social-psychology/personality/achievement-](http://psychology.iresearchnet.com/social-psychology/personality/achievement-motivation/)  [motivation/](http://psychology.iresearchnet.com/social-psychology/personality/achievement-motivation/) | | |
| 3 | <https://www.slideshare.net/SubramanianMuthusamy3/creativity-and-strategic-thinking> | | |
| 4 | <https://www.skillsyouneed.com/ps/assertiveness.html>, | | |
| 5 | https:/[/www.slideshare.net/](http://www.slideshare.net/SubramanianMuthusamy3/presentation-skills-23878585)S[ubramanianMuthusamy3/presentation-skills-23878585](http://www.slideshare.net/SubramanianMuthusamy3/presentation-skills-23878585) | | |
| 6 | <https://sites.google.com/site/communicationskill4you/element-of-communication> | | |
| 7 | https:/[/www.slideshare.net/](http://www.slideshare.net/SubramanianMuthusamy3/building-rapport-soft-skills)S[ubramanianMuthusamy3/building-rapport-soft-skills](http://www.slideshare.net/SubramanianMuthusamy3/building-rapport-soft-skills) | | |
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| Course Designed By: **Dr. V.M. Subramanian,** [**vmsuman@rediffmail.com**](mailto:vmsuman@rediffmail.com) | | | |

# Mapping with Programme Outcomes

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| **COS** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | M | L | S | M | M |
| **CO2** | S | S | M | S | S | M | M | M | M | S |
| **CO3** | S | M | S | S | S | M | S | S | M | S |
| **CO4** | S | M | S | S | S | L | M | S | M | M |
| **CO5** | S | S | M | S | S | M | S | M | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **LINGE04** | **NEUROLINGUISTICS** | | **L** | **T** | **P** | **C** |
| **Core** | | |  | | **4** |  |  | **4** |
| **Pre-requisite** | | | **Knowledge in linguistics and brain** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To introduce different theoretical approaches to the students to acquire knowledge on the study of Neurolinguistics 2. To make the students understand the anatomy of the brain, and the study of the relationship between language and brain 3. To make the students familiar with the different types of speech disorder and their correlation with brain | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To interpret the ideas various methodologies involved in the studies of language  and the human brain | | | | | | K1 | |
| 2 | To understand the different scientific theories and methods of neurolinguistics | | | | | | **K2** | |
| 3 | To analyses the different methods involved in understanding the test battery of  language disorder | | | | | | K3  &4 | |
| 4 | To evaluate the knowledge system involved in the nervous system of human brain  and language disorder | | | | | | K5 | |
| 5 | To provide the knowledge about the nerves system of human brain and speech/  language disorders | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **ANATOMY OF THE BRAIN** | | | **12 -- hours** | | | |
| Introduction to the Anatomy of the Brain - Cerebral Cortex - Cerebral Hemisphere – Cerebellum  - Medulla – Mid Brain – Corpus Callosum - Major Lobes - Frontal Lobe - Parietal Lobe - Occipital Lobe – Temporal Lobe - Fissure – Nervous System - Cranial Nerves and its Functions. | | | | | | | | |
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| **Unit:2** | | **LANGUAGE AND LINGUISTICS** | | | **12 -- hours** | | | |
| Language and Speech – Basic Linguistic Units - Phonology – Morphology – Syntax - Semantics- Linguistics and Psychology - Linguistics and Neurology - A Comparison – Neurolinguistics - an  Introduction. | | | | | | | | |
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| **Unit:3** | | **HISTORY OF NEUROLINGUISTICS** | | **12 -- hours** | | | | |
| History of Neurolinguistics – P. Broca - C. Wernicke – Hughlings Jackson - and others –  Current Trends in Neurolinguistics. | | | | | | | | |
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| **Unit:4** | | **SPEECH AND LANGUAGE DISORDERS** | | **12 -- hours** | | | | |
| Aphasia – Classification of Aphasia - Other Disabilities, Broca – Wernicke – Semantic - Syntactic Jargon - Motor – Sensory, Dysphasia – Paraphasia – Dyslexia – Anomia – Agraphia –  Alexia – Agnosia – Apraxia – Dysarthria – Paragrammatism – Agrammatism etc, etiology of the | | | | | | | | |

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| aphasias. | | | |
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| **Unit:5** | | **EVALUATION OF LANGUAGE DISORDERS** | **10 -- hours** |
| Western Aphasia Test Battery - Boston Diagnostic Aphasia Examination - A Sample Study of a Language Disorder. | | | |
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| **Unit:6** | | **Contemporary issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
|  | | **Total Lecture hours** | **60 hours** |
| **Text Book(s)** | | | |
| 1 | *Crystal David, 1989. Introduction to language pathology, Edward Arnold.* | | |
| 2 | *David Caplan, 1987. Nerurolinguistics and linguistics aphasiology, Cambridge University*  *Press.* | | |
| 3 | *Ruth Molte, 1981.The human Brain. An introduction to its functional Anatomy.* | | |
| **Reference Books** | | | |
| 1 | *Chris Code (ed)1989. The Charectristics of aphasia, Taylor & Francis.* | | |
| 2 | *Ruth Lesser, 1978. Linguistics Investigations of aphasia, Edward Arnold.* | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/Central_nervous_system> | | |
| 2 | <https://www.youtube.com/watch?v=xzNpRpx0VBQ> | | |
| Course Designed By:**Dr.S.Sundarabalu,** [**sunder\_balu@yahoo.co.in**](mailto:sunder_balu@yahoo.co.in) | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | L | M | L | L | S | S | M | S | S | S |
| **CO2** | M | S | M | M | S | S | S | S | S | S |
| **CO3** | M | L | S | S | M | M | S | M | S | M |
| **CO4** | S | M | S | S | S | S | S | S | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low

# UPPORTIVE PAPERS

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| **Course code** | | **LINGS01** | **BASIC PHONETICS** | | **L** | **T** | **P** | **C** |
| **Supportive** | | |  | |  |  |  |  |
| **Pre-requisite** | | | **Knowledge in identifying the sound units of words** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. understand the basic Linguistics techniques of phonetics. 2. know the Anatomical Structure of the Vocal Apparatus and the air stream mechanisms. 3. know the classification of Vowels and Consonants. 4. know the phonetic symbols used for transcription. 5. know the description of speech sounds | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the basic techniques of phonetics | | | | | | K1 | |
| 2 | Understand the descriptions of anatomical structure of vocal apparatus, the air  stream mechanisms and the descriptions of sounds | | | | | | K2 | |
| 3 | Apply the phonetic techniques to produce sounds in a given language and describe the speech sounds of that language | | | | | | K3 | |
| 4 | Analyze the vowels and consonants in their mother tongue and other known  languages | | | | | | K4 | |
| 5 | Evaluate the speech sounds of a given language | | | | | | K5 | |
| 6 | Create phonetic description of any given language | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **PHONETICS AND BRANCHES OF PHONETICS** | | | **10 --hours** | | | |
| Phonetic Study - Articulatory Process - Phases of Speech - Articulatory, Auditory and  Acoustic Approaches - Ear Training and Performance. | | | | | | | | |
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| **Unit:2** | | **ARTICULATORY PHONETICS** | | | **10 -- hours** | | | |
| Anatomical Structure of the Vocal Apparatus - Physiological Bases of Speech Production Supraglottal and Supraglottal Organs of Speech as a System of Passages and Cavities. **Configuration:** Active and Passive Articulators - Stricture Types – Air Stream Mechanism - Direction of Air Flow - **Glottal Function:** Principal Phonation Types - Voice and Voiceless - Breathy Voice - Whispery - Murmur - Creaky Voice - Relationship of Phonation and Intonation  - Aspiration. | | | | | | | | |
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| **Unit:3** | | **CLASSIFICATION SPEECH SOUNDS** | | **8 --hours** | | | | |
| Definition and Classification of Vocoids, Contoids and Approximants - Phonetics Symbols-  Modification of Sounds - Stop With Reference to Air - Stream Mechanisms - Oral Drills. | | | | | | | | |
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| **Unit:4** | | **CONTEMPORARY ISSUES** | **2 hours** |
| Expert Lectures, Online Seminars - Webinars | | | |
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|  | | **Total Lecture hours** | **30 hours** |
| **Text Book(s)** | | | |
| 1 | *Abercrombie, D 1964 Elements of General Phonetics Edinburgh University press Edinburgh* | | |
| 2 | *Bloch B & Trager, G.L 972 Outline of Linguistics analysis, LSA, Baltimore, USA.* | | |
| 3 | *Jhones, D 1964 An outline of English phonetics, Heffnor &Sons Ltd; Cambridge* | | |
| *4* | *Pike, K.L. 1947, Phonemics. Ann Arbor, MIT.* | | |
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| **Reference Books** | | | |
| 1 | *Catford, J.C 1989 An introduction to practical phonetics Edinburgh University press,*  *Edinburgh.* | | |
| 2 | *Laver, Hohn. 1980 The phonetic description of Voice quality, Cambridge University Press,*  *Cambridge.* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.youtube.com/watch?v=dfoRdKuPF9I> | | |
| 2 | <https://www.youtube.com/watch?v=GLBsvdaR_ow> | | |
| 3 | https://ielanguages.com/phonetics.html | | |
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| Course Designed By: **Dr.N.VIJAYAN,** [**vijayan733@hotmail.com**](mailto:vijayan733@hotmail.com) | | | |

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| **Course code** | | | **LINGS02** | **BASICS OF TRANSLATION** | | **L** | **T** | | **P** | **C** |
| **Supportive** | | | |  | |  |  | |  |  |
| **Pre-requisite** | | | | **Linguistics knowledge in source and target languages** | | **Syllabus Version** | | | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   * To introduce the theories and principles of translation in order to train the students as better translators. * To impart practical translation skills to students. * To teach the ways and means of evaluating the translation process. * To introduce the concept of machine translation besides giving practical exercises for translation both in traditional fashion and mechanized fashion. * To enable the students practical and challenges of translation activities | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | |
| 1 | Critically apply theories, methodologies, and knowledge to address  fundamental questions in Translation Studies. | | | | | | | K1 | | |
| 2 | Demonstrate skills in oral and written communication sufficient to  publish and present work in Translation Studies. | | | | | | | K2 | | |
| 3 | Follow the principles of ethics in Translation Studies and in academia in general. | | | | | | | K3 | | |
| 4 | Demonstrate knowledge at a level required for university undergraduate  teaching in Translation. | | | | | | | K4 | | |
| 5 | Studies and assessment of student learning. | | | | | | | K5 | | |
| 6 | Interact productively with people from diverse backgrounds as both  leaders and team members with integrity and professionalism. | | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
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| **Unit:1** | | **BASIC COMPONENTS OF TRANSLATION** | | | | | | **10 -- hours** | | |
| Basic Components of Translation – Definition – Need for Translation-Importance of Translation – Source vs. Target Languages. | | | | | | | | | | |
| **Unit:2** | | | **TYPES OF TRANSLATION** | | | **10 -- hours** | | | | |
| Types of Translation - Full vs. Partial -Total vs. Restricted -Phonological –Graphological Translations Extent – Level– Ranks.Translations Extent – Level – Ranks.  Translation Equivalence – Types of Equivalence – Textual Equivalence –Formal Correspondence – Dynamic Equivalence. | | | | | | | | | | |
| **Unit:3** | | | **PROBLEMS OF TRANSLATION** | | **8 -- hours** | | | | | |
| Types of Problems-Linguistics Vs. Non Linguistics Problems-Lexical Problems- Cultural Problems – Problems on Translation Scientific Terms – Science Text – Problems on Translating  Literature- Metaphor -Simile. | | | | | | | | | | |
| **Unit:4** | | | **Contemporary issues** | | **2 hours** | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | |

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|  | **Total Lecture hours** | **30 hours** |
| **Text Book(s)** | | |
| **1** | *Bell, Roger, T1991 Translation and Translating: Theory and Practice, Longman, London.* | |
| **2** | *Catford, J.C. 1965 A Linguistics theory of Translation, OUP: London* | |
| **3** | *Isodore, Pinchuck1981Scientific and Technical translation.* | |
| **4** | *Lakshmi, H, 1993 Problems of Translation, Boolings Corporation: Hyderabad.* | |
| **5** | *Sivashanmugam C &Thayalan, V. 1989 Mozhipeyarppiyal (Tamil) Annam Sivagangai* | |

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| **Course code** | | **LINGS03** | **INTRODUCTION TO DRAVIDIAN LANGUAGES** | | **L** | **T** | **P** | **C** |
| **Supportive** | | |  | |  |  |  |  |
| **Pre-requisite** | | | **Knowledge in linguistics and language families** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To impart the features of Dravidian languages 2. To equip the students to have clear knowledge in Dravidian languages 3. To make the students understand the unique features of Dravidian languages 4. To ascertain the morphological and phonological features of the Dravidian languages 5. To make the students trained in the identification and employment of the lexical items used in the Dravidian languages | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | gain knowledge about the features of Dravidian languages | | | | | | K1 | |
| 2 | understand the subgroups of Dravidian languages and their special features | | | | | | K2 | |
| 3 | make Comparative and contrastive analysis in Dravidian languages to identify the  language and its family | | | | | | K3 | |
| 4 | Analyze the phonological and morphological features of languages and their features | | | | | | K4 | |
| 5 | Corpus related to Dravidian languages provide the glimpse of the various dialectal  verities | | | | | | K5 | |
| 6 | Linguistic studies in the innate features of Dravidian languages help learners create  sentences with newer features | | | | | | K6 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO DRAVIDIAN LANGUAGES** | | | **10 -- hours** | | | |
| History of Comparative Dravidian Studies, Common Characteristic Feature of the Dravidian  Languages - Basic Differences between Dravidian Family and Other Language Families of India.. | | | | | | | | |
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| **Unit:2** | | **SOUNDS OF DRAVIDIAN** | | | **10 -- hours** | | | |
| Phonological Structure of Dravidian Language, Vowels and their Development - Short Vs Long; Metathesis etc; Consonants and their Developments in Dravidian Languages - Voiced Vs  Voiceless Plosives; Nasal Plus Double Plosives, Laterals, Trills and Fricatives. | | | | | | | | |
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| **Unit:3** | | **DRAVIDIAN NOUNS AND VERBS** | | **8 -- hours** | | | | |
| Noun Morphology: Gender-Number System; Pronouns, Numerals, Case SystemVerb Morphology: Stem Classification, Past and Nonpast Formation; Negative Expression in Dravidian; Pronominal  Suffixes; Imperative Mood etc. | | | | | | | | |
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| **Unit:4** | | **Contemporary issues** | | **2 hours** | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | |
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|  | | **Total Lecture hours** | **30 hours** |
| **Text Book(s)** | | | |
| 1 | *Shanmugam, S. V. 1971 Dravidian Nouns, Annamalai University* | | |
| 2 | *Subramanyam, P.S. 1970 Dravidian Verb morphology, Annamalai University* | | |
| 3 | *Caldwell, Robert 1961 A Comparative Grammar of the Dravidian or South India family of Languages (3rd edn.) Madras University* | | |
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| **Reference Books** | | | |
| 1 | *Emeneau, M.B. 1994 Dravidian studies, selected papers, MotilalBabarsidas, Delhi* | | |
| 2 | *Zvelebil, Kamil. V 1990 Dravidian Linguistics-An Introduction, PILC* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.britannica.com/topic/Dravidian-languages> | | |
| 2 | <https://www.britannica.com/topic/Dravidian-languages/Grammatical-features-and-changes> | | |
| 3 | [https://www.jstor.org/stable/603302?origin=crossref&seq=1#metadata\_info\_tab\_contents](https://www.jstor.org/stable/603302?origin=crossref&seq=1&metadata_info_tab_contents) | | |
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| Course Designed By:**Dr. S. Sundarabalu,** [**sunder\_balu@yahoo.co.in**](mailto:sunder_balu@yahoo.co.in) | | | |

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| **Course code** | | **LINGS04** | **LANGUAGE FOR SPECIAL PURPOSE** | | **L** | **T** | **P** | **C** |
| **Supportive** | | |  | |  |  |  |  |
| **Pre-requisite** | | | **Knowledge in use of language in different domains** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To make the students learn various styles of communication used in business and technical domains 2. To create awareness among the students on language maintenance and language planning 3. To ascertain the language modernization and standardization in academic and social domains 4. To teach the students on lexical enrichment and corpus collection 5. To make the students understand the various techniques used in testing and evaluation of language in science and social disciplines 6. To teach techniques and strategies of communication employed in business trade, commerce, medicine, engineering, online and social domains. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | recall the stylistics of language used in various domains | | | | | | K1 | |
| 2 | understand the various methods of employing linguistic features in different  communicative domains | | | | | | K2 | |
| 3 | Technical and practical knowledge obtained through the study can be applied in professional fields | | | | | | K3 | |
| 4 | collect the various corpus related to language domains and analyze them in terms of its  use and usage | | | | | | K4 | |
| 5 | test and evaluate the language being used in various contexts | | | | | | K5 | |
| 6 | create a new variety in communication by making use of the knowledge gained through  the study | | | | | | K6 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **LANGUAGE FOR SPECIAL PURPOSE** | | | **10 -- hours** | | | |
| Language for Common Use and Language for Special Purpose - Differences - Evaluation  of Language for use in Science.. | | | | | | | | |
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| **Unit:2** | | **MODIFYING LANGUAGES FOR SPECIAL PURPOSE** | | | **10 -- hours** | | | |
| Techniques of Promoting a Language for use in Science – Language Enrich Mention Status  and Corpus Planning – Language - Modernization and Standardization. | | | | | | | | |
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| **Unit:3** | | **TECHNICAL TERMS** | | **8 -- hours** | | | | |
| Lexical Enrichment and Development of Language - Technical Terms and their Formation. | | | | | | | | |
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| **Unit:4** | | **Contemporary Issues** | | **2 hours** | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | |
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|  | | **Total Lecture hours** | | **30 -- hours** | | | | |

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| **Text Book(s)** | |
| 1 | *Karunakaran K. 1981 Molivalarcci, Manivasagar Publication, Madras.*  *RadhaChellappan 1985 Kalaicollakkam, Bharathidasan University, Trichy.* |
| 2 | *1. Karunakaran K &Chandrasekaran R 1987 AriviyalTamilkovai, Bharathiar university,*  *Coimbatore.* |
| 3 | *Karunakaran K &Shunmugom 1990 AriviyalUruvaakkar Tamil, Manivasagar Publication:*  *Madras.* |
| 4 | *RadhaChellappan 1985 Kalaicollakkam, Bharathidasan University, Trichy.* |
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| **Reference Books** | |
| 1 | *Languages for Special Purposes- An International Handbook , 2018 John Humbley, Gerhard*  *Budin, and ChristerLaurén, De Gruyter Mouton* |
| 2 | *Language for Specific Purposes, 2015. Sandra Gollin-Kies , David R. Hall , Stephen H. Moore*  *,palgravemacmillam* |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://nobaproject.com/modules/language-and-language-use> |
| 2 | <https://core.ac.uk/download/pdf/32300318.pdf> |
| 3 | <https://shodhganga.inflibnet.ac.in/bitstream/10603/14046/9/09_chapter%201.pdf> |
| 4 | [https://books.google.co.in/books?id=aQd2DwAAQBAJ&pg=PR3&source=gbs\_selected\_pages](https://books.google.co.in/books?id=aQd2DwAAQBAJ&pg=PR3&source=gbs_selected_pages&cad=2%23v%3Donepage&q&f=false)  [&cad=2#v=onepage&q&f=false](https://books.google.co.in/books?id=aQd2DwAAQBAJ&pg=PR3&source=gbs_selected_pages&cad=2%23v%3Donepage&q&f=false) |
| 5 | <https://www.cambridgescholars.com/download/sample/59361> |
| 6 | <https://www.britannica.com/topic/modernization> |
| 7 | <https://www.britannica.com/topic/language/Lexical-meaning> |
| 8 | http://14.139.13.47:8080/jspui/bitstream/10603/102390/10/10\_chapter%205.pdf |
| 9 | <https://www.sas.upenn.edu/~haroldfs/messeas/grammar/node5.html> |
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| Course Designed By: **Dr. P. Sankarganesh,** [**sankarganeshbu@gmail.com**](mailto:sankarganeshbu@gmail.com) | |

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| **Course code** | | **LINGS05** | **DICTIONARY MAKING** | | **L** | **T** | **P** | **C** |
| **Supportive** | | |  | |  |  |  |  |
| **Pre-requisite** | | | **Knowledge in grammatical and lexical notions of words** | | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To impart the linguistics skills of dictionary making 2. To introduce the concepts and relationship among the words 3. To take the students understand the various types of dictionaries 4. To create the students with the knowledge of the basics of lexical identification and collection 5. To ascertain the linguistic knowledge of lexical items used in dictionary making | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Recognize the central designing issues in various types of lexicography | | | | | | K1 | |
| 2 | understand the technical use of software for dictionary making | | | | | | K2 | |
| 3 | apply lexicographic techniques in the formulation of dictionary definition for English  and other languages | | | | | | K3 | |
| 4 | analyze the lexical entries related to semantics, grammar, sociolinguistics and broader  encyclopedic knowledge | | | | | | K4 | |
| 5 | do researches on the futuristic developments of lexicography | | | | | | K5 | |
| 6 | create dictionaries in monolingual and multilingual levels by employing lexicographic  knowledge | | | | | | K6 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **FORMAL ASPECTS OF LINGUISTIC VARIATION** | | | **10 -- hours** | | | |
| Introduction – Lexicology and Lexicography – Lexical and Grammatical Meaning – Homonymy Antonym - Synonymy – Homograph - Semantically Related – Words –Polysemy.Formal Variation – Paradigm - Canonical Form – Lexical Unit – Variation in Language – Dialect  Standard –Diglossia– Linguistic Change – Place of these aspects in Dictionary Making.. | | | | | | | | |
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| **Unit:2** | | **TYPES OF DICTIONARIES** | | | **10 -- hours** | | | |
| Criteria of Classification –Encyclopedia vs. Linguistic, Synchronic vs. Diachronic - General vs.  Restricted – Monolingual vs. Bi/ Multi Lingual Dictionaries – Dictionary vs. Thesaurus - Learner’s Dictionary – **Size:** Small, Medium, Big etc. Presentation, Alphabetical – Conceptual. | | | | | | | | |
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| **Unit:3** | | **LEXICOGRAPHICAL METHOD** | | **8 -- hours** | | | | |
| Basic Design – Collection of Material – Selection of Entries – Construction of Entries – Lemma –  Representation of Pronunciation – Grammatical Category – Special Problems of Bilingual and Multilingual Dictionaries – Lexical Equivalents – Translation etc. | | | | | | | | |
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| **Unit:4** | | **Contemporary Issues** | | **2 hours** | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | |

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|  | | **Total Lecture hours** | **30 -- hours** |
| **Text Book(s)** | | | |
| 1 | *Hartman, R.R.K. 1982 Principles of Lexicography AP: London.* | | |
| 2 | *Singh, R.A 1980 An Introduction to Lexicography , Central Institute of Indian Languages:*  *Mysore.* | | |
|  | | | |
| **Reference Books** | | | |
| 1 | *Zugusta 1971 Manual of Lexicography Mouson : The Hague.* | | |
| 2 | *Jeyadevan 1981 Akara:tiyiyalValarcciVarala:ru: Ayntinaippathippagam: Chennai.* | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://www.ciil-ebooks.net/html/lexico/link4.htm> | | |
| 2 | <http://martinweisser.org/courses/intro/lexico.html> | | |
| 3 | <https://www.thoughtco.com/synchronic-linguistics-1692015> | | |
| 4 | <https://www.sciencedirect.com/topics/engineering/lexicographic-method> | | |
| 5 | [https://www.academia.edu/35658336/The\_Construction\_of\_Entries\_in\_The\_Alphabetical\_Dicti](https://www.academia.edu/35658336/The_Construction_of_Entries_in_The_Alphabetical_Dictionary_1668_John_Wilkins_and_William_Lloyd) [onary\_1668\_John\_Wilkins\_and\_William\_Lloyd](https://www.academia.edu/35658336/The_Construction_of_Entries_in_The_Alphabetical_Dictionary_1668_John_Wilkins_and_William_Lloyd)Fs | | |
| Course Designed By:**Dr. V. M. Subramanian,** [**vmsuman@rediffmail.com**](mailto:vmsuman@rediffmail.com) | | | |

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| **Course code** | | **LINGS06** | **INTRODUCTION TO LANGUAGE TEACHING METHODS** | **L** | **T** | **P** | **C** |
| **Supportive** | | |  |  |  |  |  |
| **Pre-requisite** | | | **Studied Second/Foreign Language during the Under Graduate Program** | **Syllabus Version** | | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. To understand the basics of teaching second or foreign languages from the linguistics and language acquisition research perspectives 2. To introduce the various methods of language teaching 3. To Introduce the various teaching learning tools and aids to the students 4. To enhance the knowledge of testing and evaluation in the context of language teaching and learning 5. To familiarize with various computer assisted language teaching and learning activities | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Students can understand the language acquisition and learning process in various  domains | | | | | K1 | |
| 2 | Students can learn and identify various methods and approaches of language teaching | | | | | K2 | |
| 3 | Understand the use of various teaching aids and tools in teaching methods | | | | | K3 | |
| 4 | Can identify the suitable language testing and evaluation method for learners | | | | | K4 | |
| 5 | Students can employ computer aided sources and use online contents in teaching | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate | | | | | | | |
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| **Unit:1** | | **Language Teaching and Learning** | | **10-- hours** | | | |
| Learning, Acquisition, Learning and Teaching - Socio-Cultural Setting, Problems and Methods in First and Second Language Teaching - Approaches to Language Learning: Behavioristic and Mentalist Approaches to Language Learning - Teaching Language Structure and Communicative Teaching- Language Teaching Methods. Online classrooms-Online applications. | | | | | | | |
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| **Unit:2** | | **Language Teaching Tools and Error analysis** | | **10-- hours** | | | |
| Various Teaching Aids: Charts, Maps and Models Flash Cards, Slide Projector, Gramophone Records, Tape Recorder, Film Strips and Projector Teaching Machines, T.V. Language Laboratory, Computer - Their Role in Language Teaching and Learning. Error and Mistake - Error Analysis and its use - Significance of Learner’s Errors – Steps in Error Analysis - Sources of Errors - Ways and Means to Overcome the Errors. | | | | | | | |
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| **Unit:3** | | **Language Testing** | **8-- hours** |
| Principles and Methods of Language Testing - Concepts of Language Testing - Types of Tests - Aptitude,  Diagnostic, Prognostic, Achievement and Proficiency - Reliability and Validity of Tests. | | | |
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| **Unit:4** | | **Contemporary Issues** | **2-- hours** |
| Students can observe a live classroom teaching in an organization and can interact with the students and teachers. Assignments can be done on teaching methods, theories and approaches adopted in teaching and learning, syllabus design, teaching materials and tools adopted in the curriculum system. | | | |
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|  | | **Total Lecture hours** | **30-- hours** |
| **Text Book(s)** | | | |
| 1 | *Brown, H D, and PriyanvadaAbeywickrama. Language Assessment: Principles and Classroom Practice.*  *White Plains, NY: Pearson Education, 2010* | | |
| 2 | *Brown, H. Douglas (1987) Principles of Language Learning Teaching. New Jersey: Prentice*  *Hall.* | | |
| 3 | *Glenn Fulcher and Fred Davidson (2007). Language Testing and Assessment: An Advanced Resource*  *Book, Routledge Press. Newyork* | | |
| 4 | *Pit CorderS. Error Analysis and Interlanguage: Oxford University Press, Oxford University Press*  *Walton Street, Oxford, 1987.* | | |
| 5 | *Richards, J. C. and T. S. Rodgers (1986) Approaches and Methods in Language Teaching.*  *Cambridge : Cambridge University Press* | | |
| 6 | *Subramanian, V.M., Language Teaching and Testing Mechanics, Notion Press, 1st edition, New Delhi,*  *2020.* | | |
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| **Reference Books** | | | |
| 1 | *Brumfit, C. (1984) Communicative Methodology in Language Teaching. Cambridge : Cambridge*  *University Press.* | | |
| 2 | Klein, E. C. and G. Martohardjono (eds.). 1998. The Development of Second Language Grammar:  A Generative Approach. Amsterdam/Philadelphia: John Benjamins Publication Company | | |
| 3 | *Odlin, T. (1989). Language transfer: Cross-Linguistic Influence in Language Learning. Cambridge:*  *Cambridge University Press* | | |
| 4 | *Robert Lado(1961). Language Testing: The Construction and Use of Foreign Language*  *Tests: New York: McGraw-Hill Book Co.* | | |
| 5 | Stern, H. H. 2001 (11th impression). Fundamental Concepts of Language Teaching.  UK: Oxford University Press | | |
| 6 | *D. Willems, B. Defrancq, T. Colleman, D. Noël.(2003). Contrastive Analysis in Language:*  *Identifying Linguistic Units of Comparison: Palgrave Macmillan UK* | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 |  | | |
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| Course Designed By: Dr. V.M. Subramanian | | | |

**ERTIFICATE COURSE**

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| **PROFESSIONAL WRITING** | | | | | |
| **Name of the Department** | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | **M.A Linguistics** | |
| **Duration of the Course** | | | | **3-6** | |
| **Eligibility** | | | | **Any Degree** | |
| **Number of Candidates to be Admitted** | | | | **20** | |
| **Mode of the Course** | | | | **Regular / Online / Both Regular and Online** | |
| **Collaboration if any with Companies** (if Yes, Full Address of the Company Address , Name of the Contact Person,  Phone, e-mail etc.) | | | | **NIL** | |
| **Registration Procedure** | | | | **NIL** | |
| **Job Opportunities:** | | | | | |
| 1. Writing for Mass media | | | | | |
| 2. Scientific writing for companies and products | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | To write effectively about a variety of professional, technical, and scientific texts, both  print and online. | | | | |
| 2 | To establish the role of rhetoric in the production, reception, and transmission of  professional texts, in professional fields. | | | | |
| 3 | To use computer technologies necessary to communicate, research, design, and publish  texts. | | | | |
| 4 | To identify and use professional writing strategies for the production of professional documents and researches. | | | | |
| 5 | To develop strategies on writing memos, instructions, reports, drafting and revision  that meet the needs of contemporary professional requirements. | | | | |
| 6 | To work with others to improve their writing and produce texts and presentations. | | | | |
| 7 | To understand ethical considerations involved in writing and testing the writing of  presentations and documents. | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | **Unit-I –Introduction**  **Professional Writing:** Definition: - Need and importance- scope-purpose-audience, code of conduct and standards of practice. | | | **4 hours** |
| **Module 2** | | **Unit-II – Mechanics and Rhetoric**  **Writing Mechanics and Components**- punctuations – | | | **4 hours** |

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|  | | spelling - grammar - syntax- rhetoric, **Various types** of  Styles;Literary-Functional –Professional. | | | |  | |
| **Module 3** | | **Unit-III –Effective Writing**  **Structuring effective discourse Pattern:** coherence- cohesion-competence-performance, **Emphasize on Information** - sentence length-focus on subject, verb, structure, modified. | | | | **4 hours** | |
| Module 4 | | Right words and Phrases: appropriateness and formality - clear and specific- concise- inoffensive language Unit-IV– Application of Writing. | | | | 4 hours | |
| **Module 5** | | **Unit –V – Technical Writing for career**: resume-  application- appointment- promotion, **Official writing**: e- mails- texts- memos and letters, | | | | **4 hours** | |
| **Module 6** | | **Academic writing**: technical reports-proposals- progress reports- project writing, Journal **media and feature writing:**  **greetings**- blogs-columns-feature writing-critics. | | | | **4 hours** | |
| **Module 7** | | **Technical Reports:** formal and informal- style and tone of  proposal and progress report | | | | **4 hours** | |
| **Module 8** | | **Publishing**: duplicate publication - reporting results from large studies -Policies for data sharing - Fast tracking and early releases - e-journals & e-letters -Net prints - Citations  index - Impact factors. | | | | **4 hours** | |
| **Module 9** | | **Writing ethics**: Plagiarism  properties. | and theft | of | intellectual | **4 hours** | |
| **Module 10** | | **Revising and Editing**: Revising- substantive editing-**c**opy editing-proofreading- copy editing symbols-Tran cultural  editing. | | | | **4 hours** | |
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| **Book(s) for Study** | | | | | | | |
| 1 | *David, Lindsay. "Scientific writing=*  *Publishing (2011).* | | *Thinking* | *in* | *words." Australia:* | | *Csiro* |
| 2 | *Garrison, Bruce. Professional feature writing. Routledge, 2009.* | | | | | | |
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| **Book(s) for reference** | | | | | | | |
| 1 | *Johnson-Eilola, Johndan, and Stuart A. Selber. "Solving problems in technical communication." IEEE Transactions on Professional Communication 56.3 (2013): 256-*  *259.* | | | | | | |
| 2 | *Johnson-Sheehan, Richard. Technical communication today. Pearson/Longman,*  *2005.(chapter-12, 19,* | | | | | | |
| 3 | *Markel, Mike. Technical Communication 10th edition. Bedford, 2012.* | | | | | | |
| 4 | *Peat, J., et al. "Scientific Writing Easy when you Know How." (2002).* | | | | | | |
| 5 | *Saleh, Naveed. The complete guide to article writing: How to write successful articles for* | | | | | | |

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|  | *online and print markets. Penguin, 2013* |
| 6 | *Tebeaux, Elizabeth, and Sam Dragga. The essentials of technical communication. Oxford,*  *UK: Oxford University Press, 2010.( part -1- principles, part-2 applications-)* |
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| **Related Online Contents** | |
| 1 | Your Guide to Professional Resumes and Letter Writing (2017-  2018)[www.uu.edu/studentlife/vocatio-center,](http://www.uu.edu/studentlife/vocatio-center) [vocatiocenter@uu.edu](mailto:vocatiocenter@uu.edu) |
| 2 | [https://www.google.com/search?q=Technical+Writing+for+career&rlz=1C1GIWA\_enIN7](https://www.google.com/search?q=Technical%2BWriting%2Bfor%2Bcareer&rlz=1C1GIWA_enIN710IN710&oq=Technical%2BWriting%2Bfor%2Bcareer&aqs=chrome..69i57j0l7.790j0j1&sourceid=chrome&ie=UTF-8) [10IN710&oq=Technical+Writing+for+career&aqs=chrome..69i57j0l7.790j0j1&sourceid=c](https://www.google.com/search?q=Technical%2BWriting%2Bfor%2Bcareer&rlz=1C1GIWA_enIN710IN710&oq=Technical%2BWriting%2Bfor%2Bcareer&aqs=chrome..69i57j0l7.790j0j1&sourceid=chrome&ie=UTF-8)  [hrome&ie=UTF-8](https://www.google.com/search?q=Technical%2BWriting%2Bfor%2Bcareer&rlz=1C1GIWA_enIN710IN710&oq=Technical%2BWriting%2Bfor%2Bcareer&aqs=chrome..69i57j0l7.790j0j1&sourceid=chrome&ie=UTF-8) |
| 3 | <https://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html> |
| 4 | [https://medium.com/technical-writing-is-easy/what-is-technical-writing-report-](https://medium.com/technical-writing-is-easy/what-is-technical-writing-report-fbaccc5d4b74)  [fbaccc5d4b74](https://medium.com/technical-writing-is-easy/what-is-technical-writing-report-fbaccc5d4b74) |
| 5 | [https://ecampusontario.pressbooks.pub/profcommsontario/chapter/ethical-guidelines-for-](https://ecampusontario.pressbooks.pub/profcommsontario/chapter/ethical-guidelines-for-writing/)  [writing/](https://ecampusontario.pressbooks.pub/profcommsontario/chapter/ethical-guidelines-for-writing/) |
| 6 | [https://saylordotorg.github.io/text\_business-english-for-success/s11-04-revising-and-](https://saylordotorg.github.io/text_business-english-for-success/s11-04-revising-and-editing.html)  [editing.html](https://saylordotorg.github.io/text_business-english-for-success/s11-04-revising-and-editing.html) |
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| **TRIBAL STUDIES** | | | | | |
| **Name of the Department** | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | **3-6** | |
| **Duration of the Course** | | | | **Any Degree** | |
| **Eligibility** | | | | **20** | |
| **Number of Candidates to be Admitted** | | | | **Regular / Online / Both Regular and Online** | |
| **Registration Procedure** | | | | **NIL** | |
| **Job Opportunities:** | | | | | |
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| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | To know the basic knowledge of tribes and their present life. | | | | |
| 2 | To understand the nature of tribal people in socio-linguistics perspectives. | | | | |
| 3 | To understand the tribal peoples lifestyle in terms of their culture, tradition present  condition. | | | | |
| 4 | To Study their education and professional status. | | | | |
| 5 | To study their indigenous language. | | | | |
| 6 | To study communication patterns. | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | **Unit-I- Introduction to Tribal Studies**  I. Definition of Tribes-Tribal area and linguistic classification-Conceptual History- Categories and Classification of Tribes-Ethnicity**.** | | | **4 hours** |
| **Module 2** | | II. Tribal way of life-professional and occupational tradition. | | | **4 hours** |
| **Module 3** | | II. Tribal studies in India-Tribal people of Tamilnadu in  general and Nigiris/western Ghats in particular**.** | | | **4 hours** |
| **Module 4** | | Unit-II- Tribal culture and Characteristics Features  I. Definition of culture-tribal cultural traits and - characteristics | | | **4 hours** |
| **Module 5** | | II. Festival, food habits, living style, social order, cultural and religious faiths- beliefs- behaviors – customs-etiquettes- performing arts, etc. | | | **4 hours** |
| **Module 6** | | III. Maintenance of tribal culture present cultural status (like  shift, convergence) | | | **4 hours** |

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| **Module 7** | | **Unit-III-Language status and maintenance**  I. Indigenous languages-Identity of tribal languages in the Western Ghats. | **4 hours** |
| **Module 8** | | II. Tribal language policies-status-endangerment-preservation  of tribal language. | **4 hours** |
| **Module 9** | | III. Tribal communication-inter and intra language levels  Tribal Bilingualism, Tribal study. | **4 hours** |
| **Module 10** | | IV. Field research (Both cultural and Linguistics) | **4 hours** |
| **Book(s) for Study** | | | |
| 1 | *Abbi, A. 1997.(ed). Languages of Tribal and other Indigenous People of India: The Ethnic*  *Space. Delhi: MotilaBanarsidass.* | | |
| 2 | *Karunakaran K. and Jawaharlal Handoo (ed) Folklore of India, Bharathiar University,*  *Coimbatore.* | | |
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| **Book(s) for reference** | | | |
| 1 | *Parthasarathy J. Tribes Inter ethic Relationship in Nilgris* | | |
| 2 | *Singh, K.S. 1985. Tribal society in India. New Delhi: Manohar Publication.* | | |
| 3 | *Shanmugom. C&Thayalan.V (retd) Tribal studies in the Western Ghats, Bharathiar University, Coimbatore* | | |
| 4 | *Thurston, Edgar, castes and tribes of southern India. Vol. 3. Government Press, 1909.* | | |
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| **Related Online Contents** | | | |
| 1 | <https://www.youtube.com/watch?v=VN6qjVCsfdc> | | |
| 2 | <https://www.youtube.com/watch?v=XTuZoi2voag> | | |
| 3 | <https://www.youtube.com/watch?v=Sry7a4Bs01g> | | |
| 4 | <https://www.youtube.com/watch?v=BPuDF5Df-D0> | | |
| 5 | <https://www.youtube.com/watch?v=eJx8U8lFETY> | | |
| 6 | <https://www.youtube.com/watch?v=MpOjYhlpHJA> | | |
| 7 | <https://indiantribalheritage.org/?p=6039> | | |
| 8 | <https://www.wordsinthebucket.com/indian-tribal-languages-1> | | |
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| **ORPUS LINGUISTICS** | | | | | |
| **Name of the Department** | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | **M.A Linguistics** | |
| **Duration of the Course** | | | | **3-6** | |
| **Eligibility** | | | | **Any Degree** | |
| **Number of Candidates to be Admitted** | | | | **20** | |
| **Mode of the Course** | | | | **Regular / Online / Both Regular and Online** | |
| **Collaboration if any with Companies** (if Yes, Full Address of the Company Address , Name of the Contact Person,  Phone, e-mail etc.) | | | | **NIL** | |
| **Registration Procedure** | | | | **NIL** | |
| **Job Opportunities:** | | | | | |
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| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | To know about scope of Linguistics | | | | |
| 2 | To understand the basic components of corpus Linguistics | | | | |
| 3 | To encourage to the students needs and important of Corpus Linguistics | | | | |
| 4 | To give awareness of corpus linguistics among the students | | | | |
| 5 | To develop corpus application and use language technology | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | **Introduction: Introduction to Corpus Linguistics:** Definitions and scope of Corpus Linguistics — Relations between Linguistics and Corpus Linguistics — Early  research works using language corpora. | | | **4 hours** |
| **Module 2** | | corpus-based linguistics and corpus-driven linguistics —  contributions of corpora as empirical supports— Definitions and types of corpus — Salient features of corpus. | | | **4 hours** |
| **Module 3** | | corpus storage processes — normalization of texts in corpus  — copyrights of corpus— distribution and dissemination of corpus —limitations of corpus. | | | **4 hours** |
| **Module 4** | | **Corpus Collection and Classification Methods:**Corpus designing principles — Corpus compilation methodologies  — text corpus generation — speech corpus generation — technical issues in corpus generation. | | | **4 hours** |

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| **Module 5** | Typology of corpora — classifications of corpora— corpus processing techniques — Statistical analysis of corpus data (frequency distributions; correlations, variability, significance testing, introduction to SPSS&R-Programming) — concordance — collocation — keyword distribution search  — tokenization — stemming — lemmatization — named entity recognition — multiword units recognition — chunking — software used in corpus analysis. | **4 hours** |
| **Module 6** | **Theoretical Models and future perspectives of Language Technology**Growth of corpus from 1950 till date — comparing generative linguistics and corpus linguistics —  empirical methods in corpus analysis. | **4 hours** |
| **Module 7** | corpus in Natural Language Processing— corpus in Language Technology — corpus in Artificial Intelligence — corpus in Information Technology — corpus in Machine Translation — corpus in Speech Technology — corpus in Educational Technology — corpus and Digital Humanities— corpora in grammar, semantics, language teaching, psycholinguistics, sociolinguistics, lexicography, discourse,  pragmatics, stylistics | **4 hours** |
| **Module 8** | **Corpus Annotation and Creation of big data, Scope and opportunities of Corpus Linguistics Studies:**  Corpus Annotation — needs of annotation — Metadata generation — speech corpus annotation –written text corpus annotation — multimodal corpus annotation — annotation  standards (TEI, EAGLES, CLAWS, LAF. | **4 hours** |
| **Module 9** | types of annotation — challenges in annotation — reference to some big annotated corpora — application of annotated corpora in Language Technology, Artificial Intelligence, Machine Translation, Linguistics and other domains — software and demonstration — application of software and tools on corpora. | **4 hours** |
| **Module 10** | **Survey of Existing Corpora and Applications:** Reference to existing corpora & Web resources— Brown Corpus— LOB (Lancaster-Oslo-Bergen) Corpus — Survey of English Usage — British National Corpus — American National Corpus — Australian Corpus of English — Kolhapur Corpus of Indian English —Bank of English — Penn Treebank— Linguistic Data Consortium — Oxford Text Archive — TDIL Corpus of Indian Languages — Indian Languages Corpora Initiative (ILCI) —Corpora in other foreign languages— applications of corpora in linguistics and language technology | **4 hours** |
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| **Book(s) for Study** | |
| 1 | *Aston, G. (ed.) 2001. Learning with corpora, Houston TX: Athelstan* |
| 2 | *Baayen, R.H. 2008. Analyzing Linguistic Data: A Practical Introduction to Statistics Using*  *R. Cambridge: Cambridge University Press.* |
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| **Book(s) for reference** | |
| 1 | *Dash, N.S. 2005. Corpus Linguistics and Language Technology: With Reference to Indian*  *Languages. New Delhi: Mittal Publications.* |
| 2 | *Dash, N.S., & Ramamoorthy, L. 2019. Utility and Application of Language Corpora.*  *Singapore: Springer Nature.* |
| 3 | *Ken Hyland, Chou MengHuat& Michael Handford. 2012. Corpus Applications in Applied Linguistics. London: Bloomsbury Academic* |
| 4 | *Kennedy, Graeme. 1998. An Introduction to Corpus Linguistics. London: Addison Wesley*  *Longman Inc.* |
| 5 | *McEnery, Tony & Andrew Wilson. 2001. Corpus Linguistics, 2nd ed. Edinburgh:*  *Edinburgh University Press.* |
| 6 | *Tony McEnery& Andrew Hardie 2011. Corpus Linguistics: Method, Theory and Practice.*  *Cambridge University Press* |
| 7 | *Yuji Kawaguchi, Makoto Minegishi & Jacques Durand. 2009. Corpus Analysis and*  *Variation in Linguistics. John Benjamins Publishing Company.* |
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| **Related Online Contents** | |
| 1 | <http://www.sfs.uni-tuebingen.de/~kuebler/rocoli/intro_corp_ling.pdf> |
| 2 | <https://www.academia.edu/5709404/Corpus_Collection_Methodology>x |
| 3 | <https://en.wikipedia.org/wiki/Corpus_linguistics> |
| 4 | [https://www.researchgate.net/publication/334399617\_Choosing\_the\_Right\_Storage\_Soluti](https://www.researchgate.net/publication/334399617_Choosing_the_Right_Storage_Solution_for_the_Corpus_Management_System_Analytical_Overview_and_Experiments)  [on\_for\_the\_Corpus\_Management\_System\_Analytical\_Overview\_and\_Experiments](https://www.researchgate.net/publication/334399617_Choosing_the_Right_Storage_Solution_for_the_Corpus_Management_System_Analytical_Overview_and_Experiments) |
| 5 | [https://www.researchgate.net/publication/316910873\_Approaches\_to\_Corpora\_Classificat](https://www.researchgate.net/publication/316910873_Approaches_to_Corpora_Classification_in_Modern_Corpus_Linguistics)  [ion\_in\_Modern\_Corpus\_Linguistics](https://www.researchgate.net/publication/316910873_Approaches_to_Corpora_Classification_in_Modern_Corpus_Linguistics) |
| 6 | <http://cysouw.de/home/presentations_files/cysouwCORPORA_slides.pdf> |
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| **CLINICAL LINGUISTICS** | | | | | |
| **Name of the Department** | | | | **LINGUISTICS** | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | **M.A Linguistics** | |
| **Duration of the Course** | | | | **3-6** | |
| **Eligibility** | | | | **Any Degree** | |
| **Number of Candidates to be Admitted** | | | | **20** | |
| **Mode of the Course** | | | | **Regular / Online / Both Regular and Online** | |
| **Collaboration if any with Companies** (if Yes, Full Address of the Company Address , Name of the Contact Person,  Phone, e-mail etc.) | | | | **NIL** | |
| **Registration Procedure** | | | | **NIL** | |
| **Job Opportunities:** | | | | | |
| 1. All India Institute of Speech and Hearing (AIISH) | | | | | |
| 2. Special Education schools | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | To enable the students to understand the relation between the speech and language  pathology. | | | | |
| 2 | It aims to make students become familiar to identify the speech disorders. | | | | |
| 3 | To train the students for data collection from the speech disorder population | | | | |
| 4 | To explain to prepare the linguistics remedial materials for rehabilitation. | | | | |
| 5 | To describe and demonstrate theoretical models, clinical phonology and its implications  for therapy. | | | | |
| 6 | To discuss and classify the articulation, fluency and voice disorders. | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | **Clinical Linguistics:**  Definition: - need and importance-scope- concepts and theories. | | | **4 hours** |
| **Module 2** | | **Speech Disorder**  Articulation disorders: Misarticulation and Dysarthria- Resonance disorders: cleft palate, hypernasality and hypo- nasality - Fluency disorders: normal non fluency, stuttering, cluttering - voice disorders: aphonia, dysphonia. | | | **4 hours** |

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| **Module 3** | | **Speech and Language of Clinical Population**  Language in ADHD - Language in Autism Spectrum disorders - Language in Schizophrenia – Alzheimer’s - Language in Mental Retardation - Language in Cerebral palsy - Language in hearing impairment. | **4 hours** | |
| **Module 4** | | **Aphasia**  Aphasia: etiology - characteristics - the contributions of Paul Broca and Carl Wernicke - Classification of Aphasia: Broca’sWernicke’s, Global, Transcortical motor and Transcortical sensory, Anomia - Linguistic interpretations of Aphasia: phonological – morphological-syntactical -  semantical -fluent vs. non fluent. | **4** | **hours** |
| **Module 5** | | **Learning Disability**  Introduction to learning disability – classification-reading and writing difficulties - methods of language teaching for students with learning disability. | **4** | **hours** |
| **Module 6** | | **Clinical Phonology**  Phonological process and its various types of analysis- phonological disorder - application of phonological theories in evaluation and management of phonological disorder | **4** | **hours** |
| **Module 7** | | **Assessment Methods**  Administration of formal and informal test- screening of articulation-assessment of receptive and expressive language  - assessments of speech and language comprehension. | **4** | **hours** |
| **Module 8** | | **Linguistics Role in Speech Therapy**  Importance of linguistic in language teaching – linguistic tool for screening and analyzing speech and language-role of linguistic in LSRW. | **4** | **hours** |
| **Module 9** | | **Remediation and Suggestion for Linguistic Development** Individualized educational program (IEP) –application of linguistic theories- linguistic remedial measures for clinical  population. | **4 hours** | |
| **Module 10** | | **Field techniques in Clinical Linguistics**  Methods of data collection from clinical population –over view of related study in disable area. | **4** | **hours** |
| **Book(s) for Study** | | | | |
| 1 | *Boone Dr, Voice disorders Children and Adults: strategies of management. Thieme*  *stratums: New York. 1983.* | | | |
| 2 | *Crystal, David, Introduction to language Pathology. Edward Arnold: London. 1989.* | | | |
| 3 | *Crystal, David, Clinical linguistics. Whurr Pub: London. 1981.* | | | |
| 4 | *David Caplan, Neurolinguistics and Linguistic Aphasiology. Cambridge University Press:*  *Cambridge. 1987.* | | | |
| 5 | *Goodglass, H , The Assessment of aphasia and related disorders. Lee and et al. Febiger.*  *1983.* | | | |

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| **Book(s) for reference** | |
| 1 | *John Molte, The human Brain: An introduction to its functional Anatomy. Edward Arnold: London. 1981.* |
| 2 | *Kenneth G, Assessment in Speech-Language Pathology. Thomson, Shipley & J.G. McAfee.:*  *United States. 2004.* |
| 3 | *Mabel L. Rice, Developmental Language Disorders: From Phenotypes to S.F. Warren (Ed.)*  *Etiologies. Lawrence Erlbaum Associates Publishers: London. 2004.* |
| 4 | *Michael Perkins, Case Studies in Clinical Linguistics. whurr Pub: London. 1995.* |
| 5 | *Ruth Lesser, Linguistic Investigations of aphasia. Edward Arnold: London. 1978.* |
| **Related Online Contents** | |
| 1 | <https://www.youtube.com/watch?v=CxumQ4Mdy8I> |
| 2 | <https://www.cdc.gov/ncbddd/childdevelopment/language-disorders.html> |
| 3 | [https://www.medicalnewstoday.com/articles/324764#types](https://www.medicalnewstoday.com/articles/324764%23types) |
| 4 | <https://www.nidcd.nih.gov/health/aphasia> |
| 5 | https://ldaamerica.org/types-of-learning-  disabilities/#:~:text=Learning%20disabilities%20are%20due%20to,%2C%20writing%20an d%2For%20math. |
| 6 | <https://www.youtube.com/watch?v=G9SZJxjDJpc> |
| 7 | [https://books.google.co.in/books/about/Clinical\_Phonology.html?id=CykeAQAAIAAJ&re](https://books.google.co.in/books/about/Clinical_Phonology.html?id=CykeAQAAIAAJ&redir_esc=y)  [dir\_esc=y](https://books.google.co.in/books/about/Clinical_Phonology.html?id=CykeAQAAIAAJ&redir_esc=y) |
| 8 | [https://www.understood.org/en/learning-thinking-differences/treatments-](https://www.understood.org/en/learning-thinking-differences/treatments-approaches/therapies/what-you-need-to-know-about-speech-therapy)  [approaches/therapies/what-you-need-to-know-about-speech-therapy](https://www.understood.org/en/learning-thinking-differences/treatments-approaches/therapies/what-you-need-to-know-about-speech-therapy) |
| 9 | <https://www.youtube.com/watch?v=RKCNqHEzLwQ> |

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| **UPPORTIVE COURSE OFFERED TO OTHER DEPARTMENT** | | | | | | | | |
| **I**  **Semester** | | **Title of the course** |  |  |  |  |  |  |
| LINGSO1 | | Basic Phonetics | 2 | 30 |  | 12 | 38 | 50 |
| LINGSO2 | | Basic of Translation | 2 | 30 |  | 12 | 38 | 50 |
| **II**  **Semester** | |  |  |  |  |  |  |  |
| LINGSO3 | | Introduction to Dravidian  Languages | 2 | 30 |  | 12 | 38 | 50 |
| LINGSO4 | | Language for Special  Purpose | 2 | 30 |  | 12 | 38 | 50 |
| **III Semester** | |  |  |  |  |  |  |  |
| LINGS05 | | Dictionary Making | 2 | 30 |  | 12 | 38 | 50 |
|  | |  |  |  |  |  |  |  |
| **ONLINE COURSES** | | | | | | | | |
| **1** | **Mooc’s –Online course(SWAYAM, NPTEL)** | | 2 |  |  |  |  |  |
| **CERTIFICATE COURSE** | | | | | | | | |
| 1 | Professional Writing | | 2 | 45 |  |  |  | 50 |
| 2 | Tribal Studies | | 2 | 45 |  |  |  | 50 |
|  | | | | | | | | |
| **JOB- ORIENTED COURSE** | | | | | | | | |
| 3 | Corpus Linguistics | | 2 | 40 |  |  |  | 50 |
| 4 | Clinical Linguistics | | 2 | 40 |  |  |  | 50 |

# Clarification for offering Job-oriented Certificate courses and Value Added courses.

**Course: :Certificate course**

**Period :** 3 – 6 Months.

**Number of hours :** 45-60 Hours.

**Credits :** A minimum of 1 credit for five hours may be allotted. So,

minimum of 9

(45 hours) to 12 (60 Hours) credits may be given,

**Ideal Days :** Saturdays, since, it is in association with Industries. If it is online, it is the choice of faculty member and student.

# Course :Value Added courses

**Number of hours :** 40 Hours. (As per NAAC requirement inclusive of Evaluation)

**Credits** : 4 Credits (100 Marks) (1 Credit for 10 Hours)

**Ideal Days** : 1st week of December **or** January in every Academic year.

1. Immediately after the completion of Odd Semester Examination.
2. In the beginning of Odd Semester for the 2nd year students.

# Implementation of Outcome based Education and issuance of Certificate and credit allotment for value added course and certificate courses:

1. Both Value-added and certificate courses are non-scholastic courses. Hence, the credits earned will be add-on Credits.
2. The certificate for successful completion of the courses will be issued by the Controller of Examinations based on the mark statements received from the respective departments.
3. The credits earned from these courses will be mentioned in the bottom of the consolidated mark statements with a note to refer the certificate for complete details.
4. It is decided to give the responsibility to the respective departments for conduct of the examination and send the final mark statements with credits allotment to the Controller of Examinations office.
5. A Minimum cost of Rs.100/- for each certificate will be collected from the students by the Controller of Examination office.

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