



ANNAMALAI UNIVERSITY

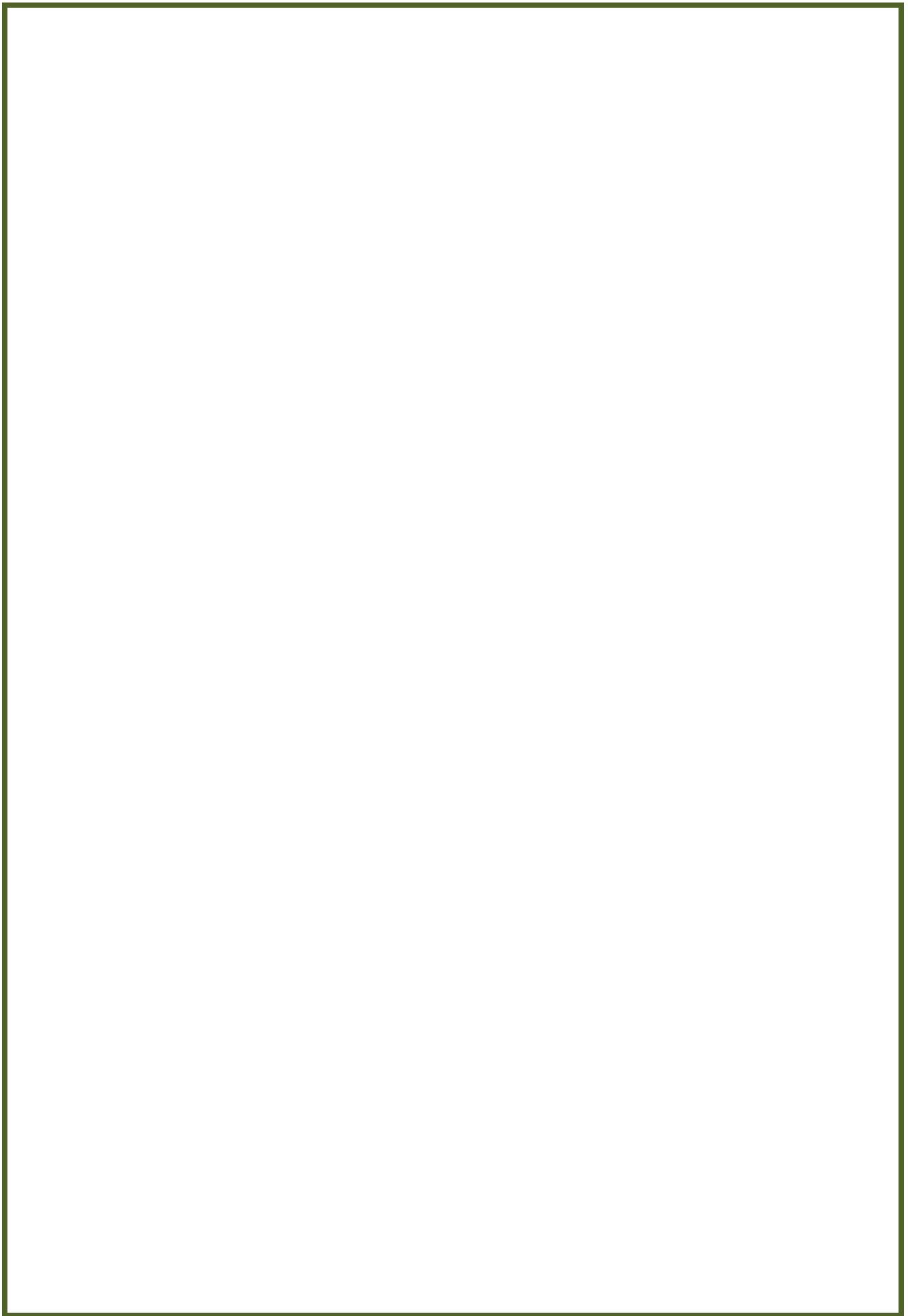
M.A. Linguistics
Programme Code: LLIN21

Regulations, Curricula and Syllabi-2019



CENTRE OF ADVANCED STUDY IN LINGUISTICS

Faculty of Indian Languages





Annamalai University
Faculty of Indian Languages
Centre of Advanced Study in Linguistics
M.A. Linguistics

Programme Code: LLIN21

These rules and regulations shall govern the two-year post graduate studies leading to the award of degree of Master of Arts (Linguistics) in the Faculty of Indian Languages. These academic Regulations shall be called “**Annamalai University, Faculty of Indian Languages Two year M.A. Linguistics Regulations 2019**”. They shall come into force with effect from the academic year 2019–2020.

1. **Definitions and Nomenclature**
 - 1.1 **University** refers to Annamalai University.
 - 1.2 **Department** means any of the academic departments and academic centres at the University.
 - 1.3 **Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in Natural Sciences, while Economics is a discipline in Social Sciences.
 - 1.4 **Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
 - 1.5 **Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/Report writing/viva-voce, etc. Each course has a course title and is identified by a course code.
 - 1.6 **Curriculum** encompasses the totality of student experiences that occur during the educational process.
 - 1.7 **Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
 - 1.8 **Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
 - 1.9 **Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
 - 1.10 **Choice-Based Credit System:** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
 - 1.11 **Core Course** is mandatory and an essential requirement to qualify for the Degree.
 - 1.12 **Elective Course** is a course that a student can choose from a range of alternatives.
 - 1.13 **Value-Added Courses** are optional courses that complement the students’ knowledge and skills and enhance their employability.
 - 1.14 **Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.
 - 1.15 **Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

- 1.16 **Programme Outcomes** (POs) are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.
- 1.17 **Programme Specific Outcomes** (PSOs) are statements that list what the graduate of a specific programme should be able to do at the end of the programme.
- 1.18 **Learning Objectives**, also known as statements, define the expected goal of a course in **Course Objectives** in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
- 1.19 **Course Outcomes** (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.
- 1.20 **Grade Point Average** (GPA) is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3
- 1.21 **Cumulative Grade Point Average** (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.
- 1.22 **Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.
2. **Programme Offered and Eligibility Criteria:** The Centre for Advanced Studies in Linguistics offers a Two-Year M.A. Linguistics Programme. A pass in any Bachelor's Degree from a recognized university
3. **Reservation Policy:** Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.
4. **Programme Duration**
 - 4.1 The Two-Year Master's Programme consists of two academic years.
 - 4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.
 - 4.3 Each semester will have 90 working days (18 weeks).
5. **Programme Structure**
 - 5.1 The Two Year Master's Programme consists of Core Courses, Elective Courses (Departmental & Interdepartmental), and Project.
 - 5.2 **Core courses**
 - 5.2.1 These are a set of compulsory courses essential for each programme.
 - 5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.
 - 5.3 **Elective courses**
 - 5.3.1 Departmental Electives (DEs) are Electives that students can choose from a range of Electives offered within the Department.
 - 5.3.2 Interdepartmental Electives (IDEs) are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.
 - 5.3.3 Students shall take a combination of both DEs and IDEs.
 - 5.4 **Experiential Learning**
 - 5.4.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.
 - 5.4.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this

category.

5.4.3 Experiential learning is categorized as Core.

5.5 **Project**

5.5.1 Each student shall undertake a Project in the final semester.

5.5.2 The Head of the Department shall assign a Research Supervisor to the student.

5.5.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.4 Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.6 **Value-Added Courses (VACs)**

5.6.1 Students may also opt to take Value-Added Courses beyond the minimum credits required for award of the Degree. VACs are outside the normal credit paradigm.

5.6.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

5.6.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.6.4 Classes for a VAC are conducted beyond the regular class hours and preferably in II and III Semesters.

5.7 **Online Courses**

5.7.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

5.7.2 Students who successfully complete a course in the MOOCs platform shall be exempted from one elective course of the programme.

5.8 **Credit Distribution:** The credit distribution is organised as follows:

	Credits
Core Courses	70
Elective Courses	15
Project	6
Total	91

5.9 **Credit Assignment**

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week

1 Tutorial period of one hour per week

1 Practical/Project period of two hours (depending on the discipline) per week

6 **Attendance**

6.1 Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for candidates who have registered for the course.

6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organisation of lesson plan of the Course Instructor.

6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

- 6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.
- 6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
- 6.6 Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
- 6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7 Mentor-Mentee System

- 7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.
- 7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.
- 7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE, etc., attend campus interviews and participate in extracurricular activities.

8 Examinations

- 8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).
- 8.2 There will be two CIA Tests and one ESE in each semester.
- 8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy, viz., Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

8.4 Continuous Internal Assessment Tests

- 8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars and viva-voce that would be suitable to the course. This requires an element of openness.
- 8.4.2 The students are to be informed in advance about the assessment procedures.
- 8.4.3 The pattern of question paper will be decided by the respective faculty.
- 8.4.4 CIA Test-I will cover the syllabus of the first two units, while CIA Test-II will cover the last three units.
- 8.4.5 CIA Tests will be for a duration of two to three hours depending on the quantum of syllabus.
- 8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

8.5 End Semester Examinations (ESE)

- 8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.

8.6 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

8.7 The ESE will be of three hours duration and will cover the entire syllabus of the course.

9 Evaluation

9.1 Marks Distribution

9.1.1 Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training, shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

9.2 Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	5
Assignment	5
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

9.3 Assessment of End-Semester Examinations

9.3.1 Evaluation for the End-Semester Examinations is done by Internal examiner.

9.4 Assessment of Project/Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance, etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise of the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

9.5 Assessment of Value-Added Courses

- 9.5.1 Assessment of VACs shall be internal.
- 9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.
- 9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.
- 9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6 Passing Minimum

- 9.6.1 A student is declared to have passed a course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.
- 9.6.2 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10. Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

11. Marks and Grading

- 11.1 The performance of students in each course is evaluated in terms Grade Point (GP).
- 11.2 The sum total performance in each semester is rated by Grade Point Average (GPA), while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

- 11.3 **The GPA** is calculated by the formula

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

- 11.4 **CGPA** is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^m \sum_{j=1}^n C_i G_i}{\sum_{i=1}^m \sum_{j=1}^n C_i}$$

where C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

m is the number of semesters.

11.5 **Evaluation of the performance of the student will be rated as shown in the Table.**

Range of Marks	Grade Points	Letter Grade
90 and above	10	S
80-89	9	A
70-79	8	B
60-69	7	C
55-59	6	D
50-54	5	E
Less than 50	0	RA
Withdrawn from the examination	0	W

11.6 **Classification of Results.** The successful candidates are classified as follows:

11.6.1 **First Class with Distinction: Candidates** who have passed all the courses prescribed in the Programme in the first attempt with a CGPA of 8.25 and above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (See Section 12 for details).

11.6.2 **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 and above.

11.6.3 **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.

11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7 **Course-Wise Letter Grades**

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12. **Provision for Withdrawal from the End Semester Examination**

12.1 The letter grade W indicates that a candidate has withdrawn from the examination.

12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in ANY ONE of the semesters ONLY for exigencies deemed valid by the University authorities.

- 12.3 Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.
- 12.4 Application for withdrawal shall be considered only if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.
- 12.5 The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.
- 12.6 Withdrawal is not granted for arrear examinations of courses in previous semesters and for the final semester examinations.
- 12.7 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.
- 12.8 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.
13. **Academic misconduct:** Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitized on issues of academic integrity and ethics.
14. **Transitory Regulations:** Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.
15. Notwithstanding anything contained in the above pages as Rules and Regulations governing the Two Year Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.



Annamalai University
Centre of Advanced Study in Linguistics
M.A. Linguistics-Two year-CBCS
Programme Code: LLIN21
Curricula and Scheme of Examination
(For students admitted from the academic year 2019-2020)

Course Code	Course Title	Hours/Week			C	Marks		
		L	T	P		CIA	ESE	Total
Semester-I								
19LINC101	Core 1: Language and Linguistics	4	1		5	25	75	100
19LINC102	Core 2: Phonetics	3	2		5	25	75	100
19LINC103	Core 3: Morphology	4	1		5	25	75	100
19LINC104	Core 4: History of Linguistics	4	1		5	25	75	100
CHOICE	Elective 1: Departmental Elective	3	-		3	25	75	100
					23			
Semester-II								
19LINC201	Core 5: Phonemics	4	1		5	25	75	100
19LINC202	Core 6: Historical Linguistics and South Asian Language Families	4	1		5	25	75	100
19LINC203	Core 7: Syntax	4	1		5	25	75	100
19LINC204	Core 8: Semantics/ Pragmatics	4	1		5	25	75	100
CHOICE	Elective 2: Interdepartmental Elective	3	0		3	25	75	100
					23			
Semester-III								
19LINC301	Core 9: Psycholinguistics	4	1		5	25	75	100
19LINC302	Core 10: Sociolinguistics	4	1		5	25	75	100
19LINC303	Core 11: Field Linguistics and Research Methods	4	1		5	25	75	100
CHOICE	Elective 3: Interdepartmental Elective	3	0		3	25	75	100
CHOICE	Elective 4: Departmental Elective	2	1		3	25	75	100
19PSCI300*	Constitution of India	2	0		2*	25	75	100
					21			
Semester-IV								
19LINC401	Core 12: Computational Linguistics	3	2		5	25	75	100
19LINC402	Core 13: Comparative Dravidian	4	1		5	25	75	100
19LINC403	Core 14: Aspects of Translation	4	1		5	25	75	100
19LIND404	Core 15: Dissertation	-	-	12	6	25	75	100
CHOICE	Elective 5: Interdepartmental Elective	3			3	25	75	100
					24			
	Total Credits				91			
Value-Added Courses								
On-line courses (SWAYAM or MOOC)								

* Non credit compulsory course

L- Lectures; T-Tutorial; P- Practical; C- Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

Note:

1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available. The details of interdepartmental electives are given in the "**Handbook of Interdepartmental Electives- PG Two Year Programmes**" and listed in the University website.

2. Students may opt for any Value-Added Courses listed in the University website. The details of Value-Added Courses are given in the "**Handbook of Value-Added Courses**" and listed in the University website.

Departmental Electives (DE)

S. No.	Course Code	Course Title	Hours/ week			C	Marks		
			L	T	P		CIA	ESE	Total
1.	19LINE001	Linguistics Based Soft Skills	2	1		3	25	75	100
2.	19LINE002	Acoustic Phonetics	2	1		3	25	75	100
3.	19LINE003	Discourse Analysis	2	1		3	25	75	100
4.	19LINE004	Folklore	2	1		3	25	75	100
5.	19LINE005	Lexicography	2	1		3	25	75	100
6.	19LINE006	Clinical Linguistics	2	1		3	25	75	100
7.	19LINE007	Language Teaching Methods	2	1		3	25	75	100

Pattern of question paper for end semester examinations
(Based on Revised Bloom's Taxonomy)

Year : I

Programme: _____:

Two Year PG Programme

Semester: I / II

Course Code:

Course Name:

Time: 3 Hrs

Max.Marks:100

Part-A (Level-K1/ Level-K2) Marks: (10x2=20)
(Answer ALL of the questions)

1. Define.....
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii- b iii- c iv -d v -
5. Match the following i - a ii- b iii- c iv -d v -
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

Part-B (Level-K3/ Level-K4)Marks: (8x5=40)
(Answer any EIGHT of the questions)

11. Prepare.....
12. Solve.....
13. Apply.....
14. Show.....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Infer....
19. Compare....
20. Compute

Part-C (Level-K5)Marks: (3x10=30)
(Answer any THREE of the questions)

21. Discuss...
22. Summarize....
23. Evaluate.....
24. Disprove....

Part-D (Level-K6)*Marks: (1x10=10)
(Answer any ONE of the questions)

25. Design....
 26. Develop...
-

Year : II

Programme: _____:

Two Year PG Programme

Semester: III / IV

Course Code:

Course Name:

Time: 3 Hrs

Max.Marks:100

Part-A (Level-K1/ Level-K2)Marks: (10x2=20)
(Answer ALL of the questions)

1. Define.....
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii- b iii- c iv -d v -
5. Match the following i - a ii- b iii- c iv -d v -
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

Part-B (Level-K3/ Level-K4)Marks: (6x5=30)
(Answer any SIX of the questions)

11. Apply.....
12. Show.....
13. Prepare
14. Make use of....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Simplify.....

Part-C (Level-K5)Marks: (3x10=30)
(Answer any THREE of the questions)

19. Discuss...
20. Recommend with
21. Evaluate.....
22. Justify....
23. Optimize...

Part-D (Level-K6)*Marks: (2x10=20)
(Answer any TWO of the questions)

24. Design....
25. Formulate ...
26. Modify

M.A LINGUISTICS(TWO YEAR) PROGRAMME

[End Semester Examinations]

Bloom's Taxonomy - Questions Conforming to Levels K1 to K6

I Year (Two year PG)					II Year (Two Year PG)				
Level	Part	Questions & Marks	Total Marks		Level	Part	Questions & Marks	Total Marks	
K1	A	5 x 2	10		K1	A	5 x 2	10	
K2		5 x 2	10		K2		5 x 2	10	
K3	B	4 x5	20		K3	B	2 x 5	10	
K4		4 x5	20		K4		4 x 5	20	
K5	C	3 x 10	30		K5	C	3 x10	30	
K6	D	1 x 10	10		K6	D	2x 10	20	
			100					100	



Annamalai University
Centre of Advanced Study in Linguistics
M.A. Linguistics-Two year
Programme Code: LLIN21

Programme Outcomes

After the successful completion of the M.A. Linguistics Degree Programme, the graduates will be able to:

PO1:	Apply the knowledge of language fundamentals and various literatures in society, computers, psychology, cognitive science and medicine.
PO2:	Formulate, solve and analyze complex problems in variety of domains that constitute the core of language and literature knowledge, including familiarity with diverse questions of interest in the areas of (and interfaces between) structures of language and aesthetics of literature.
PO3:	Apply the acquired knowledge for analyzing language and writing in appropriate genres and modes for a variety of purposes and audiences and provide solutions to societal and environmental contexts for problems related to language change, policy and planning.
PO4:	Design and conduct research, analyse and interpret data to provide valid conclusions in the field of literature and in the descriptive as well as applied language studies.
PO5:	Select and apply appropriate modern theories and techniques including cognitive, psychological, biological, cultural, and social factors for language study and research.
PO6:	Gain exposure to attain knowledge and understand interdisciplinary and multidisciplinary linguistic and literary approaches.
PO7:	Acquire professional and intellectual integrity, code of conduct and ethics on communicational practices, understanding responsibilities and norms for sustainable development of society.
PO8:	Interact with the specific linguistic community and with society at large, through critical conversations and prepare, organize, and deliver their work to the public through speaking and writing.
PO9:	Understand the aesthetic and scientific concepts of language and demonstrate the knowledge as a skilled person in teams and multidisciplinary tasks in their profession.
PO10:	Appreciate the need for self-preparation and life-long learning independently in the broadest context of language challenges in the context of multilingualism and globalization.

Programme Specific Outcomes

At the end of the programme, the student will be able to:

PSO1:	Understand the nature and basic concepts of Phonetics, Phonology, Morphology, Semantics, Pragmatics and Discourse Analysis.
PSO2:	Assort the Phonetic transcription, Phonemic Analysis, Morphological parsing, Syntactic parsing and Analysis, Semantic mappings and Discourse patterns.
PSO3:	Analyse and Adopt procedures of Psycho, Clinical, Computational Linguistics and Translation.
PSO4:	Grasp linguistic principles and Incorporate procedures in Analysing languages (including, second/foreign, infant to adult, endangered, tribal, and disordered), language teaching methodologies, compiling dictionaries, according to developing modern needs.
PSO5:	Follow the procedures as per laboratory standards in the areas of Phonetics, language teaching, speech synthesis, computational linguistics, and Discourse analysis (in typically developing and pathological group).

19LINC101	Language and Linguistics	L	T	P	C
Semester-1		4	1		5

Learning Objectives

- ❖ To make the students aware of beliefs about and attitude towards language.
- ❖ To teach the students on how surprisingly diverse human languages are, and yet how fundamentally similar they are in - many ways.
- ❖ To acquaint the students with the different aspects of languages and how they can be studied.
- ❖ To teach the students some methods and techniques used in the analysis of language and to develop reasoning abilities by application of these techniques.
- ❖ To make the students to apply linguistic knowledge in other disciplines.

Course Outcomes

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

- CO1:** Understand the language structures and functioning of the language.
- CO2:** Classify ancient and traditional perspectives of language use in the society.
- CO3:** Analyse the Grammatical Theories of Western countries as well as India.
- CO4:** Evaluate the relationship between language and society.
- CO5:** Understand the application of linguistics on other related disciplines.

Unit - I: Introduction

Language & Linguistics: Language, Design, Features of Language, Language Structure: Sound, Word, Sentence & Meaning, Script and History of Linguistics, Diachronic Vs Synchronic Linguistics.

Unit - II: Approaches to Language

Approaches to the study of language: Ancient traditions (Indian and Western), Sign, Signifier and Signified, Langue and Parole, Syntagmatic and Paradigmatic Relations, Competence vs. Performance, Language Faculty, Universal Grammar, Major research traditions of 20th century Linguistics.

Unit - III: Grammatical Theories

Traditional grammars: Indian grammatical theories, Western grammatical theories, Early grammars, Medieval grammar, Medieval linguistic theory, Modern linguistic theory, Descriptive vs. Prescriptive grammar, Modistae, etymology, etc., traditional grammar Vs linguistics.

Unit - IV: Language and Society

Language and Society: Languages, Dialects and Varieties .Relationship of Language and Society; Impact of Language on Society and Impact of Society on Language, Role of Language in development of human society, Status of a Language, The phenomenon of Monolingual, Bilingual , Multilingual Societies and the importance of Language Policies.

Unit - V: Linguistics and Other Disciplines

Relevance of Linguistics, Linguistics with other fields: Linguistics and Philosophy, Anthropological linguistics, Sociolinguistics, Translation; Language Teaching: Contrastive Analysis and Error analysis, Psycholinguistics, Educational linguistics, Computational linguistics, Forensic linguistics, Clinical linguistics, Neurolinguistics, Bio linguistics, Geolinguistics, and Stylistics.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Alkhuli, Muhammad Ali. *An Introduction to Linguistics*. Jordan, Dar Alfalah, 2009.
2. Atkinson, Martin, et al. *Linguistics: An Introduction*. United Kingdom, Cambridge University Press, 2009.
3. Sharma, B.D, *Language and Linguistics*. Anmol Publications: New Delhi. 2005.
4. Syal, Pushpinder, and Jindal, D. V. *An Introduction to Linguistics: Language, Grammar and Semantics*. India, Prentice Hall India Pvt., Limited, 2004.
5. Verma, S K, and N Krishnaswamy. *Modern Linguistics: An Introduction*. Delhi: Oxford University Press, 1989.

Supplementary Reading

1. Trask, R L, and Peter Stockwell. *Language and Linguistics: The Key Concepts*. Abingdon [England]: Routledge, 2008.
2. Thomas, Margaret. *Fifty Key Thinkers on Language and Linguistics*. Taylor and Francis, 2012.
3. Koerner, E F. K. *Essays in the History of Linguistics*. Amsterdam: Benjamins, 2004.
4. Luria, Harriet, Deborah M. Seymour, and Trudy Smoke. *Language and Linguistics in Context: Readings and Applications for Teachers*. Taylor and Francis, 2012.
5. Schleppegrell, Mary J. *The Language of Schooling: A Functional Linguistics Perspective*. Lawrence Erlbaum Associates, 2004.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	3	-	3	-	3	-	3	3
CO2	3	3	3	3	3	2	2	-	2	3	3	-	2	2	3
CO3	3	3	2	2	2	3	3	2	3	3	-	3	2	-	2

CO4	3	3	3	3	3	3	3	3	-	2	2	3	-	2	2
CO5	2	3	3	3	3	3	3	2	2	-	2	2	-	3	3
19LINC102	Phonetics											L	T	P	C
Semester-1												3	2		5

Learning Objectives

- ❖ To explain the speech mechanism and speech sounds.
- ❖ To make students to recognise, understand and practice segmental and supra-segmental patterns.
- ❖ To train them with IPA to transcribe any language.
- ❖ To teach phonetic knowledge for educational, clinical and technological purposes.
- ❖ To introduce the knowledge of acoustic analysis of speech sounds.

Course Outcomes

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

- CO1:** Understand and describe the structure of the speech organs and their function and the basic methods of articulation.
- CO2:** Describe the most important categories of vowels and consonants.
- CO3:** Describe the supra-segmental features of language.
- CO4:** Analyse the acoustic property of speech sounds.
- CO5:** Apply the IPA, extIPA to transcribe language data.

Unit - I: Introduction to Phonetics

Branches of Phonetics: Speech production (Articulatory Phonetics), Speech transmission (Acoustic Phonetics), and Speech perception (Auditory Phonetics), Basic unit of phonetics; phone, description and characteristics.

Unit - II: Speech Mechanism and Speech sounds

Structure of Speech Apparatus, The processes of speech production: Air stream mechanism, pulmonic vs. nonpulmonic, egressive vs. ingressive, phonation types. Major classification of speech sounds.

Unit - III: Classification of Consonants

Consonant production: Definition - place of articulation and manner of articulation, voiced vs. voiceless, stops/plosives, implosives, nasals, fricatives, approximants, clicks, types of closure and release, affrication, aspiration, etc.

Unit - IV: Classification of Vowels

Vowel production: Parameters of classification: tongue height, front, back variations, lip position – Additional vowel features –Advanced Tongue Root, tense vs. lax, monophthong vs. diphthong. Secondary articulation and double articulation: nasalization, labialization,

palatalization, velarization and pharyngealization, etc.,. Phonetic Drill, IPA, extIPA Transcription– Phonetic symbols, - writing and reading transcription.

Unit - V: Syllables, Suprasegmentals and Basics of Acoustics

Syllables, Prosodic or Suprasegmental features: Length, Stress, Tone, Intonation and Juncture. Voice quality, Sound waves, measurement units of sound waves, Frequency, Time, Amplitude, etc., Spectrogram: recognizing the sounds, Introduction of CSL and PRAAT.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Catford, J.C, A practical introduction to phonetics. Clarendon Press: Oxford. 1989.
2. Ladefoged, Peter. *Elements of Acoustic Phonetics*. University of Chicago Press, 2019.
3. Ashby, Patricia. *Understanding Phonetics*. Taylor and Francis, 2013.
4. Sweet, Henry. *A Handbook of Phonetics*. Cambridge University Press, 2013.
5. Knight, Rachael-Anne. *Phonetics: A Coursebook*. Cambridge: Cambridge University Press, 2012.

Supplementary Reading

1. Ladefoged. P, *A Course in Phonetics*. Harcourt Brace and Jovanovic: New York. 1975.
2. Ravishankar. G, *Intonation Patterns in Tamil*. PILC: Pondicherry. 1994.
3. Stevens, Kenneth N. *Acoustic Phonetics*. The MIT Press, 2020.
4. Hewlett, Nigel, and Janet Beck. *An Introduction to the Science of Phonetics*. Taylor and Francis, 2013.
5. Hayward, Katrina. *Experimental Phonetics: An Introduction*. Taylor and Francis Inc., 2014.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	2	3	-	3	3	3	2	-	2	3
CO2	3	3	2	3	2	3	2	3	2	-	2	3	2	2	-
CO3	3	2	3	3	2	3	3	3	2	3	-	3	-	3	2
CO4	3	3	2	2	3	2	3	2	-	3	3	-	3	3	-
CO5	2	3	2	2	3	3	3	3	3	3	-	3	2	-	3

19LINC103	Morphology	L	T	P	C
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Semester-1		4	1		5
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Learning Objectives

- ❖ To make the students to understand how words are formed and their relationship to other words.
- ❖ To analyse the structure of words and parts of words such as roots and stems.
- ❖ To differentiate morphs and allomorphs.
- ❖ To understand morphological process like inflections and derivations.
- ❖ To understand internal and external sandhi.

Course Outcomes

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

- CO1:** Understand the internal organization of words in languages.
- CO2:** Analyse the parts of speech.
- CO3:** Classify the words based on morphological principles.
- CO4:** Describe and Evaluate the process of word formation.
- CO5:** Understand the characteristics of seamless morphology.

Unit - I: Morphology and Morphological Analysis

Concept of morphology- morphemes and their types – morph and their types- allomorphs and their types – morphological analysis; words and their types – words vs. lexemes – Two approaches to morphology: Item and arrangement- Item and Process; Morphological Processing: Inflection- Derivation- compounding; Elements of words: Root – Stem- Affixes and Classification of Affixes; Noun morphology; verb morphology.

Unit - II: Foundations of Morphological Theory

Inflection and Derivation as Lexical Relatedness- Meaningless Lexical Relatedness- Lexical representation-Distinguishing compounding from Inflection or Derivation- Distinguishing Inflection from Derivation- Intermediate Categories- Factorizing the Lexicon; Minimal Sign: Morphological signs- Locus of Minimization- problems of morphemic analysis- Lexemic turn; Associative and discriminative Lexemics: signals or oppositions-systems and Inventories; Productivity: Qualitative-Quantitative- Productivity as a Central concept of Morphology- Productivity and changes in Morphology.

Unit – III: Morphological Principles and Frameworks

Nida's Principles(1-6); Lexicalism – Principle of morphology free syntax- Principle of syntax-free morphology; Defaults and Overrides in Morphological Description; Morphological Frameworks: Classical Morphemics- Assumptions, Extensions, Alternatives; Natural Morphology; Distributed morphology; Construction morphology; Paradigm Function Morphology ; Network morphology.

Unit - IV: Morphology in Theories of Phonology and Syntax

Generative Phonology- Auto segmental Phonology- Prosodic Morphology; The role of morphology in optimality theory; The role of morphology in Transformational Grammar;

Morphology in Constraint-based Lexical approaches to Grammar and Dependency Grammar; Issues in Morphological theory: Alternants -stems and allomorphy; Affix Ordering: motivation and interpretation; Morphological semantics. Sandhi -Morphophonemic changes.

Unit - V: Paradigmatic Morphology and Seamless Analysis

The paradigmatic rule format-Role of words-Irrelevance of structure-Non-concatenative compounding and affixation- Productivity and role of models; other characteristics of seamless morphology; Noun incorporation: Syntactic analysis-word based analysis Vs morpheme based analysis-lexical analysis- problems for a compounding analysis- Seamless approach-Languages and transitivity- Advantages of seamless morphology- disadvantages of seamless analysis- stranding.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Lieber, Rochelle. *Introducing Morphology*. Cambridge University Press, 2015.
2. Booij, Geert. *The Grammar of Words: An Introduction to Linguistic Morphology*. Oxford University Press, 2007.
3. Di Sciullo, Anna Maria. *Asymmetry in Morphology*. The MIT Press, 2018.
4. Eugene A Nida, *Morphology A Descriptive Analysis of Words*, The University of Michigan Press.
5. Spencer, Andrew, and Arnold M. Zwicky. *The Handbook of Morphology*. Wiley, 2007.

Supplementary Reading

1. Mel’čuk, Igor, and David Beck. *Aspects of the Theory of Morphology*. Walter de Gruyter GmbH and Co. KG, 2008.
2. Carstairs-McCarthy, Andrew. *Current Morphology*. Routledge, 2002.
3. Inkelas, Sharon. *The Interplay of Morphology and Phonology*. Oxford University Press, 2014.
4. Andrew Hippisley and Gregory Stump, *The Cambridge Handbook of Morphology*, Cambridge University Press, London. 2016.
5. Rajendra Singh and Stanley Starosta, *Explorations in Seamless Morphology*, SAGE. 2003.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	2	3	-	3	3	2	-	2	2	-
CO2	2	3	2	2	3	3	3	2	-	3	3	3	-	2	2

CO3	3	3	2	3	3	2	3	3	2	-	2	3	2	-	2
CO4	2	2	3	3	2	3	2	2	-	2	2	-	3	3	-
CO5	3	3	2	3	2	3	2	2	2	-	3	-	3	-	2

19LINC104	History of Linguistics	L	T	P	C
Semester-1		4	1		5

Learning Objectives

- ❖ To make the students to understand how linguistics branched out of philology.
- ❖ To create the awareness of Indian and foreign linguistic tradition.
- ❖ To introduce the concepts of 'Astaathiyaayi' and 'Tolka:ppiyam' .
- ❖ To understand the contributions of Saussure, Bloomfield and Chomsky.
- ❖ To understand the development of modern Linguistics.

Course Outcomes

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

- CO1:** Understand the history of linguistics and changes of languages through periods.
- CO2:** Compare and contrast the philosophy of Linguistic schools of India and abroad.
- CO3:** Evaluate the theories of medieval linguistic with modern period.
- CO4:** Describe the genetic relationships of languages.
- CO5:** Compare the latest developments in Europe, America, and Asian countries.

Unit- I: Indian Linguistic Tradition

Sanskrit language and its tradition – Panini's Astaathiyaayi' – An outline of the contents in Astaathiyaayi'. The Vedic language and the spoken language and dialects of Panini's time. The six types of rules – The karaka theory – the relation between karakas and case suffixes. Tamil language - Tolka:ppiyam and its treatment of Tamil Phonology, Morphophonemics, Morphology and Syntax. Malayalam – Liilaathilakam, Kannada – Sabdamani darpana - Telugu – Balavyakaranamu.

Unit- II: Early Linguistic Studies Outside India

Greek contribution: Thoughts of Socrates, Plato and Aristotle on Language and Linguistics. Physis Vs Nomos, Stoic philosophy, Analogy Vs Anomaly, Alexandrian school, Dionysius Thrax, Apollonius Dyskolus: Roman contribution: Varro's grammar on Latin, Priscian's grammar, Greek influence on Latin language and grammar.

Unit - III: Evolution of Comparative and Historical Linguistics

Scholastic Philosophy, medieval linguistic theory, the modistae, prescriptive grammar Vs, traditional grammar, William Jones, Robert Caldwell – their contributions to linguistics –

Rask, Grimm, Bopp, Verner – Theories and laws of Germanic sound shifts. August, Scheicher, Wilhem von Humboldt, Neogrammarians, Leskien, Brugmann and H. Paul.

Unit- IV: Major Schools of Linguistics:

Saussurean school – langue vs. parole, laryngeal theory, Prague school – concept of phoneme, Trubetzky and Roman Jakobson: Contributions by Boas, Sapir, Bloomfield. Descriptive linguistics: London school – J. R. Firth, prosodic analysis, Chomsky: Transformational theory.

Unit- V: Development of Modern Linguistics

Modern Linguistics in Europe, America, and Asian countries-Linguistics and related disciplines – Sociology, Anthropology – Folklore – Tribal studies, endangered languages, etc.,

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Patrick John & David Christopher. *History of Language and Linguistics*, Commonwealth Publishers pvt. Ltd. 2011.
2. Herat, Manel. *Buddhism and Linguistics: Theory and Philosophy*. Springer International Publishing, 2017.
3. Robins, R. H. *A Short History of Linguistics: Fourth Edition*. Taylor and Francis, 2013.
Matthews, Peter. *A Short History of Structural Linguistics*. Cambridge University Press, 2001.
4. Smith, Jeremy. *Sound Change and the History of English*. Oxford University Press, 2007.
5. Campbell, Lyle. *Historical Linguistics: An Introduction*. United Kingdom, Edinburgh University Press, 2013.

Supplementary Reading

1. Koerner, E F. K. *Essays in the History of Linguistics*. , 2004. Internet resource
2. Law, Vivien. *The History of Linguistics in Europe*. Cambridge University Press, 2003.
Ingold, Tim. *Lines: A Brief History*. Taylor and Francis Inc., 2016.
3. De, Bot K. *History of Applied Linguistics*. Place of publication not identified: Routledge, 2015.
4. Ananthanarayana. H. S, *Four Lectures on Pa:nin's Asta:dhya:yi*. Annamalai University Publication : Annamalai Nagar.1976.
5. Allan, Keith. *The Oxford Handbook of the History of Linguistics*. United Kingdom, OUP Oxford, 2013.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	-	3	3	-	3	3	-	2

CO2	2	3	3	3	3	3	3	3	3	-	2	2	-	3	2
CO3	3	2	2	3	2	3	3	2	-	3	-	2	2	-	3
CO4	2	3	2	3	3	3	2	3	3	-	3	3	-	2	3
CO5	3	3	3	2	3	2	3	2	-	2	2	-	2	2	-

19LINC201	Phonemics	L	T	P	C
Semester-II		4	1		5

Learning Objectives

- ❖ To make the students to understand the sound pattern of a language.
- ❖ To explain the taxonomic phonemic principles.
- ❖ To train the students about the methods of phonemic analysis.
- ❖ To explain the students about various procedure to identify the phonemes.
- ❖ To make them understand various theories of phonology.

Course Outcomes

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

- CO1:** Understand the nature and basic concepts of phone, phoneme, and allophone.
- CO2:** Gather and collate the spoken data of any language for phonemic analysis.
- CO3:** Analyse the given data using the principles and procedures of phonemics.
- CO4:** Evaluate phonemes and allophones and form basic phonological pattern of any given language.
- CO5:** Compare and classify various theoretical models of phonology according to the nature of the language.

Unit - I: Phoneme Concept –Phonetics Vs Phonemics

Place of phonemics in the structure of language – expression and content system – concept of phoneme– as a minimal unit of the expression system – as a class of sounds – as an element in the system having inter-relationships with other elements – differentiating the concept of phone, allophone & phoneme.

Unit - II: Phonemic Analysis

Pike's basic premises of phonemics and their implications, gathering and collation – phonetic similarity – preliminary procedures – separation procedures – subminimal and minimal pairs – uniting procedures – mutually exclusive or complementary distribution – free variation - segmental and suprasegmental phonemes – stress, pitch and duration – intonation and tone – tone language – special procedures for the analysis of pitch and tone.

Unit - III: Special Problems & Phonological Structures

Phonetic symmetry – as a supporting criterion – clue to possible error – interpretation procedures – structural pressure – interpreting as vowel or consonant – single phoneme and sequence of phonemes – phonetic and phonemic syllables – under differentiated phonemic contrast – multiple and partial complementation – phonemic overlapping – partial and complete – neutralization – archiphoneme – juncture – different approaches.

Unit - IV: Prosodic Phonology

Syllable in Phonology – syllabic structure – onset, nucleus, coda and syllable types. The foot, the word, Phonological phrase, intonational phrase generalizations based on prosodic units. Firth's prosodic analysis – syntagmatic and paradigmatic relations – structure and system – prosodies and phonematic units – different types of prosodies. Prague school approach – opposition – types of opposition – phonological unit – types of variants – monophonematic and polyphonematic evaluation – neutralization.

Unit - V: Other theories in Phonology

SPE - Generative Phonology: The difference between taxonomic phonemics and phonological component of transformational generative grammar – outline of the structure of the phonological component – two levels of representation – types of rules and rule ordering - Non-Linear Phonology/Autosegmental Phonology. Metrical Phonology - Tone, nasal spread, vowel harmony, C-V tier prosodic morphology, feature hierarchy - Optimality theory – main theoretical assumptions - constraint rankings. - Lexical Phonology - Distinction between lexical and post lexical rules: Principles of lexical phonology – structure preservation – strict cyclicity.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Alan Prince & Paul Smolensky, *Optimality Theory-Constraint Interaction in Generative Grammar*. Blackwell: USA. 2004.
2. Beverley Collins & Inger M. Mees, *Practical Phonetics & Phonology*. Routledge, 2003.
3. Gussenhoven, and Hendrik Marinus Gertrudis Marie Jacobs. *Understanding Phonology*. London: Arnold, 2003.
4. Edmund Gussmann, *Phonology-Analysis and Theory*. Cambridge University Press. 2002.
5. Pike, K.L, *Phonemics*. Ann Arbor. The University of Michigan Press: Michigan. 1947.

Supplementary Reading

1. Cohn, Abigail C., Cécile Fougeron, and Marie K. Huffman. *The Oxford Handbook of Laboratory Phonology*. Oxford University Press, 2012.
2. Davenport, Mike, and S.J. Hannahs. *Introducing Phonetics and Phonology*. Routledge, 2020.
3. David Odden, *Introducing Phonology*. Cambridge University Press: Cambridge. 2005.
4. Hawkins, Peter. *Introducing Phonology*. Vol. 7. Taylor and Francis, 2018.

5. Durand, Jacques. *Generative and Non-Linear Phonology*. Taylor and Francis, 2014.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	-	3	3	-	3	3	-
CO2	3	3	3	3	3	3	3	2	2	-	3	3	-	3	3
CO3	2	3	2	3	2	3	3	3	-	2	2	-	3	2	-
CO4	3	3	3	3	3	2	2	-	2	2	-	2	2	-	3
CO5	2	2	2	2	3	2	3	3	2	-	2	-	3	-	2

19LINC202	Historical Linguistics and South Asian Language Families	L	T	P	C
Semester-II		4	1		5

Learning Objectives

- ❖ To describe and account for observed changes in languages.
- ❖ To reconstruct the pre- history of languages and to determine their relatedness and grouping them into language families.
- ❖ To understand the general theories about how and why language changes.
- ❖ To describe the history of speech communities.
- ❖ To study the history of words.

Course Outcomes

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

- CO1:** Understand the nature and cause of language change.
- CO2:** Compare the components of grammar like phonology, morphology and semantics.
- CO3:** Reconstruct the proto forms.
- CO4:** Determine the linguistic innovations of a languages.
- CO5:** Understand the notion of language family and cognates.

Unit - I: Introduction

Synchronic and diachronic approaches to language; Interrelationship between diachronic and synchronic data; Use of written records for historical studies; Language classification: Genealogical; language isolates; criteria for typological classification—agglutinative, inflectional, analytic, synthetic and polysynthetic; basic word order typology—SVO, SOV, etc.

Unit- II: Linguistic Changes and Reconstruction

Sound change; Well-known sound laws: Grimm's law, Varner's law, Grassman's law; Neogrammarian theory of gradualness and regularity of sound change; genesis and spread of sound change; phonetic and phonemic change; split and merger; conditioned vs unconditioned change; types of change—assimilation and dissimilation, coalescence,

metathesis, vowel harmony, haplology, epenthesis; Loss of sound change, social motivation for change; lexical diffusion; analogy and its relationship to sound change; reconstructing the proto-stages of languages, internal reconstruction and comparative method—their scopes and limitations; relative chronology of different changes. Transformational-generative approach to sound change—rule addition, rule deletion, rule generalisation, rule ordering.

Unit - III: Language Families of South Asia

Notion of language family, sub grouping within a family; family tree and wave models; criteria for identifying family relationships among languages; definition of the word 'cognate'; Indo-Aryan, Dravidian-, Austro-Asiatic, Tibeto-Burman; their geographical distribution, enumeration; characteristics.

Unit - IV: Language Contact and Dialect Geography

Linguistic borrowing—lexical and structural; motivations—Prestige and need-filling (including culture-based); Classification of loan words—Loan translation, loan blend, calque, assimilated and unassimilated loans; Bilingualism as the source for borrowing; dialect, idiolect; isogloss; methods of preparing dialect atlas, focal area, transition area and relic area.

Unit - V: Areal Features of South Asia

South Asia as a linguistic area—phonological—length contrast in vowels and consonants, retroflexion, open syllable structure; morphemic structure rules; morphological and syntactical—agglutination, ergativity, agreement; productive use of conjunctive participles; passives; causatives; echo words; phenomenon of reduplication; copulative compounds; compound verbs, relative clause construction; dative /genitive subject construction.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Brian D. Joseph, Richard D. Janda (eds.), *The Handbook of Historical Linguistics*. Oxford: Blackwell. 2003.
2. Lyle Campbell, *Historical Linguistics – An Introduction*. The MIT Press. 2013.
3. Hans L.Boas and Marc Pierce, *New Directions for Historical Linguistics*, Koninklijke Brill, N.V. Leiden, Netherland. 2003.
4. Peter Trudgill, *Millennia of Language Change Sociolinguistic Studies in Historical Linguistics*. Cambridge University Press. 2020.
5. Robert McColl Millar, *Trask's Historical Linguistics*, Routledge, New York. 2015.

Supplementary Reading

1. Terry Crowley & Claire Brown, *An Introduction to Historical Linguistics*, Oxford University Press, 2010.
2. Macmillian and Co. Joseph, D. B. and R. D. Janda, *The Handbook of Historical Linguistics*. Oxford: Blackwell. 2004.

3. Lehman, W.P., *Historical Linguistics*. New York: Holt Rinehart and Winston. 1962.
4. Patrick John & David Christopher, *History of Language and Linguistics*, Commonwealth Publishers pvt. Ltd. 2011.
5. Joseph, D. B. and R. D. Janda, *The Handbook of Historical Linguistics*. Oxford: Blackwell. 2004.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	-	3	3	-	3	3	-
CO2	2	3	3	2	3	2	3	3	2	-	3	2	-	2	2
CO3	3	2	3	3	3	3	3	3	-	2	-	3	2	-	3
CO4	3	3	3	3	2	3	2	3	3	-	3	-	3	-	2
CO5	2	3	2	3	3	2	2	2	3	3	-	2	-	3	-

19LINC203	Syntax				L	T	P	C
Semester-II					4	1		5

Learning Objectives

- ❖ To make the students to know the constituents of sentences and sentence patterns.
- ❖ To understand the syntactic theories which describe syntactical components and their roles.
- ❖ To differentiate the relational structure and constituent structure.
- ❖ To describe grammatical relation and dependency relations.
- ❖ To distinguish syntactic Vs Semantic roles.

Course Outcomes

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

- CO1:** Understand the phrase structure grammar.
- CO2:** Apply the concepts of various syntactic theories and differences among them.
- CO3:** Analyse and Evaluate the role of syntactical components.
- CO4:** Differentiate NP and VP structures.
- CO5:** Understand the cognitive grammar and compare other syntactic theories.

Unit - I: Grammatical Relations

Relational Structure: Word classes: constituents of sentences- noun and noun phrases- verb and verb phrases- adposition and adpositional phrases; Difference among Phrases, Clauses and Sentences; Syntactic Functions of Word classes: Argument- Modifier- Predicate; grammatical relations among syntactic components: modifying –modified; General notions: Reference- coreference-anaphoric reference, deixis -demonstrative, tense and case.

Unit - II: Grammatical Relations vs Semantic Roles

Properties of Grammatical relations: Coding properties –verb agreement-case marking-position of an argument ; Behavioural Properties: Terms: subject-direct object- indirect object- primary vs secondary objects - Non-Terms: complements and adjuncts; Dependency

Relations: Syntactic dependencies: determinant and dependent(s); Types of dependencies: Bilateral –Unilateral- and Coordinate; Dependency representations Valence: Syntactic vs Semantic valence.

Unit – III: Constituent Structure

Constituent Structure: Constituents- constitutes- Immediate constituents- IC Analysis- Types of ICs Constituents and their formal representations: Test for constituency-Representing Constituent Structures; Universalities of form classes; Alternative Schema for phrase structure; Constituent Structure and grammatical relations; Kernal Vs Non-kernal sentences; Surface Structure Vs Deep Structure.

Unit - IV: Grammar and Lexicon

Grammar and Lexicon: Phrase Structure rules: General X-bar schema for phrase structure- correspondence between Constituent Structure and Phrase Structure rules-NP structures- NP with adjunct PP; correspondence between VP Structure and Phrase Structure rules; object complement (embedded S'); VP containing NP with embedded PP; Lexicon and sub-categorization; Relational dependency rules and lexicon.

Unit - V: Theories of Syntax

Syntactic Theories: Transformational Grammar; Relational Grammar; Lexical Functional Grammar; Theory; X'Bar Theory; Theta and case theory; Government Binding theory and Reference Grammar; other syntactic theory like cognitive grammar.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Zubizarreta, Maria Luisa. *Levels of Representation in the Lexicon and in the Syntax*. De Gruyter, 2019.
2. Koenenman, Olaf, and Hedde Zeijlstra. *Introducing Syntax*. Cambridge University Press, 2017.
3. Williams, Alexander. *Arguments in Syntax and Semantics*. Cambridge University Press, 2015.
4. Jackendoff, Ray. *X' Syntax: A Study of Phrase Structure*. N.p., 1977.
5. Cinque, Guglielmo, and Richard S. Kayne. *The Oxford Handbook of Comparative Syntax*. Oxford University Press, 2012.

Supplementary Reading

1. Kreyer, Rolf, and Joybrato Mukherjee. *Introduction to English Syntax*. Peter Lang D, 2010.
2. Tesnière, Lucien. *Elements of Structural Syntax*. John Benjamins Publishing Company, 2015.
3. Knott, Alistair. *Sensorimotor Cognition and Natural Language Syntax*. The MIT Press, 2019.

4. Carnie, Andrew, Yosuke Sato, and Daniel Siddiqi. *The Routledge Handbook of Syntax*. Taylor and Francis, 2014.

5. Bresnan, Joan. *Theory of Complementation in English Syntax*. Taylor and Francis, 2016.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	2	-	3	3	-	3	3	-	2
CO2	2	2	3	2	3	3	3	3	-	3	-	2	2	3	-
CO3	3	3	3	3	2	3	3	2	3	-	2	-	3	-	3
CO4	2	3	2	3	3	2	3	3	3	-	2	2	-	2	3
CO5	3	2	3	2	3	3	3	3	-	3	3	-	2	2	-

19LINC204	Semantics and Pragmatics	L	T	P	C
Semester-II		4	1		5

Learning Objectives

- ❖ Semantics is essential to the study how language users acquire a sense of meaning, as speakers and writers, listeners and readers.
- ❖ It is also essential to the study of language change (how meanings alter over time).
- ❖ To understanding language in social contexts, as these are likely to affect meaning, and for understanding varieties of language.
- ❖ Study of semantics includes the study of how meaning is constructed, interpreted, clarified, obscured, illustrated, simplified, negotiated, contradicted, and summarized.
- ❖ To understand language we need to know the meaning of words and the morphemes that compose them. We also must know how the meanings of words combine into phrases and sentence meanings. Finally, we must consider context when determining meaning.

Course Outcomes

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

- CO1:** Have insight into basic issues of linguistic semantics, including how linguistic expressions relate to entities in the world, meaning relations between linguistic expressions, and the relation between meaning and truth.
- CO2:** Have awareness into basic issues in pragmatics, including how context and pragmatic principles affect interpretation.
- CO3:** Have vision into how semantic and pragmatics interact and relate to neighboring fields such as lexical theory, morphology and syntax.
- CO4:** Understand how and why language differs from other communication systems, and how language is employed to communicate various types of meaning.
- CO5:** Describe and analyze how people handle and exploit various semantic and pragmatic phenomena in everyday communication.

Unit – I: Concept of Meaning

Place of semantics in Linguistics; Some basic concepts of meaning, Utterance meaning; type and token; form and expression; symbol, icon and index; sense and reference; Ogden and Richards meaning triangle; denotation and connotation; deixis and definiteness, Leech's seven type of meaning.

Unit – II: Sense relations

Sense relations in lexical semantics; synonymy and its types – Polysemy; Source and kinds of polysemy; Kinds of senses; Homonymy – Aspects and source of homonymy; Homophone and homograph; Ambiguity- Types of ambiguity; Safeguards against ambiguity.

Unit – III: Structural Semantics

Structuralism in semantics – Paradigmatic and Syntagmatic relations- Semantic fields- Lyon's sense relations- Synonymy, binary opposition, antonymy, Complementarity (gradable, non-gradable), Converseness, directional opposites; Non-binary oppositions: incompatibility- hyponymy-holonym- meronymy; Hierarchical structure of the vocabulary- Lexical gaps.

Unit – IV: Change of meaning

Causes and kinds of semantic change- Metaphor, Metonymy-Popular etymology-ellipsis; Consequences of semantics change- Change in range- extension and restriction- Change in evolution-pejorative and ameliorative development.

Unit – V: Pragmatics

Pragmatic meaning Speech act analysis, illocutionary and perlocution acts, sincerity condition, conversational implicature, universe of discourse; social meaning of utterances, politeness and such other variables.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Brendan S. Gillon, *Natural Language Semantics*, MIT Press, 2019.
2. Daniel Altshuler, *A Course in Semantics*. MIT Press, 2019.
3. Ivano Ciardelli Jeron.G, *Inquistive Semantics*, Oxford University Press, 2019.
4. Paul R. Kroeger, *Analyzing Meaning – An Introduction to Semantics and Pragmatics*, Berlin, Germany. 2019.
5. Lyons, J, *Semantics Vol 1 & 2*. Cambridge University Press. 1997.

Supplementary Reading

1. Chierchia, Gennaro and Sally McConnell-Ginet, *Meaning and Grammar: An introduction to Semantics*. (Second Edition) Cambridge, Mass: MIT Press. Davidson. 2000.
2. Donald, *Inquiries into truth and interpretation*. Oxford: Oxford University Press.1984.
3. Jackendoff, Ray, *Semantic Structure*. Cambridge, Mass: MIT Press. 1990.
4. Leech, Geoffrey N. *Semantics*. Penguin. 1994.

5. Pustejovsky, James (ed.), *Semantics and the Lexicon*. Dordrecht: Kluwer. Saeed. 1993.

Outcome Mapping

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	2	3	-	3	2	-	2	-	2
CO2	2	3	3	3	2	2	2	-	3	2	-	3	-	2	3
CO3	3	3	2	2	3	3	3	3	-	3	2	-	3	-	2
CO4	2	3	3	3	3	2	3	-	3	2	-	2	3	-	2
CO5	3	2	3	3	3	2	3	1	-	3	2	-	2	2	-

19LINC301	Psycholinguistics	L	T	P	C
Semester-III		4	1		5

Learning Objectives

- ❖ To introduce the principles of psychology & Linguistics .
- ❖ To explain the process of speech expression and perception.
- ❖ To make the students to understand the various theories of psycholinguistics.
- ❖ To differentiate between brain and mind.

Course Outcomes

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

- CO1:** Identify the language faculty and functions of the brain.
- CO2:** Understand the major issues found in acquisition and perception.
- CO3:** Understand the processes involved in sentence formation.
- CO4:** Describe the discourse structure.
- CO5:** Classify the language disorder.

Unit - I: Introduction to Psycholinguistics

Concepts of 'psycholinguistics' - language and other signalling systems -biological bases of human language: nervous system- central nervous system, peripheral nervous system, cranial nerves - cerebral cortex – hemispheres – lobes – fore brain – mid brain – hind brain - thalamus - corpus callosum -- bilingual brain – brain language relationship and its models; cerebral dominance and lateralization.

Unit - II: Theories of Language Learning and Acquisition

Language Acquisition - Theories of Language Learning and Acquisition: biological nativist, behaviorist, cognitivist, social-interactionist - Critical period hypothesis – Experimental studies of teaching language to primates – three periods in the history of language acquisition: diary, large sample, longitudinal and cross sectional studies.

Unit - III: Developmental Psycholinguistics

Stages of language acquisition: speech sounds, lexical items, grammatical and syntactic categories -issues and processes in language acquisition-First language acquisition and second language learning: bilingual acquisition – Individual learner differences-implications in language learning: social and psychological factors in second language learning – learning strategies.

Unit - IV: Language Processing

Process of speech perception; its models - accessing word and meaning -process of comprehension; perceptual units and perceptual strategies - sentence comprehension and discourse comprehension, its steps - Accessing the mental lexicon and its models – Sentence production; The internal structure of the message level, lexical access: the nature of stored word-meanings, Sentence processing - The internal structure of the sentence level - Text and Discourse processing .

Unit - V: Applied Psycholinguistics

Aphasia and its clinical and linguistic classifications: Broca's aphasia Wernick's aphasia, Conduction aphasia, Anomic aphasia, other Cortical syndromes, Agrammatism, Stuttering, Language in Schizophrenia - Language in Mental Retardation, hearing impaired -Dementia- Disorders of the written words: Dyslexia and Dysgraphia.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Harley, T, *Psychology of Language (From data to theory)*. Taylor and Francis Inc: New York. 2001.
2. Jegerski, Jill, and Bill VanPatten. *Research Methods in Second Language Psycholinguistics*. Taylor and Francis, 2013.
3. Tatham, Mark, and Katherine Morton. *Speech Production and Perception*. Palgrave Macmillan, 2016.
4. Jackson, Michelle K. *Psychology of Language*. Nova Science Publishers, Inc., 2012.
5. Kennison, Shelia. *Psychology of Language*. Macmillan Education UK, 2019.

Supplementary Reading

1. Warren, Paul. *Introducing Psycholinguistics*. Cambridge University Press, 2009.
2. Slama-Cazacu, Tatiana. *Introduction to Psycholinguistics*. De Gruyter Mouton, 2015.
3. Tomasello, Michael. *The New Psychology of Language: Cognitive and Functional Approaches to Language Structure*. Vol. 1. Taylor and Francis, 2017.
4. Ludden, David. *The Psychology of Language: An Integrated Approach*. SAGE Publications, 2015.

5. Steinberg, Danny D., and Natalia V. Sciarini. *An Introduction to Psycholinguistics*. Taylor and Francis, 2013.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	3	3	-	2	2	-	3	3	-	2
CO2	2	3	3	3	2	2	2	3	2	-	2	2	-	2	3
CO3	3	3	3	3	2	2	3	-	2	3	-	2	3	-	2
CO4	2	2	2	2	3	2	2	2	-	2	2	-	2	3	-
CO5	2	2	3	3	2	3	3	-	2	2	-	3	3	-	2

19LINC302	Sociolinguistics	L	T	P	C
Semester-III		4	1		5

Learning Objectives

- ❖ To understand the relation between language and society.
- ❖ To familiarize students with the basic concepts and methods of sociolinguistics.
- ❖ To provide the students with an understanding of the social dimension of language and its implication for applied areas including language education and linguistic policies.
- ❖ To explore the types of linguistic variation within society, and the causes and effects of linguistic change.
- ❖ To identify the regional and social language varieties.

Course Outcomes

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

- CO1:** Relate the social variables and linguistic variables.
- CO2:** Describe the interdependence of language and society.
- CO3:** Identify the language varieties.
- CO4:** Understand language attitudes.
- CO5:** Critically evaluate language planning theories.

Unit - I: Introduction

Definition of Sociolinguistics and Sociology of language - Methodological preliminaries: collection of text, selection of informants, identification of linguistic variables variants vs interpretation of results. Linguistic variables and social variables/social parameters. Types of

Linguistic variables: Indicators, Markers & Stereo types. Methods of quantified linguistic variation.

Unit - II: Language and Society

Speech community - Verbal repertoire - Linguistic competence, Vs communicative competence - ethnography of communication - patterns of variations: Internal variations and External variations. Four levels of Phonological variations: Systematic, Distributional, Incidental and Realizational - Vernacular, Restricted Vs Elaborated codes- Language and Gender- Language and Power.

Unit - III: Language Varieties: Regional and Social

Dialectology: Dialect Atlas, Isogloss-Isobundles, Isophone-Isoplexes-Isosemes. Focal area, Transition area-Relic area, Border dialect and mixed dialect. Language Variation: formal and informal, standard and non – standard. Concept of register and the dimension of an area of communication: field, mode and tenor. Diglossia –with Bilingualism and without Bilingualism - Lingua Franca, Pidgins and Creoles, Language and thought. Language and dialect: Social dialect.

Unit - IV: Language and Contact

Language identity and language loyalty – maintenance, loss and shift – language convergence – pidginization and creolization – language use and attitudes. Types of bilingualism and bilinguals - code mixing and code switching. Networks: Social Networks, Communication networks and Interethnic networks.

Unit-V: Language Planning

Definition – theory and practice – corpus and status planning – orthographic reforms and literacy - Standardization: Selection, Codification, Elaboration of function and Acceptance. Modernization – National language and Nationalism.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Anssi Perakyla, *Emotion in Interaction*. Oxford University Press, 2012.
2. Robert Bayley, *Sociolinguistic Variation*: Cambridge University Press. 2016.
3. Robert McColl Millar, *English Historical Sociolinguistics*. Edinburgh University Press 2012.
4. Ronald Ward haugh & Janet M. Fuller, *An Introduction to Sociolinguistics*. Blackwell Publishers Ltd. UK. 2015.
5. Theresa Lillis, *The Sociolinguistics and Writing*, Edinburgh University Press, 2013.

Supplementary Reading

1. Coulmas. F, *Sociolinguistics: The Study of Speakers Choice*. Cambridge University Press: New York. 2005.

2. Erez levon, Ronald Beline Mendes, *Language, Sexuality and Power: Studies in International Sociolinguistics*, Oxford University Press. 2016.
3. Paul Baker, *Sociolinguistics and Corpus Linguistics*. Edinburgh University Press. 2010.
4. Shanmugam, S. V., *Aspects of language development in Tamil*. Annamalai Nagar. 1983.
5. Srinivasa Varma, G., *Kilaimoliyiyal (Tamil)*. AITLA: Annamalai Nagar. 1986.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	3	2	-	2	3	3	-	2	2	-
CO2	2	3	3	2	3	3	3	3	-	3	-	2	3	-	2
CO3	3	2	3	3	3	3	2	-	3	-	2	3	-	2	3
CO4	3	3	2	2	3	2	3	2	-	2	3	-	3	3	-
CO5	2	3	3	2	2	2	2	-	2	3	-	2	3	-	3

19LINC303	Field Linguistics and Research Methods	L	T	P	C
Semester-III		4	1		5

Learning Objectives

- ❖ This course will give a practical knowledge in field work methods.
- ❖ Helping students to understand the data collection methods.
- ❖ Helping to identify the problems and issues in data collection.
- ❖ Enhance the research attitude.
- ❖ Students will understand the relation between society and language varieties.

Course Outcomes

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

- CO1:** Understand the field Linguistic techniques.
- CO2:** Equip the student in obtaining technical knowledge of corpus.
- CO3:** Identify the phonological description of Language.
- CO4:** Analyse the data in all linguistic levels.
- CO5:** Prepare the questionnaire.

Unit - I: Introduction

Introduction to field linguistics: Aims of Field Linguistics -Place of Field linguistics- theoretical and applied - Use of field linguistics-Methods involved in field Linguistics-Field linguistic surveys-Field linguistic tools.

Unit - II: Field Linguistics Machinery

Field linguistics machinery - Investigators -informant- qualification, selection, use of informants (sampling)- community and its role in data collection- kinds of data- working sessions- report formation- prerequisites.

Unit - III: Data Collection

Tools of linguistic research- Questionnaire – preparation of questionnaire – Direct vs Indirect method- Selection of informants – Questionnaire and Schedule - Elicitation, Recording procedure – preservation - collection procedures; Interview method - Participant observation method etc.

Unit - IV: Data Analysis

Data analysis - Data description: language structure, language contrast, language variation, language learning disciplines-structural description: sound, word, construction, meaning descriptions- presentation methods.

Unit - V: Evaluation Strategies

Evaluation - Evaluation of questionnaire, data , analysis and description, evaluation strategies - linguistic survey of India –types of field methods in dialectology – sociolinguistics – bilingualism – folklore and practical training.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books:

1. Terry Crowley, *Field Linguistics: A Beginner's Guide*, The Hague, 2007.
2. Claire Bowern, *Linguistic field work : A Practical Guide*, The Hague. 2007.
3. *The Palgrave Handbook of Applied Linguistics Research Methodology*. Palgrave Macmillan UK, 2018.
4. Devyani Sharma, Robert J. Podesva (Eds.) *Research Methods in Linguistics*. United States, Cambridge University Press, 2014.
5. Litosseliti, Lia. *Research Methods in Linguistics: Second Edition*. India, Bloomsbury Publishing, 2018.

Supplementary Reading

1. Phakiti, Aek. *Research Methods in Applied Linguistics: A Practical Resource*. India, Bloomsbury Publishing, 2015.
2. Dörnyei, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Spain, OUP Oxford, 2007.
3. Reershemius, Gertrud, et al. *Quantitative Research Methods for Linguists: A Questions and Answers Approach for Students*. United Kingdom, Taylor & Francis, 2017.
4. Rasinger, Sebastian M.. *Quantitative Research in Linguistics: An Introduction*. United Kingdom, Bloomsbury Publishing, 2013.
5. Rose, Heath, Jim McKinley, and Baffoe-Djan J. Briggs. *Data Collection Research Methods in Applied Linguistics*.. United Kingdom, Bloomsbury Publishing, 2019.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	3	-	2	2	-	2	3	-	2
CO2	3	2	3	3	2	3	3	3	-	-	2	2	-	2	1
CO3	2	3	2	3	3	2	2	-	2	3	-	3	2	-	2
CO4	3	3	3	2	3	3	2	3	3	-	3	-	2	3	-
CO5	2	2	3	3	2	3	2	2	-	3	2	-	3	-	2

19PSCI400	CONSTITUTION OF INDIA				L	T	P	C
Semester-IV					2	0		2

Learning Objectives

Students will be able to:

- LO 1.** To understand the basic features of Indian Constitution.
- LO 2.** To grasp about the basic Rights & duties of Indian Citizenry.
- LO 3.** To ponder over the form of Indian Political System.
- LO 4.** To have broad understanding about the pivotal provisions related with liberty, Equality and fraternity.

Course Outcomes

After the successful completion of the course, the students will be able to:

- CO 1:** Imbibe about the basic features of Indian Political System.
- CO 2:** Enlighten with the rights & duties of Indian Citizens.
- CO 3:** Understand the significance of rule of law.
- CO 4:** Inculcate with basic liberties.

Unit I : Introduction

Meaning of the Constitution and Constitutionalism – Historical Perspective of the Constitution of India – Salient features Characteristics of the Constitution of India.

.Unit II : Rights and Duties

Fundamental Rights –Fundamental Duties and its legal status – The Directive Principles of State Policy-Its importance and implementation.

Unit III: Centre State Relationship

Federal Structure and distribution of legislative and financial powers between the union and the states- Parliamentary form of Government in India – The Constitution powers and status of the president of India.

Unit IV : Amendments and Provisions

The Historical perspectives of the constitutional amendments in India – Emergency Provision: National Emergency, President Rule and Financial Emergency.

Unit V: Institutions

Judiciary –Judiciary Activism – Amending Procedures- Recent Trends –Rights to Information- Lokpal and Lok Ayukta.

Text Books

1. Bipan Chandra, Mridula Mukherjee, Adility Makherjee, *India After Independence 1947-2000*, New Delhi: Penguin Publishers, 2016.
2. Durga Das Basu, *Introduction to the Constitution of India*, New Delhi: Prentice Hall, 2018.
3. Jogendra Yadav, *Transforming India: Dynamics of Democracy*, New Delhi: Oxford University Press, 2000.

Supplementary Readings

1. *The Constitution of India*, New Delhi: Ministry of Law, 2009.
2. Paul R. Brass, *The Politics of India Since Independence*, London: Cambridge University Press, 1999.
3. Granvila Austin, *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 2006.

19LINC401	Computational Linguistics	L	T	P	C
Semester-IV		3	2		5

Learning Objective

- ❖ To enable the students to linguistically study the language as it used in the field of computational linguistics.
- ❖ To understand the computational knowledge.
- ❖ To provide students with an understanding of the social dimension of language and its implication for applied areas including language education and linguistic policy.
- ❖ To provide students with an language components with computation field.
- ❖ To familiarize students with the basic concepts and methods of computational linguistics.

Outcome Outcomes

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

- CO1:** Understand the basics of linguistic applications in computational linguistics.
- CO2:** Describe the relationship between computer science and linguistic knowledge.
- CO3:** Discuss with current trends in computational, phonological, computational morphological and computational syntactical knowledge.
- CO4:** Describe basic concepts of semantics and knowledge representation in machine readable dictionary.

CO5: Apply the techniques for MT, Language Teaching, Corpora and Speech synthesis.

Unit - I: Computational Phonetics and Phonemics

Introduction to computer: Types of Computer, generations of computer – Anatomy of computer. Articulatory phonetics vs. Acoustic phonetics: Prosodic features, speech signal processing, parameters and features of speech - Finite state implementation of phonological rules - Introduction to speech synthesis – text-to-speech system, speech recognition – speech-to-text system.

Unit - II: Computational Morphology and Syntax

Introduction to Morphology – morpheme: free Vs bound, Morphological Processing – Inflectional, Derivational and Compositional morphology – word structure, Morphological Process – different approaches. Representation of morphological information: Finite –State Morphological parsing, Morphotactics, Natural Language Processing, Parsing – definition, Classification of parsing – Top-down vs. Bottom-up Parsing; Features and Augmented Grammars, Parsing with Features; Augmented Transition Networks; Generalized Feature systems and Unification Grammars- morphological recognizers, analyzers.

Introduction to Generalized Phrase Structure Grammar (GPSG), Definite Clause Grammar(DCG), Lexical Functional Grammar (LFG),Head-driven Phrase Structure Grammar(HPSG) and Tree Adjoining Grammar (TAG). Feature systems and Augmented Transition Networks.

Unit - III: Semantics and Knowledge Representation

Reference and compositionality, Functions and Predicate-Argument Structure; Meanings of referring expressions; Verifiability; Unambiguous Representations; Canonical Form; Inference and Variables; Expressiveness; Meaning Structure of Language; First Order Predicate Calculus; Elements of FOPC; the Semantics of FOPC; Variables and Quantifiers; Inferences.

Unit - IV: Computational Lexicography

Introduction to lexicography – Dictionary information – stages of dictionary preparation: data collection, entry selection, entry construction and entry arrangement. Role of computers in each stage, computer based dictionary making - Machine Readable Dictionary (MRD), Lexical resources, Role of language corpus in Lexicography, Electronic Dictionary (ED); Advantages of ED over conventional dictionary.

Unit - V: Application of Computational Linguistics

Machine Translation (MT) –different approaches; direct, interlingual, intralingual transfer – problems in lexical transfer – Computer Aided Learning / Teaching– role of computational linguistics in language teaching; Building Search Engines and Information retrieval system – Corpus Linguistics-Types of corpus Linguistics-role of corpus linguistics in Language teaching.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Allen, J, *Natural Language Understanding*. The Benjamin Company. 1995.
2. Mitkov, Ruslan. *The Oxford Handbook of Computational Linguistics*. Vol.1. Oxford University Press, 2012.
3. Clark, Alexander, Chris Fox, and Shalom Lappin. *The Handbook of Computational Linguistics and Natural Language Processing*. Wiley-Blackwell, 2010.
4. Gelbukh, Alexander. *Computational Linguistics and Intelligent Text Processing*. Springer International Publishing, 2018.
5. Gliozzo, Alfio, and Carlo Strapparava. *Semantic Domains in Computational Linguistics*. Springer Berlin Heidelberg, 2009.

Supplementary Reading

1. Hunston suson, *Corpora in applied linguistics*, Cambridge University press. 2009.
2. Kurdi, Mohamed Zakaria. *Natural Language Processing and Computational Linguistics Speech, Morphology and Syntax*. wiley, 2016.
3. Hausser, Roland. *Foundations of Computational Linguistics*. Springer Berlin Heidelberg, 2001.
4. Lüdeling, Anke, and Merja Kytö. *Corpus Linguistics: An International Handbook*. Vol. 2. De Gruyter Mouton, 2009.
5. Steedman, Mark. *The Syntactic Process*. The MIT Press, 2019.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	3	-	3	3	-	3	3	-	2
CO2	3	2	3	2	3	2	2	3	-	3	3	-	2	2	-
CO3	2	3	2	3	2	3	3	3	2	-	2	3	-	-	2
CO4	3	2	1	3	3	2	2	2	-	2	-	3	-	3	3
CO5	2	3	3	2	3	3	3	3	3	-	3	-	2	2	-

19LINC402	Comparative Dravidian	L	T	P	C
Semester-IV		4	1		5

Learning Objectives

- ❖ To investigate the Phonetic process of Dravidian Languages.
- ❖ To imbibe the knowledge of Indian Languages.
- ❖ To understand the relation between Dravidian and other Families of Languages.
- ❖ To get exposure on the Language Family tree Diagrams.

Outcome Outcomes

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

- CO1:** Describe basic concepts of Dravidian Languages.
- CO2:** Classify vowels and their developments- short vs long alterations.
- CO3:** Identify the noun morphology and its classification.
- CO4:** Acquired knowledge of various language families and their sub groups.
- CO5:** Classify and compare the verb Morphology of Dravidian Languages.

Unit - I: Different Families of Languages in India and History of Comparative Dravidian

Austro – Asiatic; Tibeto-Burman; Indo-Aryan, Dravidian and Andamanese languages; Similarities and differences between the language families of India, History of Dravidian family, Common characteristic features of Dravidian family, Characteristic features of South Dravidian, Central Dravidian and North Dravidian.

Unit - II: Phonological structure of Dravidian languages

Vowels and their development – short Vs. long; i/e and u/o alternations; Metathesis, Palatalization, Fricativization, Dissimilation, Consonants and their development- Voice Vs. voiceless plosives, nasal plus double plosives, laterals, trills and fricatives, a:ytam in Tamil.

Unit – III: Noun Morphology

Dravidian Noun Morphology: Gender – Number system, Pronouns, Adjectives, Numerals, Case system, Inflectional Increment.

Unit - IV: Verb Morphology

Transitive, Intransitive & Causative Verbs, Stem classification, past and non – past formation, negative expressions in Dravidian, pronominal suffixes, Imperative mood and Infinitive, Passivity in Dravidian.

Unit - V: Sub Grouping of Dravidian languages

South Dravidian Languages, Central Dravidian Languages- Telugu-Kuvi branch and Kolami-Naiki branch, North Dravidian languages, Dravidian family tree diagram.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Zvelebil, Kamil. *A Sketch of Comparative Dravidian Morphology*. De Gruyter, 2017.
2. Steever, Sanford B. *The Dravidian Languages*. Taylor and Francis, 2015.
3. Mahoney, James, and Kathleen Thelen. *Advances in Comparative-Historical Analysis*. Cambridge University Press, 2015.
4. Mahoney, James, and Dietrich Rueschemeyer. *Comparative Historical Analysis in the Social Sciences*. Cambridge University Press, 2012.

- Lipset, Seymour Martin. *Revolution and Counterrevolution: Change and Persistence in Social Structures*. Taylor and Francis, 2017.

Supplementary Reading

- Wit, Hans de. *Internationalization of Higher Education in the United States of America and Europe: A Historical, Comparative, and Conceptual Analysis*. Westport, Conn: Greenwood Press 2002, 2002.
- Hanson, David. *Managerial Cultures: A Comparative Historical Analysis*. Taylor and Francis, 2014.
- Klein, Jared et al. *Handbook of Comparative and Historical Indo-European Linguistics: An International Handbook*. Walter de Gruyter GmbH, 2017.
- Shopen, Timothy. *Language Typology and Syntactic Description: Second Edition Volume III: Grammatical Categories and the Lexicon..* Cambridge University Press, 2007.
- Hanson, David. *Managerial Cultures: A Comparative Historical Analysis*. Taylor and Francis, 2014.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	2	-	3	3	-	3	-	2
CO2	3	3	2	3	2	3	2	3	3	-	3	-	2	3	-
CO3	3	2	3	3	3	3	3	-	3	3	-	3	-	2	3
CO4	3	3	2	2	3	2	3	2	-	2	3	3	2	-	3
CO5	2	2	3	2	2	3	2	-	2	2	-	3	-	2	2

19LINC403	Aspects of Translation	L	T	P	C
Semester-IV		4	1		5

Learning Objectives

- ❖ To make the students to understand the concepts of translation.
- ❖ To understand the types of translation.
- ❖ To relate the source language and target language.
- ❖ To explore the principles and theories of translation.
- ❖ To apply translation in language teaching/learning.

Course Outcomes

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

- CO1:** Gain knowledge on translation process between SL and TL.
- CO2:** Classify the types of translation.
- CO3:** Apply the translation theories.
- CO4:** Relate the cultural barriers.

CO5: Apply the translation methods.

Unit - I: Need and scope of translation:

Translation: Concept, need and scope: Role of translation in various disciplines: Education and the Vernacular, Science and technology, Language pedagogy, Government official documents, Political institutions, International organizations and Religion, Modern trends: Models of Translation: Linguistic model, Pragmatic model, Traditional model, Hermeneutic model. model of translation, modulation.

Unit - II: Process and Types of Translation:

Process of Translation: Source Language text, Target Language text, Nida's three phase model: Text analysis, Transfer and Restructuring - Catford and Peter Newmark's views on translation - Types of translation: metaphrase, paraphrase, imitation, adaptation and recreation - literal vs. conceptual, inter vs. intralingual, full vs. partial, total vs. restricted, rank bound vs. rank shifts.

Unit - III: Principles and Theories of Translation

Principles of translation: additions, deletions, skewing of information, Contemporary Theories: Philological, Linguistic, Ethno linguistic, sociolinguistic and Psycholinguistic theories of translation, Practice and Diplomatic translation.

Unit - IV: Translation Problems

Approaches to Translation: Linguistics approach, Descriptive approach, Functional approach, Cultural approach - Linguistic Problems: Orthographic problems, Lexical problems, Syntactic problems and Semantic problems- Equivalence of meaning and style, multiple meanings, Objects, Events, Abstracts, Idiomatic expressions, Figurative expressions, Metaphor, Allusions and Proverbs - Cultural problems : Kinship terms, Customs, Social hierarchy, and Religion.

Unit - V: Applications of Translation

Language teaching/learning: Foreign language and Second language: matching pairs. Transformations, word play, colloquial expressions-corpora: comparable and parallel, Google Translation.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Balakrishnan.R. & Saranya R, Directions in Translation. Annamalai University Press: Annamalai Nagar. 2002.
2. Catford J.C, A Linguistic Theory of Translation. Oxford University: London. 1965.
3. Hatab, Wafa Abu. *Translation across Time and Space*. N.p., 2019.
4. Veckrācis, Jānis. *Linguistic and Translatological Aspects of Poetry Translation*. Peter Lang B, 2019.

- Pârlog, Aba Carina. *Intersemiotic Translation: Literary and Linguistic Multimodality*. Springer International Publishing, 2019.

Supplementary Reading

- Eva Hung (ed) *Teaching, Translation and Interpreting*. Hohn Benjamin's Publishing Company: Amsterdam / Philadelphia. 2002.
- Nida, Eugene. A, A. *Language Structure and Translation*. Stanford University Press: California. 1964.
- Susan Bassnett, *Translation Studies*. University Press: London. 2003.
- Baer, Brian James, and Klaus Kaindl. *Queering Translation, Translating the Queer: Theory, Practice, Activism*. Taylor and Francis, 2017.
- Svoboda, Tomáš, Łucja Biel, and Krzysztof Łoboda. *Quality Aspects in Institutional Translation*. Berlin: Language Science Press, 2017.

19LIND404	Dissertation	L	T	P	C
Semester-IV				12	6

Learning Objectives

- ❖ To give basic information on making dissertation.
- ❖ To give training in how to identify a language related issue in the current situation.
- ❖ To impart knowledge in the process of identification of problems.
- ❖ To make the students how to make the solution for those problems so far identified.

Outcome Outcomes

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

- CO1:** Get enough exposure towards research methodology.
- CO2:** Get practical knowledge in field work.
- CO3:** Identify the research issues.
- CO4:** Make research tools.
- CO5:** Go for further higher level research.

Scheme of the Work

The students are allowed to choose a research topic of their field of interest, and a research supervisor from the faculty members of their own interest, at the beginning of fourth semester. They must go for discussion with their respective research supervisors during the periods allotted in the time table of the fourth semester. The students will be taught research methods and design of the dissertation, field work including data collection and other reference works by the respective research supervisors as tutorials. All the students have to submit their dissertations on or before the last working day of the fourth semester and the dissertation will be valued for 75 marks and the viva-voce will be conducted for 25 marks.

Text Books

- Terry Crowley, *Field Linguistics: A Beginner's Guide*, The Hague, 2007.

2. Claire Bower, Linguistic field work : A Practical Guide, The Hague. 2007.
3. *The Palgrave Handbook of Applied Linguistics Research Methodology*. Palgrave Macmillan UK, 2018.
4. Devyani Sharma, Robert J. Podesva (Eds.) *Research Methods in Linguistics*. United States, Cambridge University Press, 2014.
5. Litosseliti, Lia. *Research Methods in Linguistics: Second Edition*. India, Bloomsbury Publishing, 2018.

Supplementary Reading

1. Phakiti, Aek. *Research Methods in Applied Linguistics: A Practical Resource*. India, Bloomsbury Publishing, 2015.
2. Dörnyei, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Spain, OUP Oxford, 2007.
3. Reershemius, Gertrud, et al. *Quantitative Research Methods for Linguists: A Questions and Answers Approach for Students*. United Kingdom, Taylor & Francis, 2017.
4. Rasinger, Sebastian M.. *Quantitative Research in Linguistics: An Introduction*. United Kingdom, Bloomsbury Publishing, 2013.
5. Rose, Heath, et al. *Data Collection Research Methods in Applied Linguistics*. United Kingdom, Bloomsbury Publishing, 2019.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	2	3	-	3	3	3	-	2	3	-
CO2	3	3	3	3	3	3	3	3	2	-	3	3	-	-	3
CO3	3	3	3	3	2	2	3	-	2	3	-	2	-	3	3
CO4	3	2	2	2	2	3	2	3	3	-	3	-	2	3	-
CO5	2	3	2	3	3	3	3	-	3	3	-	3	2	-	2

19LINE1	Linguistics Based Soft Skills	L	T	P	C
Semester-1		3			3

Learning Objectives

- ❖ To enhance the students' language as well as subject competence.
- ❖ To increase the level of students' performance.
- ❖ To improve their lexical knowledge.
- ❖ To make the students understand language components.
- ❖ Able to differentiate the structure and functions of language components.

Outcome Outcomes

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

- CO1:** Understand the important thing in the life is not the triumph but the struggle.
- CO2:** Pick what ever we want to communicate with reasonable effort as being fair

consistently.

CO3: Gain confidence and trust themselves assiduously build over the years.

CO4: Enthuse themselves and reap the enormous benefits in their profession.

CO5: Evaluate and criticize themselves.

Unit - I: Knowing ourselves and measuring our Soft Skills

Process of knowing ourselves-Using SWOT analysis grid; Concept of soft skills- Importance of soft skills- identifying and improving our soft skills- Practicing and measuring our soft skills; Attitude and behavior-Formation of attitude- Change of attitude- Attitude in a working place-Developing positive attitude and its results; overcoming negative attitude and its results.

Unit - II: Identification and Forming Values

Concept of value- A core of value- Values relating to education- Values relating to self and others- Values relating to self and others- Values relating to civic responsibilities – Importance of values- Formation of values-Types of values- Terminal and instrumental – personal-cultural and social : Career Planning: Guidelines for choosing a career –Tips for successful career planning- Developing career goals- Final thoughts on career planning.

Unit - III: Improving Perception and Art of Listening, Reading and Speaking

Factors influencing perception-Perceptual process-Improving perception-its application in organization; Art of Listening: Kinds of listening- benefits of active listening-Common poor listening habits; Art of Reading: Types of reading- Tips for effective reading-stages of reading- rates of reading- adjusting reading rate-activities for increasing reading; Art of Speaking: Process of communication- channels of communication- formal and informal communication network- barriers of communication-Tips for public speaking-overcoming fear of public speaking.

Unit – IV: Art of Writing - E-mail Writing &Preparing Resume/ CV

Importance of writing- creative writing-writing tips- drawbacks of written communication; E-mail Writing: The mail magic-appropriate salutations-make subject matter significant-keep a dictionary close by-use commas- smiley's- when in doubt-include previous message-shorten the file attachments; Difference among Bio-data, Resume and CV-purpose of CV writing- Types of resumes-CV/ resume writing tips- CV/ resume preparation-Design of CV-Content of resume-Electronic resume tips-common resume blunders-cover letter and its tips.

Unit - V: Interview skills- Time and Stress management and Body language

Types of interview-Interview panel-Types of question asked- Reasons for selecting / rejecting candidate-Telephonic interview- Dress code- tips for making good impression at interview-Job interview- basic tips- search for job effectively- interview quotations; Time management: sense of time management-three secrets of time management- Time management matrix-Analysis of time matrix- five steps of successful Time management; Stress management: Effects –Kinds- Sources of stress- behaviour identified with stress-

signs of stress; Body language: Parts- Origin- Uses- and Types of body language- Developing confidence with correct body language.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Alex, K, *Soft skills*, S. Chand & Company Pvt. Ltd. 2013.
2. Amudhan – Sadagopan, *Computer Application in Business*. Amudham Pathippagam: Kumbakonam. 2001.
3. Kiranmai Dutt, P. & Geetha Rajeevan, *Basic communication Skills*. Cambridge University Press. 2007.
4. Orin Hargraves (ed), *New words*. Oxford University Press. 2004.
5. Sidney Greenbaum (ed), *Oxford English Grammar*. Oxford University Press. 2005.

Supplementary Reading

1. Mitchell, R. and Myles, F, *Second language learning theories*. Cambridge. 1998.
2. Subramanian N, *Introduction to Computers – Fundamentals of Computer Science* (Volume 1). Tata McGraw – Hill Publishing Company Limited: New Delhi. 1986.
3. Chomsky, Noam. *Language and Mind*. Cambridge: Cambridge University Press, 2006.
4. Sharma, B.D, *Language and Linguistics*. Anmo Publications: New Delhi. 2005.
5. Searle, John, *Speech Acts*. Cambridge University Press. 1969.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	3	-	3	3	-	2	3	-	2
CO2	3	3	2	3	3	2	3	2	-	3	3	-	3	3	-
CO3	3	2	3	2	2	3	-	3	3	2	-	3	3	-	3
CO4	2	3	3	3	3	3	2	-	3	-	2	3	2	2	-
CO5	3	3	2	2	3	2	3	3	-	3	-	2	2	-	2

19LINE2	ACOUSTIC PHONETICS	L	T	P	C
Semester-1		3			3

Learning Objectives

- ❖ To interpret basic patterns in a spectrogram.
- ❖ To describe acoustic characteristics of the speech in general.
- ❖ To provide an account of general acoustic elements, and be aware of methods used to produce spectra and spectrograms.
- ❖ To distinguish the acoustic patterns of vowel and consonant categories.
- ❖ To get exposure on main dimensions of the voice, from articulatory, acoustic and perceptory viewpoints: pitch, voice power, voice qualities.

Course Outcomes

After completion of this course, the students will be able to:

CO1: Describe basic speech sounds in human languages.

CO2: Explain various properties of vowels.

CO3: Using software for acoustic analysis.

CO4: Explain various properties of consonants.

CO5: Differentiate vowels and consonants production.

UNIT - 1 Basic concept:

Physics of speech sounds – Frequency – Amplitude – Pitch – Intensity – Quality – Timbre – Musical sounds – Vibration of air column – Wave form – Wave analysis – Resonance.

UNIT - 2 The carrier nature of speech:

Some properties of glottal sounds source – vowel production – consonant production – spectrographic analysis; spectral properties of vowels – Stops – Nasals – Fricatives – Glides – Prosodic features.

UNIT – 3 Analysis of Formant

Classification of Formants - Formants of vowels- Formants of obstruent- Formants of sonorant- Formants of liquids- Formants of Approximants.

Unit - 4 Analysis of Intensity and Duration

Acoustic analysis of vowels- Acoustic analysis of obstruent- Acoustic analysis of sonorant- Acoustic analysis of liquids-Acoustic analysis of Approximants.

Unit - 5 Application of Software

Speech analysis softwares, Acoustic analysis of tone and intonation, Acoustic analysis and speech perception - PRAAT software- Formant measurements in Praat-Tamil pitch transcription-Corpus using Praat-Digital speech processing.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Baart, Joan L. G. *A Field Manual of Acoustic Phonetics*. Dallas, Texas: SIL International, 2011.
2. Hayward, Katrina. *Experimental Phonetics: An Introduction*. Taylor and Francis Inc., 2014.
3. Hewlett, Nigel, and Janet Beck. *An Introduction to the Science of Phonetics*. Taylor and Francis, 2013.
4. Ladefoged, Peter. *Elements of Acoustic Phonetics*. University of Chicago Press, 2019.
5. Stevens, Kenneth N. *Acoustic Phonetics*. The MIT Press, 2020.

Supplementary Readings

1. Chen, C. Julian. *Elements of Human Voice*. World Scientific Publishing Co. Pte. Ltd., 2016.

2. Davenport, Mike, and S.J. Hannahs. *Introducing Phonetics and Phonology*. Routledge, 2020.
3. Keith Johnson. *Acoustic and Auditory Phonetics*, Wiley-Blackwell, 2003.
4. Lieberman, Philip, and Sheila E. Blumstein. *Speech Physiology, Speech Perception, and Acoustic Phonetics*. Cambridge University Press, 1988.
5. Sweet, Henry. *A Handbook of Phonetics*. Cambridge University Press, 2013.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	-	3	3	-	3	2	-	3
CO2	3	2	3	3	3	2	3	2	-	2	2	2	-	2	2
CO3	2	3	3	2	2	3	2	2	3	-	3	-	3	3	-
CO4	3	3	2	3	3	3	2	-	2	3	-	3	3	-	2
CO5	2	2	3	2	2	2	3	3	-	2	2	-	3	-	3

19LINE3	Discourse Analysis	L	T	P	C
Semester-1		3			3

Learning Objectives

- ❖ To provide the basic information of the pragmatics of language.
- ❖ Making students to understand the concept of Discourse.
- ❖ Student will analyse that how sentences are meaningful and how they derive meaning from the context?.
- ❖ Gives details on coherence and cohesion.
- ❖ Explain how discourse features employed in spoken and written varieties of a language.

Course Outcomes

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

- CO1:** Use language appropriately using theories of discourse.
- CO2:** Know how language structure and language use is interrelated.
- CO3:** Understand how cultural aspects are expressed through language.
- CO4:** Able to do critical analysis of Discourse.
- CO5:** Can make case studies in Discourse analysis.

Unit - I: Introduction to Discourse

Discourse – Definition - the Social nature of discourse, Structural approach vs Functional approach – Discourse as a social practice – what makes discourse different?.

Unit - II: Discourse and Society

Discourse as interaction in society – Discourse as action - Language users and Context. Talk and Text. Action- Context – Power – Ideology and Discourse.

Unit - III: Discourse and Pragmatics

Discourse Pragmatics: Pragmatic theory - Grice's Theory of Meaning - Speech Act Theory - Politeness: Politeness in Discourse.

Unit - IV: Discourse and Context

Language, Discourse and Context: Discourse and Text: Bakhtin: the Utterance and Speech genres, Social context, genre and the 'new rhetoric'.

Unit - V: Discourse and Culture

Discourse and Culture: Discourse and Cultural studies, the Ethnography of communication. Case studies of Discourse in Culture, Critical Pool – Five principles – Origins of CDA – CDA and Social theory, the pros and cons of CDA.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Gee, James Paul, *Introducing Discourse Analysis: From Grammar*. Routledge, London. 2018.
2. Kevin C. Dunn & Iver B. Neumann, *Understanding Discourse Analysis for Social Research*, University of Michigan Press, 2016.
3. Jan Blommaert, *Discourse*. University of Press: Cambridge. 2005.
4. Rodney Jones, *Spoken Discourse*. Bloomsbury Academic, 2016.
5. Jones, Rodney H, Alice Chik, and Christoph A. Hafner. *Discourse and Digital Practices: Doing Discourse Analysis in the Digital Age*. , 2015. Internet resource.

Supplementary Reading

1. Halliday, M.A.K, *Linguistic studies of Text and Discourse*. The Hague. 2002.
2. Stanton Wortham and Angela Reyes, *Discourse Analysis – Beyond the Speech Event*, Routledge, New York, 2015.
3. Terry Locke, *Language, Discourse and Context in Critical Discourse Analysis*. Continuum International Publishing Group: London. 2004.
4. Thora Tenbrink, *Cognitive Discourse Analysis*, Cambridge University Press, 2020.
5. Jan Blommaert, *Discourse*. University of Press: Cambridge. 2005.
6. Terry Locke, *Language, Discourse and Context in Critical Discourse Analysis*. Continuum International Publishing Group: London. 2004.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	2	3	-	2	2	2	-	3	2	-
CO2	2	2	3	2	2	3	2	2	-	3	-	2	-	3	3
CO3	3	2	2	3	3	2	3	-	3	3	3	-	3	3	-
CO4	2	3	2	2	2	2	2	3	-	3	-	3	2	-	3
CO5	2	3	3	3	3	3	3	-	2	2	-	3	3	-	2

19LINE4	Folklore	L	T	P	C
Semester-1		3			3

Learning Objectives

- ❖ To impart the knowledge of folk literature and its kinds.
- ❖ To introduce different genres of Folklore.
- ❖ To give the knowledge of field techniques by conducting field trips.
- ❖ To apply Folklore to other disciplines like Sociology, psychology and linguistics.
- ❖ To know the comparative study between Indian and Foreign Folkloristic research.

Course Outcomes

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

- CO1:** Understand various genres of Folk literature.
- CO2:** Document various folk forms.
- CO3:** Classify and analysis the folk text.
- CO4:** Gather and collect the folk data with the learnt techniques.
- CO5:** Apply folkloristics to other discipline.

Unit - I: Introduction to Folklore

Folklore as a science- Definition of folklore – Four kinds of folklore – Oral Literature, Customary Folklore, Material Culture, Arts and Performance - Different genres of folklore – Different schools of folklore, Literary school of Folklore, academic folklore, Marxists school of Folklore – Folk literature and written literature.

Unit - II: Different genres of folklore

Folk songs – Folk Tales - Folk Ballades, - Proverbs – Riddles – Myths and Legends – Folk Arts, Folk Drama, etc.- Folk Belief, Customs, Taboos, etc. Oral Narratives, Folk tales, Legends and Myths.

Unit - III: Field Methods

Basic techniques and equipment of the professional folklore – selection of the places, selection of the informants place of interview, questionnaire and schedule, observation – interview, process of Folk data, Classification and analysis of the Text - Field work.

Unit - IV:

Application of Folklore in other disciplines- Folklore and Sociology – Folklore and Psychology – Folklore and Philosophy – Folklore and History – Folklore and Linguistics. Toponymy study and Anthroponymy study - Current theories of Folklore.

Unit - V : History of Folkloristics

Folkloristic research in Western Countries and India – Folkloristic research in Tamil Nadu.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Bascom, William R. *Frontiers of Folklore*. Routledge, 2019.
2. Toelken, Barre. *Dynamics Of Folklore*. Utah State University Press, 2017.
3. Flueckiger, Joyce Burkhalter. *Gender and Genre in the Folklore of Middle India*. Cornell University Press, 2018.
4. Martha Sims, Martine Stephens. *LIVING FOLKLORE*. Vol. 53. N.p., 2013.
5. Sherman, Sharon R., and Mikel J. Koven. *Folklore/Cinema: Popular Film as Vernacular Culture*. Utah State University Press, 2007.

Supplementary Reading

1. Nachimuthu, K. *Tamilakau: rppyear a:yvu*. Madras, 1983.
2. Bronner, Simon J. *Meaning of Folklore: The Analytical Essays of Alan Dundes*. Utah State University Press, An imprint of University Press of Colorado, 2007.
3. *The Oxford Handbook of American Folklore and Folklife Studies*. Oxford University Press, 2019.
4. Bendix, Regina F., and Galit Hasan-Rokem. *A Companion to Folklore*. John Wiley and Sons, 2012.
5. Kennesh Golsstain, *A Guide to Field workers in Folklore*. Pennsylvania. 1964.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	2	3	2	-	3	2	-	2	3	-	3
CO2	2	3	2	2	2	3	3	2	-	3	2	-	2	3	-
CO3	3	2	2	3	2	2	2	-	3	2	-	3	3	-	2
CO4	3	2	3	2	3	2	3	2	-	3	2	-	2	2	-
CO5	2	3	2	2	2	2	2	3	2	-	3	2	-	-	2

19LINE5	Lexicography	L	T	P	C
Semester-1		3			3

Learning Objectives

- ❖ To impart the dictionary making skill to the student.
- ❖ To explain the students to understand the dictionary typology.
- ❖ To give practical lexicographic work.
- ❖ To make the students to understand communicative and cognitive functions of the dictionary.

Course Outcomes

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

- CO1:** involve practical lexicography.
- CO2:** Understand semantic, syntagmatic, and paradigmatic relationships of the words.
- CO3:** Link the language data and usage contexts.
- CO4:** Create the specialized dictionaries.
- CO5:** Select equivalents in bi and multi lingual dictionaries.

Unit - I: Introduction

Nature and scope of lexicography; History of lexicography – Lexicology and lexicography – Lexical and grammatical meaning - Word formation processes - borrowing, blending, clipping, back-formation, acronyms, compounding, derivations, functional words; denotation, connotation, words in context, synonymy, hyponymy, polysemy, homonymy, technical terms; Designative and non-designative words- Functional words- Proper names - onomasiology and semasiology.

Unit - II: Dictionary Typology

Formal variation- the paradigm-canonical form-derivation-composition-unorganic composition-stability; Variation in language-dialect-standard language; Types of dictionaries; Purposes of dictionary writing; little dictionary, pocket dictionary, school/college dictionary, desk-top dictionary; monolingual and bi-/multilingual dictionary; etymological dictionary, period-dictionary, historical dictionary, scientific dictionary, dialect dictionary, reverse dictionary, pronouncing dictionary, terminological dictionary, language atlas, Encyclopaedia.

Unit - III: Lexicographic Method – Monolingual Dictionaries

Basic decisions - Articulation of work – Collection of material – Sources – Excerption – total, partial – Lexicographic context – archives - Entries -Selection of entries, density of entries – construction of entries- orthography, pronunciation – Grammatical indication - order and hierarchy of entries, lemma, sense and sub-classes, paraphrase, compounds, collocation, idioms, proverbs, illustrations, names; ghost-words – Presentation of polysemy and homonymy – types of arrangement – alphabetical, semantic, others- nests – notation and format – reader's guide – Abbreviation- punctuation and symbols – appendices.

Unit - IV: Lexicographic Method – Bilingual Dictionaries

Nature – Anisomorphism of language – Bi / Multilingual dictionaries – types – Collection of material – Sources – Selection of entries – Equivalent – Translational and descriptive or explanatory equivalent – Categorical equivalence – Forms of entries – lemma – spelling – pronunciation – grammar – glosses and labels – examples.

Unit - V: Implications of lexicography

Teaching of vocabulary, pedagogy; translation equivalents; comparative studies, stylistic choices; structure and retrieval of mental vocabulary; representation of lexical knowledge; data-base for computers; problems of dictionary making; dictionary evaluation.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Henri B. *Modern Lexicography – An Introduction*, Oxford University Press, USA, 2000.
2. Howard Jackson, *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*, Bloomsbury Publishing PLC, UK.
3. Lynda Mugglestone, *Dictionaries: A very Short Introduction*, Oxford University Press, UK. 2011.
4. Bergenholtz, H. (ed.), *Manual of Specialized Lexicography*. Amsterdam: Benjamins. 1995.
5. Boguraev, B.K. ; Briscope, T. (ed.), *Computational Lexicography for Natural Language Processing*. London: Longman. 1989.

Supplementary Reading

1. Sarah Ogilvie, *Words of the World*, Cambridge University Press, UK. 2012.
2. Hartmann, Reinhart., *Teaching and Researching Lexicography*. London: Longman. 2001.
3. Jackson, Howard, *Lexicography: An Introduction*, Routledge. 2002.
4. Bo Svendsen, *A Handbook of Lexicography: The Theory and Practice of Dictionary – Making*, Cambridge University Press, UK. 2015.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	2	-	3	3	-	3	3	-	2
CO2	2	2	2	3	2	2	2	2	-	2	3	-	2	3	-
CO3	3	2	2	2	3	3	3	2	2	-	3	2	-	-	2
CO4	3	3	3	3	2	2	2	-	3	3	-	3	2	2	-
CO5	2	2	2	2	3	3	3	2	2	-	2	-	2	-	2

19LINE6	Clinical Linguistics	L	T	P	C
Semester-1		3			3

Learning Objectives

- ❖ To enable the students to understand the relation between the speech and language pathology.
- ❖ It aims to make student become familiar to identify the speech disorders.
- ❖ To train the students for data collection from the speech disorder population.
- ❖ To explain to prepare the linguistics remedial materials for rehabilitation.

Course Outcomes

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

- CO1:** Discuss and classify the articulation, fluency and voice disorders.
- CO2:** Describe and demonstrate theoretical models clinical phonology and its implications for therapy.
- CO3:** List out the major issues in the areas of morphology and syntax in various disorders.
- CO4:** Analyse the various aphasic disorders linguistically.
- CO5:** Evaluate the language issues and Plan Interventions according to the language disorder.

Unit - I: Speech disorders

Articulation disorders: Misarticulation and Dysarthria- Resonance disorders: cleft palate, hypernasality and hyponasality - Fluency disorders: normal non fluency, stuttering, cluttering - voice disorders: aphonia, dysphonia – Assessment of speech disorders using Computerized Speech Lab and PRAAT.

Unit - II: Clinical Phonology

Phonological processes- review and recent advances, different types, its analysis, phonological process patterns in various communication disorders, Application of International Phonetic Alphabet transcription - Phonological awareness: development, assessment and clinical implications-Phonotactics and metalinguistic abilities in phonological disorders - Application of phonological theories in evaluation and management of phonological disorders.

Unit - III: Language disorders: Morphological and syntactic issues

Morphological and syntactic issues in Dyslexia, Dysgraphia - 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 - Language delay/SLI - Grammatical handicap.

Unit - IV: Aphasia

Aphasia: etiology - characteristics - the contributions of Paul Broca and Carl Wernicke - Classification of Aphasia: Broca's Wernicke's, Global, Transcortical motor and Transcortical sensory, Anomia - Linguistic interpretations of Aphasia: phonological –morphological-syntactical - semantical -fluent vs. non fluent.

Unit - V: Assessment and Remediation

Need for assessment – Test batteries – BDAE, WAB, LPT and other important tools – Linguistic Profiles: LARSP, PROPH, PROP, PRISM – Phonological, Morphological, Syntactic and Semantic assessments – Clinical solutions – Remediation and Suggestion for Linguistic development – Training for the data collection from subjects.

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Cummings, Louise. *Clinical Linguistics*. Edinburgh University Press, 2008.
2. Ball, Martin J. et al. *The Handbook of Clinical Linguistics*. John Wiley and Sons, 2009.
3. Crystal, David, *Clinical linguistics*. Whurr Pub: London. 1981.
4. Damico, Jack S., Nicole Müller, and Martin J. Ball. *The Handbook of Language and Speech Disorders*. Wiley-Blackwell, 2010.
5. Fava, E. *Clinical Linguistics: Theory and Applications in Speech Pathology and Therapy*. Vol. 227. John Benjamins Publishing Co, 2002.

Supplementary Reading

1. Shipley, Kenneth G, and Julie G. McAfee. *Assessment in Speech-Language Pathology: A Resource Manual*. , 2021. Internet resource.
2. Bradford Amanda, Barbara Dodd. "A Comparison of Three Therapy Methods for Children with Different Types of Developmental Phonological Disorder." *International Journal of Language & Communication Disorders*, vol. 35, no. 2, Taylor & Francis, Jan. 2000, pp. 189–209.
3. Rice, Mabel, and Steven F. Warren. *Developmental Language Disorders: From Phenotypes to Etiologies*. Lawrence Erlbaum Associates Publishers: London, 2014.
4. Ball, Martin J. *Principles of Clinical Phonology: Theoretical Approaches*. New York, NY : Psychology Press, 2016.
5. Velleman, Shelley L. *Speech Sound Disorders*. Philadelphia : Wolters Kluwer, 2016.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	3	2	-	2	2	-	2	3	-
CO2	2	3	2	3	2	3	3	-	2	2	-	3	-	3	3
CO3	2	3	2	2	2	2	2	2	3	-	2	-	2	2	3
CO4	2	2	3	2	3	3	2	-	3	2	-	3	2	-	2
CO5	3	2	3	3	2	2	3	3	-	3	2	-	3	2	-

19LINE7	Language Teaching Methods	L	T	P	C
Semester-1		3			3

Learning Objectives

- ❖ To familiarize the students with language learning skills.
- ❖ To understand the language teaching methods.

- ❖ To explore the types of testing and evaluation methods of language teaching and learning.
- ❖ To understand the language acquisition in multilingual settings.

Course Outcomes

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

- CO1:** Understand and do the contrastive analysis.
- CO2:** Acquire knowledge of various language skills.
- CO3:** Use various language teaching methods for teaching a language.
- CO4:** Understand the basic concept of language testing and evaluation.
- CO5:** Identify the language errors and its classifications.

Unit - I: Introduction

Language acquisition and learning - concepts, teaching first language, second language and foreign language. SLA theories and process - principles of language teaching and learning – pattern practice – teaching aids and their role in language teaching and learning. Language acquisition in Multilingual settings; Behaviouristic and cognitive theories of language learning; social and psychological aspects of second language acquisition; Computer Aided Language Teaching (CALT) – Multimedia.

Unit - II: Language Teaching Methods and Language skills

Language teaching Methods, Types of Methods: Grammar Translation method, Direct method, Audio-lingual method, Communicative approach, Programmed Instruction and Eclectic method: language skills - Listening, Speaking, Reading and Writing: Teaching pronunciation, vocabulary, grammar: higher order skills - comprehension, creativity, coherence, cohesions, Language fluency, etc., Materials production.

Unit - III: Contrastive studies and Literacy

Interaction between the learner's languages and the target languages - Reasons for a systematic comparison of two different linguistic system and culture – various levels of comparisons; phonological system, grammatical system, lexical system and culture.

Conceptualizing literacy; role of language in literacy: Oracy and literacy; literacy development and empowerment; state initiatives, campaign- based programmes and other non-governmental initiatives; literacy drives emergence and role of social movements, Designing syllabus and Teaching techniques.

Unit - IV: Language teaching and learning Materials:

Course content:- Curriculum, Syllabus- materials- Methods of material Production- Selection, Gradation, presentation, preparation, types of material production, use of information Communication Technology , (ICT), Computer Aided Language Learning (CALL), Computer Aided Language Teaching (CALT), E – Learning , SLM-learning , E-learning material, M-Learning.

Unit – V: Error Analysis and Language Testing and Evaluation:

Theories and models in error analysis – Error Vs mistake; Identification of errors, collection of Errors, Description of errors, Explanation of errors, reasons for the errors and remedial measures. Basic concept of language testing and evaluation - aims and purpose of language testing – structural equation modelling approach - testing criteria- reliability, validity, simplicity – types of tests– evaluating lesson effectiveness - various components in testing production, pronunciation, intonation, etc., grammatical structure, vocabulary, reading, writing, speaking, translating, etc.,

Current Streams of Thought: The Faculty will impart the current developments in the subject during the semester to the students and this component will not be a part of Examinations.

Text Books

1. Johnson, K, *Designing language teaching tasks*. Basingstoke: Palgrave Macmillan. 2003.
2. Richards, Jack C, and Theodore Rodgers. *Approaches and Methods in Language Teaching: Y Lack C. Richards and Theodore S. Rodgers*. Cambridge: Cambridge University Press, 2009.
3. *Methodology in Language Teaching: An Anthology of Current Practice*. United Kingdom, Cambridge University Press, 2002.
4. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Germany, Oxford University Press, 2000.
5. Kumaravadivelu, B.. *Understanding Language Teaching: From Method to Post method*. Ukraine, Taylor & Francis, 2006.

Supplementary Reading

1. Larsen-Freeman, Diane, and Anderson, Marti. *Techniques and Principles in Language Teaching* 3rd Edition - Oxford Handbooks for Language Teachers. United Kingdom, Oxford University Press, 2013.
2. Sharma, Tara Chand. *Modern Methods of Language Teaching*. India, Sarup & Sons, 2004.
3. Curtis, Andy. *Methods and Methodologies for Language Teaching*. United Kingdom, Palgrave Macmillan., 2017.
4. Nunan, David. *Language Teaching Methodology: A Textbook for Teachers*. Hong Kong, Open University of Hong Kong Press, 2000.
5. Kumaravadivelu, B.. *Beyond methods: macro strategies for language teaching*. United Kingdom, Yale University Press, 2003.

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	2	2	3	-	3	2	-	3	2	-	3
CO2	3	3	3	2	2	3	3	3	-	3	2	-	3	2	-
CO3	2	3	2	3	3	2	2	-	2	2	-	2	-	2	3
CO4	3	2	2	2	2	3	3	3	-	3	3	-	2	-	2
CO5	2	2	3	3	3	2	2	-	2	2	-	3	3	2	-