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.

Faculty of Arts	
Programme	**Eligibility**
M.A. Economics M.A. History M.A. Philosophy M.A. Political Science M.A. Population Studies M.A. Rural Development M.A. Sociology M.S.W. Master of Social Work	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.
M.B.A. Business Analytics M.B.A. Dual Specialization M.B.A. Financial Management M.B.A. Human Resource Management M.B.A. Infrastructure Management M.B.A. International Business Management M.B.A. Marketing Management	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.
M.Com. Accounting Information System M.Com. Business Intelligence M.Com. Cooperative Management M.Com. International Business Banking and Insurance	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.

M.Lib.I.Sc.	A Pass in Bachelor's Degree examination of this University or an examination of any other University accepted by the Syndicate as equivalent thereto.
Faculty of Science	
M.Sc. Computer Science	A pass in B.Sc. Computer Science / B.Sc. Information Technology / B.Sc. Software Development / B.Sc. Software Engg. / B.C.A. or an examination accepted by the Syndicate as equivalent thereto.
M.Sc. Data Science	A pass in any Bachelor's Degree Programme of minimum 3 years duration with Mathematics or Statistics as any one of the core/ancillary course at the Graduate level or an examination accepted by the Syndicate as equivalent thereto.
M.Sc. Biochemistry	A pass in B.Sc. Biochemistry / Biotechnology / Microbiology / Chemistry / Botany / Zoology with not less than 50% of marks in Part–III.
M.Sc. Biotechnology	A pass in B.Sc. Biotechnology / Biochemistry / Microbiology / Botany / Zoology with not less than 50% of marks in Part–III.
M.Sc. Botany	A pass in B.Sc. (Botany) or B.Sc. (Plant Biology / Plant Biotechnology) with not less than 50% of marks under Part-III.
M.Sc. Chemistry	A pass in B.Sc. Chemistry, B.Sc. Applied Chemistry or B.Sc. Industrial Chemistry with not less than 50% of marks in Part–III.
M.Sc. Geology	A pass in B.Sc. examination with Geology as the main subject or Graduates with Geology as ancillary /allied / subsidiary.
M.Sc. Mathematics	A pass in B.Sc. (Mathematics) with not less than 50% of marks in Part–III.
M.Sc. Microbiology	A pass in B.Sc. Microbiology / Biotechnology /Zoology and B.Sc. Botany / Chemistry / Biochemistry /Physics with any one ancillary subjects of Microbiology / Zoology / Botany.
M.Sc. Physics	A pass in B.Sc. Physics with Mathematics and Chemistry as ancillary subject with not less than 50% of marks under Part-III.
M.Sc. Statistics	A pass in B.Sc. Statistics Degree examination or a pass in B.Sc. Mathematics/B.Sc. Computer Science Degree examination with at least one course in Statistics.
M.Sc. Zoology	A pass in B.Sc. (Zoology) with Botany and Chemistry as ancillary subjects (or) B.Sc. (Hons.) with Zoology, Botany and Chemistry as subjects with not less than 50% of marks under Part-III.
M.Sc. Exercise Physiology	Bachelor's Degree in Sports Science/Physical Education and Sports/Physiology / Human Physiology/Occupational Therapy / Physiotherapy / Biotechnology / Zoology / Microbiology / Biochemistry / Life Sciences / MBBS 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
M.Sc. Sports Biochemistry	Bachelor's Degree in Sports Science / Biochemistry / Life Sciences / Medical Laboratory Technology / Chemistry / Zoology / Botany / Biotechnology / Pharmacy /Microbiology / Microbial / Gene Technology / Bioinstrumentation / Bioinformatics / Marine Biology / Home Science / Nutrition and Dietetics / Animal Science / MBBS / BDS / Physiotherapy / BSMS 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.
M.Sc. Sports Biomechanics	Bachelor's Degree in Sports Sciences / Physical Education and Sports / Physics with Mathematics / Physiotherapy / Computer Science / Computer Application / Information Technology / Software Engineering or equivalent Mathematics / Statistics / Physics / Electronics / Applied Sciences / Engineering (Computer Science / E&I / IT) 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.
M.Sc. Sports Nutrition	Bachelor's Degree in Sports Science / Sports Nutrition / Food and Nutrition / Food Technology/ Food Science /Clinical Nutrition and Dietetics of Composite / General Home Science / Biochemistry /Pharmacy /Biotechnology / Microbiology / Chemistry / Agriculture / Dairy / Botany / Fisheries / Nursing / Bachelor of Ayurvedic Medicine & Surgery / Physiotherapy / B.H.M.S / B.S.M.S 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.
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 Biotechno-logy / 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	Undergraduate Degree in Biotechnology, Biochemistry, Microbiology, Industrial Microbiology, Industrial Fish and Fisheries, Agricultural Microbiology, Plant Science & Biotechnology and Animal Science & Biotechnology, Plant Biology & Plant Biotechnology, Plant Science, Zoology, Animal Science, Biotechnology & Bioinformatics, Bioinformatics, Chemistry, Animal Biotechnology, Advanced Zoology & Biotechnology, B.Tech. Biotechnology/ Genetic Engineering with a minimum of 50% marks in Part-III.
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:

	Credits
Core Courses	65-75
Elective Courses	15
Project	6-8
Total (Minimum requirement for award of Degree)	**90-95***

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:

	Marks
Test-I & Test-II	15
Seminar	05
Assignment	05
Total	25

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

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

9.3   Assessment of End-Semester Examinations

9.3.1 Evaluation for the 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:

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

9.5   Assessment of Value-added Courses

9.5.1 Assessment of VACs shall be internal.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6   Passing Minimum

9.6.1 A student is declared to have passed 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.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10.   Conferment of the Master's Degree

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

11.   Marks and Grading

11.1 The performance of students in each course is evaluated in terms Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

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

where, C_i is the Credit earned for the Course i in any semester;
G_i is the Grade Point obtained by the student for the Course i and
n is the number of Courses passed in that semester.

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

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

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.

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

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.*

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

Curriculum
(For students admitted from the academic year 2019-2020)

Course Code	Course Title	L	T	P	C	CIA	ESE	Total
		Hours/Week				**Marks**		
Semester-I – (Nov - 2019)								
19LINC101	Core 1: Language and Linguistics	4	1		5	25	75	100
19LINC102	Core 2: Phonetics	3	1	1	5	25	75	100
19LINC103	Core 3: Morphology	4	1		5	25	75	100
19LINC104	Core 4: History of Linguistics	4	1		5	25	75	100
	Elective 1: Department Elective	2	1		3	25	75	100
					23			
Semester-II– (May - 2020)								
19LINC201	Core 5: Phonemics	4	1		5	25	75	100
19LINC202	Core 6: Historical Linguistics and South Asian Language Families	4	1		5	25	75	100
19LINC203	Core 7: Syntax	4	1		5	25	75	100
19LINC204	Core 8: Semantics/ Pragmatics	4	1		5	25	75	100
	Elective 2: Interdepartment Elective	2	1		3	25	75	100
					23			
Semester-III– (Nov - 2020)								
19LINC301	Core 9: Psycholinguistics	4	1		5	25	75	100
19LINC302	Core 10: Sociolinguistics	4	1		5	25	75	100
19LINC303	Core 11: Field Linguistics and Research Methods	4	1		5	25	75	100
	Elective 3: Interdepartment Elective	2	1		3	25	75	100
	Elective 2: Department Elective	2	1		3	25	75	100
					21			
Semester-IV– (May – 2021)								
19LINC401	Core 14: Computational Linguistics	3	1	1	5	25	75	100
19LINC402	Core 15: Comparative Dravidian	4	1		5	25	75	100
19LINV403	Core 16: Dissertation	-	-	8	8	25	75	100
	Elective 4: Interdepartment Elective	3			3	25	75	100
	Elective 3: Department Elective	3			3	25	75	100
					24			
	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)

S. No.	Course Code	Course Title	hours/week L	T	C	CIA	ESE	Total
1.	19LINE1	Soft Skills	2	1	3	25	75	100
2.	19LINE2	Aspects of Translation	2	1	3	25	75	100
3.	19LINE3	Discourse Analysis	2	1	3	25	75	100
4.	19LINE4	Folklore	2	1	3	25	75	100
5.	19LINE5	Lexicography	2	1	3	25	75	100
6.	19LINE6	Clinical Linguistics	2	1	3	25	75	100
7.	19LINE7	Language Teaching Methods	2	1	3	25	75	100

Electives Offered to Other Departments (Interdepartment Electives)

S. No.	Course Code	Course Title	Hours/week L	T	P	C	CIA	ESE	Total
1.	19LINX1	General Linguistics	2	1	0	3	25	75	100
2.	19LINX2	Applied Linguistics (Medium– Tamil/English)	2	1	0	3	25	75	100
3.	19LINX3	Language and Mass Communication (Medium – Tamil/ English)	2	1	0	3	25	75	100

Value Added Course

Course Code	Course Title	Hours/week L	P	C	CIA	ESE	Total
19LINV1	Inter Cultural Communication	-	-	-	25	75	100
19LINV2	Advanced Level Inter Cultural Communication	-	-	-	25	75	100

Director

Programme Outcomes

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

Programme Specific Outcomes

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

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

19LINC101: Language and Linguistics

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 fundamendaly 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 resaning abilities by application of these techniques.
- ❖ To make the students to apply linguistic knowledge in other dsiciplies.

Unit - I: Introduction

Language & Linguistics: Language, Design, Features of Language, Language Structure: Sound, Word, Sentence & Meaning, Script and History of Linguistics, diachronic Vs synchronic Linguistics

Unit - II: Approaches to Language

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

Unit - III: Grammatical Theories

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

Unit - IV: Language and Society

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

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
1. Hockett. C.F, A Course in Modern Linguistics. Mac Millan: New York. 1970
2. Lyons, J, An Introduction to Theoretical Linguistics. CUP: Cambridge. 1982
3. Verma S K & Krishnasamy N, Modern Linguistics OUP. 1989
4. Chomsky, N, Language and Mind. Hlenalrgedied: New York. 1972
5. Sharma, B.D, Language and Linguistics. Anmo Publications: New Delhi. 2005

Supplementary Reading
1. Dinneen, F.P, An Introduction to General Linguistics, Georgetown University: London. 1967.
2. Robins, R.H, General Linguistics. WCS Ltd: London. 1964.
3. Dinneen, F.P, An Introduction to General Linguistics, Georgetown University: London. 1967.
4. Falk, J.S., Linguistics and Language. Mass Lexington: Toronto. 1978.
5. Gleason, H.A. An Introduction to Descriptive Linguistics, Holt Inc: New York.1961

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

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

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
Syllabels, 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
  1. Abercrombie. D, Elements of general phonetics. Edinburgh University Press: Edinburgh. 1967.
  2. Catford, J.C, A practical introduction to phonetics. Clarendon Press: Oxford. 1989.
  3. Ladefoged. P, A Course in Phonetics. Harcourt Brace and Jovanovic: New York. 1975.

4. Pike. K.L, Phonetics. The University of Michigan Press: USA. 1964.
5. Ravishankar. G, Intonation Patterns in Tamil.PILC: Pondicherry. 1994.

Supplementary Reading
1. Laderfaged, A Course in Phonetics. CUP: London.1974
2. Laver, John, Principles of Phonetics. Cambridge University Press: Cambridge.1994.
3. Bloomfield, L. Language. Hol & Rinehart and Winston: NewYork. 1933.
4. Cruttenden. A, Intonation. Cambridge University Press: Cambridge. 1986.
5. Jonnes. D, An Outline of English Phonetics. Heffnor& sons Ltd: Cambridge. 1964.

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

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

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 Inventaries; 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;

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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

1. Andrew Hippisley and Gregory Stump, The Cambridge Handbook of Morphology, Cambridge University Press, London. 2016.
2. Eugene A Nida, Morphology A Descriptive Analysis of Words, The University of Michigan Press. Karunakaran,K and Edward Williams, T(1984) Morphology: An Introduction, Grace Publications, Nagarcoil. 1957.
3. Mark Aronoff and Kristen Fudeman, What is Morphology? Blackwell Publishing Ltd. 2005
4. Matthews, P.H. Morphology: An Introduction to the Theory of Word Structure, Cambridge University Press. 1974.
5. Rajendra Singh and Stanley Starosta, Explorations inSeamless Morphology, SAGE. 2003.

Supplementary Reading

1. Elson, B. & Pickett, V.S**.** *An introduction to Morphology and Syntax*, SIL, 1962
2. Hockett, C.f. *A Course in Modern Linguistics,* Macmillan , 1958
3. Matthews, P.H. *Morphology,* Cambridge: Cambridge University Press, 1974.
4. Nida, E.A. *Morphology,* Michigan: University of Michigan Press (F.E. 1946), 1949
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

Outcome Mapping

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

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 Astardhyayi and Tolka:ppiyam
- ❖ To understand the contributions of Saussure, Bloomfied and Chomsky
- ❖ To understand the development of modern Linguistics.

Unit- I: Indian Linguistic Tradition

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

Unit- II: Early Linguistic Studies Outside India

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

Unit - III: Evolution of Comparative and Historical Linguistics

Scholastic Philosophy, medieval linguistic theory, the modistae, prescriptive grammar Vs, traditional grammar, William Jones, Robert Caldwell – their contributions to linguistics – Rask, Grimm, Bopp, Verner – Theories and laws of Germanic sound shifts. August, Scheicher, Wilhem won Humboldt, Neogrammarians, Leskien, Brugmann and H. Paul.

Unit- IV: Major Schools of Linguistics:

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

Unit- V: Development of Modern Linguistics

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

Text Books

1. Patrick John & David Christopher, History of Language and Linguistics, Commonwealth Publishers pvt. Ltd. 2011.
2. Anantanarayana. H. S, Four lectures on Pa:nin's Asta:dhya:yi. Annamalai University Publication : Annamalai Nagar.1976.
3. Dinneen, P. F, An Introduction to General linguistics. Holt: New York. 1967.
4. Iric, Milka, Trends in Linguistics. Mouton & co: Hague. 1965.
5. Sharpiro, M. C. & Schiffman, H. F, Language and Society in South Asia. Motilal Barnarsi Dass: NewDelhi. 1981.

Supplementary Reading

1. Agesthialingoms, S, Tolk:ppiyar's Concept of Syntax in Agesthialingom. S. & Kumarasami Raja, N. (eds) Studies in Early Dravidian Grammars, Annamalai University: Annamalai Nnagar. 1978.
2. Raja, N. Kumarasami, Nominative markers in Ba:lavya:karanamu, in Agesthialingom, S. & Kumarasami Raja, N. (eds) Studies in Early Dravidian Grammars. Annamalai University Publication: Annamalai Nagar. 1978.
3. Bloomfield, L, Language. Holt, Rinehart and Winston: New York. 1933.
4. Davis, P. W, Modern Theories of Language. Prentice Hall, 1973.
5. Jankowsky, K. R, Neogrammarians. Mouton: The Hague. 1972.

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

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

Semester-II **19LINC201: Phonemics** **Credits: 05**
Hours: 60

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

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

Unit - III: Special Problems & Phonological Structures

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

Unit - IV: Prosodic Phonology

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

Unit - V: Other theories in Phonology

SPE - Generative Phonology: The difference between taxonomic phonemics and phonological component of transformational generative grammar – outline of the structure of the phonological component – two levels of representation – types of rules and rule ordering - Non-Linear Phonology/Autosegmental Phonology. Metrical Phonolgy - Tone,

nasal spread, vowel harmony, C-V tier prosodic morphology, feature hierarchy - Optimality theory – main theoretical assumptions - constraint rankings. - Lexical Phonology - Distinction between lexical and post lexical rules: Principles of lexical phonology – structure preservation – strict cyclicity.

Text Books

1. Alan Prince & Paul Smolensky, Optimality Theory-Constraint Interaction in Generative Grammar. Blackwell: USA. 2004.
2. Beverley Collins & Inger M. Mees, Practical Phonetics &Phonogly.   Routledge, 2003.
3. Carlos Gussenhoven & Haike Jacobs, Understanding Phonolgy. Hodder Arnold.2005
4. Pike, K.L, Phonemics. Ann Arbor. The University of Michigan Press: Michigan. 1947
5. Sun-Ah Jun (ed).,Prosodic Typology- The Phonology of Intonation and Phrasing. Oxford University Press: London.

Supplementary Reading

1. David Odden, Introducing Phonology. Cambridge University Press: Cambridge. 2005.
2. Durand, Jacques, Generative and Non-linear Phonology. Longman. 1990.
3. Edmund Gussmann, Phonology-Analysis and Theory. Cambridge University Press. 2002.
4. John.J. McCarthy (ed)., Optimality Theory in Phonology. Blackwell: USA. 2004.
5. John.A, Goldsmith, Phonological Theory-Essential Readings.Blackwell: Oxford. 1999.

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

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

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

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Genealogical; language isolates; criteria for typological classification—agglutinative, inflectional, analytic, synthetic and polysynthetic; basic word order typology—SVO, SOV, etc.

Unit- II: Linguistic Changes and Reconstruction

Sound change; Well-known sound laws: Grimm's law, Varner's law, Grassman's law; Neogrammarian theory of gradualness and regularity of sound change; genesis and spread of sound change; phonetic and phonemic change; split and merger; conditioned vs unconditioned change; types of change—assimilation and dissimilation, coalescence, metathesis, vowel harmony, haplology, epenthesis; Loss of sound change, social motivation for change; lexical diffusion; analogy and its relationship to sound change; reconstructing the proto-stages of languages, internal reconstruction and comparative method—their scopes and limitations; relative chronology of different changes. Transformational-generative approach to sound change—rule addition, rule deletion, rule generalisation, rule ordering.

Unit - III: Language Families of South Asia

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

Unit - IV: Language Contact and Dialect Geography

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

Unit - V: Areal Features of South Asia

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

Text Books

1. Brian D. Joseph, Richard D. Janda(eds.), The Handbook of Historical Linguistics. Oxford: Blackwell. 2003
2. Bynon,Historical Linguistics. Cambridge: Cambridge University Press. 1977
3. Campbell, Lyle, Historical Linguistics: An Introduction. Massachusetts: MIT Press. 2004
4. Hitchcock, C,The Common Cause Principle in Historical Linguistics Philosophy of Science, Vol. 65, No. 3 (Sep., 1998), pp. 425-447. 1998
5. Hock, H, Principles of Historical Linguistics. Mouton de Gruyter. 1988

Supplementary Reading

1. Bloomfield, L., Language. New York: Henry, Holt Rinehart and Winston. 1933
2. Benveinste, E, Vocabulary of Indo-European Institutions (Translated from French). Coral Gobles: The University of Miami Press. 1971
3. Macmillian and Co. Joseph, D. B. and R. D. Janda, The Handbook of Historical Linguistics. Oxford: Blackwell. 2004
4. Lehman, W.P., Historical Linguistics. New York: Holt Rinehart and Winston. 1962
5. Patrick John & David Christopher, History of Language and Linguistics, Commonwealth Publishers pvt. Ltd. 2011.

Course Outcomes

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

CO1: Understand the nature and cause of language change

CO2: Compare the components of grammar like phonology, morphology and

semantics
CO3: Reconstruct the proto forms
CO4: Determine the linguistic innovations of a languages
CO5: Understand the notion of language family and cognates

Outcome Mapping

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

Semester-II   **19LINC203: Syntax**   Credits: 05
                                                                              Hours: 60

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

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

Unit - II: Grammatical Relations vs Semantic Roles

Properties of Grammatical relations: Coding properties –verb agreement-case marking- position of an argument ; Behavioural Properties: Terms: subject-direct object- indirect object- primary vs secondary objects - Non-Terms: complements and adjuncts; Dependency Relations: Syntactic dependencies: determinant and dependent(s); Types of dependencies: Bilateral –Unilateral- and Coordinate; Dependency representations Valence: Syntactic vs Semantic valence

Unit – III: Constituent Structure

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

Unit - IV: Grammar and Lexicon

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

Unit - V: Theories of Syntax

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

Text Books

1. Agesthialingom, S. , Structural ambiguities in Tamil. Indian Linguistics, 1965.
2. Chomsky, N. , Lectures on Government and Binding. Foris Publication. 1984.
3. Chomsky, N. , A Minimilist Programme for Linguistic Theory. In K.Hale and S. J. Keyser (eds), The MIT Press: Cambridge. 1993.
4. Chomsky. N , Aspects of the Theory of Syntax. MIT Press: Cambridge. 1965
5. Cook U.J. and   Newson Mark, Chomsky's Universal Grammar. Blackwell Publishers Ltd. (F. E.1988): Oxford. 1996.

Supplementary Reading

1. Carnie, A. , Syntax: A Generative Introduction. Blackwell : London. 2002
2. Chechamma, Issac. , An Introduction to the theory of Transformational Generative Grammar. College Book House: Trivandrum. 1974
3. Cook U.J. and Newson Mark, Chomsky's Universal Grammar. Blackwell Publishers Ltd. (F. E.1988): Oxford. 1996.
4. Grinder, J.T. , Guide to Transformational Grammar. H.R.W: New York. 1973.
5. Jacobs, R.A. and Peter S. Rosenbaum. , English Transformational Grammar, Blaisdell Publishing Co: London. 1968.

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

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

Semester-II   **19LINC204: Semantics and Pragmatics**   Credits: 05
                                                                          Hours: 60

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; deixis and definiteness, Leech's seven type of meaning.

Unit - II: Sense relations

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

Unit - III: Structural Semantics

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

Unit - IV: Change of meaning

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

Unit - V: Pragmatics

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

Text Books

1. Jackendoff, Ray, Semantic Structure. Cambridge, Mass: MIT Press. 1990.
2. Leech, Geoffrey N. Semantics. Penguin. 1994
3. Lyons, J, Semantics Vol 1 & 2. Cambridge University Press. 1997
4. Pustejovsky, James (ed.), Semantics and the Lexicon. Dordrecht: Kluwer. Saeed. 1993.
5. John 1.Semantic. London: Blackwell. 1997.

Supplementary Reading

1. Chierchia, G. and S. McConnell Gianet, Meaning and Grammar: An introduction to Semantics. Cambridge, Mass: MIT Press. 1990.
2. Chierchia, Gennaro and Sally McConnell-Ginet, Meaning and Grammar: An introduction to Semantics. (Second Edition) Cambridge, Mass: MIT Press. Davidson. 2000.
3. Donald, Inquiries into truth and interpretation. Oxford: Oxford University Press.1984.
4. Grice, H.P, "Logic and Conversation" in Peter Cole and Jerry Morgan (ed.) Syntax and Semantics Vol 3. Speech Acts 43-58, New York: Academic Press. 1975.
5. Grice, H.P, "Further Notes on Logic and Conversation", in Peter Cole and Jeny Morgan (eds.) Syntax and Semantics, Vol. 9: Pragmatics, 113-28. New York: Academic Press. 1978.

Course Outcomes

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

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

Outcome Mapping

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

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

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

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

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

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

Text Books
   1. Cook, Vivian, Second language learning and language teaching. Arnold. 1991.
   2. Ellis, R, The Study of Second Language Acquisition. Oxford University Press: Oxford. 1991
   3. Ellis, R, A Study of Language Acquisition. Oxford. 1994
   4. Garman, M, Psycholinguistics. Cambridge University Press: Cambridge. 1990.
   5. Harley, T, Psychology of Language (From data to theory). Taylor and Francis Inc: New York. 2001.

Supplementary Reading
   1. Fletcher,P and Garman, M. (eds.) , Studies inLanguage Acquisition, Cambridge. 1979

2. Hormann, Hans, Psycholinguistics: An Introduction to Research & theory. Springs verlag: Berlin. 1970
3. James Deese, Psycholinguistics. Allen and Uniwin, Inc: Boston. 1970
4. Menyuk, Paula, The Acquisition and Development of language. Prentice-Hall, Inc. 1971.
5. Peters, Ann. M, The Units of language Acquisition. Cambridge. 1983.

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

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

Semester-III   **19LINC302: Sociolinguistics**   Credits: 05
Hours: 60

Learning Objectives

❖ To understand the relation between language and society
❖ To familarize students with the basic concepts and methods of sociolinguistics
❖ To provide the students with an understanding of the social dimension of language and its implecation 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

Definition of Sociolinguistics and Sociology of language - Methodological preliminaries: collection of text, selection of informants, identification of linguistic variables variants vs interpretation of results. Linguistic variables and social variables/social parameters. Types of Linguistics variables: Indicators, Markers & Stereo types. Methods of quantified linguistic variation.

Unit - II: Language and Society

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

Unit - III: Language Varieties: Regional and Social

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

Unit - IV: Language and Contact

Language identity and language loyalty – maintenance, loss and shift – language convergence – pidginization and creolization – language use and attitudes. Types of

bilingualism and bilinguals - code mixing and code switching. Networks: Social Networks, Communication networks and Interethnic networks.

Unit–V: Language Planning

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

Text Books

1. Ferguson, C, Sociolinguistics setting of language planning in language planning process (Ed. Joan Rubin et al.). Mouton: The Hauge. 1977
2. Fishman, J, The impact of nationalization on language planning, can language be planned? Mouton: The Hauge. 1972
3. Hockett, C.F, A course in modern Linguistics. Oxford & IBH Company Private Ltd: New Delhi. 1958
4. Karunakaran, K, Studies in Tamil Sociolinguistics. Annamalainagar. 1978
5. Robert Bayley, Sociolinguistic Variation: Cambridge University Press. 2016

Supplementary Reading

1. Bell, R.T , Sociolinguistics (Goals, approaches and problems). London. 1976
2. Coulmas. F, Sociolinguistics: The Study of Speakers Choice. Cambridge University Press: New York. 2005
3. Hudson, R. A., Sociolinguistics. Cambridge. 1980
4. Shanmugam, S. V. , Aspects of language development in Tamil. Annamalai Nagar. 1983
5. Srinivasa Varma, G., Kilaimoliyiyal (Tamil). AITLA: Annamalai Nagar. 1986

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

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

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

Text Books:

1. Agesthialingom. S & Karunakaran. K, Questionnaire for the study of Social stratification of Tamil in Madras city. Annamalai University: Annamalai Nagar. 1975.
2. Karunakaran. K & Sivashanmugam. C, A study of Social Dialect in Tamil. AITLA: Annamalai Nagar. 1981.
3. Ladefoged. P et.al, Instrumental phonetic field work, Topics in linguistic phonetics (ed), Higgs. J.W. & Thelwal. R. The New University: Ulster. 1984.
4. Nida. E.A, Morphology. The University of Michigan press: Michigan. 1978.
5. Wolfram. W& Fasold. R. F, Field Techniques in an Urban Language Study. CAL: Washington DC. 1972.

Supplementary Reading

1. Francis. W.N, Dialectology An Introduction. London. 1983.
2. Claire Bowern, Linguistic field work : A Practical Guide, The Hague. 2007.
3. Kibrik. A.E, The Methodology of Field investigation in Linguistics. Mouton: The Hague. 1997.
4. Samarin. W.J, Field Linguistics: A Guide to Linguistics Field Work. Holt, Rinohart and Winston: New York. 1967.
5. Terry Crowley, Field Linguistics: A Beginner's Guide, The Hague, 2007.

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.

Outcome Mapping

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

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 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

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

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

Unit - III: Semantics and Knowledge Representation

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

Unit - IV: Computational Lexicography

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

Unit - V: Application of Computational Linguistics

Machine Translation (MT) –different approaches; direct, interlingual, 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 Lanuguage teaching.

Text Books

1. Allen, J, Natural Language Understanding. The Benjamin Company. 1995
2. Kenning, M.J. et al, 1983, An Introduction to Computer Assisted Language Teaching. Oxford University Press.
3. Lewis. D , Computers and Translation, in Computers and Written Texts (ed) Christopher S. Butler. Blackwell: Oxford, 1992,
4. O'Shaughnessy Douglas. , 2001, Speech Communications Human and Machine. University Press (India) Limited: Hyderabad.
5. Sinclair, J.M. (ed). Looking UP: An Account of Cobuild Project in Lexical Computing. Collins: London, 1987

Supplementary Reading
1. Hunston suson, Corpora in applied linguistics, Cambridge University press. 2009.
2. Subramanian N, Introduction to Computers – Fundamentals of Computer Science (Volume 1). Tata McGraw – Hill Publishing Company Limited: New Delhi. 1986.
3. Niladri sekhar Dash, Corpus Linguistics Indroduction Person Longman. 2008.
4. Ganesan, M, Lexical Transfer in Machine Translation: Some Problems and Remedies in on Translation (ed) M. Valarmathi. IITS: Chennai. 1999.
5. Yegnanarayana, B. et al, Tutorial on Speech Technology. IIT: Madras. 1992.

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

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

Semester-IV   **19LINC402: Comparative Dravidian**   Credits: 05
                                                                        Hours: 60

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, Plalatalization, 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:
1. Bhadriraju Krishnamurthi, The Dravidian Languages. Cambridge University Press: Cambridge. 2003.
2. Caldwell, Robert, A Comparative Grammar of the Dravidian or South Indian family of languages (3rd Edn.) Madras University. 1961.
3. Emeneau. M. B, Dravidian studies, selected papers. Mothilal Banarsidas: New Delhi. 1994.
4. Shanmugam. S.V , Dravidian Nouns. Annamalai University. 1971.
5. Subrahmanyam. P. S, Dravidian Verb Morphology. Annamalai University. 1970.

Supplementary Reading
1. Subrahmanyan. P. S, Dravidian comparative phonology. Annamalai University. 1983.
2. Zvelebil, Kamil. V, Dravidian Linguistics – An Introduction. PILC: Pondichery. 1990.
3. Emeneau. M. B, Dravidian studies, selected papers. Mothilal Banarsidas: New Delhi. 1994.
4. Kamil. V, Zvelebil, Dravidian Linguistics: An Introduction. Pondicherry Institute of Linguistics and Culture: Pondicherry. 1997.
5. Bhadriraju Krishnamurthi, The Dravidian Languages. Cambridge University Press: Cambridge. 2003.

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

Outcome Mapping

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

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

1. Francis W. N, Dialectology: An Introduction. Longman: London. 1983.
2. Kiberik A. E, The methodology of field investigation in linguistics. Mouton 2 Co: The Hague. 1977.
3. Nida, Eugene A, Morphology. (2nd Ed)The University of Michigan Press: Srn, Srlion. 1978.
4. Petyet, K.M, The study of Dialect – An introduction to Dialectology. Andre Deutsch Ltd: London. 1978.
5. Samarin William, J, Field Linguistics – A guide to Linguistics field work. Holt: New York. 1961.

Supplementary Reading
1. Christopher Butler, Statistics in Linguistics. Billings Ltd: Worcester, Great Britain. 1985.
2. Lodefoged P. et. al., Instrumental Phonetics Fieldwork. Topics in Linguistics Phonetics (Ed.) Higgs J. W and Thelwal. R. The new University: Vister. 1984.
3. Paul Newman & Marth Ratlife (eds), Linguistics, Field Work. Cambridge University Press. 2001.
4. Trudgilll. P, Sociolinguistics. Harmonds worth: Pengwin. 1974.
5. Varma G.S, Kilaimozhikal. AITTA: Annamalainagar. 1989.

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

Outcome Mapping

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

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

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

Supplementary Reading

1. Mitchell, R. and Myles, F, Second language learning theories. Cambridge. 1998.
2. Subramanian N , Introduction to Computers – Fundamentals of Computer Science (Volume 1). Tata McGraw – Hill Publishing Company Limited: New Delhi. 1986.
3. Chomsky, N, Language and Mind. Hlenalrgedied: New York. 1972
4. Sharma, B.D, Language and Linguistics. Anmo Publications: New Delhi. 2005
5. Searle, John, Speech Acts. Cambridge University Press. 1969.

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

Outcome Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓		✓	✓	✓		✓	✓			✓		✓
CO2	✓	✓	✓			✓	✓	✓	✓				✓		✓
CO3	✓	✓	✓		✓	✓		✓	✓	v		✓	✓		✓
CO4			✓			✓	✓	✓		√					✓
CO5			✓			✓				√					✓

19LINE2: Aspects of Translation

Credits: 04
Hours: 60

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:

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

Unit - II: Process and Types of Translation:

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

Unit - III: Principles and Theories of Translation

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

Unit - IV: Translation Problems

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

Unit - V: Applications of Translation

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

Text Books:

1. Alan duff, Translation Resource Books for Teaches Oxfoard University Press,Newyork. 1990.
2. Balakrishnan.R. & Saranya R, Directions in Translation. Annamalai University Press: Annamalai Nagar. 2002.
3. Catford J.C, A Linguistic Theory of Translation. Oxford University: London. 1965.
4. Juliane House, A Model for Translation Quality Assessment. TBL. Verlag Gunter Narr: Tubingen. 1981.
5. Nida Eugene A. & Taber C.R, Theory and Practice of Translation. E. J. Brill: Leiden. 1969.

Supplementary Reading

1. Eva Hung (ed) Teaching, Translation and Interpreting. Hohn Benjamin's Publishing Company: Amsterdam / Philadelphia. 2002.
2. Susan, Bassnet, Translation Studies. University Press: London. 1991.
3. Thirumalai M.S, Language in Science. Geetha Book House Publication: Mysore. 1979.
4. Nida, Eugene. A, A. Language Structure and Translation. Stanford University Press: California. 1964.
5. Susan Bassnett, Translation Studies. University Press: London. 2003.

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 barrieres
CO5: Apply the transaltion methods

Outcome Mapping

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

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19LINE3: Discourse Analysis

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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

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

Unit - III: Discourse and Pragmatics

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

Unit - IV: Discourse and Context

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

Unit - V:- Discourse and Culture

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

Text Books:

1. Cliff Godderd and Anna Wierzbicka, Discourse and Culture in Teun. A. Ven Dijk(ed.) Discourse as Social Interaction –Saga Publication: London. 1997.
2. Jan Blommaert, Discourse. University of Press: Cambridge. 2005
3. Shosana Blum – Kulha, Discourse Pragmatics in Teun A. Dijk (ed) Discourse as Social Interaction. Saga Publication: London. 1997.
4. Terry Locke, Language, Discourse and Context in Critical Discourse Analysis. Continum International Publishing Group: London. 2004.
5. Teun A. Van Dijk , Discourse as interaction in society in Discourse as interaction in society. Saga publication India Pvt. Ltd: London. 1997.

Supplementary Reading
1. Brown, G. and Yule, G, Discourse Analysis. Cambridge University Press: Cambridge. 1983.
2. Couthord, M , An Introduction to Discourse Analysis, Longman Press: London. 1977.
3. Fairclough, N, Language and Power. Longman: London. 1989
4. Halliday, M.A.K, Linguistic studies of Text and Discourse. The Hague. 2002.
5. Searle, J, Speech Acts. Cambridge University Press: Cambridge. 1969.

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

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

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19LINE4: Folklore

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Credits: 04
Hours: 60

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 deciplines 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.

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

1. Alan Dundes (Ed.), The Study of Folklore. Prentice Hall Inc: Englewood cliffs. 1965.
2. Jan Harold, The Study of American Folklore. 1968.
3. Kennesh Golsstain, A Guide to Field workers in Folklore. Pennsylvania. 1964.
4. Richard M Dorson, Folklore in Modern World. Mouton: The Hague. 1978.
5. S. Sakthivel, Folklore Literature in India. Madurai. 1976.

Supplementary Reading

1. Durga Bhagavath. Riddles in Indian Life, Lore and Literature: Bombay, 1965
2. George Gomme. Folklore as an Historical Science. Methuen and Co.: London, 1908
3. Jan Harold. The Study of American Folklore, 1968
4. K. Nachimuthu. Tamilakau:rppyear a:yvu. Madras, 1983
5. Kennesh Golsstain. A Guide to Field workers in Folklore. Pennsylvania, 1964

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 folklorstics to other discipline.

Outcome Mapping

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

19LINE5. Lexicography

Credits: 03
Hours: 60

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

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

Unit - IV: Lexicographic Method – Bilingual Dictionaries

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

Unit - V: Implications of lexicography

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

Text Books

1. Aitchison, J. F., Words in the Mind: An Introduction to the Mental Lexicon. Oxford: Blackwell. 1987.
2. Bergenholtz, H. (ed.), Manual of Specialized Lexicography. Amsterdam: Benjamins. 1995.
3. Boguraev, B.K. ; Briscope, T. (ed.), Computational Lexicography for Natural Language Processing. London: Longman. 1989.
4. Burchfield, R.W. (ed.), Studies in Lexicography. Oxford: Blackwell. 1987.
5. Cruse, D. A., Lexical Semantics. Cambridge University Press. 1986.

Supplementary Reading

1. Hartmann, Reinhart., Teaching and Researching Lexicography. London: Longman. 2001.
2. Hausmann, F.J.; Reichmann, O., Worker bucker/Dictionaries/Dictionaries… An International Encyclopaedia of Lexicography. (3 volumes) Berlin: de Gruyter. 1989-91.
3. Ilson, R. (ed.), Dictionaries, Lexicography and Language Teaching. Berlin: Pergamon Press. 1985.
4. Jackson, H., Word and Their Meaning. London: Longman. 1988.
5. Jackson, Howard, Lexicography: An Introduction, Routledge. 2002.

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 usuage contexts
CO4: Create the specialized dictionaries
CO5: Select equivalents in bi and multi lingual dictionaries

Outcome Mapping

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

CO3	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓
CO4	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	
CO5	✓	✓	✓	✓			✓	✓	√	✓	✓	✓	✓	

19LINE6. Clinical Linguistics

Credits: 03
Hours: 60

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

Morphology and syntactic issues in Dyslexia, Dysgraphia - Language in ADHD - Language in Autism Spectrum disorders - Language in Schizophrenia – Alzheimer's - Language in Mental Retardation - Language in Cerebral palsy - Language in hearing impairment - Language delay/SLI - Grammatical handicap.

Unit - IV: Aphasia

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

Unit - V: Assessment and Remediation

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

Text Books

1. Boone Dr, Voice disorders Children and Adults: strategies of management. Thieme stratums: New York. 1983.
2. Crystal, David, Introduction to language Pathology. Edward Arnold: London. 1989.
3. Crystal, David, Clinical linguistics. Whurr Pub: London. 1981.
4. David Caplan, Neurolinguistics and Linguistic Aphasiology. Cambridge University Press: Cambridge. 1987.
5. Goodglass, H , The Assessment of aphasia and related disorders. Lee and et al. Febiger. 1983.

Supplementary Reading

1. John Molte, The human Brain: An introduction to its functional Anatomy. Edward Arnold: London. 1981.
2. Kenneth G, Assessment in Speech-Language Pathology. Thomson, United Shipley &States.J.G. McAfee. 2004.

3. Mabel L. Rice, Developmental Language Disorders: From Phenotypes toS.F. Warren (Ed.) Etiologies. Lawrence Erlbaum Associates Publishers: London. 2004.
4. Michael perkins, Case Studies in Clinical Linguistics. whurr Pub: London. 1995.
5. Ruth Lesser , Linguistic Investigations of aphasia. Edward Arnold: London. 1978.

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

Outcome Mapping

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

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:

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

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

Theories and models in error analysis – Error Vs mistake; Identification of errors, collection of Errors, Description of errors, Explanation of errors, reasons for the errors and remedial measures. Basic concept of language testing and evaluation - aims and purpose of language testing – structural equation 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

1. Johnson, K, Designing language teaching tasks. Basingstoke: Palgrave Macmillan. 2003.
2. Richards, J.C.(ed), Error Analysis. Longman: London. 1977.
3. Sam Mohanlal, Aspects of Language Teaching. CIIL: Mysore. 2000.
4. UNESCO, Literacy Initiative for Empowerment. UNESCO Institute for Life Long Learning. Germany. 2007.
5. Ur, Penny, A course in Language Teaching. Cambridge. 1996.

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

Course Code:							Course Title:							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	
CO2	✓		v	✓	✓			✓		✓	✓	✓		✓	
CO3	✓		✓			✓	✓				✓	✓	✓	✓	
CO4		✓		✓	✓			✓	✓			✓	✓		✓
CO5	✓	✓				✓	✓	✓	✓		✓			✓	✓

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 -

Writing Systems – Design of Language. Central and Peripheral systems of Language. <mark>Language Families.</mark>

மொழியும் மொழியியலும்

மொழி மற்றும் மொழியியலின் விளக்கம் - மொழியியல் பிரிவுகள் : சமகால நிலை முறை மற்றும் வரலாற்று நிலைமுறை மொழியியல் - மொழியியல் கோட்பாடு மற்றும் பயனாக்க மொழியியல் - பேச்சும் மொழியும் - எழுத்து முறை - மொழியின் கட்டமைப்பு : மொழியின் உள் மற்றும் புற அமைப்புகள். மொழி வடிவமைப்பு, மொழிக் குடும்பங்கள்.

Unit - II: Phonetics and Phonology

Phonetics – definition – Branches: articulatory, auditory and acoustic – Anatomical structure of Vocal apparatus – Initiation, Phonation and articulation – Classification of speech sounds – vowel, consonants diphthongs – IPA – Co-articulation – Segmental Vs. Supra segmental Phonology – Concept of Phoneme, Phone, allophone and phoneme. Phonemic analysis - Contrast and complementation, Phonetic similarity, economy and pattern congruity – Free variation. <mark>American English Stressed Syllabics.</mark>

ஒலியியலும் ஒலியனியலும்

ஒலியியல் விளக்கம் - பிரிவுகள் : ஒலிப்புமுறை, கேட்புமுறை மற்றும் இயற்பு முறை ஒலியியல் - ஒலியுறுப்புகளின் அமைப்பு - உயிர்த்தல், குரல் எழுப்புதல் மற்றும் ஒலித்தல் - பேச்சொலிகளின் வகைப்பாடு - உயிரொலிகள் மற்றும் மெய்யொலிகள் - அகில உலக ஒலியனியல் நெடுங்கணக்கு (IPA) - இணை ஒலிப்பு - மேற்கூற்று ஒலிகள்.

ஒலியனியல் - ஒலி, ஒலியன் மற்றும் மாற்றொலிகளின் விளக்கம் - ஒலியன் கண்டறியும் கொள்கைகள் : ஒலியனின் பொருள் வேறுபாட்டு நிலைக் கொள்கை, மற்றொலி கொள்கை, ஒலிப்பு ஒற்றுமைக் கொள்கை, அடக்கு சிக்கனக் கொள்கை, அமைப்பு ஒழுங்கமைவுக் கொள்கை மற்றும் கட்டற்ற நிலைக் கொள்கை.

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.

உருபணியல்

உருபணியல் - விளக்கம் - உருபன்களைக் கண்டறியும் முறை: நைடாவின் ஆறு விதிகள் - உருபன் வகைகள் : தனி உருபன், கட்டுருபன், தொடர் மற்றும் தொடரா உருபன், இரட்டை கிளவி, ஒட்டுகள்: முன்னொட்டு, இடையொட்டு, பின்னொட்டு முழுமை தரும் மற்றும் முழுமை தரா உருபன், கட்டாய மற்றும் கட்டாயமில்லா உருபன் இணைப்பு உருபன் - உருபுகள் சூனிய மற்றும் வெற்றுருபு - சொல்திரிபு மற்றும் சொல்லாக்கம் - உருபொலியனியல் : அகச்சந்தி மற்றும் புறச்சந்தி.

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

தொடரியர்

தொடரியல் விளக்கம் - தொடரனியல் கூறுகள் : சொல், முற்று பெறா தொடர், முற்றுபெற்ற தொடர் வாக்கியத்தொடர் - வாக்கிய அமைப்புகள் - புதை மற்றும் புறவடிவம் - இருபொருள் வாக்கிய தொடர் - அண்மை உறுப்புகளைக் கண்டறிதல் - உள்வட்டத் தொடர் மற்றும் வெளிவட்டத்தொடர் - தொடரியல் இணைப்பு வகைகள்: இயைபு, மேலாண்மை - மாற்றிலக்கண வகைகள்.

Unit - V: Semantics

Semantics – Definition – Meaning Types – Semantic roles; Agent and theme, Instrument, experience, Location, Source and goal – Lexical relation: synonymy, Antonymy, Hyponymy, Homophones and homonyms, polysemy. Word play, metonymy – collocation.

பொருண்மையியல்

பொருண்மையியல் - விளக்கம் - பொருள்: இலக்கண மற்றம் சொற்பொருள் - பொருண்மைக் கூறுகள் - பொருண்மை நிலைகள்: கர்த்தா மற்றும் மையக்கரு, கருவி மற்றும் பயனாளி, இடம் மூலம் மற்றும் இலக்கண - சொல் உறவுமுறைகள் ஒரு பொருள் பன்மொழி எதிர்ச்சொல், இனச்சிறப்புபெயர் ஒப்பொலிச் சொற்கள் மற்றும் ஒப்பு உருசொல், பலபொருள் ஒரு சொல், சொல் விளையாட்டு, ஆகுபெயர் - சொல் இணைவு

Text Books

1. John Lyons. Language and Linguistics: An Introduction. Cambridge University Press. 1981
2. Yule, G. The Study of Language (9th edn). Cambridge University Press: UK, 2010
3. கருணாகரன், கி. ஜெயா. வ. மொழியியல், சென்னை, சவிதா பதிப்பகம். 1997.
4. கோதண்டராமன் பொன் பொது மொழியியல் (அறிமுக நிலை), சென்னை, பூம்பொழில். 1997.
5. வி. கீதா ஆர். லலிதா ராஜா 'மொழி அறிவியல்' அண்ணாமலைப் பல்கலைலக்கழகம். 2007.

Supplementary Reading

1. Zugusta, et al., Manual of Lexicography. Moutan: The Hague. 1971.
2. Hockett, C.F, A Course in Modern linguistics. Indian Edition 1970. Pub. Mohan Prisulani. Oxford and IBH Publishing Co. Pvt. Ltd: New Delhi. 1958.
3. Lehmann, W.P, Historical Linguistics: An Introduction. Oxford & IBH Pub: New Delhi. 1962.
4. Gleason, H. A, An Introduction to Descriptive Linguistics. Indian Edition 1961. Pub. Gulab Primtani, Oxford and IBH Publishing Co. Pvt. Ltd: New Delhi. 1955
5. Yule, G, The Study of Language (9th edn). Cambridge University Press: UK. 2010.

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

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

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.

மொழிபெயர்ப்பு

மொழிபெயர்ப்பு விளக்கம், மொழிபெயர்ப்பு பல்வேறு வரையறைகள், வகைகள் சொல்லுக்கு சொல் மொழிபெயர்ப்பு, கருத்து மொழிபெயர்ப்பு, தழுவல், மொழியாக்கம், மொழிபெயர்ப்பு மாதிரிகள், மொழிபெயர்ப்பில் நைடாவின் மூன்று நிலைமாதிரிகள், மொழிபெயர்ப்புக் கொள்கைகள், கோட்பாடுகள், மொழிபெயர்ப்புச் சிக்கல்கள், பல்வேறு பொருண்மைகள்.

Unit - II: Language Teaching Methods

Linguistic theories to the language teaching and learning; Language teaching methods-Grammar-Translation method-Direct method-Audio-lingual method-Cognitive method – Eclectic method - Interactive & Communicative approach. Language proficiency-listening-speaking-reading-writing; First, Second, and foreign language acquisition; Teaching aids; contrastive analysis-error analysis-identification of errors-Description of errors-Explanation of errors; Language Testing-Basic concepts of Language Testing; Language Planning Vs Curriculum Planning.

மொழி கற்பித்தல் முறைகள்

மொழி கற்பித்தல் மற்றும் கற்றலுக்கான மொழியியல் கோட்பாடுகள்: மொழி கற்பித்தல் முறைகள் - இலக்கண மொழிபெயர்ப்புமுறை, நேர்முக, மறைமுக முறை, கேட்டுப்பேசல் முறை கலந்துரையாடல் மற்றும் தகவல் தொடர்புமுறை அணுகுமுறை, மொழித்திறன்கள்: கேட்டல், பேசுதல், படித்தல், எழுதுதல், முதல் (மொழி) இரண்டாம் (மொழி) மற்றும் அயல்மொழி (கற்றல்) மொழி கற்பித்தலுக்கான உபகரணங்கள், உறழ்வு பகுப்பாய்வு - பிழை ஆய்வு, பிழைகளைக் கண்டறிதல், தொகுத்தல் பிழை, விளக்கப்பிழை மொழி தெரிவு செய்தல் - மொழித்தேர்வுக்கான அடிப்படைக் கருத்துக்கள் : மொழித்திட்டம் மற்றும் பாடத்திட்டம்.

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.

(சொல்லகராதி) அகராதி தயாரிக்கும் கலை

சொல் மற்றும் இலக்கண பொருள்: சொற்பொருள் பதிவு: ஆக்டன் மற்றும் ரிச்சர்ஸ் பொருள் முக்கோணம்: அகராதியின் வகைகள் - கலைக்களஞ்சியம் மற்றும் மொழி அகராதிகள், சமகாலம் மற்றும் வரலாற்றுக் கால நிலை (மாறுபட்ட காலம்) - பொது மற்றும் சிறப்பு: அகராதி தயாரிக்கும் முறை - அடிப்படை முடிவுகள் - அகராதி அமைத்தல்: தரவு சேகரித்தல் - பதிவு தெரிவு செய்தல் - பதிவு கட்டுமானம் - சுருக்க வரையறை, துணைப் பதிவு - குறுக்குப்பதிவேடு - ஒரு சொல் பல பொருள் பதிவு செய்தல்: பதிவு ஒழுங்குபடுத்துதல் ஒழங்கு படுத்துதலின் வகைகள் - அகர வரிசைபடுத்துதல், பொருள் : அகராதியின் பின்இணைப்பு.

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 parsing-parsing techniques – Top-down parsing; Bottom-up parsing Machine Readable Dictionary (MRD); e-dictionary.

கணினி மொழியியல்

கணினினியின் அமைப்பு - உள்ளீட்டு கூறுகள் வெளியீட்டு கூறுகள், மைய செயலாக்க அமைப்பு : கணினி அமைப்பும் அதன் உட்கூறுகளும், நினைவகம், (RAM/ROM) வெளியீட்டகம், செயல்திட்டமொழிகள், தரவுத்தளம் - சொல்செயலாக்கம் - DTP: வாக்கிய செயலாக்கம், பேச்சு செயலாக்கம் - மொழியியல் பகுப்பாய்விற்கான கருவிகள் - பகுத்தாய்தல் மற்றும் அதன் முறைகள் (Top-down Parsing; Bottom-up Parsing)/ அட்டவணையிடுதல் - கணினி புரிந்து கொள்ளக்கூடிய அகராதி - மின்அகராதி - மின்கஅகராதி பயன்கள் - மின் அகராதி கூறுகள்.

Unit-V: Psycholinguistics:

Concepts of psycholinguistics – the psychology of language – theories of language acquisition and learning – process of perception – process of comprehension: sentence comprehension and discourse comprehension – accessing – production – applied psycholinguistics: language disorder and brain, Aphasia and its classification – Disorders of written words: Dyslexia and dysgraphia.

உள மொழியியல்

உள மொழியலின் விளக்கம் - மொழி உளவியல் நோக்கில் - மொழி பேரடைதல் மற்றும் மொழி கற்றல் கொள்கைகள் கோட்பாடுகள் - மொழி உணர்தலின் செயலாக்கம் - மொழி அறிதலின் செயலாக்கம்: வாக்கிய மற்றும் உரையாசிரியரின் அறிதல் திறன் - மொழி பயன்பாடு - உருவாக்கம் - பயனாக்க உளமொழியியல் : மொழி குறைபாடுகளும், மனித மூளையும், பேச்சுக் குறைபாடு (ஆபேசியா) அதன் வகைகள் - கற்றல் குறைபாடு டிஸ்லெக்சியா மற்றும் டிஸ்கிராபியா.

Text Books

1. Nida e.A. Taber R. The Theory and Practice of Translation. Brill: Leiden. 1969
2. Lado, R. Language Teaching. Tata Mc Graw Hill: New York. 1961
3. Penny, Ur. A Course Language Teaching. Cambridge University Press: Cambridge. 1996.
4. Butter, C.S. Computer and Written Texts. Basil Blackwell Ltd: Oxford. 1992.
5. Beg. M.K.A. Psycholinguistics and Language Acquisition. Bahri Publications: New Delhi. 1991.

Supplementary Reading

1. Bassnet – McGuire, S, Translation Studies. Methwes London: New York. 1980.
2. King, M, Parsing Natural Language. Academic Press: New York. 1983.
3. Rajaraman. D and Rajaraman, V, Computer Printer. Prentice Hall of India Pvt Ltd: New Delhi. 1986
4. சிவசண்முகம். சி, தயாளன். வே. மொழிபெயர்ப்பியல், சிவகங்கை அன்னம், 1994.
5. வீ. சந்திரன், மொழிபெயர்ப்பியல் கொள்கைகள், பாரி பதிப்பகம், சென்னை, 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

Outcome Mapping

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

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

மொழியும் மொழியியலும்

மொழி, தகவல் தொடர்பு, கலாச்சாரம், பேச்சு, எழுத்து மற்றும் மொழி நடைக்கு உள்ள உறவு, மொழியின் பண்புகள்: மொழி விருப்பப்படியானது, குறியீடுகளின் ஒழுங்குமுறையே மொழி, மொழி வாய்மொழியானது, மொழி படைப்பிற்கானது, விரிவடையக் கூடியது, மாற்றத்திற்குள்ளாவது, அமைப்பில் கலவைத் தொகுதியுடையது.

Unit - 2: Communication Concept and Models

Concept of Communication - Need for Communication - Means of Communication - Process of Communication - Intra personal Communication, Intra personal Communication models: The Barnlund model, Bois model - Inter personal Communication, Inter personal Communication models - Lasswell's verbal model, model of a dialogue

கருத்துப் பரிமாற்ற கருத்துருவும் மாதிரிகளும்

கருத்துப்பரிமாற்றம் கருத்துரு, கருத்துப்பரிமாற்றத் தேவை, கருத்துப்பரிமாற்ற வழி முறை, கருத்துப் பரிமாற்றச் செயல் முறை, அகத்தொடர்பு, அகத் தொடர்பு மாதிரிகள்: பர்னண்டு மாதிரி, போயிஸ் மாதிரி - புறத்தொடர்பு, புறத்தொடர்பு மாதிரிகள் : லாஸ்வெல் மொழி வழி மாதிரி, உரையாடல் மாதிரி.

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.

மக்கள் தகவல் தொடர்பியல்

நவீன மக்கள தகவல் தொடர்பியல் , மக்கள் தகவல் தொடர்பியல் கருத்துரு மற்றும் செயல் முறை, மக்கள் தகவல் தொடர்பியல் கோட்பாடுகள்: அஜெண்டா செட்டிங் கோட்பாடு, ஹைபோடெர்மிக் நீடில் கோட்பாடு, இணையம் ஒரு உலகளாவியத் தொடர்புச் சாதனம், உலகமயமாக்கலும் மக்கள் மகவல் தொடர்பியலும்.

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

ஊடகங்கள்

ஊடகமும் தகவல் புரட்சியும், ஊடகமும் தினசரி வாழ்வும், ஊடகப் பறிமாற்றத்தில் பெண்களுக்கான வாய்ப்பு, அச்சு ஊடகம்: நாளிதழ்கள், இதழ்கள், விளம்பரம், தொலைகாட்சி காட்சி ஊடகம், திரைப்படம், நாட்டுப்புற ஊடகங்கள், வாய்வழி ஊடகம்: வானொலி.

Unit - 5: Business Communication

Aids to correct writing: punctuation and the use of capital letters, spelling, effective Business letter, Planning the letter, enquires and replies, report writing, circular letter, sales letter.

வர்த்தகப் பரிமாற்றம்

எழுத்து வழிக்கனா முறையான கருவி, நிறுத்தற் குறியீடுகள் மற்றும் ஆங்கில பெரிய எழுத்துக்களின் பயன்பாடு, எழுத்துக் கூட்டல், சிறந்த வணிகக் கடிதங்கள், கடிதங்கள் திட்டமிடல், விசாரணை மற்றும் வழிகாட்டுதல், அறிக்கை எழுதுதல், சுற்றறிக்கைகள், வர்த்தகப் போக்குவரத்துக் கடிதங்கள்.

Text Book

1. Applbaum etal. Fundamental concepts in human communication, canfield press, London. 1973.
2. Arun Bhatia. Media and Communication, Ethics Akansha Publishing House, New Delhi. 2005.
3. Balanetal. Effective communication, Castle Books Pvt.Ltd, New Delhi-2. 1974.
4. Jagadish Chakravarti. Net, Media and the mass communication, Author Press, New Delhi. 2004.
5. Keval J.Kumar, Mass communication in India, Jaico Publishing house, Mumbai-1. 2000.

Supplementary Reading

1. Alan Durant and Marina Bambron, Language and Media, Routledge, London. 2010.
2. Narendratripati, Mass Communication concepts and process, Reference Press, New Delhi. 2006.
3. Ravi Chopra, Professional Communication, Galgotia Publication. 2003.
4. Ravindran, Hand book of Mass Communication, Anmol Publication, New Delhi. 2002.
5. Ravindran, Journalism & Mass Communication, Dominant Publishers, New Delhi. 2005.

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

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

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

Identity- Racial identity -Ethnic identity - Cultural identity; Plurality of Identity; Properties of Cultural Identity- Individual- relational and communal identity; Social and Cultural Identities- Gender identities-Age identities-Spiritual identity-Class identity- National identity- Regional identity- Personal identity; Cultural Diversity in Perception: Alternative Views of Reality**.**

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

Stereotypes, Banal nationalism, Intercultural communication advice, Globalization and Transnationalism, National cultural values, Multinational corporations, Intercultural adaptation - U-curve model- honeymoon period- crisis period - adjustment period - biculturalism period- W-curve model - Stress-Adaptation-Growth- emigrant assignment cycle.

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

1. Adrian Holliday, Martin, Hyde & John Kullman. Intercultural Communication, Routledge, London. 2005.
2. Bennett, M.J. Intercultural Development Inventory Manual. Portland: The Intercultural Communication Institute. 1998.
3. Fong, M. & R. Chuang (eds). Communicating Ethnic & Cultural Identity. USA: Rowman & Littlefield, Inc. 2004.
4. Ingrid Piller. Intercultural Communication – A Critical Introduction, Edinburgh University Press. 2011.
5. Larry A. Samovar & Richard E. Porter, Intercultural Communication – A Reader. 10th Edition, Thomson / Wadsworth, Australia. Practical Guide. University of Texas press, Austin. 2003.

Supplementary Reading

1. Brown, P., & S.C. Levinson. Politeness: Some Universals in Language Usage. Cambridge: University Press. 1978.
2. Carbaugh, D, Situating selves: The communication of social identities in American scenes. Albany, NY: State University of New York Press. 1996.
3. Chen, G. & W. Starosta, Foundations of intercultural communication. Boston, MA: Allyn and Bacon. 1998.
4. Chomsky, N, Language and mind. New York: Harcourt, Brace and World. 1968
5. Chomsky, N. Reflections on language. New York : Pantheon Books. 1975.

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

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

19LINV2- Advanced Level Intercultural Communication

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

1. Adrian Holliday, Martin, Hyde & John Kullman. Intercultural Communication, Routledge, London, 2005
2. Edwin R. et al. Specifications of Intercultural Communication: A Reader, Cengage Learning. 2014.
3. Ingrid Piller. Intercultural Communication – A Critical Introduction, Edinburgh University Press. 2011.
4. Martin, J.N. & Nakayama, T.K, Intercultural Communication in Contexts 5th Edition, McGraw- Hill. 2009.
5. Ron Scollon, Suzanne Wong, Scollon& Rodney H. Jones Intercultural Communication – A Discourse Approach, Wiley-Blackwell. 2012.

Supplementary Reading

1. WillamGudy kunstellaMody, Handbook of International &Intercultural Communication, Sage Pu. India Pvt., New Delhi. 2002.
2. Rajendrapal etl, Essentials of Business Communication, Sultan Chand & Sons, New Delhi 1993.
3. Chomsky, N, Language and Mind. Hlenalrgedied: New York. 1972
4. Sharma, B.D, Language and Linguistics. Anmo Publications: New Delhi. 2005
5. Searle, John, Speech Acts. Cambridge University Press. 1969.

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

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

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