

S V UNIVERSITY COLLEGE OF ARTS::TIRUPATI
DEPARTMENT OF FOREIGN LANGUAGES AND LINGUISTICS

Minutes of the meeting of the BOS of the Department of Foreign Languages and Linguistics held on 10-06-2019 at 11.00 AM in the Chamber of the Head, Dept. of Foreign Languages and Linguistics, S V University college of Arts, Tirupati.






Members Present:

- | | |
|------------------------------|------------------------------|
| 1. Prof..G.Radha Krishna | : BOS Chairman |
| 2. Dr.G.Aruna | : Head and Ex-Officio Member |
| 3. Prof. P.Srinivasulu Reddy | :Member |
| 4. Prof.R.Rajeswaramma | :Member |
| 5. Prof.P.Kusumaharinath | :Member |
| 6. Prof.G.Balasubramanyam | :External Member |
| 7. Prof.M.Ramanadham Naidu | :External Member |

Resolutions

1. Resolved to recommend the enclosed revised syllabus for M.A.Linguistics following the guidelines of university for the I, II, III & IV semesters with 20% revision with effect from the academic year 2019-2020.
Course: 101 Unit- II & V , 102 Unit- IV&V,103 Unit-V, 104 Unit-III, 105 Unit-V, 201 Unit – V,202 Unit-IV, 203 Unit-VI 204 Unit-V, 205 Unit-V, 301 Unit-IV&V, 302 Unit-II&III, 303 Unit-I&IV, 304A Unit-V, 304B Unit-V, 304C Unit-V, 304D Unit-V, 305A Unit-V, 305B Unit-V, 305C unit-V, 401 Unit-V,402 Unit-I, 403 Unit-II, 404A Unit-V,404B Unit-IV, 404C Unit-V, 404D Unit-V, 405A Unit-V,405B Unit-V, 405C Unit-V are revised/added and new courses 304E,305C, 404E&405C - are added in the syllabus.
2. Resolved to recommend the enclosed the scheme of examinations, regulations, suggested reading books for the above said M.A.Linguistics programme with effect from academic year 2019-2020 for I,II,III& IV semesters.
3. Resolved to recommend the enclosed model question papers for I,II,I II & IV semesters of M.A.Linguistics programme.

Signatures:

1. 
2. 
3. 
4. 
5. 
6. Telephonic acceptance is taken
7. Telephonic acceptance is taken



CHAIRMAN, BOS (PG)
Dept. of Foreign Languages and Linguistics
SRI VENKATESWARA UNIVERSITY
TIRUPATI-517 502

2019-2020

| Programme Code | Programme name | Year of Introduction | Status of implementation of CBCS/ Elective Course System (ECS) | Year of implementation of CBCS/ECS | Year of revision (if any) | If revision has been carried out in the syllabus during the last 5 years, Percentage of content added or replaced | Link to the relevant documents |
|-----------------------|-----------------------|-----------------------------|---|---|----------------------------------|--|---------------------------------------|
| 139 | M.A.Linguistics | 2017 | CBCS: Yes | CBCS: 2019-20 | CBCS 2019-20 | 20% | enclosed |

**S.V.U COLLEGE OF ARTS
SRI VENKATESWARA UNIVERSITY: TIRUPATI**



Department of Foreign Languages and Linguistics
Programme: **M.A. LINGUISTICS**

**Choice Based Credit System (CBCS)
2019-2020**

Sri Venkateswara University: Tirupati
Sri Venkateswara University College of Arts
Department of Foreign Languages and Linguistics
Programme: **M.A. LINGUISTICS**

Sri Venkateswara University: Tirupati
Sri Venkateswara University College of Arts
Department of Foreign Languages and Linguistics
Programme: **M.A. LINGUISTICS**
CBCS Pattern (With effect from 2019-20)
Semester-I

| | | | |
|-------------------|--------------------------|------------------------------------|-----------|
| LING 101 | Language and Linguistics | 6L : 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand basic concepts of language, notions of language and language as a system.
2. To analyze structure of language and grammatical analysis.
3. To understand Linguistics and other fields and brief history of linguistics .

Unit-I

Basic concepts of language: Definitions of languages – Languages and speech – properties of languages – Facts pertaining to all languages - Human and Animal communication. Need for communication and uses of language features of language. Approaches to the study of languages Features of language and notions of language.

Unit-II

Language as a system: Knowledge of language (grammar) structure of language, langue and people, signifier Vs signified, syntagmatic and paradigmatic.

Unit-III

Structure of language: Philological, Morphological, Syntactic and Semantic lends and their interrelations. Synchronic vs Diachronic; Classification of Languages; Concepts of Language & People, idiolect and language.

Unit-IV

Grammatical Analysis: Notions of contrast and complementation; Paradigmatic and Syntagmatic relations; Notions of word classes and grammatical categories; Grammatical relations and case relations; notion of rule at different levels; description vs explanation of grammatical facts and Phonetic Transcription; Linguistics and other fields.

Unit-V

Brief History of Linguistics: Ancient, Middle and Renaissance – Indian grammarians, European and American Approaches, historicism, structuralism, functionalism, generativism, Important Icon sanssure, Bloomfield, Firth, Roman Jakobson, Chomsky and Labov.

Suggested Readings:

1. Akmajian, Adrian; Demers, Richard; Farmer, Ann; Harnish, Robert (2010). **Linguistics: An Introduction to Language and Communication**. Cambridge, MA: The MIT Press. ISBN 0-262-51370-6.
2. Crystal, David (1996). **The Cambridge Encyclopedia of language**, Cambridge University Press Cambridge .
3. Chomsky, Noam (1957). **Syntactic Structures**. The Hague: Mouton.
4. Trask, R.L. (1995) **Language: The Basics**, London & New York, Routledge.
5. Bloomfield, Leonard (1914). **An introduction to the study of language**. New York: Henry Holt and Company.
6. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
7. Yulu, George (1996). **The study of language**, Cambridge . University Press, Cambridge.
8. Bolinger, D.L (1995) **Aspects of language** 2nd Ed. Harcourt Brace Jovanovich, New York

Course Out Comes: After completion of the course students will be able to

1. Understand basic concepts of language, notions of language and language as a system.
2. Analyze structure of language and grammatical analysis.
3. Understand Linguistics and other fields and brief history of linguistics.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 1 | | 2 | 2 | 2 | 2 | 3 | | | 1 | | 1 |
| CO2 | 3 | 1 | 2 | 2 | 3 | | | | | | 1 | 2 |
| CO3 | 2 | | 3 | | 2 | | 2 | | | | 1 | 3 |

| | | | |
|-------------------|-----------|------------------------------------|-----------|
| LING 102 | Phonetics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand the process of Communication and speech production, Classification and description of speech sounds.
2. To analyze speech production, secondary and double articulations and suprasegmental features.
3. To understand IPA and exercises in transcription.

Unit – I

The process of Communication: Speech production (Articulatory Phonetics), Speech transmission (Acoustic Phonetics), and Speech perception (Auditory Phonetics).

Unit – II.

The four processes of speech production: Air stream process: palmonic, glottallic and velaric: egressive and ingressive air streams, phonation process (State of the Glottis) Oral – Nasal process (position of the velum), articulatory process. (Consonant and Vowel production); Classification of speech sound and their description; Consonants, Vowels, and Diphthongs.

Unit – III.

Consonant production: Where a consonant sound is made (place of articulation), how it is made (degree of strictures and manner of articulation) and the state of the glottis (Voiced, unvoiced, etc.), stop consonants (Plosives, obstruents, implosives, clicks), types of closure and release. Affrication, aspiration etc., vowel production, monophthongs and diphthongs, secondary and double articulations.

Unit – IV.

Prosodic or suprasegmental features: length (Quality and Duration), stress (accent), tone and intonation (pitch variation and speech melody), Juncture (pause), voice Quality and Rhythm.

Suggested Readings:

Unit – V.

International Phonetic Alphabet (IPA exercises in transcription of IPA symbols, three term labels for describing speech sounds, problems involved in broad and narrow transcription, Phonetic transcription .

Suggested readings:

1. Abercrombie, D. 1967. **Elements of general phonetics**. Edinburgh. Edinburgh University Press
2. Ladefoged, P. 1975. **A Course in phonetics**. New York. Harcourt Brace and Jovanovic.
3. O’Conner, J.D. 1973. **Phonetics**. Penguin Books Ltd.
4. Bloomfield, L. 1933. **Language**. New York. Hol & Rinehart and Winston.
5. Catford, J.C. 1989. **A practical introduction to phonetics**. Oxford. Clarendon Press.
6. Johnson Keith (1997) – Acoustic and Auditory Phonetics, Mass: Blackwell.
7. O’Grady, William; et al. (2005). **Contemporary Linguistics: An Introduction** (5th ed.).
8. Jones, Daniel (1972), An outline of English Phonetics, Cambridge University Press, Cambridge..

Course Out Comes: After completion of the course students will be able to

1. Understand the process of Communication and speech production, Classification and description of speech sounds.
2. Analyze production of speech, Secondary and double Articulations and suprasegmental features
3. Understand IPA and exercises in transcription.

Mapping:

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 2 | | | 3 | | | | | 3 | | 3 |
| CO2 | 2 | | 3 | | 2 | | | | | 1 | | 2 |
| CO3 | 1 | | | | 3 | | | | 3 | 1 | | 3 |

| | | | |
|-------------------|-----------|------------------------------------|-----------|
| LING 103 | Phonology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand concept of Phoneme, Principals of Phonemic analysis and discovery procedures.
2. To analyze Phonemes, Phonological systems, procedures of phonemics and basic units of Phonology.
3. To understand for Auto segmental Phonology.

Unit – I

Phoneme: Concept and definition. Different aspects of the phoneme, Phonetic, Phonological, psychological, etc. Principles of phonemic analysis, the concepts of opposition, Contrast, minimal pair, distribution (Complementary, Free variation), Phonetic similarity, neatness of pattern (or pattern congruity of symmetry), and economy. Discovery procedures.

Unit –II.

The distinction between phone, phoneme and allophone: relation between Phonetics and Phonology. Types of phonemes, Types of phonological systems. Problems in phonology and phonological analysis; vowel and consonant systems, suprasegmental system, underlying representation, phonological rules.

Unit–III.

Phonemic premises and procedures: (a) Modification of sound by environments analogous, identical and mutually exclusive. (b) Phonetic symmetry of sound systems; (c) Fluctuation of sounds and (d) Structural pressure on the interpretation of segments and/or sequences of segments. Alternative solutions in Phonemic analysis. Distinctive feature theory: binary vs. nonbinary features, articulatory vs. acoustic features; Universal set of phonetic features

Unit–IV.

Basic units of Phonology: Syllable, vowel and consonant. Macro segment and Micro segment, syllable peak, coda, onset and interlude, problems of demarcation of syllable boundary.

Unit- V

Auto Segmental Phonology: Tone, nasal spread, vowel harmony, C-V tier, feature hierarchy, Introduction to optimality theory, assumptions, constraint ranking.

Suggested Readings:

1. Hockett, C.F. 1958. **A course in Modern Linguistics**. New York. Macmillan and Co.
2. Hymn, Larry, M. 1975. **Phonology: Theory and analysis**. New York. Holt Rinehart and Winston.
3. Anderson, S.R. (1974). **The Organization of Phonology**, Academic Publishers, New York.
4. Goldsmith, J (1990) **Auto segmental and Mtrical phonology**, OUP, London.
5. Vackek, J. 1966. **The linguistic school of Prague: An introduction to its theory and practice**. In the Prague school Reader in Linguistics.
6. Fudge, Eric. C. 1973. **Phonology; selected Readings**. London. Penguin.
7. Lass, Roger. 1991. **Phonology: An introduction to Basic Concepts**. London. Cambridge University Press.
8. Odden, David (2005) **Introducing Phonology** Cambridge University Press, Cambridge

Course Out Comes: After completion of the course students will be able to

1. Understand concept of Phoneme, Principals of Phonemic analysis and discovery procedures.
2. Analyze phonemes, Phonological systems, procedures of phonemics and basic units of Phonology.
3. Understand for auto segmental phonology.

Mapping:

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 3 | 2 | | 3 | | 3 | | | 1 | | 2 |
| CO2 | 1 | 3 | | | | | | | 3 | | | 1 |
| CO3 | 1 | | 2 | 3 | 2 | | | | 2 | | | 1 |

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|-------------------|------------|------------------------------------|-----------|
| LING 104 | Morphology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To analyze Morpheme, classification and types of morphemes and concept of morphemes.
2. To analyze derivation, inflection, different models of grammatical description and Morpho-Phonemics.
3. To express word formation and compounding, Intermediate constituents, types of constructions and Idioms.

Unit – I.

Morpheme as a unit of linguistic structure, criteria for identifying morpheme, Allomorph, Zero morph, Empty morph, Portmanteau morph, unique morpheme.

Unit –II

Classification of Morphemes; Types of Morphemes, Morphological Models – Item and Arrangement, Item and process and word and paradigm; derivation and inflection, grammatical categories.

Unit–III

Word formation and compounding: deverbal nominalizers, derivationalizers, verbalizers, conversion, denominal adjectives, affixation and conversation, compounding.

Unit–IV

The concept of morpheme, Relationship between morpheme and phoneme, morphophonemic alternations. Internal and external sandhi. Automatic and non- Automatic alternation, regular and irregular alternation; base form. Phonologically conditioned and morphologically conditioned alternation, morphology in generative frame work.

Unit –V

Immediate constituents: Morphological and syntactic. Types of ICs and markers, construction types endocentric and exocentric, syntactic linkage, word classes, parts of speech and grammatical categories. Idiom formation, types of Idioms.

Suggested Readings:

1. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
2. Mathews, P.H. 1974. **Morphology**. Cambridge. Cambridge University Press.
3. Elson, B. & Pickelt, V. 1969. **An introduction to Morphology and Syntax**. California, Summer Institute of Linguistics.
4. Nida, E.A. 1946. **Morphology**. Ann Arbor. Michigan University Press.
5. Langacker, Ronanld W. **Fundamental of Linguistics Analysis**. New York. Harcourt Brace Jovanovich, Inc.
6. Bauer, L.(1988) **Morphology**, Edinburg University Press, London.
7. Bauer, Laurie. (2003). **Introducing linguistic morphology** (2nd ed.). Washington, D.C.: Georgetown University Press. [ISBN 0-87840-343-4](https://doi.org/10.1017/9780820324344).
8. Maatthews, P.H. (1998) **Inflectional Morphology**, Cambridge University Press, Cambridge.
9. Matthews, P.H. (1998) **Morphology**, Cambridge University, London
10. .Halle, M (1973) Prolegomena to a theory of word formation, *Linguistic Enquiry*4,pp.3-16

Course Out Comes:

After completion of the course students will be able to

- 1 Analyze Morpheme, classification and types of morphemes and concept of morphemes.
2. analyze derivation, inflection, different models of grammatical description and Morpho-Phonemics.
3. Express word formation and compounding, Intermediate constituents, types of constructions and Idioms.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 1 | 3 | 1 | | | 3 | | | 2 | | 2 |
| CO2 | 2 | | 3 | 2 | | | | | 1 | | | 2 |
| CO3 | 2 | | | 2 | 3 | | | | 1 | 1 | | 2 |

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|-------------------|--------|------------------------------------|-----------|
| LING 105 | Syntax | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand assumptions about language, components of grammar and sentence constituents
2. To analyze Phase structure rules, X-bar Notation and grammatical transformations
3. To solve the problems in Syntactic structures.

Unit - I

Assumptions about language and grammar: Particular and Universal grammar; Adequacies of grammar-observational, descriptive and explanatory; Differences between competence and performance, well formedness and acceptability, intuition.

Unit- II

Grammar and its components-syntactic, semantic and phonological. Base structures and surface structures. Sentence and its constituents

Unit-III

Phrase structure rules and phrase markers, intermediary categories and the X – bar notation. Transformational component: Wh-movement, Np-movement, Grammatical transformations.

Unit-IV

Categorical and sub categorical information: Partially and fully specified entries, selectional restrictions.

Unit - V

Problems in syntactic analysis; underlying representation, rule types, rule ordering, sentence types

Suggested Readings:

1. Chomsky, N. 1965. **Aspects of the theory of syntax**. Cambridge. MIT Press.
2. Verma, S. K. and Krishnaswamy, N. 1998. **Modern Linguistics: An Introduction**. New Delhi. Oxford University Press.
3. Isaac, Chechamma. 1974. **An Introduction to the theory of Transformational Grammar**. Trivandrum. College Book House.
4. Radford, A. **Transformational Grammar: A first course**.
5. Radford, A. **Transformational syntax**.
6. Culicoper .P.W. (1976) **Syntax**, Academic Press, New York.
7. Krishnamurti. Bh (2003), **The Dravidian Languages**, CUP, Cambridge
8. Radford, A (1997) **A Minimalist Introduction**: Cambridge University Press, Cambridge
9. Chomsky N (1981) **Lectures on Government and Binding**, Dordrecht foris publications.
10. Chomsky N(1957) **Syntactic Structures**, The Hague, Mouton.

Course Out Comes: After completion of the course students will be able to

1. Understand assumptions about language, components of grammar and sentence constituents
2. Analyze Phase structure rules, X-bar Notation and grammatical transformations
3. Solve the problems in Syntactic structures.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 2 | | 3 | 3 | | | | | | | | 1 |
| CO2 | 2 | | | | 1 | | 3 | | | | | 2 |
| CO3 | 2 | 3 | 1 | | | | | | 3 | | | 2 |

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|-------------------|--|------------------------------------|-----------|
| LING 106 | Human Values and Professional Ethics-I | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To analyze Nature of Ethics, Professional Ethics, Nature of Values and influence on Individual and Society
2. To Understand to intelligence of Bhagavad Gita, four noble duties and values of various religions
3. To analyze crime and Theories of Punishment

Unit - I

Definition and Nature of Ethics – Its relation to Religion, Politics, Business, law, Medicine and Environment. Need and Importance of Professional Ethics – Goals – Ethical Values in various Professions.

Unit - II

Nature of Values – Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts –right, ought, duty, character and Conduct

Unit - III

Individual and Society: Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non-stealing). Purusharthas (Cardinal virtues) – Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberatin).

Unit - IV

Bhasgavad Gita – (a) Niskama Karma. (b) Buddhism – The Four Noble Truths – Arya astanga marga, (c) Jainism – mahavrata and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

Unit - V

Crime and Theories of punishment- (a) reformatory, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

Suggested Readings:

1. John S Mackenjie: A manual of ethics
2. “The Ethics of Management” by Larue Tone Hosmer, Richard D.Irwin Inc.
3. “Management ethics – integrity at work” by Joseph A. Petrick and John F.Quinn, Response Books: New Delhi
4. “Ethics in Managemnt” by S.ASherlekar, Himalaya Publishing House
5. Haarold H. Titus:Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharna Sastra or the Institute of Manu:Comprising the Indian System of Duties: Religious and Civil(ed) G.C.Haughton
10. Susruta Samhita:Tr.Kaviraj Kunjanlal,Kunjatal Brishagratha, Chowkamba,Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20,21-32 and 74-77 only
11. Charaka Samhita: Tr.Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Saskrit Series office, Vaaranasi I,II,III Vol I PP 183-191
12. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning 2001
13. Analyzing Moral Issues, Judith A.Boss, Mayfield publishing Company,1999
14. An Introduction to pplied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad.
16. I.C.Sharma Ethical Philosphy of India. Nagin&co Julundhar.

Course Out Comes: After completion of the course students will be able to

1. Understand Nature of Ethics, Professional Ethics, Nature of Values and influence on Individual and Society
2. Understand Bhagavad Gita, four noble duties and values of various religions
3. Understand crime and Theories of Punishment

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | | | | 2 | | 3 | 3 | | | 3 |
| CO2 | 3 | | | | | | 2 | 3 | 3 | | | 3 |

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| CO3 | 3 | | | | | 3 | | 3 | 2 | | | 3 |
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Semester-II

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|-------------------|-----------|------------------------------------|-----------|
| LING 201 | Semantics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To Understand Semantics, theories and types of meaning
2. To analyze lexical structure and Meaning and sentence structure and meaning
3. To understand Lexical context of Meaning and Change of Meaning, universal Semantics

Unit – I

Semantics: Definition, meaning of meaning, Linguistically relevant concepts, alternative approaches to meaning, meaning as action, meaning as truth, context, word forms and meanings, sentences and utterances, text, conversation and discourse.

Unit –II

Theories and types of meaning: Lexical structure and meaning: Componential analysis and its limitations, sense and reference, polysemy, Hyponymy, Homonymy, antonymy, synonymy. Lexical semantics, Sentence structure and meaning: Grammar and Lexicon, word and sentence. Projection rules, ambiguity, person and deixis.

Unit–III

Linguistic context of meaning: context as meaning, collocation, idioms, Lexical and glossal meaning. Meaning interaction.

Unit-IV

Mental Lexicon, presupposition and implication, Entailment and inconsistency, Tautology and contradiction, Generative and interpretative theories of meaning.

Unit – V

Universal Semantics, colour terminology, sentence relation and truth.

Suggested Readings:

1. Palmer, F.R. 1976. **Semantics: A new out line**. London. Cambridge University Press.
2. Stephen Ullmann. 1962. **Semantics: An introduction to the science of meaning**. Oxford. Basil Blackwell.
3. Stephen Ullmann. **The principles of semantics**. Oxford. Basil Blackwell.
4. Lyons, J.(1995) ‘Linguistic Semantics’, Cambridge University Press, Cambridge..
5. Steinberg, D.D. and Jakobovits, L.A. 1971. **Semantics**. Cambridge. Cambridge University Press.
6. Saeed, John (1997),Semantics, Black Well, Oxford.
7. Cruse, D.; **Lexical Semantics**, Cambridge University Press, Cambridge, MA, 1986
8. Nerbonne, J.; **The Handbook of Contemporary Semantic Theory** (ed. Lappin, S.), Blackwell Publishing, Cambridge, MA, 1996
9. Cruse, Alan; **Meaning and Language: An introduction to Semantics and Pragmatics**, Oxford Textbooks in Linguistics, 2004
10. Leech, G.(1981) Semantics, Penguin books, London.

Course Out Comes: After completion of the course students will be able to

1. Understand Semantics, theories and types of meaning
2. Analyze lexical structure, sentence structure and meaning
3. Understand Lexical context of Meaning and Change of Meaning, universal Semantics

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | | 2 | | 3 | | | | | | 2 |
| CO2 | | 2 | 2 | | | | 3 | | | | | 1 |

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|-----|---|--|--|---|--|--|--|--|---|---|--|---|
| CO3 | 2 | | | 2 | | | | | 2 | 3 | | 2 |
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|-------------------|------------------------|------------------------------------|-----------|
| LING 202 | Historical Linguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand the major breakthroughs in historical Linguistics
2. To Understand sound, Linguistic change, Linguistic borrowing, internal reconstruction, glottochronology and practices of comparative method and practices of reconstruction.
3. To solve problems and analysis in Historical Linguistics

Unit - I

The major breakthroughs in historical linguistics: the genetic hypothesis, the regularity hypothesis, the phonemic hypothesis. Models of language classification: Genealogical, Typological and Areal. Principles of sub grouping, Concept of a linguistic family: major language families of the world, characteristic features of the language families of India and mutual influences.

Unit – II

Sound change: gradual Phonetic change, structuralist model in describing sound change, phonetic and phonemic changes, conditioned and unconditioned change, types of sound changes, social motivation of sound change.

Unit -III

Analogy: regularizing tendency of analogy, relation to change, types of sound change. Assumptions of Linguistic change: least effort, substratum theory, structural pressure. Linguistic borrowing: Causes and types, and effects of borrowing, Semantic change, Internal Reconstruction, comparative method.

Unit-IV

Lexicostatistics or glottochronology: its basic assumptions, aims and method of applications

Unit –V

Problems and analysis in Historical linguistics: Sound change, internal reconstruction, Comparative method.

Suggested Readings:

1. Winfred P. Lehmann, **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) ISBN 0-03-078370-4
2. Raimo Anttila, **Historical and Comparative Linguistics** (2nd ed.) (John Benjamins, 1989) ISBN 90-272-3557-0
3. Arlotto, Anthony. **Introduction to Historical Linguistics**. Boston. Houghton Mifflin Company.
4. King, R.D. 1969. **Historical Linguistics: An Introduction**. New Jersey: Prentice Hall.
5. Heine, Bernd et. Al (191). Grammaticalization, Chicago University Press, Chicago
6. Sturtevant, E.H. 1942. **Linguistic Change**. Chicago. University of Chicago Press.
7. Jeffers, R.J. and Ilse Lehiste. **Principles and Methods for Historical Linguistics**.
8. Bynon, Theodora (1977) **Historical Linguistics**, Cambridge University Press, Cambridge..
9. Theodora Bynon, **Historical Linguistics** (Cambridge University Press, 1977) ISBN 0-521-29188-7
10. Richard D. Janda and Brian D. Joseph (Eds), **The Handbook of Historical Linguistics** (Blackwell, 2004) ISBN 1-4051-2747-3
11. Anthony Fox (1995) **Linguistic Reconstruction**, Oxford University Press.

Course Out Comes: After completion of the course students will be able to

1. Understand the major breakthroughs in historical Linguistics
2. Understand sound, Linguistic change, Linguistic borrowing, internal reconstruction, glottochronology and practices of comparative method and practices of reconstruction.
3. Solve problems and analysis in Historical Linguistics

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 2 | | | 3 | | | 1 | | | 2 |
| CO2 | 2 | | 3 | | | | 3 | | | | | 2 |
| CO3 | 2 | | 3 | | 2 | | 2 | | 3 | | | 2 |

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| LING 203 | Dialectology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand nature and Scope of Dialectology, purpose of Dialectology and Dialectal studies.
2. To analyze History and Development of Dialect studies and types of dialects and variability
3. To understand social dialectology and its theory and practice.

Unit-I

Nature and Scope of Dialectology, Purpose of Dialectology, Importance of Dialect Studies

Unit-II

Concept of idiolect, dialect, standard language: dialect area, dialect boundary, focal area, relic area and transitional area.

Unit- III

History and development of dialect studies: synchronic and diachronic; major linguistic atlases; German, French, American atlases. Dialect studies in India and Andhra Pradesh.

UNIT - IV

Types of dialects and variability; variation along social parameters; geographical variation-intelligibility, isoglosses, pattering and gradation, Semantic change, Dialect survey methodology.

Unit –V

Social Dialectology and its theory and practice, questionnaire in social dialectology, elicitation techniques in social dialectology.

Suggested Readings:

1. Chambers, J.K. and Trudgil, Peter. 1990. **Dialectology**. Cambridge. Cambridge University Press.
2. Hockett, C.F., (1958), *A Course in Modern Linguistics*, New York, Macmillan and Co.
3. Ferguson & Gumperz. : **Linguistic Diversity in South Asia**. Mouton.
4. Francil, W.N. 1987. **Dialectology: An introduction**. London. Longman.
5. Krishnamurti, Bh. 1962. **A Dialect Dictionary of Occupational Vocabulary, Vol. I: Introduction**.
6. Grierson, GA (1927), *Linguistic Survey of India*, Calcutta.
7. Dollinger, Stefan (2015). **The Written Questionnaire in Social Dialectology: History, Theory, Practice**. IMPACT: Studies in Language and Society, 40. Amsterdam & Philadelphia: John Benjamins Pub. Co.
8. Petyet. KM (1980). *The study of Dialect – An Introduction to Dialectology*, Andre Deutsch Limited London

Course Out Comes: After completion of the course students will be able to

1. Understand nature and Scope of Dialectology, purpose of Dialectology and Dialectal studies
2. Analyze types of dialects and variability
3. Understand social dialectology and its theory and practice

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | | | 3 | | 2 | | 3 | | | 1 | | 3 |
| CO2 | | | 3 | | | | | | 1 | | 1 | 1 |
| CO3 | | 2 | | | 3 | 1 | | | 2 | | | 2 |

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| Course:204 | Field Linguistics | 6L: 1T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand scope and purpose of field linguistics and problems of investigating non-literary languages
2. To understand techniques and methods of elicitation and collection of Linguistic data
3. To understand data processing and language documentation and methods of Field Linguistics

Unit –I

The scope and purpose of field linguistics; Field linguistics as a branch of descriptive linguistics and its relation to other branches in linguistic sciences such as theoretical and applied linguistics.

UNIT-II

The problem of investigating non-literary languages. The role and importance of language informant in linguistic field work; Selection of informants, number of informants and the training of the informant to suit the goal of the project. Preparation of appropriate questionnaire.

Unit – III

Techniques and methods of elicitation: elicitation and its nature; scheduled versus analytical elicitation; steps in elicitation, analysis and checking for elicitation. Organization of work sessions. Eliciting relevant data at various levels of linguistics structure; sound, word, phrase, clause and sentence levels. The importance of collecting texts-training the informant to dictate the texts, translating them with his help and checking the texts with other member of the language community.

UNIT-IV

Collection of linguistic data; Factors which determine the kinds of data, obtaining relevant data and restricting its size to salient features. Investigators: self preparation for encountering the informant. The need for a pilot survey of the peoples languages and the area of investigation and the collection of sample data, the recording of dialect of language material.

Unit - V

Interview method structured and or unstructured conversational and informal self reporting techniques, different types of interviews, field notes.

Suggested Readings:

1. Samarin W J. 1961. **Field Linguistics – A guide to Linguistics field work**, New York
2. Nida, EA. 1978. (2nd ed.) **Morphology**. University of Michigan press. Sri Lanka
3. Kiberik A.E. 1977 **The Methodology of Field investigations in Linguistics** Moulton 2 Co
4. Paul Newman and Mirth Ratlife (Eds.) **Linguistics, Field work**, UK Cambridge University Press.
5. Anita Abbi (2001), A Manual of Linguistic Field work and structures of Indian Languages. Lincom Europa.
6. Halliday, Michael A.K.; *Jonathan Webster (2006). On Language and Linguistics. Continuum International Publishing Group. p. vii. ISBN 0-8264-8824-2.*
7. Martinet, André (1960). *Elements of General Linguistics. Tr. Elisabeth Palmer Rubbert (Studies in General Linguistics, vol. i.). London: Faber. p. 15.*
8. Wray et alia, Arnold (1998), *Projects in Linguistics – A practical Guide to Researching Language*, London

Course Out Comes: After completion of the course students will be able to

1. Understand scope and purpose of field linguistics and problems of investigating non-literary languages
2. Analyze the techniques and methods of data elicitation and collection of Linguistic data
3. Understand data processing and language documentation and method of Field Linguistics.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| CO1 | 3 | 3 | 2 | | | | | | 2 | 2 | | 3 |
| CO2 | 3 | | 3 | | 2 | 2 | | | 2 | | | 2 |
| CO3 | 2 | | 1 | 2 | 2 | 2 | | | 3 | | | 2 |

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|-------------------|--|------------------------------------|-----------|
| LING 205 | Language Families of India and Comparative Dravidian (Phonology) | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand language families of India, Dravidian Language Family and history and sources of each Dravidian Language.
2. To analyze vocalic, consonant and Sandhi systems, and reconstruction of Dravidian.
3. To understand comparative Dravidian morphology and syntax and development of comparative Dravidian studies.

Unit - I

Language families of India. The concept of linguistic area and India as linguistic area. Reduplication, onomatopoeia, Echo words in Indian Languages and especially Dravidian Languages.

Unit -II

Dravidian language family: Proto-Dravidian, Sub-groups of Dravidian, literary and non-literary languages, cognates. The writing systems of the major literary languages of Dravidian. Special features of Dravidian languages.

Unit-III

A short sketch of the history and sources for each Dravidian language. Reconstructed Proto-Dravidian Culture. Language contact and vocabulary borrowing between language families: Indo-Aryan and Austro-Asiatic words in Dravidian and Perso-Arabic and Western language (Portuguese and English) words in Dravidian.

Unit-IV

Dravidian Vocalic System, Vowels: quality, Diphthongs. Dravidian consonantal system, initial and intervocalic stops. Phonological innovations and retentions: exceptions to sound changes explained in terms of borrowing, analogy. Areal and lexical diffusion. Phonological, Morphological and Syntactical reconstruction of Dravidian. Dravidian sandhi system. Dative subjects.

Unit-V

Comparative Dravidian morphology, comparative Dravidian syntax, development of comparative studies.

Suggested Readings:

1. Emeneau, M.B. 1980. **Language and Linguistic area**. Stanford, California, Stanford University Press.
2. Krishnamurthi, Bhadriraju. 2003. **The Dravidian Languages**. New York. Cambridge University Press.
3. "Dravidian languages". *Encyclopædia Britannica Online*. Retrieved 10 December 2014. Krishnamurthi, Bhadriraju (2003). *The Dravidian Languages*. Cambridge University Press. ISBN 0521771110.
4. Subramanyam, P.S. 1997. **Dravida Bhashalu**. Hyderabad. PS Telugu University.
5. Emeneau, M.B. 1970. **Dravidian Comparative Phonology: A sketch**. Annamalai Nagar, Annamalai University.
6. Kamil zvelebil. 1970. **Comparative Dravidian Phonology**. The Hague, Paris. Mouton.
7. Caldwell, Robert (1856), *A Comparative Grammar of the Dravidian or South Indian Family of languages*, Kegan, Paul, Trench, Thurber: London.

Course Out Comes: After completion of the course students will be able to

1. Understand language families of India, Dravidian Language Family and history and sources of each Dravidian Language.
2. Analyze vocalic, consonant and Sandhi systems, and reconstruction of Dravidian.
3. Understand comparative Dravidian morphology and syntax and development of comparative Dravidian studies.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| CO2 | 3 | | | | | 2 | | | 1 | | | 2 |
| CO3 | 2 | 3 | | | 2 | | | | 1 | | | 2 |

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| LING 206 | Human Values and Professional Ethics – II | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand value education and human values
2. To understand effectiveness to capability Medical and Business Ethics
3. To understand environmental and social ethics

Unit - I

Value Education – Definition – relevance to present day – Concept of Human Values – self introspection – Self esteem. Family values-Components, structure and responsibilities of family- Neutralization of anger – Adjustability – Treats of family life – Status of women in family and society – Caring for needy and elderly – Time allotment for sharing ideas and concerns.

Unit - II

Medical ethics – Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, Problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

Unit - III

Business ethics-Ethical standards of business-Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics

Unit - IV.

Environmental ethics-Ethical theory, man and nature-Ecological crisis, Pest control, Pollution and Waste, Climate change, Energy and population, justice and environmental health.

Unit - V

Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/Pregnancy. Ethics of media-Impact of Newspapers, Television, Movies and Internet.

Suggested Readings:

1. John S Mackenzie: A manual of ethics
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D.Irwin Inc.
3. "Management ethics – integrity at work" by Joseph A. Petrick and John F.Quinn,Response Books: New Delhi
4. "Ethics in Management" by S.ASherlekar, Himalaya Publishing House
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharna Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil(ed) G.C.Haughton
10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba, Chowkamba Sanskrit series, Vol I, II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only
11. Charaka Samhita: Tr.Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkamba Sanskrit Series office, Vaaranasi I, II, III Vol I PP 183-191
12. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning 2001
13. Analyzing Moral Issues, Judith A.Boss, Mayfield publishing Company, 1999
14. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad.
16. I.C.Sharma Ethical Philosophy of India. Nagin&co Julundhar.

Course Out Comes: After completion of the course students will be able to

1. Understand value education and human values
2. Understand the effectiveness and capability of Medical and Business Ethics
3. Understand environmental and social ethics

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| CO1 | 3 | | | | | | 2 | 3 | | | | 3 |
| CO2 | 1 | | | | | | 3 | 3 | | | | 2 |
| CO3 | | | | | | | 2 | 3 | | | | 1 |

Semester-III

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| LING 301 | Sociolinguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To analyze language and society, Linguistic variability and language varieties
2. To analyze Sociology of language planning and Language and Social identity variation and change
3. To understand Sociolinguistic Methodology and language, ideology and social change

Unit - I

Language and society: speech community; Linguistic competence and communicative competence, Linguistic variability; identification of Linguistic and Social variables, patterns of variation.

Unit - II

Language varieties: Regional, Social, formal and informal; standard non-standard, the concept of register and the dimensions of an act of communication- field, mode and the tenor, Vernacular, restricted and elaborated codes.

Unit – III

Sociology of Language Planning: Language standardization and modernization; orthographic reform and Literacy; national Language and languages of wider communication; nationalism and nationalization, Language and Social Identity.

Unit–IV

Variation and language change: Social motivation for language change, social mechanism of language change, Linguistic reflection of social change, intervention in language changes: Sociolinguistic Methodology.

Unit –V

Language, ideology and social change, the power politics of language standardization, implications for literacy and school education, language and gender.

Suggested Readings:

1. Gimpertz, J.J. 1972. Introduction (in JJ Gumpertz, and D. Hymes (ed.) **Directions in sociolinguistics**). New York. Holt. Rinehart & Winston
2. Hudson, Richard. 1980. **Sociolinguistics**. Cambridge. Cambridge University Press.
3. Mesthrie, Rajend, Joan Swann, Andrea Deumert and William M. Leap. 2000. **Introducing Sociolinguistics**. Edinburgh University Press.
4. Williams, Glyn. 1992. **Sociolinguistics; a sociological critique**. London. Routledge.
5. Coulmas, Florian (Ed) (1977). **The Hand Book of Socio Linguistics**, Blakwell Publishing .
6. Fasold, Ralph. 1984. **Sociolinguistics of society**; Oxford. Basil Blackwell.
7. Fairlough (1989) **Language and power**, language Harlow.
8. Paulston, Christine Bratt and G. Richard Tucker, eds. **Sociolinguistics: The Essential Readings**. Malden, Ma.: Wiley-Blackwell, 2003.
9. Deckert, Sharon K. and Caroline H. Vikers. (2011). **An Introduction to Sociolinguistics: Society and Identity**.
10. Milroy, J.C. (1992) **Linguistic Variation and Change**, Blackwell, Oxford

Course Out Comes: After completion of the course students will be able to

1. Analyze language and society, Linguistic variability and language varieties
2. Analyze Sociology of language planning and Language and Social identity variation and change
3. Understand Sociolinguistic Methodology and language, ideology and social change

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | 1 | 3 | | | | 3 | | 2 |
| CO2 | | | 2 | | 1 | | 3 | | | | | 2 |

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| CO3 | 1 | 3 | 1 | | | 1 | 2 | | 3 | 1 | | 1 |
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| LING 302 | Language Contact | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To analyze speech as social interaction and nature and scope of language contact.
2. To analyze Indian language contact situation and effects of language contact
3. To understand importance of language contact and linguistic borrowing

Unit – I

Speech as social interaction: Speech functions and speech events; components of speech event-purpose, setting, participants. Linguistic variety, rules of speaking, cross cultural perspective, verbal and non-verbal behavior, reflection of social process in linguistic structures; speech and social identify; semantics of power and solidarity.

Unit – II

Nature and scope of language contact, purpose of language contact, purpose of language contact. Causes of Language contact.

Unit - III

Importance of contact: social aspects can lead to insides on group relationship and group identities, spreading and shaping in language contact. Types of Interference; Language Loyalty, Language attitudes, Language Maintenance and Shift; language convergence. Indian Language contact situation, Historical situation, Multilingualism.

Unit – IV

Effects of Language contact: Bilingualism, Pidginisation and Creolization, language death, Majority languages and Minority languages.

Unit – V

Linguistics Borrowing – Lexical and Structural: Motivations – Prestige and Need filling (including culture based) ; classification of Loan words – Loan Translation, Loan blend, Calque; Assimilated and unassimilated words(Tadbhava & Tatsama); Bilingualism as a source for borrowing.

Suggested Readings:

1. Suzanne Romaine. **Bilingualism**. NewYork. Basil Blackwell Ltd.
2. Wallace E. Lambert. 1972. **Language psychology and culture**. Stanford. California. Stanford University Press.
3. Hohn Rubin. 1968. **National Bilingualism in Paraguay**. The Hague, Paris. Mouton.
4. Sarah Thomason, **Language Contact - An Introduction** (Edinburgh University Press 2001).
5. Uriel Weinreich, **Languages in Contact** (Mouton 1963).
6. Sarah Thomason and Terrence Kaufman, **Language Contact, Creolization and Genetic Linguistics** (University of California Press 1988).

Course Out Comes: After completion of the course students will be able to

1. Analyze speech as social interaction and language contact and Interference
2. Analyze Indian language contact situation and effects of language contact
3. Understand importance of language contact and linguistic borrowing

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 3 | | | | | | | | 2 | | 3 |
| CO2 | 2 | | | | 3 | | | | | 1 | | 2 |
| CO3 | 1 | 1 | | | 2 | 2 | | | 3 | | 3 | 1 |

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| LING 303 | Communication Disorders and Speech Pathology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand nature and scope of communication disorders and speech pathology.
2. To understand articulation, language and hearing disorders
3. To understand speech delays and Disorders of manner of production.

Unit-I

Nature and scope of communication disorders and speech pathology, studies on communication disorders and speech pathology.

Unit – II

Disorders of articulation: Articulation disorders- dysarthria vs. dyslexia, Evaluation disorders, disorders of phonation: Pitch, intensity and quality disorders. Organic functional voice disorders etiology and diagnosis. Fluency disorders, Stuttering vs. stammering in children.

Unit –III

Language disorders: Language handicap; the causes of language handicap. The classification of language handicap. Language disorders in children, mental retardation, childhood aphasia. Dyslexia and learning disability. Language disability in adults historical perspectives of aphasia, etiology, schizophrenia and dementia .Hearing disorders: Types of hearing loss, causes of hearing loss. Relationship between hearing loss and speech perception. Speech and language problems of the hearing handicapped.

Unit-IV

Child speech delays: Signs of communication disorders, causes of communication disorders, causes of poor communication skills.

Unit - V

Disorders of manner of production. Other (writing-Agraphia) language related disorders. Speech pathology localized lesions. Diffuse vs. Loss, problems of neurological co-relates and their relevance to language. Time, the most significant dimension in language physiology – Innate mechanism for perception and production.Treatment of articulation, phonation and fluency disorders. Treatment procedures for language disorders.

Suggested Readings:

1. Opler, L. K. and Kris Gjerlow, **Language and the Brain**. NewYork. Cambridge University Press.
2. Catherine A. Jackson. **Linguistics and speech-language pathology, Linguistics: The Cambridge survey, vol. III**. New York. Cambridge University Press.
3. Mildred Freburg Berry. **Language disorders of children: The Bases ad diagnoses**. NewYork. Meredish Corporation.
4. Ruth Lesser. **Linguistic investigations of aphasia**, London, Edward Arnold publshers Ltd.
5. David Crystal. **Language, brain and handicap – VIII, The Cambridge encyclopedia of language**, New York. Cambridge University Press
6. "Stuttering". **Children and stuttering; Speech disfluency; Stammering**. U.S. National Library of Medicine - PubMed Health. 2012. Retrieved 8 December 2013.

Course Out Comes: After completion of the course students will be able to

1. understand nature and scope of communication disorders and speech pathology
2. Understand articulation, language and hearing disorders
3. To understand speech delays and Disorders of manner of production

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | | | 2 | | 3 | 3 | 3 | 1 |

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| CO2 | | | | 3 | 3 | | | | | | | 1 |
| CO3 | 1 | | 1 | 2 | 2 | | 1 | | 3 | | 3 | 2 |

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| LING 304A | Psycholinguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand over view of psycholinguistics and theoretical linguistics
2. To analyze speech production, perception, and comprehension.
3. To understand psycholinguistic theories.

Unit – I

Over view of Psycholinguistics and acquisition of language in spoken, written and signed media. Language and thought, Behavioristic, mentalistic and Cognitive approaches to the study of language.

Unit-II

Theoretical psycholinguistics: contribution of saussure, Humboldt, Loundt, Chomsky, experimental psycholinguistics, methods in psycholinguistics

Unit –III

Speech perception and comprehension: linguistic cues in perception of vowels and consonants, segmental and suprasegmental cues in context, models of speech perception, analytic and synthetic. Process of comprehension, phonological and features, stress and intonation cues to structures, lexical access and mental lexicon, Semantic relation and segment comprehension processing, transformational model and strategy model.

Unit – IV

Speech production: planning and execution, discourse planning, sentence planning. Speech errors and sentence production errors and linguistic units, errors and sentence stress, word classes in speech errors, derivation and inflection in errors.

Unit – V

Psycholinguistic studies of meaning and models of linguistic performance, field theory, mediation theory etc.,

Suggested Readings:

1. Donald J. Foss and David T. Hakes, **Psycholinguistics: An introduction to the psychology of language**. Englewood. Prentice Hall. Inc.
2. Cliffs Neeo Jersey, **Psycholinguistics: Introductory perceptions**. Newyork. Academic Press.
3. Sol Saporta and J.R. Bastian. (ed.) **Psycholinguistics: A book of Readings**. Newyork. Holt. Rinehart and Winston.
4. Brwon,R (1971) Psycholinguistics, Macmillan Press
5. Slobin, D.J. (1979) Psycholinguistics, scott Foreman & Co.
6. Levelt, W. J. M. (2013). **A History of Psycholinguistics: the pre-Chomskyan era**. Part 1. Oxford: Oxford University Press. ISBN 978-0-19-965366-9.
7. Chomsky, Noam. (2000) **New Horizons in the Study of Language and Mind**. Cambridge: Cambridge University Press.
8. Menn, Lise. (2016). **Psycholinguistics: Introduction and Applications**, 2nd ed. San Diego: Plural Publishing, Inc.
9. Soporta, Sol (1996) Psycholinguistics, A book of readings, Htt, Rhinehart & Winston.

Course Out Comes: After completion of the course students will be able to

1. Understand over view of psycholinguistics and theoretical linguistics
2. Analyze speech production, perception, and comprehension.
3. Understand psycholinguistic theories.

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| CO1 | 3 | | 3 | | | 1 | | | | | | 3 |
| CO2 | 2 | | | 3 | 3 | 1 | | | | | | 2 |
| CO3 | 1 | | 1 | 2 | 2 | | | | 3 | | 2 | 1 |
| LING 304B | Communication Technology | | | | | 6L: 0T : 0P | | | 4 Credits | | | |
| Internal Marks:20 | | | | | | End Semester Examination Marks :80 | | | | | | |

Objectives:

1. To analyze nature and scope of communication theory and Linguistic communication
2. To understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
3. To understand 21st century communication Technology

Unit - I

Nature and scope of communication technology, purpose of communication technology, types of communication technology.

Unit – II

Communication theory: code, channel encoding, decoding, measurement and units of information, binit/bit. Redundancy – Noise – Channel noise, code noise. Linguistic Communication: Message model of linguistic communication. Inferential approach to communication. Direct and indirect communication. Literal and non-literal communication.

Unit–III

Artificial Intelligence – Engineering approach. Cognitive – Science approach. Machine translation. Micro Planner artificial languages.

Unit–IV

Corpus based approach Computer corpora – machine readable corpora, automatic processing, automatic transmission fortification and limitations of corpora. Data capture. Natural language processing. Technological advances in communication.

Unit-V

21st century communication Technology, blogs, websites, live videos, social media, technologies and ‘e’ mail technologies.

Suggested Readings:

1. August E. Grant and Gennifer H. Meadows. **Communication Technology Update**. Ron
2. Kevac, Stephan Jones. **Introduction to Communications Technologies: A Guide**.
3. Susan Hunston. 2002. **Corpora in Applied Linguistics**. Cambridge. Cambridge University Press.
4. J. C. Richards and R. W. Schmidt (eds.). 1983. **Language and Communication**.
5. McEnery, T and Wilson A. 1996. **Corpus Linguistics**. Edingurgh. Edinburgh University Press.
6. Stubbs, M. 1996. **Text and Corpus Analysis**. Oxford. Blackwell
7. Akshar Bharati et al. 1995. **Natural Language Processing: A Paninian Perspective**. New Delhi. Prentice Hall.

Course out Comes: After completion of the course students will be able to

1. Analyze nature and scope of communication theory and Linguistic communication
2. Understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
3. Understand 21st century communication Technology

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | 2 | | | | 3 | | | 2 |
| CO2 | | | 2 | 3 | | | | | 3 | | | 1 |
| CO3 | | | 1 | 3 | 3 | | 3 | | 2 | | 2 | 2 |

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|-------------------|--------------|------------------------------------|-----------|
| LING 305B | Bilingualism | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand speech as social interaction, theory of bilingualism and Language of Wider Communication.
2. To analyze concept of bilingualism and measurement of bilingualism.
3. To understand Indian bilingualism.

Unit – I

Speech as social interaction: Speech functions and speech events; verbal and non-verbal behavior, speech and social identity, pragmatics of politeness expressions, communicative competence. Code mixing and code switching.

Unit – II

Concept of Bilingualism, languages in contact, purpose of bilingualism, causes of bilingualism, impact of bilingualism.

Unit – III

Theory of Bilingualism and language wider communication, Types of Bilingualism: National, societal, and individual, co-ordinate and compound, stable and unstable, transitional and incipient, ambivalent and partial;

Unit –IV

Measurement of Bilingualism: Quantitative and Qualitative aspects of languages; direct and indirect measurement of bilingual proficiency.

Unit-V

Indian Bilingualism: Bilingualism/Multilingualism in India, Functional Aspects of Indian bilingualism..

Suggested Readings:

1. Suzanne Romaine. **Bilingualism**. New York. Basil Blackwell Ltd.
2. Kenneth Hyldenstam and Loraine K. Obler (ed.). **Bilingualism across the life span: Aspects of acquisition, maturity and loss**.
3. Kelley, L.G. **Description and measurement of Bilingualism**. University of Toronto Press.
4. Wallace E. Lambert. 1972. **Language psychology and culture**. Stanford. California. Stanford University Press.
5. Hohn Rubin. 1968. **National Bilingualism in Paraguay**. The Hague, Paris. Mouton.
6. Bloomfield, L. (1993). **Language**. New York: Holt.
7. Hamers, J.F., Blanc, M. (1989). **Bilinguality and Bilingualism**. Cambridge University Press

Course Out Comes: After completion of the course students will be able to

1. Understand speech as social interaction, theory of bilingualism and LWC.
2. Analyze concept of bilingualism and measurement of bilingualism.
3. Understand Indian bilingualism.

| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| CO1 | 3 | | 1 | | 3 | | | | 1 | | | 2 |
| CO2 | 2 | | | | 3 | 1 | | | 1 | | | 2 |
| CO3 | | | 1 | 3 | 3 | | 2 | | 2 | | 2 | 2 |

Semester – IV

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|-------------------|---|------------------------------------|-----------|
| LING 401 | Language Acquisition and Child Language Development | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand language acquisition device.
2. To understand stages of acquisition, linguistic development, approaches and process of acquisition
- 3.** To analyze research view of language acquisition

Unit – I

Language acquisition device. Encoding and decoding speech and Language. Early attempts of linguistic development of a child. Competence and performance. Communicative competence. Production and comprehension of grammatical contrasts.

Unit – II

Stages of language acquisition. The period of paralinguistic development: cooing, babbling, sound play motherese (baby talk, care taker speech), environment.

Unit-III

Continuity and discontinuity approaches. One word stage (holophrastic stage) over extension associate complex. Two word stage pivot (pivot class of words) open class words telegraphic speech.

Unit – IV

The acquisition process. Acquisition of phonetic, Phonological, morphological syntactic and semantic principles: questions, negatives etc. Acquisition Vs. learning. Acquisition of two languages critical period for language acquisition. First language acquisition and second language learning. Simultaneous and successive acquisition. Internal analogy and over generalization, acquisition Vs learning.

Unit –V

Research view of language acquisition, first language pre production, speech engagement, speech emergent, early production, intermediate, fluency.

Suggested Readings:

1. Jill G.de Villers A.de. Villers – ‘**Language Acquisition**’, Harward University Press, Cambridge, Massachusetts and London, England
2. N.Chomsky, **Language and Mind**
3. Cliffs Neo Jersey- **Psycho-Linguistics: Introductory Perceptions**; New York, Academic press.
4. Sol saporta and JR Bastian (Ed.) **Psycho-Linguistics, A Book of Readings**, New York. Hart, Rich hart, Winston.
5. Lightfoot, David (2010). "**Language acquisition and language change**". Wiley Interdisciplinary Reviews: Cognitive Science **1** (5): 677–684.doi:10.1002/ wcs.39. ISSN 1939-5078.
7. Berk, Laura E. (2009). "**9, Language Development**". **Child development**. Boston: Pearson Education/Allyn & Bacon. ISBN 0-205-61559-7. OCLC 637146042.

Course Out Comes: After completion of the course students will be able to

1. Understand language acquisition device.
2. Understand stages of acquisition, linguistic development, approaches and process of acquisition
- 3. Analyze research view of language acquisition**

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| CO1 | | 3 | | 3 | | 1 | | | 2 | | | 3 |
| CO2 | | | 3 | | | 2 | | | 3 | | | 3 |
| CO3 | 2 | 1 | 1 | 3 | | | | | | 3 | | 2 |

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| LING 402 | Natural Language Processing | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand approaches to language.
2. To analyze Mathematical Foundations, essential information theory and Entropy.
3. To analyze Tagging, Taggers, probabilistic parsing and clustering and language acquisition in NLP.

Unit –I

Rationalist and Empiricist Approaches to language, Non-categorical phenomena in language, language and cognition as probabilistic phenomena, The Ambiguity of Language: Why NLP is Difficult. Lexical resources, Word counts, Zipf’s laws, Collocations, Concordances Mathematical Foundations.

Unit – II

Essential Information Theory, Entropy: Joint entropy and conditional entropy. Mutual information. The noisy channel model, Relative entropy or Kullback-Leible divergence. The relation to language: Cross entropy, The entropy of English.

Unit – III

Part-of-Speech Tagging, The Information Sources in Tagging, Markov Model Taggers, The probabilistic model, The Viterbi algorithm, Hidden Markov Model Taggers, Tagging Accuracy and Uses of Taggers.

Unit – IV

Probabilistic Parsing: Some Concepts, Parsing for disambiguation, Tree banks, Parsing models vs. language models. Clustering: Hierarchical Clustering, Single-link and complete-link clustering, Group-average agglomerative clustering. An application: Improving a language model, Top-down clustering, Non-Hierarchical Clustering.

Unit-V

NLP, language acquisition is something that can be understanding, misunderstanding, simplified boundary relation and forgotten.

Suggested Readings:

1. **Foundations of Statistical Natural Language Processing**-Christopher Manning and Hinrich Schutze 1999 Massachusetts Institute of Technology, Second printing with corrections, 2000 United States of America.
2. Briscoe, Ted, and John Carroll. 1993. Generalized probabilistic LR parsing of natural language (corpora) with unification-based methods. **Computational Linguistics**.
3. Biber, Douglas, Susan Conrad, and 1998. **Corpus Linguistics:** Investigating language Structure and Use. Cambridge: Cambridge University press.
4. Boguraev, Branimir K. 1993. **The contribution of computational lexicography.** In Madeleine Bates and Ralph M. Weischedel Challenges in Natural Language.

Course Outcomes: After completion of the course students will be able to

1. Understand approaches to language.
2. Analyze Mathematical Foundations, essential information theory and Entropy
3. Analyze Tagging, Taggers, probabilistic parsing and clustering and language acquisition in NLP.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | | 3 | 3 | | | | | | 2 | | | 3 |
| CO2 | | | | 3 | | | 2 | | 3 | | | 2 |
| CO3 | 1 | | | 2 | | 3 | | | 2 | 3 | | 1 |

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| LING 403 | Language Universals and Linguistic Typology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To analyze language universals and its role of universals in linguistic theory.
2. To understand the study of linguistic typology, difference between linguistic non linguistic typology and linguistic typology as principles of classification
3. To analyze language families of South Asia, South Asia as a Linguistic area

Unit- I

Language Universals – formal, substantive, implicational. Parameters and markedness principles. The role of universals in linguistic theory: Universal grammar and particular grammars, description and explanation.

Unit –II

The study of linguistic typology that ways in which the language of the world vary in their patterns that are grammatical patterns, sentence patterns.

Unit– III

Linguistic typology as a principle of classification- analytic (isolating) vs. synthetic, agglutinating vs. fusional (inflectional) vs. polysynthetic, the concept of incorporation. Greenberg’s typological indices and the re-interpretation of the classical taxonomy of language types. Typology at non-morphological levels of representation including basic word order typology.

Unit– IV

Language families of South Asia: Distribution, characteristics, enumeration, Areal, features and convergence processes. South Asia as a linguistic area: empirical basis. The concept of Linguistic area. Linguistic change, borrowing, convergence, definitional problems. Diffusion area vs. linguistic area.

Unit – V

Selected areal features of South Asian languages (dative subject construction, ergativity, conjunctive, participle construction, compound verb construction, etc.

Suggested Readings:

1. Bernard Comrie. **Language Universals and Linguistic Typology**. Oxford. Basil Blackwell.
2. Joseph H. Greenberg. **Universals of language**. London, The M.I.T. Press .
3. Swarajya Lakshmi, V. and Aditi Mukharjee. **Word orders in Indian Languages**. Hyderabad. Book Links Corporation.
4. Anvita Abbi. 1992. **Reduplication in South Asian Languages: An Areal, Typological and Historical study**. New Delhi. Allied Publishing Ltd.
5. Emmon Bach and Robert T. Harms. **Universals in linguistic theory**. New York. Holt, Rinehard and Winston. Inc.
6. Croft, W. (2002). **Typology and Universals**. Cambridge: Cambridge UP. 2nd ed. ISBN 0-521-00499-3
7. Greenberg, Joseph H. (ed.) (1963) **Universals of Language**. Cambridge, Mass.: MIT Press.
8. Song, Jae Jung (2001) **Linguistic Typology: Morphology and Syntax**. Harlow, UK: Pearson Education (Longman).
9. Song, Jae Jung (ed.) (2011) **Oxford Handbook of Linguistic Typology**. Oxford: Oxford University Press.
10. Whaley, Lindsey J. (1997) **Introduction to typology: The unity and diversity of language**, Thousand Oaks, sage.

Course Out Comes: After completion of the course students will be able to

1. Analyze language universals and its role of universals in linguistic theory.
2. Understand the study of linguistic typology, difference between linguistic non linguistic typology and linguistic typology as principles of classification
3. Analyze language families of South Asia, South Asia as a Linguistic area .

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| CO1 | | 1 | 2 | 3 | 3 | | | | 3 | 2 | 2 | 2 |
| CO2 | | | 3 | | | 2 | | | 3 | | | 3 |
| CO3 | | | | 3 | 3 | 1 | | | 3 | 1 | 3 | 2 |

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|-------------------|--------------|------------------------------------|-----------|
| LING 404A | Lexicography | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand lexicology and lexicography, notation and format, planning and organization.
2. To analyze types, number and size of dictionaries and dictionary making
3. To understand bilingual/multilingual dictionaries and practice

Unit – I

Lexicology and Lexicography; Lexical and grammatical meaning ; Components of lexical meaning; Polysemy, Homonymy, Hyponymy, Antonymy, Synonymy; Paradigm, Canonical form; Derivation, Composition; Variation in Language, Notation and Format, Planning and organization.

Unit– II

Types of Dictionaries: Criteria of classification – Encyclopedic vs. linguistics, Synchronic vs. diachronic, general vs. restricted. General Dictionaries, standard descriptive, overall descriptive, Historical dictionaries, Restricted of special dictionaries, Pronouncing and spelling dictionaries. Indices and concordances. Dictionaries of synonymy, etc. Number of languages: Monolingual, bilingual, multilingual. Size of the dictionaries: small, medium, big. Academic dictionaries.

Unit –III

Dictionary Making: Collection of material sources excerption, total and partial excerption- cleaning- Lexicographic context- Lexicographic achieves or scriptoria, Lexicographers knowledge of the language, use of informants; Selection of entries, Form of lexical units, Density of entries.

Unit – IV

Construction of entries: lemma, pronunciation, grammatical indication. The main part of the entry, Lexicographic definition, use of synonyms, etc. Examples, glosses, labels; visual aids, sub-entries reduced entries, presentation of polysemy; Arrangement of entries: types of arrangement: Alphabetical, semantic or ideological. bilingual dictionaries.

Unit-V

Bilingual dictionaries /Multilingual dictionaries and practice: practice on different types of dictionary entries

Suggested Readings:

1. Droszewski. 1973. **Elements of Lexicology and semiotics**. The Hague. Mouton.
2. Sing, R.A. 1982. **An introduction to lexicography**. Mysore. CIIL.
3. Zgusta, L. 1971. **Manual of Lexicography**, The Hague, Mouton.
4. Autonia, H. F. 1968. **Lexicography: Current trends in linguistics. Vol. 4**. ITA school. The Hague, Mouton.
5. Hartmann R.K (Ed.) **Lexicography: Principles and practice**, Academic Press
6. Bejoint, Henri (2000) **Modern Lexicography: An Introduction**, Oxford U.P. ISBN 978-0-19-829951-6.
7. House holder, F.W. and Sol Saparts (ed.) (1996), **problem in Lexicography**, Indian University Press, Bloomington.

Course out Comes: After completion of the course students will be able to

1. Understand lexicology and lexicography , notation and format, planning and organization
2. analyze types, number and size of dictionaries and dictionary making
3. Understand bilingual/multilingual dictionaries and practice.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| CO1 | 2 | 2 | | 3 | 1 | | | | | | | 3 |
| CO2 | 2 | | | 3 | 3 | 3 | | | | | 3 | 2 |
| CO3 | 1 | 1 | 1 | | 2 | 2 | | | 2 | 2 | | 2 |

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| LING 404B | Language Teaching | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand role of linguistics in language teaching
2. To analyze language acquisition Vs learning and presentation of language teaching.
3. To understand teaching aids, remedial teaching material and computer aided language teaching

Unit-I

Role of linguistics in Language Teaching: Principles of Language Teaching, professional qualifications of Language Teaching. Role of Teacher in language analysis. Discourse analysis, language diversity and educational linguistics.

Unit –II

Traditional methods of language teaching - grammar translation method, direct method, audio-visual method, Reading method and new methods. Relationship between linguistic theories of language and corresponding teaching methods, contrastive analysis and error analysis.

Unit–III

Language acquisition vs. learning, acquisition and multilingualism, theories of learning, attitude and aptitude, motivation in language learning.

Unit –IV

Presentation of language Teaching: Class room practice, repetition, practice etc., on-line language teaching aids in language teaching.

Unit-V

Teaching Aids: Audio-visual, Audio-lingual, language laboratory, etc. Language testing; prognostic, diagnostic, proficiency. Achievement and close tests. Reliability and validity. Remedial teaching material and computer aided language teaching.

Suggested Readings:

1. Stern, H.H. **Fundamental concepts of Language Teaching**. Delhi. Oxford University Press.
2. Robert Lado. **Language Teaching**. Bombay-New Delhi. Tata McGraw-Hill
3. Valerie Kincella. **Language Teaching and Linguistics**. Survey. London. Cambridge University Press.
4. Edward M. Stack. 1960. **The language laboratory and Modern language teaching**. NewYork. Oxford University Press.
5. David Crystal. **The Cambridge Encyclopedia of Language**. NewYork. Cambridge University Press.
6. Lado, R(1964),Language Teaching, Tata Ms.Grow Hill, New York

Course Out Comes: After completion of the course students will be able to

1. Understand role of linguistics in language teaching
2. Analyze language acquisition Vs learning and presentation of language teaching
3. Understand teaching aids, remedial teaching material and computer aided language teaching.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | | 2 | | | | 2 | | 1 |
| CO2 | 1 | 2 | 2 | 3 | 3 | | | | 2 | | | 2 |
| CO3 | | | 3 | | 3 | 3 | | | 3 | 1 | | 2 |

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| LING 405A | Branches of Linguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand nature and scope of linguistic, language and linguistics and phonetics
2. To understand Phonology, Morphology, Syntax, and semantics.
3. To understand types of Interdisciplinary Linguistics and Branches of Applied Linguistics.

Unit-I

Nature of scope of Linguistics, methodology, biological basis of language.

Unit – II

Definition of Language and Linguistics; Branches of Linguistics. Phonetics – Types of Phonetics, Speech organs. Phonology- Phone, Phoneme and allophone, Types of Phonemes, Phonological Analysis.

Unit – III

Morphology: Morph, Morpheme and Allomorph. Types of Morphemes – Morphological Analysis.

Syntax: Particular and universal grammar, Syntactic, Semantic and Phonological components of grammar – sentences and its constituents.

Unit – IV

Semantics – The terms of Semantics and Meaning; Types of Meaning; Componential analysis, Projection Rules; interdisciplinary linguistics and branches.

Unit – V

Branches of applied linguistics: Lexicography, translation, language teaching, language learning, language planning, language testing etc.,

Suggested Readings:

1. [Bloomfield, Leonard](#) (1914). An introduction to the study of language. New York: Henry Holt and Company.
2. Chomsky, Noam (1957). Syntactic Structures. The Hague: [Mouton](#).
3. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
4. Bloomfield, L. 1933. **Language**. NewYork. Hol & Rinehart and Winston.
5. Pike, K.L. 1947. **Phonemes: A technique for reducing language to writing**. University of Michigan Press.
6. Nida, E.A. 1946. **Morphology**. Ann Arbor. Michigan University Press.
7. Langacker, Ronanld W. **Fundamental of Linguistics Analysis**. New York. Harcourt Brace Jovanovich, Inc.
8. Chomsky, N. 1965. **Aspects of the theory of syntax**. Cambridge. MIT Press.
9. Verma, S. K. and Krishnaswamy, N. 1998. **Modern Linguistics: An Introduction**. New Delhi. Oxford University Press.
10. Palmer, F.R. 1976. **Semantics: A new out line**. London. Cambridge University Press.
11. Winfred P. Lehmann, **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) ISBN 0-03-078370-4
12. Raimo Anttila, **Historical and Comparative Linguistics** (2nd ed.) (John Benjamins, 1989) ISBN 90-272-3557-0

Course Out Comes: After completion of the course students will be able to

1. Understand nature and scope of linguistic, language and linguistics and phonetics .
2. Understand Phonology, Morphology, Syntax, and semantics.
3. Understand types of Interdisciplinary Linguistics and Branches of Applied Linguistics.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | | 2 | | | | 2 | | 1 |
| CO2 | 3 | | 3 | | | | | | 1 | 1 | | 2 |

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| CO3 | 1 | 1 | 1 | | 2 | 2 | 2 | | 3 | | | 2 |
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PROGRAMME OUT COMES

PO1. Engaging Language and Linguistic knowledge:

Applying the knowledge of Language and Linguistic structure

PO2. Problem Analysis:

Identify Phonetics, Phonology, Morphology and Syntax – analyze different structures

PO3. Define structures :

Identifying and difference between the structure of Phonemes, Morphemes, sentences and meanings.
Identify Historical comparative Inter-disciplinary and Applied Linguistics areas

PO4. Conduct investigation of Linguistic structures:

Users use research based knowledge and research methods including design of structures, analysis and implementing of data and synthesis of the information to provide valid conclusions.

PO5. Modern tool usage:

Create, select, apply and usage appropriate techniques, resources and ICT tools including prediction and modeling to complex activities with an understanding of the limitations

PO6.The Linguist and Society:

Apply reasoning informed by the contextual knowledge to access Societal, health, safety, Cultural and language issues, the consequent responsibilities relevant to the practice.

PO7. Environment and sustainability:

Understanding the impact of the professional Linguistic solutions in the Societal and environmental context and demonstrate the knowledge need for sustainable development

PO8. Ethics:

Apply ethical principles and commit to human values and professional ethics, responsibilities, norms of the language and Linguistic practice.

PO9. Individual and Team work:

Function effectively as on individual, as a member or leader in diverse teams, in disciplinary settings. They are research works, Awareness programmes etc.,

PO10. Communication:

Communicate effectively on Linguistic activities of general, Interdisciplinary and applied areas, being able to comprehend and write effective reports, design documentation, make effective presentations give and receive clear instructions.

PO11. Project Management and Finance:

Demonstrate knowledge, understanding of the language and Linguistic, management principles and apply these to once own work ,as a member and a leader in a team to manage projects in multi-disciplinary environments.

PO12. Life - long learning:

Recognize the need and importance of the preparation and ability to engage in independent and life -long learning in the broadest context of language and Linguistic change.

PROGRAMME SPECIFIC OUT COME

- PSO1. The students understand the basic concepts of Linguistics and ability to analyze General Historical, Comparative, Interdisciplinary and Applied Linguistics Perspectives
- PSO 2. The students will be exposed to alternative approaches on pronunciation, sentence formation, dictionary making through exposure to course work in allied fields and ability to suggest and solve various Language and Linguistic problems.

Sri Venkateswara University: Tirupati
Sri Venkateswara University College of Arts
Department of Foreign Languages and Linguistics
Programme: **M.A. LINGUISTICS**
CBCS Pattern (With effect from 2019-20)
for the year 2020-21
Semester-I

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|-------------------|--------------------------|------------------------------------|-----------|
| LING 101 | Language and Linguistics | 6L : 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

3. To understand basic concepts of language, notions of language and language as a system.
4. To analyze structure of language and grammatical analysis.
3. To understand Linguistics and other fields and brief history of linguistics .

Unit-I

Basic concepts of language: Definitions of languages – Languages and speech – properties of languages – Facts pertaining to all languages - Human and Animal communication. Need for communication and uses of language features of language. Approaches to the study of languages Features of language and notions of language.

Unit-II

Language as a system: Knowledge of language (grammar) structure of language, langue and people, signifier Vs signified, syntagmatic and paradigmatic.

Unit-III

Structure of language: Philological, Morphological, Syntactic and Semantic lends and their interrelations. Synchronic vs Diachronic; Classification of Languages; Concepts of Language & People, idiolect and language.

Unit-IV

Grammatical Analysis: Notions of contrast and complementation; Paradigmatic and Syntagmatic relations; Notions of word classes and grammatical categories; Grammatical relations and case relations; notion of rule at different levels; description vs explanation of grammatical facts and Phonetic Transcription; Linguistics and other fields.

Unit-V

Brief History of Linguistics: Ancient, Middle and Renaissance – Indian grammarians, European and American Approaches, historicism, structuralism, functionalism, generativism, Important Icon sanssure, Bloomfield, Firth, Roman Jakobson, Chomsky and Labov.

Suggested Readings:

2. Akmajian, Adrian; Demers, Richard; Farmer, Ann; Harnish, Robert (2010). **Linguistics: An Introduction to Language and Communication**. Cambridge, MA: The MIT Press. ISBN 0-262-51370-6.
2. Crystal, David (1996). **The Cambridge Encyclopedia of language**, Cambridge University Press Cambridge .
3. Chomsky, Noam (1957). **Syntactic Structures**. The Hague: Mouton.
4. Trask, R.L. (1995) **Language: The Basics**, London & New York, Routledge.
5. Bloomfield, Leonard (1914). **An introduction to the study of language**. New York: Henry Holt and Company.
6. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
7. Yulu, George (1996). **The study of language**, Cambridge . University Press, Cambridge.
8. Bolinger, D.L (1995) **Aspects of language 2nd Ed**. Harcourt Brace Jovanovich, New York

Course Out Comes: After completion of the course students will be able to

4. Understand basic concepts of language, notions of language and language as a system.
5. Analyze structure of language and grammatical analysis.
6. Understand Linguistics and other fields and brief history of linguistics.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 1 | | 2 | 2 | 2 | 2 | 3 | | | 1 | | 1 |

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| CO2 | 3 | 1 | 2 | 2 | 3 | | | | | | 1 | 2 |
| CO3 | 2 | | 3 | | 2 | | 2 | | | | 1 | 3 |

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|-------------------|-----------|------------------------------------|-----------|
| LING 102 | Phonetics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

- To understand the process of Communication and speech production, Classification and description of speech sounds.
- To analyze speech production, secondary and double articulations and suprasegmental features.
- To understand IPA and exercises in transcription.

Unit – I

The process of Communication: Speech production (Articulatory Phonetics), Speech transmission (Acoustic Phonetics), and Speech perception (Auditory Phonetics).

Unit – II.

The four processes of speech production: Air stream process: palmonic, glottallic and velaric: egressive and ingressive air streams, phonation process (State of the Glottis) Oral – Nasal process (position of the velum), articulatory process. (Consonant and Vowel production); Classification of speech sound and their description; Consonants, Vowels, and Diphthongs.

Unit – III.

Consonant production: Where a consonant sound is made (place of articulation), how it is made (degree of strictures and manner of articulation) and the state of the glottis (Voiced, unvoiced, etc.), stop consonants (Plosives, obstruents, implosives, clicks), types of closure and release. Affrication, aspiration etc., vowel production, monophthongs and diphthongs, secondary and double articulations.

Unit – IV.

Prosodic or suprasegmental features: length (Quality and Duration), stress (accent), tone and intonation (pitch variation and speech melody), Juncture (pause), voice Quality and Rhythm.

Suggested Readings:

Unit – V.

International Phonetic Alphabet (IPA exercises in transcription of IPA symbols, three term labels for describing speech sounds, problems involved in broad and narrow transcription, Phonetic transcription .

Suggested readings:

- Abercrombie, D. 1967. **Elements of general phonetics**. Edinburgh. Edinburgh University Press
- Ladefoged, P. 1975. **A Course in phonetics**. New York. Harcourt Brace and Jovanovic.
- O’Conner, J.D. 1973. **Phonetics**. Penguin Books Ltd.
- Bloomfield, L. 1933. **Language**. New York. Hol & Rinehart and Winston.
- Catford, J.C. 1989. **A practical introduction to phonetics**. Oxford. Clarendon Press.
- Johnson Keith (1997) – Acoustic and Auditory Phonetics, Mass: Blackwell.
- O’Grady, William; et al. (2005). **Contemporary Linguistics: An Introduction** (5th ed.).
- Jones, Daniel (1972), An outline of English Phonetics, Cambridge University Press, Cambridge..

Course Out Comes: After completion of the course students will be able to

- Understand the process of Communication and speech production, Classification and description of speech sounds.
- Analyze production of speech, Secondary and double Articulations and suprasegmental features
- Understand IPA and exercises in transcription.

Mapping:

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 2 | | | 3 | | | | | 3 | | 3 |
| CO2 | 2 | | 3 | | 2 | | | | | 1 | | 2 |
| CO3 | 1 | | | | 3 | | | | 3 | 1 | | 3 |

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|-------------------|-----------|------------------------------------|-----------|
| LING 103 | Phonology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

- To understand concept of Phoneme, Principals of Phonemic analysis and discovery procedures.
- To analyze Phonemes, Phonological systems, procedures of phonemics and basic units of Phonology.
- To understand for Auto segmental Phonology.

Unit – I

Phoneme: Concept and definition. Different aspects of the phoneme, Phonetic, Phonological, psychological, etc. Principles of phonemic analysis, the concepts of opposition, Contrast, minimal pair, distribution (Complementary, Free variation), Phonetic similarity, neatness of pattern (or pattern congruity of symmetry), and economy. Discovery procedures.

Unit –II.

The distinction between phone, phoneme and allophone: relation between Phonetics and Phonology. Types of phonemes, Types of phonological systems. Problems in phonology and phonological analysis; vowel and consonant systems, suprasegmental system, under lying representation, phonological rules.

Unit–III.

Phonemic premises and procedures: (a) Modification of sound by environments analogous, identical and mutually exclusive. (b) Phonetic symmetry of sound systems; (c) Fluctuation of sounds and (d) Structural pressure on the interpretation of segments and/or sequences of segments. Alternative solutions in Phonemic analysis. Distinctive feature theory: binary vs. nonbinary features, articulatory vs. acoustic features; Universal set of phonetic features

Unit–IV.

Basic units of Phonology: Syllable, vowel and consonant. Macro segment and Micro segment, syllable peak, coda, onset and interlude, problems of demarcation of syllable boundary.

Unit- V

Auto Segmental Phonology: Tone, nasal spread, vowel harmony, C-V tier, feature hierarchy, Introduction to optimality theory, assumptions, constraint ranking.

Suggested Readings:

- Hockett, C.F. 1958. **A course in Modern Linguistics**. New York. Macmillan and Co.
- Hymn, Larry, M. 1975. **Phonology: Theory and analysis**. New York. Holt Rinehart and Winston.
- Anderson, S.R. (1974). **The Organization of Phonology**, Academic Publishers, New York.
- Goldsmith, J (1990) Auto segmental and Mtrical phonology, OUP, London.
- Vackek, J. 1966. **The linguistic school of Prague: An introduction to its theory and practice**. In the Prague school Reader in Linguistics.
- Fudge, Eric. C. 1973. **Phonology; selected Readings**. London. Penguin.
- Lass, Roger. 1991. **Phonology: An introduction to Basic Concepts**. London. Cambridge University Press.
- Odden, David (2005) **Introducing Phonology** Cambridge University Press, Cambridge

Course Out Comes: After completion of the course students will be able to

- Understand concept of Phoneme, Principals of Phonemic analysis and discovery procedures.
- Analyze phonemes, Phonological systems, procedures of phonemics and basic units of Phonology.
- Understand for auto segmental phonology.

Mapping:

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 3 | 2 | | 3 | | 3 | | | 1 | | 2 |
| CO2 | 1 | 3 | | | | | | | 3 | | | 1 |
| CO3 | 1 | | 2 | 3 | 2 | | | | 2 | | | 1 |

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|-------------------|------------|------------------------------------|-----------|
| LING 104 | Morphology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To analyze Morpheme, classification and types of morphemes and concept of morphemes.
5. To analyze derivation, inflection, different models of grammatical description and Morpho-Phonemics.
6. To express word formation and compounding, Intermediate constituents, types of constructions and Idioms.

Unit – I.

Morpheme as a unit of linguistic structure, criteria for identifying morpheme, Allomorph, Zero morph, Empty morph, Portmanteau morph, unique morpheme.

Unit –II

Classification of Morphemes; Types of Morphemes, Morphological Models – Item and Arrangement, Item and process and word and paradigm; derivation and inflection, grammatical categories.

Unit–III

Word formation and compounding: deverbal nominalizers, derivationalizers, verbalizers, conversion, denominal adjectives, affixation and conversation, compounding.

Unit–IV

The concept of morpheme, Relationship between morpheme and phoneme, morphophonemic alternations. Internal and external sandhi. Automatic and non- Automatic alternation, regular and irregular alternation; base form. Phonologically conditioned and morphologically conditioned alternation, morphology in generative frame work.

Unit –V

Immediate constituents: Morphological and syntactic. Types of ICs and markers, construction types endocentric and exocentric, syntactic linkage, word classes, parts of speech and grammatical categories. Idiom formation, types of Idioms.

Suggested Readings:

7. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
8. Mathews, P.H. 1974. **Morphology**. Cambridge. Cambridge University Press.
9. Elson, B. & Pickelt, V. 1969. **An introduction to Morphology and Syntax**. California, Summer Institute of Linguistics.
10. Nida, E.A. 1946. **Morphology**. Ann Arbor. Michigan University Press.
11. Langacker, Ronanld W. **Fundamental of Linguistics Analysis**. New York. Harcourt Brace Jovanovich, Inc.
12. Bauer, L.(1988) **Morphology**, Edinburg University Press, London.
7. Bauer, Laurie. (2003). **Introducing linguistic morphology** (2nd ed.). Washington, D.C.: Georgetown University Press. [ISBN 0-87840-343-4](https://doi.org/10.1017/9780878403434).
8. Maathews, P.H. (1998) **Inflectional Morphology**, Cambridge University Press, Cambridge.
9. Matthews, P.H. (1998) **Morphology**, Cambridge University, London
10. .Halle, M (1973) **Prolegomena to a theory of word formation**, *Linguistic Enquiry*4,pp.3-16

Course Out Comes:

After completion of the course students will be able to

- 2 Analyze Morpheme, classification and types of morphemes and concept of morphemes.
2. analyze derivation, inflection, different models of grammatical description and Morpho-Phonemics.
3. Express word formation and compounding, Intermediate constituents, types of constructions and Idioms.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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|-----|---|---|---|---|---|--|---|--|---|---|--|---|
| CO1 | 3 | 1 | 3 | 1 | | | 3 | | | 2 | | 2 |
| CO2 | 2 | | 3 | 2 | | | | | 1 | | | 2 |
| CO3 | 2 | | | 2 | 3 | | | | 1 | 1 | | 2 |

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|-------------------|--------|------------------------------------|-----------|
| LING 105 | Syntax | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

- To understand assumptions about language, components of grammar and sentence constituents
- To analyze Phase structure rules, X-bar Notation and grammatical transformations
- To solve the problems in Syntactic structures.

Unit - I

Assumptions about language and grammar: Particular and Universal grammar; Adequacies of grammar-observational, descriptive and explanatory; Differences between competence and performance, well formedness and acceptability, intuition.

Unit- II

Grammar and its components-syntactic, semantic and phonological. Base structures and surface structures. Sentence and its constituents

Unit-III

Phrase structure rules and phrase markers, intermediary categories and the X – bar notation. Transformational component: Wh-movement, Np-movement, Grammatical transformations.

Unit-IV

Categorical and sub categorical information: Partially and fully specified entries, selectional restrictions.

Unit - V

Problems in syntactic analysis; underlying representation, rule types, rule ordering, sentence types

Suggested Readings:

- Chomsky, N. 1965. **Aspects of the theory of syntax**. Cambridge. MIT Press.
- Verma, S. K. and Krishnaswamy, N. 1998. **Modern Linguistics: An Introduction**. New Delhi. Oxford University Press.
- Isaac, Chechamma. 1974. **An Introduction to the theory of Transformational Grammar**. Trivandrum. College Book House.
- Raford, A. **Transformational Grammar: A first course**.
- Radford, A. **Transformational syntax**.
- Culicoper .P.W. (1976) *Syntax*, Academic Press, New York.
- Krishnamurti. Bh (2003), *The Dravidian Languages*, CUP, Cambridge
- Radford, A (1997) *A Minimalist Introduction*: Cambridge University Press, Cambridge
- Chomsky N (1981) *Lectures on Government and Binding*, Dordrecht foris publications.
- Chomsky N(1957) *Syntactic Structures*, The Hague, Mouton.

Course Out Comes: After completion of the course students will be able to

- Understand assumptions about language, components of grammar and sentence constituents
- Analyze Phase structure rules, X-bar Notation and grammatical transformations
- Solve the problems in Syntactic structures.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 2 | | 3 | 3 | | | | | | | | 1 |
| CO2 | 2 | | | | 1 | | 3 | | | | | 2 |
| CO3 | 2 | 3 | 1 | | | | | | 3 | | | 2 |

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| LING 106 | Human Values and Professional Ethics-I | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

- To analyze Nature of Ethics, Professional Ethics, Nature of Values and influence on Individual and Society
- To Understand to intelligence of Bhagavad Gita, four noble duties and values of various religions
- To analyze crime and Theories of Punishment

Unit - I

Definition and Nature of Ethics – Its relation to Religion, Politics, Business, law, Medicine and Environment. Need and Importance of Professional Ethics – Goals – Ethical Values in various Professions.

Unit - II

Nature of Values – Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts –right, ought, duty, character and Conduct

Unit - III

Individual and Society: Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non-stealing). Purusharthas (Cardinal virtues) – Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberatin).

Unit - IV

Bhasgavad Gita – (a) Niskama Karma. (b) Buddhism – The Four Noble Truths – Arya astanga marga, (c) Jainism – mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

Unit - V

Crime and Theories of punishment- (a) reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

Suggested Readings:

- John S Mackenjie: A manual of ethics
- “The Ethics of Management” by Larue Tone Hosmer, Richard D.Irwin Inc.
- “Management ethics – integrity at work” by Joseph A. Petrick and John F.Quinn,Response Books: New Delhi
- “Ethics in Managemnt” by S.ASherlekar, Himalaya Publishing House
- Haarold H. Titus:Ethics for Today
- Maitra, S.K: Hindu Ethics
- William Lilly: Introduction to Ethics
- Sinha: A Manual of Ethics
- Manu: Manu Dharna Sastra or the Institute of Manu:Comprising the Indian System of Duties: Religious and Civil(ed) G.C.Haughton
- Susruta Samhita:Tr.Kaviraj Kunjanlal,Kunjalal Brishagratha, Chowkamba,Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20,21-32 and 74-77 only
- Charaka Samhita: Tr.Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Saskrit Series office, Vaaranasi I,II,III Vol I PP 183-191
- Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning 2001
- Analyzing Moral Issues, Judith A.Boss, Mayfield publishing Company,1999
- An Introduction to pplied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
- Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad.
- I.C.Sharma Ethical Philsophy of India. Nagin&co Julundhar.

Course Out Comes: After completion of the course students will be able to

- Understand Nature of Ethics, Professional Ethics, Nature of Values and influence on Individual and Society
- Understand Bhagavad Gita, four noble duties and values of various religions
- Understand crime and Theories of Punishment

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| CO1 | 3 | | | | | 2 | | 3 | 3 | | | 3 |
| CO2 | 3 | | | | | | 2 | 3 | 3 | | | 3 |
| CO3 | 3 | | | | | 3 | | 3 | 2 | | | 3 |

Semester-II

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|-------------------|-----------|------------------------------------|-----------|
| LING 201 | Semantics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To Understand Semantics, theories and types of meaning
5. To analyze lexical structure and Meaning and sentence structure and meaning
6. To understand Lexical context of Meaning and Change of Meaning, universal Semantics

Unit – I

Semantics: Definition, meaning of meaning, Linguistically relevant concepts, alternative approaches to meaning, meaning as action, meaning as truth, context, word forms and meanings, sentences and utterances, text, conversation and discourse.

Unit –II

Theories and types of meaning: Lexical structure and meaning: Componential analysis and its limitations, sense and reference, polysemy, Hyponymy, Homonymy, antonymy, synonymy. Lexical semantics, Sentence structure and meaning: Grammar and Lexicon, word and sentence. Projection rules, ambiguity, person and deixis.

Unit–III

Linguistic context of meaning: context as meaning, collocation, idioms, Lexical and glossal meaning. Meaning interaction.

Unit-IV

Mental Lexicon, presupposition and implication, Entailment and inconsistency, Tautology and contradiction, Generative and interpretative theories of meaning.

Unit – V

Universal Semantics, colour terminology, sentence relation and truth.

Suggested Readings:

10. Palmer, F.R. 1976. **Semantics: A new out line**. London. Cambridge University Press.
11. Stephen Ullmann. 1962. **Semantics: An introduction to the science of meaning**. Oxford. Basil Blackwell.
12. Stephen Ullmann. **The principles of semantics**. Oxford. Basil Blackwell.
13. Lyons, J.(1995) 'Linguistic Semantics', Cambridge University Press, Cambridge..
14. Steinberg, D.D. and Jakobovits, L.A. 1971. **Semantics**. Cambridge. Cambridge University Press.
15. Saeed, John (1997),Semantics, Black Well, Oxford.
16. Cruse, D.; **Lexical Semantics**, Cambridge University Press, Cambridge, MA, 1986
17. Nerbonne, J.; **The Handbook of Contemporary Semantic Theory** (ed. Lappin, S.), Blackwell Publishing, Cambridge, MA, 1996
18. Cruse, Alan; **Meaning and Language: An introduction to Semantics and Pragmatics**, Oxford Textbooks in Linguistics, 2004
10. Leech, G.(1981) Semantics, Penguin books, London.

Course Out Comes: After completion of the course students will be able to

4. Understand Semantics, theories and types of meaning
5. Analyze lexical structure, sentence structure and meaning
6. Understand Lexical context of Meaning and Change of Meaning, universal Semantics

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | | 2 | | 3 | | | | | | 2 |

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| CO2 | | 2 | 2 | | | | 3 | | | | | 1 |
| CO3 | 2 | | | 2 | | | | | 2 | 3 | | 2 |

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|-------------------|------------------------|------------------------------------|-----------|
| LING 202 | Historical Linguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand the major breakthroughs in historical Linguistics
5. To Understand sound, Linguistic change, Linguistic borrowing, internal reconstruction, glottochronology and practices of comparative method and practices of reconstruction.
6. To solve problems and analysis in Historical Linguistics

Unit - I

The major breakthroughs in historical linguistics: the genetic hypothesis, the regularity hypothesis, the phonemic hypothesis. Models of language classification: Genealogical, Typological and Areal. Principles of sub grouping, Concept of a linguistic family: major language families of the world, characteristic features of the language families of India and mutual influences.

Unit – II

Sound change: gradual Phonetic change, structuralist model in describing sound change, phonetic and phonemic changes, conditioned and unconditioned change, types of sound changes, social motivation of sound change.

Unit -III

Analogy: regularizing tendency of analogy, relation to change, types of sound change. Assumptions of Linguistic change: least effort, substratum theory, structural pressure. Linguistic borrowing: Causes and types, and effects of borrowing, Semantic change, Internal Reconstruction, comparative method.

Unit-IV

Lexicostatistics or glottochronology: its basic assumptions, aims and method of applications

Unit –V

Problems and analysis in Historical linguistics: Sound change, internal reconstruction, Comparative method.

Suggested Readings:

2. Winfred P. Lehmann, **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) ISBN 0-03-078370-4
2. Raimo Anttila, **Historical and Comparative Linguistics** (2nd ed.) (John Benjamins, 1989) ISBN 90-272-3557-0
10. Arlotto, Anthony. **Introduction to Historical Linguistics**. Boston. Houghton Mifflin Company.
11. King, R.D. 1969. **Historical Linguistics: An Introduction**. New Jersey: Prentice Hall.
12. Heine, Bernd et. Al (191). Grammaticalization, Chicago University Press, Chicago
13. Sturtevant, E.H. 1942. **Linguistic Change**. Chicago. University of Chicago Press.
14. Jeffers, R.J. and Ilse Lehiste. **Principles and Methods for Historical Linguistics**.
15. Bynon, Theodora (1977) **Historical Linguistics**, Cambridge University Press, Cambridge..
16. Theodora Bynon, **Historical Linguistics** (Cambridge University Press, 1977) ISBN 0-521-29188-7
10. Richard D. Janda and Brian D. Joseph (Eds), **The Handbook of Historical Linguistics** (Blackwell, 2004) ISBN 1-4051-2747-3
11. Anthony Fox (1995) **Linguistic Reconstruction**, Oxford University Press.

Course Out Comes: After completion of the course students will be able to

1. Understand the major breakthroughs in historical Linguistics
2. Understand sound, Linguistic change, Linguistic borrowing, internal reconstruction, glottochronology and practices of comparative method and practices of reconstruction.
3. Solve problems and analysis in Historical Linguistics

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| CO1 | 3 | | 2 | | | 3 | | | 1 | | | 2 |
| CO2 | 2 | | 3 | | | | 3 | | | | | 2 |
| CO3 | 2 | | 3 | | 2 | | 2 | | 3 | | | 2 |

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|-------------------|--------------|------------------------------------|-----------|
| LING 203 | Dialectology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand nature and Scope of Dialectology, purpose of Dialectology and Dialectal studies.
5. To analyze History and Development of Dialect studies and types of dialects and variability
6. To understand social dialectology and its theory and practice.

Unit-I

Nature and Scope of Dialectology, Purpose of Dialectology, Importance of Dialect Studies

Unit-II

Concept of idiolect, dialect, standard language: dialect area, dialect boundary, focal area, relic area and transitional area.

Unit- III

History and development of dialect studies: synchronic and diachronic; major linguistic atlases; German, French, American atlases. Dialect studies in India and Andhra Pradesh.

UNIT - IV

Types of dialects and variability; variation along social parameters; geographical variation-intelligibility, isoglosses, pattering and gradation, Semantic change, Dialect survey methodology.

Unit –V

Social Dialectology and its theory and practice, questionnaire in social dialectology, elicitation techniques in social dialectology.

Suggested Readings:

9. Chambers, J.K. and Trudgil, Peter. 1990. **Dialectology**. Cambridge. Cambridge University Press.
10. Hockett, C.F. (1958), *A Course in Modern Linguistics*, New York, Macmillan and Co.
11. Ferguson & Gumperz. : **Linguistic Diversity in South Asia**. Mouton.
12. Francil, W.N. 1987. **Dialectology: An introduction**. London. Longman.
13. Krishnamurti, Bh. 1962. **A Dialect Dictionary of Occupational Vocabulary, Vol. I: Introduction**.
14. Grierson, GA (1927), *Linguistic Survey of India*, Calcutta.
15. Dollinger, Stefan (2015). **The Written Questionnaire in Social Dialectology: History, Theory, Practice**. IMPACT: Studies in Language and Society, 40. Amsterdam & Philadelphia: John Benjamins Pub. Co.
8. Petyet. KM (1980). *The study of Dialect – An Introduction to Dialectology*, Andre Deutsch Limited London

Course Out Comes: After completion of the course students will be able to

1. Understand nature and Scope of Dialectology, purpose of Dialectology and Dialectal studies
2. Analyze types of dialects and variability
3. Understand social dialectology and its theory and practice

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| CO1 | | | 3 | | 2 | | 3 | | | 1 | | 3 |
| CO2 | | | 3 | | | | | | 1 | | 1 | 1 |
| CO3 | | 2 | | | 3 | 1 | | | 2 | | | 2 |

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| Course:204 | Field Linguistics | 6L: 1T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand scope and purpose of field linguistics and problems of investigating non-literary languages
5. To understand techniques and methods of elicitation and collection of Linguistic data
6. To understand data processing and language documentation and methods of Field Linguistics

Unit –I

The scope and purpose of field linguistics; Field linguistics as a branch of descriptive linguistics and its relation to other branches in linguistic sciences such as theoretical and applied linguistics.

UNIT-II

The problem of investigating non-literary languages. The role and importance of language informant in linguistic field work; Selection of informants, number of informants and the training of the informant to suit the goal of the project. Preparation of appropriate questionnaire.

Unit – III

Techniques and methods of elicitation: elicitation and its nature; scheduled versus analytical elicitation; steps in elicitation, analysis and checking for elicitation. Organization of work sessions. Eliciting relevant data at various levels of linguistics structure; sound, word, phrase, clause and sentence levels. The importance of collecting texts-training the informant to dictate the texts, translating them with his help and checking the texts with other member of the language community.

UNIT-IV

Collection of linguistic data; Factors which determine the kinds of data, obtaining relevant data and restricting its size to salient features. Investigators: self preparation for encountering the informant. The need for a pilot survey of the peoples languages and the area of investigation and the collection of sample data, the recording of dialect of language material.

Unit - V

Interview method structured and or unstructured conversational and informal self reporting techniques, different types of interviews, field notes.

Suggested Readings:

1. Samarin W J. 1961. **Field Linguistics – A guide to Linguistics field work**, New York
2. Nida, EA. 1978. (2nd ed.) **Morphology**. University of Michigan press. Sriion
3. Kiberik A.E. 1977 **The Methodology of Field investigations in Linguistics** Moulton 2 Co
4. Paul Newman and Mirth Ratlife (Eds.) **Linguistics, Field work**, UK Cambridge University Press.
5. Anita Abbi (2001), A Manual of Linguistic Field work and structures of Indian Languages. Lincom Europa.
6. Halliday, Michael A.K.; *Jonathan Webster (2006). On Language and Linguistics. Continuum International Publishing Group. p. vii. ISBN 0-8264-8824-2.*
7. Martinet, André (1960). *Elements of General Linguistics. Tr. Elisabeth Palmer Rubbert (Studies in General Linguistics, vol. i.). London: Faber. p. 15.*
16. Wray et alia, Arnold (1998), *Projects in Linguistics – A practical Guide to Researching Language*, London

Course Out Comes: After completion of the course students will be able to

4. Understand scope and purpose of field linguistics and problems of investigating non-literary languages

5. Analyze the techniques and methods of data elicitation and collection of Linguistic data
6. Understand data processing and language documentation and method of Field Linguistics.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 3 | 2 | | | | | | 2 | 2 | | 3 |
| CO2 | 3 | | 3 | | 2 | 2 | | | 2 | | | 2 |
| CO3 | 2 | | 1 | 2 | 2 | 2 | | | 3 | | | 2 |

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|-------------------|--|------------------------------------|-----------|
| LING 205 | Language Families of India and Comparative Dravidian (Phonology) | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand language families of India, Dravidian Language Family and history and sources of each Dravidian Language.
5. To analyze vocalic, consonant and Sandhi systems, and reconstruction of Dravidian.
6. To understand comparative Dravidian morphology and syntax and development of comparative Dravidian studies.

Unit - I

Language families of India. The concept of linguistic area and India as linguistic area. Reduplication, onomatopoeia, Echo words in Indian Languages and especially Dravidian Languages.

Unit -II

Dravidian language family: Proto-Dravidian, Sub-groups of Dravidian, literary and non-literary languages, cognates. The writing systems of the major literary languages of Dravidian. Special features of Dravidian languages.

Unit-III

A short sketch of the history and sources for each Dravidian language. Reconstructed Proto-Dravidian Culture. Language contact and vocabulary borrowing between language families: Indo-Aryan and Austro-Asiatic words in Dravidian and Perso-Arabic and Western language (Portuguese and English) words in Dravidian.

Unit-IV

Dravidian Vocalic System, Vowels: quality, Diphthongs. Dravidian consonantal system, initial and intervocalic stops. Phonological innovations and retentions: exceptions to sound changes explained in terms of borrowing, analogy. Areal and lexical diffusion. Phonological, Morphological and Syntactical reconstruction of Dravidian. Dravidian sandhi system. Dative subjects.

Unit-V

Comparative Dravidian morphology, comparative Dravidian syntax, development of comparative studies.

Suggested Readings:

8. Emeneau, M.B. 1980. **Language and Linguistic area**. Stanford, California, Stanford University Press.
9. Krishnamurthi, Bhadriraju. 2003. **The Dravidian Languages**. New York. Cambridge University Press.
10. "Dravidian languages". *Encyclopædia Britannica Online*. Retrieved 10 December 2014. Krishnamurthi, Bhadriraju (2003). *The Dravidian Languages*. Cambridge University Press. ISBN 0521771110.
11. Subramanyam, P.S. 1997. **Dravida Bhashalu**. Hyderabad. PS Telugu University.
12. Emeneau, M.B. 1970. **Dravidian Comparative Phonology: A sketch**. Annamalai Nagar, Annamalai University.
13. Kamil zvelebil. 1970. **Comparative Dravidian Phonology**. The Hague, Paris. Mouton.
14. Caldwell, Robert (1856), *A Comparative Grammar of the Dravidian or South Indian Family of languages*, Kegan, Paul, Trench, Thurber: London.

Course Out Comes: After completion of the course students will be able to

3. Understand language families of India, Dravidian Language Family and history and sources of each Dravidian Language.
4. Analyze vocalic, consonant and Sandhi systems, and reconstruction of Dravidian.
3. Understand comparative Dravidian morphology and syntax and development of comparative Dravidian studies.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | | | | 2 | | | 1 | | | 1 |
| CO2 | 3 | | | | | 2 | | | 1 | | | 2 |
| CO3 | 2 | 3 | | | 2 | | | | 1 | | | 2 |

| | | | |
|-------------------|---|------------------------------------|-----------|
| LING 206 | Human Values and Professional Ethics – II | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

- To understand value education and human values
- To understand effectiveness to capability Medical and Business Ethics
- To understand environmental and social ethics

Unit - I

Value Education – Definition – relevance to present day – Concept of Human Values – self introspection – Self esteem. Family values-Components, structure and responsibilities of family- Neutralization of anger – Adjustability – Treats of family life – Status of women in family and society – Caring for needy and elderly – Time allotment for sharing ideas and concerns.

Unit - II

Medical ethics – Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, Problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

Unit - III

Business ethics-Ethical standards of business-Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics

Unit - IV.

Environmental ethics-Ethical theory, man and nature-Ecological crisis, Pest control, Pollution and Waste, Climate change, Energy and population, justice and environmental health.

Unit - V

Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/Pregnancy. Ethics of media-Impact of Newspapers, Television, Movies and Internet.

Suggested Readings:

- John S Mackenzie: A manual of ethics
- "The Ethics of Management" by Larue Tone Hosmer, Richard D.Irwin Inc.
- "Management ethics – integrity at work" by Joseph A. Petrick and John F.Quinn,Response Books: New Delhi
- "Ethics in Managemnt" by S.ASherlekar, Himalaya Publishing House
- Haarold H. Titus:Ethics for Today
- Maitra, S.K: Hindu Ethics
- William Lilly: Introduction to Ethics
- Sinha: A Manual of Ethics
- Manu: Manu Dharna Sastra or the Institute of Manu:Comprising the Indian System of Duties: Religious and Civil(ed) G.C.Haughton
- Susruta Samhita:Tr.Kaviraj Kunjanlal,Kunjatal Brishagratha, Chowkamba,Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20,21-32 and 74-77 only
- Charaka Samhita: Tr.Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Saskrit Series office, Vaaranasi I,II,III Vol I PP 183-191
- Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning 2001
- Analyzing Moral Issues, Judith A.Boss, Mayfield publishing Company,1999
- An Introduction to pplied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
- Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academic Hyderabad.
- I.C.Sharma Ethical Philosphy of India. Nagin&co Julundhar.

Course Out Comes: After completion of the course students will be able to

- Understand value education and human values
- Understand the effectiveness and capability of Medical and Business Ethics

6. Understand environmental and social ethics

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | | | | | 2 | 3 | | | | 3 |
| CO2 | 1 | | | | | | 3 | 3 | | | | 2 |
| CO3 | | | | | | | 2 | 3 | | | | 1 |

Semester-III

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|-------------------|------------------|------------------------------------|-----------|
| LING 301 | Sociolinguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

- To analyze language and society, Linguistic variability and language varieties
- To analyze Sociology of language planning and Language and Social identity variation and change
- To understand Sociolinguistic Methodology and language, ideology and social change

Unit - I

Language and society: speech community; Linguistic competence and communicative competence, Linguistic variability; identification of Linguistic and Social variables, patterns of variation.

Unit - II

Language varieties: Regional, Social, formal and informal; standard non-standard, the concept of register and the dimensions of an act of communication- field, mode and the tenor, Vernacular, restricted and elaborated codes.

Unit – III

Sociology of Language Planning: Language standardization and modernization; orthographic reform and Literacy; national Language and languages of wider communication; nationalism and nationalization, Language and Social Identity.

Unit-IV

Variation and language change: Social motivation for language change, social mechanism of language change, Linguistic reflection of social change, intervention in language changes: Sociolinguistic Methodology.

Unit –V

Language, ideology and social change, the power politics of language standardization, implications for literacy and school education, language and gender.

Suggested Readings:

- Gimpertz, J.J. 1972. Introduction (in JJ Gumpertz, and D. Hymes (ed.) **Directions in sociolinguistics**). New York. Holt. Rinehart & Winston
- Hudson, Richard. 1980. **Sociolinguistics**. Cambridge. Cambridge University Press.
- Mesthrie, Rajend, Joan Swann, Andrea Deumert and William M. Leap. 2000. **Introducing Sociolinguistics**. Edinburgh University Press.
- Williams, Glyn. 1992. **Sociolinguistics; a sociological critique**. London. Routledge.
- Coulmas, Florian (Ed) (1977). **The Hand Book of Socio Linguistics**, Blakwell Publishing .
- Fasold, Ralph. 1984. **Sociolinguistics of society**; Oxford. Basil Blackwell.
- Fairlough (1989) **Language and power**, language Harlow.
- Paulston, Christine Bratt and G. Richard Tucker, eds. **Sociolinguistics: The Essential Readings**. Malden, Ma.: Wiley-Blackwell, 2003.
- Deckert, Sharon K. and Caroline H. Vikers. (2011). **An Introduction to Sociolinguistics: Society and Identity**.
- Milroy, J.C. (1992) **Linguistic Variation and Change**, Blacrewell, Oxford

Course Out Comes: After completion of the course students will be able to

- Analyze language and society, Linguistic variability and language varieties
- Analyze Sociology of language planning and Language and Social identity variation and change
- Understand Sociolinguistic Methodology and language, ideology and social change

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|---|---|---|---|---|---|---|---|---|----|----|----|

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|-----|---|---|---|--|---|---|---|--|---|---|--|---|
| CO1 | 3 | | 3 | | 1 | 3 | | | | 3 | | 2 |
| CO2 | | | 2 | | 1 | | 3 | | | | | 2 |
| CO3 | 1 | 3 | 1 | | | 1 | 2 | | 3 | 1 | | 1 |

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|-------------------|------------------|------------------------------------|-----------|
| LING 302 | Language Contact | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To analyze speech as social interaction and nature and scope of language contact.
5. To analyze Indian language contact situation and effects of language contact
6. To understand importance of language contact and linguistic borrowing

Unit – I

Speech as social interaction: Speech functions and speech events; components of speech event-purpose, setting, participants. Linguistic variety, rules of speaking, cross cultural perspective, verbal and non-verbal behavior, reflection of social process in linguistic structures; speech and social identify; semantics of power and solidarity.

Unit – II

Nature and scope of language contact, purpose of language contact, purpose of language contact. Causes of Language contact.

Unit - III

Importance of contact: social aspects can lead to insides on group relationship and group identities, spreading and shaping in language contact. Types of Interference; Language Loyalty, Language attitudes, Language Maintenance and Shift; language convergence. Indian Language contact situation, Historical situation, Multilingualism.

Unit – IV

Effects of Language contact: Bilingualism, Pidginisation and Creolization, language death, Majority languages and Minority languages.

Unit – V

Linguistics Borrowing – Lexical and Structural: Motivations – Prestige and Need filling (including culture based) ; classification of Loan words – Loan Translation, Loan blend, Calque; Assimilated and unassimilated words(Tadbhava & Tatsama); Bilingualism as a source for borrowing.

Suggested Readings:

8. Suzanne Romaine. **Bilingualism**. NewYork. Basil Blackwell Ltd.
9. Wallace E. Lambert. 1972. **Language psychology and culture**. Stanford. California. Stanford University Press.
10. Hohn Rubin. 1968. **National Bilingualism in Paraguay**. The Hague, Paris. Mouton.
11. Sarah Thomason, **Language Contact - An Introduction** (Edinburgh University Press 2001).
12. Uriel Weinreich, **Languages in Contact** (Mouton 1963).
13. Sarah Thomason and Terrence Kaufman, **Language Contact, Creolization and Genetic Linguistics** (University of California Press 1988).

Course Out Comes: After completion of the course students will be able to

4. Analyze speech as social interaction and language contact and Interference
5. Analyze Indian language contact situation and effects of language contact
6. Understand importance of language contact and linguistic borrowing

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | 3 | | | | | | | | 2 | | 3 |
| CO2 | 2 | | | | 3 | | | | | 1 | | 2 |
| CO3 | 1 | 1 | | | 2 | 2 | | | 3 | | 3 | 1 |

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|-------------------|--|------------------------------------|-----------|
| LING 303 | Communication Disorders and Speech Pathology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand nature and scope of communication disorders and speech pathology.
5. To understand articulation, language and hearing disorders
6. To understand speech delays and Disorders of manner of production.

Unit-I

Nature and scope of communication disorders and speech pathology, studies on communication disorders and speech pathology.

Unit – II

Disorders of articulation: Articulation disorders- dysarthria vs. dyslexia, Evaluation disorders, disorders of phonation: Pitch, intensity and quality disorders. Organic functional voice disorders etiology and diagnosis. Fluency disorders, Stuttering vs. stammering in children.

Unit –III

Language disorders: Language handicap; the causes of language handicap. The classification of language handicap. Language disorders in children, mental retardation, childhood aphasia. Dyslexia and learning disability. Language disability in adults historical perspectives of aphasia, etiology, schizophrenic and dementia .Hearing disorders: Types of hearing loss, causes of hearing loss. Relationship between hearing loss and speech perception. Speech and language problems of the hearing handicapped.

Unit-IV

Child speech delays: Signs of communication disorders, causes of communication disorders, causes of poor communication skills.

Unit - V

Disorders of manner of production. Other (writing-Agraphia) language related disorders. Speech pathology localized lesions. Diffuse vs. Loss, problems of neurological co-relates and their relevance to language. Time, the most significant dimension in language physiology – Innate mechanism for perception and production.Treatment of articulation, phonation and fluency disorders. Treatment procedures for language disorders.

Suggested Readings:

10. Obler, L. K. and Kris Gjerlow, **Language and the Brain**. NewYork. Cambridge University Press.
11. Catherine A. Jackson. **Linguistics and speech-language pathology, Linguistics: The Cambridge survey, vol. III**. New York. Cambridge University Press.
12. Mildred Freburg Berry. **Language disorders of children: The Bases ad diagnoses**. NewYork. Meredish Corporation.
13. Ruth Lesser. **Linguistic investigations of aphasia**, London, Edward Arnold publishers Ltd.
14. David Crystal. **Language, brain and handicap – VIII, The Cambridge encyclopedia of language**, New York. Cambridge University Press
15. "Stuttering". **Children and stuttering; Speech disfluency; Stammering**. U.S. National Library of Medicine - PubMed Health. 2012. Retrieved 8 December 2013.

Course Out Comes: After completion of the course students will be able to

4. understand nature and scope of communication disorders and speech pathology
5. Understand articulation, language and hearing disorders
6. To understand speech delays and Disorders of manner of production

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | | | 2 | | 3 | 3 | 3 | 1 |
| CO2 | | | | 3 | 3 | | | | | | | 1 |
| CO3 | 1 | | 1 | 2 | 2 | | 1 | | 3 | | 3 | 2 |

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|-------------------|-------------------|------------------------------------|-----------|
| LING 304A | Psycholinguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand over view of psycholinguistics and theoretical linguistics
5. To analyze speech production, perception, and comprehension.
6. To understand psycholinguistic theories.

Unit – I

Over view of Psycholinguistics and acquisition of language in spoken, written and signed media. Language and thought, Behavioristic, mentalistic and Cognitive approaches to the study of language.

Unit-II

Theoretical psycholinguistics: contribution of sanssure, Humboldt, Loundt, Chomsky, experimental psycholinguistics, methods in psycholinguistics

Unit –III

Speech perception and comprehension: linguistic cues in perception of vowels and consonants, segmental and suprasegmental cues in context, models of speech perception, analytic and synthetic. Process of comprehension, phonological and features, stress and intonation cues to structures, lexical access and mental lexicon, Semantic relation and segment comprehension processing, transformational model and strategy model.

Unit – IV

Speech production: planning and execution, discourse planning, sentence planning. Speech errors and sentence production errors and linguistic units, errors and sentence stress, word classes in speech errors, derivation and inflection in errors.

Unit – V

Psycholinguistic studies of meaning and models of linguistic performance, field theory, mediation theory etc.,

Suggested Readings:

1. Donald J. Foss and David T. Hakes, **Psycholinguistics: An introduction to the psychology of language**. Englewood. Prentice Hall. Inc.
2. Cliffs Neoo Jersey, **Psycholinguistics: Introductory perceptions**. Newyork. Academic Press.
3. Sol Saporta and J.R. Bastian. (ed.) **Psycholinguistics: A book of Readings**. Newyork. Holt. Rinehart and Winston.
4. Brwon,R (1971) Psycholinguistics, Macmillan Press
5. Slobin, D.J. (1979) Psycholinguistics, scott Foreman & Co.
6. Levelt, W. J. M. (2013). **A History of Psycholinguistics: the pre-Chomskyan era**. Part 1. Oxford: Oxford University Press. ISBN 978-0-19-965366-9.
16. Chomsky, Noam. (2000) **New Horizons in the Study of Language and Mind**. Cambridge: Cambridge University Press.
17. Menn, Lise. (2016). **Psycholinguistics: Introduction and Applications**, 2nd ed. San Diego: Plural Publishing, Inc.
18. Soporta, Sol (1996) Psycholinguistics, A book of readings, Htt, Rhinehart & Winston.

Course Out Comes: After completion of the course students will be able to

1. Understand over view of psycholinguistics and theoretical linguistics
2. Analyze speech production, perception, and comprehension.
3. Understand psycholinguistic theories.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | | 1 | | | | | | 3 |
| CO2 | 2 | | | 3 | 3 | 1 | | | | | | 2 |
| CO3 | 1 | | 1 | 2 | 2 | | | | 3 | | 2 | 1 |

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|-------------------|--------------------------|------------------------------------|-----------|
| LING 304B | Communication Technology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To analyze nature and scope of communication theory and Linguistic communication
5. To understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
6. To understand 21st century communication Technology

Unit - I

Nature and scope of communication technology, purpose of communication technology, types of communication technology.

Unit – II

Communication theory: code, channel encoding, decoding, measurement and units of information, binit/bit. Redundancy – Noise – Channel noise, code noise. Linguistic Communication: Message model of linguistic communication. Inferential approach to communication. Direct and indirect communication. Literal and non-literal communication.

Unit–III

Artificial Intelligence – Engineering approach. Cognitive – Science approach. Machine translation. Micro Planner artificial languages.

Unit–IV

Corpus based approach Computer corpora – machine readable corpora, automatic processing, automatic transmission fortification and limitations of corpora. Data capture. Natural language processing. Technological advances in communication.

Unit-V

21st century communication Technology, blogs, websites, live videos, social media, technologies and ‘e’ mail technologies.

Suggested Readings:

8. August E. Grant and Gennifer H. Meadows. **Communication Technology Update**. Ron
9. Kevac, Stephan Jones. **Introduction to Communications Technologies: A Guide**.
10. Susan Hunston. 2002. **Corpora in Applied Linguistics**. Cambridge. Cambridge University Press.
11. J. C. Richards and R. W. Schmidt (eds.). 1983. **Language and Communication**.
12. McEnery, T and Wilson A. 1996. **Corpus Linguistics**. Edingurgh. Edinburgh University Press.
13. Stubbs, M. 1996. **Text and Corpus Analysis**. Oxford. Blackwell
14. Akshar Bharati et al. 1995. **Natural Language Processing: A Paninian Perspective**. New Delhi. Prentice Hall.

Course out Comes: After completion of the course students will be able to

3. Analyze nature and scope of communication theory and Linguistic communication
4. Understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
3. Understand 21st century communication Technology

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | 2 | | | | 3 | | | 2 |
| CO2 | | | 2 | 3 | | | | | 3 | | | 1 |
| CO3 | | | 1 | 3 | 3 | | 3 | | 2 | | 2 | 2 |

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|-------------------|--------------|------------------------------------|-----------|
| LING 305B | Bilingualism | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand speech as social interaction, theory of bilingualism and Language of Wider Communication.
5. To analyze concept of bilingualism and measurement of bilingualism.
6. To understand Indian bilingualism.

Unit – I

Speech as social interaction: Speech functions and speech events; verbal and non-verbal behavior, speech and social identity, pragmatics of politeness expressions, communicative competence. Code mixing and code switching.

Unit – II

Concept of Bilingualism, languages in contact, purpose of bilingualism, causes of bilingualism, impact of bilingualism.

Unit – III

Theory of Bilingualism and language wider communication, Types of Bilingualism: National, societal, and individual, co-ordinate and compound, stable and unstable, transitional and incipient, ambivalent and partial;

Unit –IV

Measurement of Bilingualism: Quantitative and Quantitative aspects of languages; direct and indirect measurement of bilingual proficiency.

Unit–V

Indian Bilingualism: Bilingualism/Multilingualism in India, Functional Aspects of Indian bilingualism..

Suggested Readings:

8. Suzanne Romaine. **Bilingualism**. NewYork. Basil Blackwell Ltd.
9. Kenneth Hyltenstam and Loraine K. Obler (ed.). **Bilingualism across the life span: Aspects of acquisition, maturity and loss**.
10. Kelley, L.G. **Description and measurement of Bilingualism**. University of Toronto Press.
11. Wallace E. Lambert. 1972. **Language psychology and culture**. Stanford. California. Stanford University Press.
12. Hohn Rubin. 1968. **National Bilingualism in Paraguay**. The Hague, Paris. Mouton.
13. Bloomfield, L. (1993). **Language**. New York: Holt.
14. Hamers, J.F., Blanc, M. (1989). **Bilinguality and Bilingualism**. Cambridge University Press

Course Out Comes: After completion of the course students will be able to

4. Understand speech as social interaction, theory of bilingualism and LWC.
5. Analyze concept of bilingualism and measurement of bilingualism.
6. Understand Indian bilingualism.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 1 | | 3 | | | | 1 | | | 2 |
| CO2 | 2 | | | | 3 | 1 | | | 1 | | | 2 |

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|-----|--|--|---|---|---|--|---|--|---|--|---|---|
| CO3 | | | 1 | 3 | 3 | | 2 | | 2 | | 2 | 2 |
|-----|--|--|---|---|---|--|---|--|---|--|---|---|

Semester – IV

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|-------------------|---|------------------------------------|-----------|
| LING 401 | Language Acquisition and Child Language Development | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand language acquisition devise.
5. To understand stages of acquisition, linguistic development, approaches and process of acquisition
6. To analyze research view of language acquisition

Unit – I

Language acquisition device. Encoding and decoding speech and Language. Early attempts of linguistic development of a child. Competence and performance. Communicative competence. Production and comprehension of grammatical contrasts.

Unit – II

Stages of language acquisition. The period of paralinguistic development: cooing, babbling, sound play motherese (baby talk, care taker speech), environment.

Unit-III

Continuity and discontinuity approaches. One word stage (holophrastic stage) over extension associate complex. Two word stage pivot (pivot class of words) open class words telegraphic speech.

Unit – IV

The acquisition process. Acquisition of phonetic, Phonological, morphological syntactic and semantic principles: questions, negatives etc. Acquisition Vs. learning. Acquisition of two languages critical period for language acquisition. First language acquisition and second language learning. Simultaneous and successive acquisition. Internal analogy and over generalization, acquisition Vs learning.

Unit –V

Research view of language acquisition, first language pre production, speech engagement, speech emergent, early production, intermediate, fluency.

Suggested Readings:

1. Jill G.de Villers A.de. Villers – ‘**Language Acquisition**’, Harward University Press, Cambridge, Massachusetts and London, England
2. N.Chomsky, **Language and Mind**
3. Cliffs Neo Jersey- **Psycho-Linguistics: Introductory Perceptions**; New York, Academic press.
4. Sol saporta and JR Bastian (Ed.) **Psycho-Linguistics, A Book of Readings**, New York. Hart, Rich hart, Winston.
5. Lightfoot, David (2010). "**Language acquisition and language change**". Wiley Interdisciplinary Reviews: Cognitive Science **1** (5): 677–684.doi:10.1002/ wcs.39. ISSN 1939-5078.
14. Berk, Laura E. (2009). "**9, Language Development**". **Child development**. Boston: Pearson Education/Allyn & Bacon. ISBN 0-205-61559-7. OCLC 637146042.

Course Out Comes: After completion of the course students will be able to

4. Understand language acquisition devise.
5. Understand stages of acquisition, linguistic development, approaches and process of acquisition
- 6. Analyze research view of language acquisition**

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | | 3 | | 3 | | 1 | | | 2 | | | 3 |
| CO2 | | | 3 | | | 2 | | | 3 | | | 3 |
| CO3 | 2 | 1 | 1 | 3 | | | | | | 3 | | 2 |

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|-------------------|-----------------------------|------------------------------------|-----------|
| LING 402 | Natural Language Processing | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

1. To understand approaches to language.
2. To analyze Mathematical Foundations, essential information theory and Entropy.
3. To analyze Tagging, Taggers, probabilistic parsing and clustering and language acquisition in NLP.

Unit –I

Rationalist and Empiricist Approaches to language, Non-categorical phenomena in language, language and cognition as probabilistic phenomena, The Ambiguity of Language: Why NLP is Difficult. Lexical resources, Word counts, Zipf's laws, Collocations, Concordances Mathematical Foundations.

Unit – II

Essential Information Theory, Entropy: Joint entropy and conditional entropy. Mutual information. The noisy channel model, Relative entropy or Kullback-Leible divergence. The relation to language: Cross entropy, The entropy of English.

Unit – III

Part-of-Speech Tagging, The Information Sources in Tagging, Markov Model Taggers, The probabilistic model, The Viterbi algorithm, Hidden Markov Model Taggers, Tagging Accuracy and Uses of Taggers.

Unit – IV

Probabilistic Parsing: Some Concepts, Parsing for disambiguation, Tree banks, Parsing models vs. language models. Clustering: Hierarchical Clustering, Single-link and complete-link clustering, Group-average agglomerative clustering. An application: Improving a language model, Top-down clustering, Non-Hierarchical Clustering.

Unit-V

NLP, language acquisition is something that can be understanding, misunderstanding, simplified boundary relation and forgotten.

Suggested Readings:

1. **Foundations of Statistical Natural Language Processing**-Christopher Manning and Hinrich Schütze 1999 Massachusetts Institute of Technology, Second printing with corrections, 2000 United States of America.
2. Briscoe, Ted, and John Carroll. 1993. Generalized probabilistic LR parsing of natural language (corpora) with unification-based methods. **Computational Linguistics**.
3. Biber, Douglas, Susan Conrad, and 1998. **Corpus Linguistics: Investigating language Structure and Use**. Cambridge: Cambridge University press.
4. Boguraev, Branimir K. 1993. **The contribution of computational lexicography**. In Madeleine Bates and Ralph M. Weischedel Challenges in natural Language.

Course out Comes: After completion of the course students will be able to

1. Understand approaches to language.
2. Analyze Mathematical Foundations, essential information theory and Entropy
3. Analyze Tagging, Taggers, probabilistic parsing and clustering and language acquisition in NLP.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | | 3 | 3 | | | | | | 2 | | | 3 |
| CO2 | | | | 3 | | | 2 | | 3 | | | 2 |
| CO3 | 1 | | | 2 | | 3 | | | 2 | 3 | | 1 |

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|-------------------|---|------------------------------------|-----------|
| LING 403 | Language Universals and Linguistic Typology | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To analyze language universals and its role of universals in linguistic theory.
5. To understand the study of linguistic typology, difference between linguistic non linguistic typology and linguistic typology as principles of classification
6. To analyze language families of South Asia, South Asia as a Linguistic area

Unit- I

Language Universals – formal, substantive, implicational. Parameters and markedness principles. The role of universals in linguistic theory: Universal grammar and particular grammars, description and explanation.

Unit –II

The study of linguistic typology that ways in which the language of the world vary in their patterns that are grammatical patterns, sentence patterns.

Unit– III

Linguistic typology as a principle of classification- analytic (isolating) vs. synthetic, agglutinating vs. fusional (inflectional) vs. polysynthetic, the concept of incorporation. Greenberg’s typological indices and the re-interpretation of the classical taxonomy of language types. Typology at non-morphological levels of representation including basic word order typology.

Unit– IV

Language families of South Asia: Distribution, characteristics, enumeration, Areal, features and convergence processes. South Asia as a linguistic area: empirical basis. The concept of Linguistic area. Linguistic change, borrowing, convergence, definitional problems. Diffusion area vs. linguistic area.

Unit – V

Selected areal features of South Asian languages (dative subject construction, ergativity, conjunctive, participle construction, compound verb construction, etc.

Suggested Readings:

11. Bernard Comrie. **Language Universals and Linguistic Typology**. Oxford. Basil Blackwell.
12. Joseph H. Greenberg. **Universals of language**. London, The M.I.T. Press .
13. Swarajya Lakshmi, V. and Aditi Mukharjee. **Word orders in Indian Languages**. Hyderabad. Book Links Corporation.
14. Anvita Abbi. 1992. **Reduplication in South Asian Languages: An Areal, Typological and Historical study**. New Delhi. Allied Publishing Ltd.
15. Emmon Bach and Robert T. Harms. **Universals in linguistic theory**. New York. Holt, Rinehard and Winston. Inc.
16. Croft, W. (2002). **Typology and Universals**. Cambridge: Cambridge UP. 2nd ed. ISBN 0-521-00499-3
17. Greenberg, Joseph H. (ed.) (1963) **Universals of Language**. Cambridge, Mass.: MIT Press.
18. Song, Jae Jung (2001) **Linguistic Typology: Morphology and Syntax**. Harlow, UK: Pearson Education (Longman).
19. Song, Jae Jung (ed.) (2011) **Oxford Handbook of Linguistic Typology**. Oxford: Oxford University Press.
20. Whaley, Lindsey. J.(1997) **Introduction to typology: The unity and diversity of language**, Thousand Oaks, sage.

Course Out Comes: After completion of the course students will be able to

5. Analyze language universals and its role of universals in linguistic theory.
6. Understand the study of linguistic typology, difference between linguistic non linguistic typology and linguistic typology as principles of classification
7. Analyze language families of South Asia, South Asia as a Linguistic area .

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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|-----|--|---|---|---|---|---|--|--|---|---|---|---|
| CO1 | | 1 | 2 | 3 | 3 | | | | 3 | 2 | 2 | 2 |
| CO2 | | | 3 | | | 2 | | | 3 | | | 3 |
| CO3 | | | | 3 | 3 | 1 | | | 3 | 1 | 3 | 2 |

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|-------------------|--------------|------------------------------------|-----------|
| LING 404A | Lexicography | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand lexicology and lexicography, notation and format, planning and organization.
5. To analyze types, number and size of dictionaries and dictionary making
6. To understand bilingual/multilingual dictionaries and practice

Unit – I

Lexicology and Lexicography; Lexical and grammatical meaning ; Components of lexical meaning; Polysemy, Homonymy, Hyponymy, Antonymy, Synonymy; Paradigm, Canonical form; Derivation, Composition; Variation in Language, Notation and Format, Planning and organization.

Unit– II

Types of Dictionaries: Criteria of classification – Encyclopedic vs. linguistics, Synchronic vs. diachronic, general vs. restricted. General Dictionaries, standard descriptive, overall descriptive, Historical dictionaries, Restricted of special dictionaries, Pronouncing and spelling dictionaries. Indices and concordances. Dictionaries of synonymy, etc. Number of languages: Monolingual, bilingual, multilingual. Size of the dictionaries: small, medium, big. Academic dictionaries.

Unit –III

Dictionary Making: Collection of material sources excerption, total and partial excerption- cleaning- Lexicographic context- Lexicographic achieves or scriptoria, Lexicographers knowledge of the language, use of informants; Selection of entries, Form of lexical units, Density of entries.

Unit – IV

Construction of entries: lemma, pronunciation, grammatical indication. The main part of the entry, Lexicographic definition, use of synonyms, etc. Examples, glosses, labels; visual aids, sub-entries reduced entries, presentation of polysemy; Arrangement of entries: types of arrangement: Alphabetical, semantic or ideological. bilingual dictionaries.

Unit-V

Bilingual dictionaries /Multilingual dictionaries and practice: practice on different types of dictionary entries

Suggested Readings:

6. Droszewski. 1973. **Elements of Lexicology and semiotics**. The Hague. Mouton.
7. Sing, R.A. 1982. **An introduction to lexicography**. Mysore. CIIL.
8. Zgusta, L. 1971. **Manual of Lexicography**, The Hague, Mouton.
9. Autonia, H. F. 1968. **Lexicography: Current trends in linguistics. Vol. 4**. ITA school. The Hague, Mouton.
10. Hartmann R.K (Ed.) **Lexicography: Principles and practice**, Academic Press
6. Bejoint, Henri (2000) **Modern Lexicography: An Introduction**, Oxford U.P. ISBN 978-0-19-829951-6.
7. House holder, F.W. and Sol Saparts (ed.) (19960, **problem in Lexicography**, Indian University Press, Bloomington.

Course out Comes: After completion of the course students will be able to

4. Understand lexicology and lexicography , notation and format, planning and organization
5. analyze types, number and size of dictionaries and dictionary making
6. Understand bilingual/multilingual dictionaries and practice.

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| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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|-----|---|---|---|---|---|---|--|--|---|---|---|---|
| CO1 | 2 | 2 | | 3 | 1 | | | | | | | 3 |
| CO2 | 2 | | | 3 | 3 | 3 | | | | | 3 | 2 |
| CO3 | 1 | 1 | 1 | | 2 | 2 | | | 2 | 2 | | 2 |

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| LING 404B | Language Teaching | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

- To understand role of linguistics in language teaching
- To analyze language acquisition Vs learning and presentation of language teaching.
- To understand teaching aids, remedial teaching material and computer aided language teaching

Unit-I

Role of linguistics in Language Teaching: Principles of Language Teaching, professional qualifications of Language Teaching. Role of Teacher in language analysis. Discourse analysis, language diversity and educational linguistics.

Unit –II

Traditional methods of language teaching - grammar translation method, direct method, audio-visual method, Reading method and new methods. Relationship between linguistic theories of language and corresponding teaching methods, contrastive analysis and error analysis.

Unit–III

Language acquisition vs. learning, acquisition and multilingualism, theories of learning, attitude and aptitude, motivation in language learning.

Unit –IV

Presentation of language Teaching: Class room practice, repetition, practice etc., on-line language teaching aids in language teaching.

Unit-V

Teaching Aids: Audio-visual, Audio-lingual, language laboratory, etc. Language testing; prognostic, diagnostic, proficiency. Achievement and close tests. Reliability and validity. Remedial teaching material and computer aided language teaching.

Suggested Readings:

- Stern, H.H. **Fundamental concepts of Language Teaching**. Delhi. Oxford University Press.
- Robert Lado. **Language Teaching**. Bombay-New Delhi. Tata McGraw-Hill
- Valerie Kincella. **Language Teaching and Linguistics**. Survey. London. Cambridge University Press.
- Edward M. Stack. 1960. **The language laboratory and Modern language teaching**. NewYork. Oxford University Press.
- David Crystal. **The Cambridge Encyclopedia of Language**. NewYork. Cambridge University Press.
- Lado, R(1964),**Language Teaching**, Tata Ms.Grow Hill, New York

Course Out Comes: After completion of the course students will be able to

- Understand role of linguistics in language teaching
- Analyze language acquisition Vs learning and presentation of language teaching
- Understand teaching aids, remedial teaching material and computer aided language teaching.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | | 2 | | | | 2 | | 1 |
| CO2 | 1 | 2 | 2 | 3 | 3 | | | | 2 | | | 2 |
| CO3 | | | 3 | | 3 | 3 | | | 3 | 1 | | 2 |

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| LING 405A | Branches of Linguistics | 6L: 0T : 0P | 4 Credits |
| Internal Marks:20 | | End Semester Examination Marks :80 | |

Objectives:

4. To understand nature and scope of linguistic, language and linguistics and phonetics
5. To understand Phonology, Morphology, Syntax, and semantics.
6. To understand types of Interdisciplinary Linguistics and Branches of Applied Linguistics.

Unit-I

Nature of scope of Linguistics, methodology, biological basis of language.

Unit – II

Definition of Language and Linguistics; Branches of Linguistics. Phonetics – Types of Phonetics, Speech organs. Phonology- Phone, Phoneme and allophone, Types of Phonemes, Phonological Analysis.

Unit – III

Morphology: Morph, Morpheme and Allomorph. Types of Morphemes – Morphological Analysis. Syntax: Particular and universal grammar, Syntactic, Semantic and Phonological components of grammar – sentences and its constituents.

Unit – IV

Semantics – The terms of Semantics and Meaning; Types of Meaning; Componential analysis, Projection Rules; interdisciplinary linguistics and branches.

Unit – V

Branches of applied linguistics: Lexicography, translation, language teaching, language learning, language planning, language testing etc.,

Suggested Readings:

13. [Bloomfield, Leonard](#) (1914). An introduction to the study of language. New York: Henry Holt and Company.
14. Chomsky, Noam (1957). Syntactic Structures. The Hague: [Mouton](#).
15. Hockett, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.
16. Bloomfield, L. 1933. **Language**. NewYork. Hol & Rinehart and Winston.
17. Pike, K.L. 1947. **Phonemes: A technique for reducing language to writing**. University of Michigan Press.
18. Nida, E.A. 1946. **Morphology**. Ann Arbor. Michigan University Press.
19. Langacker, Ronandl W. **Fundamental of Linguistics Analysis**. New York. Harcourt Brace Jovanovich, Inc.
20. Chomsky, N. 1965. **Aspects of the theory of syntax**. Cambridge. MIT Press.
21. Verma, S. K. and Krishnaswamy, N. 1998. **Modern Linguistics: An Introduction**. New Delhi. Oxford University Press.
22. Palmer, F.R. 1976. **Semantics: A new out line**. London. Cambridge University Press.
23. Winfred P. Lehmann, **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) ISBN 0-03-078370-4
24. Raimo Anttila, **Historical and Comparative Linguistics** (2nd ed.) (John Benjamins, 1989) ISBN 90-272-3557-0

Course Out Comes: After completion of the course students will be able to

4. Understand nature and scope of linguistic, language and linguistics and phonetics .
5. Understand Phonology, Morphology, Syntax, and semantics.
6. Understand types of Interdisciplinary Linguistics and Branches of Applied Linguistics.

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|-----|---|---|---|---|---|---|---|---|---|----|----|----|
| POs | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| CO1 | 3 | | 3 | | | 2 | | | | 2 | | 1 |
| CO2 | 3 | | 3 | | | | | | 1 | 1 | | 2 |
| CO3 | 1 | 1 | 1 | | 2 | 2 | 2 | | 3 | | | 2 |

PROGRAMME OUT COMES

PO1. Engaging Language and Linguistic knowledge:

Applying the knowledge of Language and Linguistic structure

PO2. Problem Analysis:

Identify Phonetics, Phonology, Morphology and Syntax – analyze different structures

PO3. Define structures :

Identifying and difference between the structure of Phonemes, Morphemes, sentences and meanings.
Identify Historical comparative Inter-disciplinary and Applied Linguistics areas

PO4. Conduct investigation of Linguistic structures:

Users use research based knowledge and research methods including design of structures, analysis and implementing of data and synthesis of the information to provide valid conclusions.

PO5. Modern tool usage:

Create, select, apply and usage appropriate techniques, resources and ICT tools including prediction and modeling to complex activities with an understanding of the limitations

PO6.The Linguist and Society:

Apply reasoning informed by the contextual knowledge to access Societal, health, safety, Cultural and language issues, the consequent responsibilities relevant to the practice.

PO7. Environment and sustainability:

Understanding the impact of the professional Linguistic solutions in the Societal and environmental context and demonstrate the knowledge need for sustainable development

PO8. Ethics:

Apply ethical principles and commit to human values and professional ethics, responsibilities, norms of the language and Linguistic practice.

PO9. Individual and Team work:

Function effectively as on individual, as a member or leader in diverse teams, in disciplinary settings. They are research works, Awareness programmes etc.,

PO10. Communication:

Communicate effectively on Linguistic activities of general, Interdisciplinary and applied areas, being able to comprehend and write effective reports, design documentation, make effective presentations give and receive clear instructions.

PO11. Project Management and Finance:

Demonstrate knowledge, understanding of the language and Linguistic, management principles and apply these to once own work ,as a member and a leader in a team to manage projects in multi-disciplinary environments.

PO12. Life - long learning:

Recognize the need and importance of the preparation and ability to engage in independent and life -long learning in the broadest context of language and Linguistic change.

PROGRAMME SPECIFIC OUT COME

PSO1. The students understand the basic concepts of Linguistics and ability to analyze General Historical, Comparative, Interdisciplinary and Applied Linguistics Perspectives

PSO 2. The students will be exposed to alternative approaches on pronunciation, sentence formation, dictionary making through exposure to course work in allied fields and ability to suggest and solve various Language and Linguistic problems.