ANNAMALAI UNIVERSITY

REGULATIONS FOR THE TWO-YEAR POST GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

These Regulations are common to all the students admitted to the Two-Year Master’s Programmes in the Faculties of Arts, Science, Languages, Education, Marine Sciences, and Fine Arts from the academic year 2019-2020 onwards.

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 the 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 Course Objectives** are statements that define the expected goal of a course 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. **Programmes Offered and Eligibility Criteria**
   The various PG Programmes offered by the University and the eligibility criteria for each of these programmes are detailed below.

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme</strong></td>
</tr>
<tr>
<td>M.A. Economics</td>
</tr>
<tr>
<td>M.A. History</td>
</tr>
<tr>
<td>M.A. Philosophy</td>
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<tr>
<td>M.A. Political Science</td>
</tr>
<tr>
<td>M.A. Population Studies</td>
</tr>
<tr>
<td>M.A. Rural Development</td>
</tr>
<tr>
<td>M.A. Sociology</td>
</tr>
<tr>
<td>M.S.W. Master of Social Work</td>
</tr>
<tr>
<td>M.B.A. Business Analytics</td>
</tr>
<tr>
<td>M.B.A. Dual Specialization</td>
</tr>
<tr>
<td>M.B.A. Financial Management</td>
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<tr>
<td>M.B.A. Human Resource Management</td>
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<tr>
<td>M.B.A. Infrastructure Management</td>
</tr>
<tr>
<td>M.B.A. International Business Management</td>
</tr>
<tr>
<td>M.B.A. Marketing Management</td>
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<tr>
<td>M.Com. Accounting Information System</td>
</tr>
<tr>
<td>M.Com. Business Intelligence</td>
</tr>
<tr>
<td>M.Com. Cooperative Management</td>
</tr>
<tr>
<td>M.Com. International Business Banking and Insurance</td>
</tr>
<tr>
<td><strong>Eligibility</strong></td>
</tr>
<tr>
<td>A Pass in Bachelor’s Degree (10+2+3 pattern) in any subject including the Professional courses of this University or an examination of any other University accepted by the Syndicate as equivalent thereto.</td>
</tr>
<tr>
<td>The candidate who has undergone 10+2+3 pattern of study and graduation in any discipline with a minimum of 50% marks in Part – III. Admission is through TANCET.</td>
</tr>
<tr>
<td>A pass in B.Com. or B.B.A. or B.A. Corporate Secretaryship or B.B.M. or B.Com (Co-operation) or B.A.(Co-operation) or B.A. (Bank Management) or BBA degree examination or any other examination accepted by the Syndicate as equivalent thereto, with not less than 40% of marks in the main subjects.</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>M.Lib.I.Sc.</td>
</tr>
<tr>
<td><strong>Faculty of Science</strong></td>
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<tr>
<td>M.Sc. Data Science</td>
</tr>
<tr>
<td>M.Sc. Biochemistry</td>
</tr>
<tr>
<td>M.Sc. Biotechnology</td>
</tr>
<tr>
<td>M.Sc. Botany</td>
</tr>
<tr>
<td>M.Sc. Chemistry</td>
</tr>
<tr>
<td>M.Sc. Geology</td>
</tr>
<tr>
<td>M.Sc. Mathematics</td>
</tr>
<tr>
<td>M.Sc. Physics</td>
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<tr>
<td>M.Sc. Zoology</td>
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<tr>
<td>M.Sc. Exercise Physiology</td>
</tr>
<tr>
<td>M.Sc. Sports Biochemistry</td>
</tr>
<tr>
<td>M.Sc. Sports Biomechanics</td>
</tr>
<tr>
<td>M.Sc. Sports Nutrition</td>
</tr>
</tbody>
</table>
thereto in 10+2+3 or 10+2+4 pattern from a recognized University with a minimum of 50% marks in aggregate. Note: Proficiency in Sports is desirable.

**M.Sc. Sports Psychology**

Bachelor’s Degree in Sports Science / Physical Education and Sports / Psychology / Sociology or equivalent thereto in 10+2+3 or 10+2+4 pattern from a recognized University with a minimum of 50% marks in aggregate. Note: Proficiency in Sports is desirable.

**MPT. Sports Physiotherapy**

BPT from a recognized University with a minimum 50% marks in aggregate. Note: Proficiency in Sports is desirable.

**M.Sc. Strength and Conditioning**

A candidate who has passed any Bachelor Degree with a minimum of 50% marks in aggregate and having represented the College / University / District / State / National / International level in any discipline of sports/games.

**Faculty of Languages**

**M.A. Tamil**

A pass in B.Litt., or B.A. Tamil or any other degree from a recognized University with Part-I as Tamil

**M.A. English**

A pass in Bachelor’s Degree in English under Part III.

**M.A. Hindi**

A pass in any degree with Hindi under Part-I or Part-III or a University degree and RashtraBhasha Visharad of D.B. Hindi Prachar Sabha, Madras or its equivalent

**M.A. Linguistics**

A pass in any degree from a recognized University

**Faculty of Education**

**M.Sc. Applied Psychology**

A pass in Bachelor’s Degree in any subject including the Professional courses of this University or an examination of any other University accepted by the Syndicate as equivalent thereto.

**M.Sc. Yoga**

A candidate who has passed the Bachelor’s Degree in any subject including the professional courses of the University or an examination of any other University accepted by the Syndicate as equivalent thereto.

**Master of Physical Education (M.P.Ed.)**

A candidate who has passed B.P.Ed. examination of this University and/or from any other University recognized as equivalent thereto in 10+2+3+2 pattern. He/She must have represented College / University / State in any games or sports, subject to the conditions that he/she must be medically fit and free from any deformities.

**Master of Education (M.Ed.)**

A candidate who has passed B.Ed. / B.A.Ed. / B.Sc.Ed. examination (under CBCS) of this university or a degree examination in Education of any other University recognised as equivalent thereto with a minimum of 50% marks.

**Faculty of Fine Arts**

**M.F.A. Music Vocal, Veena, Violin, Flute, Mirudhangam, Thavil &Nadhaswaram**

Candidates who have completed Bachelor’s Degree in Music (or) Any discipline with Higher Grade Certificate in Music (or) 3 year Certificate programme in Music (or) proficiency in Music/Instruments/Training.

**M.F.A. Dance**

Candidates who have completed Bachelor’s Degree in Dance of any University or its equivalent (or) Any Degree with proficiency in Dance (or) Clearance at the Entrance Test conducted by the Department of Music.

**Faculty of Marine Sciences**

**M.Sc. Marine Biology & Oceanography**

An undergraduate degree in Zoology / Zoology (Vocational) / Fishery Science / B.F.Sc. / Industrial Fish and Fisheries (with Zoology as a subsidiary subject) / Advanced Zoology and Biotechnology with a minimum of 50% of marks in Part-III or any other degrees recognized equivalent to Zoology.

**M.Sc. Coastal Aquaculture**

An UnderGraduate degree in Zoology/Botany/ Plant Biology & Plant Biotechnology / Plant Science / Animal Science / Animal Science & Biotechnology / Animal Biotechnology / Advanced Zoology & Biotechnology / Biochemistry / Industrial Fish and Fisheries / Microbiology / Environmental Science / Chemistry or B.F.Sc./B.Sc. Agriculture / B.Voc. Aquaculture / Commercial Aquaculture / Industrial Aquaculture or any UGC Kaushal Kendra supported UG degree in
### Aquaculture or Fisheries, B.Sc. Biotechnology or B.Tech. Biotechnology / Genetic Engineering with a minimum of 50% marks in Part-III

#### M.Sc. Marine Biotechnology

#### M.Sc. Marine Microbiology
Undergraduate Degree in Microbiology / Industrial Microbiology / Agricultural Microbiology / Biotechnology / Biochemistry / Applied Genetics / Plant Science & Biotechnology / Animal Science & Biotechnology / Plant Biology & Plant Biotechnology / Plant Science / Zoology / Animal Science / Food technology / Industrial Fish and Fisheries / Animal Biotechnology / Bioinformatics / Aquaculture / B.F.Sc. with a minimum of 50% of marks in Part-III.

#### M.F.Sc. in Aquaculture
Candidates who have passed the four year B.F.Sc. Degree from any recognized University are eligible. Candidates with 6.5 out of 10.00 or 65% aggregate under semester system alone are eligible to apply.

2.1 In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for all the above Programmes.

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 Programmes consist 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 the 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 categorised 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 the 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:

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>65-75</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>15</td>
</tr>
<tr>
<td>Project</td>
<td>6-8</td>
</tr>
<tr>
<td>Total (Minimum requirement for award of Degree)</td>
<td><strong>90-95</strong></td>
</tr>
</tbody>
</table>

*Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 90-95 credits.*
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 over a semester
1 Tutorial period of one hour per week over a semester
1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

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 two to three hours duration 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.

8.5.2 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.

8.5.3 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:

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I &amp; Test-II</td>
<td>15</td>
</tr>
<tr>
<td>Seminar</td>
<td>05</td>
</tr>
<tr>
<td>Assignment</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>
9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I</td>
<td>15</td>
</tr>
<tr>
<td>Test-II</td>
<td>15</td>
</tr>
<tr>
<td>Viva-voce and Record</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

9.3 Assessment of End-Semester Examinations

9.3.1 Evaluation for the ESE is done by both External and Internal examiners (Double Evaluation).

9.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

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 the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

<table>
<thead>
<tr>
<th>Continuous Internal Assessment (25 Marks)</th>
<th>End Semester Examination (75 Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

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 in each 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.
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.
   \[
   CGPA = \frac{\sum_{i=1}^{m} \sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{m} \sum_{i=1}^{n} C_i}
   \]
   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.
   \(m\) is the number of semesters

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Marks %</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>10</td>
<td>90 and above</td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>70-79</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>60-69</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>55-59</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>50-54</td>
</tr>
<tr>
<td>RA</td>
<td>0</td>
<td>Less than 50</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn from the examination</td>
</tr>
</tbody>
</table>

11.6 **Classification of Results.** The successful candidates are classified as follows:
11.6.1 **For 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 or 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 For First Class: Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 For 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.

12.3 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.

12.4 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.

12.5 Withdrawal is not granted for arrear examinations of courses in previous semesters and for the final semester examinations.

12.6 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.

12.7 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 sensitised 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.*
### Curriculum
(For students admitted from the academic year 2019-2020)

<table>
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<tr>
<th>Course Code</th>
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#### Semester-I – (Nov - 2019)

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<td>Core 6: Historical Linguistics and South Asian Language Families</td>
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**Total Credits**
91

### Value Added Courses

L- Lectures; 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.
2. Students may opt for any Value-added Courses listed in the University website.
**Elective Courses**

**Department Electives (DE)**

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<th>S. No.</th>
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<td>Discourse Analysis</td>
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<td>Folklore</td>
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**Electives Offered to Other Departments (Interdepartment Electives)**

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<td>Applied Linguistics (Medium–Tamil/English)</td>
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<td>3.</td>
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**Value Added Course**

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<td>19LINV2</td>
<td>Advanced Level Inter Cultural Communication</td>
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**Director**
### Programme Outcomes

<table>
<thead>
<tr>
<th>PO1:</th>
<th>Apply the knowledge of language fundamentals and various literatures in society, computers, psychology, cognitive science and medicine.</th>
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</thead>
<tbody>
<tr>
<td>PO2:</td>
<td>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.</td>
</tr>
<tr>
<td>PO3:</td>
<td>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.</td>
</tr>
<tr>
<td>PO4:</td>
<td>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.</td>
</tr>
<tr>
<td>PO5:</td>
<td>Select and apply appropriate modern theories and techniques including cognitive, psychological, biological, cultural, and social factors for language study and research.</td>
</tr>
<tr>
<td>PO6:</td>
<td>Gain exposure to attain knowledge and understand interdisciplinary and multidisciplinary linguistic and literary approaches.</td>
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<tr>
<td>PO7:</td>
<td>Acquire professional and intellectual integrity, code of conduct and ethics on communicational practices, understanding responsibilities and norms for sustainable development of society.</td>
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<td>PO8:</td>
<td>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.</td>
</tr>
<tr>
<td>PO9:</td>
<td>Understand the aesthetic and scientific concepts of language and demonstrate the knowledge as a skilled person in teams and multidisciplinary tasks in their profession.</td>
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<tr>
<td>PO10:</td>
<td>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.</td>
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</table>

### Programme Specific Outcomes

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

<table>
<thead>
<tr>
<th>PSO1:</th>
<th>Understand the nature and basic concepts of Phonetics, Phonology, Morphology, Semantics, Pragmatics and Discourse Analysis.</th>
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</thead>
<tbody>
<tr>
<td>PSO2:</td>
<td>Assort the Phonetic transcription, Phonemic Analysis, Morphological parsing, Syntactic parsing and Analysis, Semantic mappings and Discourse patterns.</td>
</tr>
<tr>
<td>PSO3:</td>
<td>Analyse and Adopt procedures of Psycho, Clinical, Computational Linguistics and Translation</td>
</tr>
<tr>
<td>PSO4:</td>
<td>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</td>
</tr>
<tr>
<td>PSO5:</td>
<td>Follow the procedures as per laboratory standards in the areas of Phonetics, language teaching, speech synthesis, computational linguistics, and Discourse analysis (typically developing and pathological)</td>
</tr>
</tbody>
</table>
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 the 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.

Unit - I: Introduction


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, the modiste, etymology, etc., traditional grammar Vs linguistics.

Unit - IV: Language and Society


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, Biolinguistics, Geolinguistics, and Stylistics.

Text Books

2. Lyons, J, An Introduction to Theoretical Linguistics. CUP: Cambridge. 1982

Supplementary Reading


Course Outcomes
At the end of the course, the student will be able to

**CO1:** Understand 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

### Outcome Mapping

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<tr>
<th>COs</th>
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### Semester I

**19LINC102: Phonetics**

**Credits:** 05

**Hours:** 60

#### 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 and transcribing any language
- To teach phonetic knowledge for educational, clinical and technological purposes
- To introduce the knowledge of acoustic analysis of speech sounds

#### 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 and double articulations: nasalization, labialization, palatalization, velarization and pharyngealization, etc., Phonetic Drill, IPA, **extIPA Transcription**– Phonetic symbols, - **writing and reading transcription**

#### Unit - V: Syllables, Suprasegmentals and Basic 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**.

#### Text Books


Supplementary Reading

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.

Outcome Mapping

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Semester-I 19LINC103: Morphology Credits: 05 Hours: 60

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.

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- Autosegmental 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

Text Books

Supplementary Reading
5. Saranya, R and Mubarak Ali, A. Tamil urupaniyal, annamalai University publication, 2007

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

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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 Astadhyayi and Tolkappiyam
- To understand the contributions of Saussure, Bloomfield and Chomsky
- To understand the development of modern Linguistics.

Unit- I: Indian Linguistic Tradition

Unit- II: Early Linguistic Studies Outside India

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 won Humboldt, Neogrammarians, Leskien, Brugmann and H. Paul.

Unit- IV: Major Schools of Linguistics:

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.,

Text Books

Supplementary Reading
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

Outcome Mapping

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Semester-II

19LINC201: Phonemics

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

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


Unit - III: Special Problems & Phonological Structures


Unit - IV: Prosodic Phonology


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,

Text Books

Supplementary Reading

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.

Outcome Mapping

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Semester-II 19LINC202: Historical Linguistics and South Asian Language Families Credits: 05 Hours: 60

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

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, ephenthesis; 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.

Text Books

Supplementary Reading

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
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.

Unit - I: Grammatical Relations


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 subcategorization; 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

**Text Books**

**Supplementary Reading**

**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: Differtiate NP and VP structures

CO5: Understand the cognitive grammer and compare other syntactic theories.

**Outcome Mapping**

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**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.

**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; \textbf{deixis and definiteness}, Leech’s seven type of meaning.

\textbf{Unit - II: Sense relations}

\textit{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.

\textbf{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- metonymy- hyponymy; meronymy; Hierarchical structure of the vocabulary- Lexical gaps.

\textbf{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.

\textbf{Unit - V: Pragmatics}

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

\textbf{Text Books}


\textbf{Supplementary Reading}


\textbf{Course Outcomes}

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

\textbf{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.

\textbf{CO2}: Have awareness into basic issues in pragmatics, including how context and pragmatic principles affect interpretation.

\textbf{CO3}: Have vision into how semantic and pragmatics interact and relate to neighboring fields such as lexical theory, morphology and syntax.

\textbf{CO4}: Understand how and why language differs from other communication systems, and how language is employed to communicate various types of meaning.

\textbf{CO5}: Describe and analyze how people handle and exploit various semantic and pragmatic phenomena in everyday communication.

\textbf{Outcome Mapping}
Semester-III  

19LINC301: Psycholinguistics  

Credits: 04  

Hours: 60  

Learning Objectives

❖ To introduce the principles of psychology  
❖ 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  

Unit - I: Introduction to Psycholinguistics


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


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.

Text Books


Supplementary Reading


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.

Outcome Mapping

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Semester-III 19LINC302: Sociolinguistics

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 implications 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 varities

Unit - I: Introduction

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

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

Unit-V: Language Planning

Text Books

Supplementary Reading
1. Bell, R.T, Sociolinguistics (Goals, approaches and problems). London. 1976

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 varities
CO4: Understand language attitudes
CO5: Critically evaluate language planning theories.

Outcome Mapping

| Outcome Mapping |
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| CO4             | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               |
| CO5             | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               | ✓               |

Semester-III 19LINC303: Field Linguistics and Research Methods Credits: 05 Hours: 60

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.
- Enhance the research attitude.
- Students will understand the relation between society and language varieties.

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 linguistics 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


Text Books:

Supplementary Reading

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 questionare.

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Semester-IV 19LINC401: Computational Linguistics Credits: 05 Hours: 60

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 linguistics policy.
To provide students with an understanding of the language components with computation field.
To familiarize students with the basic concepts and methods of computational linguistics.

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

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, interlingual 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.

Text Books
1. Allen, J, Natural Language Understanding. The Benjamin Company. 1995
Supplementary Reading

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 linguistics knowledge.
CO3: Discuss with current trends in computational, phonological, computational morphological and computational syntactical knowledge.
CO4: Describe basic concepts semantics and knowledge representation in machine readable dictionary
CO5: Apply the techniques for MT, Language Teaching, Corpora and Speech synthesis.

Outcome Mapping

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Semester-IV
19LINC402: Comparative Dravidian

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

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, Dismilation, 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.

References:

Supplementary Reading

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

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Semester-IV 19LINC403: Dissertation Credits: 05 Hours: 60

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.

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

Supplementary Reading

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

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Department Elective

19LINE1: Soft Skills  Credits: 04  Hours: 60

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

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 (12 hours)
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

Text Books

Supplementary Reading

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
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

Unit I: Need and scope of translation

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: metaphor, 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

Unit V: Applications of Translation

Text Books:

Supplementary Reading

Course Outcomes
At the end of the course the students will be able to

CO1: Understand the 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

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19LINE3: Discourse Analysis
Credits: 04
Hours: 60

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 sentence 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.

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

Unit - III: Discourse and Pragmatics

Unit - IV: Discourse and Context

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.

Text Books:

Supplementary Reading

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.

Outcome Mapping

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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

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.

19LINE4: Folklore Credits: 04 Hours: 60
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.

Text Books

Supplementary Reading

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.

Outcome Mapping

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19LINE5. Lexicography

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

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

Unit - IV: Lexicographic Method – Bilingual Dictionaries

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.

Text Books

Supplementary Reading

Course Outcomes
At the end of the course the students will be able to

**CO1:** Do 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

Outcome Mapping

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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.

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: Morphology and syntactic issues


Unit - IV: Aphasia


Unit - V: Assessment and Remediation


Text Books


Supplementary Reading


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

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19LINE7. Language Teaching Methods

Credits: 03
Hours: 60

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.

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:

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 modeling 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.,

Text Books

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

Outcome Mapping

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Interdepartment Elective
19LINX1: General Linguistics (T/M-E/M) Credits: 03 Hours: 45

Learning Objectives
✓ To make the students to understand what is Language and how it works
✓ To make the students to understand the components of language
✓ To grasp the knowledge of sounds, words and sentences
✓ To understand the, language families
✓ To acquire knowledge of lexemes and its meaning relation.

Unit - I: Language and Linguistics
Definition of Language and Linguistics – Branches of Linguistics: Synchronic Vs. Diachronic Linguistics – Theoretical Vs. Applied Linguistics – Language Vs Speech -

Unit - I: Writing Systems

Unit - II: Phonetics and Phonology


Unit - III: Morphology

Morpheme – definition – identification and classification of morphemes: Nida’s six principles. – Types of morphemes: free vs bound, nucleus vs non-nucleus, open vs close, continuous vs discontinuous, reduplicative; types of allomorphs; affixes: prefix, infix, suffix; types of morphs: empty morph, zero morph, portmanteau morph and replacive morph; inflection and derivation; morpho phonemics: internal sandi and external sandi.

Unit - IV: Syntax

Definition-Syntactical Units; Word, Phrase, Clause and sentence - Surface and Deep structure - structural ambiguity; IC analysis – exocentric and endocentric constructions; kinds of syntactic linkage; concord, agreement, government– Theories and Types of transformation

Unit - V: Semantics

Text Books
4. வாலூட் ராம் போல் பயாசா பயாசா (அறிவு விளைநூற்றாண்டு), பதிப்புக் குழு. 1997.
5. சி. குலன் பான். கீதா ஆதிராஜா 'பயாசா ஆக்ரித்தி' அக்கையாண்டு பாணநித்தக்குறுக்கு. 2007.

Supplementary Reading

Course Outcomes
At the end of the course the students will able to

CO1: Analyse the language using scientific methods
CO2: Differentiate the speech sounds
CO3: Identify the grammatical structure of words
CO4: Explore the sentences of languages
CO5: Understand the meaning of words in different contexts.

Outcome Mapping

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19LINX2: Applied Linguistics (EM/ TM) Credits: 03 Hours: 45

Learning objectives:
- To make the students to apply linguistic knowledge on other related disciplines.
- To understand the language teaching methods from the linguistic point of views
- To make the students to relate linguistics with psychology, computational linguistics and also lexicography.
- To provide knowledge of Computational Linguistics.

Unit - I: Translation
Need and scope, definition of translation, Types of translation, literal, conceptual translation; models of translation: metaphrase, paraphrase, imitation, adaptation, recreation; Translation equivalences - Nida’s three Phase model; Theories of translation: theories of the present age – philological theory, Ethnolinguistic theory, Linguistic theory,
Sociolinguistic theory, psycholinguistic theory, Linguistic problems, types of meanings; referential and connotative meaning, cultural diffusion.

Unit - II: Language Teaching Methods

Unit - III: Lexicography
Lexical and grammatical meaning; components of lexical meaning; meaning triangle of Ogden & Richards; Types of dictionaries – Encyclopedic vs Linguistic synchronic vs diachronic – general vs special; lexicographic method-basic decision – Articulation of work: collection of material – selection of entries – construction of entries – glosses, labels, sub-entries – reduced entries – presentation of polysemy; arrangement of entries – types of arrangement, alphabetic – semantic; appendices.

Unit - IV: Computational Linguistics:
Computer Anatomy – Input devices, output devices, central processing unit; memory-ROM, RAM; hardware Vs software; Programming Languages; Database; Introduction to Natural Language processing-parsing techniques – Top-down parsing; Bottom-up parsing Machine Readable Dictionary (MRD); e-dictionary.
Unit-V: Psycholinguistics:

Text Books

Supplementary Reading
5. சிவசிற்றாகு. பூரித்தல் விளக்கம். திமரமோண்டெர்மேலியியல், பூரித்தல், சிற்றாகுக. 2002.

Course Outcomes
At the end of the course the students will be able to
CO1: Know the translation techniques.
CO2: Raise the basic language skills
CO3: Understand the basis of computational linguistics
CO4: Enrich the technical vocabulary
CO5: Understand the strategies of language teaching and learning

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19LINX3: Language and Mass Communication
(T/M – E/M)
Credits: 04
Hours: 60

Learning Objectives
- To understand about language, communication and culture
- To familiarize with the concepts and models of communication
- To explore the mass communication
- To acquaint knowledge of media
- To amplify the Business correspondence

Unit - 1: Language and Linguistics
Inter relationship of Language, communication, culture, speech and writing and style – Characteristics features of Language: language is arbitrary, Language is a system of
symbols, language is a verbal or vocal, Language is creative, extendable and modifiable, Language is structurally complex.

Unit - 2: Communication Concept and Models


Unit - 3: Mass Communication

Introduction to modern mass communication, concepts and processes of mass communication, Theories of mass communication: Agenda setting theory, Hypodermic needle theory, Internet as a global medium of communication, mass communication in the age of Globalization.

Unit - 4: Media

Media and Information revolution, media and everyday life, Women’s access to communication, print media: News papers, Magazines, Advertising - Visual Media: Television, Cinema - Folk media - Oral media: Radio

Unit - 5: Business Communication


Text Book


Supplementary Reading

Course Outcomes
At the end of the course the students will be able to
CO1: Understand the language and its components, and relation with culture
CO2: Apply the concept and models in communication system
CO3: Acquaint the knowledge and role of mass communication in society
CO4: Assort the media and comprehend its role in society
CO5: Enhance the correspondence in business parlance.

Outcome Mapping

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Value Added Courses
19LINV1- Intercultural Communication

Learning Objectives
- To introduce the fundamental principles and issues of intercultural communication from an interdisciplinary perspective.
- It proposes to develop a perception and appreciation for different cultural perspectives and values.
- To develop intercultural sensitivity, and awareness, learning to look at, analyse, and resolve problems from the perspective of cultural differences.
- To cultivate intercultural attitudes, which include being tolerant, respectful, curious, and empathetic towards other cultures.
- To acquire cultural knowledge, both culture general and culture specific, paying special attention to the invisible cultural elements.

UNIT - I: Introduction to Intercultural Communication
Approaching Intercultural Communication; Language and Culture – definition and process; Philosophical and religious dimensions; Language and grammar as a medium of cultural communication; Linguistic relativity, communicative relativity. Language with name.

UNIT - II: Language and Identity

UNIT - III: Verbal and nonverbal communication
Verbal and nonverbal communication (including conversation styles, politeness, and expectations related to time and space) - low and high context communication processing - communication styles - cultural speaking rules Politeness - perception, interpretation and evaluation; nonverbal Communication; Proxemics - Contact/low contact -Kinesics-Gestures, facial expressions, body language, eye contact; artifacts-Clothing, living environments.

UNIT - IV: Nation and Culture
UNIT - V: Intercultural Competence

Intercultural competence - Intercultural Competent Person- intercultural sensitivity- Milton Bennett’s developmental model of intercultural sensitivity - Acceptance, Adaptation and Integration Measurement of Intercultural Sensitivity; Theory to practice - Cultural influences on context – the business setting, the educational setting and the health care setting.

Text Books

Supplementary Reading

Course Outcomes
At the end of the course the students will be able to

CO1: Inculcate the concepts of cultural contact, in India and other countries.
CO2: Identify and describe the various aspects of culture which affect a person’s worldview, values, and behaviour.
CO3: Understand the co-cultures
CO4: Understand the influence of culture in verbal and nonverbal communication
CO5: Understand the social injustices

Outcome Mapping

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Learning Objectives
- To explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two.
- To understand how communication processes differ among cultures.
- To identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them.
- To discover the importance of the roles of context and power in studying intercultural communication.
- To acquire knowledge, skills and attitudes that increase intercultural competence

UNIT – I:
Inter-Cultural communication- definition- process- philosophical and functional dimensions. Theoretical backdrop of Intercultural Communication- Inter-region Migration; World Capitalistic System; Culture shock; Melting pot; Composite culture; East-West parallelism; Indian diversity

UNIT - II:
How, When and Where to do things with Language – Sentence and Speaker’s meaning, Grammar of context, Culture and context; Interpersonal Politeness and Power – Communicative style and register; Paradox of face: Involvement and Independence – face system, Miscommunication; Social Organization and face system.

UNIT - III:
Intercultural Communication for Sale – Selling ethno-cultural stereotypes, English for sale, Global non-language, ICC in a multilingual world – Language proficiency, Language matters, State of language regimes, Commercial language regimes, impact of new technology on culture; globalization effects on culture and communication.

UNIT - IV:
Cultural negotiations; understanding similarities and differences in cultures Experiencing with empathy, Cultural Acquisition and Blending, Skills of adaptation, communication and folk media- character, content and functions-- dance and music as instruments of inter-cultural communication.

UNIT – V:
UN efforts in the promotion of intercultural communication- other organizations- code of ethics. UNESCO activities, Colonialism, Great Literature, Business pressures and interests Restricting Forces: Civilizational and Ethnic Clashes, Identity preservation, Fundamentalism, Food culture.

Text Books

Supplementary Reading

Course Outcomes
At the end of the course the students will be able to

CO1: Expand the ability to think critically about vital problems and controversies in social, scientific, economic and cultural life stemming from differences of gender, race, and class.

CO2: Comprehend the diversity of knowledge, experiences, values, world views, traditions and achievements represented by the cultures.

CO3: Develop in students the ability to read a culture critically through expressions and representations indigenous and exogenous to that culture.

CO4: Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc.,

CO5: Expand the ability to think critically about vital problems and controversies in
social, scientific, economic and cultural life stemming from differences of gender, race, disability, class

**Outcome Mapping**

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